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Classroom Management

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**Classroom Management Plan 3: Interacting with Parents and Students at the Beginning of the Year**

**Parental Interaction**

To communicate regularly with parents, I plan to use newsletters. I believe this is a good option because not all parents may have access to constant, quality Wi-Fi or phone service, and thus may not be able to receive phone calls or emails/website links. Within these newsletters, I will include a brief upcoming assignments schedule, upcoming events calendar, and an update on what the class is studying at the time of writing. I think it would also be nice to spotlight several students each week on a rotation (highlighting what two students have accomplished in class each week, working through the entire class roster). Closer to large assignment due dates, I think it would be wise to add a reminder in the newsletter of what is required for completion of said assignment. This will keep parents up to date on what is happening during each unit, allowing them to relate to their child’s homework schedule, and will encourage student pride in their work.

**Introductory Letter**

Separate document turned in.

**First Day of School Activity**

For my first day of school activity, I would have students play a get to know you guessing game. Each student would be given a slip of paper, on which they will write one interesting fact about themselves on one side, their name on the other, and then place it in a jar. I will shake up the jar, then pull out slips of paper and read off the facts. Students will then try to guess who wrote what, and after guessing, I will read the name on the back. That student will then stand and tell us a little more about this interesting fact. At the end of this activity, I will take these slips of paper and paste them onto a poster board and display them in class to showcase how unique and special we all are, and how much diversity we have in just one classroom in life experiences.

This character guessing game allows students to get to know each other’s names and allows them to share something that is special to them about themselves. It also helps me to get to know my students by allowing me to match names to faces and learn a little bit about what interests them. It is age appropriate, as it uses writing standards for penning the quick facts, does not talk down to students who are old enough to share about themselves and allows them to begin socializing immediately by sharing who they are. This activity will vary in length depending on how many students are in class, but if it goes too long for one period, we can easily pull handful of slips for several days and spotlight these students until we use all the slips in the jar.