

Classroom Management Plan

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Classroom Management Philosophy

My Classroom Management philosophy is mainly based on Love and Logic (2010) and a little bit of Wong (2018). Love and Logic is necessary for when you are setting up your classroom environment so that each learner feels comfortable, can make independent decisions, and respect one another. Wong introduces the concept of procedures and how they create the stability that a learner might need to deepen their education. I will be using procedure to build a platform of efficiency, time-wise, as well as stability so learners will know what to expect in the coming days. Each procedure will be logical and filled with love. From day one procedures will instill in each learner that they are wanted, and they are needed to help make the classroom work. I will build a space that learners will have the confidence to create a unique environment where their interests are utilized. I intend to support them, so they are comfortable with their peers as well as their surroundings.

Plan for First Days

Day One: On day one I will get to school early to make sure that everything is prepared, music will be playing, the agenda will be on the board as well as the question of the day. I will be greeting each learner at the door with a wide smile welcoming them to the first day of school (Wong, 2018). I will have memorized all their names and have tried to put the name to the face with previous year books. If I do not have the name of the learner to their face, I will be doing that as I welcome them into the classroom. Each learner will be handed a pencil and a blank notebook. They will be asked to go find their desk that has their nametag taped to the top right of the desk and follow the directions on the board (Appendix A). Once every learner has arrived, I

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will go into the classroom and pause the music. I will then go over the procedure to enter the classroom every morning, question of the day, quieting the class, asking questions in class (if the teacher asks and if the student asks), bathroom breaks, and dismissing the class. I will have a quick introduction of myself because after talking about the agenda we will play a get to know you game (Appendix B). I will then go over the agenda for the day as well and where each learner can find the agenda. Then the learners will put their notebooks away and join me in the front of the room to play the get to know you game. Then the rest of the day will be following the agenda while also reminding the learners of the procedures. At the end of the day they will be sent home with a letter from me to the parents (Appendix C).

Day Two: On day two I will meet them at the door of the classroom and remind them of the daily question. Once every student gets there, I will ask them what the procedures are for entering the classroom, question of the day, quieting the class, asking questions in class bathroom breaks, and dismissing the class. I will reinforce the procedures through the day giving positive reinforcement to student that are following the procedures to start a ripple effect. I will go over the agenda with them for the day and then go over things that we will be doing over the semester, but not the full year. I will also explain to them that the desk that has their name on it is theirs for the whole year. They need to keep it clean to get points over the year, and there will be random desk checks. The point system works in tens, you can get a point for clean desks, clean desk groups, working as a class to not be reminded about procedures at the end of the day and random acts of kindness. The points go to extra credit point on the spelling test at the end of the week 5 points are equivalent to 1 extra credit point, and the learners can use them whenever they want. As a class we will make the classroom guidelines, write them out on a big sheet of paper and hang it up in the front of the class. Each student will do an outline of their hand on the sheet of

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paper and then write their name on the inside of it to say that they agree to the guidelines. I will quiz them on math and spelling today to see where each learner is at throughout the day and follow the agenda.

Day Three: Once I have greeted each learner at the door and they have completed the daily question, I will ask them what the agenda is for the day. I will reinforce the procedure for answering a teacher's question and support it with positive reinforcement. To day the learners will be quizzed on their reading skills while we start learning about math. I will introduce the first math activity which is all about the classroom. Each learner will be placed in a group of four and they will be instructed to find the perimeter of: the classroom, their desk group (four desks placed together), and one random object that they want to measure. They will measure them in "feet", their own feet. As groups are doing this, specific learners will be called back to go over reading. When the half the class has been quizzed, I will stop math and move to the first social-studies project, "get to know me and my family". As we are making this transition, I will remind the learners of the procedure for moving between lessons. As the learners are working on the next project, I will go over reading with the rest of the learners that I had not gotten to before. Then as the day comes to an end, they will get their first homework assignment. They will have to go home and fill out the homework sheet with their guardians and will classify what a guardian is (Appendix D).

Day Four: Once I have greeted each learner at the door and they have completed the daily question we will hit the ground running with the agenda. We will jump right back into what we were doing the day before. I will also introduce the spelling list and how spelling tests work. Each Friday learners will get the list of words for the next week. They will have the weekend to go over it if they want to. On Mondays, we will sit down as a class and go over the words and

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what they mean. The rest of the week I will give the learners examples of the words and how they can use them in everyday life. We will continue to work on math as well as social studies, and we will go over the homework goes along with the social studies project. All throughout the day I will be reinforce all the procedures that we went over the first day.

Day Five: Once I have greeted each learner at the door and they have completed the daily question we will go over the agenda. Then I will introduce them what “Friday Fun Day” is and how they earn it. Friday fun day has to do with the spelling words for the week or it is a team building game. They earn it by their behavior throughout the week. The first fun day will be a game of Simon says and make it fun. I will also go over the fact they need to be safe for Friday fun days to continue. I will already have it scheduled into the daily agenda and we will follow it. Throughout the day I will reinforce the procedures if they need to be and if they don’t need to be reinforce I will the learner’s positive reinforcement. At the end of the day I will make sure that every learner leaves with the next week word list and knowing that I can’t wait to see them Monday.

Connections with Students and Families

I will be striving to have an open form of communication with my students and their families from day one. On the first day I will be sending a letter home with each learner for their guardians (Appendix C). It is a quick introduction to who I am and asks each guardian to email me about them. Who each guardian is, if they work and if there is anything I might need to know about their child. If there is a learner in my class that is on an IEP, I will be sending an email out to their guardian at least two times a week. I will send one out on Sunday night, telling them everything that is happening that week. That way they have the information and can prepare their

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learner if they need to. And the second email will be sent out on Friday after school, letting the guardian know how the week went. I will also be sending an email to each guardian every month, letting them know how their child is doing and all their hard work. That way learners can also get positive reinforcement at home. I will also make sure that guardians are involved and know that I am here to answer any question that they have.

What Ifs

As the semester progresses, life can through curve balls that teachers need to be able to take and move forward. The main concern that I have for my classroom is having learners that will not listen to me or follow the procedures. By building a relationship with each learner, they will know that I am there to help and be for them. By sending out the letter to the guardians I will be able to learn about their homelife and get a sense of how each learner is outside of school. I will also try to handle everything without my emotions. That is the other part that I have concerns about is that I will react with my emotions and sympathies with the learner. I know that I must sympathize with each learner because there is almost always something else going on in or out of school. But I know that there is a line, everything will have a consequence and I cannot cave in. Once I cave, learners now and will use that to their advantage. If I do have a learner that refuses to follow procedures, I will ask their previous teacher what they would do. If the measures I take do not work, then I will sit down with their guardians and go over a plan for procedures in school. This way the parents are a part of the building and they can check up with the learner at home. There will be a consequence list posted in the room so learners can always see it and be aware of it. There are three verbal warnings, then 2 written warnings and then if they are still not listening, it is a meeting with the learners guardians.

Conclusion

This classroom management plan is to help create an atmosphere of creativity and structure for my classroom. I hope that with the help of Love and Logic to foster an environment that learners can feel safe to work with others, investigate their education, and grow in their personality. With the procedures and classroom guidelines, I do not want my learners to feel like they cannot fail. They should know that everyone is human and make mistakes, but those mistakes should motivate you to move forward and not get stuck. I hope each learner finds a part of who they are while in my class and continue to grow outside of the classroom, because of what they have learned in it.

Appendix A: Question of the day. Each day there will be a question on the board that the students are asked to answer in their notebooks that they got on the first day of school. There will be a question the first five days and then every Monday after that. As the semester goes on the questions will be more in depth and will take the learners more time.

Day 1: What is something you cannot live without?

Day 2: What would the perfect breakfast be? Why?

Day 3: What was something fun you did over the summer?

Day 4: If you could own any animal, real or imaginary, what would it be and why?

Day 5: If you could be the next superhero, what would you name and power be? Also how did you get your power?

Appendix B: Get to know me game

Yarn to Beach Ball name game.

Students will start to a circle and the teacher has a yarn ball.

The rules are

1. You can not throw the ball of yarn to hurt someone if you do you have to go sit down.
2. Someone will throw the ball of yarn to you, when you catch it you say your name.
3. After you have said your name, you toss it to someone else.
4. You need to remember the name and face of the learner that you threw the yarn to.

Once everyone has thrown the yarn you follow the yarn to the person you threw it to and make sure you know their name. Then everyone mixes up and gets back into the circle. And you repeat the same thing with the yarn. Make sure that you pass the yarn to who you already passed to.

Once everyone has gotten the yarn the teacher takes it and places it in their desk. Then they bring out the beach ball. Again, remind tat there is now overhand throw, all underhand. And if you throw to hurts than you have to sit out. This time around, instead of saying your own name, you say the name of the person you are throwing to. It should be the same person that each person threw the yarn to. After going round once have all the learners mix up and repeat with tossing the beach ball.

Appendix C: Letter home to parents

Dear Guardians:

My name is Ruth McCulloch and I am your child's 2nd grade teacher, and I am delighted to have your child in my class this year. I am looking forward to a very successful and exciting year. I have high expectations for your child, and I will do all that I can to help your child achieve those expectations.

I am also very excited to get you, the guardians, involved in your child experience at school. I will be expecting all work assigned in class to be completed in a timely manner. Of course, all children do not work at the same pace and that not only understandable but also expected. Some children will get their work done in class and some will not. Whether or not your child gets his or her work done in class has no effect on their grade. If your child does not complete an assignment in class, he or she will be required to complete it at home. The way you can help is to ask your child every school day if schoolwork needs to be done, and if so, make sure your child completes the assignment. Also, throughout the year there will be opportunities for you to volunteer within the class. I would like your help with bigger projects as well as just reading out loud to all the students during story time on Fridays. There will be a sign-up sheet on the inside of my door, which you can sign before or after school.

In addition, I will be assigning projects in various subjects throughout the school year. Projects are to be completed at school but may need to be taken home. Your help and support will not only make your child more successful in school this year but will instill good study habits that will last a lifetime.

Finally, I want you to know that one of my goals this year is to keep the lines of communication open with you. I am available every day to talk with you in the morning at 8:00 a.m. to 8:30 a.m. and after school at 3:30 p.m. to 4:00 p.m. Please do not hesitate to contact me at (I will put my school email here) if you have any questions or concerns during the year.

If you could send me an email by the end of this week with the following, I would appreciate it. Who you are, what you do for a living, and any information you may think is important for me to know about your child. This way I can get to know you as well as all the learners. I am very excited for this coming year and hope to hear from you soon.

Sincerely,

Ruth McCulloch

ruthmcculloch@schoolemail.com

Appendix D: Get to know me and my family

Who Am I?

My first name is _____, my middle name is _____, my last name is _____

My Guardians name is _____ (you can oust two names here)

My guardian does _____ for a living. Their favorite food is _____ and they grew up in _____.

My Life

How many socks do you have? _____

What color is your house? _____

Do you have plants in your house? _____ If so, how many? _____

How many windows do you have? _____

Do you write with your right hand? _____

Do you have any pets? _____ What are their names? _____

Below, please draw yourself!!! You can make it as colorful as you wish!!!

References

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