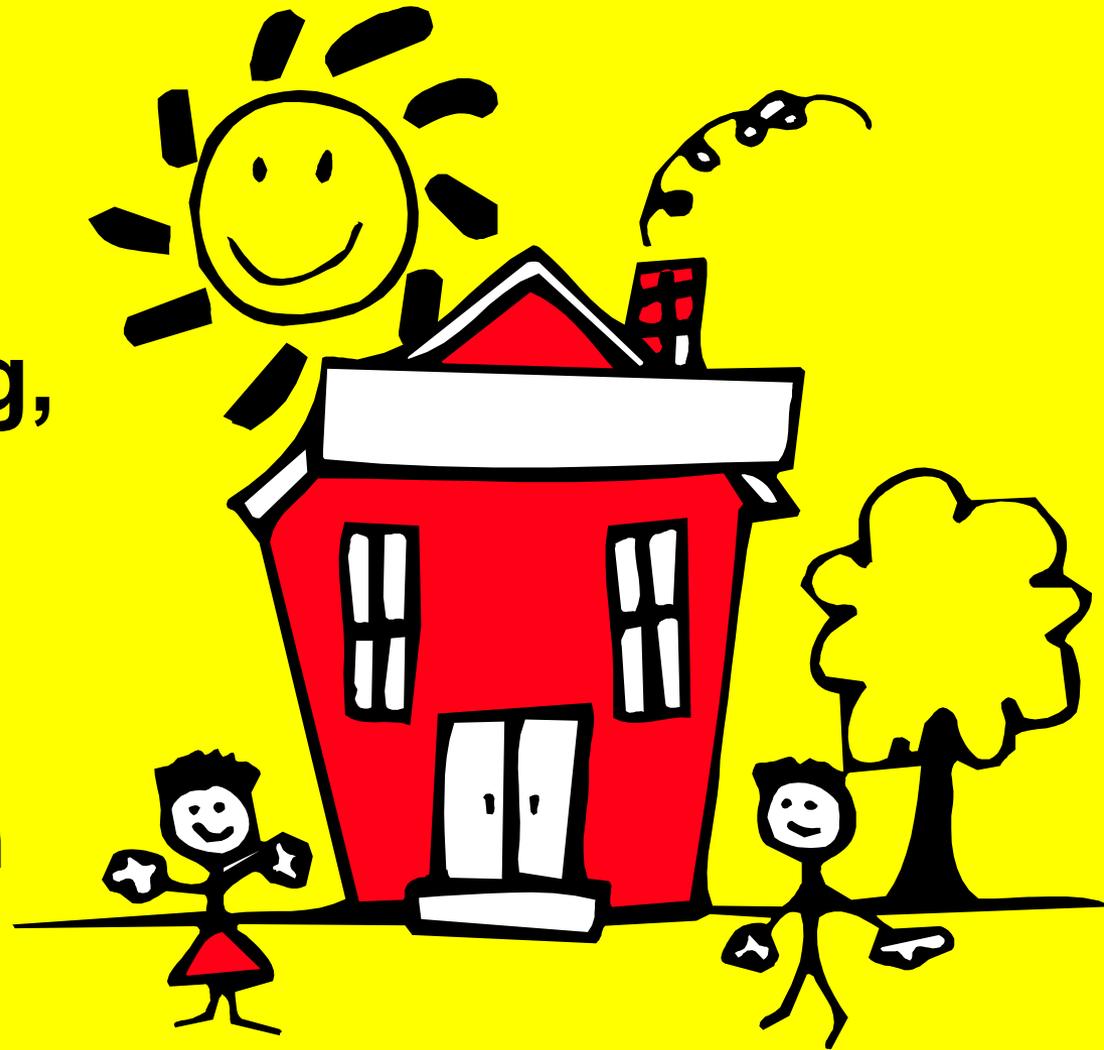


Building Classroom Community

Creating a caring,
socially –
responsible
community of
learners through
literature



Quick-Write

- What is your vision for your ideal classroom community?
- What issues/behaviors/barriers interfere with you realizing and achieving your vision?



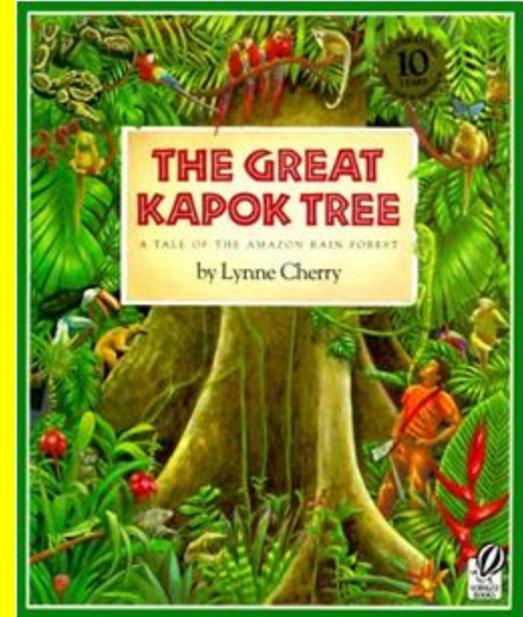
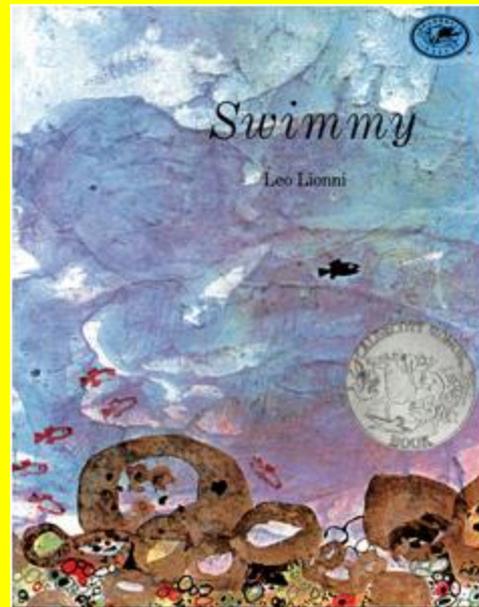
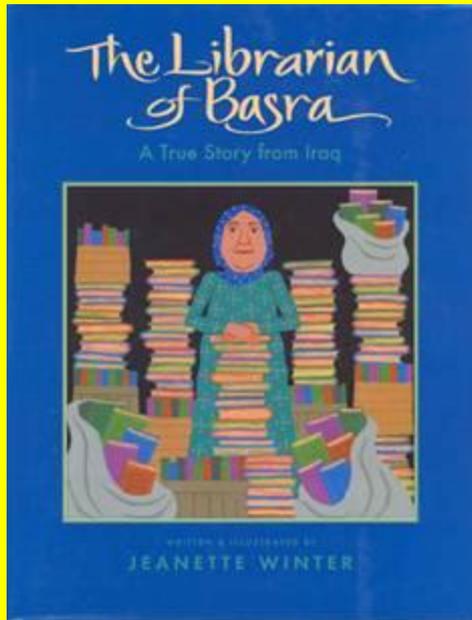
What is a community?

A community is a place where individuals share common values, goals, and activities. It is a place where each member takes on roles to provide sufficient services so that the community's goals are reached. In communities, everyone does not do the same thing at the same time, but groups work together to achieve common goals. A community is a place where social bonds are established and individuals can flourish.

(Bredekamp and Rosegrant 1992, 81).



Literature Connections...



Why build a classroom community?

Strong feelings of community increase the flow of information among all learners, the availability of support, commitment to group goals, cooperation among members, and satisfaction with group efforts (Bruffee, 1993; Dede, 1996; Wellman, 1999).



Additionally, learners benefit from community membership by experiencing a greater sense of well being and having a larger set of willing individuals to call on for support (Wellman & Gulia, 1999).

Process affects product!



“Children learn morality by living it. They need to be in a community-to interact, form relationships, work out problems, grow as a group, and learn directly, from their first-hand experience, lessons about fair play, cooperation, forgiveness, and respect for the worth and dignity of every individual.”
(Lickona 1992, 90)



A positive classroom community...

- Honors individual citizens as experts with something valuable to contribute to the classroom community, supporting acceptance and inclusion of *all* children.
- Collaboratively sets community norms and goals
- Defines clear expectations and procedures that have value for individual and group functioning
- Employs positive behavior management systems that minimize unproductive behaviors
- Develops character skills that promote social, emotional and academic competence
- Promotes social problem-solving skills
- Develops leadership and responsibility through inclusive decision making
- Results in increased participation, risk-taking, collaborative inquiry, goal setting and student achievement

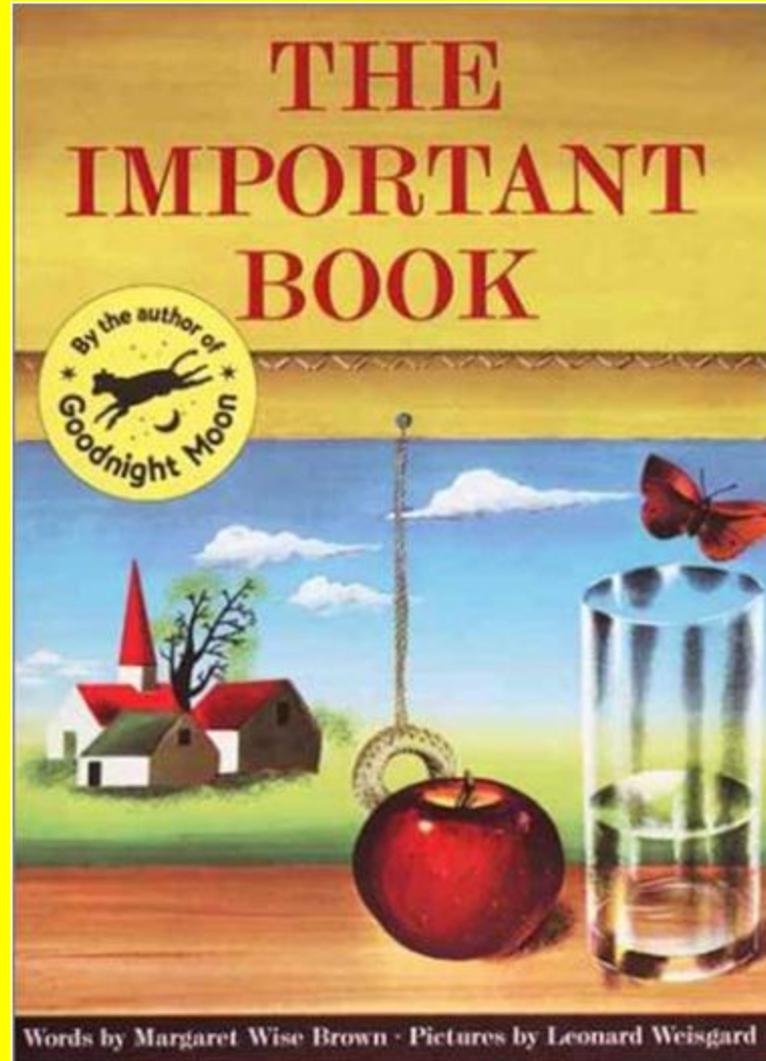


“I am a unique and valuable member in our community”

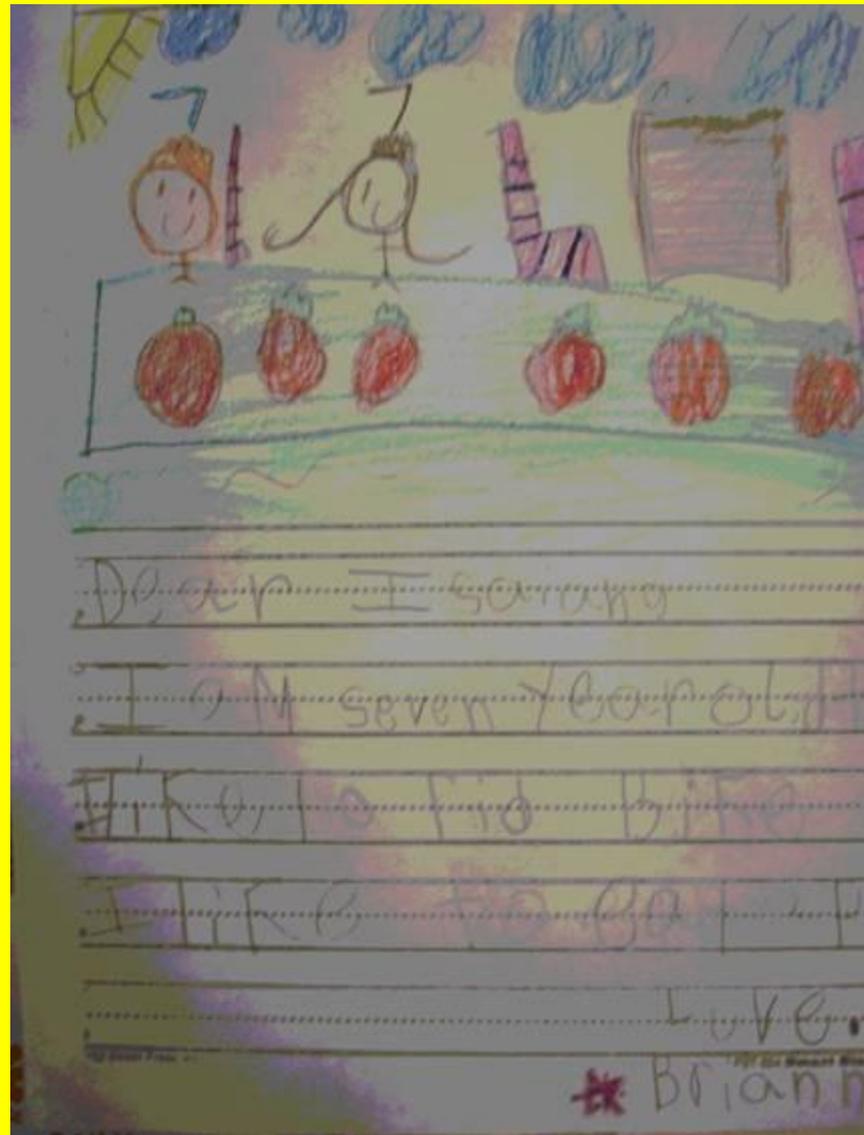
- Important Poems
- Star of the Day
- Star of the Week
- Name activities
- Class resume
- “Expert” phonebook
- Quote board
- Other ideas?



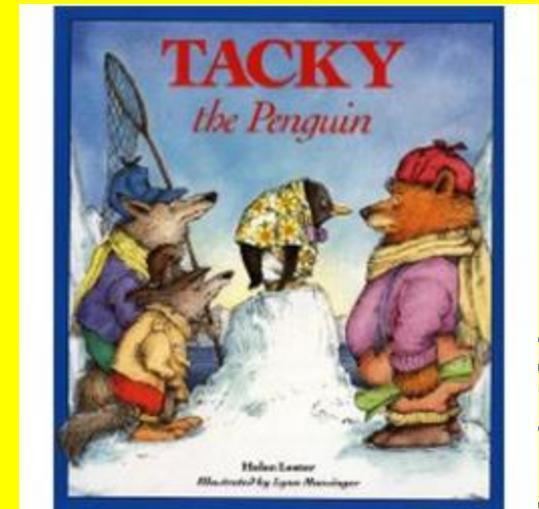
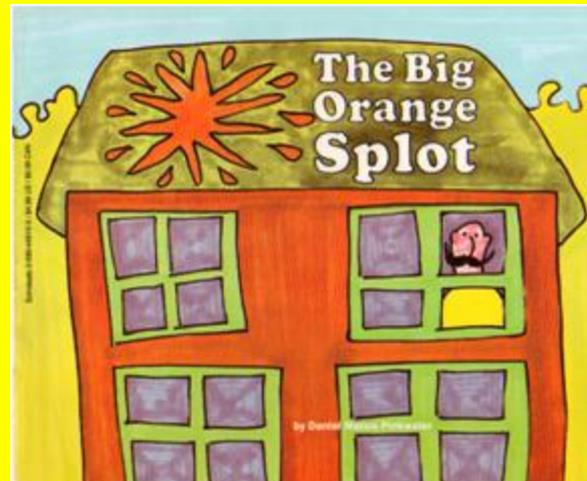
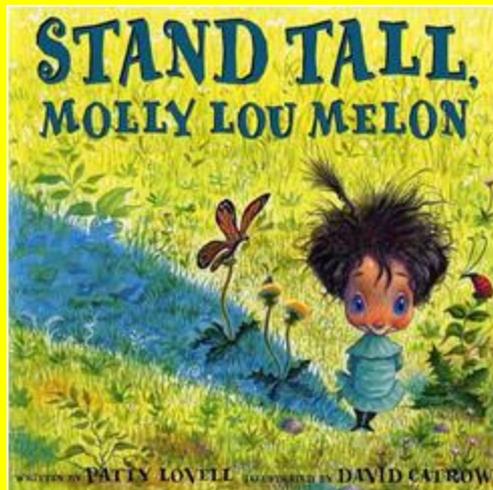
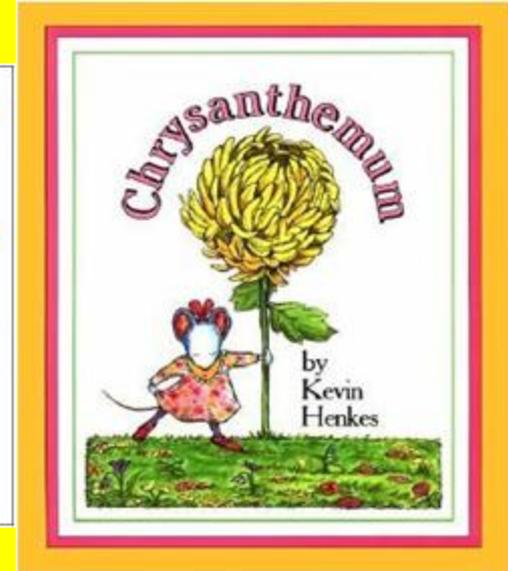
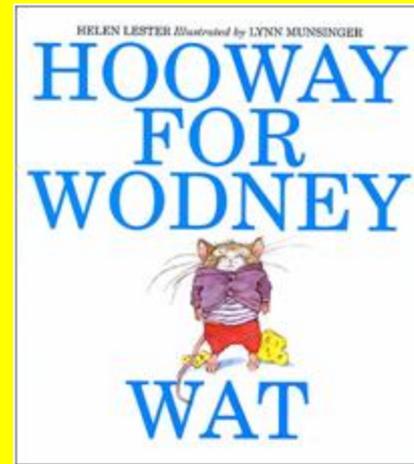
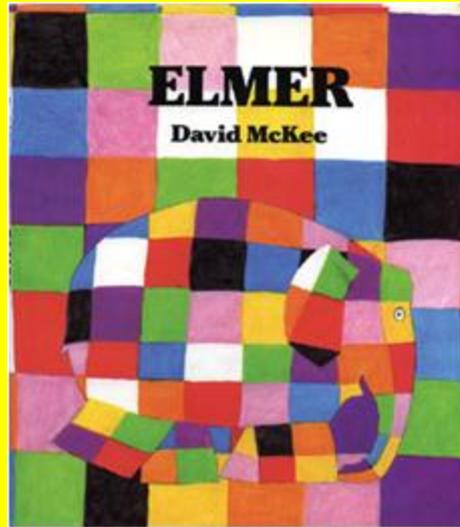
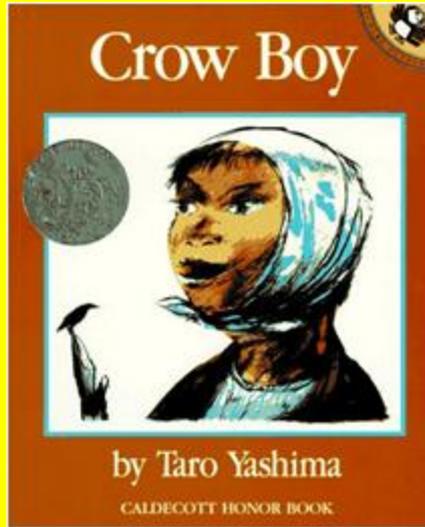
The Important thing about...

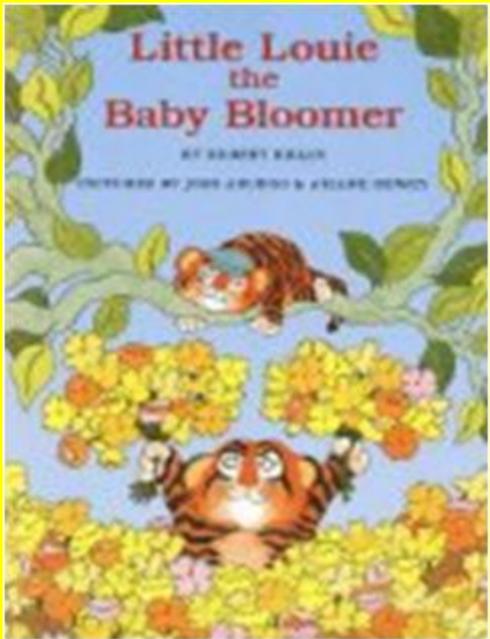
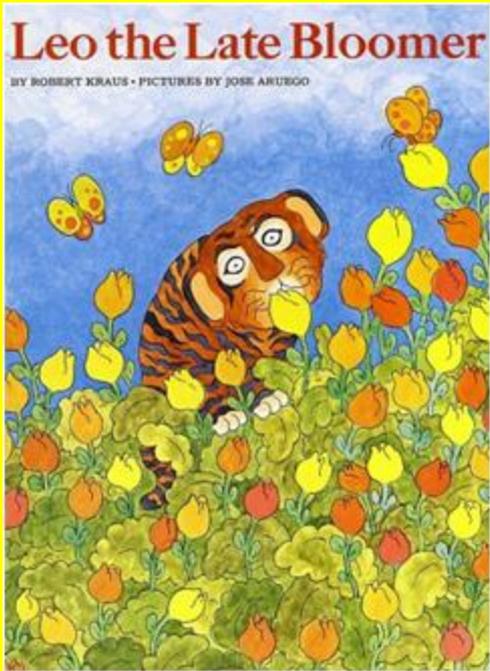


Star of the Day



Literature Connections...





“I work in a community of learners with shared goals and values”

- Establish group identity
- Create a class mission statement
- Collaboratively identify group norms and values that will lead to fulfilling the mission statement. (Making the rules *together*)
- Class flag



What does it mean to be a Treasure?

A Treasure means to be honest and to respect others around you. Treasures use teamwork. Treasures take care of their pets. A Treasure keeps unkind words to themselves. Treasures don't make fun of people. Treasures play with each other. Treasures have self-control. Treasures don't say bad words. Treasures don't act like bullies to one another. The Treasures are a big family. Treasures are beautiful. Treasures listen to the teacher. Treasures love their teacher. Treasures take care of the writing center. I am a Treasure.

By: Exquia

Treasures have self-control. The Treasures are respectful because if a new kid came to our class, they are nice to them. A Treasure is a friend to everybody. Treasures do not fight with each other. Treasures help in math. Treasures read so much and write so much too. Treasures are helpful.

I am a Treasure.

By: Sonya



Thalia's Mission Statement

To be a respectful and responsible leader and help people who need my help so that I can help the world be a better place.

Sierra's Mission Statement

To learn, think and be a second grade leader so that I can move on to third grade and be successful throughout Elementary, Middle, and High School so that I can get into college and get a dorm room!

My big idea:

Get a job as a vet,
get a family, be fancy,
and so full of life!



Be Respectful !

(Learning, People, and Property)

- Raise your hand
- Listen to the person who is talking
- Treat property with care
- Treat others the way you want to be treated
- Keep hands to yourself
- Keep unkind words to yourself

Be Cooperative ve

- Follow Directions
- Use respectful language
- Use teamwork
- Share materials
- Work together
- Help others
- Be kind to others
- Encourage others
- Share ideas and thoughts

- Use accountable talk
- Use honey words, not a

Be Responsible le

- Have self-control
- Use perseverance
- Do your homework well EVERYDAY!!!
- Come prepared
- Be here and on time EVERYDAY!!!
- Clean up after yourself
- ALWAYS try your best
- Be true to your word
- Stay organized

THINK! Be Safe

- Walk in the classroom and hallways
- Use the crosswalk
- Report strangers to the teacher
- Stay with your teacher
- Keep all four chair legs on the ground
- Play safely on the playground



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Remember Miss Nelson

Remember Horton!

Remember Rainbow Fish!

Remember Gloria

Remember Off

Be Respectful

Be Responsible

Be Cooperative

Be Safe

Respect
To value or show regard for self, people and property.

Responsibility
To do what is right. To have self control.

Teamwork
To work together toward a common goal or purpose.

Raise your hand

Do your homework

Share

Keep your hands to yourself

Say "Please" and "Thank you"

Never give up

Help each other

Play safely on the

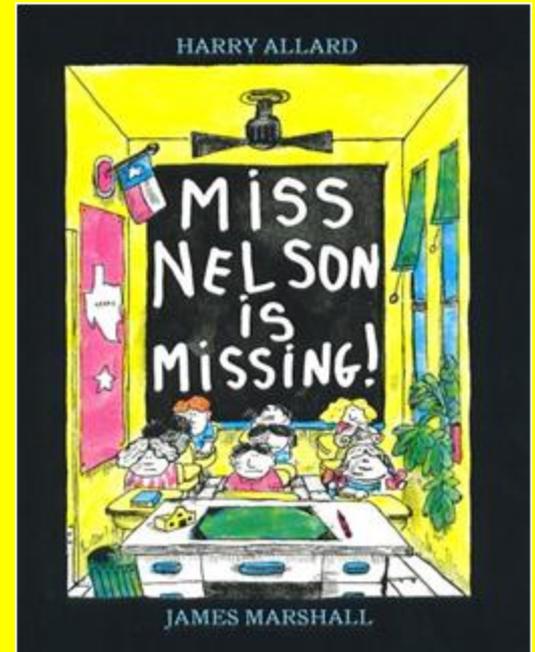
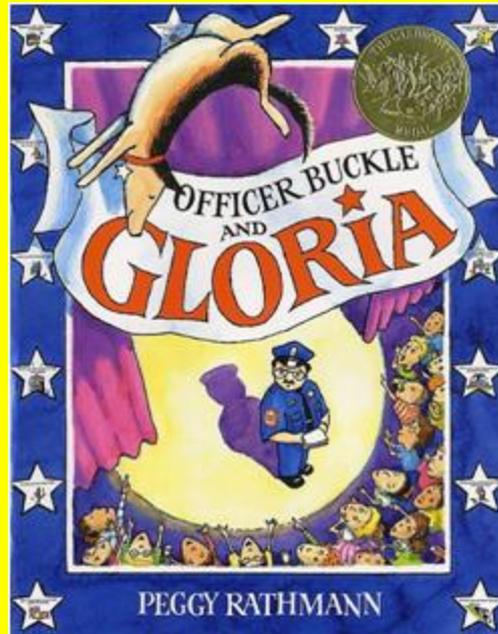
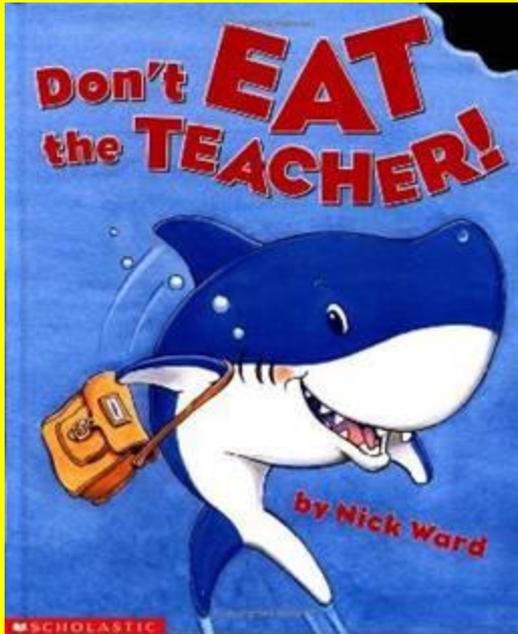
Follow directions

Use your best effort

Use teamwork



Literature Connections...



“I feel safe, supported, challenged, successful and loved in my community.”

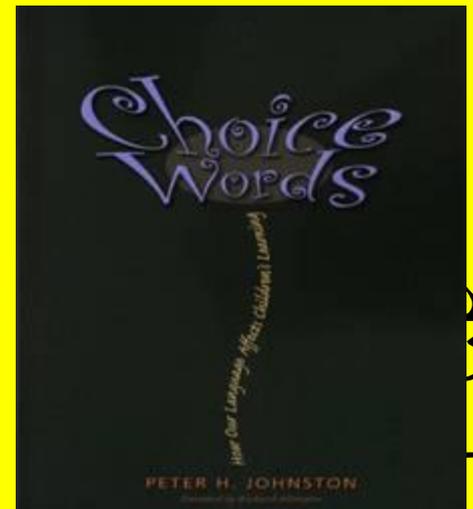
- Greet every child, every day
- Give specific praise and corrective feedback
- Create a bully-free environment
 - Honey vs. Vinegar (Warm Fuzzy vs. Cold Prickly)
 - Toothpaste
- Model, model, model
- Smile! YOU set the tone!



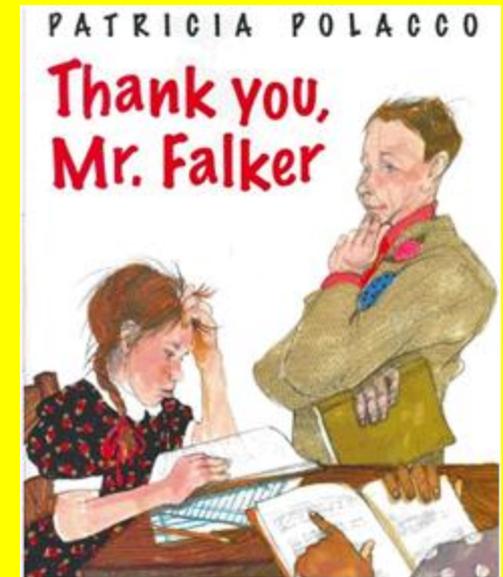
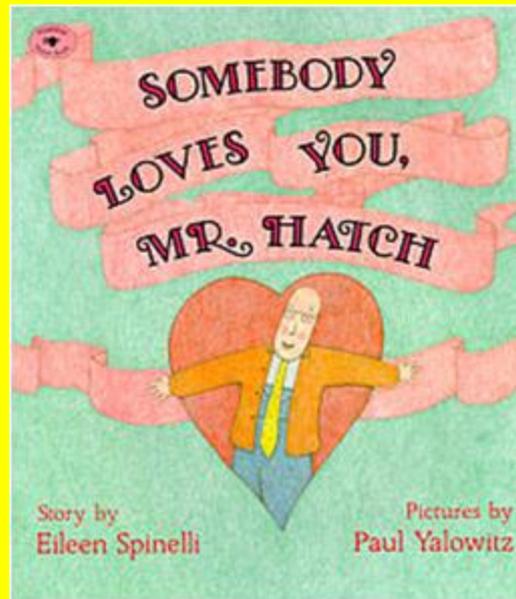
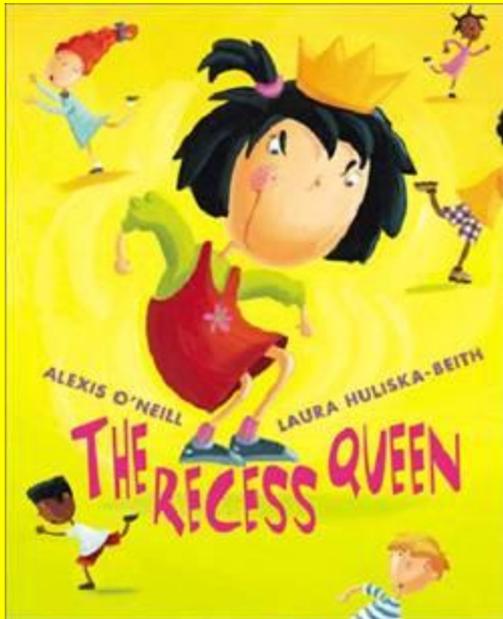
Choice Words

by Peter H. Johnston

- “Who else would like that book?”
- “How do you think she feels about that?”
- “You guys say such important things, it amazes me you would talk while others are talking.”
- “Are there any other ways to think about that?”
- “You managed to figure that out with each other’s help. How did you do that?”
- “What a talented poet you are!”
- “I wonder...”
- “Any compliments?”
- “We”



Literature Connections...



“I know how to safely and purposefully move around my community and get what I need.”

- Organize the classroom to be child-centered
- Establish procedures early!
- Model, role play, practice, reinforce and review...
 - Arrival and Dismissal
 - Transitions
 - Attention signals
 - Voice levels
 - Bathroom
 - Water
 - Pencils
 - Lining up
 - Sitting on the carpet
 - Others?



Behavior Management

Classroom management has been defined as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, 1979). The primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an "orderly" environment (see Figure1).



Although they are related issues, effective classroom management and the establishment of order are not synonymous. For example, teaching practices that lead to passive non-engagement would not threaten an orderly environment, but would reduce opportunities for learning (Doyle, 1986). Student learning is the primary goal of effective classroom management.

--Utah Students at Risk



Effective Classroom Management

↓

- Is NOT the creation of an orderly environment

↓

- Is the creation of the learning environment

↓

- Is NOT the reduction of misbehavior

↓

- Is the increase in appropriate behavior



Positive Behavior Strategies: Rewards

- Personal Best Board
- Specific Praise/Verbal Reinforcement
- Lunch Bunch
- Compliments
- Table points/cooperation celebration
- Intrinsic rewards (do the right thing because it's the right thing to do.)
- Natural reinforcement
- Other?



Positive Behavior Strategies: Consequences

- Collaborate as a community to set clear, **consistent** and fair consequences that center on problem solving.
- Proximity
- Natural Consequences
- Private and respectful conversation
- Plan Time
 - Focus on the behavior, not the child
 - Emphasize *choice*
 - Collaborative problem solving
 - Time to reflect
- Individualized behavior plans
- Parent and Administration communication



“I have life skills that help me succeed socially, emotionally and academically.”

Teaching character traits through literature



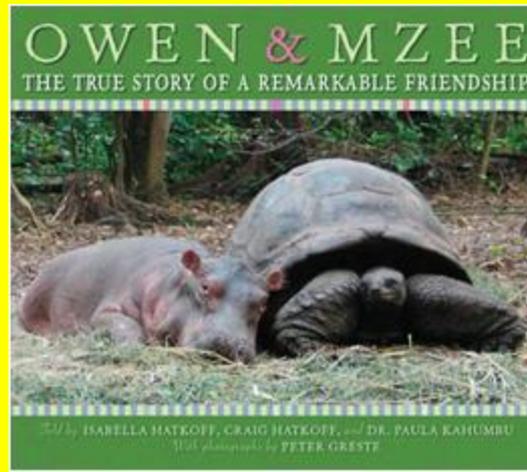
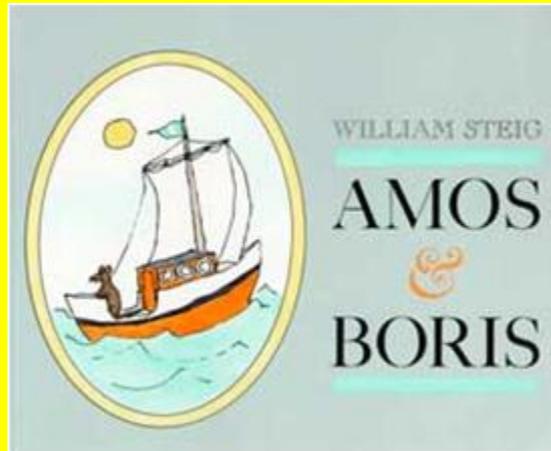
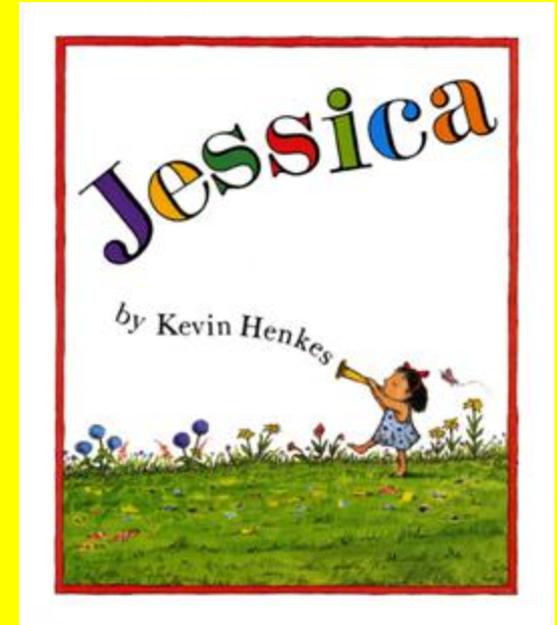
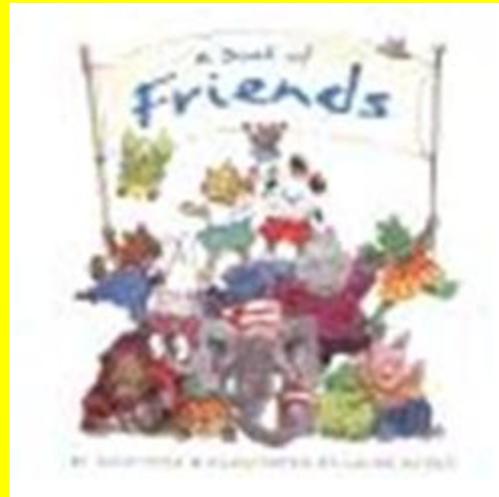
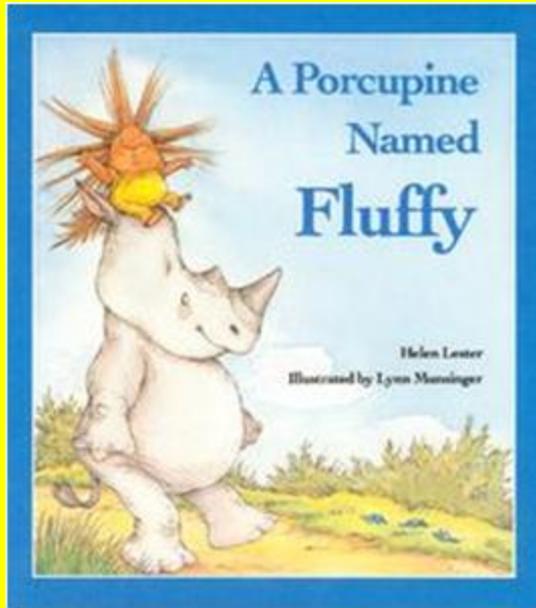
Building a Character Trait Unit

- Use a touchtone read aloud to define the character trait
- Read aloud other texts that share the same theme
- Create a literature chart and activities to practice and reinforce the character trait.
- As students practice the skill, reinforce and recognize often!
- Incorporate the character trait as compliments during the weekly class meeting

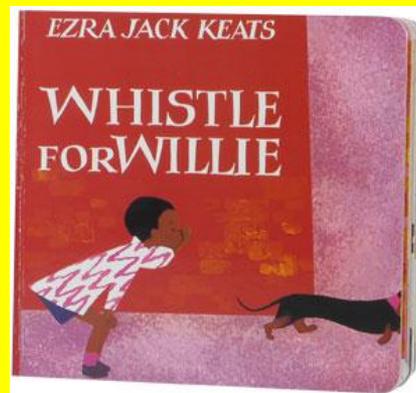
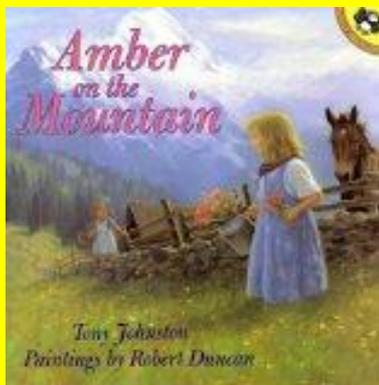
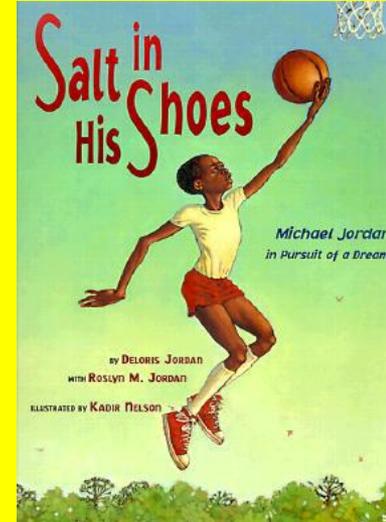
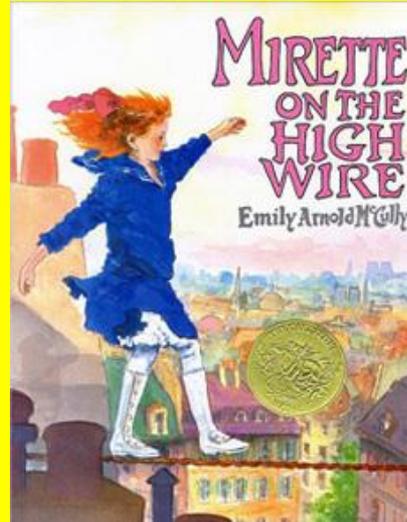
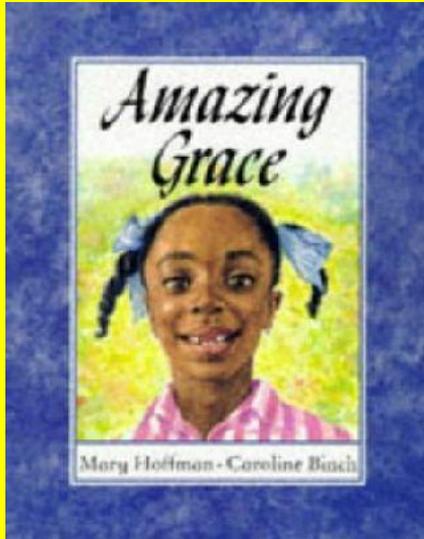


Literature Connections...

A Sample Unit on Friendship

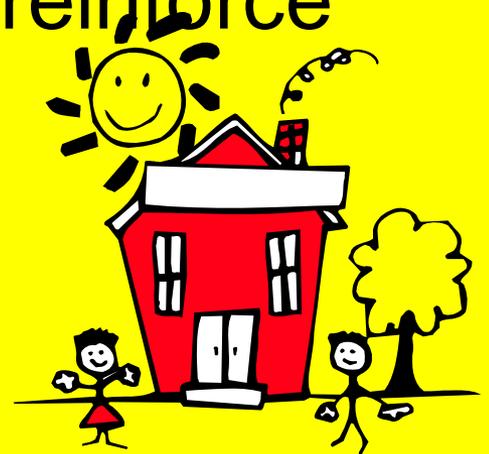


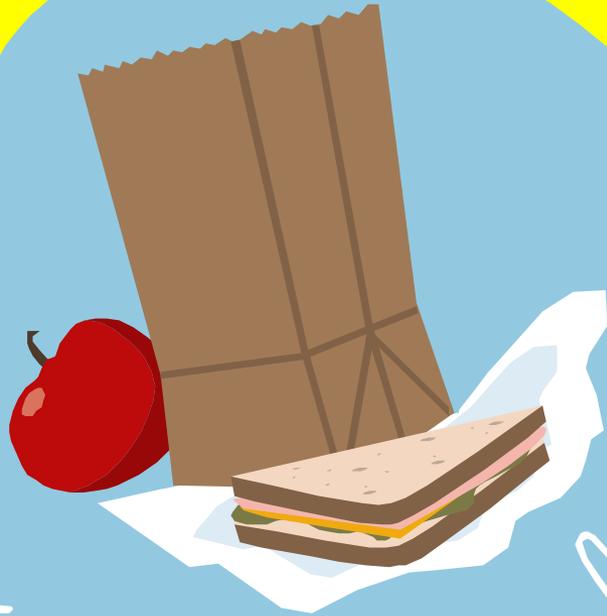
Let's try it together: A Sample Unit on Perseverance



Your turn!

- Working with your group, choose a box of books containing texts on one character trait theme.
- Choose a touchtone text and create a definition of your character trait
- Develop one or two activities to reinforce and practice the skill
- Be prepared to share!





Out to lunch



Article:
**Building a Classroom
Community**
*Helping Children Relate
Positively to Others and
Promoting Social Problem
Solving Skills*

*(From Building the Primary Classroom
teachingstrategies.com)*



“I can listen, contribute, and resolve problems in my community”

Daily Class Meeting

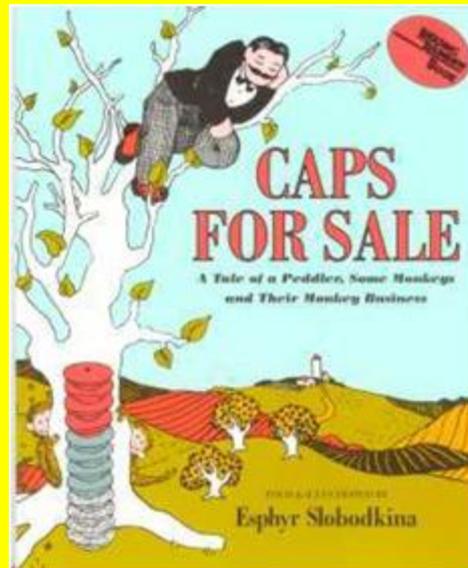
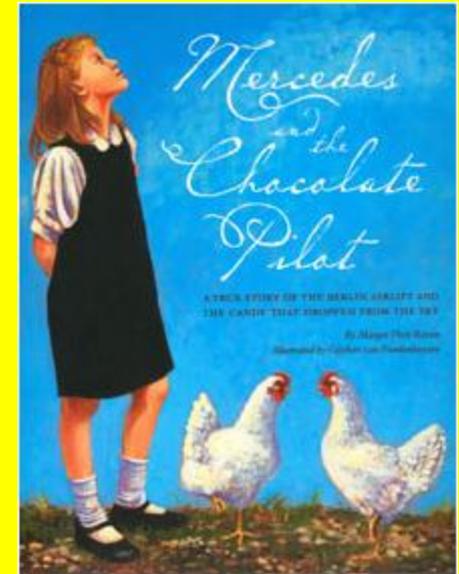
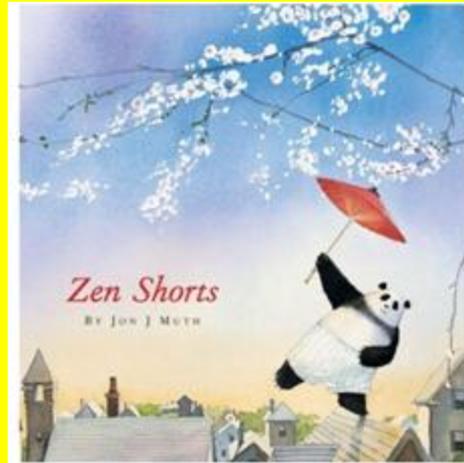
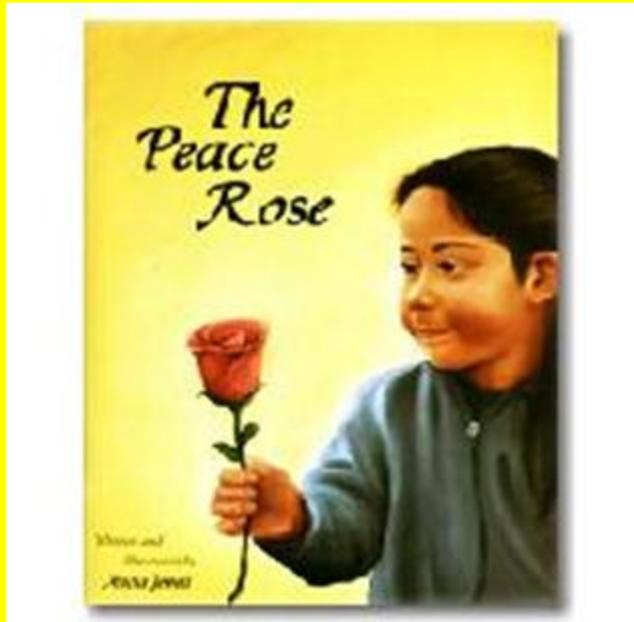
- Promotes oral language
- Can include morning message
- Everyone shares/speaks
- Sets tone and purpose for the day’s learning
- Provides review and closure at the end of the day
- Provides routine and consistency

Weekly Class Meeting

- Promotes oral language
- Students give and receive compliments
- Celebrate and reflect on successes
- Solve problems/concerns



Literature Connections...



“I have responsibilities that help my classroom community run smoothly.”

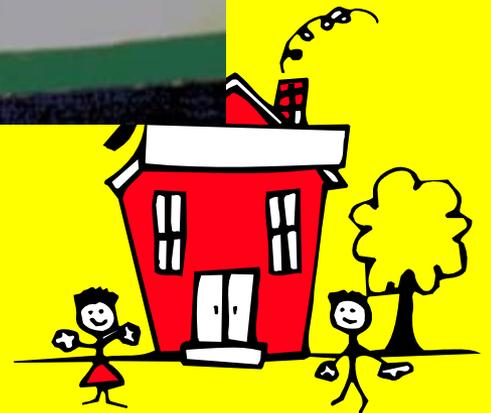
- Classroom jobs foster ownership and provide children opportunities to practice responsibility and contribute to the community
 - Which jobs?
 - How long?
 - Applications
 - Employee of the week

Keep it simple...
don't manage your
behavior management!

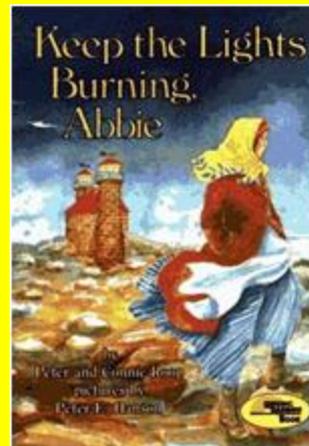
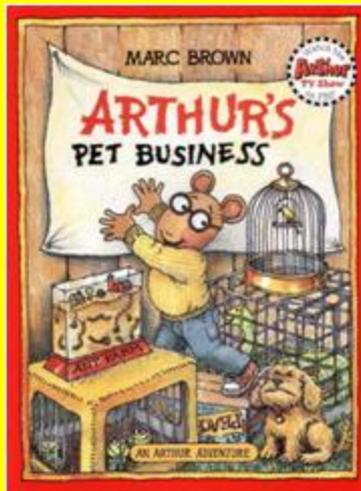
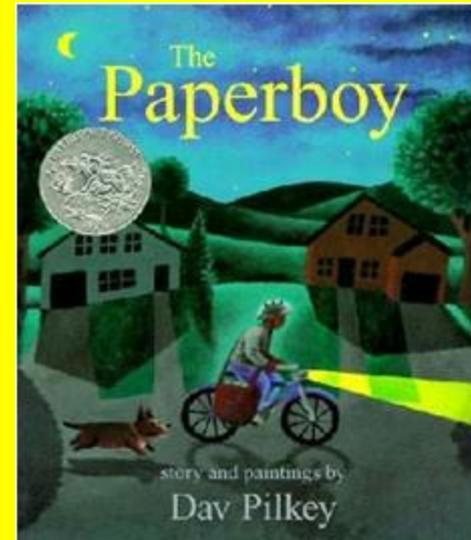
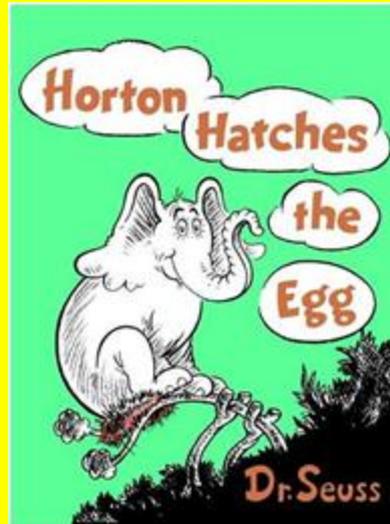
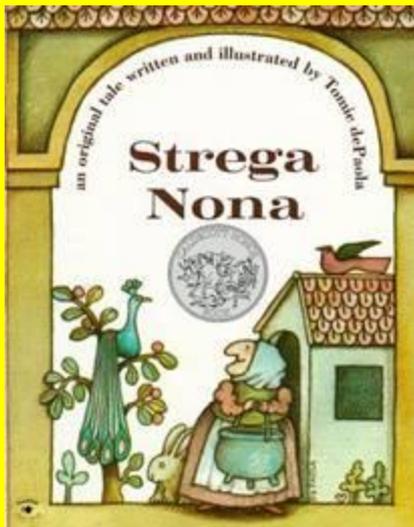


A good Librarian will...

- put away books.
- pass out book boxes.
- make deliveries.
- be helpful and kind.



Literature Connections...

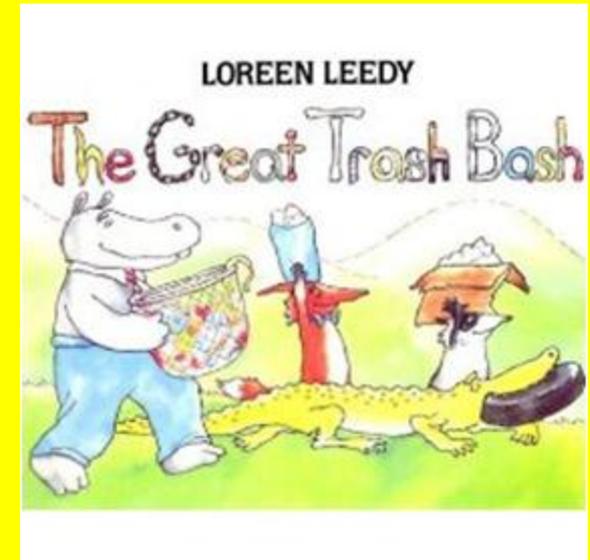
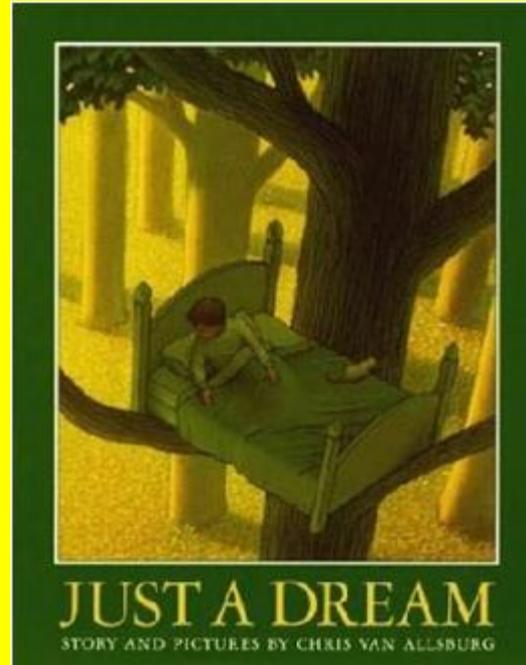
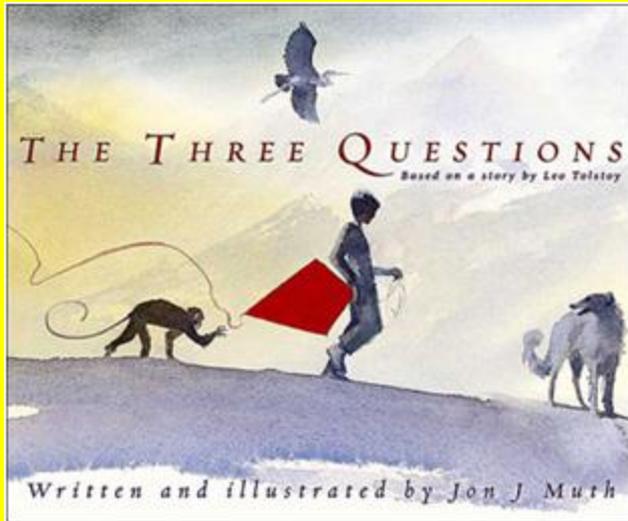


“I can make an impact beyond my own classroom community”

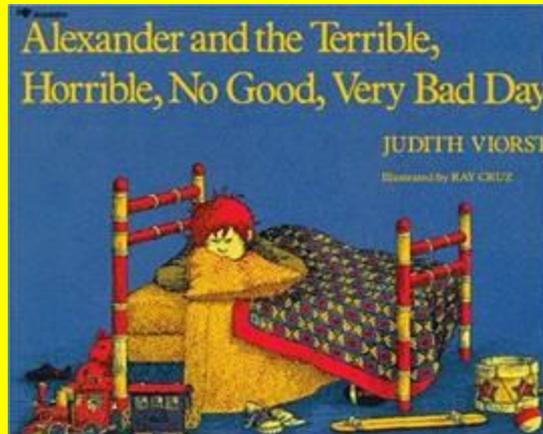
- Class-Class
 - Reading Buddies
 - Grade level collaboration
- Class-School
 - Vertical collaboration
 - Shared vision and goals
 - School Celebrations
- Class-Community
 - Community service and involvement



Literature Connection...



When systems break down

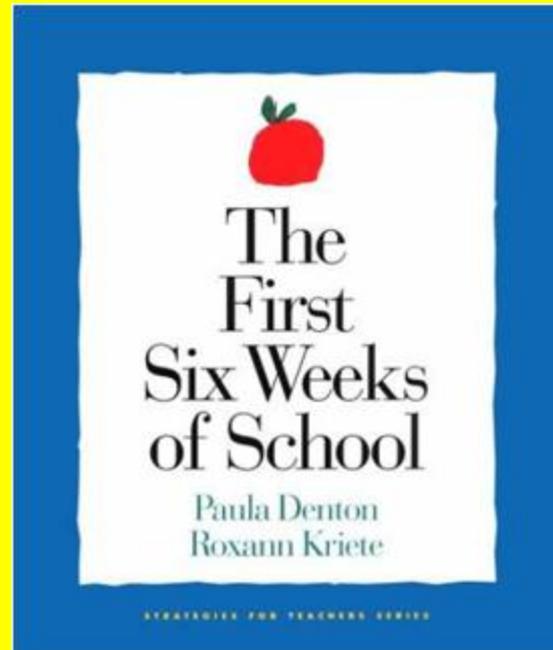


- Class meeting
- Reteach and Practice
- Bone diagram



Putting it all together...

The First Six Weeks of School By Paula Denton and Roxann Kriete



Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

-- Plato

