Dear Susan, 8/31/16

I’ve put the general class information here and then put the specific plans in my plan book, along with a general outline on the calendar. I might be off with my planning. All of my plan books are above the computer. Feel free to browse them and plan as you see fit. I’ve explained some of my routines here, but feel free to adjust what you need to make yourself at home and make it your classroom while you’re here. I trust you completely and am so grateful you are here!

Feel free to call or text with any questions 801-555-5555. My teammates are wonderful and you will love them!! You will do a lot of planning and collaborating together. Jackie our principal is fantastic! She taught 4th grade for year and is happy to help. Also, Kathryn our vice principal is very tech savvy and can help with the new math curriculum as her last school has been using it.

General Class Information

**1. Resource Students:**

\*Jack goes for math, reading, and speech

\* Ryley goes for reading

\* Travis parents have requested to have him tested for resource. I will notify Jackie and see what can be done in my absence on this.

**2. Concern students** - After only 5 days of school, here are some observations so far:

\*T… is a sweet boy with a good heart, who loves to chat and talk and is very easily distracted. He is responding well to praise and consistency. I’m pretty sure mom is a single parent. I haven’t heard anything from her on ADD or ADHD.

\*C… has attention issues and also struggles with talking. Mom and I have been in contact and she is very supportive. She said in an email he was tested for ADHD and showed some signs, but they are preferring to use counseling and management skills instead of meds to help manage his behavior. She suggested minimizing distractions through seating, which I did recently. He seems pretty self aware and eager to succeed.

\*Q… was recently diagnosed with Asperger’s and is very high functioning. He is doing great so far this year and I doubt I would have picked up on it without being told. I will attend his 504 meeting on 9/1/16 and will make sure the plan in printed and in the binder for you.

A… has anxiety and needs a bit of reassurance and clarification, but is doing well.

R… is a worrier and reluctant to ask questions, some TLC will be good for her.

J.. is new to Adams and has struggled with “call-outs” the past few days. I’ve reminded him he needs to raise his hand with questions, or comments. He’s a smart kid and hopefully he’ll adjust soon. He seems to rush through his work.

Otherwise, my class seems fantastic! A bunch of cute kids!

**3. Birthdays** – I like to celebrate each of their birthday as close to the date as possible. The birthday poster is hanging up. I need help putting their birthday bags together. In the bags I put a rice krispy treat, a pencil with eraser, a homework pass, a bookmark, and then I close it with a sticker and decorate the bag with their name and birthdate. In the right drawer of my desk I have a file that says birthdays. A few days before their birthday I give them a “spot light” paper to take home and fill out.

On their birthday, would you hang up the “Happy Birthday” banner in the big wooden cabinet and write their name on the board? Generally after last recess we celebrate. They give their spotlight, the kids ask questions. They get to choose a birthday hat to wear (on top of the wood cabinet), the Hawaiian lai, and they chose 3 friends to help sing. One for the maraca, one for the pompom and one gets the Aggies finger. We sing in English or Spanish, then they pass out treats, if they have them, and we pass around the birthday card for the kids to sign (also in the birthday file).

**4. Getting attention** – a few methods I use:

Clap, Clap. Clap, clap, clap. Like 1,2, 1,2,3 then the kids repeat and freeze and I give directions.

“If you can hear me clap once, if you can hear me clap twice” then the kids freeze, give directions.

**5. Job Chart** - we have a job chart that gets changed every Monday, just move the stick one to the right. The kids can help clarify what each of them do, but it’s pretty self explanatory.

**6. Weekly Folder** – I have a weekly communication folder I send home each Monday with notes and graded work. There is a place for parent to sign on the back cover and return.

**7. Grade Updates** – I like to send home grade update every other week, so parents are informed and can keep the kids caught up with missing work. (Angie Howard, our amazing STS will get you set up with email, Encore, etc.)

**8. Friday Club** – each Friday I try to have Friday Club, where kids who have no missing work get to do a fun activity, which might be some seasonal art project, free time, game time, or something else fun. Those with missing work have study hall. It’s generally 30 minutes and I’ve put it in the schedule from 12:45-1:15 if that works for you.

**9. Microphone, PA system, Computer** – both are amazing! Microphone charges each night just to the right of the teacher computer. DVD/VCR is connected to the PA system and projector.

Don’t turn off the computers at night, just log off so the computer can perform important updates.

**10. Science resources** –

 - I have several of my own science specimens like rocks, minerals, and fossils, which you are welcome to use in your instruction. These are in totes to the right of the sink under the counter.

 - I also have several read aloud books for each of our science units in the black bookcase next to the window. I read these aloud and put them in the chalk tray for the kids to borrow, but I do NOT let them take these ones home.

- We have grade level cupboards just outside my door with a lot of materials in it (we keep hoping to have time to organize it better), but you will find soils, sand, rocks, videos specific to Utah, etc in there.)

**11. Behavior**

I try to do a lot of class building and “preventative behavior management”. We have spent the first 5 days talking about our class CARE Rules. Here is an outline of my behavior plan:

Learning flourishes in a caring, safe, and positive environment. Our classroom will be founded on the CARE rules and character traits.

We CARE…

   C= Come to class prepared to learn

  A = Actively Listen

R = Respect and are responsible

  E = Exercise following directions

 We do our best!

Positive Rewards - Students are rewarded in several ways.

\*\* You’re Fantastics, Soaring with the Best slips, Class Points for parties, phone calls, emails, Students of the month, class parties, and prizes.

If we receive a 10 in any special class, we get a class point. If we get a compliment from the principal we get two class points! The kids are earning 15 points for their first party. See list of party ideas to choose from.

We draw 6 chips each day and if a child’s chip is drawn and they didn’t sign the Behavior Clipboard that day, they get an edible (like a Jolly Rancher) or nonedible treat (pencil or eraser). (Extras are above the sink.) On Fridays, we draw 7 “You’re Fantastics” from the jar and they get to pick out of the prize box above the sink. These are “bigger prizes” than the typical Jolly Rancher.

Consequences for misbehavior - As much as I like to reward behavior, I realize children are developing and at times will make incorrect choices. When these circumstances arise we will use the following classroom plan to help your child grow and develop.

Level 1 = verbal warning

Level 1/repetitive = sign behavior clipboard & fulfill logical consequence – written or verbal apology, right the wrong, owe teacher recess time, etc.

Level 2 = complete Behavior reflection with parent signature, timeout in classroom

(see Behavior Log file in my desk)

Level 3/Safe School violation = Office referral, handled by administration, parent contact

I keep all of the behavior clipboard sheets and other behavior sheets in a file so I can use them for report card and parent conference time.

**12. Incentives**

I find M&Ms and Animal Crackers to be good incentives. So maybe once I day I’ll say, “when your finished you get two M&M’s or Animal crackers. Extras are in the cupboards above the sink.

**13. Home Reading** I expect student to read 20 minutes at least 5 days a week. Every Monday in the Weekly Folder we send home a reading tracker to log their minutes. These are brought back the next Monday. If students read 5 days they get 1 reading ticket, if they read 7 days, they get two reading tickets. On Fridays, we draw 7 “Reading tickets” and these students get to pick a prize from the prize bin above the sink. (See Master’s of items to make file in my desk drawer for masters of reading notes, reading tickets and others.) There will be a school term reward for home reading, so keep track of the days they read on a grade sheet.

**14. Absent students** – I excuse work of students’ who are absent. If they are gone an extended period of time, then I do like them to make up some math and science as these concepts build on one another.

**15. Homework** is sent home on Monday and is due on Friday. These are concepts I have already taught and are review. General 1 to 2 pages of math and maybe some spelling or language. Should take about 20 minutes per night for 4 nights. Only about 4 pages total. I check grade these for completion only and then throw them away when the kids aren’t around. I mark them with a check mark in the grade book.

**16. Folders** I try to do preventive maintenance by giving them a Green and a Red Folder to help organize their papers. The Green Folder is for assignments we are working on together and in the middle of. The Red Folder is for assignments we have already completed in class, but the student did not finish and need to take home and finish and return.

**17. Math Pass offs** – It’s important the kids memorize and pass off our multiplication facts this year to help with further math concepts. A mom can run off the pass off slips for you. Pass off slips are below in the pockets. They cannot use X chart and only get 90 seconds to complete a pass off. They must get all of them right in order to pass off, except resource students can miss two per pass off and still pass.

**18. Parent volunteers** – Our school has amazing supportive parents. I loved to use them to help with multiplication facts, reading fluency, math tutoring, writing tutoring, and clerical help for the teacher, besides the standard fieldtrip, parties, etc. My goal is to have this schedule set up and ready for you.

**19. Newsletter** – I send home a weekly newsletter informing parents of events, special accomplishments, needs of the classroom, and curriculum we are covering for the week. I have left a master you can use on the desktop.

**20. Grading** – I don’t grade everything. The first day we learn something, I generally just have them take it home, then the second day we might correct together or I stamp it or just a check or a check plus or check minus. I try to only grade assessments or practice pages we have spent a few days learning. (Stamps are on the first shelf of the bookshelf under the window by the teacher desk.)

From what I understand our grades will merge together for Term 1. So whatever I’ve put in will merge with what you put in to create their Term 1 grade and the same for term 2, since part of the absence will go into term 2.

20. **Morning/End of day routine**

21. RTI groups

**Mrs. Tea’s Daily Schedule**

8:50 - 9:00 Warm up, pledge, morning routine

9:00 - 10:05 Reading/Language Arts

10:05 - 10:20 Morning Recess

10:25 - 11:05 M,F - Language Arts continued - Spelling, Grammar, Writing

T, W, Th - Specials

11:05-11:35 RTI – Reading Groups/SEM (T, W, Th)

 RTI Math groups Mondays – see orange folder

11:35-11:55 Math or LA continued

11:55 Wash up for lunch , 12:05 -12:45 Lunch

12:45 – 1:20 or 1:50 Math

1:50-2:05 Afternoon Recess

2:20- 3:15 Continue math and then Social Studies/Science

3:15 Dayplanner, clean up,

3:25 Dismissal (Fridays 1:25)

*\*\*\* Writing is implemented into each subject throughout the day. This schedule is the intended outline, but is flexible.*

**Prep/Special Classes Schedule**

Monday Counselor 1:20-1:50 (1st & 3rd weeks) Math RTI 11:05-11:35

Tuesday PE 10:25-11:05

 RTI 11:05-11:35

 Library 1:15-1:45

Wednesday Art 10:25-11:05

 RTI 11:05-11:35

Thursday Computer 10:25-11:05

 RTI 11:05-11:35

Music 12:40-1:10

Mrs. Tea’s Volunteers

Monday Melissa 9:05-10:05 (weeks 1,3) – clerical help

 Lisa 10:25 – Reading fluency

Tuesday Holly 9:05-10:05 – Math facts

 Beth 1:50-2:30 – Tuesday folders

Wednesday Alecia 9-10am – Reading fluency

 Tiffany 1:05-1:50 – Math facts

Thursday Angela 9-9:45 – Writing

 Kerri 9:00 – Math facts

\*\* Flexible schedule: Jodi – clerical help