

# FIRST WEEKS OF SCHOOL

BUILDING POSITIVE RELATIONSHIPS WITH STUDENTS



Wayne-Westland  
COMMUNITY SCHOOLS





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Special thanks to Lansing School District for sharing their resources.

# INTRODUCTION

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## The First Week of School

We all look forward to the first week of school – those early days say a lot about how the rest of the school year might go. That is why we want to dedicate the first weeks to developing relationships with students and educators so that we can improve school culture throughout the district. By improving our school culture, we can change perceptions others might have about what kind of district we are. As an economically challenged community, we have to marshal all of our resources to make sure that students are safe, successful and welcome every day of the school year. Because we work hard to ensure this kind of educational environment, we need to do this important work in a place that is optimal for growth and well-being.

As one of our five areas of effort this year, we aim to focus on building a positive culture and climate by implementing at minimum a week-long spotlight on the social emotional competencies:

- **Self-Awareness** to be an active participant in developing community
- **Self-Management** to establish a sense of safety
- **Social Awareness** to create an atmosphere of positive learning by understanding how our actions impact others
- **Relationship Skills** to ensure all know how to foster positive working relationships
- **Responsible Decision Making** that creates an academic climate of learning for students and educators

This booklet has been designed to help facilitate those first weeks and beyond by providing a framework for thinking about school culture as well as highlight a few strategies for implementing relationship-building in the classroom and school. This information will be a reminder for some, new to others and a resource for all to come together around addressing the impact of trauma in our schools by becoming more trauma informed and trauma sensitive. It also provides us with the freedom, framework and language to create “agency” which is our ability to adjust our actions and attitudes to move the needle forward within areas that we have control.

This year school sites will have more support to assist in being more proactive in addressing the challenges around climate and culture. Each school has at least one climate and culture coach who is responsible for supporting all educators with strategies in the classroom and school-wide. They will assist in the development of skills around the social emotional competencies and implementation of the buildings’ chosen climate and culture framework (i.e., Positive Behavior Interventions and Supports (PBIS), Leader in Me) through techniques that work for each educator and their students. There is a lead climate and culture specialist and a lead social emotional specialist whose responsibilities are ensuring continuity throughout the District. They will be an additional resource since they too will be based at our sites with the greatest needs, organize professional learning communities for coaches, counselors, psychologists and social workers so that all of these efforts are neatly braided together.

Every school is getting a parent community liaison to assist in making the home school connections. Finally, each school is getting at least one instructional coach to assist with aligning academic initiative both in the buildings and throughout the district. The first year is dedicated to developing a common language, and the unified trajectory of the work and sharing successful techniques to answer the question: How does Wayne-Westland respond to people who struggle?

Let's make this school year the best ever, for our students, educators, families and community. Enjoy getting to know your students and families as we know people will always remember how you made them feel! We have to believe in Wayne-Westland Community Schools and know that I believe in every one of you!



*Jill Simmons*  
Jill Simmons  
Superintendent



## FRAMEWORK AND DEFINITIONS

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Culture and climate deals with the feelings about school that students have. Social Emotional wellness has to become as important, if not more so, than academics.

We know, according to research that positive physical health supports academic performance and mental health is no different. Some of our children experience numerous social emotional challenges that impact their academic performance and engagement in school. It is imperative that we address these issues intentionally to support academics and student performance.

**Self-Efficacy** - The belief we have in ourselves that we can make learning happen or can have an impact on the learning of our students.

Reference: "School Climate: Leading with Collective Efficacy" by Peter Dewitt (pg. 10)

**Collective Educator Efficacy** - The collective self-perception that educators in a given school make an educational difference to their students over and above the educational impact of their homes and communities.

Reference: "School Climate: Leading with Collective Efficacy" by Peter Dewitt (pg. 13)

**Community** - Students, staff, parents, community members and organizations, businesses and others who are invested in the welfare and vitality of our schools.

**Coordination of Services Team (COST)** - Coordination of Services Team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads.

Source: [senecafoa.org/coordination-of-services](https://senecafoa.org/coordination-of-services)



**Educator**- Anyone who works in or with Wayne-Westland Community Schools.

**Discipline** - is defined in the Oxford Dictionary as a noun to mean, “The practice of training people to obey rules or a code of behavior, using punishment to correct disobedience. As a verb the definition is, “Train (someone) to obey rules or a code of behavior, using punishment to correct disobedience” and “Punish or rebuke (someone) formally for an offense” Looking at the definition of management we find, “the process of dealing with or controlling things or people.” Schools need to separate the terms discipline and punishment. We should have discipline in our teaching and policies, guiding and supporting students as they grow. Teacher and administrators should recognize those social and emotional skills students are lacking and work to mediate them through instruction, not punishment.

Source: [inservice.ascd.org/rethinking-discipline-and-classroom-management/](https://inservice.ascd.org/rethinking-discipline-and-classroom-management/)

**Restorative Justice (RJ)** - This approach focuses on repairing the harm done rather than punishment. It assumes that misconduct and conflict injure those directly involved (victims and offenders) as well as the broader community to which they belong. Rather than relying on punishment, RJ expects those who cause injuries to make things right with those they have harmed and with their community. Its foundational principles of respect, accountability, healing and empathy speak to fundamental human values, ethics, and practices common in ancient cultures from First Nations (Canada) to Maori (New Zealand)

References: Michigan Department of Education - [michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72836---,00.html](https://michigan.gov/mde/0,4615,7-140-74638_72831_72836---,00.html)

Positive Behavior Interventions and Supports (PBIS)- This is a proactive, team-based framework for creating and sustaining safe and effective schools. The focus of school-wide PBIS is to prevent problem behavior, help students develop pro-social skills, and use problem-solving for addressing existing behavior concerns.

**Restorative Practices** - An emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

Source: [iirp.edu/what-we-do/what-is-restorative-practices](https://iirp.edu/what-we-do/what-is-restorative-practices)

**School climate** refers to the physical, psychological and emotional aspects of the school that are more susceptible to change and that provide the precondition necessary for teaching and learning to take place. Researchers generally divide school climate into five dimensions: academic climate, community and relationships, safety, and institutional environment.

**School culture** refers to the values, beliefs, norms, traditions, expectations, relationships, results and symbols that guide the whole operation or mission of the school.

**Social and Emotional Learning (SEL)** - Social and emotional learning is the process of developing students' and adults' social and emotional competencies- the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. SEL helps individuals understand and regulate their emotions, successfully complete goals, see others' perspectives, develop positive relationships, and make responsible decisions.

**Social Emotional Competencies** - There are five competencies for Social Emotional learning. They are Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making.

### **What are the goals and primary student outcomes of Social and Emotional Learning (SEL)?**

SEL identifies five social and emotional competencies, which are composed of multiple skills and abilities:

1. **Self-awareness** is the ability to recognize one's own feelings, interests, strengths, and limitations
2. **Self-management** refers to when individuals regulate emotions and manage daily stressors
3. **Social awareness** refers to perspective taking and to appreciate similarities and differences
4. **Relationship skills** are when individuals exhibit pro-social behavior and demonstrate positive social skills in order to develop meaningful relationships
5. **Responsible decision making** refers to when individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems

References:

Michigan Department of Education

[michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361321--,00.html](http://michigan.gov/mde/0,4615,7-140-74638_72831_72833-361321--,00.html)

Research demonstrates that when students participate in activities that focus on these competencies, student pro-social behavior improves, students decrease in their participation of negative behaviors, and students improve in their academic achievement.



# PRIMARY GOALS AND STUDENT OUTCOMES

## WHAT ARE THE GOALS AND PRIMARY STUDENT OUTCOMES OF PBIS?

PBIS is a skill-building approach that will strengthen social skills for any student. Positive interventions such as PBIS that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

Effective secondary interventions produce measurable changes in behavior and improvements in a student's quality of life (ex: participation in integrated activities, improved social relationships, independence and self-sufficiency). ([pbis.org/school/secondary-level/faqs](http://pbis.org/school/secondary-level/faqs))

References: Michigan Department of Education:  
[michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361319--,00.html](http://michigan.gov/mde/0,4615,7-140-74638_72831_72833-361319--,00.html)

## EIGHT STEPS TO IMPLEMENTING PBIS

There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Establish a Leadership Team
2. Build Staff Buy-In
3. Establish School-wide Behavior Expectations
4. Teach School-wide Behavior Expectations
5. Develop School-wide Acknowledgment System
6. Teach Classroom Behavior Expectations
7. Develop a Response System for Minor/Major Behaviors
8. Develop Data-Based Decision Making Procedures for Monitoring Implementation.

Three times annually, PBIS schools participate in the Tiered Fidelity Inventory (TFI), which is a tool used to monitor and assess implementation of PBIS. Based on TFI scores, school teams will know which step(s) in the implementation(s) process need to be revisited or refined. Information can be found at [PBISapps.org](http://PBISapps.org).

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### **What are the goals and primary student outcomes of Restorative Justice?**

Restorative Justice can turn the discipline process into a learning opportunity and help build strong, lasting relationships between students, school staff, families, and members of the community. Rather than suspension or expulsion, which can negatively affect students' learning, RJ keeps students in the educational setting, holding them responsible as members of their school community. Engaging in respectful discussion designed to explore what happened to create the harm, who has been affected and how and what is needed to heal the harm, students learn the impact of their actions and help decide how to make things right with the victim and any others affected. Students who participate in this process are more likely to gain positive attitudes toward authority and to the concepts of fairness and justice (National Center Brief, 2009, p. 5-6).

#### References:

Michigan Department of Education: [michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72833-361320--,00.html](https://michigan.gov/mde/0,4615,7-140-74638_72831_72833-361320--,00.html)









## EFFECTIVE PRACTICES FOR THE FIRST WEEK OF SCHOOL AND BEYOND

Framework	Definition	Practice 1	Practice 2	Practice 3	Cues
<b>Responsible Decision Making</b>	When individuals make ethical decisions, and strengthen the ability to develop appropriate solutions to identified problems.	Establish and maintain high standards for academic performance.	Develop rules and norms for assignments and contribution to class.	Demonstrate support for learning and engagement.	Includes factors such as high expectations and standards with instruction tailored to students' needs.
<b>Self-Awareness</b>	The ability to recognize one's own feelings, interests, strengths, and limitations.	Create shared rules and expectations for the environment and group interactions.	Ensure collaboration with students on developing norms.	Create a space for sharing and engaging with others in positive and meaningful ways.	Demonstrating a respect for diversity, individuality, and partnerships; fostering a sense of belongingness for students.
<b>Relationships Skills</b>	When individuals exhibit pro-social behavior and demonstrate positive social skills in order to develop meaningful relationships.	Help students to get to know and care for other students in the classroom. Build a classroom community worthy of restoration.	Give students opportunities to interact and engage with peers and teachers on relevant topics to personhood, society, and culture.	Promote open and honest communication between students and teachers.	The extent to which students feel connected to the classroom teacher, other students, and adults, as well as their contribution to the learning environment.
<b>Self-Management</b>	When individuals regulate emotions and manage daily stressors.	Teach routines, behavior norm, values, and expectations for treatment of self and others.	Create a climate of warmth, inclusion, mutual respect, and safety.	Develop a shared protocol for how to access support and resources for students if/when issues might arise.	Emotional and physical safety; the perception of order and discipline in the classroom environment.
<b>Social Awareness</b>	Perspective taking and to appreciate similarities and differences.	Encourage mutual care and reciprocal responsibility.	Establish norms and routines for how peers can celebrate the work or behavior of others.	Create a process for highlighting student performance and classroom contributions that is consistent and fair.	Asset-based environment in which students are praised and supported for positive attributes and decisions.

# EFFECTIVE PRACTICES

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## *DEVELOPING AND MAINTAINING A POSITIVE CLASSROOM CULTURE*

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

-Maya Angelou

Research suggests that students perform better academically when they feel they are known for their individual attributes and praised for their individual contribution to the classroom environment. Practice greeting students by name and checking in with them to see how their evening or weekend was. This will promote community and relationship development, while enhancing the student’s experience in the classroom.

Additionally, the structure of the classroom sets the tone for community development and relationship building with students and teachers. Consider organizing the room in a way that welcomes community and engagement with others and structure activities around this to utilize the space for its intended purpose.

### **ESTABLISH ACADEMIC ROUTINES TO TEACH AND REINFORCE REGULARLY**

Time spent teaching foundational academic routines mean that students can go much further with their learning as the year progresses:

1. Use interactive modeling and role playing when introducing topics
  - Briefly state what you will model, and why.
  - Model the behavior exactly as you expect students to do it. (the right way, not the wrong way and without describing what you’re doing unless you need to “show” a thinking process).
  - Ask students what they noticed. (You may need to do some prompting, but children soon notice every little detail, especially as they gain expertise with this practice.)
  - Invite one or more students to model the same way you did.
  - Again, ask students what they noticed in the role play.
  - Have all students model while you observe and coach them.
  - Provide feedback, naming specific, positive actions you notice

## **EIGHT STEPS TO TEACHING SCHOOL WIDE BEHAVIORAL EXPECTATIONS**

There are eight evidence-based Positive Classroom Behavioral Supports supported through this resource. These include the following:

1. Define, teach, and provide performance feedback on classroom rules, aligned with school-wide expectations
2. Use class-wide group contingencies/Positive Behavior Game
3. Define, teach, and provide performance feedback on classroom routines, possibly aligned with school-wide expectations
4. Provide specific and contingent praise for appropriate behavior (defined on matrices)
5. Provide error correction through prompting, re-teaching, and providing choices
6. Provide multiple opportunities to respond
7. Employ active supervision (move, scan, interact)
8. Arrange orderly physical environments

[pbisworld.com](http://pbisworld.com)  
[pbisapps.org](http://pbisapps.org)

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- and redirecting respectfully but clearly when students go off track.
2. Practice each day and model again as needed. Be patient as students learn.
  3. Observe students carefully as they practice and offer reinforcement and reminders as needed.
  4. View mistakes as learning opportunities for student and coaching opportunities for you.
  5. Get students thinking – use open-ended questioning and problem solving.
  6. Have students reflect on what they have done.
  7. Help students understand what to do when they need help and you are not available (i.e. small group).
    - Ask 3 people
    - Physical reminder of no interruptions
    - “Do Not Disturb”, red stop sign, wearing a tiara or special hat, stuffed animal

### **BUILD RELATIONSHIPS**

Getting to know each student is one of our primary goals, Helping students get to know each other is just as critical. For students to learn together, they must feel connected and safe enough to take risks.

1. Greet students at the door in the morning.
2. Talk about families and favorites at morning meetings, creating an All About Us bulleting board can support this goal.
3. Be responsive, supportive, and aware of students who need extra support or attention, this builds trust.
4. Communicate positive expectations.
5. Call on students equitably. Give them hints and opportunities to think about questions before moving on.
6. Show an interest in your students’ personal lives.

### **BUILD EXCITEMENT FOR LEARNING**

1. Help students think of themselves as capable learners by calling them “readers”, “writers”, “mathematicians”, “scientists”, “teammates”.
2. Reinforce what students are specifically doing well.
3. Nurture students interests & give them opportunities to make choices.





## SET A POSITIVE TONE FOR LEARNING

1. Embed values of respect, kindness, inclusion, and safety that will inform the creation of classroom rules.
2. Engage in respectful conversations with students:
  - Eye contact, warm calm voice
  - Listen attentively and use polite language
3. Play games, sing songs, have fun.
4. Offer encouragement and support.
5. Create an environment where students feel comfortable asking questions and taking risks.
6. Watch for cues that students need help.
7. Display student work
  - Make it a goal to display at least two pieces of work from each student by the end of the week. It could be a completed piece or a work in progress.
  - As students see their work displayed, they'll begin to feel a sense of pride in their efforts and a greater sense of belonging and significance in the classroom.
8. Preview upcoming content
  - Throughout the day preview activities that are coming up in the subject area. For example, at the end of a math activity, you might say, "I noticed everyone enjoyed Pop-Up Number, next week we are going to learn another activity, Human Protractor, that is just as fun". At the end of writing you might say, "We're off to a great start as writers this year, pretty soon we'll be ready to make our first class book or write our first story!" This creates a sense of positive anticipation and helps set the stage for future success.

## SET UP STUDENTS FOR EARLY SUCCESS

1. Keep activities short, varied, lively and successful for all students by modeling:
  - How to use manipulatives
  - How to share and listen to a partner's idea
  - How to answer questions and share with a partner during read alouds
  - Appropriate voice volume
  - Getting out/putting away materials
  - Choosing a 'just right' book
  - Getting the teacher's attention (for example, staying in seat and

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raising hand quietly)

2. Frequently reinforce the correct way of doing these procedures.

### REINFORCE LANGUAGE

Observe students' efforts and reinforce the positives that you see.

1. To the class: "You're coming up with so many ideas for how we can use our cubes this year"
2. To a pair of students privately: "I appreciate how you took very good care of each other during your partner talk today. You each took turns speaking and really listening to your partner and also gave good suggestions"

### TEACH COLLABORATION

Students' learning time is richer when they collaborate and collaboration is crucial to success in today's world. Throughout the year, students will work with partners and in small groups sharing ideas, building with blocks, doing puzzles, quizzing each other on vocabulary/math facts, and completing assignments. Use interactive modeling to teach the following:

1. Speaking skills:
  - Look at the person
  - Speak clearly – using a friendly tone and appropriate voice volume
  - Politely asking people to repeat what they said if you didn't hear them or understand
  - Share an idea and stay on topic
2. Listening skills:
  - Focus attention on the speaker
  - Keep body calm
  - Avoid interrupting
3. Taking turns:
  - Have students practice the skill working in pairs. Use interactive modeling to show students how to do this. Have students practice and reinforce their efforts. Example: Students are in pairs practicing the math skill of skip counting using counters to create piles of two. Students need to take turns making piles.
4. Exchanging ideas with a partner (Partner Chats, Elbow Partner, Turn and Talk). Example: Students are previewing books; they can each talk with a partner about one thing they notice.



## DEVELOP A CLASSROOM MANAGEMENT PLAN

1. Determine the level of classroom structure.
  - Consider teacher and student needs
2. Develop and display classroom rules (3-6 positively stated).
  - Work these out with students-this gives students a sense of ownership in the classroom – What do they look like in practice?
3. Correct rule violations.
  - Respectful, verbal reminders, private discussion with students
4. Establish corrective consequences.
  - Implement consistently unemotionally; briefly stating the rule and consequence

## DEVELOP EXPECTATIONS FOR WHAT STUDENTS ARE DOING WHEN IN SMALL GROUP

**BUILD COMMUNITY ALL YEAR LONG:** Routinely include strategies and activities in your lessons, such as Save the Last Word for Me, that allow students to express their thoughts and ideas, build relationships and practice collaboration. This will help grow and maintain a feeling of emotional safety in your classroom.

**POST STUDENT WORK:** When displays of essays, poems, projects, and exams dominate the walls, there is student ownership of the room. When they look around and see their own writing and thinking, they certainly experience a higher level of comfort than if they see store-bought posters. That said, if informational posters are needed, ask your students to create them.

**HAVE NON-NEGOTIABLES:** Along with classroom rules and procedures, students must know the non-negotiables of the classroom right out of the gate. My biggest non-negotiable: Name calling. This resulted in an immediate consequence (a call to the dean and removal from the classroom that day). Tackle name calling head on or else kids won't feel safe to be themselves, let alone learn.

**ADMIT WHEN YOU DON'T KNOW:** Students appreciate when we show our humanity. Saying "I'm not really sure. Does anyone else know or might they like to look that up for us?" is powerful.

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**READ WITH YOUR STUDENTS:** The message this sends: I like to read. I don't just tell you this and grade you on how much you read, I read side by side with you. You see my facial expressions as I struggle to understand something difficult and you see when I feel emotion at a sad or funny part. I demonstrate that I am a reader, too.

**REMAIN CALM AT ALL TIMES:** Once a teacher loses it with a class or student, it takes a long time to rebuild that feeling of safety and trust within those four walls. Step right outside the door and take a few breaths. It's ok and it's worth it to regain your calm.

**TAKE EVERY OPPORTUNITY TO MODEL KINDNESS:** They will follow.

**CIRCULATE:** Mingling lets you monitor students work, yes, but it also gives you a close view of any tensions or negative energy brewing with groups or between students. Also, circulating gives you great opportunities to overhear a student sharing an idea or question that you can use with the whole class.

**ADDRESS GRUDGES EARLY ON:** If tension is building between a couple of students, create time and space for them to talk it out while you mediate.

**WRITE WITH YOUR STUDENTS:** The message this sends: I like to write. I don't just tell you this and grade you on your writing, I write side by side with you. You see me struggle as I am drafting a poem or letter, and you see me contemplate new words, cross out old ones, and take chances as I revise. I demonstrate that I am a writer too.

**MODEL VULNERABILITY:** They will appreciate this. If we are asking kids to write and talk about times they have felt scared, alone, confused, etc., we need to be willing to do the same.

**FOLLOW THROUGH WITH CONSEQUENCES:** A consequence must proceed a non negotiable. Students need to know there's a consequence for those serious infractions. They need evidence to believe they are safe in each classroom.



**SMILE OFTEN:** The antiquated saying in the teaching profession is, “wait until Christmas to smile.” This is just plain silly. Let the children see those pearly whites often and genuinely. The more smiles we offer to students, the more smiles we will receive.

**USE EVERY OPPORTUNITY TO MODEL PATIENCE:** They will notice.

**GIVE KIDS A CHANCE TO PROBLEM SOLVE ON THEIR OWN:** It’s so much better when ideas and solutions come from the student. This is a chance for us to ask rather than tell: “What might be some things you can start doing so you complete your homework on time? How about I write them down as you tell them to me?”

**LAUGH WITH YOUR STUDENTS:** The message this sends: Learning doesn’t have to always be so serious, nor do we. Sometimes when tensions are high, like during testing or when crazy things are happening out in the world or on campus, we need to laugh together. It’s okay to laugh with your students.

**OFFER OPTIONS:** If we start an assignment with, “You will have three choices”, kids may even get excited and are often much more willing than when we say, “The assignment is...” By giving kids choice, we send a message that we respect their decisions.

**KEEP THE VIBES GOOD:** Students, no matter how young, know when a teacher is not happy. Joy can be contagious but so too can be misery. Maybe a vacation, a massage, watching a TED Talk, or even changing the level of grade you teach will help re-ignite the flame between you and teaching when you are in a slump.

**SIT WITH YOUR STUDENTS:** Sitting in a chair made for a child is not the most comfortable thing for an adult. But joining a group of children at their table takes us off stage and lets us, even just for a few moments, become a member of the group. We might ask a strategic question, inquire about the group’s project, or simply listen.

**FEED THE SOUL WITH ART AND MUSIC:** Incorporate both of these routinely in your lessons.



# ACTIVATORS AND CLOSING ACTIVITIES

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Identify and implement a closing activity as a routine to end the day or class time.

## COMMUNITY BUILDING CIRCLES

A Proactive Restorative Practice Circles that help build trust, positive feelings, and a sense of belonging within the classroom community. Typically, there is a talking peace and engagement practices that are set in the beginning so everyone knows the expectations and ensure that all are able to participate in the learning process. The facilitator sits in the circle and guides (not overpowers or leads) the conversation ensuring all voices are being seen, heard, and known. Circles are about developing affection, community and relationships with one another worth restoring. [centerforrestorativeprocess.com/community-building-with-circles.html](http://centerforrestorativeprocess.com/community-building-with-circles.html)

## REFLECTIVE LISTENING

- Allow students to summarize what they learned in one phrase statements.
- Encourage other students to reflect what was heard from that student.

## CONNECTING WITH OTHERS

- Allow students to share with each other what they got out of the day/ class and how it might benefit them in the future.
- Allow students to share something positive they noticed about another classmate during the day.
- Have all students to journal with a writing prompt on topics such as taking advantage of opportunities, giving back to others, family, friends, the future, fears, excitements, etc.

## MINDFULNESS MOMENT

- Coloring
- Listening to soft music and drawing a picture
- Journaling
- Deep breathing
- Guided imagery

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### **REFLECTIVE EXERCISE**

- Ask a daily prompt that students can write about for a few minutes
- Share a TED talk video and provide an opportunity for students to discuss
- Play a song and have students share what they believe it means
- Show a piece of art (illustration or poem) and process with students its meaning

### **STORY SHARING**

- Allow individual students to share a brief story.

### **CURRENT EVENTS**

- What's in the News – Highlight an idea, principle, or event in the news that may have an impact on the area, students, families, or others and have students think about its effect and how they might contribute to or diminish the result.
- What's the Weather – Have the students in a circle and identify one student to share the weather for the day in a creative way. Students can have a table and chair and act as the meteorologist and review the weather online or by sight and share with the class.

### **CONNECTORS**

- What's the Latest Dance – Students can share the latest dance moves via a dialogue and discussion and take turns illustrating the dance moves.
- Silent Count – Students are arranged in a circle as an entire class. Students are asked to close their eyes and to count to a number (the number of students in the classroom). All students have to participate and no student may say more than 1 number at a time (or in a consecutive order). If more than one person says the number, the group has to restart.
- Name That Tune – Students are organized in a group and the teacher selects a few students to hum sounds or lyrics of songs that are predetermined by the teacher. Students are given opportunities to guess the song.



A young girl with dark hair styled in two pigtails, wearing a grey shirt and blue jeans, is smiling and holding a white sign. The sign has the text "GREAT FUTURES START RIGHT HERE" in blue, bold, sans-serif capital letters. She is sitting at a wooden desk in a classroom. In the background, other children are visible, some working at their desks. The scene is brightly lit, suggesting an indoor classroom environment.

**GREAT FUTURES  
START RIGHT HERE**



## ADDITIONAL ACTIVITIES FOR BUILDING POSITIVE CULTURE

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### SELF-AWARENESS

- Students participate in a large family style discussion about learning environments and what is healthy and ideal spaces to learn. What should and should not be present in the learning space, what do they expect from their fellow students and the teacher, and what they expect from themselves.
- Students review a video on positive and negative interactions between classmates. Students are provided opportunities to reflect on the interaction (listing out positives and negatives). Students share what engaging in positive and meaningful ways might look like with students and teachers and ways to correct one another when these behaviors are not being followed.
- Students create a trifold display representing their past, present, and future with a key describing each word or image. Students share the trifolds with teacher review and then put on students' notebooks.
- Students create "All About Me" presentations. The teacher models what the presentation should look like with a presentation of him/her, then students follow suit. Presentations may include biographical info, favorite quotes, memories, inspirations, sports team, hobbies, dreams/goals, and important facts.

### RESPONSIBLE DECISION MAKING

- Teacher discusses with students the various ways to submit assignments and to contribute in the classroom during assignments, activities, or exercises.
- Teacher discusses a way that he/she likes to recognize student performance during the week by highlighting requirements for student of the week and the process for voting for students to identify this person as a collective group.
- Students are able to ask the teacher questions on expectations

for assignments. The teacher shares examples of high level assignments and low level assignments. The teacher provides the standard of the importance of always trying.

NOTES



### **SELF-MANAGEMENT**

- Students are given the opportunity to share what makes them unique from others in the classroom or 1-2 things others might not know about them. The teacher and the student are encouraged to recognize and appreciate differences as a way to better diversify themselves into well-rounded individuals.
- First, students individually describe an ideal classroom environment. Then students confer on the principles needed to accomplish the ideal classroom. A written behavior contract for the class is developed and all students sign the document and agree to uphold (this also includes classroom communication). Example: “I will suspend my beliefs to listen to the perspective of others.”
- Review the Student Handbook and highlight specific behaviors. Provide students with an opportunity to define and come up with scenarios for how these behaviors might look. Allow students to act out the scenarios and provide feedback for performance. Students then create a table or charts with definitions of the behavior and possible consequences for the behavior.
- Teacher spends time discussing the available staff resources in the school, including support staff, FRC, administrators, and locations of and how to access services for student needs. The teacher engages in a dialog for when/why these services might be useful

### **RELATIONSHIP SKILLS**

- Students are partnered together in small groups. Students are given the opportunity to develop a list of 20 similarities between the group members in 3 minutes. Students then reflect on similarities with the entire class. Teacher shares the importance of not making assumptions about others as we are more alike than different
- Students and the teacher engage in an exercise that the students and teacher complete a writing assignment. The teacher provides

## NOTES



her/his writing assignment on the screen to allow students to review and critique. Students then complete a written exercise where they critique one another.

- Provide an opportunity for community time where the teacher shares stories about her/his past, educational endeavors, family life, values and beliefs, and how these experiences shape them into their persona as a teacher. The teacher then allows students an opportunity to reflect on themselves and who they are as students.

### **SOCIAL AWARENESS**

Students are provided definitions for mutual care and reciprocal responsibility. Then, students are allowed to operationalize these definitions in the context of the classroom environment. Students are encouraged to suspend negative comments about others and collectively agree on consequences for transgressions. These norms, along with other norms, are listed on the classroom wall.

Students collectively establish a style or representative way to celebrate one another when good things happen in the classroom (i.e. claps, snaps, praise) and then they practice these celebrations.

Students develop paper bags or boxes with decorations based on their personalities. The box will be used for weekly notes from the teacher and students to one another to celebrate positive things that individual students accomplished during the week. At the end of each week, students check their boxes/bags as an activity before the weekend.

### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

The WWCS Multi-Tiered System of Supports (MTSS) provides a framework through which interventions for students can be designed to meet their individual needs. It is important to note that students can be in varying tiers in multiple areas. For example, a student could need tier 2 support in behavior while also needing tier 1 support in a certain area of academics. Throughout the year, we will explore this more and each school will be developing their own Multi-Tiered System of Supports based on the needs and resources available to their community of learners and educators.

# WWCSD Multi-Tiered System of Supports (MTSS)

## Academics



### **Tier 3: Intensive Interventions**

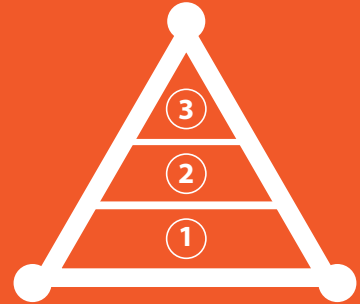
- Individual students
- Diagnostics Assessment
- High Intensity

### **Tier 2: Targeted Interventions**

- Some Students (at-risk)
- Rapid Response
- Frequent Progress monitoring

### **Tier 1: Researched-Based Core Instruction**

- All Students
- Prevention
- Early Intervention



## Behavior



### **Tier 3: Intensive Interventions**

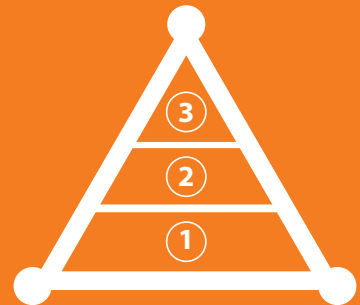
- Individual students
- Diagnostics Assessment
- High Intensity

### **Tier 2: Targeted Interventions**

- Some Students (at-risk)
- Rapid Response
- Frequent Progress monitoring

### **Tier 1: Researched-Based Core Instruction**

- All Students
- Prevention
- Early Intervention



## Social Emotional Learning (SEL)



### **Tier 3: Intensive Interventions**

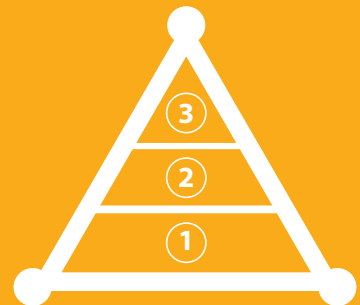
- Individual social skills instruction
- Crisis counseling
- Individual support teams/plans

### **Tier 2: Targeted Interventions**

- Target social skill instruction
- Group counseling/support groups
- Progress monitoring

### **Tier 1: Researched-Based Core Instruction**

- SEL Curriculum
- School climate assessment
- Wellness Promotion





## INTRODUCTIONS TO SAMPLE LESSONS

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The focus for the first week of school is on making sure that young students have a smooth transition from summer to school and feel welcome, safe, and excited about learning.

### WE WANT STUDENTS TO

- Feel a sense of belonging and significance throughout the day understanding that they matter and have an important place in the newly forming learning community.
- Start to learn classmate's names, begin to connect with each other, and build relationships.
- Learn and practice a few key routines.
- Experience a sense of excitement and competence about the academic work and learning ahead.

### WE WANT TEACHERS TO

- Arrange an efficient daily schedule
- Create positive physical spaces
- Use an attention signal
- Develop relationships
- Design effective beginning and ending routines

The following pages illustrate sample daily schedules that can be used the first week and beyond for grades K-12.

# K-3RD GRADE SAMPLE DAILY SCHEDULE

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NOTES



## DAY ONE SAMPLE FLOW

Have the schedule and learning targets posted

1. **Greet students at the door** - You need to have a positive and predictable presence.
2. **Nametags** - This sends an important message to every student that “you belong here.”
3. **Mindful Moment** - Create a few moments of calm to begin the day (puzzles, books, coloring, teacher choice) while students are eating breakfast.
4. **Teach signal for quiet attention** - Model body freeze or other to teach about a signal. Examples: chime, raised hand, rain stick, signal word, clapping pattern.
5. **Morning Meeting (carpet, circle, etc.) 10-15 minutes** - This helps students meet their needs for belonging, significance, and fun right from the start. “This morning and every morning, we’re going to gather as a class to begin our day together.”
  - Greeting – Welcome each student, “Good morning, Sarah, Ben, Malik”.
  - Group Sharing – Sing a song
  - Morning Message – Teacher written message – teacher reads, then everyone reads. “September 5, 2017, Good Morning! Today is our first day of school. I hope you have a great day!”
  - Transition back to seats
6. **Tour of the School** - Helps students feel more at home
  - Teach PBIS or building procedures and expectations for hallway behavior.
  - Visit the office, media center, lunchroom (teach and practice basic lunchtime procedures)
  - Take pictures of everyone you meet along the tour. Make a book on Day 2. Have the kids help to dictate the text about each person who works at your school.
7. **Snack**
8. **Literacy Block**
  - Read to self – students choose a book from book bins

## NOTES



- Teach and model procedures for using books, where to put your books, how to treat books, etc.
- Teach and practice “Turn and Talk” about one thing you read
- Energizer – help students get re-energized and refocused  
Brainbreak

### 9. Activity

Teacher reads a sentence to class. Students act out each sentence for 30 seconds. Jog in place as if a big scary bear is chasing you; walk forward as if you’re walking through chocolate pudding; jump in place as if you are popcorn popping; reach up as if grabbing balloons out of the air; march in place and play the drums as if you are in a marching band, paint as if the paint brush is attached to your head.

- Practice the signal – “How did we do with the signal?”
- Go over expectations for behavior

### 10. Writing

- Modeling – getting materials and putting them away
- Explore writing folders/journals/pencils
- Write/draw – One thing I like to do (teacher models)

### 11. Routines

Teach, model, and practice procedures and expectations for hallway, assembly, bathroom, going to the office, playground, cafeteria, and going outside.

### 12. Lunch

- Assign seats or buddies for lunch
- Model what to talk about
- May want to stay with students first day to help with learning expectations

**13. Mindful Moment** - 10-15 minutes to reset and have a smooth transition to afternoon learning.

- Two – three choices – stop after 2-3 minutes to reflect on how this time is going (draw, color, whatever was done in the morning)

**14. Read Aloud** - 10-15 minutes – Teacher reads favorites or titles such as The Bugliest Bug; You’re Finally Here; First Day Jitters; The Name Jar; Dragons love Tacos; a book about the first day of school; etc.

- Do a picture walk through the book, guide students in creating mental images of events, making predictions, ask open-ended questions, vocabulary. Model checking for understanding. Ask how might things be different if...
- Ask students to “turn and talk” to a partner about a question you



have asked.

### 15. Math Block

- Practice the signal – How did we do with the signal?
- Explore materials. Review rules for using math tools (stay on the table, out of your mouth, stay at your spot).
- Choose one math tool from Eureka Math.
- Reflect – What did you notice about this tool? What did you do with this?

### 16. Dismissal Logistics – Build in time for end of day routines.

- Take home folder – notes/forms for home
- Bus tags/walkers
- Gather coats and belongings
- Go over expectations for getting the room ready to leave – chairs up, papers picked up, etc.

### 17. Closing Circle (carpet, circle, etc.) - Finishes the day on a positive note and remind students that they are part of a community.

- Reflection – invite each student to share one thing they enjoyed about school today or what puzzled them.
- Group cheer – Hooray for Room 5 learners, writers, readers, etc.

## DAY TWO - FOUR SAMPLE FLOW

Have the schedule and learning targets posted.

1. **Greet students at the Door** – You need to have a positive and predictable presence.
2. **Mindful Moment** – Create a few moments of calm to begin the day (puzzles, books, coloring, teacher choice) while students are eating breakfast.
3. **Establish Arrival Routines and Practice Signal for Attention**
4. **Model procedure for Transitions**
  - Teach expectations, give warning, teach what to do after the warning, set an amount of time (sing, count, practice math facts).
5. **Morning Meeting** – (Meet at the carpet, circle, etc.) 10-15 minutes each day will follow the same routine.
  - Greeting – Welcome each student, “Good morning, Sarah, Xavier, Malik”.
  - Group Sharing.
  - Clapping Game – Students will play a game that will help them learn each others’ names. Student will say their name and the

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## NOTES



- whole class will say the name and clap out the syllables together. Model with your own name.
- Positive Learning Environment. Students collectively establish a style or representative way to celebrate one another when good things happen in the classroom (i.e. snaps, claps, praise) and then they practice
  - Teach listening and speaking skills (see Teaching Academics)
  - Sing a song
  - Morning message – teach written message – teacher reads everyone reads.
  - Explain why we do Morning Meeting and set up some expectations
  - Transition back to seats – Model and re-model
- 6. Energizer** - Help students get re-energized and refocused Brainbreak
- Sense of Safety – Students are given the opportunity to share what makes them unique from others in the classroom or 1-2 things others might not know about them. The teacher and the student are encouraged to recognize and appreciate differences as a way to better diversify themselves into well-rounded individuals.
- 7. Recess**
- Model and practice PBIS routines – how to walk in the hall respectfully.
  - Play a game, teach procedures for lining up.
  - Practice the signal.
- 8. Literacy Block**
- Activity 1 – Talk about the focus of literacy this year. Whole class; guided reading; shared reading; and independent reading. Students do independent reading. Around the Circle sharing – One thing I liked about my book.
  - Activity 2 Group work – Model expectations for working in a group. Give students the opportunity to work together with a small group using books.
- 9. Lunch**
- Assign seats or buddies for lunch.
  - Talk about expectations and model what to talk about with buddies.
- 10. Mindful Moment** – 10-15 minutes to reset and have a smooth transition to afternoon learning.



- Two – three choices – stop after 2-3 minutes to reflect on how this time is going (read, draw, use counters or other math tools introduced)

**11. Read To** - 10-15 minutes – Teacher reads favorites or titles such as *The Bugliest Bug*; *You're Finally Here*; *First Day Jitters*; *The Name Jar*; *Dragons Love Tacos*; etc.

- Ask students to “turn and talk” to a partner about a question you have asked

## 12. Writing

- Practice routine for getting materials and putting them away.
- Review writing folders/journals/pencils – Start to teach procedures about writing process.
- Write/draw about favorite foods.

## 13. Math Block

- Practice the signal.
- Skip counting energizer.
- Model taking turns with counters and use them to practice skip counting or other tools.

Guided Discovery – Introduce a math manipulative (interlocking cubes, tablet, computer, etc.) This is an inviting way to introduce students to materials, classroom or school areas; or activities. You may use this to introduce a learning center, a specific material, or an activity.

Introduction – the teacher names the material, area, or activity in a way that piques students’ curiosity.

Generating and modeling ideas – the teacher asks for student’s thoughts on how they might use a material or area or do an activity and then models a few of their ideas.

Exploration – Students actively explore and try out various ideas while the teacher observes, reinforces, and redirects if necessary.

Sharing – Students share their explorations and observations in response to a focused question from the teacher

Cleanup and care of materials – When the Guided Discovery is complete, the teacher asks students for ideas on how to put away materials and clean up work areas.

Reflection – students talk about how the activity went and what could be done differently next time

**14. Dismissal Logistics** – Build in time for end of day routines

- Take home folder
- Bus tags/walkers

## NOTES



- Go over expectations for getting the room ready to leave – chairs up, papers picked up, etc.
  - Gather coats and belongings
  - Transition to the circle
- 15. Closing Circle (carpet, circle, etc.)** - Finishes the day on a positive note, gives time for reflection, and reminds students that they are part of a community.
- Talk about purpose of closing with students
  - Teach listening and speaking skills (see Teaching Academics)
  - Around the circle – something fun from today
  - Group cheer – Hooray for Room 5 learners, writers, readers, etc.
  - Dismissal – Review and model PBIS procedures and expectations for dismissal behavior







## 4-6TH GRADE SAMPLE DAILY SCHEDULE

### DAY ONE SAMPLE FLOW

Have the schedule and learning targets posted

1. **Greet students at the Door** – You need to have a positive and predictable presence.
2. **Mindful Moments** – Create a few moments of calm to begin the day (puzzles, books, coloring, teacher choice) while students are eating breakfast.
3. **Procedures for attendance and lunch**
4. **Nametags** - They send an important message to every student that “you belong here”. Have students design their own special nametag with important symbols to them.
5. **Personal Surveys** – Have students complete a brief personal survey.
  - What are three of your favorite books?
  - What are some things you like to do on the weekend?
  - What are two important things you learned last year?
  - What is your favorite subject in school?
  - If you could meet any famous person, who would it be?
  - Who are some important people in your life?
  - What one thing do you want to learn this year?
6. **Teach signal for quiet attention** – body freeze or other to teach about a signal. Examples: Chime, raises hand, rain stick, signal word, clapping pattern Signal and Response list.
7. **Morning Meeting (carpet, circle, designated area, etc.)** - 10-15 minutes. Helps students meet their needs for belonging, significance, and develop a positive sense of community – “Our morning meetings will help us get ready for our work together each day. We’ll practice some key skills.”

Greeting and Sharing – Students take turns introducing themselves by stating their names – “Good morning! My name is Lara”. Teach and model “Just Like Me”. This category game can help students make connections with each other. A category from the survey that students completed is named by the teacher. For example, “I have a sister”. Anyone who also has a sister stands up and says, “Just like me!” and then sits back down. Another category is named and those who connect with it stand up. The



goal is to find inclusive categories so that many students stand up as well as more personal categories that help students connect with others.

8. **Morning Message** – teacher written message – teacher reads, then everyone reads. “July 17, 2018, Good morning, everyone. Welcome to 4th/5th/6th grade. I’m excited for us to begin our year together! What are some things that you like to do or are interested in learning?”
9. **Transition Back to Seats** (teach procedures about transitions)
10. **Literacy Block**
  - Introduce your classroom library – show several books from different genre.
  - Have students find a book or story.
  - Independent reading (20-30 minutes).
  - Teach partner chart turn and talk, or talk with an elbow partner. “With a partner talk about one idea you read about”
  - Practice the signal.
  - Go over expectations of where to put materials and how to use them.
11. **Energizer** – Help students get re-energized and refocused Brainbreak
  - Activity: Teacher calls out one task at a time and partners complete that task. Tasks should be called out in the order provided.
  - High five right, high five left, low five right, low five left
  - High ten, low ten, backwards ten high, backwards ten low
  - Tunnel ten (feet apart, back to back, reach between legs and hit low ten)
  - Sole of shoes right, sole of shoes left
  - Elbow right, elbow left, both elbows
  - Partners repeat the tasks beginning with the first task each time. Have students repeat sequence as fast as they can with accuracy.
12. **Snack** – Model cleanup routine
13. **Outside Time (or Tour the School)**
  - Teach, model and practice PBIS procedures and expectations for hallway, assembly, bathroom, going to the office, playground, cafeteria, going outside
  - Teach and play a game
  - Reflect on how it went

## NOTES



### 14. Writing

- Teach and model the process of getting materials and putting them away.
- Introduce writing journals, portfolios, or writing folders.
- Explain that writers use journals to jot down ideas and write drafts.
- Orally brainstorm together – “I know a lot about...” Have students write these topics in their journals.

### 15. Lunch

- Explain and model process for lining up for lunch and assign seats or buddies.
- Model what to talk about.
- May want to stay with students first day to help with learning expectations.

### 16. Mindful Moment – 10-15 minutes to reset and have a smooth transition to afternoon learning

- Two – three choices – stop after 2-3 minutes to reflect on how this time is going (draw, read, activity that was done in the morning)

### 17. Read Aloud 10-15 minutes – Teacher reads a favorite or titles such as: The Mysterious Benedict Society; The Top Ten Ways to Ruin the First Day of School; Bud, Not Buddy; Because of Mr. Terupt; Extra Credit.

- Guide students in creating mental images of events, making predictions, ask open-ended questions, vocabulary. Ask how might things be different if...
- Ask students to “turn and talk” to a partner about a question you have asked.

### 18. Math Block

- Practice the signal.
- Explore books and materials using Guided Discovery Process.
- Guided Discovery – This is an inviting way to introduce students to materials, classroom or school areas, or activities. You may use this to introduce a learning center, a specific material, or an activity.
- Introduction – The teacher names the material, area, or activity in a way that piques students’ curiosity.
- Generating and modeling ideas – the teacher asks for student’s thoughts on how they might use a material or area or do an activity and then models a few of their ideas.





- Exploration – Students actively explore and try out various ideas while the teacher observes, reinforces, and redirects if necessary.
- Sharing – Students share their explorations and observations in response to a focused question from the teacher.
- Cleanup and care of materials – When the Guided Discovery is complete, the teacher asks students for ideas on how to put away materials, and clean-up work areas.
- Reflection – Students talk about how the activity went and what could be done differently next time.

**19. Relationships Activity: “I Am” Project** – Students can create a poster or poem to describe themselves. It can be helpful to give students sentence starters to spur their thinking and writing. There are endless possibilities, but a few examples include:

- I love \_\_\_\_\_ because \_\_\_\_\_
- I wonder \_\_\_\_\_
- I am happy when \_\_\_\_\_
- I am scared when \_\_\_\_\_
- I worry about \_\_\_\_\_ because \_\_\_\_\_
- I hope to \_\_\_\_\_
- I am sad when \_\_\_\_\_
- In the future, I will \_\_\_\_\_
- Collect and have students complete and share the next day.

**20. Dismissal Logistics** – Build in time for end of day routines.

- Take home folder – notes/forms for home.
- Bus tags/walkers/riders.
- Go over expectations for getting the room ready to leave – chairs up, papers picked up, etc.
- Gather coats and belongings.
- Transition to the circle.

**21. Closing Circle (Same area as morning meeting – carpet, circle, etc.)**

- Share the purpose with students – Finish the day on a positive note and reminds students that they are part of a community.
- Invite each student to share one thing they enjoyed about school today or what puzzled them.
- Preview tomorrow’s learning.

**22. Dismissal** – Review and model PBIS procedures and expectations for dismissal behavior. Walk students out.

## NOTES



### DAYS 2-4 SAMPLES FLOW

#### Have the schedule and learning targets posted

1. **Greet Students at the Door** – You need to have a positive and predictable presence.
2. **Mindful Moment** – Create a few moments of calm to begin the day (puzzles, books, coloring, teacher choice) while students are eating breakfast.
3. **Establish Arrival Routines** – Introduce what the expectations are for coming into the room, attendance, lunch court, turning in homework.
4. **Morning Meeting - Emphasis the value of morning meeting, greeting and sharing**
  - Pass the Koosh ball around the circle – students take turns introducing themselves by stating their names.
  - Introduce handshake greeting and say, “A firm handshake is a valuable real-world skill. When you interview for college or a job, the first impression you give can make a huge difference and one of those first impressions will come from your greeting.”
  - Partner chats – Give all students symbol/color coded cards and have them find their partners and discuss one of the following: A favorite book, movie, or song, place you want to visit someday, favorite after school activity, pets or animals, foods, or least favorites
5. **Morning Message** – teacher written message – students read to themselves before meeting. Examples:
  - Good morning 4th, 5th, and 6th graders! Welcome back for the 2nd day of school. We’re going to explore a math concept today and I’ll introduce you to a new math tool. What would you like to learn in math this year? Let’s have another great day.
  - Good morning 4th, 5th, and 6th graders! Ask an intriguing question or preview of the day.
  - Transition back to seats – Remind and model how to do this.
6. **Create Learning Goals** – Hopes and Dreams

### DAY 2

These are individual goals that students will work on. State your own hopes and dreams for them this year. Have students brainstorm ideas as a group before settling on their own. Have students determine their goal and illustrate it. Review that students’ goals are realistic and specific.

Sample learning goals: I'd like to read a book that's at least 100 pages long; research a person who has made a difference in the world; learn to multiply and divide fractions; try a new science experiment this year, make some new friends this year; get better at working in a group (grade appropriate).

### DAY 3

Share Learning Goals – Post on Wall

### DAY 4

Connect Learning Goals to Classroom Rules. Begin by saying “You’ve had a chance to read everyone’s learning goals. Let’s start thinking of some rules that can help us work together really well and allow everyone to reach their goals. Work with a partner (student choice) and brainstorm (no right or wrong)”. Have them share with the whole group and you record their ideas. Coach students to state the ideas positively. Keep these posted and return to them on Monday to students. Ask students to think about if they want to add more details.

1. **Energizer** – Help students get re-energized and refocused  
Brainbreak. Go over expectations
2. **Literacy Block**
  - Review the reading program and talk about the focus of reading this year.
  - Whole class, guided reading, shared reading, independent reading.
  - Turn and talk with an elbow partner. “With a partner, talk about something you would like to read about this year.”
  - Group work – Model expectations for working in a group.
3. **Outside**
  - Teach, model and practice PBIS procedures and expectations for hallway, assembly, bathroom, going to the office, playground, cafeteria, going outside.
  - Teach and play a game.
4. **Writing**
  - Introduce writing journals, portfolios, or writing folders.
  - Teach and model getting materials and putting them away.
  - Have students review and add to their lists to write about. Practice partner charts about this.
  - Teach and model the writing process.

NOTES



## NOTES



- Prewriting, first draft, rereading and revising, and Teacher Conference.
  - Brainstorm ideas about one topic from the Personal Survey (day 1) and begin writing a draft.
  - Continue writing a draft.
5. **Lunch** – Review and model PBIS procedures and expectations for the lunchroom and playground. Talk about how the first day was and how the time can continue in a positive manner.
  6. **Mindful Moment** – (Teacher serves as a model to students) 10-15 minutes to reset and have a smooth transition to afternoon learning.
    - Two – three choices. (Read, continue illustrating learning goals, drawing, etc.)
  7. **Read Aloud** – 10-15 minutes – Teacher reads a favorite title such as: The Mysterious Benedict Society; The Top Ten Ways to Ruin the First Day of School; Bud, Not Buddy; Because of Mr. Terupt; Extra Credit; etc. Ask students to “turn and talk” to a partner about a question you have asked.
  8. **Teach Collaboration and Communication Skills** – Students’ learning time is richer when they collaborate – and collaboration is crucial to success in today’s world. Throughout the year, students will work with partners and in small groups sharing ideas, building with blocks, doing puzzles, quizzing each other on vocabulary/math facts, and completing an assignment.



Computers  
Only on Raz  
Kids.

untie  
rain+bow  
rainbow  
Fire+truck  
Fire  
boat  
goat  
Fire  
Friction  
Motion  
ation

FRONT  
EXIT





## 7-12TH GRADE SAMPLE DAILY SCHEDULE

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### **MAGIC:** Mentoring Achievement of Goals and Inspiring Champions

Rationale – It is essential to create positive relationships with all your students from day one and keep those relationships strong throughout the year. Contained within this document are strategies for getting to know your students and to strengthen your personal relationship and connection with all students.

### **DAY 1**

Greet students at the door – Smile, good morning, handshake, fist bump, etc.

#### **1. Ice Breaker** – Ways to get to know your students

- Do Now – Getting to Know Each Other Bingo or Random Questions. Partners will be assigned based upon Bingo or Random Questions categories for the “Me” assignment.

(Suggested time: 10 minutes)

#### **2. Transition Activity** - (suggested time: 7 minutes) – This activity is designed to help the student more fully transition and be with the class, so classroom can work efficiently and collaboratively. It is also designed to alert us to any important issues that might be distracting the student. Within this activity, students have these options:

Transition Starter Ideas - (“I’m excited about trying...” “This morning I realized...” “Today I’m hoping...”)

- Student may speak a thought or a feeling that has their attention
- Student may choose to write silently, think, or simply sit. Some students value quiet, reflective time to help them be here now. If the student’s preference is silence, allow it.
- Each student has a chance to speak once. Teacher will inform class that there is two minutes left. At this point, students may speak a second time if they wish.
- Debrief and reflect (2 minutes) – Some questions might be: What did you think about this activity? Did you think this activity was helpful today? Why or why not?

#### **3. Independent** – Students will complete answers to Me Page Questions. (Suggested time: 10 minutes)

## NOTES



4. **Pair Share** – Have students share answers with their bingo or random question partner. (Suggested time: 3-5 minutes)
5. **Whole Group** – Class meets together and everyone introduces their partner to the rest of the class and one of the things about them. (Suggested time: 10 minutes)
6. **Teacher Model Bio** – Poem handout and sample. Teacher will model and then release students to complete. Upon completion, ask for volunteers to share out. (Suggested time: 10-15 minutes)
7. **Anchor Activity “Social Media Profile”** – Students will complete a Facebook template, Instagram or Snapchat profile. Teacher should also complete and share theirs with students. Once completed, showcase and create a classroom group (This assignment can be completed as homework.) Upon completion, showcase profiles in the class or hallway if student is comfortable.
8. **Closing Activity** - (10 minutes) – “Chalk Talk”: Explain to students this is a silent activity that gets everyone out of their seat. No one may talk at all, nobody should go sit down until prompted, and all comments should be written on sticky notes and placed on the board or wall. When not writing, students should be standing back reading each other’s comments.

They may respond to comments by:

- Adding a thought to a comment.
- Drawing a line to connect comments.
- Adding stars, smiley faces, or other pictographs to a comment.

Sample questions for Chalk Talk:

- What did you learn today?
- How can we create a positive classroom environment?
- How can we involve the community in the school?

## DAY 2

Greet students with an inviting approach (nod, smile, “good morning”, etc.)

1. **Transition Activity** – Whole group
2. **Transition Prompt** – “Something that’s taking a lot of my attention right now is...”
3. **Goal of Transition** – To start class and help students set aside distractions. There are three opportunities for students during this activity. One is to speak thoughts so students may release them and feel more connected to the here and now. Another is to share a current feeling, insight, or question in the context of the work they are

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about to do. Lastly, an opportunity to sit in silence and mentally and emotionally release distractions privately.

#### 4. **Who Inspires You?**

- Do Now – Students will brainstorm a list of famous people that they admire

5. **Group Collaboration** – Review the list with your group and create categories for ways to sort them into various categories; for example, you could sort by gender, nationality, sport/industry, etc.

6. **Independent** – Pick one of the famous people and write him or her a letter (although you may not ever send it). Why did you choose this person? Would you like to meet him or her someday? Here's your opportunity to prepare for that conversation. The purpose is to create a connection between your life and his or hers.

#### 7. **Essential Questions to consider:**

- Why do you want to meet this person?
- What questions do you want to ask?
- What stories do you want to share?
- Is there anything that you want to replicate about them in your life?
- Every profession has “rules of the game.” Think of the one person you selected and pick one thing that they do. For example, if you picked Rhianna, what are the rules of choreographing a dance video, or singing songs that millions of people want to sing and dance to? If you picked Stephen Curry and you wanted to focus on playing basketball, then you might focus on the rules of basketball.” Write down the most essential rules that govern the activity. Along with a partner, share these rules and discuss. The goal is to be specific, to help someone else learn how to play or practice with you.

8. **Small Group** – Now that you have a little more practice establishing the “rules of the game”, collaborate with your group to determine the rules for this class.

What are the 5-10 essential guidelines that you all agree to in order to run a smooth, productive, team-oriented, and productive classroom; build a learning community; and establish a long-term culture of student leadership in your class and school?

9. **Whole Group** – After creating these classroom rules, be sure you help enforce them and abide by them each day of class.



### DAY 3

Greet students at the door (Have a classroom greeting established)

#### 1. **Opening Activity** – Hopes and Fears

Objective – To surface expectations and concerns in order to begin building a classroom community, safety, and trust in ongoing activities. To see that fears and hopes are shared by others, and once they are spoken, they will be addressed.

#### Steps

- List – Ask all students to reflect and write a list of fears or concerns, and a list of hopes for the school year. (1-3 minutes).
- Share Fears – Ask for volunteers to share out, teacher will chart them for the class (3 minutes).
- Share Hopes – After group shared fears, use different color markers to chart hopes (3 minutes).
- Debrief and Reflect (5-8 minutes).

After asking the questions below, invite students to write down some personal notes and reflections about this activity.

- Did you notice anything surprising/interesting while doing this activity?
- Why do you suppose we did this activity at the beginning of class?
- Why did we list fears first? What could happen if we listed hopes first?
- Why do you think everyone was asked to do this activity? What might it accomplish?

#### 2. **Transition Activity** – Compass Points Activity – An exercise in knowing your learning style.

- North - The direction of Action – “Just do it!” Motivates and challenges others to get work started to keep it moving, tries new things
- South - The direction of Caring – wants everyone’s feelings to be considered and their opinions before acting. Communicator, negotiator
- East - The direction of the Big Picture – wants to speculate about many possibilities before taking action. Connects their work with the purpose of organization
- West - The direction of Detail – wants to know the who, what, when, where, and why before acting. Reliable to get things done and organized.

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Students will decide which four “directions” most closely describes their personal learning style and gather with others at the chart paper representing that compass point. They will then spend 10 minutes answering the following questions as a small group and noting their answers on chart paper.

- What are the strengths of your style?
  - What are the limitations of your style?
  - What do students from other “directions” or styles need to know about you so you can work together effectively?
  - What do you value about the other styles?
  - What catch phrase/symbol/hashtag/mascot would represent your direction and why?
- 3. Transition to Next Activity** – Teacher will discuss the importance of self-awareness and style to be able to create audacious goals by modeling the difference between audacious and obtainable.
  - 4. BAG** – Big Audacious Goal (Video of teacher model available)
  - 5. Do Now** – Students will write three goals that they want to achieve in life. These goals should be over the top.

### Independent Reflection

#### 1. Essential Questions

- What are three skills you most need to develop in the next few years in order to reach your goal?
  - What are the challenges that you anticipate will play a role in your life? Write down at least one personal, economic, and social or cultural
  - Who do you count on? Who will you need in your corner? Who will you need to be there, even when you may feel alone?
  - State at least three resources on whom you will most depend and explain why.
- 2. Small Group Activity** – In groups of four, one student per compass direction, gather and discuss their Big Audacious Goals and determine if indeed it is audacious or if it is obtainable (5-10 minutes). Upon completion, ask for volunteers to discuss some of the goals of their group member not their own.
  - 3. Closing Activity** – Exit Reflection
    - Discuss something you learned about a classmate
    - What did you learn about yourself?
    - How will you use your “direction” to support classmates?

## DAY 4

Greet Students

1. **Whole Group** – Transition Starter Activity – Allows everyone to have an opportunity to speak before the onset of class. Here are a couple of ideas to start your discussion (5-10 minutes)

- “This morning, I realized...”
- “Thinking about the BAG Activity we did yesterday, I wondered...”

**Do Now** – What kind of positive behavior do you need to obtain your **BAG** (Big Audacious Goal)?

- Students will do a Pair-Share to discuss the positive traits that are needed to obtain their BAG. The students will discuss whether there are similarities among the traits that each of them picked. The students will then agree on one positive behavioral trait that is needed to obtain their BAG and share out with the whole class. The teacher will write the trait on the board.
- As a whole, discuss the trait that the students have suggested. Now, write PBIS on the board and ask the students if they know what the acronym means or if they have seen this before. Write the acronym: Positive Behavioral Intervention Support. Ask the students about ways we can support each other in executing the positive behavior not only in the classroom, but in the school (hallways, bathrooms, cafeteria, social room) that will help us obtain our BAG. Our behavior is part of our image. Ask the students what they think people see when they look at them. Have the students write individually what they think people think when they see them. Then, have the students independently write what they WANT people to see when they see them. Have the students look at both lists and determine if there are similarities on those lists.
- What people think when they see us is our BRAND. Ask the students to give examples of easily identifiable brands. What do you think of when you see these brands? Now, take the list of what you want people to think when they see you and create a poster of what you want your BRAND to be. Be prepared to write a 25-word narrative regarding your BRAND.

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### 2. Rules of the Game (Example)

Rules for Healthy Eating	Rules for Exercise
Rules for Healthy Relationships	Rules for a Safe School

### 3. Closing Quotes Activity

**Purpose** – To close out class. Use this activity at the end of the week. It is a quick way for students to connect the work they have completed.

**Preparation** – Print out the closing quotes you want to present to students and cut them out

#### **Suggested Quotes:**

- “I have a dream...” – Martin Luther King, Jr.
- “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has” – Margaret Mead
- “All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others.” – Gandhi
- “I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living – the very purpose of life and not something you do in your spare time or after you have reached your personal goals.” – Marian Wright Edelman
- “The only thing necessary for evil to triumph is for good men to do nothing.” – Edmund Burke
- “There’s no use in trying,” she said: “one can’t believe impossible things.” “I daresay you haven’t had much practice,” said the Queen. “When I was your age, I always did it for half-an hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.” – Lewis Carroll
- “We must accept finite disappointment, but we must never lose infinite hope.” – Martin Luther King, Jr.

#### **Steps**

- **Distribute** – 2-3 quotes to each student
- **Reflect** – (2 minutes) Ask each student to read and pick the one that

speaks to them

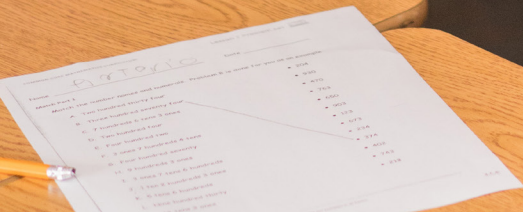
- **Share** – (10 minutes) Once time is up, ask a volunteer to read their quote and talk about how it relates to them
- **Close** – (1 minute) Tell students to keep their quotes as a way to remember what was accomplished this week together and as a way to inspire them

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