

## Module 3 Assignment 4

### Establish positive relationships among all learners;

1. It is very important for students to get to know each other and for me to get to know them. An I am poem is a great way of doing that.
  - Each student fills out an “I Am” sheet on the first day of school and then share it with the class.
  - Each student would share their “I Am” poem with the class as a way for everybody to get to know each other.
  - These would be posted in a book for students to look at throughout the year.
  - This would also be repeated at the end of the year to see how everyone has changed.
- Example:

The image shows a worksheet for an "I Am" poem. At the top, the words "I Am" are written in large, colorful letters. Below this, there is a line for the student's name, preceded by "By:". A yellow pencil is drawn horizontally across the line. The worksheet is framed by a colorful, zigzag border. The main body of the worksheet consists of several lines of text, each starting with "I am" followed by a blank line for the student to write. The lines are: "I am \_\_\_\_\_", "I walk \_\_\_\_\_", "I see \_\_\_\_\_", "I want \_\_\_\_\_", "I am \_\_\_\_\_", "I pretend \_\_\_\_\_", "I feel \_\_\_\_\_", "I touch \_\_\_\_\_", "I walk \_\_\_\_\_", "I cry \_\_\_\_\_", "I am \_\_\_\_\_", "I understand \_\_\_\_\_", "I eat \_\_\_\_\_", "I dream \_\_\_\_\_", "I try \_\_\_\_\_", and "I hope \_\_\_\_\_".

2. Another way to create a positive relationship with my students is to greet them at the door every day. I think that it is important to let the students know that you are excited for them to be there and that you are ready for the day.
- Included in this would be for the students to have a feelings check-in sheet on their desk. It is important for me to be able to judge where my students are at when we start the day. This rating could change throughout the day and that will also give me an idea of how my students are handling their emotions.
  - If I have a student who is repeatedly having bad days, I want to know this so I can have a private conference with them to see what is going on.

Example:



3. A weekly meeting is a great way to create positive relationship in the classroom. I value the opinions of my students and I want them to feel like they are involved in their learning.
- At the end of each week, as an exit ticket, I will have each student fill out a form stating how their week went (this could be done daily as well). This will give me an idea of how my students reacted to the week and what they learned. It will also give me an opportunity to find out what my students struggled with. Some students are shy and not willing to talk to me with what is going on, so this could be a way for them to communicate that with me.
  - I will also have a place for them to put any comments. This could be anything, like how the week went for them. Or if they are having trouble with another student or maybe any issues they are experiencing at home. I want to keep the communication open between myself and my students so we can build a relationship and learn from each other.

Example:

The image shows a handwritten exit ticket form. At the top, there are two lines for 'Name' and 'Date'. Below that is a line for 'Topic'. The form is divided into three sections:

- 3 Facts You Learned:** This section has three empty rectangular boxes for students to write their facts.
- 2 Questions You Still Have:** This section has two empty rectangular boxes for students to write their questions.
- 1 Opinion You Now Have:** This section has one large empty rectangular box for students to write their opinion.

At the bottom left, there is a small URL: <http://www.backtoppedteacher.com/Class/5/Grade/5/Exit/Ticket>

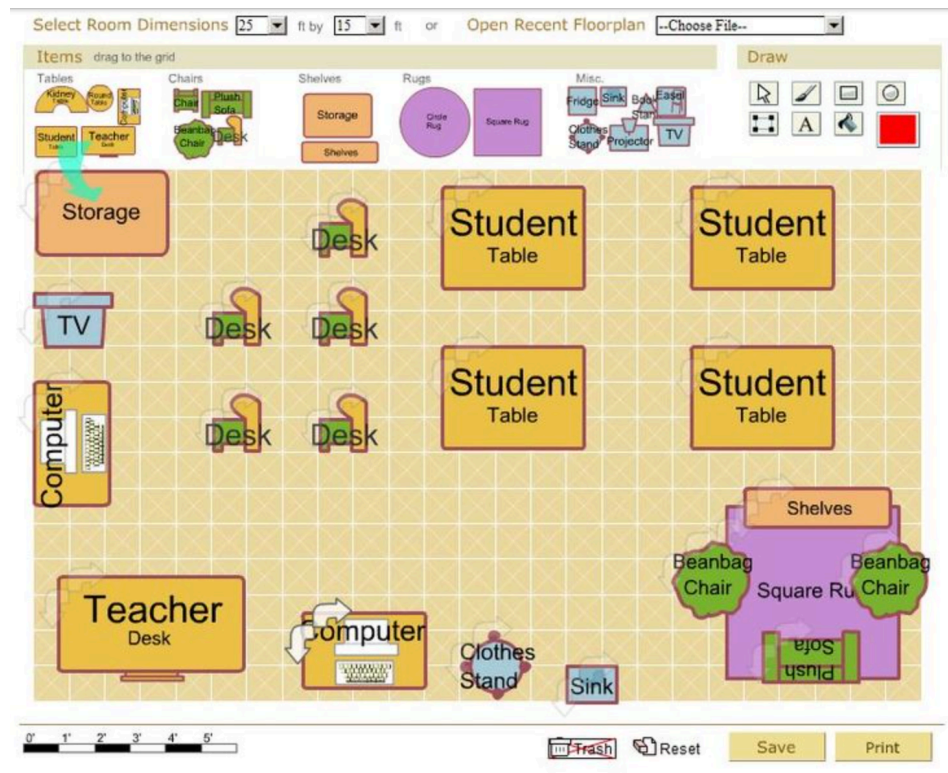
### Prevent attention-seeking and work-avoidance behavior:

1. When students try to avoid work, it is usually because they find it difficult. They may also be too nervous to ask for help for fear of their peers thinking less of them. It is easier for them to just act out and avoid the work. One way to combat this is to have indicators on their desk that I can see as I am walking around.
  - This could be done in a couple ways. The first way to is to have Legos on the desk, sticky notes could also be used to avoid students playing with them.
  - The way this works is by having 3 Legos or sticky notes on their desk. The colors would be red, yellow, and green.
    - **Green**- Good to go! (I don't need any help)
    - **Yellow**- Struggling. (I am doing okay, but may need direction)
    - **Red**- Stuck. (I can't go any further)
  - As I am walking around I will see these indicators. This way I will be able to quietly help students that need help. This will also be helpful for me to be able to judge who may need extra instruction at a different time.

#### **Example:**



2. Having a classroom that is set up for learning is a great way to avoid avoidance in work or attention seeking. I think it is important to have group work areas, but students do not always need to work in a group. By having individual work areas, I think that will help for distractions for students who will want to avoid work or seek attention from peers to get out of work. Below is an example of how I would set up my classroom.



- This gives personal learning space and group space.
3. Praising positive behavior is another way that I will prevent attention behaviors and work avoidance. Students that I looking for attention are ones that need it the most. Taking time to point out when they are working hard or sitting nicely will really help them to understand how they should be getting the attention they need. It should be positively, not negatively.

- One specific way I will do this is by handing out positivity notes. When I notice a student doing well.

**Example:**



**Quickly and unobtrusively redirect misbehavior once it occurs:**

1. Behavior clip charts are an easy way to redirect misbehavior.



- This chart can be easily implemented into the classroom to help students see where their behavior is at. Clothespins with student's names will be clipped to the side.
- If a student is having a disciplinary issue all I will need to say is clip up or down and the student will walk over and move their clip accordingly.

2. If a student is off task during a lesson a quick way to redirect the behavior is to involve them in the lesson. Asking them a question about what is going on during the lesson, or asking them to share what they are thinking redirects them and quietly lets them know that they need to pay attention.
3. Waling by the student's desk and setting behavior redirection sheet on the desk is an easy way to quickly redirect the situation.

**Behavior Reflection Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

How are you feeling?

Scared Angry Sad Worried

What happened?

Not on task  Not following directions

Not using kind words  Being disrespectful

Pushing or hitting  Out of seat/area

What will you do differently next time?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

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- This sheet will indicate that at a later time they will need to, on their own time, fill out the sheet and discuss the situation with me.
- This student then knows that they were violating a rule and they need to fix it.

**Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently:**

1. Having a quiet corner is a way to stop persistent behavior. If a student is repeatedly having the same behavior they may need to be removed from the group and work somewhere else to reflect on the behavior. In the quiet corner they can work on what they are doing away from distraction.

2. It is important for students to take accountability for their actions. I think a good way to do that is for them to call home to parents. When the students are in charge of letting their parent know what the misbehavior was it will help them to be in charge of fixing the situation. I think it will also be beneficial to have the students talk to their parents so that the student does not go back on what happened and tell their parents that it didn't happen.
3. Detention is another way to give students a consequence for what happened. I think that writing is a great way to reflect on a situation.
  - If a student is constantly acting out during class I would assign them a detention. This detention would involve them sitting in my classroom and writing about the situation. At this time, they can tell me what it is that they were feeling while they were misbehaving and how they will fix that for the future.
  - The writing will also give me a form of documentation if needed for future use.

**Teach self-control:**

1. An activity to teach students about self-control is the marshmallow activity.
  - This includes giving every child one marshmallow. Tell them that they can eat that marshmallow whenever they want, but I'm going to start the timer for 10 min and if you don't eat it by the time the timer rings you will get two.
  - At the end of the 10 min give the students that waited their second marshmallow.
  - This can then start a discussion about the activity and how they could relate it to their own lives. Discuss self-control and how it can relate to their lives.



2. Another way to teach self-control is to have responsibilities for the students. This will give the students the ability to have self-discipline which is very much involved in self-control.

- Jobs could include:

**Teacher Assistant:** completes all secretarial jobs that need to be done.

**Messenger:** takes notes to the office or runs errands around the school.

**Homework Checker:** checks in students' homework and reports missing assignments to the teacher.

**Librarian:** keeps book shelves organized.

**Computer Technician:** turns on and shuts down classroom computers

**Equipment Manager:** keeps track of playground equipment

<http://www.scholastic.com/teachers/lesson-plan/ideas-classroom-jobs>

3. I think that modeling self-control is one of the best ways to teach self-control is by modeling it. Showing your students how to handle anger and other emotions is a great way to teach students how to do that.

- A lot of the management plan that I have involve learning about why we did something based on our feelings. I think that being able to understand emotions that we are feeling at the time that we are feeling helps students to understand how to control the feelings we have when we feel them.
- Emotions and triggers based on those emotions will be a major part of my classroom.

### **Respect Cultural Differences:**

1. Many lessons can be used to integrate cultural diversity. It is very important to take any opportunity to show students a different culture than their own and to teach them how to respect others from different cultures.
2. Having people from other cultures come in to talk about their culture would be a great way to teach students how to respect cultural diversity. Living in North Dakota we have many Native American in our communities. Teaching students about this culture from someone who lives it would be very interesting.
3. Promoting respect all people no matter what culture is another way to teach students how to deal with cultural diversity. Everyone is different and that's what makes people special. If you promote respect of everyone in the classroom then students will continue this practice in their everyday life.