

Classroom Management Plan

Carrie Harbidge
Middle School Internship
Pond Inlet, Nunavut

January 2011

Classroom Management Plan

Name: Carrie Harbidge**Subject/Grade:** Grade 7 Science**School:** Pond Inlet Middle School**Dates:** January 2011

This Classroom Management Plan been developed with my potential practicum in Pond Inlet at Nasivvik High School, Grade 7-9, in mind. This plan will be approved by administration prior to use according to school policy and culture.

1. Organizational Checklist

Familiarization with School Policies and Procedures:

- ☐ Computer programs for attendance, marks, etc.
- ☐ Dismissal and signout
- ☐ Fire drills and other emergencies
- ☐ Library resources
- ☐ First day activities
- ☐ Paper and art supplies
- ☐ Safety measures
- ☐ Schedules
- ☐ Bell times
- ☐ Student assemblies, councils, handbook
- ☐ School-wide rules and behaviour expectations

Classroom Organization:

- ☐ Desk/table arrangement
- ☐ Teacher desk arrangement
- ☐ Instructional material storage (student supplies)
 - ☐ Scissors
 - ☐ Glue
 - ☐ Tape
 - ☐ Pens and pencils
 - ☐ Paper
 - ☐ Hole-punch
 - ☐ Stapler
 - ☐ Kleenex
- ☐ Teaching material storage (subject storage, photocopying, materials, etc.)
 - ☐ Class-specific storage
 - ☐ Unit storage
 - ☐ Store photocopying
 - ☐ Lesson plans
 - ☐ Plan book
 - ☐ Grade book
- ☐ Bulletin boards
- ☐ Learning centres
- ☐ Lab supplies

Students:

- ☐ Class lists
- ☐ Read student profiles
- ☐ Talk to previous teachers about student learning needs
- ☐ Student “flash cards” (Picture of student and information from info sheet)

Develop Procedures:

- Entering classroom/start of class
- Taking Attendance
- Late procedure
- Absence procedure
- Students who lack materials (supplies, handouts)
- Handing out materials
- Handling equipment
- Procedures for hands-on activities
- Leaving the classroom
- Procedures for assigning, collecting, handing back homework
- Develop system for grading and tracking marks
- How to communicate and practice procedures
- Procedures for group work, individual work, whole class discussion
- Fire drills
- Missed assignments (lab experiments, assignments, tests, quizzes, exams)
- Water and bathroom breaks
- Text book distribution
- Last 5 minutes of class
- Dismissal/closure procedure

Define Classroom Rules/Intervention Plan:

- Classroom rules and expectations
- Follow-up strategies when rules not followed
- How to communicate rules
- Informing families of rules (see Parent Plan)
- Develop record-keeping system for behaviour issues
- Determine intervention strategies
- Develop action plan for serious misbehaviour
- Prepare sample formal contracts
- Communicate and practice rules
- Behaviour Report/Friendly Feathers

Materials to Collect and Prepare:

- Textbooks and accompanying materials
- Supplementary teaching materials
- Unit plans
- Lesson plans for first week

2. Relationship/Community Building Plan

2.1 Building Relationships with Students:

2.1.2 Teacher Relationships with Students:

- Personal relationships with students is key to classroom management. Research has found that teachers who developed personal relationships with their students had experienced better academic performance and fewer classroom behaviour problems (Decker, Dona & Christenson, 2007; and Marzano and Pickering, 2003). These types of relationships are important to develop early on in the school year. I feel that the most important way to develop positive relationships in the classroom is to establish respect. Respect in all aspects of the classroom community is essential to developing and maintaining a positive environment. Respect is important in both student to teacher relationships and student to student relationships. Other strategies that I can implement to maintain a positive community are to:

- Make students feel welcome by greeting them daily;
- Having students complete personal surveys;
- Using the surveys to relate to students and their interests;
- Get students involved and engaged in their learning;
- Set high expectations for all students;
- Use positive discipline strategies; and,
- Share relevant personal stories.

2.1.2 Building Relationships Between Students:

- Developing a sense classroom community is essential for learning. When students feel comfortable in their classroom they are more able to spend time learning. Mawhinney and Sagan (2007), state a student who is focused on survival does not have time to focus on learning. When a student is emotionally secure they are able to focus more on learning and; therefore, are able to reach a higher level of thinking than a student who is anxious or stressed. In order to develop relationships between students by allowing students to get to know each other as well as getting to know me. I plan on starting this communication by playing Two truths and a Dream. The students will share their two truths and a dream with a partner who will then share it with the class. The class has to guess which is the dream. I also plan on having a regular classroom update time, where students will be allow to “show and tell” about something special that is happening in their lives. This will be done as a class opening or wrap up on Fridays as the “Good News of the Week.”
- I also hope to allow student to work with a variety of classmates as opposed to only their “friends.” This will be done by using the classroom flashcards to establish groups. Groups will be together for a determined amount of time

then new groups will be established. This way students will have the opportunity to work with every student in the classroom.

2.2 Working with Parents and Students Action Plan

2.2.1 Welcome Package

- At the beginning of my practicum I will provide each student with a welcome package. The welcome package will include a variety of information for the parents and the students. A welcome letter will be provided to introduce myself to the students and their families. The welcome letter will have my email address and phone number. The package will also include a simplified unit plan for the lessons that I will be teaching. This will include information regarding topics to be covered, materials needed from home, assignments to be completed with due dates, class expectations, and grading policies. The welcome package will also include an invitation to “Meet the Teacher” night discussed in the Parent Conferences section. There will also be a note regarding the open door policy of my classroom which encourages the participation of the parents in the classroom and encourages discussion at their convenience.

- The welcome package will provide a medium for me to introduce myself to the families of my students early on in the semester (NWT, 2011). By providing a copy of the materials that will be covered, as well as school and classroom policies many of their questions can be answered up front. If parents still have questions about the contents of the welcome package they can contact me by phone or in person at the meet and greet (Lueder, 1998, Alberta Education, 2006).

2.2.2 Parent Conferences

- Parent Conferences are a great way to get to know the families of the students. During my PSIII internship in Pond Inlet I plan to host several parent conferences. Initially I would host a “Meet the Teacher” night to introduce myself to the families. I will make this event casual in nature where tea and light snacks are provided.

- As the school year progresses additional parent conferences would be hosted. Parent conferences will be student directed. During class time students will be guided on how to lead the conference and will select artifacts that demonstrate their progress. Students will prepare invitations to their parent or guardian inviting them to a night to showcase their work. The classroom will be set up so that student’s are responsible for guiding their parents to several stations which highlight their projects and progress during the year. Parents and students will select a time slot for their parent conference to allow for adequate time for each parent and student to meet with me the teacher. Once in the classroom, the student will collect completed projects as they circulated through the stations, so

that at the end of the stations the student will have a complete portfolio of completed work. The final station will be set up so that both the parents and I are sitting facing the student who is answering questions about their progress, (i.e. what am I most proud of this semester, where did I show the most growth, what do I think I need more help with?). This places the parent and I on equal footing during the interview. The parent will have an opportunity to ask questions once the student is finished their presentation. Light refreshments will be provided and a translator will be available if necessary. After the conference parents and students will be asked to complete a survey of how effectiveness of the student led conference, with space request a follow up meeting.

- Schools that have used student led conferences have found increased parent attendance and increased parent teacher bonds making the parent more likely to sustain contact with the teacher throughout the remainder of the year (Hackman, 1997). Student led conferences place both the teacher and the parent on equal footing, making the parent more comfortable to ask questions (Olsen & Fuller, 2003). By having the student prepare invitations and providing light refreshments the atmosphere of the interview becomes more welcoming to the parents (Lueder, 1998). The primary language in Pond Inlet is Inuktitut, and many parents may have difficulty or may feel more comfortable communicating in Inuktitut. For this reason I will request a translator to be present during the student led conferences to make parents feel more comfortable (Olsen & Fuller, 2003). The survey will evaluate the effectiveness of the conference and allow the parents to indicate if they would like a follow up meeting to discuss their child's progress further (Lueder, 1998).

2.2.3 Friday Folder/ Class website

- A great way to keep in touch with parents throughout the year is to use a classroom website used by many teachers in southern Canada. However, in the North, many people do not have access to the internet, and if they do it is often slow and unreliable. I would like to use a Friday folder in place of the class website. The folder would contain similar information found on the internet but displayed in a take home folder. The folder would contain information on how to use the folder, completed assignments from the week, a list of up coming assignments, a note about what we did that week, any Friendly Feathers received by the student, and what we will be working on in the upcoming week. There will also be a space for personal note to the student and the family and a space for the family to respond to the note. This will be an area where positive comments and room for improvement comments can be listed. Students will be responsible for collecting contents of the folder on Friday afternoon, bringing it home to be signed by a parent or guardian, and returned to class on Monday.

- The Friday Folder provides a consistent method of communication with students' families. The folder will provide a method for two way communication and keep the parents updated with activities occurring in the classroom (Lueder, 1998). The folder gives an alternative method of communicating with the teacher if parents are uncomfortable coming into the school or are unable due to work schedules (Olsen & Fuller, 2003).

2.2.4 Event Theme Nights

- The community of Pond Inlet is a small community of less than 2000 people. As a results there are not no malls, no movie theatres, and few restaurants to provide opportunities for social engagement. To improve relationships with students and their families I would like to host a monthly event night at the school. Event nights will range from movie nights, student-parent book clubs, and student-parent sports nights. At movie nights popcorn and drinks will be provided with proceeds going to the school fundraising committee. As event nights become more established parents may want to become involved in the planning and organizing of the events.
- Social events are a great way to get to know the families of the students in a non academic setting (Lueder, 1998). By hosting the activities at the school it creates a more warm and inviting atmosphere for the school and may entice those who do not feel comfortable in a school environment to come into the school (Olsen & Fuller, 2003). Involving parents in the planning of the events helps to strengthen their participation and their sense of belonging in the school (Lasky, 2000; Lueder, 1998).

3. Expectations and Procedures Plan

3.1 Expectations:

Classroom Expectations:

1. Respect yourself and others.
2. Take responsibility for your learning.
3. Keep the room clean.
4. Have FUN and Explore!

3.2 Implementing and Reinforcing Expectations:

- In order to introduce the rules to my class, I will begin by having the student invent a game, using cards and dice, in which they will be responsible for creating rules. The students will explain the rules to the class. Once every group has presented their game and rules we will discuss as a class why it is important to have rules in a game. We will also discuss why it is important to teach the rules to newcomers and why it is important to play by the rules. Once we have established the importance of rules, I will ask the class to introduce me (the newcomer) to their established rules in the school and the classroom. Once we have discussed the established rules, I will describe my expectations of the students using the a powerpoint slide as a teaching aid. If there is a need for additional rules over the semester, or rules need which modifying, we will develop them collaboratively as a class.

- In order to reinforce my expectations about respect, responsibility and cleanliness, I will first give prompts, like, “Does that show respect?” “How could you show more responsibility?” If needed I would have individual chats with the student, where the student would first identify the problem, brainstorm solutions, choose a solution, and come to an agreement on a course of action. If the problem occurred on a wider scale, I might try a class meeting and get the class to help solve the problem. For persisting problems, I would try a conference with parents or administrator, following a similar agenda, with a written course of action agreed on.

3.3 Key Procedures:

Start of Class

1. Come in quietly and sit at your desk.
2. Use a visual prompt on the board which asks the student to solve a daily brain teaser.
3. Write your response (not the question) in your science notebook, after yesterday’s work, with today’s date.
4. If you finish, (a) complete yesterday’s homework, (b) start on today’s reading, or (c) work on your unit work.

Getting Your Attention

1. Teacher stands at front with hand up.
2. Freeze.

2. Turn and face teacher.
3. Pay attention.

Know the Answer? (Answering Questions)

1. Hands up to answer.
2. No shouting out.
3. The teacher chooses who answers.

Need Help?



1. Reread the instructions or question.
2. Think about what is being asked.
3. Ask three then me.
4. Raise your hand and wait patiently.

End of Class/Dismissal

1. When the teacher instructs, pack up all your materials, clean up garbage, and leave your desk clean and your area tidy for the next class.
2. Stay in your seat until the teacher says, "You are dismissed, have a great rest of your day."
4. Leave in an orderly fashion, quietly walking to the exit.
5. If needed, the teacher will dismiss you row by row, based on which row is quiet and ready to leave.

3.4 Positive Behaviour Supports Plan

- In order to maintain positive relationships and reinforce positive behaviour I plan on implementing a modified Positive Behaviour Support Plan (PBSP). The PBSP will have a positive approach to classroom management. By creating a classroom that is respectful, cooperative and responsible I hope to minimize classroom misbehaviours. Though this system may seem a little elementary, I am of the belief that everyone, no matter what age, likes being appreciated.
- During the second week of school, after the procedures have been learned by the students, I will introduce the students to Hoot (the class mascot) and the Friendly Feathers system. I will use positive behaviour slips (Friendly Feathers) to acknowledge good behaviour in the classroom. The slips will have two portions, one portion that will be posted in the classroom and a second portion that will be sent home in the Friday Folder. This way the student will be acknowledged for their behaviour by their classmates and by their family. At the end of the week, all students who received a Friendly Feather, will be entered into a draw for a weekly prize.
- There will also be a slip for misbehaviour in the classroom. Misbehaviour will be documented using a Behaviour Report forms. The student's behaviour will be discussed and managed appropriately. Poor behaviour slips will be documented using an excel spreadsheet to note trends and locations of poor behaviour. Interventions for misbehaviour is discussed in the next section.
- Note: This has been modified from Curtis Hewson's Effective Behaviour Supports Program in place at West Meadow Elementary School.

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> Friendly Feather for _____ </div> <div style="text-align: center; margin-top: 20px;">  <p style="font-size: small; margin-top: 10px;"><i>susansart.org</i></p> </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center;"> Congratulations _____ for getting a Friendly Feather for _____ _____ </div> <div style="margin-top: 10px;"> Congratulations from, <div style="display: flex; align-items: center; justify-content: center;">  <div> Mrs. Harbidge & Hoot (the Class Mascot) </div> </div> </div>
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Images from:

http://www.birdclipart.com/bird_clipart_images/a_cartoon_snowy_owl_0515-1005-1302-0720.htm

<http://susansart.org/Feather%20Art.htm>

Behaviour Report Additional details recorded on back of form.	Date		Student(s)	Grade
	Staff			

Incident Type	Details	Time	Location	Outcome
Disrespect for Self		<input type="checkbox"/> Before School		<input type="checkbox"/> Talked with student
Disrespect for Others		<input type="checkbox"/> AM Recess		<input type="checkbox"/> Loss of privilege
Disrespect for Property		<input type="checkbox"/> Lunch		<input type="checkbox"/> Note home
Disrespect for Learning		<input type="checkbox"/> PM Recess		<input type="checkbox"/> Referred Principal or counseling
Other		<input type="checkbox"/> After School		<input type="checkbox"/> Other

4. Intervention Plan

Low-Key Interventions:

- Low-key behaviours disruptions will be addressed using the *bumps* system. The purpose of low key interventions is to provide a solution to misbehaviour without disrupting other students. Behaviour Reports will be completed to record misbehaviour.
- Low-key behaviours may include: shouting out in class, excessive talking to neighbours, listening to iPods or playing with phones during instruction etc.
- First level of intervention: I will first use proximity to show the student that I am aware of their behaviour. Then use eye contact to get attention of the misbehaving student.
- Second Level: I will pause my instruction and wait for the student to stop their disruptive behaviour.
- Third level: I will use a short verbal cue, such as student's name, or what they are doing, to gain student's attention.
- The last step my low key responses is to directly request the student to stop their disruptive behaviour.
- Different responses will be selected based on the frequency of their behaviour.
- It is importance to remain polite and friendly while addressing the student, ending each interaction pleasantly with a "thank you".

Higher-Level Interventions:

- Higher-level interventions will be used when the disruptive behaviour is not addressed using a low-key response. (Bennett & Smilanich's bumps 3-6).
- The first step is to present a limited, but effective choice to the student. Once a choice has been made I will reinforce the student's choice by restating their choice (*You have chosen to _____*).
- The second step would be to have an informal chat with the student, away from other students. The aim of the discussion is to calmly work with the student to identify the problem, and determine and agree upon a solution. With the student brainstorming solutions will occur. Once all the options are presented decide on a solution and implementation of the solution. We will then review the solution and check for understanding.
- Power struggles will be avoided at all cost. However, if a conflict arises I will remain calm and diffuse the situation, and if needed give the student some time to reflect on the situation. I would then provide an opportunity for the student to take responsibility for their behaviour.

Other Responses:

- If the problem behaviour persists or is more serious, I would involve parents and administration and following any school-wide policies, and if needed, create a formal behaviour contract.

5. Lesson Plans for First Two Days

Name: Mrs. C. Harbidge Grade/Subject: Science 7 Unit: N/A
 Topic: Get to know you Date: January 2011 Length of Lesson: 60 min

General Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> • Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.
Specific Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> • a willingness to work with others in shared activities and in sharing of experiences • appreciation of the benefits gained from shared effort and cooperation • a sense of personal and shared responsibility for actions taken
Learning Objectives	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. Develop positive relationships with classmates and teacher. 2. Develop a sense of personal and shared responsibility by reviewing and comparing established class rules to the four expectations.
Materials	<ul style="list-style-type: none"> • Class list • First day powerpoint • Student information sheets/ID cards • Welcome package
Learning Resources	1. First days of School, Harry Wong.

Activity #1: Who Are You? (25 min.)

Introduction/Transition: Many of you have been asking me to tell you about myself. I have made a powerpoint with pictures to share a little with you. Go through First Day Powerpoint. Magic numbers game, students guess what my magic numbers mean. Photos of interests and about me. Ask if there are any additional questions.

Development/Monitoring: Now that I have shared some information about me, it is your turn Grade 7s! I want to know "Who Are You?" <Play Song> I am going to pass out an little questionnaire for you to fill in information about yourselves. Explain questions on the sheet, especially where do you live. Circulate as students complete the questionnaire. Explain that you will be creating a class CD with all their favorite songs, called Grade 7 Rocks, so it is important that they list their favorite song.

Follow-Up/Assessment: Have students bring the questionnaire forms when completed. If students are finished early have them do Magic Numbers on the back of the questionnaire.

Activity #2 Two Truths and a Dream (20 min.)

Introduction/Transition: We are going to play one final game today. We might not get the whole way through the game but we will continue to play this game in other classes so don't worry if you don't get to go today. Explain rules of 2 truths and a dream. Give your example of 2 truths and a dream. Pick pairs of students to work together.

Development/Monitoring: Students will share with a partner 2 truths and a dream about themselves. When chosen their partner will introduce them to the class and share their 2 truths and a dream about their partner. The student presents all three and the class has to guess which one is the dream.

Follow-Up/Assessment: Observe students' participation during the game.

Activity #3 Introduction to Classroom Procedures (10 min.)

Introduction/Transition: Let's pretend we are going on a trip to Ottawa. When we arrive at the airport we see a long line of people checking in.

Development/Monitoring: We can just go to the front of the line and put our bags down and walk away right? Why not? What is the correct way to check in at the airport? Why is it important to follow procedures? So for the end of this class we have a set of procedures we must follow so that we show respect to our classmates. Let's have a look at what that is. Review the procedure with students. Ask some students to model the incorrect and then the correct procedure for dismissal. Thank students for their participation. Explain that over the next few days the students will be learning some of our classroom procedures that are posted around the room. Ask if they can identify what other tasks we might need procedures for. Why is it important to have procedures for those things?

Follow-Up/Assessment: Observe students' participation during the conversation. Check for understanding asking questions such as, if the bell to ring right now what do we do?

Closure (5 min.)	Reinforcement/Assessment of Learning: I certainly learned a lot about all of you today. Do you think you have a better idea of who I am and a better idea of who your classmates are? Hand out welcome packages for students to take home.
Sponge Activity	Student can create their own Magic Numbers on the back of their questionnaire. Decorate ID cards
Advance Organizer - Next Lesson:	Next class we are going to start getting into our next science topic! We are going to continue with 2 truths and a lie!
Student Feedback:	

(b) Day Two (80 min.)

Name: Mrs. C. Harbidge Grade: Science 7 Unit: Interactions and Ecosystems
 Topic: Introduction Date: January, 2011 Length of Lesson: 80 min

General Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> • Demonstrate positive attitudes for the study of science and for the application of science in responsible ways. • Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
Specific Learning Outcomes (P.O.S.)	<ul style="list-style-type: none"> • Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields. • describe examples of interaction and interdependency within an ecosystem
Learning Objectives <i>Students will:</i>	<ul style="list-style-type: none"> • Develop positive relationships with classmates and teacher. • Develop a sense of personal and shared responsibility by reviewing and comparing established class rules to the four expectations. • Describe examples of interactions in an ecosystem.
Materials	<ul style="list-style-type: none"> • Blank sheets or idea webs/ KWL sheets • Blank cards • Box • Dice • Power point Science 7-2 • Plastic bags • Paper • Name tags • Ball of string
Learning Resources	<ol style="list-style-type: none"> 1. Science 7-9 Alberta Curriculum. 2. Science Is, Bosak 2000
Before class <ul style="list-style-type: none"> • Agenda, objectives on board • Set up powerpoint • Have materials organized • Greet students at door 	
Introduction (5 min.) <ol style="list-style-type: none"> 1. Greet students at door and welcome class. 2. Take attendance while students are doing bellwork (Trivia on Board Deserted Island, 1 boat, chicken, corn and a fox). 3. Review agenda and learning objectives referring to whiteboard. <ul style="list-style-type: none"> • Today we are going to spend part of the class creating your own game then we are going to play a game to start off our first unit! 	
Advance Organizer <ul style="list-style-type: none"> • Class Game, Review expectations and rules, Introduce Unit, Sponge - Finish 2 truths and a dream. 	
Activity Classroom Game #1 (15 min.) <p>Introduction/Transition: I am going to put you into groups of 3-4 students. In that group you will be given 2 dice and 6 blank cards. You have 10 minutes to create a game using those materials. In your groups you will have one reporter, one collector and one recorder. Review the responsibilities of those group members. Review instructions with students? Ask questions for understanding.</p> <p>Development/Monitoring: Students will get into established groups and create a game. Circulate to monitor progress. Once students have finished creating their game bring class back together and have the reporter in each group explain their game.</p> <p>Follow-Up/Assessment: When you created your game what did you have to do? Are rules an important part of your game? Why? Why is it important to have rules? Why is it important to make sure that everyone know the rules before playing?</p>	

Activity #2: Review of Rules and Expectations (15 min.)

Introduction/Transition: What happens if someone new came to your group, what is important to teach them. In your classroom you also have a set of rules. Because I am new to your class I don't know all of your rules. Please raise your hand if you would like to share with me one rule from your class? Any other rules? Why are these rules important?

Development/Monitoring: That was an excellent review of the rules. What do you expect from me as your teacher? Do you expect me to be fair? What else? Now that I know what is expected of me in this class for rules, I have a couple of things that I expect from your in this class. Review expectations with class (Powerpoint 7-2).

Follow-Up/Assessment: Are there any questions about my expectations of you in this class? Are there any questions of what you expect of me? Great now that I know the rules and what you expect of me, and you know the rules and my expectations of you in this class, we can get started with the fun stuff!

Activity #3 Web of Life (Intro to the Unit) (30 min.) Science Is (pg 206)

Introduction/Transition: (5 min) Now that we know why it is important to have rules, and we all know why it is important to follow the rules we are going to play a little game to start off our unit. Explain the rules of game, hand out name tags. Review rules and expectations asking students questions.

Development/Monitoring: (15 min) Play the Web of Life. Each student has a name tag and connects to other students with a string. Eventually all students will form a huge web of ecosystem connections.

Class discussion (10 min.): We saw how connected things are in the environment. Our first topic in science is Interactions and Ecosystems. What do you already know about ecosystems? The class will contribute ideas about ecosystems and 2 students will record the information on the whiteboard. Now that we have brainstormed all kinds of great things we know about air we are going to fill out the next column. Does anyone know what the W stands for? It is what we want to know about ecosystems. Brainstorm a couple of examples.

Individual (5 min): "W" Students will complete the "Want to Know" section of the KWL chart.

Alternate: Idea Web (10 min.): Show example from another unit on the screen, ask check-for-understanding questions. Students will then individually construct a titled, labelled idea web about ecosystems based on their own knowledge and the class discussion.

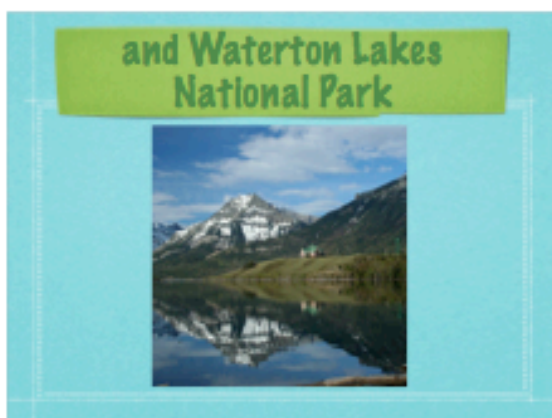
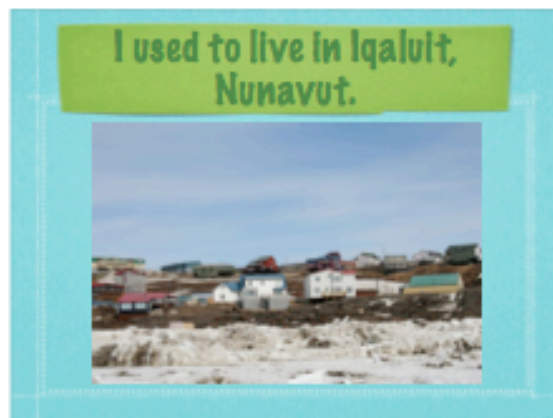
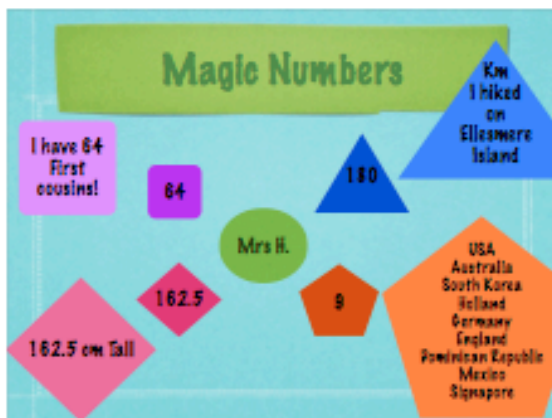
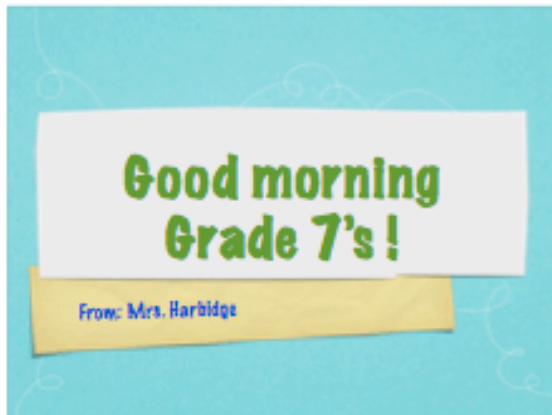
Follow-Up/Assessment: When completed come and show me, and store in binder as first page in Interactions and Ecosystems Unit. Students who are finished early can create a title page for the unit.

Closure (5 min.) **Reinforcement/Assessment of Learning:** We have come up with a great list of things that we know and things that we want to learn about ecosystems. Today we also saw how things in the environment are all connected. Next class we are going to start off with another game to look at the different jobs the living things perform. Review end of day procedures. Dismiss class. Have a great day!

Sponge Activity Create title page. Finish two truths and a dream. Have students play the game that they created. Environmental Word Search Pg 203 Science Is.


Feedback From Students:

Appendix:
Day 1 Powerpoint







and I like to draw.



Who Are YOU?

Fill out the question sheet
& tell me what you like to
do or something about
yourself that you think I
should know!



2 Truths and a Dream!

► ***Which is the Dream?***

- I have hiked the Chillikoot Trail in the Yukon.
- I have made marshmallows from scratch.
- I won 2nd place in a horse riding barrel race.

**AIRPORT CHECK IN
DESTINATION OTTAWA!**



End of Class/Dismissal

1. When the teacher says,
Pack Up and Clean Up!
2. Return to your seat until dismissed
3. Leave quietly walking to the exit.

* If needed, the teacher will dismiss you row by row,
based on which row is quiet and ready to leave.

Classroom Survey

Welcome Grade 7's

My name is Mrs. Harbidge and I am a student teacher who will be helping to teach your Science Class! Please fill out these questions so I can get to know you.

1. What is your full name?



2. How old are you and when is your birthday?

3. Who is in your family?

4. Who do you live with?

5. Do you have any pets?



6. What is your favourite band/singer/..or song?

7. What is your favorite movie or book? Why do you like it?

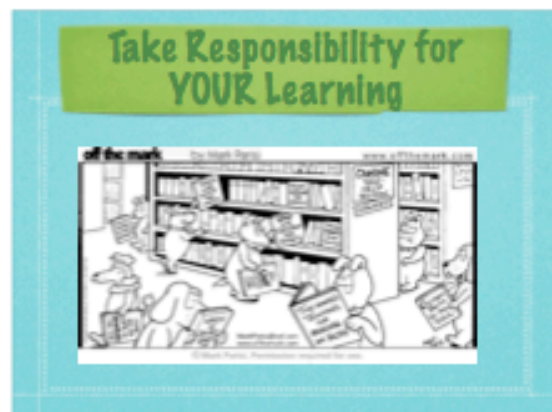
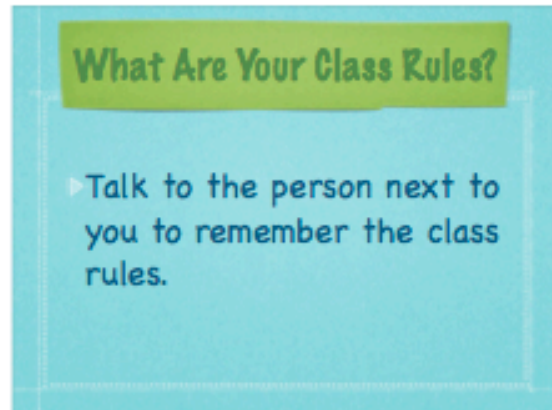
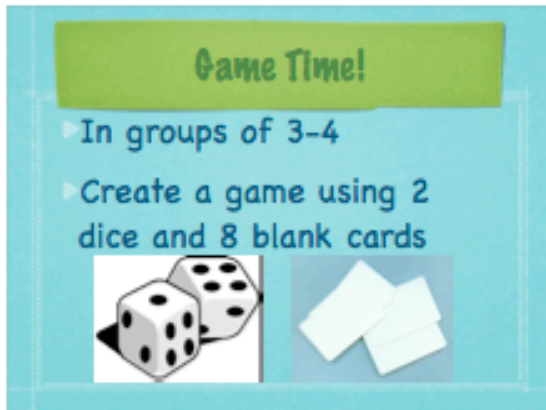
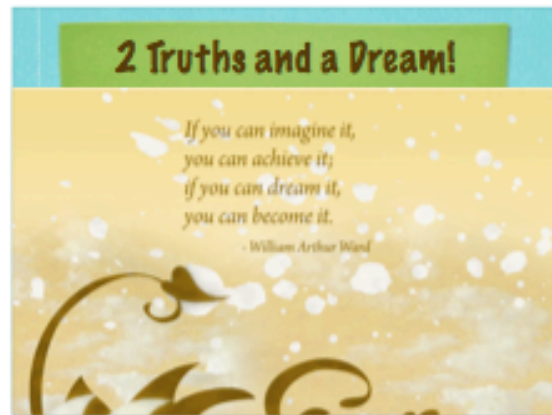
8. What is one thing you would like me to know about you?

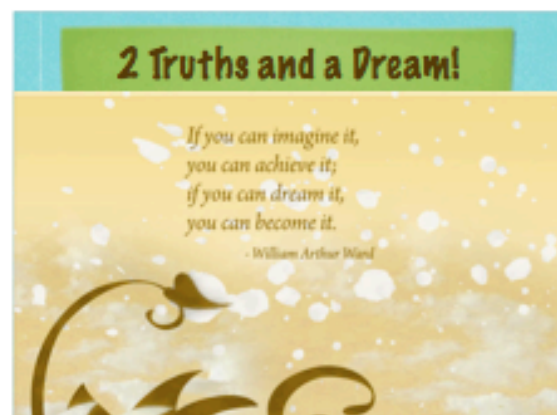
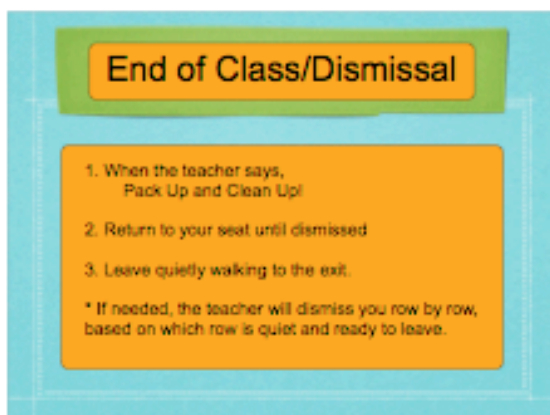
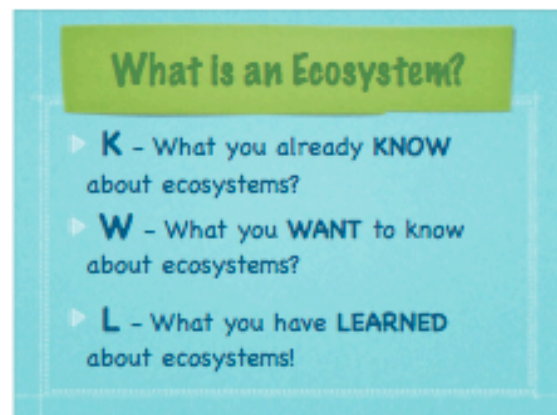
9. What would you like to know about me?

I am really looking forward to learning all about you and having fun in Science!



Day 2 Powerpoint





Classroom Poster 1



Classroom Poster 2



Start of Class

1. Come in quietly and sit at your desk.
2. Check the board to solve a daily brain teaser.
3. Write your response in your science notebook.
4. When you finish:
 - (a) complete yesterday's homework;
 - (b) start on today's reading; or,
 - (c) work on your unit work.



Classroom Poster 3

Know the Answer?



1. Hands up to answer.
2. No shouting out.
3. The teacher chooses who answers.



Classroom Poster 4

Need Help?

1. Re-read the instructions or question.
2. Think about what is being asked.
3. Ask three then me.
4. Raise your hand and wait patiently.



Classroom Poster 5

End of Class/Dismissal

1. When the teacher says,
Pack Up and Clean Up!



2. Return to your seat until dismissed

3. Leave quietly walking to the exit.

[Go To Previous Page](#)

* If needed, the teacher will dismiss you row by row, based on which row is quiet and ready to leave.

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