Ms. hinkels 4th grade

Classroom Management Plan

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TAble of
Contents

Classroom management 1

Procedures 1

Discipline Plan/Classroom rules 5

seating 7

Preparation 9

before the students arrive checklist 9

Letter of introduction to studnets 9

Letter of introduction to parents 10

tentative agenda/schedule for first day 11

First day bell work assignment 14

# Classroom management

## Procedures

* Arrival
	+ Students will be greeted at the door before they enter the room.
	+ When students arrive, they will sit at their desks and read the daily PowerPoint of what they should be doing.
	+ This will change daily.
		- Example: Day 1) Students will be asked to get out their writing journal and write a response to the prompt on the PowerPoint.
* Tardy
	+ When students arrive a few minutes after the bell they will quietly go to their assigned seat.
	+ Once student is seated, they will either look at the PowerPoint to see where we are at in our lesson or they will ask the table leader what they should be doing.
		- Each table will have an assigned table leader. The leader will be responsible for sharping pencils, telling tardy students what they missed, passing/collecting supplies for tables, etc.
* Absence
	+ There will be an area where all worksheets for the week will be kept.
	+ When students are absent, they will be responsible for checking the absent folders and turning in what they missed.
	+ All worksheets that will be graded will be online so if students are behind, they can complete them at home as an alternative option.
* Homework
	+ Homework will only be given if the assignment was not finished during class.
* Getting the Class’ Attention
	+ There are a few key phrases that will be used to get students attention.
		- 1. I will say “Mac & Cheese” students reply with “Everybody Freeze”. When students say “everybody freeze” all eyes are to go to the teacher, and everybody gets quiet.
			2. Teachers says, “Drop it like it’s hot” and students reply by dropping whatever is in their hands and eyes go to the teacher.
			3. Clapping to get students attention. Teacher claps a rhythm and students copy it.
* Visitor in the Room (What will the students do while you are with a visitor?)
	+ When there are visitors in the room students should be quiet and working on their assignments. If they do not have an assignment yet they are to get out their reading books to read until I am finished speaking with the visitor.
* Getting the Teacher’s Attention
	+ To get my attention students will raise their hand, while remaining seated.
	+ If they are having a difficult time getting my attention, they will raise their hand and call me by name (Ms. H). Students will use a normal voice to call me (no shouting).
* Restroom
	+ If students need to go to the restroom, they will raise their hand and show me the hand sign.
		- The hand sign is the ASL letter “R”.
* Lining Up/Hallway
	+ There will be a student assigned to the head of the line and one for the end of the line.
	+ The head of the line will be facing forward, hands by their side, and a bubble in their mouth (can’t talk when your mouth is in a bubble).
		- Students will then get in a straight line, one behind the other and follow the leader.
	+ The end of the line person will make sure no one is left behind.
	+ This is how student will line up and remaining until we get to our destination.
* Collaborative Group Work
	+ Group work means no shouting or continually moving around.
	+ Groups will pick a spot in the classroom (either desk or floor) and will remain in that spot until group work time is finished.
	+ Talking is to remain at a level 1-2 according to the noise level chart.
		- This is between a whisper and normal talking.
	+ If it gets too loud group time will be over and students will have to be back at their desks working independently.
* Transition
	+ Transitioning from one classroom to another.
		- To go to the next class students will clean up the classroom (see clean up procedures).
		- The students will then make sure to pack/take whatever they need for the next class with them.
		- To show me they are ready to line up students will be sitting quietly at their tables with their heads down. When everyone at the table has their head down, they are ready to be asked to line up.
		- Students will line up according to line up procedures.
		- Once the students are lined up, they will move to their next class.
	+ Transitioning from one lesson to the next lesson.
		- Students will be asked to put away the previous lesson and to get out whatever is needed for the next lesson.
		- What the students will need will be up on the slide so they can see what to get out and what the next lesson will be.
* What to do When Done
	+ When students are done with an assignment, they will raise their hand to get my attention. I will make my way over to the student to gather the assignment and let them know what they can do since they are finished.
		- When students finish early, they can first finish previous unfinished work and if they are already done then they can either read or get on the computer.
* Dismissal
	+ When it is time to dismiss for the day students will first clean up the classroom (classroom clean up procedure).
	+ They will then gather up their bags and put away their assignments in the appropriate places.
	+ To show me they are ready to be dismissed they will be sitting at their tables with their heads down quietly.
	+ When everyone at a table has their heads down, I will call on that table to line up.
	+ Students riding the bus will line up in one line and students being picked up with line up in a different line.
	+ Students will then walk in a line out of the classroom to their respected pick up areas.
* Home and School Connection
	+ Parents:
		- To keep the home and school connected there will be a class website that will be kept up to date with assignments, projects, due dates, field trips, etc.
		- Parents will be given the website information and will be able to check up on upcoming events and assignments.
		- There will also be a monthly newsletter sent out if parents sign up for it. This will have information about monthly goals and progress of the class, student of the month, reading goals, and events.
	+ Students:
		- Students will be able to access previous assignments on the class website as well.
		- Other online learning resources will be connected to the class website too.
* Bullying Pledge (steps for students as victims, bystander, etc.)
	+ There will be a pledge form that students will be asked to sign saying they will speak up when they see bullying, reach out to others who are bullied, and be a friend whenever they see bullying.
	+ Students that see bullying need to let a teacher know immediately.
	+ If a student is being bullied by another student, they need to find a teacher and tell them what happened immediately.
	+ If you see a student being bullied reach out to them and be a friend.
	+ I would also go over what different kinds of bullying might look like and let students know what constitutes as bullying.
	+ For my class I would want them to look out for each other because we are a family.

**How will this be taught?**

In my classroom the different procedures will be taught and practiced the first week of school. We will go over the producers repeated that first week of school to make sure students understand what they are supposed to do. I will have some students demonstrate the proper procedure. The bullying pledge, home and school connection, what to do when done, and noise chart will be posted in the classroom. This way students will have a visual representation of the different procedures. Anytime in the first 3 weeks there is a problem with a procedure, such as students are not lining up how they are supposed to, we will do a refreshed procedure practice. I think repetition is key to making sure students understand the different procedures for the classroom. If there continues to be a problem with a procedure throughout the same day during the year, there will be a consequence after the first warning. When students do a procedure well there will be a reward to enforce the correct behavior.

## Discipline Plan/Classroom rules

I believe that discipline and classroom management go hand in hand. Being able to manage a classroom will require having discipline strategies on hand to help when students disrupt the class. Discipline can look many different ways depending on the teacher and the classroom. Having discipline strategies and a classroom management plan already created will help to make sure that everyone knows the rules and what will happen if those rules aren’t followed.

For my classroom rules I will have the major rules already decided on, but I do want to get students ideas on additional rules that can be added to the classroom rules. This will help to make sure I get the students to understand my rules but will also allow them the chance to give their ideas on what rules they would like to have in their classroom. The students should feel safe in my classroom and have rules they created will help them feel safe.

* Rules:
	1. Listen and Follow Directions
	2. Raise your hand before speaking or leaving your seat
	3. Respect your classmates and your teacher
	4. Keep hands, feet, and objects to yourself
	5. I am responsible for my actions and behaviors
	6. Take responsibility for my personal choices and actions
	7. I will try my best
* Rewards (for positive behaviors):
	1. Crazy sock party day
	2. Movie party
	3. Pajama day
	4. Eating lunch in the classroom or outside
	5. Board game day
	6. Warm fuzzies jar
		+ When the jar is full then the class will receive a reward
	7. Star notes to send home
* Consequences:
	1. Verbal warning for 1st time
	2. In class time out
	3. Modification- such as changing seats
	4. Remove a fuzzy from their own personal jars
* Accountability Component:
	1. Students will sign the rules that are decided on so they can be posted around the room.
	2. Keep an achievement chart as a class and maybe have behavioral students with their own individual charts to track their accountability.
	3. Create an accountability partner system in the classroom

## seating

|  |
| --- |
| LibraryGreen TableBlue TablePurpleTableOrange TableYellow TableRed TableStudent BagsMy DeskDoorReading Area/ TV |

Classroom Layout:

There will be 4-5 students at each table listed in the diagram above.

Written Rationale:

The student’s tables will be in the center of the classroom so I can see every student no matter where I am standing in the room. There will be aisle between the tables, so I am able to move around the room and get to each child without difficulty. My desk will be at the front of the room facing the door, so I am able to see who is at the door easily. The reading area will be at the front of the room with the TV for the dot, so the students are able to see if from any place in the room. I want the TV to be visible from the reading area for when we read books together, but also from every seat in the classroom so if the students are at their desks they can see if easily. The library is where I will keep books for students to read when they are finished with their library books.

For assigning the students a seat they will draw straws that match a table color. Whatever color straw they draw will be the table they will sit at for the first week of class. If the students do well while they are sitting at their tables then they may be given the option to pick their own seats.

# Preparation

## before the students arrive checklist

* Before the Students Arrive Checklist
	1. Organize files and decorate classroom so everything has a place.
	2. Know students’ names
	3. Create a seating chart
	4. Prepare a First Day Script
	5. Create expectations for classroom to review with students
	6. Decide on a way to greet students daily
	7. Create a PowerPoint of classroom procedures for students
	8. Find a creative way to introduce myself to my class
	9. Write and practice lesson plans for the first week
	10. Prepare an Icebreaker activity

## Letter of introduction to studnets

Ms. Courtney Hinkel

Room 123

4th grade English language arts

Hello (Students Name)!

My name is Ms. Hinkel and I will be your 4th grade English language arts teacher this year. I am in room 123 at Coder Elementary here in Aledo. I am looking forward to getting to know you this year! On the first day of class come prepared to learn and take notes. A few things you will need is a pencil and some paper for the first day. I can’t wait to meet you!

Best regards,

Ms. Hinkel

## Letter of introduction to parents

Mr. & Mrs. (Last Name of Parents)

123 Street

Weatherford, Tx. 76087

Dear Mr. & Mrs. Smith,

My name is Ms. Courtney Hinkel and I will be your daughters/sons 4th grade English teacher this year at Coder Elementary. A few things to know about me is I have a passion for school and teaching. I received my Master of Education from Tarleton State University in May and really look forward to working with the amazing staff here at Coder Elementary. In my free time outside of school I enjoy spending time with my family and traveling.

I am very excited to be sharing this school year with you and your family! I am excited to meet you and your daughter/son at the upcoming Meet and Greet here at Coder on August 24th, 2020 at 6:00pm. This meeting will allow you to meet me in person and see where you (Childs name) will be spending her/his days here at Coder. We will have a Welcome Packet that will be given to you for the class, which will tell you everything you need to know from school supplies to contact information for myself and the school. There will also be an events calendar to help keep you up to date with our classroom. If you are like myself and need more than one copy, then you can find the Welcome Packet on my website below.

I believe that discipline and classroom management go hand in hand. Being able to manage a classroom will require having discipline strategies on hand to help when students disrupt the class. Discipline can look many different ways depending on the teacher and the classroom. My discipline strategy is found on my website below for you to review.

I can’t wait to meet you and your family!

Please let me know if you have any other questions that can’t wait until August 24th.

Have a great rest of your evening!

Best regards,

Ms. Courtney Hinkel

chinkel@aledoisd.com

https://mscourtneyhinkel.weebly.com

## tentative agenda/schedule for first day

7:00am-7:45am-Before Class

* Before students arrive checklist
* Get papers copied
* Set up classroom

7:50am-Greeting

* Greet each student at the door and learn their names
* Tell students where to hang up their backpacks
* Seating for each student
* Take attendance by 8:10am
* Send attendance to office

8:15am-Transition Time

* Introduce bell signal
* Explain expectations of student responses to bell signal
* Have a student demonstrate how to clean up and get to carpet spot for morning meeting.
* Have all tables clean up and get to a carpet spot
* Practice again if there is too much talking

8:20am-Morning Meeting

* Explain the morning meeting and the rules for it.
* Meet and greet
	+ Have each student go around and say their name/introduce themselves
* Go over classroom rules and consequences and make sure the students understand expectations
* Parents and students will receive a copy of classroom rules
* Will start thinking about classroom name/theme
* Questions

8:40am -Ice Breaker Game

* Hands Up Partner Up Ice breaker
	+ What is your favorite food and why?

8:45am-Daily Schedule

* Go over the schedule for the day and the first week.
* Goals and expectations for the week
* Go over what we will be covering in class for the week and why it’s important

9:00am-Reading

* Go over what daily reading time should look like
* Explain reading goals
* Rules for when we go to the library

9:20am-Reading Worksheet/Independent Work

* Have students fill out reading worksheet
	+ This will help me understand what types of books students are interested in reading.

9:45am-Line Up

* Go over lining up rules for when we leave the classroom
* Expectations for lining up and walking in a line
* Practice lining up

10:00am-Writing

* Go over the writing lesson for the day/week
* What is expected when students are writing
* Fun prompt to get students to start writing
	+ What would you do if you were given a minion for a week?

10:15am-Sharing Rules/Snack Time

* Go over what we do when students share
* Establish courteous rules for students to follow
* Practice being courteous when students share
* Students will be allowed to grab snacks and eat during this time if they chose.
* We will review proper snack rules

10:25am-Sharing Time

* Select a few students that would want to share what they wrote
* Have students practice sharing rules

10:40am-Library Time

* Students will practice how to line up and walk in a line quietly to the library
* We will review library rules and behaviors when in the library
* Students will then go to the library to check out reading books for the week

11:40am-Creative Time

* Students will work on creating name tags for their desks
* Students will also practice how to get art supplies out and work independently.
* We will also review rules for commenting on another students art.
	+ Be kind and don’t make fun of classmate’s art projects
	+ Appropriate things to draw

12:15pm-Lunch and Recess

* We will review lunch and recess rules
* How to come back from recess rules
* Then we will practice walking to lunch and recess in a quiet line
* Students will then go to lunch and then recess
* Students will be given a chance to go to the bathroom before and after recess.
* Students will then return to the classroom following the come back to class rules

1:30pm-Math

* Review expectations and rules for math
* We will then go over the math schedule for the week
* Practice a few math problems as a class
* Students will then work on math worksheet – pre assessment

2:00pm-Make Up time

* Students will be given time to work on unfinished work from the day
* If they do not have any unfinished work, they have two options
	+ They can either draw/art time
	+ They can read their books from the library

2:45pm -End of Day Rules

* We will review bus information and where students are supposed to go if they are riding the bus or being picked up.
* We will review how to leave the class for the day
	+ Cleaning up the classroom
* How to pack up their items for the day
* Review what papers they will need to bring with them tomorrow.
* Review how to show me they are ready to go home
	+ Sitting quietly in their seats
	+ Everything is put away
* Go over how I will ask students to line up
	+ The table that has all students sitting quietly with their table cleaned up will be asked to line up first.
	+ Students going on the bus will be one line and parent pickup will be another line.

3:00pm – Go Home

* Students will go to their pickup spots
	+ Either bus or parent pick up

## First day bell work assignment

**First Day Bell Work**

Students will fill out a reading interest inventory survey to help me know their feelings towards reading and the type of books they are interested in. The other writing prompt and artwork for the day will be done using their notebooks and art paper. The reading survey will look similar to the layout below.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YES NO** 1. When I hear it’s time for reading I am happy.

**YES NO** 2. Do you read outside of school.

**YES NO** 3. I have had a positive reading experience. It was when\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YES NO** 4. I have had a negative experience reading. It was when \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YES NO** 5. I would like to read different kinds of books. What are they? \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YES NO** 6. I would like to read in a book club or with a group.

**YES NO** 7. I celebrate when I finish a book. How do you celebrate? \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **YES NO** 8. I read for fun at least once a day.

If I could rate how much I like reading I would say that it is a :

0 1 2 3 4 5 6 7 8 9 10 (I don’t like it) (I LOVE it!)