

MY FIRST FIVE DAYS

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Introduction

The use of organization and planning according to Jacob Kounin, the first researcher of classroom management, are what is needed for good classroom management.¹ I also believe that healthy relationships with the students are needed for good classroom management. Classroom procedures are what let students know how they may do something in your classroom. My classroom management philosophy is to use organization, planning, and procedures to create a safe and effective learning environment for all students. I also want to create responsibility within them. I will also use love and logic to start the development of relationships of respect with my students in the first five days.²

Day One

On the first day of class, I will be standing at the doorway greeting my students as they walk in.³ I will also be directing them to grab a bell ringer form from the desk alongside the wall.⁴ The bell ringer would be a simple question of what their favorite period or time in history is and why. An agenda will be on the board so that the students will know what the day will consist of and the objective for the day.⁵ Once the bell has rung, I will start by introducing myself with a short presentation. Next is the teaching, rehearsing, and reinforcing of procedures.

The first day of class is important because it is the day that will establish what is acceptable in your room, what is not acceptable, and what is expected of the students at any given time while they are in your classroom. This is the day that I will walk through the three

¹ Harry K. Wong and Rosemary T. Wong, *The Classroom Management Book*, (Canada: Harry K. Wong Publications, Inc., 2014), 5.

² Jim Fay and David Funk, *Teaching with Love and Logic: Taking Control of the Classroom*, (Golden: Love and Logic Press, Inc, 1995), 7.

³ Wong, *Classroom Management*, 56.

⁴ Picture of Seating Chart

⁵ Wong, *Classroom Management*, 20.

most important procedures with my students: how to enter the classroom, quieting the class, and the dismissing of class.⁶ I will have procedures for how to enter the room, how I will quiet them, and dismissing the class. I will have them physically practice coming into the classroom quietly and sitting down quietly. I will also show them and use a bugle horn so that they will know what it sounds like when I use it to quiet them down. I will also walk through the rules, or guidelines as I will call them. The guidelines will be similar to the ones that Dr. Robert J. Marzano, a researcher of classroom management, has in his book *A Handbook for Classroom Management that Works*.⁷ Before I teach them the procedure for dismissing the class, I will give each of my students a letter for their parents that will detail about my website.⁸ The website is so that parents may know what the class is doing and can talk about what their children are learning in class. I will also teach my students the procedure for class dismissal.⁹ This will last until the end of class.

Day Two

On day two, it will be similar in that I will be at the door greeting students as they come in and I will have a bell ringer as well as an agenda on the board. The bell ringer that will be on the board will ask them how to be dismissed from class. At the beginning of class, I will go over the procedures that I taught them yesterday and I will go over new procedures. New procedures will include what to do when tardy or absent, leaving seats, getting materials from your locker, getting help, when work is complete, and what to do in case of an emergency- i.e. when there is a lockdown, fire drill, etc.¹⁰

⁶ *ibid.*, 284.

⁷ Dr. Robert J. Marzano and Barbra B. Gaddy, *A Handbook for Classroom Management that Works*, (United States: Association for Supervision and Curriculum Development, 2005), 12.

⁸ Image of Letter to Parents

⁹ Image of dismissal procedure

¹⁰ Wong, *Classroom Management*, 284.

I will have a desk or table against a wall that will have a homework turn-in basket and a metal box with folders that have past assignments for those that were absent.¹¹ I will walk the students through how to turn in homework when they have completed it and even if they have not fully completed, because some points are better than none.

I will also have a sheet for those that are tardy will have to sign and a basket for notes from home and absence excuse forms that the students bring.¹² This is to help keep my desk clean and organized. Having a clean desk eliminates the ability for students to say that I lost their homework due to a messy desk.

For work that is late, I will use little pink slips that Chelonnda Seroyer used; they will have the students detail what the assignment was that they did not turn-in on time and why it is late.¹³ This allows me to show parents the exact reasons why a student has a zero on an assignment or a bad grade in the class. The pink slip also makes students take full responsibility for late work, so they cannot say that they did the assignment, but did not turn it in.

For the different emergencies, I will follow the schools guidelines and procedures.¹⁴ I will use the image given to teachers that show the route in case of a fire to help show them the way. I will also walk them through how what they should do in case of a lockdown. With the tornado drill, I will show the students how they should be positioned according to the school policy. If class is closing to an end, I will reinforce the dismissing the class procedure. This helps to start the procedure to become a routine.

Day Three

¹¹ Image of Homework and Late work baskets with Extra homework folder.

¹² Wong, *Classroom Management*, 88.

¹³ Image of the Pink Slip

¹⁴ Wong, *Classroom Management*, 113.

I will be at the door greeting students as they come in and have a bell ringer on the board along with the day's agenda. The bell ringer will what they hope to gain or learn from this class. Like the class dismissal procedure, these procedures have already started to become common and routine for the students. On the third day, I will have a get know to each other. I will use a bingo game that I will also play, so that we can all get to know each other.¹⁵ Once a student has won, I will have them turn in their sheets so that the procedure on how to turn in completed homework is reinforced and they can get a taste of real action. Having them turn in the bingo sheet also allows me to see how efficient, in regards to the flow of traffic, the set-up I have for letting the whole class at once turn in homework turns out to be. If a traffic jam is caused, then I know I have to do something different.

After I have the students turn in their bingo sheets, I will then pass out the syllabus and go over it with the students. This is where I will inform them of my expectations for all of them. While I will not have unreasonable expectations, I do expect all students to be in class every day physically and mentally unless there is an emergency. I also expect them do and turn in their best work. Finally, I expect them to follow all guidelines and procedures. I will stress to them how important it is that we can have fun, but when it comes time to learn and do work, I need them to be able to flip the switch. Attached to the syllabus will be three passes that they will be able to use to go to their locker to grab materials and homework, or they can use them to go to the bathroom. At the end of the semester, the students can turn them in for five extra credit points individually if they have any left.¹⁶

Once I have gone through the syllabus, I will discuss with them how they want certain things done in the class, such as how papers are written, i.e. APA, Chicago style, MLA, etc. I

¹⁵ Image of Bingo Icebreaker

¹⁶ Image of Locker and Bathroom Pass

will also let them decide whether I chose their groups for group projects or let them chose. These are just a couple of the things that I will let them decide on. At the end of the hour, I will further reinforce the dismissal procedure.

Day Four

I will reinforce the greeting procedure and bell ringer procedure. The bell ringer will ask them why history is important to study and learn. Once class starts, I will discuss with them the importance of a well-rounded education and how all subjects of study are connected with each other. After I am done with this, I will ask them what they wrote down for the bell ringer and we will discuss what they wrote down. Once we are discussing what they wrote for the bell ringer, I will have them take a pretest to see what areas of history they are strong in and where they are weaker.¹⁷ I am giving them this pretest so that I will know where I will need to focus my attention to strengthen those weak areas. I will have them turn the tests in when they are done in the homework bin so that procedure is reinforced and I will have a reading for those who are done.¹⁸ I am giving the students this reading because you read history books differently than a book you would for English class. This is to help them bring questions and answers to discussions. It is also so that they can have a better understanding of what they are reading. I will use the bugle horn to get their attention and then dismiss them using the procedure.

Day Five

I will further reinforce greeting my students at the door and having a bell ringer for them to do on the board when they walk in. The bell ringer for today is what are two questions they can ask themselves while reading a history book. I will have an agenda on the board as well. At

¹⁷ Image of the First page of pretest

¹⁸ Carleton University, "Reading History," History, accessed April 27, 2017, <https://apps.carleton.edu/curricular/history/resources/study/read/readinghistory/>.

the beginning of class I will ask them what they wrote down for the bell ringer and discuss what they thought of the reading. Once we have finished discussing their thoughts on the reading, I will pass back their bingo cards. This is to teach them how papers and assignments are passed back. I will pass back their bingo cards by calling their name individually and having them come up one by one. I am doing it this way so that I can connect their names with their faces and learn names faster. Once I have finished passing back the bingo cards, I will give a lecture on why one needs to be careful about reading secondary sources, such as a text book. This will take until the end of the hour. At the end I will tell them what to expect on Monday and to have a great weekend. The procedure for dismissal will hopefully have become a routine and they will know what to do without me guiding them.

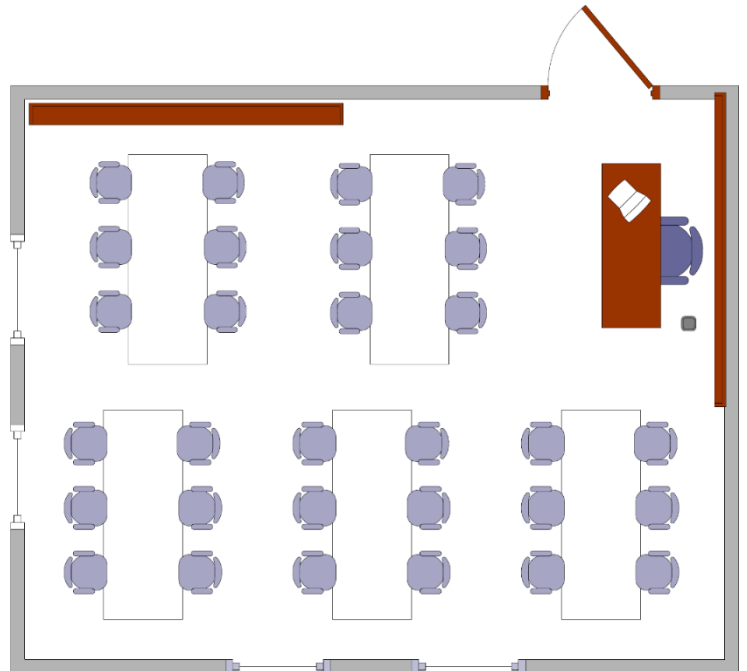
Conclusion

Through organization and planning, which are needed as Kounin has stated, I will have effective classroom management. By keeping my papers off of my desk, it will help decrease the chances of an assignment, absence excuse form, or a note from a parent from getting lost due to my desk being a mess. Walking through and planning what I will do the first five days allows for me to focus on teaching, rehearsing, and reinforcing procedures. While the first days is important because you lay down the foundation for the rest of the school year, the first five days are important as well because this is when student's routines are developed. By starting the development of respectful relationships with my students, I will have a longer time to work on them and will therefore decrease misbehavior. By creating positive routines in the first week, the routines will then stick the rest of the year. This allow me to teach and, most importantly, allow the students to learn as best as possible.

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Appendix



Date: _____
 Printed Name: _____
 Class Section: _____

You've been *Pink-Slipped!*

Completing your homework or assignment is your *responsibility* as a student.

Missing Assignment: _____

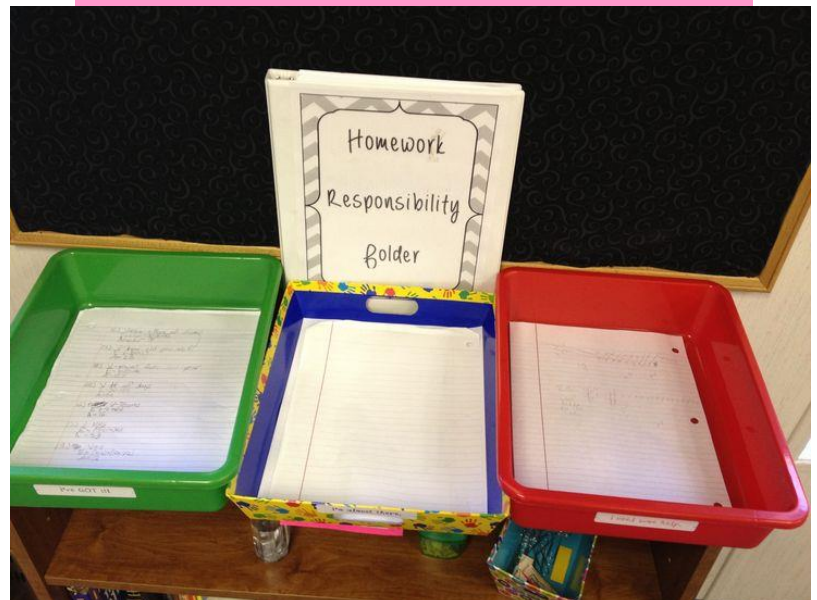
I do not have my homework today because:

- I did the assigned homework, but I did not bring it to class.
- I chose not to do my homework.
- I forgot to do my homework.
- I did not have the appropriate materials at home.
- Other—please explain below.

Signature _____

B I N G O

Visited another country	Never had a cavity	Knows how to knit or crochet	Ridden a horse	Worked at a fast-food restaurant
Eaten an insect	Never broken a bone	Skipped breakfast today	Watches reality TV	Likes anchovies on pizza
Rides a bike to school	Went to summer school	FREE	Swam in a lake	Has more than four siblings
Slept in an airport	Flown in a helicopter	Eaten foie gras	Owens a cat	Doesn't know how to swim
Been to Hawaii	Cleaned a bathroom this week	Changed a diaper	Plays a musical instrument	Gets up before 6 a.m.



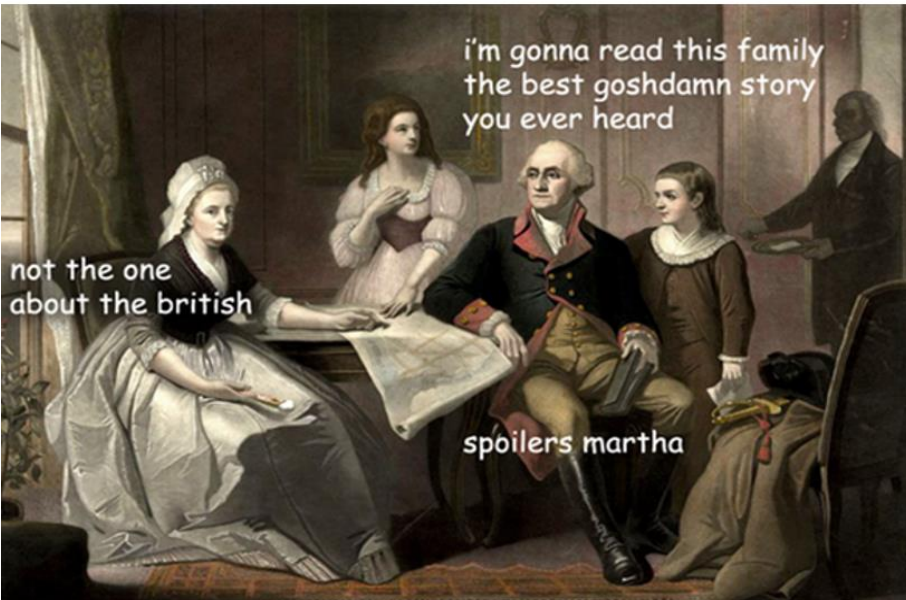
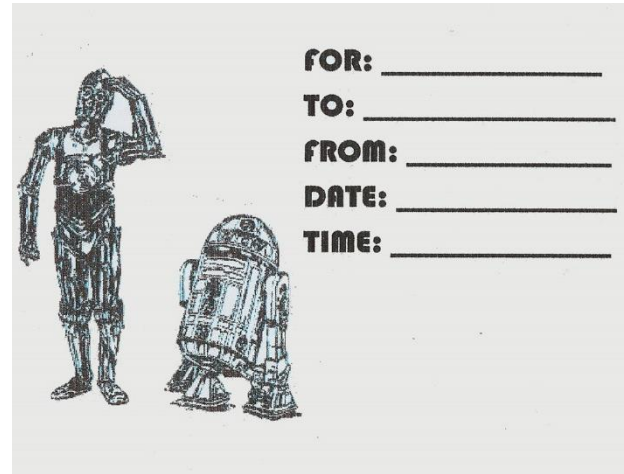
September 7, 2020

Dear Parent,

I am your child's History teacher and wish to welcome you to the new school year, so welcome! I want you to know that I have a website that will have my contact information, details about what we are currently learning in class, it will be updated with what we have done so far in the year, and it will be updated with different events that will be happening throughout the school year. The address for my website is website.com. I hope you and your child have a good school year. If you have any questions, please feel free to contact me through the given ways stated on the website.

Sincerely,

Mr. Razink



1. How did the ruling in *Marbury v. Madison* alter the Supreme Court's power in the federal government?
 - A. It lessened it. The Supreme Court was concerned about the possibility of judges overturning laws enacted by voters through referendums and took away that power.
 - B. It increased it. The decision in *Marbury v. Madison* gave the Supreme Court its now traditional right to overturn legislation.
 - C. It increased it. The decision in *Marbury v. Madison* strengthened the Supreme Court's Constitutional right to overturn legislation.
 - D. There was no change. *Marbury v. Madison* was a case involving a president who was unwilling to obey laws enacted by his predecessor; there was nothing about the case or decision that would have more than a cursory connection to federal powers of government.
2. Which President of the United States changed the date of Thanksgiving from the last Thursday of November to the fourth Thursday of November?
 - A. George Washington
 - B. Andrew Jackson
 - C. Abraham Lincoln
 - D. Franklin D. Roosevelt
3. Which of the following is an example of historiography?
 - A. An explanation of past treatments of an historical event.
 - B. A geographer using physical geography to explain historical events.
 - C. A historical treatise on a single aspect of a larger historical event.
 - D. Historiography is not a valid historical term.
4. Which of the following questions would most likely be asked by a historian concerned with the philosophy of history?
 - A. What issues shaped the writing of Plato's *Republic*?
 - B. Should history be measured by changes in individual lives or by larger political trends?
 - C. Why were the religions of Shinto and Buddhism able to merge in Japan?
 - D. Should historians study modern primitive cultures as a means of learning about past civilizations?
5. You are researching the Battle of the Bulge's Malmedy Massacre. Four potential sources offer conflicting accounts of one aspect of the event. Based on the principles of historical research, which source is most likely to be accurate?
 - A. Wikipedia
 - B. A newspaper article written by a reporter who interviewed several surviving soldiers over the weeks following the massacre.
 - C. The account of a wounded survivor written immediately following the massacre.
 - D. One of your teaching colleague's lecture notes.
6. Which of the following is considered to be the largest cause of death among Native Americans following the arrival of European colonists in North America?
 - A. Wounds from wars with the European settlers
 - B. Wounds from wars with the other Native American tribes
 - C. European diseases
 - D. Exposure during the wintry, forced marches on which the European settlers forced them
7. What is the historical significance of the Dome on the Rock's site to Muslims?
 - A. It is the traditional site of Jesus Christ's crucifixion and resurrection
 - B. It is located on Temple Mount, where the Second Temple previously stood and the traditional site of Solomon's Temple
 - C. It is the traditional site of Mohammed's ascent into heaven
 - D. It is the site of the founding of the Islamic religion.
8. What method did Johannes Gutenberg use to create printing plates for his printing press?
 - A. Woodcuts – he had a team of apprentices carve each page out of wood plates.
 - B. Metal etchings – the letters were etched into specially treated metal plates which were then placed in special acid baths to create printing plates.
 - C. Moveable clay type – Gutenberg carved moveable type out of clay and would press the letters into hot wax tablets to create printing plates.
 - D. Moveable type – Gutenberg cast metal type through the use of molds in order to achieve the individual letters which were then loaded into composing sticks, which were then used to form printing plates.
9. Which group(s) of people were originally responsible for selecting the members of the U.S. Senate?
 - A. State legislatures
 - B. State governors
 - C. State electors
 - D. State residents, subject to voting eligibility
10. The Erie Canal is 363 miles long and connects which body of water to Lake Erie?
 - A. The Mississippi River
 - B. The Hudson River
 - C. The Susquehanna River
 - D. The Lehigh River