

THE FIRST WEEK OF SCHOOL – SECONDARY TEMPLATE

From Chapter 11 of “Conscious Classroom Management, 2nd Edition”



This template is a starting place for you to consider how to plan the first five days of school. The four categories of Rapport (A), Procedures (B), Rules (C), and Content (D) are woven throughout. Click the links in the calendar to see detailed lessons and samples, and choose or modify what works for you.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Meet, Seat, Greet Meet students at door. Have a seating chart projected. While taking roll, have a first day activity on desks that students can complete quietly and individually. (A, B)</p> <p>Teach Procedure: Getting Attention/Quiet Signal Practice by having kids talk to people near them about their summer, then use signal to bring them back. (B)</p> <p>Introductions Introduce yourself, perhaps with a letter of introduction. Give an overview of the class. Show things that might inspire excitement about the coming year, like previous student work or video</p>	<p>Greet and Seat Greet students at door. Project seating chart. Have prompt or silent seat work for them to begin. (A,B)</p> <p>Teach Procedure: Start of Class De-brief how they did already today. Explain and model what perfection looks and sounds like. Have them practice. (B)</p> <p>Appointment Clocks Have students stand, greet anyone else and share their homework from last night (photo, song, object, letter). Student pairs can then make appointments to meet again on an appointment clock or diagram. (A)</p> <p>Model Talk to Text with Cold Read Using a difficult text for you,</p>	<p>Reinforce Start of Class Procedure (B)</p> <p>Syllabus and/or Rules Activity If you are using one, handout your syllabus. Have students stand and find partner (use appointment clock or diagram for partnering) and complete a syllabus activity, like a scavenger hunt worksheet where the answers are in the syllabus. If you are not using a syllabus, you will need to review the classroom rules some other way. It is often a good idea to have students come up with the rules, using a Rules Activity. This can create more buy in and a sense of community. (B, C)</p>	<p>Start of Class Procedure (B)</p> <p>Syllabus & Rules Quiz (A, B, C, D)</p> <p>Skills Lesson: Questioning Using a piece of high interest content, teach students how to question a piece of text. Have students moving at least once during this lesson. (D)</p> <p>Teach Procedure: Dismissal Explain and show what perfect</p>	<p>Start of Class Procedure (B)</p> <p>Informal Quiz on Names or play a Name Game (A)</p> <p>Materials Check Check to see who has all materials. Give points accordingly. (B)</p> <p>Teach Procedure: Hand Raising (B)</p> <p>Content Lesson As you introduce new content for a unit, incorporate the skills and procedures taught earlier in the week, such as Questioning, Talking to Text, Movement and Pairing, as well as the newly introduced hand</p>

<p>snips. (A, D)</p> <p><u>Movement Activity</u> Review some content or find out about student interests using a movement activity. At the end of the activity, teach the procedure for using music for transitions. (A, B, D)</p> <p><u>Homework</u> You can do any of a variety of things: anything from asking students to bring in a photo or object or song lyrics that says something about them to assigning a response to the teacher's introduction letter or writing a letter of their own.</p>	<p>cold read and talk to the text out loud, modeling how to make sense of difficult text. (D)</p> <p>Skills Lesson: Talk to Text Have kids silently talk to a piece of content text (solving math word problems, making sense of science article, biased historical document, or piece of literature.) (D)</p> <p>Teach Procedure: <u>Pairs & Groups</u> Teach how bodies and desks should look for pairing. (B)</p> <p><u>Pair Share</u> for Talk to Text Have students pair with neighbor and share what they wrote on text. (D)</p> <p>Homework Assign homework as necessary</p>	<p>Teach Procedure: <u>Bathroom Policy</u> (B)</p> <p>Introduce First Unit of Study- goals, objectives, and essential questions. (D)</p> <p>Content Lesson with guided practice. Keep in mind that a long lesson (over 20min) should include movement, multiple checks for understanding and be chunked into smaller yet connected pieces. Find ways to get 100% engagement when asking questions, using various participation techniques. (D)</p> <p>Homework -- Syllabus & Rules Quiz tomorrow -- Materials due in two days -- Assign other homework as necessary</p>	<p>dismissal formation looks like. Have class practice. (B)</p> <p>Homework -- Materials due tomorrow -- Assign other homework as necessary</p>	<p>raising procedure. (D)</p> <p><u>Reflection Activity</u> This might be an exit slip or quick write or write-pair-share. Ask a few reflection questions, such as what they like so far about the class, what worries them, and one thing they've learned. (A, B, D)</p> <p>Homework -- Assign homework as necessary</p>
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A = BUILDING RAPPORT

B = TEACHING PROCEDURES

C = ESTABLISHING RULES

D = TEACHING CONTENT