

### Standards:

**5.1.1.C:** Define equality and the need to treat everyone equally. **5.1.1.F:** Identify national symbols. **5.3.1.F:** Identify and explain behaviors for responsible classroom **citizens** and possible consequences for inappropriate action. **5.3.1.J:** Describe situations where voting eases conflict. **6.1.1.B:** Identify classroom **wants** and needs. **6.5.1.B:** Identify different jobs and the purpose of each. **8.2.1.A:** Identify groups of people who contribute to a community. **8.3.1.A:** Identify Americans who played a significant role in American history. **8.3.1.D:** Identify **conflict** and describe ways to cooperate with others by making smart choices. **8.4.1.D:** Describe examples of **conflict** and cooperation in the classroom community.

### Curriculum Materials:

- Smartboard (not hooked up, want that to be part of my contribution to classroom)
- Anchor charts
- Graphic organizer for students
- Pencils – students spend half the day sharpening pencils with a broken pencil sharpener
- Message Time Plus Messages (10 days)
- Intentional Read Aloud that has message related to being good citizens along with mini lessons – e.g. proper nouns, alliteration,
- Everyday Math workbooks
- Examples of social action and good role models to share with class

### Knowledge of Students and Context:

- Not the warmest environment – a lot of learning happens but I would like to put more of an emphasis on community
- One behavior student has been very time consuming and disruptive (violent) for the entire class, it has been better with two teachers but it is best for the entire class when this student is engaged and on task
- A lot of new students came into this school due to a school closing down the street – many new classmates and a lot more support is needed for these students. School is in a bit of a transition period that has been hard for teachers, staff, and students
- Routine and schedule with a little spice each day; stability but give them something to look forward to – incentives work with them

### Teaching Methods:

- Small group work; interactive (hands-on) activities
- Using graphic organizers
- Make it clear that snack and lunch are the time to use the bathroom – not during lessons
- Following through with changing color from green to yellow to red and being consistent giving grades in home behavioral journals
- Emphasis on college and education in order to be what ever you want to be
- Organization and planned well ahead of time in order to give students as many opportunities as possible and not waste any time
- Anyone can raise their hand and share their thoughts

### Educational Philosophy and Beliefs:

Learning to work together is a life skill that needs to be practiced and refined at every level. It is never too early to implement the concept that people work together in different ways constantly throughout the world. Everyone has a role and brings something to the table. Being a part of something bigger than yourself (family, classroom, group project, country, club, etc) is an aspect of citizenship and life that can be carried across many situations. Listening to others, collaborating, helping others, will make the community and world a better place. A teacher or textbook can't always teach these lessons – hands-on activities and allowing students to get their hands dirty are beneficial/effective. Reflecting everyday as a teacher will help keep me focused.

### Theories of Teaching and Learning:

- Students can't learn what they aren't developmentally ready to learn
- Small groups should have students from various levels
- Print rich environments are helpful and valuable for emergent readers – sight words, book basket labels, visible alphabet strip
- Activate prior knowledge before a unit or lesson to put new information in context for students
- Personal reflection is effective for all parties
- Mistakes are good because we can learn from them
- Students sharing their own work gives them a sense of pride and ownership



