

FIRST DAY OF SCHOOL PLANNER

11:40 Set-Up - Set out enough hula-hoops in the room for each student. Inside each hoop, have a piece of cardboard, a can of PlayDoh and the instruction sheet that says something along “Make something and be prepared to share” Make sure that “Grade 2/3 Mr. March’s Class” is written on the door and the board.

11:40 Independent Work - *Please quickly find the hula-hoop with your name, and when you sit down, you will find an activity there. I think you will enjoy doing it. Please begin working on it right away. Thank you.*

Any student who does not come in the room correctly, ask them calmly but firmly to return to the door, tell them why, give specific direction, and acknowledge that they understand

I am sorry, but that is not the way you enter the classroom everyday. When you enter this classroom, you walk in quietly, go directly to your seat, and get to work immediately on the assignment that is posted. Are there any questions? Thank you, _____. Now show me that you can go to your seat properly.

Make it routine on how to enter the room and reinforce it everyday.

11:50 Teaching the Quiet Signal - Introduce the signal.

Students, I am a hip-hop musician and we have a tradition that's known as “call and response.” Has anyone heard of it? Basically it means that the musician says something and the audience responds.

So, when you hear me call, “Hip-Hop!” you need to respond “Ya Don’t Stop” and then stop.

1. Freeze
2. Turn and face me; pay attention and keep your eyes on me
3. Be ready for instructions. I will have something to say

I expect you to be ready to listen within three seconds.

Ask the students how they listen respectfully and elicit the following . . .

1. Eyes on the speaker
2. Mouth quiet
3. Hands Free
4. Feet still
5. Ears listening.

Tell the class that they have 5 minutes left to finish their Play Doh creations. Remind them that they will be doing a show-and-tell of their creation as well. At this point, make sure that you make a play doh sculpture as well.

11:55 Quiet Signal – Use the quiet signal “Hip-Hop” – “Ya Don’t Stop” and then praise them if they do it well. If not, reinforce how it works and why. This is not the time to sharpen a pencil, keep writing, or talk. All eyes must be on me. No exceptions. Thank you.

Have the students come to the carpet area and sit in a circle. Instruct them that we will go around the circle, say our name, and then describe what we built.

For example, "My name is Mr. March. I built a Daredevil because he is my favourite superhero" and then pick the students sitting to your right or your left and go around the circle so the students each have a chance to show and tell in turn.

12:00 Welcome – Welcome to another school year.

Welcome to Grade 2 and 3. I am looking forward to being your teacher this year.

You are going to have a great year. We will study all of the regular subjects, but we will also be creating and performing for each other and online audiences. I will also share with you some life-skills traits that will help you be successful in the world outside of school.

We will have a lot of fun together this year and I hope we are all looking forward to a great year.

We will call each other by our names every time we speak this year.

12:05 Venn Hula-Hoop – I am now going to have you work in groups of 3, as such. Demonstrate how you want them to move with one group.

The group members will form their hula-hoops into a three-circle Venn for each group. Students talk in their groups about themselves and the things they like to do. After a brief discussion, students must...

- decide on at least three ways in which they are all alike; they write those things on a paper slip and place it in the area of the diagram that intersects all three circles.
- find ways in which they are like one other student in the group and record those ways in the appropriate areas of the diagram.
- determine a few facts that make each of them unique and write those facts in the appropriate sections of the diagram.

12:15 Class Sort - Tell students they have three minutes to complete their third assignment: "Sort yourselves in alphabetical order by last name." Make two separate starting points so that we can have a Grade 3 line and a Grade 4 line. After the initial shock and after they succeed, remind them how capable they are to handle their first day, and every day, by asking questions, getting help from others, working together, trying and evaluating strategies to "just do it"! Whatever "it" might be, they can do it!

12:20 Self-Caricatures – worksheet activity by Tracee Orman. Students and the teacher will create cartoon style self-caricatures. The students can draw and colour their character however they see fit. They can add props as well (i.e. books, skateboards, etc)

12:40 Classroom Culture – I am here for YOU, for you to succeed and to enjoy this class. Because I care for you to succeed and to enjoy this class. Because I care for each of you, I am here to help you. So I will not allow you to do anything that will interfere with your success in this class.

We will be working together this year. We need to have a class where you can come without fear of being ridiculed or threatened. Because I care for all of you, I will not allow you to do anything that will interfere with someone else who is trying to learn.

I am the teacher, and I am looking forward to being your teacher this year. I have an exciting year of learning planned for you, and I will not allow you to do anything to interfere with my desire to teach you. Nor will I allow you to do anything that will interfere with all of us having an enjoyable year.

So that YOU can learn, so that WE can all learn, so that I can teach, we need to develop what we want this classroom to be like this year.

12: 45 Sticky Note Posters - have some posters around the room and give students sticky notes to record their responses

School is important because . . .

Our classroom should be _____ every day.

What is one of your overall goals for this year?

What will you need to do to achieve that goal?

What will Mr. March need to do to help you this year?

What should the students in this class be doing to make sure our class runs as smoothly as possible?

12:50 Class Jobs - Come up with job ideas for the classroom and things that they, as students, should be responsible for doing around the room each day. Write these jobs on the right hand side of the front board. Ask for volunteers to do these jobs this week.

1:00 Saving Fred - For each group, place a gummy ring on the table with a plastic cup over top of it. Then place a gummy worm on top of the cup. Next, place a few paper clips beside the cup. The story is that Fred (the gummy worm) can't swim so he always has to wear a life preserver (the ring). However, his boat (the cup) capsized/flipped over before he put on his life preserver. It is the students job to work together to get the life preserver on Fred and the only rule is you cannot touch the Fred, his boat, or the life preserver with your hands. Hence, the paper clips... the only "tool" the students can use is the paper clips. Talk about team work and strategies! This is a great activity for both!

1:20 Dismissal Practice - lining up at the door in an orderly fashion. Then practice walking down the hall. Practice walking back and coming into the classroom in an orderly fashion. Stress that no one is to close or slam the door when they come in. Have them sit back down in their seats. Remind them that this is what is to happen after recess.

Class, there is a procedure at the end of the period. You are to remain in your seat until I dismiss the class. The bell does not dismiss the class. You do not dismiss the class. The teacher dismisses the class. When you are dismissed, you need to push in your chair, walk quietly to your cubby, and bring your lunch bag to your seat. At the end of snack time, you need to clean your desk and area before you leave. This is all our class and I will not allow you to leave it a mess. Understood?

1:30 Nutrition Break – students are to remain in their seats for the entire lunch break time. When the bell goes, students must quickly and quietly throw out their garbage and get ready for the next subject.

2:10 Back to Class - Be standing at the door and make sure the students enter the room correctly. Any student who does not come in the room correctly, ask them calmly but firmly to return to the door, tell them why, give specific direction, and acknowledge that they understand

I am sorry, but that is not the way you enter the classroom everyday. When you enter this classroom, you walk in quietly, go directly to your seat, and get to work immediately on the assignment that is posted. Are there any questions? Thank you, _____. Now show me that you can go to your seat properly.

2:15 Who am I? – Play the game by having students write answers to these questions on lined paper.

- 1) Are you a boy or a girl?
- 2) What is your favourite food?
- 3) What is your favourite T.V. show?
- 4) How many brothers and sisters do you have?
- 5) What are your initials?

Collect the papers and read the clues one by one and let them raise their hands to guess who the person is.

2:30 Toilet Paper Game - Go around the class with a roll of toilet paper. Explain to the children that they will need this for the next activity. Tell students that you're going to pass around the roll. Invite students to "take as much as you need to complete the job." Don't tell them what the job is though! The teacher will take some as well after the whole class has done so. After everyone has had a good laugh over the amount of paper they took, explain how the game works. For every piece of toilet paper the students ripped off, they must tell the class one thing about themselves. Some realize they took quite a bit of toilet paper, but with a little prompting and probing from the teacher, they will find things to share. This activity provides a nice way to find out about students' personalities, families, likes, and dislikes -- and the students really love it!

2:40 Clean Up – clean up the classroom as you'd expect it to be at the end of the day.

2:50 Phys. Ed – We were supposed to have gym this morning. If the weather is nice, we will have a gym period outside. Walk the kids to the gym and stress how we are to move about the school as a class. If not, students get free time with the classroom board games.

3:20 Dismissal - have several students clean off their desk and pick up any garbage around their desks. Praise them - if anyone leaves prematurely, No,no,no. _____, please return to your desk. - Well done. Please do it again tomorrow. Have a nice day

3:25 Walk to buses - Walk the class out to the buses and reinforce how we move together throughout the school.

BONUS ACTIVITIES (use if there is extra time that you need to fill)

1) Making Words – letter cards for “a,e,u,g,m,n,r,s,t” = “arguments”

Use / sue, gum / mug, rug, gem, germ, game, tame, true, menu, urge, surge, argue, amuse, anger, range, nature, mature, magnet, urgent, strange, mustang, arguments

After this, tell students that it is normal not to get along with people all the time. But arguments are wrong. We will talk to each other and discuss things. We will try our best not to argue.

Refer to the "Cheer Each Other" banner in the class. We cheer each other on and we cheer each other up. We are a team this year and I expect you to act like it.

2) Play 20 Questions – pay attention to every response, as there will be individual activity too

One of my objectives is to get the kids used to "true participation" and to the idea that being wrong can lead to being right! Playing Twenty Questions is a great tie-in to what I start class with the following day -- how sometimes we learn as much or more from being wrong as from being right. First have a wrapped box with something meaningful to the teacher inside, and students have to guess what it is. They can ask only questions that I can answer with either yes or no. The tone of friendly cooperation on the first day lasts into the school year, and the first day becomes part of a lesson, not just a day of record keeping.

Students must write a paragraph about how & why they think the object is what they believe it is.

3) Puzzle Races - divide the class into groups and have them compete to complete a puzzle (100 piece)

4) Word Ladders - Select a word, such as "September" and write it vertically on the board.

b) Then write it backwards, vertically, beside it.

S.....R
E.....E
P.....B
T.....M
E.....E
M.....T
B.....P
E.....E
R.....S

c) Students get into pairs, get a dictionary, and try to find the longest word possible that begins with an "S" and ends with "R" (if they can't find one, find one with an r close to the end and count the letters in between the two.)

d) If they don't know the meaning of this word they are to write it down after the word.

e) Continue with every letter of "September ". After 15 minutes (or any pre-arranged time) the students stop the activity and add up all of the letters in the words they found.

The pair with the top score wins a little prize (eraser, pencil, etc.) but I also give out prizes for the longest word, shortest word, word with most vowels, etc., so that all students have a chance to win a prize.

5) First Day Grids - The words "First Day" are written down the page, across the top are categories "TV Show / Food / Animals / School" and the students work to come up with example for each category (i.e. TV = Flintstones, Food = Fish, Animal = Frog, School = French)