

Here are some possible scenarios that might occur in the first day or first few weeks of school and ideas for how to address them offered by veteran teachers. It is definitely incomplete! Taking time to anticipate scenarios and plan proactively will help create a welcoming, culture of learning from day one. Please connect with colleagues for anticipating support as well.

Possible Scenarios To Be Ready For	Ideas/Solutions
Supporting students who are anxious or having a difficult initial transition to first grade. For example, one or more students is crying on day one or is missing home	<p>Before school starts connect with admin, coaches, intervention teachers, counselors and other out of classroom teachers to request extra support for students who might need more support for transitioning into first grade. Sometimes just having an extra adult in the room to sit on the carpet with a student who is crying will be sufficient help.</p> <p>Create a space for empathy and understanding (e.g., holding a stuffy, drawing a picture of your family, feelings chart, peace corner).</p> <p>Encourage the students who are crying to participate and explain to the groups that it is ok to cry. Sometimes we cry when we miss people. But we will see them at the end of the day and today we will have a lot of fun!</p>
A student runs out of the classroom	<p>Before the 1st day, advocate for out of class support staff to be in your room for the 1st week. Ask this adult to support this student.</p> <p>If you don't have another adult in the room, call the office. Do not leave the class.</p>
Supporting a welcoming environment while still maintaining appropriate boundaries with new families. For example, when you go to meet your students on the line, one family member tries to engage you in a long conversation about their child.	<p>Express excitement about getting to know more about the child. Suggest that the family member schedule a meeting with you so you can talk more in depth about their concerns/hopes.</p> <p>"I am so excited to get to know more about (name of student). I really want to talk with you when I have time to take some notes. Let's schedule a meeting in the next few days to do that. You can reach me by...."</p> <p>Thank them and move to greet the next family.</p>
A family member tries to stay in the classroom	<p>Consider standing at the door of the classroom and supporting families to say goodbye at the door. If you do invite families into the classroom, consider having them do a quick activity with their child for 5 to 10 minutes. Stop the activity, and use a routine (song, countdown, chant) to ask families to say good-bye as you invite students to the rug. This will be a key moment to have a support staff member in your room to help with students who might start crying.</p>
Supporting classroom engagement. For example,	<p>Stop and do your attention getter to refocus the attention.</p>

refocusing the attention of most of the students while I am teaching a new routine or in the middle of a lesson.	<p>Have students try again.</p> <p>Stop and do a brain break or breathing exercise</p> <p>Stop and do a high interest read aloud.</p>
Coming back from recess or lunch numerous students have experienced a conflict and are requesting your help to solve it.	Do not try to stop and solve every conflict. The goal is to build students' agency to resolve conflicts. See the routine for conflict resolution. Consider doing a quick initial review of this before lunch. As quickly as possible move to the mindful moment and on to the next activity but make sure to connect and follow up individually later as appropriate.
A student who roams around the room and is not joining the group.	Make the student a leader. They could help turn the pages of the read aloud, be the line leader, do a call and response, etc.
Students lose their jackets, lunch boxes, masks, backpacks.	<p>Encourage families to write their names on all of their belongings.</p> <p>Create systems and have students practice where to put their belongings.</p>