

THE FIRST WEEK OF SCHOOL - ELEMENTARY 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. Choose or modify what works for you.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Meet and Greet students at the door. Direct students to seats labeled with temporary name tags. Have a Getting to Know You Activity ready on students’ desks (A)</p> <p>K-1 ONLY: School Tour, including lining up and hallway procedure (A)</p> <p>Teach Procedure: Getting Attention and use Freeze Game to practice. (B)</p> <p>Teach Procedure: Transitions for how we should look and sound when moving from desks to carpet. (B)</p> <p>Introduce Social Skills T-Chart with “Showing Respect” or “Making Good Decisions.”</p> <p>Welcome Mixer Follow-up to the “Getting to Know You Activity.” Note: Opportunity to practice Attention Signal. (B)</p> <p>Teach Procedures: Bathroom and Water (B)</p> <p>Introduce First Content Piece Reading Response or Narrative Writing (B)</p> <p>Teach Procedure: Readiness for Recess including getting snack, lining up and hallway procedure (A)</p>	<p>Greet Students at the Door (A)</p> <p>Teach Procedure: Morning Routine such as interactive journals or Morning Meeting, as well as how to enter, put things away and get seated and ready (B)</p> <p>Teach Procedure: Pair-Share Share souvenirs from summer (yesterday’s homework) (B)</p> <p>Establish & Review Rules and Expectations. Introduce Group Work Procedure and assign the first group task: Making Class Rules. Important class rules to reinforce during this activity are: 1) we raise our hand to speak, 2) We listen with our whole body, 3) we keep our hands and feet to ourselves 4) We use our quiet voice in class. (B, C)</p> <p>Teach Procedures: Hand-Raising (B)</p> <p>Freeze Game to reinforce attention signal (A, B, D)</p> <p>Popsicle Stick/Clip Decorating Continued (A, B)</p> <p>Review Readiness for Recess (A, B)</p>	<p>Reinforce Morning Routine Such as getting seated, getting started, morning greeting, reviewing agenda, sharing of homework photographs(B)</p> <p>Assign Jobs using previously decorated sticks/clips. Change jobs weekly by moving sticks/clips one spot over each week (B)</p> <p>Introduce Student of the Day Assign student and review special tasks and privileges(A, B)</p> <p>Assign Table Presidents For younger grades you might begin your school year having the students grouped in teams of about 4-5 students per team. Assign one person to be responsible for collecting the team’s materials. This avoids crowds and minimizes management time. Assign a new president each week. (A, B, D)</p> <p>Teach Procedure: Independent Work Time Create a T-Chart for what we look and sound like when we work independently. Or use a visual to how what you want (B, D)</p> <p>Line Up for Recess with Snack (B)</p>	<p>Reinforce Morning Routine (B)</p> <p>T Chart: Showing Respect (A, B, D)</p> <p>Daily Language Arts (D)</p> <p>Reading Instruction Day 4 (B, D)</p> <p>Read Aloud (B, D)</p> <p>Reading Groups (B, D)</p> <p>Line Up for Recess with Snack (B)</p>	<p>Morning Routine (B)</p> <p>Introduce Physical Day. After students unpack and sit, explain what the activity will be, i.e. yoga, or calisthenics, or thai chi, or running a lap. This will be a short energizer activity, not a lesson. This can be done in gym or in classroom as well, but whenever possible do it outside. Think of ways to incorporate math learning like counting stretches, or seconds, or breaths. Or taking pulse rates before and after and charting or finding averages. In future start each Friday with this activity. (A, B)</p> <p>T Chart: Problem Solving (A, B, D)</p> <p>Daily Language Arts (B, D)</p> <p>Writing Project. Stage 5: Author’s Chair – half the class presents their first writing orally, along with accompanying art project (other half will present the next day)</p> <p>Line Up for Recess with Snack (B)</p>

MORNING RECESS

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<p>Teach Procedure: Entering Classroom (B)</p> <p>Introduce Daily English Language Arts Routine such as board language, phonics, spelling or daily language (B, C, D)</p> <p>Reading Instruction Day 1 For example, “Read to Self” strategies from Daily 5 Curriculum (D)</p> <p>Read Aloud and Writing Sample On the first day of school read a high interest, short, easy book and have students respond in writing about it to get a first writing sample. For example, first grade teachers might read: “The First Day of First Grade” and then have students write about how they felt last night on the day before their first day. (D)</p> <p>Play Name Game (A)</p> <p>Teach Procedure: Lunch Routine Review lining up and hallway procedure. Add getting lunch boxes procedure (B)</p>	<p>Review procedure for entering the classroom (B)</p> <p>Practice Daily Language Arts Routine (B, D)</p> <p>Reading Instruction Day 2 For example “3 Ways to Read a Book” strategy from Daily 5 curriculum (D)</p> <p>K-1 ONLY: Guided Discovery - Using Scissors (B)</p> <p>Writing Project Stage 1: Planning (A, D)</p> <p>Review Line Up and Lunch Procedure (B)</p>	<p>Review procedure for entering the classroom (B)</p> <p>Practice Daily Language Arts Routine For example “Read to Someone” strategy from Daily 5 curriculum (B, D)</p> <p>Reading Instruction Day 3 (D)</p> <p>Teach Procedure: Reading Group Routine (B, D)</p> <p>Writing Project. Stage 2: Rough Drafts (B, D)</p> <p>Line-Up for Lunch (B)</p>	<p>Writing Project, Stage 3: Publish (B, D)</p> <p>Introduce Science or Social Studies Unit (D)</p> <p>Line-Up for Lunch (B)</p>	<p>Reading Groups (B, D)</p> <p>Science/Social Studies Unit Continued (D)</p> <p>Line-Up for Lunch (B)</p>
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LUNCH

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<p>Teach Procedure: Entering Class After Lunch This might include, put lunch box away, get a drink of water and sit quietly on the carpet or at desk. (B)</p> <p>Introduce Math though Graphing Find out how and where kids go after school using this fun math graphing activity (A, D)</p> <p>Math Routine and Assessment Give quick beginning of the year assessment such as number writing or a fact assessment. Most district adopted math programs have a routine built into each lesson. (D)</p> <p>K-1 ONLY: Guided Discovery - Using Markers (A, B)</p> <p>Play Freeze Game Again. To reinforce attention signal (B)</p> <p>Stick Decorating for assigning jobs later in the week (A, B)</p> <p>Play Name Game Again (A)</p> <p>Review “How I Get to School” Graph letting each group know where they should go. For example, bus riders walk to the bus lines, car pick-ups stay with teacher, daycare kids go to the lunch tables, etc. (B)</p> <p>Teach Procedure: Dismissal and/or review lining up procedure taught earlier in day (B)</p> <p>Homework: Bring in a “souvenir” that represents what you did over the summer</p>	<p>Math Content Lesson D</p> <p>K-1 ONLY: Guided Discovery - Math Tools (B, D)</p> <p>Introduce Classroom Jobs Model and Practice each</p> <p>Teach Procedure: Getting Supplies & Cleaning Up Take a tour of the classroom to become familiar with resources and supplies for student use. Have a caddy of supplies that each table can use. Assign table or group leaders to replenish their caddy from shelves and bring caddy to table as needed (B)</p> <p>Art Project (part of Writing Project above) Introduce an art style such as charcoal drawing or finger painting or watercolors or collage. Have students experiment and practice with the style and then create self-portraits. While students are working on activity, pull students one-on-one for a fluency or other assessment. (A, B, D)</p> <p>Review Dismissal Procedure (B)</p> <p>Homework: Bring in a favorite photograph of yourself</p>	<p>Math Content Lesson (D)</p> <p>K-1 ONLY: Guided Discovery - Water Colors (A, B, D)</p> <p>Continue Art Project (A, D)</p> <p>Play Name Game Again (A)</p> <p>Question of the Day Have students sit in a circle and practice their listening skills. Ask a simple question, like “what did you have for breakfast?” Students one by one share an answer. When listening students are silent and tracking the speaker with their eyes. (A, B)</p> <p>Reinforce Dismissal Procedure (B)</p> <p>Homework: Bring in your favorite T-shirt. Also take home letter to parents and list of needed supplies. Have parents sign letter and return with their contact information</p>	<p>Math Content Lesson (D)</p> <p>Finish Art Project (D)</p> <p>Hopes and Dreams Individual worksheet (A)</p> <p>Reinforce Dismissal Procedure (B)</p> <p>Homework: Bring in a family photograph. Remind students that signed parent letter and supplies are due tomorrow</p> <p>Math Games Check out win-win math games and other games by Marilyn Burns. (A, D)</p> <p>Highs and Lows At the end of each week, meet in a circle and have each child share a “High (something great)” or a “Low (something not so great)” that happened that week (A, B)</p> <p>Independent Work (D)</p> <p>Dismissal Procedure (B)</p> <p>Homework: Assign as necessary</p>
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A = Building Rapport

B = Teaching Procedures

C = Establishing Rules

D = Teaching Content