

S.P.I.R.I.T.
Focus of the Week

S.P.I.R.I.T. Expectation of the Week

Week #1: August 20-24, 2007 Overview

Spend most of this first week of school establishing and practicing procedures and rules so that they become routine.

Rules are different from procedures. Picture what you want your class to look and sound like and then establish procedure that help to make that a reality. Decide on your rules before the first day of school. Spend valuable time discussing why rules are important and then modeling and rehearsing successful procedures and rules.

Classroom procedures that must become a routine within the first days of school:

1. Beginning of day or period
2. Quieting a class
3. Students seeking help
4. Movement of students and papers/materials
5. End of day or period.

(Harry K. Wong "The First Days of School" p141-194)

Rule Guidelines

1. Keep the rules simple and realistic (No more than 5)
2. Use positive language
3. The fewer rules the better

- Rules will be broken. Have appropriate consequences in place. Consequences should fit the rule.
- Make sure students remember and understand the rules for your class.
- Clarify with concrete examples of what the rule looks and sounds like.
- Model and role play in different ways, include non-examples.
- Create a chant or cheer for the rules.
- Illustrate and write about rules.

(Spencer Kagan "Win-Win Discipline" p6.6-6.17)

Kagan Structure of the Week: Class building is a positive way to get students up and interacting with one another. Here is one classbuilder you might try with your class. Model the structure before doing it with your class.

Corners

1. Teacher announces Corners. (Each corner has a word or picture of the choices – professions, vacations, pets, favorite food, etc.)
2. Students think about choice, older students write their choice on a paper.
3. Students go to corners and find a partner in that corner.
4. Pairs discuss. Pairs talk about the reasons for their choices. Corners can share with the whole group.

3 Most important behaviors for first days of school are:

1. Discipline
2. Procedures
3. Routines

-Harry K. Wong

Successful!

Prepared!

Involved!

Respectful!

Integrity!

Take Pride!



S.P.I.R.I.T.

Focus of the Week

Week #2: Sept. 4-7, 2007 : Successful

Set Class and Individual Goals

“Goal setting is the process of establishing a direction for learning. It is a skill that successful people have mastered to help them realize both short-term and long term desires.”

From “Classroom Instruction that Works” by R. Marzano, D. Pickering, J. Pollaock

Goals can be for a class or individual. Goals can be academic or behavioral. Goals should be flexible.

T-Chart your Goals

For each goal your class sets, create a T-chart:
On one side for the T write “What will it look like?”
On the other side of the T write “What will it sound like?”

What to do with goals:

Photo copy class and individual goals to put into notebooks.
Students write goals in front of agendas.

Write a letter to families at home explaining the goals for the class/individual

(Win-Win Discipline p.6.6-6.17)

<u>Safety for everyone</u>	
Walking	“Excuse me.”

<u>Success for everyone</u>	
Home work	“I read the chapter.”

Structure of the Week: SPIRIT Partners

When you need your students to process or review information, such as setting goals, direct students to find a SPIRIT partner. (You can start with the Success Partner!) Once the partners have met, direct them to do a Rally Robin. Partner A shares a goal and tells why it is important to him/her. Partner B listens and gives affirmation.

Example:

Partner A: My goal is to improve my vocabulary in science. I want to do well on FCAT and become an astronaut for NASA.

Partner B: That’s an excellent goal. If you work hard, you can send me an email from space someday!

At the signal, partners switch roles.

Give your students more than they expect, and you will get back more than you ever expected.
– Harry Wong

Rule #55 “Be the best person you can be.”

The Essential 55 by Ron Clark

S.P.I.R.I.T.

Focus of the Week

Week #3 Sept. 10-14, 2007 - Prepared

Have materials and supplies every day

Here's what teacher, author and speaker Ron Clark wrote about students and their materials:

“When my students enter the classroom with all their material, I go through the items and tell them what each one will be used for. . . .Each day before the students leave I also mention to them exactly what books they will need that night. . . I show them where to place each (item) in their binder. For the first couple of weeks I take the time to help them copy down their homework, place items in the correct folders and keep their work in the appropriate notebook. It can take about ten minutes at the end of class . . . as the year goes on, however, the students get the hang of the system . . . the idea of being organized is foreign to a lot of kids, and they need someone – a teacher, parent or friend – to give them guidance and show them how they can become more efficient.”

The Excellent 11 by Ron Clark

What You Can Do:

- Assign roles to students to help manage classroom supplies. (Pencil sharpener, trash gatherer, craft supplies, dictionary master, etc.)
- Develop verbal/non-verbal cues to remind students of which supplies are needed for class and subjects.
- Set in place procedures for students who come to class without supplies. (Visit “A Gift for Teaching” to have extra supplies in a designated spot in your class.)
- Prepare a reminder note and send it home with students who have lost or run out of supplies.
- Keep a list of needed supplies posted in your class so that new students and families now what is needed.
- Check with Ms. Kapadia if your student is in need of a backpack.

Storage Options for Student Materials:

Cubbies & Tubs: plastic shoe boxes, ice cream tubs, hanging shoebags, etc.

Crates & baskets: yard sales & dollar stores

Chair bags: A Gift For Teaching!

Paper boxes: ask the office to save some for your class

Broken or Missing?

Cover loaner books and workbooks with bright fluorescent paper. That way you will notice should they accidentally be headed for the door or be misplaced in the classroom.

Adapted from **“Why Didn’t I Lean That**

Rule #18 “Be as organized as possible.”

The Essential 55 by Ron Clark

Week #4 Sept. 17-21 Involved

On time

So, you've spent a better part of your weekend crafting fabulous lessons gathering creative materials; you don't want your students to miss a moment of what you have planned for them. What happens when students are missing in action? We serve many cultures at Sadler; being somewhere on time may not be valued by some of our families. (**Ruby Payne** has written about the differences between classes and how those differences affect student success in school.) Being on time is important for student success. A student has to be in class and on task to be successfully involved in learning.

Think about trying some of these . . .

The bell has rung and the door opens and students have arrived. Prepare for involvement by teaching students what to do with:

- Agendas
- Notes/Money from home
- Backpacks
- Lunchboxes
- Homework

Establish a routine of bellwork for when students arrive to class. They won't have to wait for your instructions to get started with working and learning.

1. Teach arrival & dismissal times for school.
2. Post daily schedule.
3. Role play what it looks and sounds like to arrive at school on time – do the same for what it is like to arrive late. Discuss how it might make you and the students feel.
4. Teach reading an analog clock for important times of the day.
5. Create flow maps/time lines for the day or segments of the day.
6. Find out how long a minute is. Have students stand on one foot or other action for what they estimate to be a minute. Keep a tally of how many had estimates that were too short, too long or just right.

Characteristics of a Well Managed Classroom:

1. Students are deeply involved with their work, especially with academic, teacher led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion or disruption.
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

"The First Days of School" – H. Wong