

Table of Contents

Introduction	4
Getting Ready for School	5
Student Supplies	5
Teacher Supplies	6
Goals, Objectives, and Unit Plans	8
First-Week Activities	16
Bulletin Boards	20
Monthly Calendars	21
Organisers	33
Open Work Sheets	37
Educational Techniques	41
Whole-Class Instruction	41
Independent Practice	43
Cooperative Learning	49
Shared Responsibility for Learning	53
Critical Thinking	54
Self-Esteem Enhancement	57
Classroom Environment and Management	62
Sample Floor Plans	62
Getting Organised	64
Officers and Monitors	67
Checking Student Work	70
Returning Work and Distributing Materials	71
Unexpected Interruptions	72
Sponge Activities	73
Behaviour Management	79
Management Systems	79
Discipline Checklist	84
Behaviour and Work Contracts	85
Teacher Assistance	86
The Substitute	86
Parent Volunteers	92
When Your Day Is Done	95
Communicators (Parent)	96
Communicating with Parents and Students	96
Beginning-the-Year Letters	97
Progress Report Letters and Conference Forms	114
Unit Letters	120
Informative Letters	133
Request Letters	154
Difficult-to-Write Letters	159
Appreciation Letters	163
End-of-the-Year Letters	168
Communicators (Student)	173
Welcoming	173
Informative	177
Appreciation	182
Milestone Recognition	185
Incentives	190
End-of-the-Year Letters	198

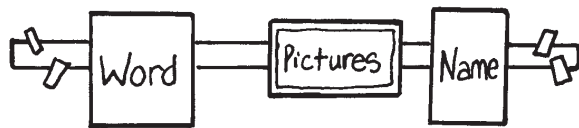
Table of Contents *(cont.)*

Communicators (All)	205
Seasonal Borders	205
Clip Art	216
Assessment	225
Student Assessment	225
How Can I Say It?	227
Report Card Comments	228
Comments for School Records	235
All About Portfolios	236
How It's Done	237
What to Include	239
Flow Chart	242
Using Portfolios for Assessment	243
Forms	245
Recordkeeping	263
Anecdotal Record Form	264
Student Conference Record for Reading	267
Student Conference Record for Writing	270
Small Group Record Form	273
Large Group Record Form	276
Cooperative Groups Rating Sheet	278
Reading Response (Primary)	280
Reading Response (Middle and Upper Primary)	282
Student Reading Record (Primary)	284
Student Reading Record (Middle and Upper Primary)	286
Writing Checklist (Primary)	288
Writing Checklist (Middle and Upper Primary)	290
Rubrics	292
Across the Curriculum	293
Language Arts	293
HSIE	327
Science	338
Maths	343
Art	347
The Writing Process	348
Steps in the Writing Process	349
Writing Forms	350
Peer-Editing Response	354
Self-Editing Response	358
Publishing	362
Publishing Company	363
Shape Books	364
Binding Books	366
Primary Flip Book	367
Bibliography	368

Getting Organised *(cont.)*

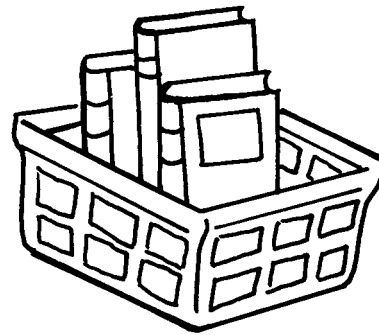
“Slap” It On

To display and manipulate items like word cards, small picture cards, or name cards, tape long strips of masking tape (sticky side out) on the chalkboard or other surface. Then it’s quick and easy to “slap” cards on. They can be removed, rearranged, and restuck to graph, alphabetize, categorize, etc.



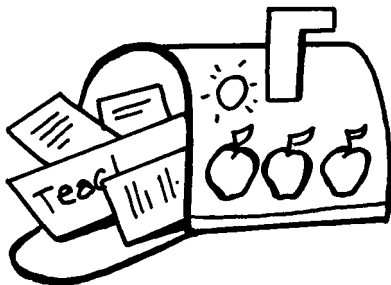
Big Book Storage

A quick and easy way to store big books is in a laundry basket. Be sure that you purchase one that is very sturdy and rectangular in shape. This ensures that your big books will stand up straight and be kept in good condition. Label the basket and keep it in the same place.



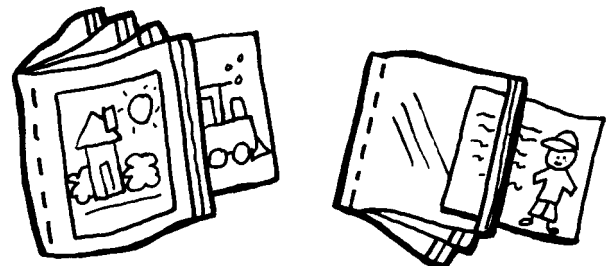
Teacher Mailbox

Obtain an old mailbox, paint it brightly, and attach it to your desk. Encourage students to write notes to you when they have something to say. The teacher mailbox is quite useful when students need to remind you of something, and it illustrates to students that writing is a necessity of life.



In-a-Bag Books

This is a great way to make quick, reusable class books. Staple together closeable, heavy-duty plastic bags on the folded ends (openings out). Use half as many bags as you have students since pages can be back-to-back. Cover the stapled edge with book tape or coloured, wide plastic tape. Simply insert student-made pages. They stay clean and intact!



Colour System

Here is a very simple system for classroom behaviour management. A letter explaining this system is provided on page 102. The colour system involves the use of a colour chart. Simply provide a pocket chart with a pocket for each student. Label the pockets with the students' names. Prepare cards for the pockets in the following colours:

green—excellent citizenship

yellow—warning for improper behaviour

orange—transgression meriting loss of one recess or a time-out to think about actions

purple—transgression(s) with more serious consequences (such as loss of day's recesses, clean-up detail, loss of a privilege, etc.)

red—transgression requiring parental contact to remedy situation

Provide a colour card for each student each day. Keep a record chart showing each student's colour at the end of the day. At the end of the week, any student showing only yellows can be rewarded with a small prize or treat. If the entire class has only greens for 10 consecutive days (or another number determined by you), you might consider celebrating the behaviour with a simple class party or video.

With this system you can reinforce positive behaviour while allowing the students to monitor themselves. (They will learn immediately what the colours mean!) If any student persists in negative behaviour, contact his or her parents immediately. There is no reason for delay. Remember, you, the parents, and the child are partners in education.

			
Gina	Linda	Ken	Donny
			
Mary	Jamie	C. J.	Brian
			
Debbie	Ann	Bobby	Ally
			
Zack	James	Phil	Aaron
			
Paul	Ralphie	Susy	Lori
			
Sara	Gisela	Karen	Ina
			
Ray	Freddy	Simon	Eric
			
Kelly	Bart	Jim	Henry