

Your students look up to you. They observe the way you interact with the environment and model themselves on how you speak, act, and think. When you run a green classroom, students are likely to take your message of reducing, reusing, and recycling beyond the classroom walls.

Show you care about the environment and raise the consciousness of your students by using some of these green ideas in your classroom.

**1. Create PowerPoint presentations.**

Instead of preparing lessons on paper, create PowerPoint presentations that can be easily updated and reused repeatedly over the years.

**2. Start a class website.**

Instead of sending out paper memos, use this website to communicate with students and parents about classroom policies, homework assignments, grading rubrics, upcoming events, and contact information.

**3. Use email.**

When communicating with parents, colleagues, and administration, use emails to cut down on or eliminate the use of paper. This includes requests for substitute teachers, field trip proposals, meeting agendas, meeting requests with parents, or positive calls about students.

**4. Use online resources as educational tools.**

Send students to the Internet to do research on topics related to their learning objectives. Teach them how to bookmark information for easy retrieval to share with the class or study later.

**5. Encourage double-sided printing.**

For items that must be printed, use the double-sided print option to save paper. Check your printer for options that reduce the amount of ink used and energy saving modes and use these settings to economize your printing.

# For the First Days of School

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*Sisseton Middle School is on the Lake Traverse Indian Reservation in South Dakota. Karen Whitney views the historically high dropout rate and low achievement scores of Native Americans as a professional challenge—and she succeeded—with a plan.*

## My Personal First Day of School Script

Jessica McLean is a bilingual elementary teacher in Minnesota.

This is the plan she uses to prepare BEFORE the students enter her classroom and during their time together on the first day of school.

### Before Class

- Hang a sign on or near the door with illustrated instructions for what to do upon arrival:
  1. Go eat breakfast
  2. Hang up backpack
  3. Get right to work
- Place name cards on the tables, so students can find their seats
- Place boxes of school supplies on each table
- Write and post Consequence chart next to yellow Rules chart:
  1. Yellow = warning
  2. Orange = time out
  3. Red = lose recess
  4. Double Red = time out in another classroom, note written to parents
  5. After that = sent to behavior office
- Make Classroom Rules poster:
  1. Be safe
  2. Be kind
  3. Be responsible
  4. Raise your hand to speak
  5. Listen and follow directions
- Label each number with a student's name, so each student has their own set of colored cards
- Place morning work at each student's desk
- Place a sign indicating today's specialist on the wall outside the door
- Make an illustrated "I'm done!" poster, and hang it in the classroom:
  1. Work on unfinished assignments in your red folder
  2. Read books from your Book Box while quietly at your seat
- Hang the Bathroom poster on the wall under the word wall
- Make illustrated Active Listening poster, and hang it on the lower part of word wall:
  1. Look at the speaker
  2. Listen to what they are saying
  3. Think about what they are saying
  4. Respond (by raising your hand to speak)
- Make a Seating Chart and put on clip board
- Write the date on the board
- Put nametags on each student's desk
- Make Popsicle sticks with each student's name; have them put one in the cup as a way to take attendance
- Make cards for a Job Chart with everyone's name and cards for jobs:
  1. Attendance folder
  2. Line leader
  3. Door holder
  4. Hand sanitizer
  5. Clean up the library
  6. Clean up the bathroom

- Make sticky nametags for each student (white labels)
- Get Book Boxes for students who don't have them yet
- Make a paper that says, 'Yo puedo compartir' (I can share) and make copies for the class

### 7:50: Greet Each Student at the Door

- Say, *Good morning!* to everyone
- Ask the names of students who are new to the class and/or the school (give them a sticky nametag)
- Send to breakfast (with backpacks, jackets, etc.)
- Upon return, have them put their name Popsicle stick in the cup
- Ask them if they know their bus number
- Tell them to choose a hook, hang up their backpack, and find their seat
- Tell them seatwork is on the table; pencils are in the pencil box (on top of the stack)
- When all students have arrived (8:10), take attendance (use attendance sheet, not computer)
- Send student to the office with the attendance sheet (refer to Job Chart)

### 8:15: Transition to the Morning Meeting

- Introduce the bell signal
- Practice responding to the bell signal:
  1. STOP
  2. Eyes watching
  3. Ears listening
  4. Hands empty and on your head
  5. Body still
  6. Mouth closed
- Model the correct way (one student), wrong way (two students), correct way (same students)
- Once students understand the bell signal, practice transition and expectations for transition

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- Get Book Boxes for students who don't have them yet
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- Model the correct way (one student), wrong way (two students), correct way (same students)
- Once students understand the bell signal, explain transition and expectations for transition
- Have one student demonstrate how to clean up quietly, walk to the carpet, and sit (outside the

- Have tables (note table number on boxes, one at a time) clean up, walk, and sit
- Practice transition if not carried out correctly:
  1. Quietly clean up
  2. Walk to the carpet
  3. Quietly sit down
  4. Wait

### 8:20: The Morning Meeting

- Explain why we have Morning Meetings
- Explain rules for Morning Meeting:
  1. Empty hands
  2. Crisscross applesauce
  3. Raise your hand to speak
  4. Be an active listener
  5. Greet everyone
- Have everyone say their own name; have everyone else greet them
- Say, *No sharing this week, we are learning how to follow rules and procedures. We will share next week.*
- Share the Classroom Rules and the Consequences if rules are not followed
- Tell students the importance of learning: *Learning is why we are here. We have rules so that everyone can learn in a safe and happy environment.*
- Go over the rules; make sure they're understood; and give short examples
- Parents will get a copy of the rules
- Show and explain the Consequences chart
- Explain Time Out:
  - *Where is the chair?* (on the landing)
  - *How do we walk to time out?* (directly and quietly)
  - *How do we behave in time out?* (sit quietly, do work if incident occurs during work time)
  - *How do we get out of time out?* (quietly raise a hand; talking, yelling out teacher's name, or playing will extend your time out)

## 8:40: Break and Game Time

- Introduce game rules:
  1. Hands to yourself
  2. Body in your own space
  3. No talking
- Introduce one morning meeting game (beach ball greeting)
- Show how to roll the ball (don't throw it)
- "Hands up" if you haven't had a turn
- If you break the rules, you don't play
- If three or more students break rules, the game stops

## 8:45: Daily Schedule

- Talk about the schedule for the day and the week
- Talk about what we will learn while together
- Talk about Science tomorrow (short morning meeting, walk outside to the tent, actively listen)
- Tell students, *We will be active listeners whenever a teacher is talking.*
- Explain active listening, model (listening, retaining, responding), then practice with class

## 9:00: Reading/Lectura

- Tell students:
  - *We will read in Spanish.*
  - *I will wear my bufanda (scarf), you will turn around and say, "es-pa-ñol."*
  - *You will stand up and sit down quietly. (this is a transition)*
  - *You will be active listeners during the lesson.*

## 9:05: Leccion I—I can share!

- Tell students:
  - *When an author writes something, they want to tell us something. They always have a message.*
  - *The author tells us what the characters do to show us what we should do in our own lives.*

- *While we read, let's think: What does the author want to tell us?*
- Read the story, ask for predictions; briefly discuss the characters' feelings:
  - *What do you think the author wants to tell you?*
  - *Now, we're going to make our own book to remind ourselves and each other of the importance of sharing.*
  - *What kinds of things can we share? (make a list together on the board)*
  - *Here's what you're going to do. (model a page from the book):*
    1. Name
    2. Date
    3. Write: I can share ... (finish the sentence)
    4. Draw and color a picture
    5. Turn in your page, and if there is time, make another one

## 9:20: Independent Work

- Work on I can share ...
- Give students procedure for transition:
  1. Walk to your seat
  2. Quietly sit down
  3. Get started right away
  4. Share the materials
  5. Use the hand signal if you need to use the bathroom (don't yell or get up)
- *I will call students table by table to choose books for their book boxes. (at their level, this item is one of high interest)*

## 9:45: Break and Practice How to Line Up

- Share procedure for lining up:
  1. Hands at your sides; be calm
  2. Eyes forward
  3. Shoulders forward
  4. Mouth closed
  5. Stay closest to the friend in front of you

6. Straight lines like a stick, not wiggly like a snake
  7. Quiet feet
- How to walk to line:
    1. Wait for teacher's instructions
    2. Stand up, walk quietly to the door
    3. Go to the END of the line (not the middle)
    4. Stay in one spot the whole time
  - Model, practice
  - *When it's time to go to art class, we'll do it again.*
  - *You walk, and I'll watch.*

## 10:00: Lesson 2

*Good friends know it's important to share.*

- *Let's remember what it means to be an active listener.*
  - *What does your body do?*
  - *Your eyes?*
  - *Your ears?*
  - *Your hands?*
  - *Your brain?*
- *We'll read "The Pigeon Finds a Hot Dog!"*
- *To help us understand the story, we'll retell it as we read. Listen for these parts of the story:*
  1. The characters
  2. The setting
  3. The beginning
  4. The middle
  5. The end
- Read the story and stop at the duck's entrance:
  - *Who are the characters?*
  - *Where are they?*
  - *Who has a problem?*
  - *What problem does he have?*
- *Keep reading and hold discussions, including solution and ending*
- *Reflect with class How Did We Listen?*

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  1. Wait for teacher's instructions
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- *Reflect with class How Did We Listen?*

### 10:15: Break and Practice How to Get Ready for the Bus

- Tell students the procedure:
  - Stay quiet*
  - Go to your seats, table by table*
  - The quietest table will go first*
  - Stay quiet while you wait:*
    1. *Sit with your mouth closed, head on the table*
    2. *When you hear your table number, walk to get your backpack*
    3. *Walk back to your chair with your backpack on and sit quietly*
    4. *Wait quietly until it's time to line up*
    5. *When I call your table, stack your chair*
    6. *Walk to the door; make two quiet lines*
    7. *The quietest line goes first, the second line follows behind*
  - Remember how we walk in line*
- Practice (until they follow the procedure)
- *Put things away, go back to the carpet*
- *At the end of the day, we'll do this again.*

### 10:25: Procedures for Lunch and Recess

- Tell students the procedure for lunch:
  1. *Walk into the lunchroom*
  2. *Follow your lunch teachers' directions*
  3. *Stay seated and quiet until you are sent to get food*
  4. *Clean up your trash*
  5. *When I come back, make two straight, quiet lines in front of me*
  6. *Remember to walk, not run*
- Tell students the procedure for recess:
  1. *Play safely*
  2. *Play kindly*
  3. *When you hear my whistle, come to me*
  4. *When recess is done, stop playing*

- Walk in one of the two lines when we leave and return from recess
- If someone is alone, invite them to play with you
- If you are in time out, do not bother friends who are playing
- If a friend is in time out, do not bother that person
- If you don't hear my whistle but you see friends coming toward me, go with them
- When we are in line, do not continue to play
- If there is time, introduce Daily 5

### 10:40: Art class

- We'll have Art all week
- Remember how to line up
- Same procedures apply in Art as in our classroom

### 11:40: El Almuerzo

- Go to lunch; remember lunch procedures
- Refer to Job Chart for hand sanitizer person

### 12:15: Recess

- Go to classroom first and review expectations
- Go outside and play

### 12:30: Come Inside

### 12:35: Math

- Share Math expectations:
  1. Only talk about Math
  2. Be an active listener
  3. Raise your hand to speak
  4. Take care of the tools
  5. Do your best thinking
- Review bathroom rules
- Math routine 1: Pocket day (10 min.)
- Introduce Math game 1 (15 min.)
- Play Math game 1 (15 min.)

- Introduce Workshop time
- Introduce Work Board for Workshop time
- Share expectations for Workshop time:
  1. Focus
  2. Share
  3. Take care of the tools
  4. If you finish, play again
- Do one rotation

### 1:30: Clean Up and Sit Down

- Review procedure for going home

### 1:35: Pack Up for Home

- Remember to stack chairs

### 1:45: Going Home

- Quiet line goes first
- Goodbye!
- Tomorrow will be another exciting day!

### PE Expectations

*On my wall in the gym, I have PE ExPEctations.*

*ExPEct to listen. ExPEct to follow directions.  
ExPEct to move. ExPEct to learn.  
ExPEct to have fun!*

*After 16 years in this school, my students have come to ExPEct certain procedures in the gym. It provides comfort to those students who have no boundaries at home. It's a place where there are only good surprises and they are comfortable. It gives students ownership in my class and makes them feel responsible for their own learning.*

Andrea Gehweiler • Moments in Time

## A Partial Script

Teri Norris developed this script for introducing and experiencing one of the routines. She threatened to quit the routine. Instead, she developed a plan to

### On Each Student's Desk

- Numbered Math Book
- Numbered OCR Book
- Journal
- Pencil/eraser sharpened

### Materials on My Desk

- Overhead of first Journal page
- Overhead Morning Routine
- Overhead and poster for "Give Me 5"
- Overhead Village Form
- Poster Adopted Procedures
- Sentence Stub chart
- "Simon's Hook"
- Adopted Rules copies for students
- Bio Glyph sheets (3)
- Print Binder tabs (in print folder by subject)

### Must Do's at the Start

- Journal "Simon's Hook"
- Bio Glyph
- Welcome to another school year! My name is Teri Norris. There it is, on the board.
- On your desk you'll find many books and supplies for this school year. Please leave them on your desk until I give you directions about what you are to do with them.

## A Partial Script for the First Day of School

Teri Norris developed this script after 25 years of teaching and experiencing one of the worst classes of her career. She threatened to quit and go talk to the plants at Home Depot! Instead, she developed a plan and used it for five years with great success.

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- Bio Glyph sheets (3)
- Print Binder tabs (in print folder by subject)

### Must Do's at the Start

- Journal "Simon's Hook"
- Bio Glyph
- Welcome to another school year! My name is Mrs. Norris. There it is, on the board.

On your desk you'll find many books and supplies for this school year. Please leave them on your desk until I say otherwise.

Each one of your books has the exact same number. That is your number for the entire school year. Please put your books in your desk and leave your journal, the pencil, and eraser on top of your desk.

I am looking forward to being your teacher this year. Relax. I have over 25 years' experience as a teacher. I am an experienced, veteran teacher. In addition, I go to workshops, conferences, in-service meetings, college classes, and seminars. I also read everything I can get my hands on. I am a competent, knowledgeable, experienced, and professional teacher.

Let me tell you a bit about myself and my family. I have a wonderful husband and four sons. They are 25, 24, 23, and 22. One has graduated from Tennessee State and the other three are still in college.

I have many things that I enjoy doing. I love computers and the Internet. I love to read, listen to music, and go to concerts. I spend most weekends in my garden growing vegetables, and I'm what you call a TV addict. I love TV.

As much as I love TV and computers, my real passion, the thing that gives me the most joy, is teaching. I love to teach. I am proud that I am a teacher and I am happy to be your teacher this year. So relax. You are in good hands this year with me, Mrs. Norris.

You are going to have the greatest educational experience of your life. We will not only study everything I can think of, but I will also share with you my life skills, including how to cook, how to

mall 25 years from now, you will say, "You were right, Mrs. Norris. That was the most memorable, exciting, and fascinating year I ever had!"

So, Welcome to room 33 and fourth grade!

**Before we begin to go over our procedures and routines**, we're going to start with a story, "Simon's Hook." Please take out your journal. Write your name as neatly as you can on the front. Please use cursive.

- On the first page, write your first and last name (repeat) and today's date. (Repeat and demonstrate using overhead.)
- Review Sentence Stubs (chart)

## Morning Routine

- Now, it's time to get down to business. Mrs. Norris does not start the class. The bell does not start the class. YOU start the class.

This is what will happen when you come to class each day. There is a Morning Routine you are to follow. You immediately go to your seat, unpack your things, get out your Handbook and Planner, and your homework. (use overhead)

Your homework will be checked, and you are to begin working on your **Must Do's**. The Must Do's are located here. (point)

The morning Must Do's are meant for you to do alone! It is a quiet time.

During the Morning Routine, it is a **quiet time**. That means there is absolutely no talking. It also means that you **may not** talk to me. It is very busy in the morning. There are many tasks I must do, and I can get them done quickly if everyone comes in and follows the routine.

The Morning Routine will always appear on the overhead. (show)

Let's start today's routine together. What do we do first after you come into the classroom? (unpack) Please do it.

After you have unpacked, place your backpack in the closet. When you unpack, you must make

allowed to go into the closet until the end of the day. After you unpack your backpacks what do you do? (take out homework and agendas)

This is a good time for me to pass out your temporary Planner. (pass out and explain)

Let's review. What is the first thing you do in the morning? (come in quietly and unpack)

What is the second thing you do in the morning? (take out homework and agendas)

What is the third thing you do in the morning? (begin Must Do's)

- Pass out the Bio Glyph and explain
- Now, you are going to have some Must Do time. Are there any questions about the Morning Routine? Well, it looks like we are ready to begin.
- Begin Must Do's and allow 15 minutes
- Please put your Rules and Inventory aside. Does anyone have questions about what to do during the Morning Routine?

You did a terrific job following the steps of the Morning Routine—thank you! It's time to move on.

## Procedures Script

- As you can see, you are all seated in groups of four. You are sitting in your 'village.' Please take a moment to read the name of your village and what the name of your village means.

Each week a different village member is the Village Captain. (show form on overhead) It is the Village Captain's job to keep track of the points. (point to the overhead) You can gain points for the following

- Paying attention
- Following directions
- Being on task and on time
- Exercising self-control
- Turning in your assignments
- Keeping your desk clean
- Turning in good work

**Adopted Procedures that must happen for us to learn.**

We are here to learn, and these procedures everyone accomplish that goal.

We are here for **YOU**, so you can succeed in the class. Because I care for each of you, I will help you. I will not allow you to do anything that will interfere with your success in fourth grade.

We will be working together this year. We want to have a class where you can come and learn. Because I care for all of you, I will not allow anyone to do anything that will interfere with someone who is trying to learn.

I am the teacher, and I set the procedures. I am looking forward to being your teacher this year. I have an exciting year of learning planned, and I will not allow you to do anything that will interfere with my desire to teach you. Nor will I allow anyone to do anything that will interfere with all of us having an enjoyable year.

So that **YOU** can learn, so that **WE** can all learn, that I can teach, I have a set of general procedures to ensure that we will have an orderly classroom. (distribute Adopted Classroom Procedures)

The first procedure is **Pay Attention**. Can you tell me what that means? (elicit responses from several students)

Let me give some examples:

1. When I am teaching, your eyes should be on me.
2. When your classmates are participating in class discussions, your eyes should be on them.
3. You shouldn't be reading a book, getting supplies, passing notes, or making eye contact with friends.
4. When we are in assemblies you give the presenter your attention.
5. When morning announcements are read, you stop what you are doing and pay attention.

All of these examples are what I mean when I say 'pay attention.'



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Coincidentally, these are also the classroom  
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for us to learn.**

We are here to learn, and these procedures will help  
everyone accomplish that goal.

We are here for **YOU**, so you can succeed and enjoy  
the class. Because I care for each of you, I am here  
to help you. I will not allow you to do anything that  
will interfere with your success in fourth grade.

We will be working together this year. We need  
to have a class where you can come and feel safe.  
Because I care for all of you, I will not allow you to  
do anything that will interfere with someone else  
who is trying to learn.

I am the teacher, and I set the procedures. I am  
looking forward to being your teacher this year.  
I have an exciting year of learning planned for you,  
and I will not allow you to do anything to interfere  
with my desire to teach you. Nor will I allow you to  
do anything that will interfere with all of us having  
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supplies, passing notes, or making eye contact  
with friends.
4. When we are in assemblies you give the  
presenter your attention.
5. When morning announcements are made, you  
stop what you are doing and pay attention.

All of these examples are what I mean when I say  
'pay attention.'

The second procedure is **Follow Directions**. Can  
someone give some examples of what I mean? (elicit  
responses)

This means if I don't call on you right away, you still  
must raise your hand and not yell out my name. I will  
try to get to you as fast as I can, but yelling out slows  
me down and is a violation of a classroom procedure.

The next procedure is **Follow All Directions the  
First Time Given**. Who knows what I mean by this?  
(elicit responses)

Everyone had good points to add about this  
procedure. Let me give you some examples:

1. When I say to get out your Math book, it means  
to get it out without having to ask you a second  
time.
2. When I say to put something away, it means  
to stop what you are doing and put it away,  
without having to ask you a second time.
3. One direction that is always followed in Room  
33 is for you to raise your hand and wait for me  
to call on you.
4. It also means that all Math should be done in  
pencil, and all Finals assignments are to be  
done in ink.

Now, who can repeat exactly what I mean when  
I say, 'Follow directions?'

Excellent. Let's move on to procedure three, which  
is **Be On Task and On Time**. On time is easy. What  
do I mean by be On Time? (elicit responses)

Yes, I mean you are to be at school each day before  
the morning bell rings at 8:00.

What do I mean by being On Task? (elicit  
responses)

Good examples. Now here are mine. Being On Task  
means that you do these things:

1. Work during work times
2. Listen during lessons
3. Talk during discussions

Being On Task means that you don't use class time  
to take care of playground issues.

What do I mean by being On Task and On Time?

play around in class. By this I mean that you may NOT wander around the room and do whatever you please. You must remain in your seat. If you want to sharpen a pencil, hold it in the air like this until I see you. I will give you permission to sharpen it.

Control yourself means that you will not yell out or have playground conversations in this room.

Who can give me examples of playing in class? (elicit responses)

The next procedure is to **Turn Assignments in On Time**. This is critical. We are here to learn, and you must complete your end of the bargain, which means you **MUST** turn assignments in on time.

If you choose not to turn in assignments, you will have no privileges or fun activities at school. You will be miserable—trust me. Use your class time, do your homework, and turn your assignments in **ON TIME**.

Why do you think you need to turn your assignments in on time? (wait for responses) Wow, good ideas.

The next procedure helps keep our learning village a pleasant place. It says that you must **Keep Your Desk, Personal Floor, Notebook, and Box Clean and Empty of Clutter**. This one seems simple, but it is hard for fourth graders. You are not to stuff papers in your desk or your box. Everything has a place, and I expect you to keep your things and assignments in it!

What does that mean? What is clutter? (wait for responses) Good, good examples.

And our last procedure is that you must **Turn in Quality Work**. Why would it be important for you to turn in quality work? (wait for responses) That is right, you always want to show your best first... so do your best and turn in your best work.

Now, let me move on to some ways I will **Call the Class to Order** when I need your attention. The first one is called **Give Me 5**. (show on board)

1. Stop moving, talking, working
2. Put down pencils, crayons, and pens, or close books
3. Quiet
4. Eyes on Mrs. Norris
5. Listen

1. Eyes front
2. Chime
3. Clap pattern

Does anyone have any questions? Since no one has questions, we have all adopted the procedures that must happen for us to learn.

It's time to move on.

## Binders

- Now, we are going to organize our binders. Please take out the binder you brought to school.

I am giving each of you five dividers. We will put our binders together as a team.

Everything you use and do in class will go in this binder.

- Papers don't belong stuffed in desks; they belong in your binder.
- Papers don't belong balled up in backpacks; they belong in your binder.
- Papers don't belong shoved in books; they belong in your binders.
- Papers must be in your binder, under your box, or turned in; there are **no exceptions** to the procedure.

I told you earlier that it is your job to be a student. This binder is one of your business tools. Since binders are for your business, you may not write on them, glue things on them, or place stickers on them. Your job is to keep them clean and neat.

- Pass out tabs and have students place in binder.
- You have five sections of your notebook. These are the tabs:
  1. Miscellaneous
  2. Reading
  3. Math
  4. Social Studies
  5. Science
- ... And so starts her first day of school.

Kara Moore, a middle school teacher, uses a plan to help her students share with her.

## Overview Reminders

- Get to school early and make sure everything is in place (room decorated and desks arranged to create a warm, positive, and welcoming environment)
- Greet students at the door
  1. Distribute yellow index cards with letter combinations
  2. Have a colored Post-It note ready with number on it
  3. Tell students to match their colored note with the matching Post-It note on desks
  4. Tell students to quickly find their seats (be firm)
- Pass out school handbook and school folder
- Pass out syllabus, guidelines, and student contract (go over each item with them)

## Welcome Speech

Welcome, Class! My name is Ms. Moore, and I am your Social Studies teacher this year! I hope you had a wonderful summer and is ready for a new school year. This is going to be a challenging, rewarding, journey together. I know without you work hard and do your best in this class, you will be successful.

Or, if you can hear me clap twice, please do this:

1. Eyes front
2. Chime
3. Clap pattern

Does anyone have any questions? Since no one has questions, we have all adopted the procedures that must happen for us to learn.

It's time to move on.

## nders

Now, we are going to organize our binders. Please take out the binder you brought to school.

I am giving each of you five dividers. We will put our binders together as a team.

Everything you use and do in class will go in this binder.

- Papers don't belong stuffed in desks; they belong in your binder.
- Papers don't belong balled up in backpacks; they belong in your binder.
- Papers don't belong shoved in books; they belong in your binders.
- Papers must be in your binder, under your tabs or turned in; there are **no exceptions** in the procedure.

I told you earlier that it is your job to be a student. This binder is one of your business tools. Since binders are for your business, you may not write on them, glue things on them, or place stickers on them. Your job is to keep them clean and neat.

Pass out tabs and have students place in binder.

You have five sections of your notebook. These are the tabs:

1. Miscellaneous
2. Reading
3. Math
4. Social Studies
5. Science

And so starts her first day of school.

# A Middle School First-Day Script

**Kara Moore, a middle school social studies teacher in Coal Grove, Ohio, uses a plan to help her remember all of the important things she needs to share with her students on the first day of school.**

## Overview Reminders

- Get to school early and make sure everything is in place (room decorated and desks arranged to create a warm, positive, and welcoming environment)
- Greet students at the door
  1. Distribute yellow index cards with locker combinations
  2. Have a colored Post-It note ready with a number on it
  3. Tell students to match their colored Post-It note with the matching Post-It note on their desks
  4. Tell students to quickly find their seats (be firm)
- Pass out school handbook and school folders
- Pass out syllabus, guidelines, and student/parent contract (go over each item with them)

## Welcome Speech

*Welcome, Class! My name is Ms. Moore, and I will be your Social Studies teacher this year! I hope everyone had a wonderful summer and is ready for an exciting, new school year. This is going to be a challenging, yet rewarding, journey together. I know without a doubt, if you work hard and do your best in this class, you will be successful.*

## Classroom Procedures

- Entering the Classroom
  - Please enter quietly
  - Have a seat
  - Take out your materials
  - Review the agenda board
  - Begin on bell ringers
- When You Are Tardy
  - Enter quietly
  - Excused: Place "excuse" on my desk
- Getting Your Attention: I will...
  - Stand in front of the class
  - Raise my hand
  - Wait for everyone to be quiet
- Student Responsibility Card "Pink-Slip"

If you are not prepared for class, you must fill out this slip, sign it, and date it. Place it in the homework basket. This slip will be shared with the principal and your parent or guardian. **REMEMBER**—they will see this documentation.
- What to Do If You Finish Your Work Early or What Do I Do Next?
  - Work on unfinished assignments
  - Review your notes or vocabulary
  - Read a history book from the shelf

- ❑ Check the notebook board
- ❑ Write down everything that you do not have in your notebook
- ❑ Go to the handout folders and get the work that you have missed
- ❑ Unexcused absences will not be allowed make up work
- **Turning in Papers**
  - ❑ At the beginning of each class, place your homework in the center of the table
  - ❑ One student will collect everyone's homework
- **Classroom Discussions**
  - ❑ Please participate
  - ❑ I want to hear what you have to say
  - ❑ Make all questions and comments relevant to the current discussion
  - ❑ If your question is off topic, write it down and ask later
- **Moving Around the Classroom**
  - ❑ Ask permission
- **Be Organized**
  - ❑ Staying organized is key for success
  - ❑ Keep your binder organized
- **No Cell Phones!**
  - ❑ Cell phones not allowed in classroom
  - ❑ Phones confiscated and sent to the principal's office for pick up
- **Class Dismissal**
  - ❑ The teacher dismisses, not the bell
  - ❑ Do not start packing up prior to the bell
  - ❑ Wait until the teacher finishes and officially dismisses with, "Have a nice day!"

## Parent's Task

- Remind students to take home packet with contract
- Remind students to sign contact

contract and return

- Read signature parts to students:

*For Parents—I understand that my child has received the packet for 8th Grade Social Studies. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.*

*I have read and reviewed this information with my son/daughter. (get signature)*

*For Students—I have received and shared the packet for 8th Grade Social Studies with my parent or guardian. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.*

*It is my responsibility to review this information with my parent or guardian. (get signature)*

## Classroom Orientation

- Show students their lockers
- Have students take the yellow index card given to them when they entered the classroom, find their locker, and use the given combination to get into their locker
- Tour around the room
  - ❑ The basket—each class period has its own colored basket. This is where your name cards will be placed and where you will turn in papers.
  - ❑ The cards—they allow me to take attendance in a quick and simple way.
  - ❑ The board—every day when you walk in the classroom, look at the board and begin on the board work.
  - ❑ The bell—you need to be in your seat before the bell rings, working on your bell work.
  - ❑ The Student Station—this is an area where students can get pencils, use the stapler, hole punch, and other supplies. There are also two marker boards:

agenda and objective, so look at the every day.

2. The second marker board will always have a list of what should be in your notebook. If you ever miss class, do not ask me what you missed. Look the board, see if there is something do not have, and then get that paper assignment out of the black tray. Papers, assignments, and other handouts will always be put in the black tray.
- ❑ The Green Board is something special for the class. This is OUR classroom. Bring pictures, poems, magazine articles, anything you want to share, to put on the board.

## Introductions

- Introduce myself (more personal)

*My name is Kara Moore. I will be your 8th grade social studies teacher this year. I graduated Ohio University with my teaching degree, and I am also a graduate of this high school. I had 8th grade social studies in this very same classroom.*

## Organization Leads to Success

*I feel very strongly in setting up a highly-organized, well-thought-through classroom, I can focus on my students.*

*I have taught kindergarten, first, and fifth grade level. Regardless, one thing always remains the same: set your goals and objectives. If nothing is set from them, and what they can expect from me.*

*I believe in taking time 'up front' to set and plan. 'front' time will pay back as the year progresses. I will have a great school day for academic and social growth.*

Remind students to have parent or guardian sign contract and return

Read signature parts to students:

*For Parents—I understand that my child has received the packet for 8th Grade Social Studies. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.*

*I have read and reviewed this information with my son/daughter. (get signature)*

*For Students—I have received and shared the packet for 8th Grade Social Studies with my parent or guardian. I understand that the packet contains information listing the materials needed, classroom procedures, classroom guidelines, and student behavior expectations.*

*It is my responsibility to review this information with my parent or guardian. (get signature)*

## Classroom Orientation

Show students their lockers

Have students take the yellow index card given to them when they entered the classroom, find their locker, and use the given combination to get into their locker

Tour around the room

■ The basket—each class period has its own colored basket. This is where your name cards will be placed and where you will turn in papers.

■ The cards—they allow me to take attendance in a quick and simple way.

■ The board—every day when you walk in the classroom, look at the board and begin on the board work.

■ The bell—you need to be in your seat before the bell rings, working on your bell work.

■ The Student Station—this is an area where students can get pencils, use the stapler, hole punch, and other supplies. There are also

1. One board will always have the day's agenda and objective, so look at the board every day.

2. The second marker board will always have a list of what should be in your notebook. If you ever miss class, do not ask me what you missed. Look at the board, see if there is something you do not have, and then get that paper or assignment out of the black tray. All papers, assignments, and other handouts will always be put in the black trays.

- The Green Board is something special for the class. This is OUR classroom. Bring in pictures, poems, magazines articles, anything you want to share, to put on the board.

## Introductions

- Introduce myself (more personal)

*My name is Kara Moore. I will be your 8th grade social studies teacher this year. I graduated from Ohio University with my teaching degree, and I am also a graduate of this high school. I actually had 8th grade social studies in this very same classroom.*

*Even though it is my first year teaching here at Coal Grove, it is not my first year teaching. I taught 8th grade social studies at South Point Middle School last year. I am the assistant high school cheerleading coach and the middle school yearbook advisor. I have 3 sisters and a beautiful baby niece*

*This is going to be a fun year, if you let it be. I have tons of interactive lesson plans and group activities. I have lesson plans where we will be building events that took place during the Civil War, using clay and other craft materials.*

*There is so much I have planned for you, but you have to be willing to be mature enough to handle these activities and follow directions. There is not a doubt in my mind that you can do that.*

- Get to know the students

*OK class, I want to get to know you. When I point to you, please stand up and tell me your name, something about yourself, and if you could have a super-hero power, what would it be and why?*

- Right before the bell rings, remind them that the bell does not dismiss them. I do.
- Tell them, *Remember . . . I truly believe in your potential. I want you to believe in it, too!*

## Organization Leads to Success

*I feel very strongly in setting up a highly-organized and effective learning environment for students. With a well-thought-through classroom, I can foster students' independence and responsibility in their own learning.*

*I have taught kindergarten, first, and fifth grades and structure my first day of school differently for each grade level. Regardless, one thing always remains the same—set clear expectations for the students. Tell them your goals and objectives. If nothing is a surprise, they will always know what to do, what you expect from them, and what they can expect from their day.*

*I believe in taking time 'up front' to set and maintain good expectations and routines for students. This 'up front' time will pay back as the year progresses. The students are soon able to successfully use the time in our school day for academic and social growth; no wasted time.*