

The First Week of School

for Intermediate Teachers



by Ray Myrtle

This booklet forms the basis of the first part of the Start UP! program. While there are many terrific books about how to have a successful school year, this booklet focuses upon the critical first week of school. Student teachers often do not start their practicums until after the first week of school, so they may not have seen their sponsor teachers start up their class rooms. This booklet gives specific suggestions on what to do. We hope that this booklet will introduce the Start Your Class Cooperative & PITA's workshops & conferences, and the resources on our websites.

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By Ray Myrtle

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StartUpYourClass.ca

This booklet was written in 2004 while I was PITA President, and was first distributed around the province by PITA and then used for the Year of Professional Support program we built through to 2011. It was the first part of the development of what is now startupyourclass.ca and the Start UP! Program, and the Start UP! Your Class Cooperative. More information about the cooperative and the program is on the back pages.

The Start UP! concept of Professional Orientation contains 4 parts:

- Start UP! Your Class- based upon this booklet
- Start UP! Your Class Series- in August- to start up each subject
- Start Your program started at the PITA Fall conference, and continuing through the year on Saturdays and Pro D days. –more curriculum based support
- Electronic site and resources: www.startupyourclass.ca.

I am pleased that myPITA contributed to the program as a sponsor. I encourage you to join myPITA. Fees are low, especially for teacher candidates and TTOCs, and the Fall Conference has more than 50 workshops in almost all subject areas. For more information about the myPITA events go to www.pita.ca

My main effort now is to try to integrate the Start UP! into our educational system, so that it is automatic that early career teachers receive information about the program and have funding to attend it. If you find it useful, please advocate for it by letting your district, local, the Ministry and BCTF know that they should be working together to provide this kind of support for all early career teachers.

Let's make it easier, not harder, for those who follow us.

Acknowledgments:

One can't create something of value without the benefit of ideas and support from others. Many have contributed to this work; a colleague in Burnaby, Laurel Gurnsey, Eric Russell, PITA Executive members, especially Ann-Marie Hunter, Elaine Jaltema, and earlier, Brian Herrin and Lori Driussi made important suggestions.

My colleagues past and present at South Slope were the catalyst and the source of many of my ideas: Marilyn Bulloch, Barb Stolliker, Susan Walz, Theresa Sian, Kenna Arnush, Maureen Williams, Heather Skuse, and Brian Storey. Future teachers Annie Hobson, Katie Sweeting and Lydia Tseng reviewed draft copies. Colleague Gary Thompson and Holly Lloyd reviewed draft copies. Since its initial publication, many more changes have been made.

Since the formation of startupyourclass.ca I want to acknowledge the major contributions of Ann-Marie Hunter and Elaine Jaltema, I could not have done it without you. New teachers who were helpful with the Start UP! Co-operative were Andrew Stott, Cassandra Whelan, Peggy Li and Christene Dalzel.

This First Week of School booklet and video are my gift to BC's new teachers. I hope that we will soon see the development of a program of Professional Orientation for teachers with a new assignment, and especially new teachers. I wish you the best in your career, and hope this has helped make the beginning of your career easier and better.

Ray

Please send your compliments or suggestions to Ray Myrtle: ray.myrtle@gmail.ca

Version: 3.1 **Blacklines** can be downloaded from the Start UP! wiki accessible through the www.startupyourclass.ca or see the URL on page 7.

Revised: Ongoing revisions to integrate with the video workshop August 2017

Page 19: Day Three: Thursday

Ready to Go: Entry routine reinforced

Read-aloud continued - **Sketch drawing of a scene from yesterday**

Share and Agree

Discuss characters

Personal web

Recess

Math- Math addition game: 205

Number Skills pre test.

205 or 295 if time.

Page 22:

Lunch

Board Work: Work on web

Read aloud continued

Draw and Predict Strategy

Catch up

PE Lesson- Eco Tag

Freeze signal

Eco-Tag Rules

Homework Review

Select Art monitor

Dismissal

Accomplishments

After School

Math Skills Test Procedure

Prepare for tomorrow

Page 25: Day 4: Friday

Select Attendance Monitor

Read Aloud

Draw and Predict-thinking bubbles

Recess

Board Work: Play 205

Math Lesson — Palindrome Addition Challenge

Lunch

Board Work: Work on Personal Web

Art Lesson— Abstract Drawing

Group Evaluation and Marking with ‘Compliments and Suggestions’

Marking Suggestion

Warm-Up: Drawing Elements

Abstract Drawing

Homework: Genre Reading Program

Accomplishments

To Do

Blackline Masters are on the www.startupyourclass.ca

C. P.31-33

The Start UP! Program and myPITA and BCECTA Programs and Services

Introduction

The STOP sign reminds you to STOP the video at the times listed.



5:50,
8:00

This book is part of the Start UP! Your Class Cooperative's program to support early career teachers which was begun when I was President of the Provincial Intermediate Teachers' Assoc. (now called myPITA). You are not alone. Your colleagues, principal, your district, PITA and the Start UP! are there to help you. PITA is just one of the groups that want to help you succeed in being the best teacher you can be. This booklet is not intended to replace any of those other people or groups. In fact, we hope that we can help you connect with other people. It's the best way to survive and grow as a professional.

Our purpose is to help you begin your teaching career successfully by providing you with ways to start the first week successfully. Teaching is a complex task, and as you proceed, your colleagues will be able to suggest other ways of doing many of the things listed here.

This booklet is meant to 'present, not prescribe'. There are usually many ways to teach well. Our goal is to show you one of the possible ways to approach the first few weeks of school, and to highlight the main things you need to consider. Then you can adapt the suggestions to suit your style.

The best way to prepare is to link up with other new teachers, for example, through the startupyourclass.ca site and as a member of myPITA etc. and within your school and district.

When we begin something complex and new we 'don't know what we don't know'. Many early career teachers find themselves overloaded in October and November. Curriculum and resources are the most common sources of overload for ECT.

This booklet and the Start UP! workshops are all designed to help you prepare 'before you need it', so that once you know just what you need, you will already have a foundation and can act quickly to tune your unit planning and lesson preparation.

Sharing and connecting with others is essential, so that if you get an unexpected assignment, you can use the shared resources, such as this booklet, and contact those who have already used them, like me. That's the role of this workshop & the web based resources.

How to Use the lessons in this Booklet:

The book is designed to be carried around and referred to. While the book is written somewhat like a script, it's best to read it carefully so you understand it, but present the lesson in your own way. You may want to create your own checklist or underline the key parts of each lesson. I have used bold lettering or underlining in some of the longer lessons to help you with this.



5:50

- 1. Find 3 reasons for this workshop, and put a DOT beside each one. Then put a STAR by the most important one for you.**
- 2. What OTHER ways could I have shared the goals of the workshop? LIST 2 alternatives here:**

A. Before the Week Begins

Before the First Week CHECKLIST

You are beginning at a new school. The week before school, you have some important work to do. If you are unsure whether to ask- go ahead and refer to this booklet and 'blame Ray'. Here are some things you should find out about and prepare for the week before school starts:

- Meet with your new principal. Ask about the history and traditions of your school. What is important about your school? Its sports history? The environment? Art? The community has likely worked long and hard to establish a "school culture." The principal's answers will tell you a lot about the school.
 - *What are the emergency procedures for the school? Ask for the location of the assembly area for fire drills and earthquake drills.*
 - *Are there requirements for students with special needs or life-threatening allergies?*
 - *Check the discipline and consequence routines. What is the established line of communication when there is a problem?*
 - *Will you have any students with an aide or special furniture?*
 - *Ask who to see for advice. Is there a staff contact list?*
 - *Is there a school TOC information folder?*
 - *When are the first staff meetings?*
- If you are not able to meet every one of the people below, don't worry, ask someone else, otherwise you will be able to meet them on Tuesday.
- Meet with the head teacher or vice principal...this person knows the location of everything in the school and along with your grade group colleagues, is your "life coach" at the school. Here are some things to ask about:
 - *Ask them for a set of dice (one die for each student in your class). You will need the dice Thursday and Friday. If they don't have any, ask if you can buy a set for the school. They are part of math curriculum supplies. They are available at many Dollar Stores (or see www.bcalmer.com for educational publishers).*
 - *Ask if there is a copy of last year's calendar of events. Make sure you are aware of the events in September and October.*

- *Is there recess duty? Is there a sign up system or?*
- *Do students usually line up outside? In the halls? Or go straight in to classrooms?*
- *Find out when your Preparation Time periods are for the first week. Often there is a sign up for the first week and then the schedule is made for the rest of the year.*
- *Where are the paper and art supplies? Are there procedures for distributing them?*
- Introduce yourself to the secretary and the custodian....two very important people who know the ins and outs of the school.
- Locate the various supply rooms and make a map for your future use if need be.
 - *Sign up for gym time on Thursday last period for the first week (45 min or 60 minutes if you can get it). This is not the permanent time- just this week. The head teacher or vice principal will usually make the schedule during the first week.*
 - *If your school has a computer lab or a computer in each classroom, find out how to log on, and procedures for trouble-shooting problems.*
 - *What washrooms will your class use? Any special rules?*
- Meet with the teacher-librarian and other resource people or at least find out who they are. Find out about procedures for borrowing sports, audio-visual equipment as well as library and reference books:
 - *Ask how school and district AV materials are borrowed, and where the catalogue is*
 - *Ask when you can take books out to develop a class library.*
 - *Ask approximately when students can begin to take out books. Most librarians want to go over the procedures with the students before they take out books. Try to arrange this for just after you have your permanent class.*
- Practice saying the names of your potential students. Go over the pronunciations with other staff that are familiar with them.
- Walk the halls and get a feel for the atmosphere
- Meet with your grade-sharing teacher to establish peer support with that person or those persons.

Think about what kind of special units you would like to do early in the year. The Start UP! Your Program workshops in August will provide units that are designed for BC early career teachers. Select units that suit your own personality or talents. This will give you a way to show your students who you are.

- Start to plan your first full week of school, remembering that ROUTINE and STRUCTURE will start you out with your feet on the ground.
- Ask for help. There is nothing wrong with asking for a life-ring. Not only will your own mental and physical well-being depend on this year going well; your class will need you to be healthy and as rested and calm and well-organized as you can be.
- Keep an open mind. If you are coming from another school DO NOT SPEND THE FIRST YEAR TALKING ABOUT HOW WONDERFUL YOUR OTHER SCHOOL WAS. If this is your first year as a teacher, DO NOT ACTIVELY FIND FAULT WITH THE SCHOOL. Be sensitive to the established social environment and you will quickly be welcomed as a new member of the staff and community. In time you will have the opportunity to remedy some of your initial concerns.

To Do and Get:

- Get 10 manila envelopes for collecting assignments.
- Paper for planning the Personal Web rough copy.
- White cartridge paper 11 x 17 for the good copy of the Personal Web.
- 100 sheets of photocopy paper for various assignments.
- 5 x 7 recipe cards enough for 2 per person with about 10 extra.
 - Number recipe cards in pencil on the lined side, so there is one per student and put one on each desk.
- Make a second set of cards with the same numbers to give out at the door.
- 1 roll of 1/2 inch masking tape, stapler, staples, tape and a dispenser. (Ask the secretary.)
- Begin researching AV and other materials for your units for the 2nd week of school and beyond.
- Download the Blackline Masters from the **startupyourclass.ca** wiki at <https://pita-earlycareer.wikispaces.com/First+Week+of+School>
- Copy a class set of:
 - Lets Get Acquainted Blackline#1 (make 5 extra copies)
 - Graph the Class-Prediction Blackline#2 and put a copy on the back too.
 - Graph the Class Blackline#3 (copy onto the front and back).
 - 2 sets of the Draw and Predict Blackline#9 (copy onto the front and back).
 - 10 back to back copies of class list template (punch with 3 holes)
- Make an overhead of the 'Graph the Class' Blackline#2
 - Get a class list of your class, or the temporary class you will teach for the first few days (This is often not available until late Tuesday.)
- Put the desks in rows (yes, like the 1950's) and write your name on the board.
 - Create a simple Entry Procedures checklist; see the Blackline sample in the wiki.
- Get a set of dice (one die per student) from the math supplies for Thursday.
- Find pinnies for PE Thursday, you will need 2 blue and 6 red ones (or substitute other colours). Just be sure you know where to get them.

Get 200 sheets of photocopy paper for use in various activities and 200 sheets of newsprint or similar paper for rough work. It's good to have this available in your room as a quick supply for students.

B. Beginning the Year: The First Week of School

Key Idea : “A well managed class is predictable and task orientated.”



1:30

Overall Goal:

build routines and expectations through relevant activities
build a safe, professional atmosphere in the classroom
begin to understand where your kids are socially and academically



Best Resource: “*First Days of School*”, by Harry Wong
Check in www.abebooks.com for used copies.

Pick a key word from each Goal, and select the most important Goal for you.

Day 1 TUESDAY

Students are usually only in session for about one hour, to check attendance and receive notices from the office. Often there will be a short staff meeting at 8:00 or 8:30 where the principal will go over morning procedures. In many schools students go to their previous year's classroom or go by grade into a classroom. Students often stay in ‘temporary classes’ for a few days before the final classes are made.

Begin by finding out from the staff whether students come in from the hallway or the outside classroom door. Be in the room well ahead of the entrance time, stand at the door so you can see the room and hallway, and welcome each student as you let them in.

Ready to Go

As they enter, give each student a card which has a desk number on the side with the lines. Each child is told to find the desk with that number on it, sit in it, and put any supplies under the desk or at the side or back of the room. Desks are in rows (yes, like the 1950's), and each desk has a numbered large 5” x 7” recipe card on it which will be re-used tomorrow.

If any student enters inappropriately, calmly but firmly:

- Ask them to return to the door
- Tell them why
- Give directions for correctly entering the room
- Check for understanding
- Acknowledge the understanding

Introduce yourself, giving a brief 2-3 sentence description of your background such as where you taught (your practicums) and a special interest, such as volleyball.

A. **Go over your class list** with the students and inquire about missing students. If someone is on your list but should be somewhere else, redirect the student to the office if necessary. Use another student to guide the ‘lost student’. Don’t go yourself. Your task is the class. Complete attendance procedures and go over the notices which students are to take home.

B. Go over classroom rules (already on the board...max. 5) such as:

- Hands and feet to yourself
- Hands still and eyes front when the teacher is talking
- Use respectful language and volume
- Be on time and have materials ready
- Begin work when you enter the class

Ensure each student has left the recipe cards on their desk when they leave. You can leave your name and the rules on the board for tomorrow.



Accomplishments:

- Entry procedure established.
- Behaviour expectations explained.
- Friendly but professional atmosphere established.

11:05



After School:

Usually there is another staff meeting. Take this booklet & a pencil and make notes here in the booklet. Check the “Before the Week Begins” checklist, and see what still needs to be done. You probably did not meet everyone, so this is a good time to introduce yourself to the key people such as the librarian, your teaching neighbours and your grade group colleagues.

Staff meeting:

Goals: Meet your grade group teachers

Figure out the schedule for the first week and the location and procedures for resources.

Complete any items from the “Before the Week Begins” checklist.

Meet librarian. Ask about when books are available to students. If it’s not in the first week, you might ask when you (as a teacher) can take out some books to begin your program. You will want some by the first Monday (this will reduce the need to buy books next weekend—see the plan Friday).

Confirm gym availability (there is usually a temporary sign up for the first week). Sign up for the last period Thursday (see Thursday’s schedule) or another available afternoon time. The temperature is often warm then and it gives a break similar to recess in the morning. Try to select gym times that start or end at a break, such as just before lunch, so that changing is not done in class time.

Based upon when you have your preparation time and gym time you may need to adjust the schedule. Review this booklet in light of your new schedule, and adjust it. In most cases you can just continue the classroom work in the same order given in this booklet, even if the times are somewhat different.

What were the 3 main accomplishments on Tuesday? What was a key idea for each one?



14:40

Day 2 Wednesday

The plan that follows assumes you will get your permanent class for the year today. If not, follow the routine outlined here with your temporary class. You will need to re-teach the lessons and procedures once you have your own permanent class. If you begin with a class later in the year, you can still use most of the same lessons, and procedures.

Remember these detailed suggestions are meant to give you a plan or checklist, not to be read as a script. An actor would not read from the script on stage, but it's OK to carry this with you and to refer to this booklet as a checklist as you go through each lesson.

Overall Goal: To develop good work routines and procedures

Preparation

Put your name and grade and/or subject and a few key words about first assignment on the board (see details below).

Leave your class rules on the board from Tuesday.

Ready to Go

Again meet the students at the door. Welcome them. Tell them to put their materials under their desk or at the side of the room (for now) and direct them to read the board to see what to do. Ask students to put away the recipe card (for use in the afternoon). Distribute Class Survey sheet (see Class Survey Blackline).

Do attendance using the system used in your school or select a student to send it to the office.

Re-Teach your classroom rules if you have changed classes.

First Assignment: Class Survey

Objectives :

Begin to learn names

Begin to develop a respectful community in the classroom

Introduce procedures and expectations

Gain insight into the abilities and interests of your class

Procedure for distributing paper:

Demonstrate walking down a row on one side of the room, giving each person in that row enough papers for the other rows, so that the papers are handed out 'across the room' rather than front to back. This is easier and faster. You may need to rehearse this a few times.

Later, you can have a student monitor help with this.



6:15

The Survey

Have students put their own names on their paper using their best handwriting (or printing). Although it is an easy task, ask them to really work to make it neat. Then using the number on their recipe card, they are to fill in the survey for the 6 students with larger numbers, so that if they were #12 then they would find #13-#18.

(When you have your permanent class, you can give out the numbers in alphabetical order, so that when you are marking, papers can be easily given to you in alphabetical order, it makes recording marks easier at least until you learn their names).

Teach the students to use the phrase, 'Hello, my name is ____, what is your name and number?' Nice to meet you, etc. Then if they are the right number, ask for the information for the survey, such as how many TV's do you have in your house.' The aim is for students to greet each other respectfully, learn each others' names, and fill in the survey.



“Attention Please” Procedure

Explain that when you say: 'clap clap clap' (you may use some other signal instead) students must stop speaking immediately, stop what they are doing, and turn to face the teacher for the next instruction. After students have risen from their desks to fill out the forms wait for a minute or two and say "Clap clap clap!" It may take several rehearsals to get the class to stop what they are doing quickly. Repeat until you have success.

If a student is being unreasonably slow, without comment, write the student's name on the board.

Make sure students don't allow the other person to fill in their survey. The point is to learn the names of the others in the class. Circulate around the room commenting on or correcting the writing. Compliment some good work. Watch for ESL students or others who don't participate. Try to match them with others who can interpret or help them.

Pairing Up Procedure for an interview

When many students are finished, have them return to their seats, and point to the two people on their list that they did not know before this school year (or know the least) that they would like to interview. Pair up the students so that they can do their first interview. If you don't know their names, use a description such as 'Green Shirt, you go with Blue Shirt'.

Interview Format

Together create list of parts of the 'presentation' and write it on the board. Students will now use the back of the paper to interview their partner and make notes.

Quiet Procedure

Refer to the need for that 'respectful volume'. Explain the 'quiet procedure'. If the volume is too high raise your hand and call out students' names. Students are to put their hands up, face you and quietly inform others in their group to put their hands up, and wait without talking until everyone is quiet. Demonstrate this. Later, if students find it too noisy they can use the same procedure themselves to quiet the class.

Interview and Introduce a classmate

Have students interview each other. After students have finished interviewing, have them 'introduce' each other to the class. It may help the student to be successful if you have them stand where they can see the 'format' on the board. It will help remind them of the parts of the introduction.

Emphasize using appropriate voice, and facing the audience. Comment on students and their interests in a positive way. When complete, or when recess is a few minutes away, ask students to return to their desks and hand in papers using the next procedure.

Paper Collection Procedure

REHEARSE your explanations of each of these routines so you can do them smoothly. It's better to make errors in private now, rather than in front of your first class in your 1st week!



10:50

Papers are collected across the room and you or a monitor collect the papers down the side row, putting them in a place you have chosen as the "hand in" spot. Tape a class list to a manila envelope, and have a student monitor check off each student's paper right away to ensure all the papers are there and all papers have names. Put the papers in the envelope for use later. Only then should the envelope go on the teacher's desk or in your drawer or bag. Never allow students to hand in assignments on your desk.

Late papers should be given to the monitor, who will ask for the envelope if necessary and 'sign off' that student's work as received. Sometimes students may keep the folder until all the assignments are handed in and then hand it in to you.

Recess Dismissal/Arrival Procedure

'The bell is for the teacher, not the students.' Be clear that 'we may continue working after the bell.'

Tell the students that when they return they are to pick up a sheet of paper from a desk (specify which desk) and begin "bell work" which will be written on the board. Select a reliable volunteer 'monitor' who will stand at the door after recess and remind students to follow this procedure after recess.

During recess

Write three questions on the board asking students to make an estimate about the class such as:

"How many students in the class have a pet?"

'How many students in the class have a brother?'

'How many students in the class have more than one phone in the house?'

The #2 blacklines should be photocopied so that there is a second copy of each one on the back side of each page so the students will receive two copies of each graph. The second Graph the Class Blackline# will be used for the third question.

Put an overhead of the graph paper on the overhead projector if you have one (you can usually create an overhead by using the photocopy machine... ask the secretary), otherwise you can use the blackboard.

Math Lesson— ‘Graph The Class’.

Goal :

- To establish work quality expectations
- To learn more about the abilities of students.
- To introduce math in an interesting way.

Overview: Students are going to predict how many classmates have a pet in their house. Then together you and they will collect and record this information in a table on the board, and then do a bar graph of the information.

The number of students who predict that 0-5 students have a pet will go in the first column of the graph. Then the number of students who predict that there are 6—10 students with pets will be recorded in the next column and so on.

Once the graph is done, the students will write a sentence about it. You will guide them through the 1st and 2nd graphs, then they will do the 3rd bar graph and reflection.

Greet the students and have the monitor tell them to begin right away to think on their own about the three questions on the board.

As soon as students are settled describe the focus of the lesson:

- To find out more about the people in your class.
- To learn how to put information into a graph and label it.
- To learn to read a graph and make a conclusion.

1. **Collect their predictions:** Ask: ‘Hands up, how many think 0 to 5 students in our class have a pet?’

Record the estimates on the board in a table with columns 0 - 5, 6 - 10, 11-15 and so on.

2. Distribute the ‘Prediction -Graph The Class’ Blackline#2 using the same procedure from the last lesson.

Graph information from the table. Have the students **follow** your method for creating the graph step by step including a title, numbering and labelling each axis, and colouring in the bars. Circulate around the class to ensure this is done well. The point of this part of the lesson is to have the students do careful work. If necessary, have students re-do the graphs (use the graph on the back), until they are done well use the back if you need to. You can assign buddies for ESL or special needs students who are clearly having trouble.



Rehearse this activity as a TTOC if you can. What is the underlying message to students about errors?

6:50

3. Main point: **Math in general and graphs in particular, are a powerful way of sharing information**, ‘Let’s see what we can find out from the graph we have made.’

Make a **statement or fact** about the data on the graph:

e.g. ‘Eight of us thought there were more than 10 families with pets’.

Ask the class for other ‘statements’ that they could make about our predictions and write them on the board. **Select one sentence** and have the students neatly write the statement on the bottom of the graph paper. (Circulate to ensure it is done neatly.) The point of this part of the lesson is to demonstrate extracting information from the graph and putting it into a sentence.

4. Hand out the second ‘Graph the Class’ Blackline #3

I _____, We _____, We _____, You _____



19:55

Collect information about the students' predictions about the number and kinds of pets in the class, and then **go through filling in the information onto the graph**. Circulate as they do this.

Discuss possible titles and statements about this graph and fill them in. Then find out the actual number of students with a brother. Write it on the board.

Ask students for a statement that compares the predictions with the actual number:

Eg. 'There were more students with brothers than we predicted.'

5. Repeat the process with the third question about the number of students with more than one phone, and tell the students you will be collecting this copy:

Have students **turn the 'Graph the Class Blackline #3'** paper over and together collect information on the kinds of pets in the households in the class.

Again have the students **graph this information** in a bar graph. Circulate. Have them **make up and write a statement** about their predictions and the actual number.

e.g. 'There were fewer people with 2 or more phones than we estimated.'

Circulate as students complete this. Early finishers can make additional statements.

6. If there is time (however, don't rush to finish) **have students write a reflection** about this activity. For example, "It was pretty easy, but I got confused by"

Collect the graphs into an envelope and record using the paper collection procedure.

Put the overhead in the same envelope. This might be the 'get out of class' ticket.

Dismiss for lunch:

Use the same procedure as before recess. Remind a student monitor to remind students to begin work upon entering.

During Lunch:

Write on the board:

"Pick up a paper from the ____ table. Write a neat 3 sentence paragraph about the person you introduced to the class this morning in handwriting (or printing for gr. 4). Double space please, and write your name at the top right."

Afternoon:

Arrive before the bell with the attendance materials.

Begin the afternoon by ensuring that the student volunteer reminds the students to pick up a paper and begin the 'Bell Work' that is on the board. (15-20 min)

Circulate and do attendance while students write their paragraphs about the person they interviewed this morning. When you are ready, have some students share their paragraphs, then have the students put their name on their paper and collect them using the established paper collection procedure. Save these paragraphs for analysis later.

Language Arts Lesson: Read Aloud 30+ Min.

Goals: To introduce literature; to involve students in an interesting story; to begin to assess the literacy level of the class.

Listening comprehension and verbal fluency abilities are often very different from students' abilities in written work. This activity gives you a way to begin to assess these listening and verbal abilities.

Select a book to read to your students. The book should be one you are familiar with and enjoy and has some issues you can talk about. Books by Roald Dahl such as "Matilda", or "The Witches" are my favourites for grade 5, 6 or 7. For grade 4, some good books are "Stone Fox", "Call it Courage", and "Whipping Boy". Joey Pigza Swallowed the key is another good read for gr 4-7. See your librarian or the resource section of the PITA website www.pita.ca for more suggestions.

Begin by asking if any students have read the book; if so, tell them that they are lucky because they will have extra ideas to contribute to the discussion but that they need to "keep the secret of the story" so the others can enjoy it too.

Begin by asking about the cover and title. What do they think the book is about?
Read with expression. Make the story interesting.
As you read do some of the following:

- * Point out interesting words as you go, perhaps writing them on the board (later ask a monitor with a copy of the book to write them down). Ask for their meanings.
- * Point out excellent descriptive language.
- * Ask questions such as: 'What's happening?' 'What did he/she mean?' 'Why did he do that?' 'What does that mean?' 'What do you think will happen next?'

Overall: Use questions to probe their literal and inferential understanding and so on. Give supportive replies to the suggestions. Spend 30 minutes or more on this.

Hallway walking expectations and School Tour 20+ min.

Take the class on a tour of the school. Teach any special hallway expectations. Often the classroom rules will be sufficient (appropriate voice, and hands and feet to yourself).

Select one volunteer to be a hallway monitor. This student reminds students to follow the rules when moving through the halls, and may stand beside any special 'quiet zone' to remind students to be quiet.

Introduce the class to the washroom, office, library, gym and any other important common facilities.

Go outside if it is not raining and show the fire drill gathering spot. (you don't need to know the exact spot, only the general area).

Fire Drill & Earthquake Procedures 1-2 min.

Remind students of the basic fire and earthquake drill procedures. Students move without talking, close doors behind them and line up outside in a predetermined gathering spot. A reminder about the earthquake procedure ('Duck and Cover and Count to 60') is sufficient for the first day.

Outside Circuit and Play 10 min.

Physical activity increases brain activity, especially for boys. Create a short exercise circuit, e.g. hop on each part of the 4-square, then hop the hop-scotch, run backwards to a line, go around the adventure playground etc. and return to you. Repeat the circuit if appropriate. Have the students go through the circuit and then give them a few minutes of free time to play.

When you return to the classroom, the entry monitor reminds students to take out the 5 x 7 recipe card.

Art Lesson—Create a Name Tag (Time- until 15 minutes before dismissal.)

Goals: Assist in learning names.

Provide an easy introductory activity

- . Introduce the idea of criteria

Ask students to turn to the blank side of the 5 x 7 recipe card that was on their desk at the beginning of the day before.

Students put their first name in thick letters. **Demonstrate 'Bubble Letters'** or other scripts that students might use. Form the background for the bubble letters using a ruler to draw lines with a pencil in random directions so that the lines crisscross. Then fill in the letters and colour the 'background' made from each small triangle (created by the many crossed lines) in other colours. See the website for a sample.

Create criteria, such as: name easily visible, a variety of colours in the background, neat. Write the criteria on the board. Have a student write down the criteria for you.

During this time, create a seating plan. (See Seating Plan Blackline #13)

Pencil Sharpening

Have students label their pencils and pens with their name on a piece of masking tape wrapped around the end like a flag. After they are labelled, have a student sharpen two pencils each. At the beginning of the year, students have dozens of pencils to sharpen. Ensure no more than two students at a time are lined up to sharpen their pencil. Students should not sharpen pencils when you are teaching a group (have them borrow one from others until you are finished).

Homework

Block off part of the board as a Homework Board where assignments are listed, before they are recorded in Student Planners. Later select a Homework Monitor to read this at the end of each day.

Make name tag assignment due Friday, but students must bring it to school tomorrow (Thursday) so they can work on it if they have time. Have students bring a book to read.

Dismissal

Students stand behind or beside their desks. Circulate and check there are no loose papers, that there are chairs in place, and the room is tidy. Stand at the door, and make a positive comment to the children as they leave. Later you can select 2 student monitors to check the desks and floors and dismiss the students.

Accomplishments on Wednesday

Classroom rules introduced and reinforced.

Procedures for entry, attention, (clap clap clap), quiet (raise hand), distribution and collection of paper, dismissal, hallways, fire drill introduced.

Expectations for: noise, politeness, work habits introduced or reviewed.

Oral presentation (introduce a classmate) gives an indication of language development and social skills.

Graph gives an indication of listening, presentation and math estimating skills.

Math statements give an indication of mathematical insight and interpretation of graphs.

Story reading questions give an understanding of students' language, listening skills, literal and inferential reasoning.

Three sentence summary of the interview will give an indication of written language ability.

Art assignment will indicate home support and artistic ability and work habits.

Seating Plan completed.

After school:

Look over surveys, assessments, graphs

Look for common specific and general problems the students had in their work. If you are not sure what is reasonable, ask a colleague, describe the activity, show the students' work and say, "What do you think?"

Recording Observations:

On a **Blackline: class list template** make a list of a few of your observations as they can form the basis for lessons in the weeks ahead. For example, can the students write a correct and clear sentence? a clear paragraph? Can they lay out a graph from your directions? Can they make inferences about the graph and write them in clear sentences?

Just use short 1-2 word comments as reminders on the class list form.

Save their work and your class list in a folder. When recording comments, write problems beside the name or underline the comment when students do something extra well (e.g. 'vocabulary' would mean the students has a good vocabulary). Write students' invented spelling but don't be too focused on these surface features-focus on their capacity for thinking and written expression.

To Do

Download the Math (number skills) and Art (drawing) blackline backlines from <https://pita-earlycareer.wikispaces.com/First+Week+of+School>

You will need to be preparing for your first units for next week as well. Use your Start UP! Your Class units or ones from your practicum to start if you can.

Day 3 THURSDAY

Goal:

- To reinforce procedures
- To introduce new procedures
- To launch Language Arts and Math
- To get to know students

Preparation

1. Outside the door put a list of Entry Procedures such as:

 Coats, hats off and in the cloakroom or locker (if provided)
 Bring in all homework; bring in all assignments and supplies, etc.
 Look on the board for the 'Bell Work' as they enter
 Sit and begin work immediately

2. On the board write the Bell Work (work for the students when students come in):
 "Pick up a blank piece of paper from the table and fold it into quarters and draw a scene from the story we read yesterday in one of the quarters." Put up a sample folded page, with 'Draw Here' in one quarter on the board.
 "Put your name tag on your desk.
 Be ready to share a way you are like, and a way you are not like, the main character in the book."

3. Put out a blank paper 11 x 17 or legal size, (This can be newsprint as it's for a rough copy.). Later use 11 x 17 cartridge paper or some other good quality paper for the good copy of the web.

Ready to go: Entry Procedures Reinforced

- Welcome students and ensure that they read the 'Entry Procedures form' outside the door and do what it says.
 - Once students begin to work on their Bell Work, do attendance and other administrivia.
 - Circulate to remind slow starters about the story, to encourage neat work, and quietly ask about and discuss the part of the story they are drawing.
 - You can use this sheet next week for subsequent reviews of the story.
 - After most of the students are finished, ask students to put away pencil crayons, etc.
- **Read Aloud Lesson (30+ minutes)**
-
- Review the story so far by asking students what has happened. Continue reading, questioning and discussing as yesterday. For example you might read a short part of the story and ask 'What's happening here?'
-

Share and Agree Strategy

Two students discuss the question in a quiet voice. When they agree on the answer, they put their hands up. This tells you they are ready to share with the class. This strategy gives students a low risk way to share ideas and increases engagement in the lesson.

Discuss the Characters

Continue reading and begin to probe some of the quieter students using the Share and Agree strategy. Questions you might ask include: What do we know about the characters? How do we know this? When do you think the story takes place? Why?

Read with expression, be interested in their answers, and keep the story going to keep their interest. Enjoy telling the story!

Personal Web Strategy (approx 1 hour)

At an appropriate point ask, “In what ways are you the same or different from the characters in the story?” List some differences on the board, and try to create categories. (appearance, character, skill, age, location etc.)

Explain that you want the students to “Tell me about yourself... Who are you?” through a personal web.

Teach the format for the web you wish the students to create.

As an example on the board, demonstrate a web with a sample web of a character in the story or a well known character (such as Harry Potter) using student responses so that they can see what type of web you want. Together, create categories (keeping in mind that students will use these for their personal web) of information such as:

- appearance-height, age, hair and eye colour,
- family members' names, ages and hobbies,
- friends,
- hobbies,
- strengths,
- favourite things,
- accomplishments

With the students, develop criteria about what would be in a good quality web and its appearance, such as:

- Bubbles usually about the same size and horizontal.
- Words on the connecting lines make connections. Good lettering. Interconnections where appropriate.
- Write out the criteria on the board.
- Hand out rough copy paper - newsprint or similar. Students create a rough copy on this paper before getting the white cartridge paper for the good copy.

Remind pupils about appropriate noise levels and how to signal for quiet.

The lesson should continue until recess. Do not give out the good copy paper until the rough copy is largely completed. During this time, also check on name tags to see that they are done appropriately so far. Hand out fresh cards if necessary. Demand quality, usually only a few students will be ready for the good copy at this point.

Dismiss for Recess (Remind monitor to help during the return from recess)

Write Board Work:

“When you enter, with a partner, pick up one pair of dice and two pieces of paper from the table. Take turns rolling the dice, and add the two numbers together.”

After Recess:

Have students wait outside until the Entry Monitor is ready. (This is not normal procedure, only for the beginning of the year or as necessary).

(Entry monitor reminds students to read the Board Work)

Monitor students' entry. Ask student to repeat entry procedure if necessary.

Math Lesson '205 - An Addition Game'

Goals: Build 'working together' skills

To begin math in an enjoyable way.

To check on addition and subtraction skills.

Once students are started, use the quiet signal: eg. 'clap, clap, clap' or hands up. Then **ask for guidelines for working well in groups and write them on the board**:
eg. good body language, 'inside' voices

Describe the rules of '205' and call up two students to demonstrate playing the game.

205 - An Addition Game

1. Players pair up (threes are OK but use only a pair of dice).
2. Players take turns rolling a pair of dice. They use the numbers e.g. (6 and 3), to make a number e.g. 63 or 36. They write the number on their paper.
3. The other player rolls the dice and does the same.
4. The first player rolls again, creates a number from the numbers on the dice, and adds that number to the previous number.
5. First one to 205 without going over wins. Repeat.

Pair up students having trouble with the addition with stronger students and have them help to learn carrying. **If there is time**, or you are not doing the pre-test also do the subtraction variation:

'295' a subtraction game, students do the same game but they subtract beginning with 295.

At the conclusion, if there is time, ask if anyone had a strategy for choosing 63 vs. 36.

Math Number Skills Pretest. See the Blackline masters (use just the one page on ‘arithmetic’ skills.

Do not do this test if you have your temporary class, instead, continue with 205 and introduce 295. If you attended the Start UP! Your Math program workshop, you may use the Math Basics series instead of these tests.

If you do the test, collect papers. Ensure Monitor checks that each paper has a name on it. Then have students play ‘205’ game or work on web or name card until lunch. Monitor collects dice and counts them.

Dismiss for Lunch

During lunch :

Write Bell Work on the board "Work quietly on your art or web."
Put the reminder sheet outside the room. (see Blackline for sample directions)

After lunch:

Welcome the students and ensure they check the Reminder sheet and start the Bell Work. Have students change for PE (if appropriate, see below). Monitor to ensure students begin working right away on their web (rough copy) or check with you before receiving the good copy paper. Do attendance while students are working.

Circulate among the children while they work on their art or web, and begin to get to know them, talk with them about their interests, share yours, and ensure the webs are being designed as you outlined.

Use the 'Quiet Please' strategy (hand up for quiet, see Wednesday AM) as necessary as they work.

After 20 minutes, Continue Read-Aloud Story

Read Aloud and Draw and Predict activity. (1 hour)

Goals: Introduce thinking about the story and responding on paper.
Introduce summarizing and prediction

Look for connections yourself, to help personalize the story. You may allow students to sketch while you read (it helps some students, especially boys, concentrate). After reading, discussing and questioning for around 30 minutes (a chapter or two), have the students complete the Draw and Predict Strategy Blackline. (adapted from Brownlie and Lingrin) .

The idea is that students draw a picture of an important scene from your Read Aloud. Add any authentic detail that is included in the story to the drawing. Then the students predict what will happen next in the story and write that in the space provided on the right.

Catch up-

Use any remaining time to allow students to work on their art or web.

Collect Draw and Predict paper using the usual paper collection procedure (see Wed. a.m. p. 12)

PE Lesson– Eco Tag

Goal: To introduce changing procedures.
To begin to develop a positive attitude to physical activity.
To provide physical activity.

Rather than have children change right before class, have the children change for gym when they begin that section of the day such as at the start of the day, when returning from recess, or returning from lunch. In this way, children can proceed to the gym and begin the class at once. If it's cold, student can wear their pants over their shorts until gym class begins.

Teach a simple stop signal, a whistle, or “and..... stop”
Review safety in the gym: You are responsible for your body, for not hitting anyone, for being in control.

Provide pinnies: 2 blue (wolf) and 6 red (deer); all others are ‘white’ (grass).
Play ‘Eco-tag’ (so called because it simulates the ecological balance between predators, prey, and a food supply):

Eco Tag Rules:

- All players stand with arms out when tagged.
- Players are ‘saved’ when someone runs under their outstretched arms.
- Red tags white and saves Red.
- Red players try to tag other players wearing white, and save other ‘red’ players by running under their arms.
- Blue tags red and saves white. No one tags blue (this is a demanding position).
- White does not tag others.

Play the game for several minutes and then have everyone sit down and those without pinnies may put their hands up if they want pinnies. Those with pinnies point to the person they want to give their pinnies to. Once the students are ready, say ‘Switch’ and pinnies are given. Then restart the game for another few minutes.

Return to class. Have the Hall Monitor remind students to go quietly back to the class.

Homework Review.

Review the homework on the board. Later, you can have a student monitor review it.

Select an Art Monitor.

Remind the class that Art is due tomorrow, Friday at 9:00 AM and is to be handed in to the Art Monitor. Ask students to bring their own reading books on Monday.

Dismissal.

Students stand behind or beside their desks. Circulate, and check for loose papers, make sure chairs are in place, and room is tidy. Stand at the door and make a positive comment to the children as they leave.

Accomplishments for Thursday:



14:00 Create and rehearse giving a clear description of good body language in the 205 game.

Entry and Dismissal procedures reinforced
Share and Agree strategy introduced and Personal Web begun
Math 205 game introduced
Number Skills Pretest administered
Changing procedures for PE introduced &
Safety signal introduced (and ... stop)
Eco-Tag game introduced (good warm up activity for any time of the year).
Art Monitor selected &
Homework Board reading introduced

TO DO AFTER SCHOOL:

Math Skills Test Procedure:

If you are using the Math Basics program from the Start UP! Your Math workshop you can adapt that program to do these activities.

Begin to mark Number Skills pretests. There are one or two questions of each type of arithmetical operation. If the students get both correct, then record the number of this month (9 - since it's September) beside their names (use the Math Skill Blackline). If they get one question correct and the other wrong, draw a line on the bottom of that square. This indicates they understand the concept, but need practice.

Fill in a sheet for each student (Class List Blackline). Give students each a copy of these records (not the test) to keep in their binders. This gives them a 'running record' of their progress.

At the beginning of each month, give the pretest again and each time fill in the class list. Students do not need to do questions they have been signed off for in subsequent months. Most students finish all the Number Skills by about Spring Break.

This will give you an idea of where the students are and can help with grouping and selection of topics.

Prepare for Tomorrow.

Cut about 20 sheets of 8.5 x 11 photocopy paper in half horizontally.
Download Start UP! wiki, if you have not already done so.
Put out copies of Draw and Predict Blackline
Continue to work on preparation of your first units for the next week

Day 4 FRIDAY

Goals:

- To launch reading program.
- To begin to develop reflection about one's work.
- To build understanding about the use of criteria for assessment

Put up 'Bell Work' on the board:

- "Hand in Name Card to Art Monitor.
- Pick up a copy of Draw and Predict.
- Pick up good copy paper for your web.
- Work on your web."

Ready to Go:

Ensure Entry Monitor reminds students about reminders, and the Art Monitor collects Name Card in an envelope with a class list attached.

- Monitor students' entry procedures and compliment students.
- Do attendance etc. as students are getting started.

Select a reliable student to be Attendance Monitor. (If necessary, ask previous teachers for recommendations for reliable monitors).

Teach the student how to be the Attendance Monitor using the school's system. Then after the monitor has completed the attendance, the monitor gives it to you for checking (really check it!). One way to quickly check: look at the number of empty desks, and see that they match the students marked away.

Read Aloud (30 minutes):

Goals: Continue summary and prediction practice.
Introduce the idea of 'thinking bubbles'.

Read as before for 30 minutes or more (did you know that it is reported that in many classes there is very little time spent on actual reading!) then introduce Draw and Predict with Thinking Bubbles

Draw and Predict with Thinking Bubbles (30 minutes)

At the completion of a chapter or another appropriate time, stop and ask the students to **draw a scene** from the book on the Draw & Predict sheet. **Demonstrate "Speaking and Thinking Bubbles"**, like those used in comic books. Students draw a scene from the book on the left side of the page, and then write a prediction on the right hand side. After students have written predictions, have students **share with their neighbours** (using the share and agree strategy), then share with the class. **Continue to read and repeat.** This can continue until just before recess. You may complete this activity next week. You might ask students to give reasons for their predictions in discussions.

Collect the papers in the usual way. Use a Collection Monitor if possible.
Students who are finished can work on their Personal Web.

A monitor puts up art on the wall while others work on web.
(Art should always be marked 'on the wall'.)

Dismiss for Recess (Remind monitor to help during the return from recess).

To Do:

Put out dice and paper.

Write Board Work: "Play 205 when you enter. Pick up one die (dice) and two pieces of paper each from the table (one for 205 and one for later) and see the teacher to be put into partners".

After Recess:

Have students line up outside until the Entry Monitor is ready
(Entry monitor reminds students to read the Board Work)
(Lining up outside the room is not normal procedure; use it only for the beginning of the year to establish procedures, or as necessary to reinforce the entry routines).

Entry monitor asks students to pick up 2 sheets of paper and one die each then see the teacher to be paired up.

Monitor students' entry. Ask student to repeat entry procedure if necessary.
Quickly pair up students as they approach you. Try to pair up less-able students with helpful students.

As the students play 205, circulate and note on a class list the students who have trouble with addition with carrying.

Early finishers play 295 (same game but using subtraction) and work on developing a strategy (selecting the order of the dice, i.e. Which is better in this situation - 34 or 43?) if they did not do that yesterday.

Math Lesson

Palindrome Addition.

Goals: To reinforce addition, ensuring addition with carrying is solid

To encourage mathematical exploration.

To introduce the idea of reflection about one's work.

Palindromes are things which mean the same if read backwards or forwards, for example Mom, tot, and 242.

Put a Yes/ No table on the board:

YES	NO
-----	----

Challenge the students to ‘Guess My Rule’ (if you have time). Ask students to give you a number, without saying the rule, place it under the ‘yes’ if it is a palindrome, ‘no’ if it is not. Repeat a few times. Then **ask students to provide a number**, and put the number on the Yes/No table still without saying the rule out loud.

When many students ‘get it’, **have a student come to ‘Use the Rule’ after most have the rule, state the rule** for everyone, **teach** the meaning of the word ‘**Palindrome**’.

Remind students of the guidelines for working in pairs from created yesterday (p.21).

Task: Challenge the students to prove true or false: That all the numbers between 1 and 100 will become palindromes when the following procedure is done:

Start with a number: e.g. 37

Reverse the number and add it to the first one. e.g.. $37 + 73 = 110$

If the answer is not a palindrome, repeat the process e.g.. $110 + 011 = 121$

Continue if necessary until the answer is a palindrome (like 121 in the example).

Students may work in same pairs for this activity as they did in the 205 game.

Students use the second sheet of paper to do their rough work (no calculators).

Students work in pairs (a 1-100 grid helps) and submit one good copy between on a large paper perhaps with a grid. The good copy should include their ‘proof’ and a written reflection about the activity: Good students should be able to identify the easy and difficult numbers. Top students can be challenged to create ways to predict the number of additions required to make a palindrome without actually adding them, and explain their thinking in their submission. (eg. if the two digits add up to less than ten, then only 1 addition is needed to make a palindrome).

1. Describe what you’ve learned from this activity. Any surprises?
2. Describe how you and your partner worked together.
3. Did you have trouble with any of this?”

If necessary, pair up students so that those with carrying problems in addition questions are working on the ‘easier numbers’ eg 10, 20, 30, etc. Their partners can work ahead on the more challenging ones eg. the numbers above 70 - Can you see the patterns? Which numbers will not be difficult?

Lunch

Board Work: “Work quietly on your personal web”.

It is helpful to have the students do the same activity each day after a break (for example, silent reading after lunch, number facts skills after recess, or, in this case, doing the personal web after lunch).

After Lunch:

Ensure students read Entry Procedures and begin Bell Work.
Do Attendance.

Art Lesson– Abstract Drawing

Goals:

- To help students be self-reflective observers of their work.
- To develop agreed-upon levels of quality.
- To receive comments about their work without discomfort.
- To easily mark their work and have a discussion about the work.

Best reference: *Drawing With Children*, by Mona Brookes at abebooks.com

Group Evaluation and Marking with ‘Compliments and Suggestions’:

Marking usually takes place at the beginning of each Art class.
This procedure can be used in many subjects, and Art is a great way to introduce it.

The instructions that were described on Wednesday should be posted:
(e.g.. Name easily visible, bubble letters, a variety of colours in the background, ruled lines in the background.)

Students are asked for 'Compliments and Suggestions.'
Usually, Art is marked without knowing the name of the artist.

Compliments first:
Which ones are especially good? Why? What do you like in the work?

Suggestions are then given rather than criticism. Suggestions to be given with the phrase: “It might be better if... _____(e.g. It might be better if it was outlined in black).”

Do not allow negative tone of voice or negative word choice.

Marking Suggestion:

Have students mark the Art using a 5 scale 1 is low, 5 is high; (for teachers: 1 = Not Yet Meets; 2 = Minimally meets; 3 = Meets, 4 = Fully Meets; 5 = Exceeds

This follows the language of the Performance Standards, but adds a 'meets' level in the middle between 'minimally meets' and 'fully meets'.

All students vote on each piece of art. 'How many think this is a 1?' If necessary, the teacher may adjust the students' marks after giving reasons, then record the mark.

You may not have time to mark the whole class. Use about 30-45 minutes for marking this first time. Usually the process should take 20 minutes, much of which is discussion of a few key pieces.

At the end, link discussion to the Web activity, such as 'How could that compliment or suggestion be used to make your personal web look better?'

Students late handing in their Art finish their Art at recess and/or lunch and then have their Art marked by the teacher.

Based upon discussion of the art work with the students, create criteria for the quality of the presentation of good copy of the personal web. The other part of the web criteria could be the content of the personal web but use caution in case there are family issues.

Abstract Drawing Lesson (60 min)

This lesson is designed to provide an initial lesson for a drawing unit, adapted from the book, *Drawing with Children*, by Mona Brookes (J P Tarcher, 1986 ISBN 0874773962) which is a great book that can give you a complete Art program for the first term. At the time of writing there were 16 copies available from AbeBooks.com

Drawing Warm Up:

Do the activity with felts if possible; they give a better, stronger line.
All drawings are made from 5 elements: Line, angle, dot, curve, and circle.
Distribute Drawing Elements: See Drawing Elements Blacklines at pita-earlycareer.wikispaces.com
Distribute a 1/2 sheet of regular photocopy paper
Draw one of each of the elements: *line, angle, dot, curve, and circle.*

Create an Abstract using the guidelines on the Abstract Lesson Blackline, see the sample on the Start UP! Wiki.

Homework: Genre Reading Program (See the new Start UP! Reading with Literature Circles video with Elaine Jaltema (or a workshop) for a better and more complete program. If not use this:

Remind students about the reading of books. Each student is to have a book to read at school. Ask how many students have already brought books. Count the number who did bring books but subtract that number from the class size and record the number who did NOT bring them (this is better than embarrassing those who did not bring

books). This will tell you how many books you need to get from the library so every student will have a book to read on Monday. Ask how many students have a public library card and record this.

The key is for every student to have a book that they can read at the independent level - that is, with 5 or fewer unfamiliar words per page.

Once the school library is open, have students get two books, one for home and one for school. Students should read a minimum of two books/month or about 75 pages/week in Grade 4, and 100 pages/week in Grades 5/6/7. One book should be kept at home, and the other at school. At the end of each month, students present a 'book talk'. Then you select another genre of book to read for the next month. Work with your librarian to select the genres. I begin with 'adventure', which is a very broad category.

Ask students to get a library card if they do not have one. If a significant number do not have a public library card, try to make a field trip to the public library one afternoon in early September. Contact the public librarian; they may even come to your classroom. Invite parents to attend if you can.

Accomplishments for Friday:

Reinforced: Procedures, Attendance

Reviewed: 205 game, and re-taught carrying.

Introduced: Draw and Predict Strategy.

Self-evaluation, and 'complements and suggestions' protocol.

Palindromes and practiced addition.

Reflection on math.

Art Monitors

To Do:

If this was your temporary class, get ready to repeat the activities next week.

Otherwise get Books from the school or public library (enough so that each student will have one book at their reading level for reading at school) for those you suspect will not have them on Monday.

You can also go to used book stores and get books for under a dollar. Try to get some of the same kinds of books that the children have brought in and ask your librarian for suggestions.

Connect with others with your grade level at www.startupyourclass.ca or other venues and ask for suggestions and resources for your grade and class. Focus on your three goals for the first weeks and get connected and it will help you avoid being overwhelmed in October and November!

That's it—you've made it!

Take home the materials you have collected – you don't need to mark them. Marking is for evaluations, report cards, or for feedback for students. What you are doing is looking at students' work to guide instruction and help you decide what to do. Assess what your students need using the materials you have collected and begin to build your program. Keep track of comments on class lists.

Looking ahead...

Experienced teachers find it very demanding to teach and differentiate for a classroom full of today's students. **No early career teacher can do a perfect job of teaching a class and adapting for every student. ALL teachers know this.**

The first step is to keep ahead of the 'time crush' is by **connecting before you need it.**

Join us in the startyourclass.ca site to connect with other early career teachers. There you will find information about workshops during the school year. You do not need to begin all of your subjects in the 2nd week of school (just start Language Arts and Math). Add them in a sequence as you get ready.

Look for information on the conferences on the PITA Website. Your program can build upon the work you did in your practicum, but I hope that this booklet has given you ideas about how to start.

Look on our Start UP! (StartUpYourClass.ca) & PITA (pita.ca) websites for updates or e-mail me at **ray.myrtle@gmail.com** with any questions, compliments, or suggestions.

I enjoy helping you.

Good luck.

Ray

Use this space for Notes:

Professional Orientation

Most experienced elementary teachers use a general approach to start their class, and refine it each year as they learn more efficient and effective ideas and strategies.

Through Start UP!, our experienced Grade 4-7 teachers share their approaches with you.

We call this '**Professional Orientation**'.

(vs. Employee Orientation, which is how to call in sick, etc.)

Professional Orientation includes detailed suggestions about **what** to focus upon as you begin, **what** to do, detailed suggestions about **how** to do the activities, and **why**, so that you can adapt the ideas to your class.

The Start UP Program- www.startupyouclass.ca

Start UP! Your Class Successfully- Now available on video!

The First Week of School provides suggestions for what to do when you begin the year. The Start UP! Your Class Successfully workshop explains the objectives and thinking behind the suggestions so that you will understand them and be able to adapt them to your situation. Offered throughout the year by Ray Myrtle.

Ray Myrtle

Ray Myrtle coordinates the Start UP! Program, offers the Start UP! Your Class Successfully workshop and was President of PITA for 8 years. He taught intermediate classes for over 20 years, mostly in Burnaby. He was instrumental in building and coordinating the Start UP! Program and advocates for early career teachers.

Start UP! Reading: Turning Kids into Avid Readers with Literature Circles With Elaine Jaltema

Discover how to create avid readers and cover reading and oral language outcomes with no preparation or after-school marking. Use Literature Circles to start your students discussing the juicy issues in the books and typically reading far more than they ever have before, while developing comprehension, critical thinking and social skills. Participants can be given access to myPITA's chapter summaries and tests for hundreds of novels to be used for literature circles and individual reading.

Elaine Jaltema received the first Premier's Award for Teaching Excellence in Literacy and is the President of myPITA. She teaches intermediate classes in Burnaby and is the mother of three grown sons. She is passionate about empowering struggling learners and inspiring students to become life-long readers.

Check the startupyourclass.ca and pita.ca websites for updates.