

First Day(s)/Week's Plan

Activities	My ideas for my classroom
Greeting students • Greet students as they arrive • Direct them to seats • Name tags/tents?	- I would have a poster by the classroom door, listing all the possible ways for morning greetings as they come into my classroom. The options would be a wave, a silly dance, a high-five, and a hug. As the students arrive, I would direct their attention to the poster, explaining that they can choose through these four options and use them as a morning greeting. - I would have name tags pre-made on the students' tables. They would also have a special shape on their name tags, with a specific color signifying which table group they are in. The corresponding shape and color would also appear on their lockers, allowing the students to find their locker on the first day. - An empty rectangle would be provided on the left-side of the name tag. On the first day, as everybody is moving in, the students would have the opportunity to create designs on the name tag, making it their own. - On the first day, I would have a list of students' colors and shapes in my hand. As the students come in, I would tell them to look for a shape (eg. "look for a blue circle") to find their seat and locker.
Introducing yourself • You as a teacher • You as a person • Your enthusiasm about the coming year • What you value for your students as individuals • What you value for your class as a community • What students can expect from you as a teacher	- Here's a draft for how I would introduce myself on the first day: - "Good morning, friends! My name is Ms. X, and I will be your teacher for this school year! ... - (first year) ... It will be my first time to lead __ grade, just as it will be the first time for (most of) you to be in __ grade, so I'm very excited to spend this year with you and grow with you... - (if not) ... I've been teaching __ grade for __ years, and I'm very excited in spending more time with you and learning to know you in this coming years... - ... A little about me: my favorite color is yellow, and my favorite activity is dancing. Now, I want to start the day with a little quote: 'I care about you. You have value. You don't have to do anything to prove it to me, and nothing is going to change my mind (Venet, 2021).' As we head on into the school year, I

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	hope that we'll get to know each other really well, and we'll become a close community."
Describing the room - Point out major areas and expectations/procedures - Where to leave belongings	First, I will congratulate the students in finding their desks and lockers. I will explain to the students how, just like today, they are expected to leave their belongings in the lockers. I will also walk over and point to the shelves, explaining what kinds of activities are available at the shelves and when they would be able to get things from them. Lastly, I will walk over to the carpet, explaining how this would be a place for our lessons and inviting the students to come sit on the carpet. When inviting the students to come sit on the carpet, I will call on them one by one and assign seats for them.
Get acquainted with one another Provide structure activity that allows students to being to know one another and seeing themselves as part of a developing classroom community	- Ballon bop - The students would need stand in a circle and hold the hand of the students standing next to them. The students, as group, try to bop the ballon until it hits a table surface or the ground, or until the students let go of their hold hands. Before the game, I would inform the students of the rules and explain to students that I don't want their feet kicking higher than their waist. If this instance happened, I would stop the game. The students will have around 3 tries (if the numbers go over 10) or 4 tries (if the numbers were smaller). - Elbow bump - The students would have the opportunity to partner up with a student while I sing a count-down song. After the song ends, the students will introduce their name, their age, and a fun fact about themselves to each other and greet each other with an elbow bump. This activity would take 3 turns, allowing each student to greet with 3 different students. Before the 2nd and 3rd rounds, I will also remind the students to partner up with someone they have yet to meet.
Developing rules - Introduce important school/classroom rules - Help students understand rationales behind the rules	- Keeping one's hand to one's self - On the first day, I will explain to students how I would like for them to keep their hands to themselves during the day, hence avoiding hurting each other. - To explain for the rationale, I would sit on the ground invite a student, a "teacher helper", to sit next to me. Then, I would model dancing in my spot, extending my arms around, "hitting" (will be more like bumping into) the student next to me. Then, I would ask the students what do they notice. I will also ask

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	the student that's sitting next to me about how he or she feels when I dance. Thus, I would explain to the students how we may feel upset if someone keeps hitting me and why it is important that we stay mindful of how our spaces affect each other. - Not talking over friends - Then, I would invite another student to be my teacher helper and ask he or she to share something about himself or herself. While she's talking, I will pretend to talk with another student about myself. Then, I would again ask the students what they noticed and asked the teacher helper how he or she feel when I began to talk instead of listening to him/her. Thus, I would explain to the students why it is important that we pay attention to each other and the teacher while they are talking and should not talk over them.
Teaching initial procedures • Determine a couple of procedures students will need for the first days of class • Teach those procedures step by step	- Lining up by the door - I would first model for the students what do I mean when I line up by the door. Then, I would ask the students to share what they noticed I was doing. Then, I would ask two students to line up by the door. After each student's modeling, I would ask the students what they noticed their peer to be doing and if there's anything that I was doing that their peer is not doing. During the discussion, I would write down the things that the students were talking about. After the discussion, I would ask the students to echo read the key points I noted down, and I would ask the students to line up by the door. - Attention getter - "Macaroni and cheese" - "Everybody freeze" - I would introduce this as an attention getter, explaining to the students that I expect them to focus their attention to me and "freeze" when they hear me say this. I would inform the students that I will be saying "Macaroni and cheese" and expect them to answer with "everybody freeze". Then, we would do three trial-runs of this attention getter, making sure that the students all understand what they are expected to do. - During the first day, I would also make sure to use this attention getter when I get the opportunity, hence allowing students to practice using it.
Engaging in initial content	- For first day, I may focus more on behavioral engagement for students, making sure that

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activity • Provide an academic activity that is doable for all students—not too hard, not too easy • Think about how this situates your discipline as worthy of engagement • Think about how this communicates to students what it means to engage with your discipline in this classroom	students are sitting in the right spot and paying attention to the lessons. I expect the students to have a shorter attention span, so I am planning on including more breaks in the lesson, whether it would be Go Noodle videos or other activities that students can use and walk around in. - Despite my emphasis on behavioral engagement, I would also try to make the lessons affectively engaging, since I would my students to think of my lessons as fun rather than work. Hence, I plan on finding ways to include physical movements in the lesson plans. (For example, asking the students to mimic a character they observe in the book)
Open communication between school and home • Have a prepared letter / email to send home. This may include information you want to request from parents, information you want to share with parents (supplies needed, your contact information, etc.).	- Email draft: - Good morning, families! This is Ms. X, your student's teacher for this coming school year. I'm excited to meet with you on __ (date) and work with you for this coming school year. For those of you that will be visiting our classroom on __ (date), here's a general direction (with photos) for the location of our classroom. I'm looking forward to meeting you! - For this upcoming school year, the students will need ... (listing supplies) - If any questions do so arise, you can reach me at xxx@gmail.com via email or (480) xxx - xxxx via text. Please also state your name in the email or text to avoid confusion. Feel free to contact me in any way to your convenience! Hope to see you and your child on __ (date).
Closing the day/class • Review today's activities. • Comment on student effort and good work habits and behaviors you want to reinforce.	- I plan on obtaining students' attention through the newly learned attention getter. Then, I'm going to congrat the students on finishing the first day of class, thanking the students for their hard work. Since I'm planning on having an "Accomplished" poster on the wall, listing everything the students accomplished or learned, I'm planning on having the students shared what they learned today with each other (pair) and have 2 students share in the whole group setting. Then, I plan on writing down their accomplishments on the poster. Lastly, I'll ask the students to line up by the door, making that they are abiding by the key notes they observed in prior practice.