**First Six Weeks of School, Second Edition; 2015; by Paula Denton and Roxann Kriete**

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| **What were the key points of your assigned readings?**  **These can be listed in bulleted format under each chapter.** | **List any questions or discussion topics you would like discussed in class.** |
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| **Introduction – Using this Book – Key Terms**   * **Briefly define and identify 1 application idea you have for your RED 414 Clinical.** |  |
| * A strategy that I feel is important is the morning meeting. I will use this in my classroom as I feel it is beneficial when starting the day. From experience, the morning meeting helps get students awake and aware for the busy day ahead. I also feel that logical consequences are important. Preparing these consequences and explaining to the students beforehand will give students a sense of responsibility and reliability. |  |
| **First Day of School**   * **Goals & Overview for All Grades** * **Briefly, What does the 1st Day of School “Look Like” for:**   + **Kindergarten, First & Second Grade**   + **Third & Fourth Grade**   + **Fifth & Sixth Grade** |  |
| * Students and teachers will know each other’s names. * Kindergarten-2: Greeting at the door followed by a morning meeting. Teach bathroom procedure. Have a snack and introduce outside time. Guided discovery. Tour of the school. Lunch followed by story time and quiet time. Guided discovery. Learn dismissal routine. Dismiss. * 3-4: Scavenger hunt. Learn Transition. Morning Meeting. Line up and walk the halls. Play outside. Guided discovery. Play outside. Learn lunch routines. Lunch. Read-aloud. Guided discovery. Learn format for work-sharing. Dismissal. * 5-6: Arrival. Learn bell signal. Make name-tags and pair-share. Morning Meeting. Outside. Guided discovery. Learn lunch and bathroom procedures. Lunch. Read-aloud. Language arts. Outside. Losing circle. Learn dismissal. |  |
| **Week One**   * **What are the Week 1 Goals?** * **Identify 2 application ideas for your RED 414 Clinical.** |  |
| * Students and teachers will know things about each other that don’t pertain to school. Students will know basic expectations and rules with reinforcement and supervision. Hopes and dreams for the year will be shared. * Role-playing is a great opportunity for teachers to teach the students different procedures and let the students act it out. This is a fun activity for the students and helps the students learn and remember important procedures. * Sharing hopes and dreams for the year during the first week is a great way for teachers to get to know student and their ambitions. I think this is important and I will implement it into my classroom. |  |
| **Week Two**   * **What are the Week 2 Goals?** * **Identify 2 application ideas for your RED 414 Clinical.** |  |
| * During the second week, students will be able to work together in small groups, individually and as a whole class. Students will have agreed on classroom rules and establish academic choice or activity. Students will slowly begin curriculum during this week. * One strategy that I liked is allowing the students to make their own set of classroom rules. I think this gives the students a feeling of responsibility. If students make their own rules I think they will pay more attention to them. Another strategy that piggybacks off of this is to state the positive. By asking students what actions they can do differently they are also learning how to treat each other properly. |  |
| **Week Three**   * **What are the Week 3 Goals?** * **Identify 2 application ideas for your RED 414 Clinical.** |  |
| * Teacher supervision is decreased as more responsibility is placed on the students. Along with this responsibility, students will think critically. Students will begin curriculum in each subject and specialty teachers join the classroom. * This chapter briefly discussed building autonomy through role-play. I think this builds independence and is important to help students learn to make appropriate decisions on their own. |  |
| **Weeks Four to Six**   * Students will be showing more independence from the teacher and will work together in small groups. Students will know where things are in the classroom and will know the resources available to them. They will understand the rules and the consequences that will follow if the rules are broken. Students will be able to lead class. In my classroom having a student lead morning meeting or choose an activity when chosen to do so could show this. |  |
| **Appendix A-D**  **Choose 1 idea from EACH of these Appendices and briefly describe how you might use it.** |  |
| * A- Energizers: I would like to use energizers on a daily basis. No matter which age, students need breaks. I am interested in primary grades and I see energizers used everyday. These are quick and can help students get out the squirms and allow the students to refocus. My favorite energizers for young students are short, catchy songs that have actions. * B- Museum Walk: I enjoy when students get a chance to see others’ work. To this idea I would like to add an aspect; I would like students to have post-it notes that they can write compliments on and stick on a student’s work. * C- I would like to incorporate these resources in my classroom. RPS incorporates a website that is also available as an app that corresponds with action 100 books that they use within the curriculum. I think this app is beneficial whether the action 100 curriculum is incorporated or not. * D- Within my 6 week experience, I have already noticed that the student list can change many times at the beginning of the year. During the school year, students can come at any time. I think it would be beneficial to have a set of supplies ready. I have noticed that my cooperating teacher does this in her classroom. |  |