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| **Name:** Whitney Sparks | **Grade Level:** 3rd Grade |
| **Subject:** Reading | **Date:** August 28, 2017 |

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| At the end of this lesson TSW **KNOW**…  The procedures to follow while in the classroom | At the end of this lesson TSW  **BE ABLE TO**  Restate what they learned about procedures with a partner. | At the end of this lesson TSW  **THINK ABOUT**  What will help them overcome their jitters. |

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| **Objective/TEKS:** *(3.29B) TSW  follow, restate, and give oral instructions that involve a series of related sequences of action.*   * *TSW follow and restate oral instructions related to procedures.* |

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| **Rationale:** What do you on the first days of school will determine your success for the rest of the school year (Wong, 2009). |

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| **Materials**   * Teacher Use | * Class List Numbered Alphabetically * Notecards w/numbers * “The First Day Jitters” * Document Camera |
| **Materials**   * Student Use | * [First Day Jitters Hand-Out](https://www.teacherspayteachers.com/Product/First-Day-Jitters-Writing-Sheet-811252) * Markers * Cardstock (Name Tents) |

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| **Setting** | * TSW be lined up in the hallway for the introduction, in their desks working independently during the mini-lesson, and walking around the room in a group during Guided Practice. |
| **Student Needs/Adaptations** | * Some students will be coming into the room scared and may cry. TTW stay close to these students to ensure that they feel safe. There will be a “safe place” in the classroom that some students may need to use this first day. |

**Instructional Strategies**

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| **Time** | **Activities** | **Components** |
| 10 mins. | Instructional Focus | **Greeting**   * Have TS line up in the hallway. * TTW model appropriate hallway procedures (standing quietly, hands to yourself). * TTW call out names while in the hall and will hand that student their designated number. * Show TS different greeting styles (handshake, high-five, or hug) and how to greet you at the door   **Procedures**   * Have TS practice it once, walking into the room, finding the desk that matches their number, and placing their backpack on the back of the chair.   **Parent Involvement**   * My parents will have written a note to their student on Meet the Teacher that TS may take the time to read while others are coming in. If a student does not a have note, I will write one the day before school starts.   **Procedures**   * After backpacks are placed on chair, TSW line up numerically after their number is called. * TSW go out into the hallway again, and practice greeting the teacher. |
| 25 mins. | Instructional Procedure | * Have TS walk back into the room and stand behind their desks.   **Gallery Walk - Procedures**   * Have TS join you on a walk around the room. * TTW show the students where to find the following and how to use them… * *Pencil Sharpener, Trashcans, Desks, Rug, Backpack hooks, supplies, missing work folders, turn-in trays, mailbox for affirmations* * Stop here and ask for questions. * Have TS walk back to their desks. (model)   **Getting Acquainted**   * TTW have cardstock on the student desks. TTW model how to create the name tent (AVID, 3.4). * Write name in print with large letters on the front and back of the tent. * In one corner of the tent write one thing you did over the summer.   **Collaboration**   * Once completed, have the students play Team Huddle (Avid, 3.25). * TTW have the students stand up and push in their chairs with their name tents in hand. When the music starts TS starts walking (model this). * When the music stops listen for a number, and you huddle with that amount of people. If the teacher calls “3” then you are in a group of three. * Using your assigned number, go in numerical order with the smallest digit starting first. Read your name and tell one thing you did over the summer. * TTW play as well walking around with her name tent. * Play a couple of times until you feel like most students were able to meet up with each other. * Have the students walk back to their desks. (model)   **Objective**   * TTW read the objective of today’s lesson. |
| 10 mins. | Guided Practice | **Read Aloud**   * TTW show TS the book “The First Day Jitters”. * *What do you think the word jitters means? Why would someone have jitters on the first day of school?* * TTW read “The First Day Jitters” * After reading, have a class discussion about what causes us to have first day jitters. * *What is something that I have put in place to help you with your first day jitters?* * Let TS know that you get jitters as well even though you’re a teacher. |
| 10 mins. | Independent Practice | **Activity**   * TSW complete the following [handout](https://www.teacherspayteachers.com/Product/First-Day-Jitters-Writing-Sheet-811252) where they are able to write about how they are feeling on the first day of school and draw a self-portrait. * *TTW have already created one to show under her document camera.* * TTW show TS how to write a proper heading. * This item will be placed in their time capsule which we will unveil the last week of school. |
| 5 mins. | Closure | **Sharing**   * Turn and talk to a shoulder partner and tell them how we sharpen pencils. * *Where can I find a trashcan?* * *What is the purpose of the mailbox?* * *What is the first thing you will do when you see me tomorrow morning (before entering my class)?* * *What was the objective? Tell your partner.* * *Did we follow our objective and meet our goal?*   **End-of-Day Procedures**   * Starting in about two weeks, TSW have a classroom job, but starting this week I want them all helping with the jobs. * Show TS how to sharpen pencils so they are ready for the next day. * Show TS how to clean the caddies that contain the markers and pencils. * Show TS how to check their desks and make sure it’s cleaned and ready for the next day. * Push in chairs, line up at the door when your number is called, and wish the students well as they leave. TTW be the goodbye wisher for this week, but when classroom jobs start it will be the job of a student. |

**Evaluation Strategy**

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| Formative: | * TTW assess TS by actively monitoring while TS are walking around the room and restating the procedures to their shoulder partner. |
| Summative: | * TTW start making notes of student behavior, and/or misbehavior, on the student list used above with their numbers. |

Reflection

Have a lesson plan for the first week outlined and the first day detailed (Tucker, 2013). The more you plan before school actually starts the more calm the teacher will be once school does get underway. The more in control you are the more your students will feel relaxed and safe. You are responsible for the safety and learning for all of the children in your room (Tucker, 2013).

Teaching procedures within your classroom enables the students to maneuver safely around your room. The students will need to be able to safely walk around desks to get to their location. The students will also need to know where things like the turn-in try are located as well as supplies to ensure student success.

One of my biggest pet-peeves is that our students do not know their classmates. Some teachers blame this on state testing, but I blame it on the fact that we do not create enough visuals for the students using their names. The name tents will be a great asset to any classroom because they can be set up every time the students enter the room. If made into a classroom job, then the students will be forced to learn the names of others to quickly pass out the tents. They can also be used left for a substitute to help better manage the classroom while you are gone.

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| **Name:** Whitney Sparks | **Grade Level:** 3rd Grade |
| **Subject:** Reading | **Date:** August 29, 2017 |

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| At the end of this lesson TSW **KNOW**…  The rules and consequences for our classroom. | At the end of this lesson TSW  **BE ABLE TO**  follow the rules and restate for a partner. | At the end of this lesson TSW  **THINK ABOUT**  The importance of following rules. |

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| **Objective/TEKS:** *(3.29B) TSW  follow, restate, and give oral instructions that involve a series of related sequences of action.*   * *TSW follow and restate oral instructions related to procedures.* |

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| **Rationale:** TSW need to know the information about rules and consequences to be successful in the classroom this year. TSW also need to know procedures outside the classroom and be able to locate rooms throughout the building. |

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| **Materials**   * Teacher Use | * Chart Paper * Markers * 8x10 paper for rules (have a student make this copy while you write on the chart paper) * Laminated cards that can be placed on the family contract * Double-This, Double- That (Avid 3.13) written on chart paper |
| **Materials**   * Student Use | * Name Tents * Small ball (Name Game) * [Rules Scenario Game Cards](https://www.teacherspayteachers.com/Product/Free-Back-to-School-Following-the-Rules-Game-2003996) * Paper for independent practice |

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| **Setting** | Walking into the classroom. Students are grouped in one big circle for the ice-breaker. Students are sitting at desks while going over rules and consequences. |
| **Student Needs/Adapations** | TS should already know about rules and consequences.  If a student has a physical disability. have him/her stand by TT during The Name Game. |

**Instructional Strategies**

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| **Time** | **Activities** | **Components** |
| 10 mins. | Introduction/Focus | **Greeting**   * TTW stand at the door and have TS practice the greetings.   **Ice-Breaker**   * Icebreaker: Name Game (CKH, pg. 55) * TTW show TW how to form a circle quickly on the rug (hold hands and then let hands drop). * Tell TS to think of an adjective that describes them but is the same letter as their name. (Ex. Whitty Whitney). * TT starts by saying her name and then passing a small ball to a student. But first TT has to say that child’s adjective/name. * Continue playing until all students have gotten the ball and said their adjective/name. * When finished, play again but keep the same order. TSW have to remember who they threw it to and who threw it to them. * Have TS walk to their seats, sit down at their assigned desk, and take out their name tent.   **Getting Acquainted**   * TSW pick a corner on their tent and tell something they do well (TTW do this as well). * Think-Pair-Share (Avid, pg. 222) * TSW stand up, push in their chairs, hold onto their name tents, and find a partner when the music starts. * This is a good time to teacher A/B partners. A talks, B listens. I usually have “B” put a finger over their mouths so that I can see which child is “B” from a distance. * Have each partner tell their name, shake the friend’s hand, and tell (in a complete sentence) what they do well. *Hello, my name is…I excel at…* * After the students have shared several times, have TS walk back to his/her desk and sit down. |
| 25 mins. | Instructional Procedure    **SPARKS’S FAMILY RULES**  Be respectful of others and their property  Take responsibility for your actions  Be mindful of your voice level while others are working  Follow the directions given to you by any adult | **Contract (CKH, p. 3)**   * TSW be sitting at their desks for this activity. * Go through the four questions and have TS help you create a family contract writing only one-word answers. * *How do you want to be treated by me (teacher)?* * *How do you want to be treated by each other?* * *How do you think I (leader) wanted to be treated by you?* * As they answer, you may want to write the words or have a student help you. * This year I may have some words, that are generally used, already cut out and laminated so that TS will just have to place the word on the anchor chart. * TTW make sure and stop to discuss words like RESPECT. *What does that look like? What do you mean by respect?* * Keep the list positive. Avoid using “don’t” or “no” * TT and TSW sign the contract. Talk about what that means to sign your name to something.   **Classroom Rules**   * When the contract is finished, have TS help you take the words that were most important or that had the most checkmarks (meaning that more than one kid wanted to say that word) and create rules. * Have TS help you create positive sentences using those key words. Your rules should look similar to the ones pictured (left). * Ask the kids where they think the rules should be posted so that they can be seen and referred to daily. * *Stop here and complete the Guided Practice activity to allow the kids some time to process,* |
| 15 mins. | Guided Practice | **Rules Activity**   * Rules Scenarios: Give every student a [scenario card.](https://www.teacherspayteachers.com/Product/Free-Back-to-School-Following-the-Rules-Game-2003996) * TSW push in his/her chair and play Think-Pair-Share using their scenario cards. * You can either have TS read the card or reenact what is happening in the scenario. * The partner will decide if that student was following/breaking the rules and which one did they break? * When finished, have TS come back to their desks and sit down.   **Procedures Outside the Room**   * Inform TS that they will be practicing rules while we move out into the hallway. * On the first day, it’s imperative to teach the kids where to line up for buses, car riders, walkers, bikers, how and where to sit at lunch, how to get to recess, walking on the red/blue lines, RR procedures, locating other rooms, etc. * Students line up by number and practice procedures (altogether in a group) while teacher carries the list of rules with her on a clipboard to remind them of what to be doing.   **Practice Greeting**   * When TS come back to the room, greet them with a smile and welcome them back to the classroom.   **Independent Work**   * Have them complete the independent practice. * TTW use her document camera to show them how to correctly put a heading on their paper. * When complete, show them where to find the turn-in tray. |
| 5 mins. | Independent Practice | * *Write down the rules you learned today. Why are they important? How do they help our classroom community? What is a consequence?*   **Energizer**   * Then have TS complete the Double-This, Double-That Energizer (AVID, pg. 172). * This is a hand jive where TS has to listen, follow directions, and work with a partner. * Video TS working together and put on SeeSaw for the parents to see. |
| 5 mins. | Closure | **Summarize**   * Turn and talk to a partner and restate what you learned.   **End of Day Procedures**   * Starting in about two weeks, TSW have a classroom job, but starting this week I want them all helping with the jobs. * Today have a few students shadow you and help with classroom jobs. * Show TS how to sharpen pencils so they are ready for the next day. * Show TS how to clean the caddies that contain the markers and pencils. * Show TS how to check their desks and make sure it’s cleaned and ready for the next day. * Push in chairs, line up at the door when your number is called, and wish the students well as they leave. TTW be the goodbye wisher for this week, but when classroom jobs start it will be the job of a student. |

**Evaluation Strategy**

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| Formative: | * TTW actively monitor while TS are restating. |
| Summative: | * TTW review the rules written during independent practice and check for understanding of a consequence |

Reflection

Posted classroom rules should communicate to students that you have specific expectations (Sprick, 2009). Every year I follow the same procedure of writing a family contract, but this will be my first time in a long time to have rules posted in my room. Rules and contracts should be referred to daily, and I thought by having the kids to help me post these things around the room they would put it in a location where it can be seen throughout the classroom. I’m bad about just sticking things in the back and forgetting about it. My plan is to help guide misbehavior by having the student look at the rules to see which one is being broken and discuss how we can fix the problem.

Because students cannot sit idle, you need to develop some activity for them (Lindberg, 2005). In this plan, you will see where there are times when students can get out of their seats. Students who suffer from ADD or ADHD cannot sit still and since the classroom is filled with eight-year-olds, my students need processing time every eight minutes (Tucker, 2013).

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| **Name:** Whitney Sparks | **Grade Level:** 3rd Grade |
| **Subject:** Reading | **Date:** August 30, 2017 |

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| At the end of this lesson TSW **KNOW**…  The consequences for our classroom. | At the end of this lesson TSW  **BE ABLE TO**  Identify misbehavior and which consequence would be appropriate for that behavior. | At the end of this lesson TSW  **THINK ABOUT**  Their actions. |

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| **Objective/TEKS:** *(3.29B) TSW  follow, restate, and give oral instructions that involve a series of related sequences of action.*   * *TSW follow and restate oral instructions related to procedures.* |

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| **Rationale:** Consequences help you to fix your misbehavior. It’s okay to make a mistake, but it’s not okay to leave it as a mistake. Consequences help you to see what’s wrong and how it can be fixed. |

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| **Materials**   * Teacher Use | * Chart paper – list of consequences * “Clark the Shark” * CKH book/handouts * Fun Friday Cards * Clipboard with student names |
| **Materials**   * Student Use | * Name Tents * Rule Cards (used the day before) |

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| **Setting** | Students will group together for name tent activity using the four corners of the room. |
| **Student Needs/Adaptations** | When discussing consequences, I have often notice that boys (especially those who are frequent fliers with misbehaving) change in their body language and can often get upset.  I think it’s important to take the time to explain that a consequence does not necessarily mean that you’re in trouble and every day you get a new start. I also want to encourage them to start the year off on a good start and let them know that what happened in 2nd grade is in the past. |

**Instructional Strategies**

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| **Time** | **Activities** | **Components** |
| 15 mins. | Introduction/Focus | **Greeting/Bell Work**   * TSW practice coming into the room using the greeting system already put into place. * TS and TTW add focus on another corner of the name tent by asking *How many people are in your family (just the family members you live with)?*   **Collaborative Structure**   * TTW join the students in the collaborative structure Four Corners (AVID, pg. 218). * Have a range of numbers in each corner and the kids group together according to their number (0-3, 4-7, 8-10, 10 or more). * TSW take their name tents and walk to their designated spot while sharing out about their family using the following sentence stems… * *My name is\_\_\_\_. In my family we have \_\_\_ members and their names are \_\_\_\_ and \_\_\_\_.* * TSW walk back to their seats and sit down.   **Read Aloud**   * TTW read “Clark the Shark” to introduce misbehaviors and consequences |
| 25 mins. | Instructional Procedure  **CONSEQUENCES:**  1st Offense: Warning  2nd Offense: Conference with the teacher or other adult  3rd Offense: Phone call home  4th Offense: Referral | **Consequences**   * *What is a consequence? Can you give me an example? Can anybody share a scenario card where the student was not following the rules?* * When we don’t follow rules, we have to receive a consequence. * Consequences are not a bad thing. They are a learning tool. * It’s okay to make mistakes, but it’s not okay to leave it a mistake and never fix it. * TTW talk about how these go in order and the referral is the last alternative. * Discuss parent involvement and how you will involve parents early on in the process to help.   **Ice-Breaker**   * TSW can stand up for this activity. * All About You (CKH, p. 59). TTW ask different questions and TSW do what you say if they agree. * (Ex. Everyone who is in a good mood today, clap your hands. And TSW clap their hands.) * When finished, TSW sit back down.   ***Stop here and go to guided practice for Consequences.***  **Positive Reinforcements – Whole Group**   * TTW discuss Fun Friday and how groups can earn table points to earn a prize on Friday. * For right now, a prize can be earned every Friday including this Friday. * Start off by setting a low amount of points so that kids can feel successful (maybe 10 for this week since we are just getting started). * Discuss a few prizes that were given last year and let the kids know that they will be able to create more ideas during independent practice.   **Individual Rewards**   * Also, give every student the checkbook that they will be using. * Let them know that every teacher is doing this in 3rd grade and you can earn money from any teacher. * But you can also have money withdrawn from your checkbook if your behavior is not in check. * Let TS know that they will be able to earn school supplies and other incentives with the money raised in their checkbook. |
| 10 mins. | Guided Practice | **Consequences**   * Have TS use the cards they had the day before when talking about rules. * This time, only give them the cards where a student shows a misbehavior. * Have TS discuss with a small group or partner which consequence would fit that misbehavior and WHY. * Tell the groups that they don’t all have to agree, but if you disagree tell why. * After students have discussed several cards, have them join you at their desks to talk about positive reinforcers. |
| 5 mins. | Independent Practice | * Think of some other reinforcers that you would like to see used in the classroom and write them on a sticky. I will consider these for Fun Friday. * Tell students that when we have created a final list of prizes, a letter will go home to parents letting them know about Fun Friday and the checkbooks. |
| 5 mins. | Closure | * Turn and tell your partner the four consequences that we learned today.   **End of Day Procedures**   * Starting in about two weeks, TSW have a classroom job, but starting this week I want them all helping with the jobs. * Today pick a few students to shadow you and help you around the room. * Show TS how to sharpen pencils so they are ready for the next day. * Show TS how to clean the caddies that contain the markers and pencils. * Show TS how to check their desks and make sure it’s cleaned and ready for the next day. * Push in chairs, line up at the door when your number is called, and wish the students well as they leave. * TTW be the goodbye wisher for this week, but when classroom jobs start it will be the job of a student. |

**Evaluation Strategy**

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| Formative: | * TTW be actively monitoring while the groups are discussing misbehaviors and the consequence that they would choose to go with it. |
| Summative: | * TTW be using her clipboard to assess student behaviors. Make sure and start noting now how to correct some behaviors before school really gets underway. Look for students who cannot handle group time, independent practice, whole group discussions, etc. |

Reflection

Consequences are never a fun topic, but rules must have consequences (Wong, 2009). If consequences didn’t exist then the student would never see a problem in his/her misbehavior. An extension off this lesson plan, if time allows, is to have the students come back at the closure with their rule scenario cards and talk about which consequence would match the misbehavior. Too often kids jump right to the conclusion that they are headed to the office for even the small misdemeanor.

It's funny how even my toughest boys will work for things like a sticker. Sometimes there’s no other incentive given, and they are off showing all their friends the sticker that was handed to them. If it seems immature for them to work toward earning stickers, pencils or coupons, remember, it may not be the reward itself that means something but rather the recognition and praise they receive (Lindberg, 2005).

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| **Name:** Whitney Sparks | **Grade Level:** 3rd Grade |
| **Subject:** Reading | **Date:** September 5, 2017 |

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| At the end of this lesson TSW **KNOW**…  How to follow directions. | At the end of this lesson TSW  **BE ABLE TO**  Listen and use sequencing to make the correct pizza. | At the end of this lesson TSW  **THINK ABOUT**  The importance of listing items in order. |

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| **Objective/TEKS:** 3.8A  sequence and summarize the plot's main events and explain their influence on future events   * *I can learn the importance of sequencing while playing pizza scramble.* |

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| **Rationale:** When Henry Ford created the Model T, do you think he started with the rims? Why didn’t he start with the body first and make it all nice? Right. There is a process to making a car and it’s important to start with the inside parts first. This lesson will teach you how to follow the important steps of creating a pizza in order. |

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| **Materials**   * Teacher Use | * [Pizza Scramble](https://www.teacherspayteachers.com/Product/Pizza-Scramble-A-free-Auditory-Processing-Sequencing-and-Memory-Activity-690279) * Brown paper sack * Junie B Jones book * Anchor Charts – Real Reading vs. Fake Reading * 5 Finger Rule * Document camera |
| **Materials**   * Student Use | * Books from student library * List of jobs for Pizza Scramble * paper |

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| **Setting** | Students will be sitting independently while the lesson is being introduced, but then will form together in cooperative groups to play Pizza Scramble. They will be reading independently while practicing the 5-finger rule. |
| **Student Needs/Adapations** | TS should come to you knowing the 5-finger rule and real reading vs. fake reading. That’s why I didn’t want to spend an entire day on this lesson. If a student is struggling with reading, help TS find a good fit book and read with him/her. |

**Instructional Strategies**

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| **Time** | **Activities** | **Components** |
| 10 mins. | Introduction/Focus | **Greeting**   * Have a student stand with you at the door greeting the students while they come in. Ask the students about their extended weekend and what they did for Labor Day.   **Introduction**   * Read ch.1 and ch.2 of Junie B. Jones. * After each chapter, have TS retell what has happened so far to a partner. |
| 30 mins. | Instructional Procedure | **Real Reading vs. Fake Reading**   * While reading the book, pretend to not read. * Read really fast, or stop and look up at the ceiling.   Image result for fake reading versus real reading   * Talk to students about how impactful real reading is and how hurtful it can be to the student if they are fake reading. * Go over the 5-finger rule with the students, Model this for TS with a different book than Junie B. Jones. * Ask if there are any questions.   Image result for the five finger rule  **Stop here and move to independent practice.**  **Pizza Scramble**   * Inform TS that they will now be working in cooperative groups. * Discuss what this looks like and model with a few students before they go off on their own. * Talk about conflict and what to do if someone does get upset or if their feelings get hurt. * Remind them that they are earning points for Fun Friday and can get money placed in their checkbook for this activity. * TTW have a list of the jobs on her document camera with the definition of each. * Have TS pick a job card out of the brown paper sack (Supervisor, Customer, Server, Cook) * Have TS turn and ask (or tell) a shoulder partner what their job is and what their role will be (keep the definitions on the screen). * TTW follow the directions given for the game and then call the students to come back to the rug to discuss the following questions. |
| 5 mins. | Guided Practice | **Pizza Scramble**   * *What was the importance of doing this activity?* * *What do you think you were doing?* * *Why is this important when related to reading/ procedures/etc?*   **Parent Involvement:**   * Video the students working in their groups and send to the parents on SeeSaw. You might even walk around and record a few students who can tell you what they are learning and why they are playing Pizza Scramble. |
| 10 mins. | Independent Practice | **Real Reading w/the 5-Finger Rules**   * Allow TS to choose any book from your classroom library and practice the 5-finger rule. * Before reading the book, TS should be looking through the book and following the anchor chart to make sure it is a good fit good. * If it does turn out to be a good fit book, have TS start reading and set your timer for 5 minutes.   **Pizza Scramble**   * TSW walk back to their desks and write telling what is sequencing and why it is important. |
| 5 mins. | Closure | **Summary**  *Summarize what you learned today in 1 complete thought.  Turn and tell a partner.  “I learned \_\_\_\_\_\_.”*  **End-of-Day Procedures**   * Continue introducing different classroom jobs and model for students have a few different ones help you each day. * Wish them well as they leave out the door. |

**Evaluation Strategy**

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| Formative: | * TTW actively monitoring cooperative groups while playing Pizza Scramble. |
| Summative: | * Carry the clipboard around so that you can document who struggles working with students and who might benefit from working with just one partner. * Also, focus in on your ELL’s and see if they are participating or being allowed to talk. |

Reflection

Reading is a tough subject to teach because with school first starting you don’t really know who is on-level with reading and who is behind on their reading level. It is always a challenge to have them pick out a book in fear that the book may be too hard, or too easy, for them. Either one can be detrimental to their learning and only put them further behind.

Sometimes there are other barriers with reading than a reading disability. When classrooms operate like a family (a functional family), students feel safe to learn and are able to focus on gaining concepts and skills, rather than surviving (Tucker, 2013). Some kids feel safe early on and just really blossom with their reading. For other students, it may take all year to get them to feel safe enough to read with others or focused on reading rather than the surviving. That’s what I truly love about my job. There’s nothing better than creating this safe, fun environment and then seeing the kids flourish when they buy in to the idea that they are safe.

With this being the first big cooperative group project, it can make a teacher a little nervous. Some teachers can’t take the noise at all and would rather just have students work in their desks all day. But as we all know, we learn only 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both see and hear, 70% of what we discuss with others, 80% of what we experience personally, and 95% of what we teach someone else (Tucker, 2013).

Annotated Bibliography

Flippen, F. (2011). *Capturing Kids' Hearts*. College Station, TX: The Flippen Group.

This book has been a big asset in my classroom because it has shown me to build a solid family contract (p. 3). I have used this technique for years and it really seems to keep my misbehaviors at a minimum. This book is a great tool to have around especially during the first week of school because of the ice-breakers like The Name Game (p. 55). The kids always love these team-building activities and this is one of their favorites.

Lindberg, J. A. (2005). *Common-Sense Classroom Management for Middle and High School Teachers*. Thousand Oaks, CA: Corwin Press.

Most teachers are quick to just give up or say they can’t deal with a student anymore, but reading through this selection has caused me to think that I can manage behavior. Just having reminders like kids being so young and not being able to sit idle (p. 56) is something that is often forgotten when you have so much curriculum to cover. It’s important that I remember this. I also enjoyed reading about all the rewards and incentives that I could give to my students (p.76).

Sprick, R. (2009). *CHAMPS: A Proactive and Positive Approach to Classroom Management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing.

CHAMPS is a positive approach that our district has implemented. This book has given me a lot to think about with classroom management and behavior like with posting classroom rules (p. 115).

Tucker, G. K. (2013). *First Year Teacher Notebook*. Amarillo, TX: GKT Publishing.

The “First Year Teacher Notebook” was useful because it reminded me to have a lesson plan outlined for the week and especially the first day of school (p. 25). Sometimes I think as you become closer to a veteran teacher you think that you can just wing it, but this reminded me that w*inging it* would only cause me more stress and create a chaotic classroom environment. Reading Mrs. Tucker’s book also reminded me that it is our job as teachers to keep the classroom safe for the sake of our children (p. 61). This book also showed me different ways the brain works and how we learn best (p. 78). Dr. Tucker also reminds us in this book that sometimes learning has nothing to do with a disability but it has everything to do with the child feeling safe in his/her environment (p. 85).

Wong, H. K. (2009). *The First Days of School*. Mountain View, CA: Harry K. Wong Publications.

Dr. Wong’s book just inspires me. When I finish this course, I plan on reading this revised version of his book because I probably haven’t read his first one since my first year of teaching. He thinks of everything and doesn’t leave anything out. His words about the first days are so true like when he stated that the first day of school is the most important day of the schoolyear because it either denies or ensures student success (p. 81). He reminds us that rules must have consequences (p. 152).