



Room 1 Weekly Digest

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We've had a great start!

Everyone was nervous on the first day, but we have all settled in quickly.



by [Michele Smith](#) on September 14

The first day is always so nerve racking for everyone involved in the back to school process.

Parents are worried about the transition back to the new school year: getting back into routine, how their child(ren) will progress in a new grade and if it will be a good fit with this year's teacher. And if you are anything like me, you are dreading packing another 187 days worth of school lunches. EEEK!

Students are both nervous and excited about finding out who is going to be in their class, who is going to be their teacher and what they are going to learn about this school year.

As a teacher, it doesn't matter how many years I've been teaching or how many weeks I spend preparing, there is very little sleep happening leading up to the first day of school. I always use the summer as an opportunity to extend my own learning. I also gather resources over the summer in order to meet the needs of upcoming students. The last two weeks are spent organizing and cleaning the classroom and planning for routines that support focused learning and student inquiry.

It is always shocking how quickly the first day, and really, the first weeks of school go. We have been working on getting to know each other and figuring out what is going to work for all the learners in the classroom this year. In the next couple of weeks, we will begin delving more into curriculum and technology. I will move from doing whole group assessments to working individually with students to see where they are in terms of their conceptual understanding in each subject area. From there, I make my plans about what each student knows and which skills they need to acquire in order to reach their full potential as an independent learner for this school year.

THIS WEEK'S
TOP STORIES



Students are Learning About What it Means to be a Member of a Community

In the past few weeks, students have worked hard to use an “inside thinking voice” and raise their hands before calling out in class. This allows me to give everyone in the class the time to process the information and to formulate a response before I call on someone for

an answer. We are learning to engage in active listening and to work at our desks for up to ten minutes at a time.

We begin our day by entering the classroom silently to help ease the transition from outside to classroom entry routines. Students hang their backpacks on their hook, change into their indoor shoes, sign into the room and put their planners either in their mailbox or my inbox, depending if there are any notes or items that I need to handle. Next, students have a nutritious snack (fruits and vegetables, whole grain or protein) and finish any unfinished work while waiting for the call to stand for O Canada and a Moment of Silence. We are working on sitting silently during the morning announcements to give our attention to the speaker.

The class is also working hard to show an equal respect to everyone in our community. We have learned that respect starts with ourselves first. We take care of our minds and bodies and approach each day with a growth mindset, open to trying new things with our own individual goals in mind. We show respect to our fellow classmates and staff by treating everyone as our equal and worthy of our full attention and kindness. We respect the environment by cleaning up after ourselves and taking care to leave the materials we use in the same condition we found them. We have worked on sharing all classroom resources by waiting our turn and allowing people in front of us to go first. Lastly, students are beginning to see themselves as valued members of the school at large, as well as the city, global community and environment that we all share an equal responsibility towards.

In the next couple of weeks, students will gain an understanding create their own success criteria of the learning skills found on the front page of the report card. They will use “I can” language to create their own goals and learn to accurately assess their achievement of these goals. After that, we will identify our learning goals in each of the subject areas, so that each student is clear on what the expectations are and how they will be assessed for the topics covered in Term 1. More information will be provided to parents as we progress through the term.

Feel free to call (519-669-5153) or email me (michele_smith@wrdsb.ca) with questions or concerns at any time.

STAY TUNED FOR A LINK TO MY TWITTER ACCOUNT AND BLOG. I AM WORKING OUT SOME BUGS!

