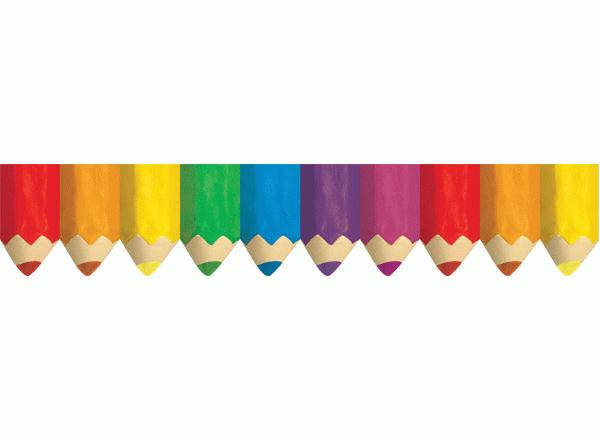
**Adrianna Knutson**

**TMATE 2019-2020**

**Secondary-Classroom Management Plan**



**Ms. Knutson’s Classroom Procedures**

**Arrival:**

* Arrive on time and have materials ready for class.
* Gather any supplies needed before the bell rings.
* Each day will begin with a bell ringer activity.
* If you have any questions or concerns, address them before or after class.

**Tardy:**

* Place your tardy note on my desk.
* Take your seat and gather the materials needed for class that day without disrupting other students.
* Stay after class to discuss your tardy if there is no note.

**Absence:**

* Notify Ms. Knutson via email if an absence is planned or foreseen.
* Log onto Canvas to retrieve any missing assignments for the day.
* The Canvas calendar will have all notes posted the day before class.
* The number of days absent plus one will be the allotted days for makeup work.
* If assistance is needed on assignments, come in for tutoring or email Ms.Knutson.

**Homework:**

* Homework will only be assigned once a week and will be given 3 nights to complete.
* Any homework assigned will be due in the turn-in tray before the bell rings on the date it is due.
* In class assignments are due to the turn-on tray before the class period ends and if they are not finished, they will be due first thing when you arrive in class the next day.
* Late assignments will be accepted under the following conditions:

1. Homework turned in the same day it is due will result in a 10 point deduction.

2. Each day homework/an assignment is late, 15 points will be deducted. If the assignment is more than 3 days late, the student will receive a 0.

* Homework extra credit opportunities will be provided to boost your grade.

**Getting the Class’ Attention:**

* To begin class or when students are distracted, talking, or off task they will hear me say “friends”. When this is said, they will know to respond with “yes”.
* Students will know it is time to begin instruction when I say “ready to rock”. They then will respond “ready to roll”.
* To check for understanding I will say “crystal”. Students will then respond with “clear”.

**Visitor in the Room:**

* When a visitor enters the room, I will say “friends” and the class will respond “yes”.
* Students will then be quiet and direct their attention to me. I will proceed to introduce the visitor and state why he/she is in the classroom.
* Students will greet the visitor and class will proceed.

**Getting the Teacher’s Attention:**

* Students will be instructed to always raise their hand and wait patiently for assistance or to be called on.
* If I am assisting another student, students will continue on with their assignment/task until I can make my way to them.

**Restroom:**

* Restroom breaks should be taken during passing periods.
* If a restroom break needs to occur, students will quietly get up, sign their name and time out on the “bathroom log”, grab the pass and proceed to the bathroom. Once returned, students will then log their time in, return the pass, and return back to their seat. Permission to use the restroom is not needed.
* Only one student at a time will be allowed to the restroom. If the pass is gone, students must wait their turn.

**Lining Up/Hallway:**

* When lined up as a class, talking in the hallway is not permitted.
* Classroom rules apply in the hallway as well.
* Lining up for lunch is not needed. Instruction will go on until it is lunch. At that time, students may get up and walk to the cafeteria. I will then follow the class out for lunch.

**Collaborative Group Work:**

* Collaborative work is a huge component of Ms. Knutson’s classroom.
* Each student will be required to participate in order to earn a grade.
* Group work will usually occur at the table of 4 students are sitting at. If a Kagan strategy is implemented, students will have the opportunity to work with other classmates.
* During this time, students are to be respectful and encouraging to other classmates.
* Different students may be asked to share ideas at different times.
* Groups will select one group member to collect and return supplies.

**Transition:**

* Before an activity begins, instruction will be given to students on how to transition.
* Students will be given a 1 minute warning before a transition will occur.
* Transitions will be initiated by me saying “ready to rock”. Students will then reply “ready to roll” and transition to the next station/activity. A timer may be utilized as well.
* All supplies must be put back to their original placement before transitions.
* Any added instructions/comment will be made after a transition and before another one begins.

**What to Do When Done:**

* When students are finished with a task or assignment, they will work any enrichment activities.
  + Ex: Review quizzes, finish homework, extra content practice, content related games, etc.

**Dismissal:**

* Students will continue working on any assignments/enrichment activities until 30 seconds before class is over.
* I will give them their 30 second warning by saying “friends”. Students will then reply “yes” and I will say “you may pack up”.
* During this 30 second window students will:

1. Return any borrowed supplies

2. Pack up their belongings

3. Turn in assignments/closing activities to the turn-in tray

**Home and School Connection:**

* Send letter of introduction to both students and their parent before school begins.
* Post notes and assignments on Canvas the night before class.
* Send students home a “Week at a Glance” paper to give them a preview of the next week.
* Send out the “Week at a Glance” via email to all parents.
* Email parents available dates for teacher-parent conferences.
* Invite parents and students to download the Remind101 app and sign up for their particular class to receive quick updates and messages.

**Bullying Pledge:**

* The bullying pledge will be posted at the front of the classroom for all to see.
* The pledge will include:

1. “I will treat others the same way I want to be treated”.

2. “I will show kindness and compassion to all”.

3. “I will speak up when I see bullying”.

4. “I will reach out to others who are being bullied or have been bullied”.

5. “I will be a friend whenever I see bullying”.

* If a student is being bullied:

1. The student should immediately report to a teacher, counselor, or administrator and share what they are experiencing.

2. The student can drop an anonymous tip to Ms. Knutson’s “mail box” on her desk. A name would be helpful but it is not required.

* If a student observes bullying:

1. The witnessing student should immediately report to a teacher, counselor, or administrator and express their concerns.

2. The witnessing student can drop an anonymous tip to Ms. Knutson’s “mail box” on her desk explaining what they saw, heard, or read.

* When bullying is reported I will:

1. Reach out to administration to hear their thoughts on the case if it were to reach that level.

1. Speak privately to the student who witnessed the bullying/the student being bullied.

2. Remind the class of our bullying pledge and reinforce our zero tolerance policy.

**Procedures Teaching Method:**

There will be three steps utilized in the teaching of classroom procedures: teach, rehearse, and reinforce. Over the first two days of school I will hand my students a syllabus that includes our classroom procedures. I will then take my students through the procedures and explain each section with clarification followed by any demonstrations needed. When we get to the section of “Getting the Class’ Attention” I will model the sayings “friends, yes”, “ready to rock, ready to roll” and “crystal, clear” and then we will practice as a class. After the teaching portion is over, the class and I will then proceed to rehearse any procedures needing practice. During this time, I will incorporate a collaborative learning strategy to allow students to work through these types of activities with guidance from me. I believe there is no better way to rehearse than to be put in a real life scenario. Another procedure that will need some rehearsing will be transitions. I will set up a class activity that lets students move and transition amongst each other allowing them to get the feel of things. Once students feel comfortable with our transitions, class will run more efficiently. Lastly, all procedures will be reinforced throughout the school year until they become a habit for students. Re-teaching, rehearsing, and practice will occur frequently to ensure the classroom is being ran in an orderly fashion. Once students become accustomed to the procedures of my classroom they will feel more comfortable, and with comfortability comes a higher level of thinking and learning.

**Tentative Agenda/Schedule for the Day**

**Before school:**

8:00 am – 8:40 am: Prepare materials for the first day/get organized.

8:40 am-8:45 am: Stand outside and greet students coming into my classroom by saying: “Good morning, I’m glad you are here today” followed by a high-five.

**1st Period**: **8:45 am - 9:30 am**

8:45 am-8:55 am: Finish bell work, teacher introduction and hand out syllabus.

8:55 am-9:00 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

9:00 am-9:05 am: Stand up-Hand up-Pair up with different questions.

9:05 am-9:15 am: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

9:15 am-9:25 am: Present Classroom Procedures.

9:25 am-9:30 am: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

9:30 am-9:34 am: Stand at door to greet students.

**2nd Period: 9:34 am - 10:19 am**

9:34 am-9:44 am: Finish bell work, teacher introduction and hand out syllabus.

9:44 am-9:49 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

9:49 am-9:54 am: Stand up-Hand up-Pair up with different questions.

9:54 am-10:04 am: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

10:04 am-10:14 am: Present Classroom Procedures.

10:14 am-10:19 am: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

10:19 am-10:23 am: Stand at door to greet students.

**3rd Period (Advisory): 10:23 am - 10:48 am**

10:23 am-10:33 am: Finish bell work, teacher introduction/expectations.

10:33 am-10:38 am: Assign work days

Monday: Reading/Homework

Tuesday: Reading/Homework

Wednesday: Reading/Homework

Thursday: Reading/Homework

Friday: Fun Friday

10:38am- 10:43 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

10:43 am-10:48 am: Stand up-Hand up-Pair up

**Passing period:**

10:48 am-10:52 am: Stand at door to greet students.

**4th Period (Planning period): 10:52 a.m. - 11:37 a.m.**

Meet with team and plan/collaborate. If there is no planning to be done then organize classroom and materials.

**Passing period:**

11:37 am-11:41 am: Stand at door to greet students.

**5th Period: 11:41 a.m. - 12:59 p.m.**

11:41 am-11:48 am: Finish bell work, teacher introduction and hand out syllabus.

11:48 am-11:53 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

11:53 am-11:58 am: Stand up-Hand up-Pair up with different questions.

11:58 am-12:10 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

12:10 pm-12:22 pm: Present Classroom Procedures/Lunch procedures

**Lunch: 12:22 pm-12:52 pm**

12:52 pm-12:54 pm: Settle in from lunch

12:54 pm-12:59 Pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

12:59 pm-1:03 pm: Stand at door to greet students.

**6th Period: 1:03 p.m. - 1:48 p.m.**

1:03 pm-1:13 pm: Finish bell work, teacher introduction and hand out syllabus.

1:13 pm-1:18 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

1:18 pm-1:23 pm: Stand up-Hand up-Pair up with different questions.

1:23 pm-1:33 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

1:33 pm-1:43 pm: Present Classroom Procedures.

1:43 pm-1:48 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

1:48 pm-1:52 pm: Stand at door to greet students.

**7th Period (Conference period): 1:52 p.m. - 2:37 p.m.**

Perform any tasks needed to be completed. Meet with team and plan/collaborate. If there is no planning to be done then organize classroom and materials.

**Passing period:**

2:37 pm-2:41 pm: Stand at door to greet students.

**8th Period: 2:41 p.m. - 3:26 p.m.**

2:41 pm-2:51 pm: Finish bell work, teacher introduction and hand out syllabus.

2:51 pm-2:56 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

2:56 pm-3:01 pm: Stand up-Hand up-Pair up with different questions.

3:01 pm-3:11 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

3:11 pm-3:21 pm: Present Classroom Procedures.

3:21 pm-3:26 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

3:26 pm-3:30 pm: Stand at door to greet students.

**9th Period: 3:30 p.m. - 4:15 p.m.**

3:30 pm-3:40 pm: Finish bell work, teacher introduction and hand out syllabus.

3:40 pm-3:45 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

3:45 pm-3:50 pm: Stand up-Hand up-Pair up with different questions.

3:50 pm-4:00 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

4:00 pm-4:10 pm: Present Classroom Procedures.

4:10 pm-4:15 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**End of day:**

4:15 pm-5:00pm: Perform any assigned duties/make sure classroom is in order/prepare materials for next day.

**Ms. Knutson’s Classroom Philosophy**

My classroom is designed to foster high quality learning through incorporating collaboration in a safe and comfortable environment. I have placed my desk in the top right corner to give my students space to move freely and to make myself easily accessible to them when they have questions or concerns. It also is out of the way when I am needing to speak to a colleague or perform tasks. Also, I have placed storage behind my desk for quick access to supplies and my necessities. Filing trays are placed next to my desk as well to keep myself organized within each class. The instructional delivery area is placed in the center of the classroom in front of all the desks giving me easy access to all students, allowing my voice to be heard, creating a more intimate learning experience, and allowing learning to occur in a group setting. The teaching zone is placed in the middle of all student desks allowing myself to be in close proximity of all students during independent practice, collaborative work, assessments, and instruction. Students are placed in groups of four because I am a huge believer in cooperative learning and teamwork. On the first day of school, they will be able to choose their seats and that is where they will remain for six weeks. At the end of every six weeks, students will be able to choose a new seating assignment so that they are able to work with other students. Grouping the desks allows for the creation of new ideas, friendships, and higher-level thinking. Each group of four is called a “team” along with where there are placed in the classroom. For example, the first group of tables on the top left is called “Team 1” and it goes all the way to “Team 7”. This provides organization throughout the classroom and a routine for the students. Also, I have added two bean bags in my classroom to offer alternate seating for my students and use it as an incentive for good behavior. Lastly, the supplies table and turn-in table are at easy access to the students as they walk in and get ready to start their day.

Teacher desk

Storage/Paperwork

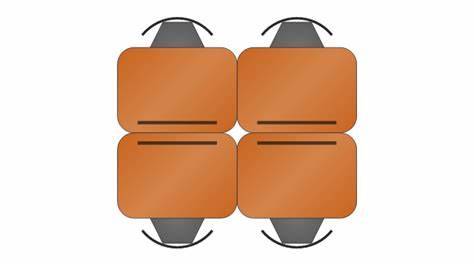
Whiteboard/Projector

Bean bags

**Ms. Knutson’s Classroom**

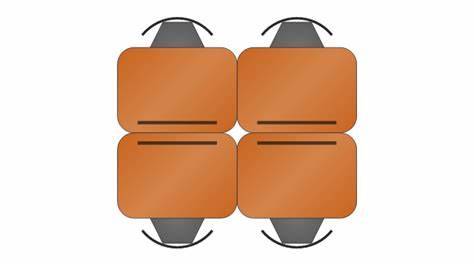
Main instructional delivery area

Bookshelf



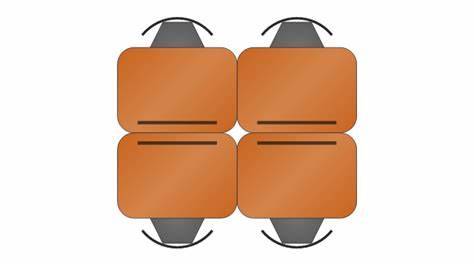
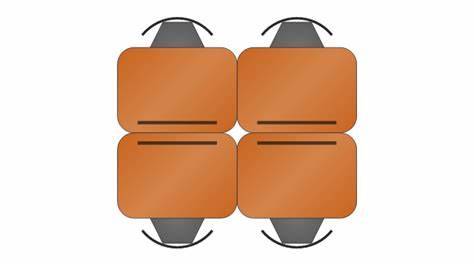
**Table 7**

**Table 1**

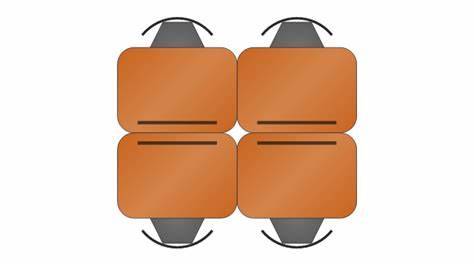
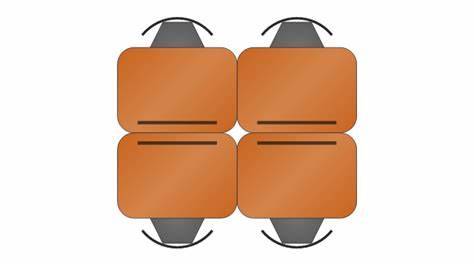
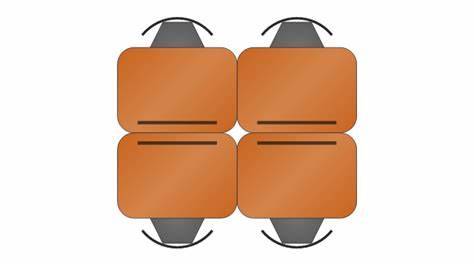


**Table 6**

**Table 2**



Teaching Zone



**Table 4**

**Table 5**

**Table 3**

Door

Turn in trays/Papers needed

Supplies table

Storage

cabinet

**Before the Students Arrive**

* Establish clear classroom procedures and rules and post them.
* Write tentative lesson plans.
* Greet students outside of the door with “Hi (name), I’m glad you are here today” followed by a high-five or a personalized hand shake.
* Create a behavior plan to address the first day.
* Select a “getting to know you” activity.
* Plan out bulletin boards.
* Arrange desks into groups of 4 having the front of the room visible to each student.
* Hang up posters and personalize room.
* Place out turn-in and late work trays for each class.
* Make seating charts for each class and fill them out as each class comes in and chooses a seat.
* Make a pre-chosen seating chart incase students are misbehaving.
* Decide where to post announcements, menu, and calendar.
* Write “welcome back” on the board.
* Designate space to display student work.
* Designate space for two or three learning centers to get started.
* Print out class rolls and permanent records.
* Post a nice sign of my name outside my door and decorate the outside to make it look welcoming
* Find out which students are involved in extra-curricular activities.
* Gather and organize all supplies such as:
  1. Textbooks and supplemental materials
  2. Classroom reading books and read-aloud titles
  3. Paper clips
  4. Various types of paper (e.g., writing, construction, math)
  5. Folders
  6. Different kinds of tape
  7. Grade book
  8. Rubber bands
  9. Stapler and staples
  10. Pencils/pens
  11. Tissues
* Prepare welcome letter to parents and students.
* Find out which students have IEPs or 504 plans.
* Set up a folder for a substitute to use in case of emergency, containing the following:
  1. Daily schedule
  2. Seating chart
  3. Reproducible activities
* Prepare a file for correspondence from parents.
* Prepare a file for faculty bulletins.
* Have curriculum pacing guide accessible near desk.
* Make copies of materials you'll be handing out during the first few days.
* Write my name and other important class information on the board.
* Write the learning objective on the board in the form of “Today we will:”.

**Letter of Introduction to Students**

Ms. Adrianna Knutson

School Address

City, State, Zip code

Student name

Street Address

City, State, Zip code

**Welcome to 7th grade math!!**

Dear, (student name)

My name is Ms. Knutson and I will be your math teacher this year. I am so excited to have you in my class and can’t wait for all the memories to be created and learning to be done. Our classroom will be Room 201 and you can find me right outside with a huge smile on my face ready for your arrival! Our first day in class, will consist of introductions along with an icebreaker activity. It is going to be super fun! All I need from you is to come ready to share a little about yourself. See you soon and get ready for an awesome year on Team Knutson!

Best Wishes,

Ms. Knutson

7th & 8th grade math

Room 201

**Letter of Introduction to Parents**

Adrianna Knutson

School Name

Address City, State

Zip Code

Dear Parents, Date

I wanted to take this opportunity, prior to the beginning of the school year, to introduce myself. My name is Adrianna Knutson and I was born and raised in San Antonio, TX. I attended Tarleton State University where I received my bachelors in Kinesiology in May 2019. As well, I competed 4 years on the women’s volleyball team. It was a phenomenal experience and is what drew me to becoming a teacher because I love helping others. I am currently working towards my master’s degree in Kinesiology/Education to enhance my qualifications for your daughter/son.

I am so excited to have your child in my class this semester and can’t wait to formally introduce myself very soon. This year is going to be one to remember. During this year in math, we will be covering a lot of new information that will all be built off of previous knowledge from grades completed. I am a huge believer in cooperative learning and will be utilizing it often in my classroom. With incorporating cooperative learning, your child will be able to make new friendships, enhance their social skills, and gain confidence around their peers.

Due dates and our weekly agenda will be updated on Canvas each Sunday night and I will send out Remind 101 texts often for reminders. Our first day of class will consist of introductions, going over rules/procedures, and an icebreaker activity. Students will be expected to follow these rules and procedures every day to ensure the safety of themselves and their fellow peers. Each student will be receiving a syllabus on the first day of school and I will send one out to you as well via email.

Lastly, please remember that class begins on (date) in room 201. I will be outside of my classroom every day during passing periods to greet your child to ensure they feel welcomed in my classroom. I look forward to meeting you soon! Please find my contact information below and feel free to contact me anytime.

Best regards,

Adrianna Knutson

Room: 201

Email:

**Tentative Agenda/Schedule for the Day**

**Before school:**

8:00 am – 8:40 am: Prepare materials for the first day/get organized.

8:40 am-8:45 am: Stand outside and greet students coming into my classroom by saying: “Good morning, I’m glad you are here today” followed by a high-five.

**1st Period**: **8:45 am - 9:30 am**

8:45 am-8:55 am: Finish bell work, teacher introduction and hand out syllabus.

8:55 am-9:00 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

9:00 am-9:05 am: Stand up-Hand up-Pair up with different questions.

9:05 am-9:15 am: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

9:15 am-9:25 am: Present Classroom Procedures.

9:25 am-9:30 am: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

9:30 am-9:34 am: Stand at door to greet students.

**2nd Period: 9:34 am - 10:19 am**

9:34 am-9:44 am: Finish bell work, teacher introduction and hand out syllabus.

9:44 am-9:49 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

9:49 am-9:54 am: Stand up-Hand up-Pair up with different questions.

9:54 am-10:04 am: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

10:04 am-10:14 am: Present Classroom Procedures.

10:14 am-10:19 am: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

10:19 am-10:23 am: Stand at door to greet students.

**3rd Period (Advisory): 10:23 am - 10:48 am**

10:23 am-10:33 am: Finish bell work, teacher introduction/expectations.

10:33 am-10:38 am: Assign work days

Monday: Reading/Homework

Tuesday: Reading/Homework

Wednesday: Reading/Homework

Thursday: Reading/Homework

Friday: Fun Friday

10:38am- 10:43 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

10:43 am-10:48 am: Stand up-Hand up-Pair up

**Passing period:**

10:48 am-10:52 am: Stand at door to greet students.

**4th Period (Planning period): 10:52 a.m. - 11:37 a.m.**

Meet with team and plan/collaborate. If there is no planning to be done then organize classroom and materials.

**Passing period:**

11:37 am-11:41 am: Stand at door to greet students.

**5th Period: 11:41 a.m. - 12:59 p.m.**

11:41 am-11:48 am: Finish bell work, teacher introduction and hand out syllabus.

11:48 am-11:53 am: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

11:53 am-11:58 am: Stand up-Hand up-Pair up with different questions.

11:58 am-12:10 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

12:10 pm-12:22 pm: Present Classroom Procedures/Lunch procedures

**Lunch: 12:22 pm-12:52 pm**

12:52 pm-12:54 pm: Settle in from lunch

12:54 pm-12:59 Pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

12:59 pm-1:03 pm: Stand at door to greet students.

**6th Period: 1:03 p.m. - 1:48 p.m.**

1:03 pm-1:13 pm: Finish bell work, teacher introduction and hand out syllabus.

1:13 pm-1:18 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

1:18 pm-1:23 pm: Stand up-Hand up-Pair up with different questions.

1:23 pm-1:33 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

1:33 pm-1:43 pm: Present Classroom Procedures.

1:43 pm-1:48 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

1:48 pm-1:52 pm: Stand at door to greet students.

**7th Period (Conference period): 1:52 p.m. - 2:37 p.m.**

Perform any tasks needed to be completed. Meet with team and plan/collaborate. If there is no planning to be done then organize classroom and materials.

**Passing period:**

2:37 pm-2:41 pm: Stand at door to greet students.

**8th Period: 2:41 p.m. - 3:26 p.m.**

2:41 pm-2:51 pm: Finish bell work, teacher introduction and hand out syllabus.

2:51 pm-2:56 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

2:56 pm-3:01 pm: Stand up-Hand up-Pair up with different questions.

3:01 pm-3:11 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

3:11 pm-3:21 pm: Present Classroom Procedures.

3:21 pm-3:26 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**Passing period:**

3:26 pm-3:30 pm: Stand at door to greet students.

**9th Period: 3:30 p.m. - 4:15 p.m.**

3:30 pm-3:40 pm: Finish bell work, teacher introduction and hand out syllabus.

3:40 pm-3:45 pm: Explain my way of getting students’ attention to the class and introduce the icebreaker “Stand up-Hand up-Pair up”.

3:45 pm-3:50 pm: Stand up-Hand up-Pair up with different questions.

3:50 pm-4:00 pm: Develop classroom rules and have students sign under to rules. They also may choose not to sign.

4:00 pm-4:10 pm: Present Classroom Procedures.

4:10 pm-4:15 pm: Exit slip: Post the questions “What was your favorite part about summer?”, “What is your favorite hobby?” and “What do you want to be when you grow up?” Have students answer these on a piece of paper and turn it in to my desk.

**End of day:**

4:15 pm-5:00pm: Perform any assigned duties/make sure classroom is in order/prepare materials for next day.

**First Day Bell Work**

**Assignment:**

Put a “Getting to Know You” questionnaire on each desk for students to come in and complete. Give students a few minutes after the bell to finish it. Show students where the turn in tray is for their specific period and instruct them to turn it in there once finished.

**Questionnaire:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_

**Getting to Know You!**

1. In one word, describe school.

2. Write one word that describes you as a person.

3. Who was the best teacher you ever had? Why?

4. What are your feelings towards math? Why are these your feelings?

5. What are your favorite things to do when you're not in school?

6. Write down two things you did not understand in math class last year.

1.

2.

7. What extracurricular activities (sports, UIL, band, student council, etc.) do you participate in or would like to?

8. Tell me 3 things you did this summer.

9. What is one thing you would like to know about Ms. Knutson?

10. What is the most important thing I need to do as a teacher to help you succeed in our class?

**Teacher Welcome/Introduction**

Instructions: Double click to view PowerPoint

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