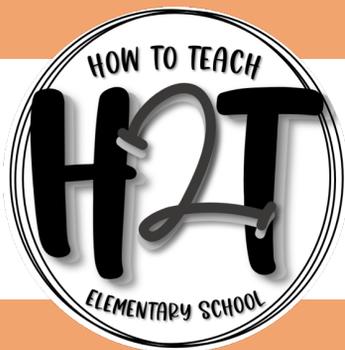




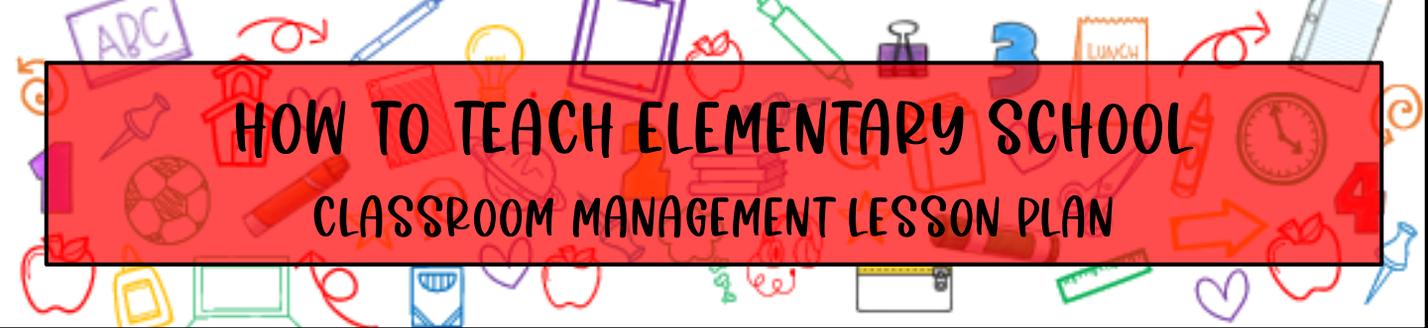
CLASSROOM MANAGEMENT LESSON PLAN

VOLUME 1 ISSUE 2

SEPT 9, 2024



HOW TO TEACH ELEMENTARY SCHOOL
So ALL Students Achieve



HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

LEARNING OBJECTIVE: We will learn the importance of having an effective classroom management system that prevents student behaviors. coupled with a reinforcement plan for positive behaviors and consequences to manage misbehavior.

STANDARDS OF THE TEACHING PROFESSION: EFFECTIVE LEARNING ENVIRONMENT
The teacher develops, communicates, and maintains high standards for individual and group behavior. The teacher employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

INTRODUCTION

Teachers often combine Classroom Management and Behavior Management together as if they are one in the same, when in fact they are distinct concepts.

Classroom Management is creating systems to PREVENT negative behaviors and support positive behaviors across the entire classroom. It can include:

- Classroom layout
- Organizational Systems
- Purposeful Tools on the walls
- Rules, norms, behavior expectations
- Routines and procedures
- Effective instruction
- Communicate Learning Objectives
- Student Engagement
- Time management

Behavior Management is creating strategies and systems to manage (and discontinue) behaviors that prevent students from succeeding. It can include:

- Positive Behavior Recognition
- Systematic Tier 1 interventions that allow students to self correct behaviors.
- Consequences for continuing or Tier 2 Behaviors
- Systems and support for challenging, on going behaviors



HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

From Chapter 2: Classroom Management by Karen Kauo of H2Teach
Classroom Management is the actions taken by the teacher to create a classroom environment where effective teaching can happen and students can achieve to their fullest potential. The result of effective classroom management is positive student behaviors (in addition to higher achievement levels.) The result of ineffective classroom management is negative student behaviors (and lower achievement levels.)

Based on my own personal teaching experience of 29 years, mentoring multiple student teachers and new teachers, and reading 6 of the top rated published Classroom Management resources, I tracked the strategies that were attributed the most often to effective classroom management.

The following strategies (in no particular order) will create a classroom environment that will meet your students' needs and support learning.

*Each is addressed individually in Chapter 2: Classroom Management

- 1. Be ORGANIZED and PREPARED everyday.**
2. On the first day of school and throughout the first week or two, teach **RULES** and **PROCEDURES**.
- 3. BUILD RELATIONSHIPS** with students.
4. **PRAISE. PRAISE. PRAISE.**
- 5. MORNING GREETING**
6. **MORNING ROUTINE**
- 7. CLASS MEETINGS.** Morning meeting, classroom circle, afternoon meeting.
8. Through your actions, ensure students know you are in charge. You are the adult in the room.
- 9. WITHITNESS.** Teachers have eyes in the back of their heads.
10. Don't **MICROMANAGE**. Give students responsibility.
- 11. SHARE CONTROL.** Keep the control you need, give up the control you don't.
- 12. CONSISTENCY AND ACCOUNTABILITY.** Say what you mean, mean what you say and follow through. ALL. THE. TIME. Do it right or do it again.

By implementing the systems and strategies above, you create a positive classroom environment where students know what the expectations are. They have structure and limits. They know they are cared for, respected, and valued.

Effective teachers put actions in place that PREVENT behaviors, but REMEMBER even the BEST classroom managers will have students test the limits.



HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

RULES

The classroom culture you want to foster will determine your classroom rules/expectations. When choosing rules, be sure they are **CLEARLY STATED, ALL ENCOMPASSING, AND POSITIVE**. There should be no more than 5 rules. This makes them easier to understand, remember, and follow.

CLEARLY STATED - Students need to know exactly what the expectation is. If a rule says to raise a hand before speaking then students know to never blurt out, and if they do, there will be a consequence.

ALL ENCOMPASSING – Rules should cover as many behaviors as possible. Having respect as a rule is all encompassing because respect can mean MANY things.

POSITIVE – Rather than stating a rule as “No running in the hallway,” it should be stated in a positive way to model what the expected behavior is, “Walk in the hallways.”

CONSISTENCY IS KEY

The absolute most important thing to remember once rules are chosen and presented to your students is **CONSISTENCY**. An effective teacher enforces the rules **EVERY DAY** of the school year, **EVERY TIME** they are broken. **NO EXCEPTIONS**.

FREE CLASSROOM RULES POSTERS ON THE HOW TO TEACH WEBSITE

THE 1 RULE CLASSROOM

IF YOUR WORDS OR ACTIONS:

I N T E R F E R E

WITH LEARNING

H U R T

SOMEONE'S HEART
OR

P R E V E N T

YOU FROM BEING YOUR BEST

YOU SHOULD NOT BE SAYING IT,
YOU SHOULD NOT BE DOING IT.
PERIOD

3 RULES CLASSROOM

We Follow the 3 R's

RESPECT.

RESPONSIBILITY.

**READY TO
LEARN.**

5 RULES CLASSROOM

Listen to and follow
DIRECTIONS

Enter and exit
PREPARED

Always do your BEST

Respect others

NO EXCUSES

CLICK TO ACCESS A FREE DOWNLOAD

HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

PROCEDURES

The next element of an effective classroom management system is to teach students the expected classroom procedures so they become a routine part of the school day. A vast majority of behavior problems in the classroom come from lack of procedures OR from a teacher's lack of consistency in holding students accountable for those procedures.

There are two different types of procedures: classroom procedures and instructional procedures.

Classroom procedures ensure that the classroom runs smoothly with minimal distractions.

Instructional procedures are the guide for engagement and student achievement.

Procedures maximize instructional minutes. When students are actively engaged in learning, they have less time for disruptions and undesirable behaviors.

Students **WANT** to do the right thing. Procedures teach students what they are expected to do and how to do it. They provide students with the structure and predictability they need to feel comfortable and safe in their learning environment.

TEACH. TEACH. TEACH

The first step to ensuring effective classroom management is to **EXPLICITLY TEACH** each rule and procedure. Students need to hear the expectations and see a procedure in action. Explain each procedure verbally, ensuring all students are actively listening. You can have students repeat what you say to ensure understanding. Provide an action and a visual. Model the procedure and when possible have a visual cue somewhere in the classroom as a reminder. Make the learning of procedures multisensory by including listening, a visual, and movement.

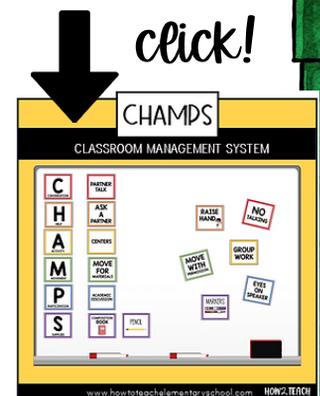
MODEL. MODEL. MODEL

MODEL the procedure yourself. You can model how it is done **CORRECTLY** and model how to do it **INCORRECTLY**. Have students volunteer to model the procedure for their classmates (this will tell you who your confident, outgoing students are).

PRACTICE. PRACTICE. PRACTICE

have all students practice the procedure. You can do this as a whole class or break students into small groups. Have groups demonstrate for the rest of the class. Most importantly, **HAVE FUN!** Learning classroom expectations and procedures should **NOT** be boring. If you want students to be engaged and actively listening and learning, make the process fun and be sure to give **LOTS** of behavior specific praise. You can also use these procedure lessons to begin your reward system. **BONUS!**

Read about the
CHAMPS
Classroom
Management
system.
GAME CHANGER!



HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

RELATIONSHIPS

Now that your expectations and procedures are set, when it comes to your classroom management program, the majority of your time and effort should be put into building relationships and giving positive reinforcement.

According to extensive research and data from John Hattie (Visible Learning), the teacher-student relationship has a big impact on student learning. When students believe their teachers care for them as individuals, they are more willing to take risks and make mistakes and see mistakes as opportunities to learn. When a student knows their teacher cares for them, they are more likely to work harder and aim higher. On the other hand, if a student believes that their teacher sees them as a problem student, they are less likely to fully engage in learning.

While relationships are ESSENTIAL, they aren't enough. We need to make sure that we are doing all we can, within our power, to ensure that students' needs are met during school hours.

MASLOW'S HEIRARCHY OF NEEDS

We typically think of Maslow's needs as they are related to our personal lives. But as teachers, we must also think of meeting the needs of the students in our classroom. These needs go beyond academics. We have no control over what happens in a student's home, but we CAN control what happens once they walk through the door of our school and our classroom. Three essential needs that must be met are:

EMPOWERMENT - recognition, freedom, autonomy, achievement, contribution, choice

Humans do not function well without adequate control, choice, autonomy and freedom. We need to be and feel empowered.

FUN - curiosity, interest, growth, learning, adventure, surprise, variety

We can't live happy lives without some variety, humor, activity, and fun.

BELONGING - accepted, valued, appreciated, needed, connected

We feel isolated and alone if we are not valued or appreciated by others or connected to them in some way - we need to belong.

If these needs are not met - students feel frustrated and discontent.

If a teacher does not provide a means to meet these needs as part of the regular day to day routine, students will seek satisfaction in other ways.

If you don't give them empowerment, they will assert themselves.

If you don't give them fun, they will make their own.

Read more on
the BLOG!



click!



HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

POSITIVE REINFORCEMENT/REWARDS

I wholeheartedly believe that a PRIMARY management system should be **CLEAR RULES AND EXPECTATIONS THAT ARE FOLLOWED ALL THE TIME. PRAISE, PRAISE, PRAISE, RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS.** But kids LOVE to be recognized for their achievements and efforts. If a reward of some kind comes with that recognition, all the better.

Using rewards to manage behavior, is not a good long term strategy.

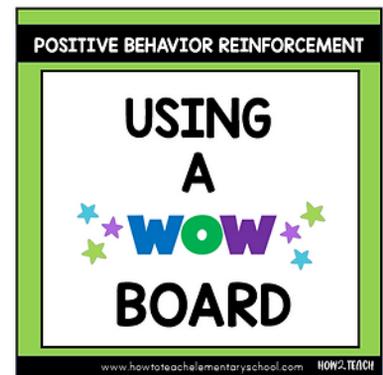
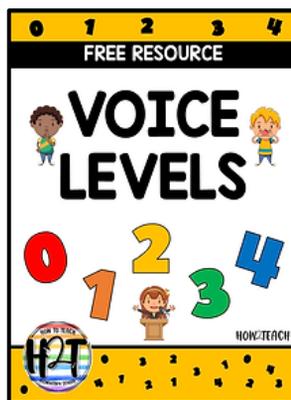
"If you are quiet, then I'll give you candy."

"If you turn in your homework, then you can visit the treasure box."

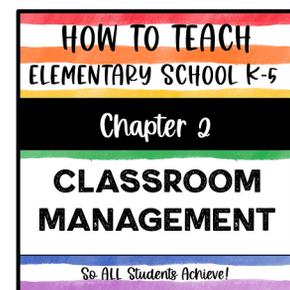
This IF/THEN strategy drives the attention away from the task that must be accomplished. The reward becomes the goal. Rewards turn students into, "If I do this, what do I get?"

Rewards can be good if they are given in the right way and at the right time. A reward can be given as reinforcement of good behavior because the student knows it is the right thing to do. A reward can be given for academic progress to show that you recognize a student's effort. Students know it is possible to receive a reward but it is not guaranteed. AND if you ask for a reward, the answer is always NO.

Read about incentives and reinforcements on the How to Teach BLOG
click!



Read about the 26 different reward systems for Whole Class, Small Groups, and Individual recognition.
Chapter 2: Classroom Management



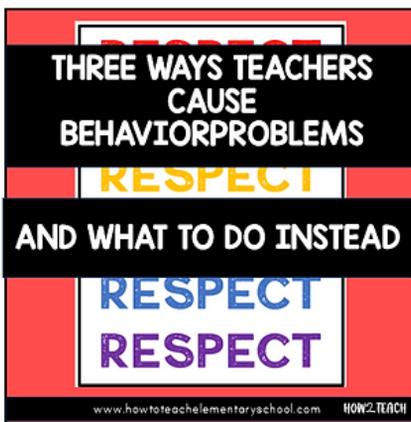
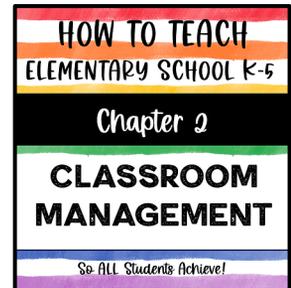
HOW TO TEACH ELEMENTARY SCHOOL CLASSROOM MANAGEMENT LESSON PLAN

What about when students won't stop talking, won't follow directions, or are disrespectful?

Chapter 2: Classroom Management Contains 14 pages of information about

- Behavior Interventions
- Consequences
- Managing Challenging Behaviors
- Behavior Specific Ideas (i.e. Blurring)
- Research Based Programs

click!

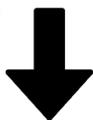


Visit the How to Teach Elementary School BLOG for more Classroom Management information.

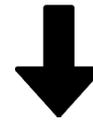


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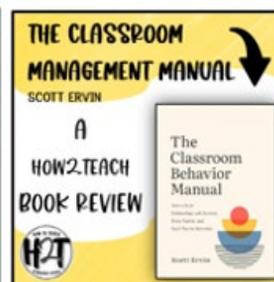
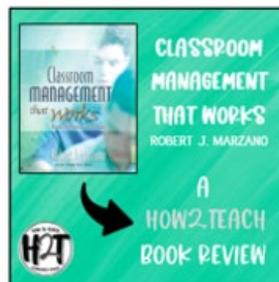
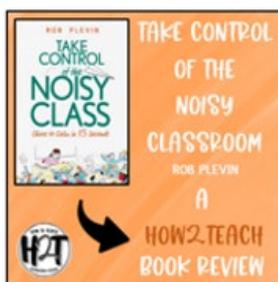
click!



Read my professional reviews of SIX best selling classroom management resources.



click!



HOW TO TEACH ELEMENTARY SCHOOL K-5

Chapter 2

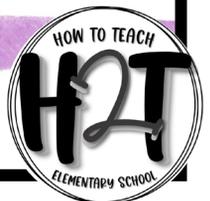
CLASSROOM MANAGEMENT PREVIEW

- ★ CLASSROOM RULES
- ★ BUILDING RELATIONSHIPS
- ★ BEHAVIOR SPECIFIC PRAISE
- ★ REWARDS SYSTEMS
- ★ PROCEDURES
- ★ CONSEQUENCES
- ★ CHALLENGING BEHAVIORS
- ★ RESEARCH BASED PROGRAMS

So ALL Students Achieve!

A GUIDE TO EFFECTIVE INSTRUCTION FROM DAY 1 TO 180

Karen Kauo





How to Teach Elementary School

so ALL Students Achieve!



A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180



CLASSROOM MANAGEMENT



The following chapter preview gives an outline of the content provided in this chapter from the How to Teach Elementary School series.

Use this preview to determine if this chapter includes information you would like to read more about.



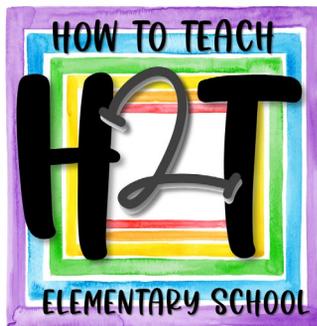
You can purchase an individual chapter, a bundle of related chapters, or the entire series.



TEACHERS PAY TEACHERS

When you purchase any of the above options, you have access to all updated versions going forward. As the content expands in each chapter, your toolbox grows, as well.

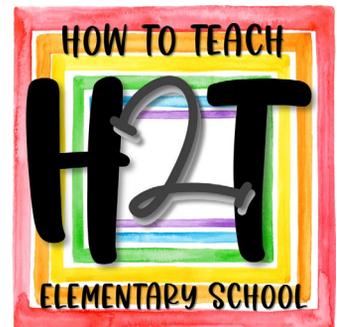
DON'T FORGET to follow **HOW TO TEACH ELEMENTARY SCHOOL** for additional content on effective practices to increase student achievement



FACEBOOK



WEBSITE



INSTAGRAM



Classroom management is the strategies used by a teacher to ensure that their classroom runs smoothly without disruptive behavior from students. A structured learning environment is created with clear rules that allow for student learning. There are predetermined consequences for behaviors that impede student learning.

KEY Elements of a Quality Classroom Management Plan and Behavior Management Strategies

- **Rules/Expectations**
- **Build Relationships and give Behavior Specific Praise**
- **Reward System**
- **Procedures**
- **Consequences**

The single most important thing you **MUST** have in your classroom, to ensure student achievement, is effective classroom management. To be an effective teacher and to increase student achievement you **MUST** manage your classroom effectively!

RULES

The classroom culture you want to foster will determine your classroom rules/expectations. When choosing rules, be sure they are **CLEARLY STATED, ALL ENCOMPASSING, AND POSITIVE**. There should be no more than 5 rules. This makes them easier to understand, remember, and follow.

CONSISTENCY IS KEY

The absolute most important thing to remember once rules are chosen and presented to your students is **CONSISTENCY**. An effective teacher enforces the rules **EVERY DAY** of the school year, **EVERY TIME** they are broken. **NO EXCEPTIONS**.

PROCEDURES

ONE RULE

THE ONE RULE CLASSROOM:
IF YOUR WORDS OR ACTIONS
INTERFERE WITH LEARNING
HURT SOMEONE'S HEART OR
PREVENT YOU FROM BEING YOUR BEST
YOU SHOULD NOT BE SAYING IT
YOU SHOULD NOT BE DOING IT
PERIOD.

The next element of an effective classroom management system is to teach students the expected classroom procedures so they become a routine part of the school day. A vast majority of behavior problems in the classroom come from lack of procedures **OR** from a teacher's lack of consistency in holding students accountable for those procedures.

Your primary focus in the first weeks of school is to **TEACH** your classroom management system: expectations, positive reinforcement, procedures, and consequences. Before you can effectively teach grade-level academic standards, your students **MUST** know exactly what is expected of them in the classroom and how to go about the process of learning.

TEACH

The first step to ensuring effective classroom management is to **EXPLICITLY TEACH** each rule and procedure. Students need to hear the expectations and see a procedure in action.

MODEL

MODEL the procedure yourself. You can model how it is done **CORRECTLY** and model how to do it **INCORRECTLY**. Have students volunteer to model the procedure for their classmates.

PRACTICE

Now have all students practice the procedure. You can do this as a whole class or break students into small groups. Have groups demonstrate for the rest of the class. Most importantly, **HAVE FUN!** Learning classroom expectations and procedures should **NOT** be boring. If you want students to be engaged and actively listening and learning, make the process fun and be sure to give **LOTS** of behavior specific praise. You can also use these procedure lessons to begin your reward system. **BONUS!**

HOW TO TEACH ELEMENTARY SCHOOL: CLASSROOM MANAGEMENT

ATTENTION GETTERS

PREVIEW

To ensure that all students are actively listening before giving directions, every teacher needs to have ATTENTION GETTERS in their toolbox. Whether students are busy working in groups, participating in academic discussion, or are just plain chatty, attention getters are not only fun, but are an effective way to get your class re-focused, so you can give instructions.

Use a sound signal like a desktop bell. Have a clapping pattern the students have to repeat. Count down or use a timer indicating how long they have to be ready to listen. There are a variety of call backs you can use or even make up your own. "Ready Set. You Bet!"

BUILD RELATIONSHIPS

When students believe their teachers care for them as individuals, they are more willing to take risks and make mistakes and see mistakes as opportunities to learn. When a student knows their teacher cares for them, they are more likely to work harder and aim higher. On the other hand, if a student believes that their teacher sees them as a problem student, they are less likely to fully engage in learning.

There are many ways to work on building relationships with students. Some things you can implement from day one are:

MORNING GREETING - Make students feel welcome before they even walk into the classroom. Greet them at the door. Greeting your students at the door sets a positive tone for the day.

CLASSROOM MEETINGS - An excellent way to build relationships with your students AND foster classroom community is to hold classroom meetings. Morning meetings can be used to set the tone for the day and explain the learning that will happen. An end of day meeting can review successes from the day and students can celebrate their classmates.

PERSONAL CONNECTIONS - Find the opportunity to make a connection with each student one-on-one during the week. This can be a quick 1 to 2 minute conversation or some behavior specific praise. Rotate who walks first in line and chat with them as you walk back to class, for example. Using a comment from the last class meeting, ask a student about their last baseball game. If you've been too busy to make these personal connections, leave a note on a student's desk. They will LOVE it!

CONSEQUENCES

The most effective teachers work to prevent behavior problems rather than reacting to them. But even the best teachers, will inevitably have behavior issues. Once you make it clear through your classroom rules and procedures that students have choice, they will be praised for good choices and face appropriate consequences for poor choices. Students should ALWAYS, ALWAYS, ALWAYS be held accountable for their choices/actions and the consequences they face should be natural, meaningful, and appropriate for the infraction. Consequences do not need to be EQUAL for all students, but need to be FAIR and logical.

It is essential to have a toolbox of Tier 1, Tier 2, and Tier 3 consequences from verbal/nonverbal reminders, time out/thinking time, communication with parents, and referral to the office/counselor if needed.

CHALLENGING BEHAVIORS

You can have consistent expectations for students and great relationships with students, but that doesn't change their ability to focus, remain silent during independent work time and complete work in a timely manner when they have focus and attention issues. Blurting and impulsive behaviors can be some of the most challenging to handle on a daily basis. As with anything you need to fill your toolbox with various strategies to address these challenges.

To purchase the entire chapter and learn all the things click [HERE!](#)



HOW TO TEACH ELEMENTARY SCHOOL K-5

A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

So all students achieve!

Congratulations!! You are an elementary school teacher! Teaching is by far one of the most important and most gratifying professions. Whether you're a new teacher, a veteran teacher looking to learn and grow (or confirm your current practices), or a teacher changing grade levels, the **How 2 Teach** series will guide you through all aspects of teaching from day 1 to day 180 to ensure that your students have the best opportunity to achieve at high levels (academically, behaviorally, socially/emotionally).

ABOUT THE AUTHOR

My name is Karen Kauo, I am an Instructional Specialist with 28 years of experience teaching in a large school district in southern California. I am responsible for coaching and mentoring teachers to implement best teaching practices and supporting teachers and students through MTSS, Multi Tiered Systems of Support.

I am also an educational leader, supporting staff as a teaching assistant principal at my school site for over 20 years. During my 25 years as a classroom teacher, I taught all grade levels K-5 giving me a broad perspective on what it takes to effectively teach students from their first day of school until their last and to prepare them for future learning, void of holes and gaps, beyond elementary school.



TIME TO REFLECT

The primary focus of the **How 2 Teach** series is effective teaching and student achievement. There are many components to being an effective teacher; one is to be **REFLECTIVE** of your teaching practices. Teachers must be open to learning new things and growing as an educator.

When I started my teaching career in 1996 as a 3rd grade teacher, resources with information on effective teaching practices were limited to what I could find in the library or at my local teacher supply store. I was given teacher manuals for reading, math, social studies, and science and escorted to my new classroom to figure out the rest. Everything I knew about effective teaching at that time, which was minimal, came from my student teaching experience, advice from my colleagues, and eventually good old fashioned trial and error.

How to Teach Elementary School

so ALL Students Achieve!

A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

SEEKING KNOWLEDGE TO IMPROVE MY TEACHING PRACTICES

In 1996, I purchased a copy of *The First Days of School* by Harry and Rosemary Wong and referred to it often. It was a wealth of great information, but it was lacking in addressing all of my questions throughout the school year.

In the early 2000s I decided to move from teaching 3rd grade to Kindergarten. Knowing I would be teaching students how to read, I started my own personal journey to gain more knowledge about how students learn and how best to teach them. My journey took me outside the walls of my classroom and school giving me a broader perspective of the teaching profession and what it takes to ensure that all students achieve. In 20 years, I've engaged in discussions with thousands of teachers from across the US, from Hawaii to NYC, and around the world through classroom visitations, social media groups, and blog discussions (I took lots of notes!). To ensure I was doing all I could for my students (and the teachers in my school), I read the research and attended professional trainings for evidence based teaching practices that result in maximum student achievement.

A MOUNTAIN OF INFORMATION

Today, there are countless books and downloadable resources for teachers containing information and advice on every educational topic you can imagine. There is no shortage of information if you look for it. I have reaped the benefits of these publications. Many will be referenced in this guide. The amount of expertise being shared today on the internet is humbling. To see the passion and dedication so many have to share their knowledge, to ensure all students learn at high levels, is extraordinary. But pulling together all of these individual pieces of information to get the entire picture of effective teaching for ALL aspects of teaching is time consuming.

TIME TO LOOK FORWARD

When a teacher is hired for their first teaching job and given a grade level assignment, social media pages and groups light up with the question, "I've been assigned to teach 1st grade, where do I begin?" In an effort to help my own student teachers over the years, I have searched to find a comprehensive resource, blog, or website, with all the essential up-to-date information needed to be an effective Elementary School Teacher, in ANY GRADE LEVEL, on EVERY SCHOOL DAY. I have been unable to find what I am looking for.

Until now...



HOW TO TEACH ELEMENTARY SCHOOL K-5

A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

So all students achieve!

The challenge in creating a comprehensive guide specific to every grade level is the ability to provide information that will meet the needs of the diversity of classrooms across the U.S. **BIG Challenge. BIG. HUGE.** (adapted from *Pretty Woman*)

ONE SIZE FITS ALL...NOT

No two classrooms are the same. No two schools are the same. The leadership, culture, and overall needs of a school vary within a city, school district, county, and state. Not every elementary school is grades K-5. Not all school districts have 180 days of instruction. There are public schools, private schools, and charter schools. There are small rural schools with 1 teacher per grade level and large schools with 10 teachers per grade level. Most schools have adopted curriculums, some do not. Some school cultures are those where teachers collaborate and others where teachers work in isolation.

COMMON THREADS...BACKED BY EVIDENCE

The **How 2 Teach** series includes everything I've learned from my 25 years of teaching in K-5 classrooms, my experiences in educational leadership as a grade level leader and teaching assistant principal for 20 years, observations as a teacher mentor and coach, and student engagement through multi-tiered systems of support with skill specific learning targets, collaborative discussions with colleagues within my school and district, along with the plethora of knowledge I have gained beyond my school district through reading and research.

I have found through research that a majority of the information included in this guide, which comes directly from my own personal teaching experience and the experiences of other teaching professionals, is backed by evidence. Not surprisingly, what we are doing is **WORKING!**

To read and see evidence of effective teaching practices at my school site and our increased student achievement, click **HERE** to read my paper on PLCs (Professional Learning Communities) and Student Achievement.

CREDIBLE SOURCES

As professionals, we need to know that the information we consume comes from a credible resource.

*Any information in this guide that comes from my own personal experience or the experience of others and is backed by respected publications, research, and/or evidence of another professional has been noted, when possible, to allow for good flow of reading. *Information that has come **DIRECTLY** from meta studies and/or publications from education professionals is quoted and cited accordingly.

How to Teach Elementary School

so ALL Students Achieve!

A GUIDE TO EFFECTIVE TEACHING FROM DAY 1 TO 180

A GUIDE WITH READABILITY AND STYLE

I have trudged my way through dense, complex texts filled with Tier 3 vocabulary words that have made my head spin. That is NOT this guide. My favorite professional resources are the ones that speak to a teacher like a teacher. In this guide, I attempt to use a conversational style, except where information is quoted and cited, as if we were sitting in your classroom discussing effective teaching practices. When I speak, as you will see if you watch my videos, I am very expressive and speak with my hands. My writing style reflects that. Words will be CAPITALIZED, italicized, **bolded**, and printed in **color**. I include clip art, visuals, charts, graphs, and text boxes throughout.

My writing style reflects my personality. I was once told that I did NOT get a teaching job because I was too energetic. TRUE STORY. But look at me now!

IN CONCLUSION

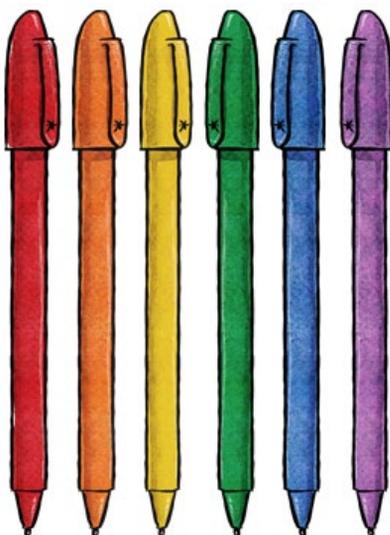
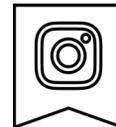
I hope **How to Teach Elementary School so ALL Students Achieve** answers all of your questions and guides you through each day of the school year on your own personal journey to becoming an effective teacher.

Karen Kauo

HOW TO TEACH ELEMENTARY SCHOOL K-5

Email: karen@howtoteachelementaryschool.com

Website: www.howtoteachelementaryschool.com



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- STUDENT MATERIALS
- CLASSROOM ZONES
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- MATH STANDARDS
- READING STANDARDS
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- WEEKLY EMAILS
- PARENT GUIDES TO
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THE FIRST TWO WEEKS

- THE FIRST DAY
- STUDENT ASSESSMENT
- BUILDING COMMUNITY
- COMMUNICATION
- RULES AND PROCEDURES
- SUMMER SLIDE
- SETTING EXPECTATIONS
- AND MORE!

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Chapter 6

EFFECTIVE TEACHING PRACTICES

- TIER 1 INSTRUCTION
- CURRICULUM BASED INSTRUCTION
- CURRICULUM MAPPING
- STANDARDS BASED INSTRUCTION
- LESSON PLANNING
- AND MORE!
- SCAFFOLDING

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Chapter 7

READING INSTRUCTION

- THE READING WARS
- STRUCTURED LITERACY
- SCIENCE OF READING
- GRADE LEVEL EXPECTATIONS
- READING MODELS
- AND MORE!
- 5 READING COMPONENTS

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WRITING INSTRUCTION

- LETTER FORMATION
- GRAMMAR/SYNTAX
- PRINT AND CURSIVE
- CONSTRUCTED RESPONSE
- SPELLING/ENCODING
- PARAGRAPHS
- SUPER SENTENCES
- 5 PARAGRAPH ESSAY

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SOCIAL STUDIES SCIENCE

- CONTENT STANDARDS
- ACCESSING COMPLEX TEXT
- INTEGRATING INTO READING INSTRUCTION
- BRING HISTORY TO LIFE
- BUILDING BACKGROUND KNOWLEDGE
- HANDS ON SCIENCE
- AND MORE!

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MATH INSTRUCTION

- NUMBER SENSE
- FRACTIONS
- ALGEBRAIC THINKING
- MEASUREMENT GEOMETRY
- BASIC OPERATIONS
- SKILL BASED INSTRUCTION
- ADD, SUBTRACT, MULTIPLY, DIVIDE
- DISCOVERY BASED INSTRUCTION (CBI)
- FACT FLUENCY

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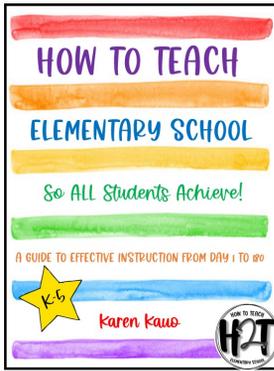
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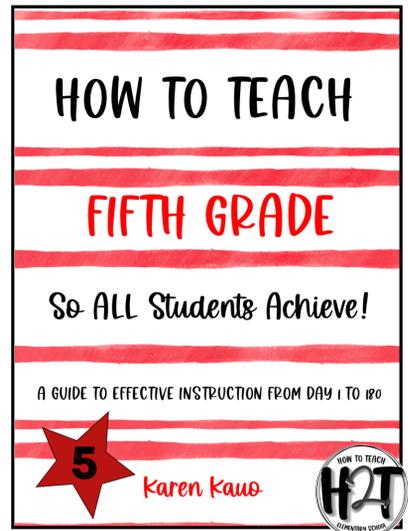
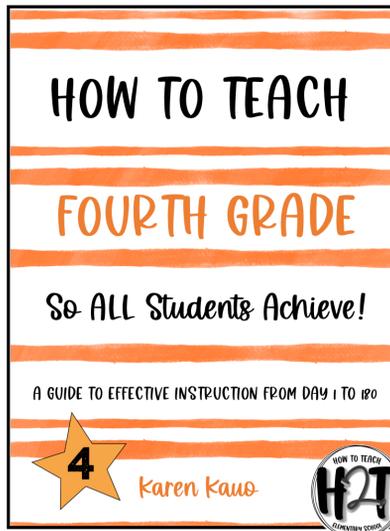
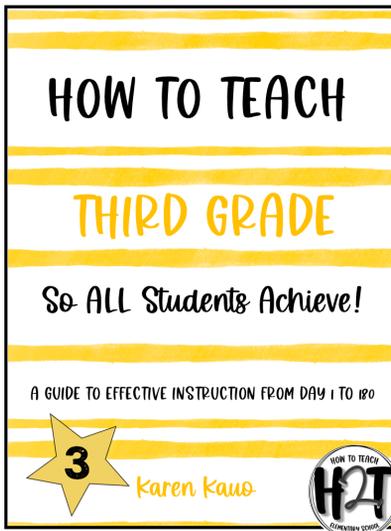
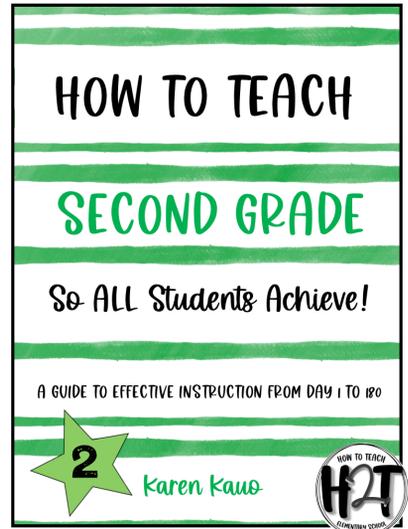
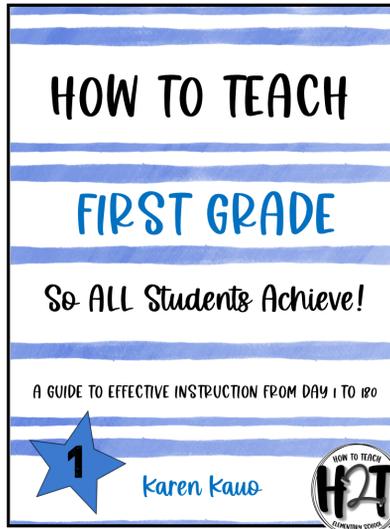
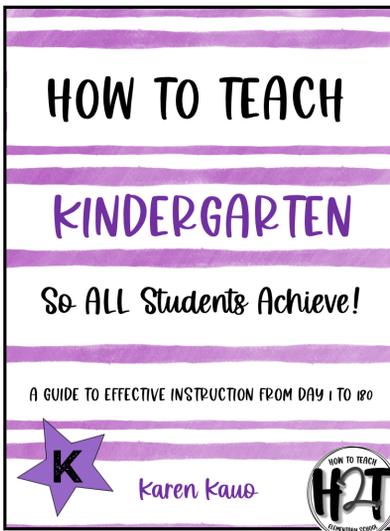
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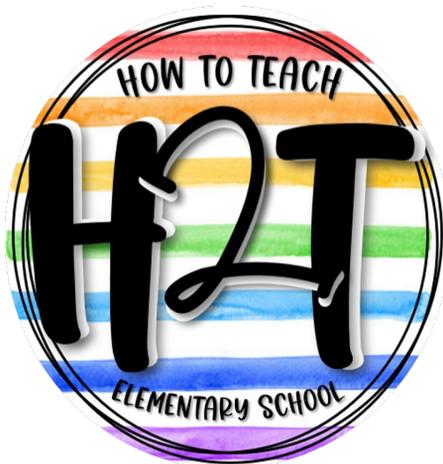
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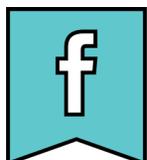
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