

Preschool Classroom Management Plan

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**My Philosophy**

My classroom philosophy is based upon the Love and Logic method because I want to be empathetic and make connections with my students. I want to be able to let my students cool down if they are upset about something, and then I can be there for them and we can talk about it after they have cooled down. I also want my young students to be able to learn to problem solve and think through things by themselves while still being there emotionally for them. I also want to be there for my students and show that I am understanding and caring rather than lash out at them. I feel that this philosophy works best for me and my future plans on being a preschool or kindergarten teacher (See Appendix A).

**Plan for First Days of Preschool**

Day 1- Help students with their beginning routine (greeting students at the door, helping the students find their lockers to put their belongings away, directing students to the designated play zone or discovery zone) (See Appendix B). I will use my sound maker to gain attention (See Appendix C). I will show them how to put away morning toys (See Appendix D). After the toys are picked up, I will individually call each student to walk over to the community circle and sit down (on the rug there will be each child's name and picture on their spot). Once all students have sat down, I will explain that on the rug we need to sit criss cross apple sauce style with our hands folded in our laps known as "body check" (See Appendix E). Next we will do the class introductions, calendar, and message of the day (read *The Kissing Hand*) (See Appendix F). After the book I will go over each learning zone in the room and their behavior chart next to it (See Appendix G). Next we will sign to the song "Oh Hey Oh Hi Hello". Transition to snacks we will practice walking to our tables to the jeopardy song (they choose where they sit with no fighting over the chairs). Students will learn how to clean up snack wrappers and throw them away coming right back to their seat for small groups. We will work on our All About Me work packet (favorite color). Learn how to get ready to go outside for recess (See Appendix H). At recess practice procedures on how to be safe and play (practice rules) (See Appendix I). Come back inside to circle time, practice "body check". Go over and practice morning routine. Learn how to pack up for the day by teaching calling student one by one to grab folder, fill in behavior chart, get backpack, sit back on community circle spot (See Appendix J).

Day 2- Help students with their beginning routine and greet them at the door. Students directed to the play zone or the discovery zone. Use noise maker. Practice putting away toys. Meet at community circle. Practice "body check". Practice introductions and saying hi to our

neighbor. Go over calendar and morning message (read “Llama Llama Misses Mama”). Practice walking to the different zones. Go back to community circle and sing “Oh Hey Oh Hi Hello”. Get ready for snacks to Jeopardy song. Clean up snack and come back to desk. Work on All About Me packet (hair color). Go outside, practice safe rules and behaviors. Return to community circle and learn handwashing song (pretend to wash hands in circle) (See Appendix K). Small group at tables, draw in journals, learn how to close markers. Practice end of day procedures.

Day 3- Help students with their beginning routine and greet them at the door. Students directed to the play zone or the discovery zone. Use noise maker. Practice putting away toys. Meet at community circle. Practice “body check”. Do introductions and saying hi to our neighbor. Go over calendar and morning message (read “Maisy Goes to Preschool”). Practice walking to the different zones, learn rules in zones. Go back to community circle and sing “Oh Hey Oh Hi Hello”. Get ready for snacks to Jeopardy song. Work on All About Me packet (measure shoes with cubes). Talk about how to be safe on the playground. Go outside. Return to community circle and practice handwashing song (pretend to wash hands in circle). Small group at tables, stamp in journals, learn rules on stamps. Practice end of day procedures.

Day 4- Help students with their beginning routine and greet them at the door. Students directed to the play zone or the discovery zone. Use noise maker. Practice putting away toys. Meet at community circle. Practice “body check”. Do introductions and saying hi to our neighbor. Go over calendar and morning message (read “Preschool Day Hooray!”). Discuss rules in learning zones. Let students walk to learning zone of their choice. Work in learning zones. Clean up procured (same as beginning routine). Go back to community circle and sing “Oh Hey Oh Hi Hello”. Wash hands to our song. Get ready for snacks to Jeopardy song. Work on All

About Me packet (glue collage materials). Go outside. Return to community circle learn about green and red choices and noise levels (See Appendix L). Small groups at tables (art project coloring green and red choices) (See Appendix M). Practice end of day procedures.

Day 5- Help students with their beginning routine and greet them at the door. Students directed to the play zone or the discovery zone. Use noise maker. Practice putting away toys. Meet at community circle. Practice “body check”. Do introductions and saying hi to our neighbor. Go over calendar and morning message (read “The Monster at The End of This Book”). Discuss rules in learning zones. Let students walk to learning zone of their choice. Work in learning zones. Clean up procured (same as beginning routine). Go back to community circle and sing “Oh Hey Oh Hi Hello”. Wash hands to our song. Get ready for snacks to Jeopardy song. Work on All About Me packet (draw self-portrait). Go outside. Return to community circle and review green and red choices and noise levels. Small groups at tables (art project coloring noise level chart). Practice end of day procedures.

### **Connections to Students and Families**

The communication with students and their parents or guardians is one of the most important relationships a teacher can make. In my classroom I will be sending out a letter before school starts sharing information about myself (See Appendix N). In this letter I will include a picture of myself, some hobbies, and some of my favorite things. On the meet and greet night I will be handing out a letter for parents or guardians to be filling out about their child as well as a homework policy letter (See Appendix O). The “get to know my students” letter will help me know if a child is in need of any extra help or attention in an area. Also, this will help me get to know my student better and any interests that they have to continue to grow in a relationship with them. The homework policy letter will let parents or guardians know what I expect from

them and the students. Lastly, throughout the year I will be using an app called Dojo to communicate with the parents (See Appendix P). This app will be optional for the parents to download but it will allow them to see what the class is doing as a whole through pictures, videos, or newsletters and also what their child is doing individually on a private page. This app also allows for another form of communication between me and the parents besides email.

**What ifs.**

Since I will be using the Love and Logic method, I expect the children to be responsible for their actions. If I notice children are struggling with a certain policy and procedure, I will continue to practice the procedures with the students. If that strategy isn't working, I will try to find a new way to do the method for my young learners. For example, if they are not listening to the noise maker anymore, I will switch it up or start using different ones for different clean up time. I can also ask the students on what they think would help them best. If my students are struggling with some of the curriculum, I will do more student-centered learning and working one-on-one with students. Lastly, I will continually reevaluate my teaching and continue to educate myself on the new trends to be the best educator for my preschoolers.

## Appendix

### Appendix A

A poster I will have hanging up in my classroom for my students to see my Love and Logic philosophy and some small phrases I will use in my classroom.

### ♥ How We Do It ♥

- ♥ I will treat you with respect, so you will know how to treat me.
- ♥ Feel free to do anything that doesn't cause a problem for anyone.
- ♥ If you cause a problem, I will ask you to solve it.
- ♥ If you can't solve the problem, or choose not to, I will do something.
- ♥ What I do depends on the special person and the special situation.
- ♥ If you feel something is unfair, whisper to me, "I'm not sure that's fair," and we will talk.

- "Probably so."
- "I know."
- "Nice try."
- "I bet it feels that way."
- "What do you think you're going to do."
- "I don't know. What do you think?"
- "Bummer. How sad."
- "Thanks for sharing that."
- "Don't worry about it now."
- "That's an option."
- "I bet that's true."
- "Maybe you'll like what we have for the next meal better."
- "What do you think I think about that?"
- "I'm not sure how to react to that. I'll have to get back to you on it."
- "I'll let you know what will work for me."
- "I'll love you wherever you live."

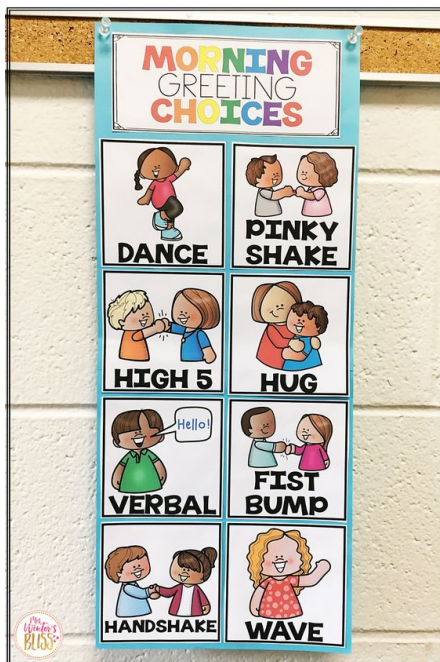
Appendix B

1. Students will follow this routine every day when they come, this visual aid will be hanging by their backpack hangers, by the greet the teacher sign, and snack cubbies to guide them through the process.



2. Students will be able to choose

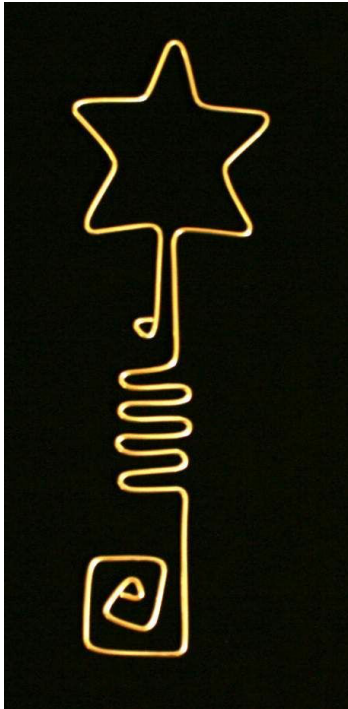
how they want me to greet them in the morning by pointing to the picture on the wall.





## Appendix C

Here are two different options of noise makers I can use for my students. If one of the noise makers isn't being effective for the students, I can switch it up. Also, if I had the students help me make a rain stick, they may be more interested in listening to it waiting for the directions since they would create a connection to it.



## Appendix D

The first couple days of school I will show students how I want them to clean up, but after that they will have visual aids at each of the learning zones to remind them of the process. This will provide the young learners reminders and lessen the number of questions they would have to ask me.



Appendix E

Here is an example of the community rug I would have. This would help my preschools start recognizing letters and a picture that starts with the letter. The next picture is the stars with the student's names on them. I would be able to change the places of the stars based on who sits well next to each other or not and give them a sense of belonging. The third chart show our classroom "body check" position of how they should be sitting in their spot. I will put this poster eye level for the students so they have the reminder of what this looks like at their level.



Appendix F

Here is an example of how I would have my calendar set up in my classroom. Our class would go over the current month, year, day, season, weather, and days in school. One thing I would like to change from these pictures is having the numbers on the calendar form a pattern. Looking at patterns help children learn about things like sequences and schedules.





Appendix G

Here is an example of the dream classroom I created. There are different learning zones for the children. All these learning zones are available for the children to learn and play in when instructed. Each learning zone has a different purpose. I will keep a running tally on the learning zone each child picks to encourage them to try different zones. Next to each zone will have visual aids to remind the children how to act and how to clean up.



Time to Clean Up!  
**VISUALS**

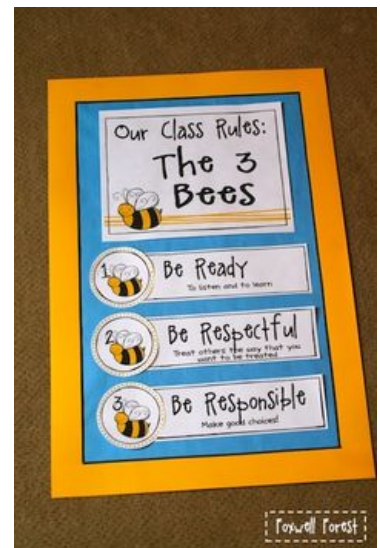
freebie



WALL AND LANYARD VISUALS INCLUDED.

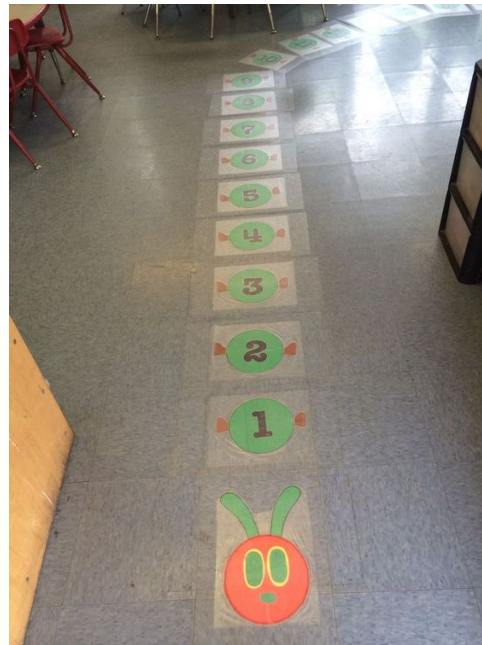
**Our Class Rules**

-  Looking Eyes
-  Listening EARS
-  Quiet Mouth
-  Helping Hands
-  Walking Feet



## Appendix H

Students will practice the transition to line up to go outside. They will learn to line up on the next number available in no particular order, with level 0 voices, listening ears, facing forward, hands to themselves, and walking feet. I will use a love and logic phrase of “I would love to take you outside once everyone is in line how we practiced”.



Appendix I

Our outside rules will be practiced and discussed all week long. This poster will be hanging on our door so the class is able to look at it right before we head outside. Students will receive a blue slip later on if they are not doing their job outside as a safe learner.

# PLAYGROUND rules





Appendix J

The end of the day routine will be the same every day for students, so as a class we need to make sure to practice this a lot the first week. The students will be expected to grab folder, fill in behavior chart, get backpack, and sit back on community circle spot. Having the students sit back on their community circle spot will help the traffic flow of the classroom. Hopefully there won't be a backup at the lockers with this procedure.





Appendix K

The washing hands song will be hung by the sink in our classroom.



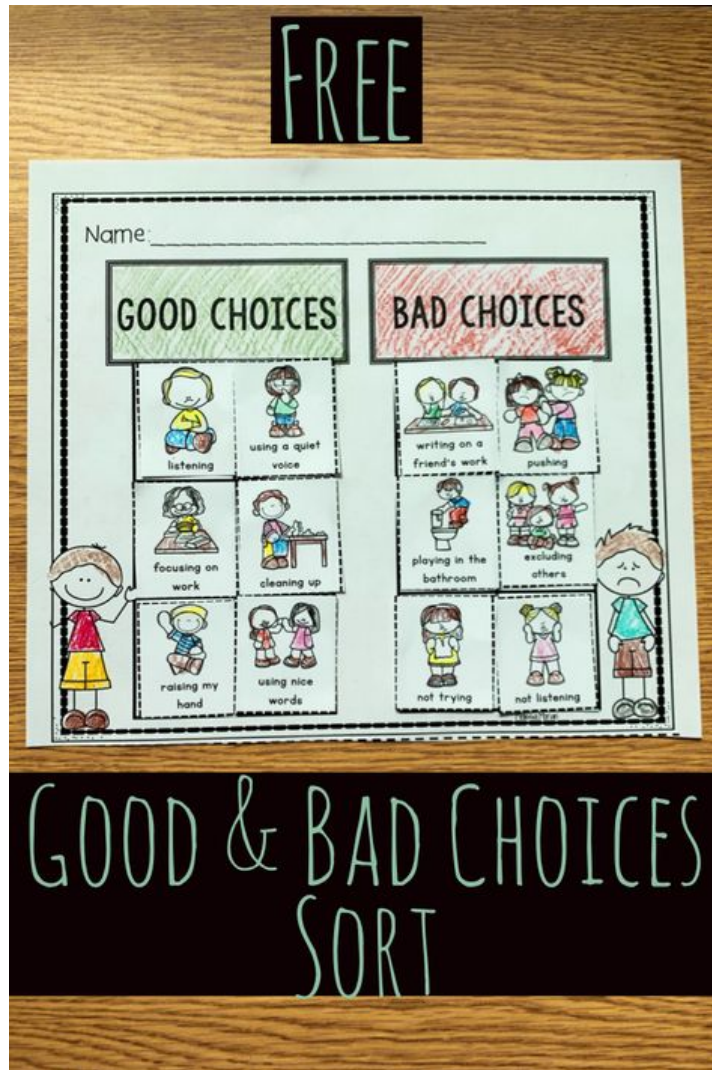
Appendix L

In my classroom my young learners will help me create red and green behavior posters. They will help me decide where to put different behavior scenarios. We will also talk about noise levels. In my classroom we will use the light up system so the students are able to see from a distance what the noise level is expected of them.



Appendix M

Here is an example of the coloring sheet the students will do for an activity to remember and look at green and red behaviors. We hang these up on our community wall as a reminder of behaviors the first couple weeks.



## Appendix N

Here is my get to know the teacher letter then I will be sending out before the school year. This will help students recognize a picture of me and also get to know some of my favorite things and hobbies.

## MEET THE TEACHER

DEAR STUDENTS,

*Welcome to my preschool classroom, I am so happy I get to be your teacher! Students, if you are a little be scared... so am I, but we can be brave together. We are going to do so many fun things together as we learn about reading, writing, math, science, social skills, and much more! I can not wait to get started. You will not believe how much you are going to learn and grow this year. We have so much planned and I can not wait to get to know you and your families.*

HERE IS A LITTLE BIT MORE ABOUT ME:

*Years of teaching: One! (You all get to be my first class)*

*Hometown: Beulah, North Dakota*

*College: University of Mary, Bismarck, North Dakota*

*Pets: Birdy and Bridger my two crazy fur baby dogs*

*Siblings: Hunter and Logan (they're identical twins)*

FAVORITES:

*Color: Olive Green*

*Food: Pickles!*

*Game: Catan*

*Drink: Hazelnut frappuccinos*

*Book: To Kill a Mockingbird*

*Hobby: Camping and Kayaking*

*Sports: Hockey and Golf*



*Love, Ms. Hannah*

Appendix O

Here are two different letters I will hand out during our meet and greet night before school starts. One is a letter to get to know my students that parents will turn back into me, and the second letter is my homework policy.

Letter 1.

September 4, 2019  
Dear Parents and Guardians:

No one knows your child better than you do. As a parent, your perception of my student is a valuable resource. The more I know and understand about your child, the more effective I can be as a teacher.

I would appreciate your participation in a "parent homework assignment" that will be of great value to me. Sometime in the next week, please write me a letter introducing your child.

You might want to include a brief biography, problems, special abilities, fears, strengths and weaknesses, and past school experiences. You might want to tell me about your expectations for this school year: from me, your child, and the school. Include any information that you want me to keep in mind while I work with your child.

I am looking forward to reading your letters and will respond to any issues and/or concerns during the fall conferences October 15, 16, and 17th. Thank you for taking part in this important assignment. All letters will be kept confidential.

Best wishes,  
Ms. Hannah  
Due Date: Friday, September 27th, 20\_\_

P.S. This assignment may also be emailed to me at [hannah.obrigewitch@gmail.com](mailto:hannah.obrigewitch@gmail.com)

**Welcome!**

I am so excited about the new school year and having your child in my classroom. To help me get to know your child before the year begins, please fill out this information and return it to me by \_\_\_\_\_.

Child's Name: \_\_\_\_\_ Nicknames: \_\_\_\_\_

Hobbies/Interests: \_\_\_\_\_

What is he/she best at? \_\_\_\_\_

Siblings: \_\_\_\_\_

Pets: \_\_\_\_\_

3 words to describe your child: \_\_\_\_\_

Allergies: \_\_\_\_\_

Any special information I should know (new baby, new job, new house, etc.): \_\_\_\_\_

What is the best way to communicate with you (e-mail, notes, call, in person, etc.)? \_\_\_\_\_

Please include any additional helpful information below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TherapyBunch



## Letter 2



Dear Preschool Parents,

I am sending out this letter to inform you on my homework policy for our young learners. I understand the importance of allowing our children to be kids and be able to play and spend time with their families during the evenings. I also understand that families are busy in the evenings and may have a lot of activities to go to, but please help your young learners each week with their vocab booklets and spelling words. These vocab booklets can take as little as 5-10 minutes a night. The vocab booklets will be handed out on Monday during class and they will be placed in their take home folders on the **left** side with the **red dot**. Please take that out on Monday nights. Inside of the vocab booklets there will be a check off list with the days of the week and also sight word spelling words. Please make sure to sign and date the nights you have gone over the sight word booklet and have reviewed these spelling words with our students before Friday. On Friday of that week please make sure to send the booklet back to school with our student and place it in the **right** side of the folder with the **green dot**. This will show me it has been completed and I will be collecting these. It is important for our learners to work on these vocab booklets to advance their reading and spelling skills. At the end of the week I will be assessing the students in small groups and keeping a tally of their progress. These assessments are not for a letter grade, they will only be for me to reflect on the students learning and be able to keep track of where our learner is at.

Besides the vocab booklets, I do not intend on sending home many homework assignments. As I stated before, as an early childhood educator I understand the important for letting our young learners be kids and play and be able to give their brains a break from schoolwork. If I do happen to send an assignment home other than their vocab booklets, I will send a note in the mail home before the assignment is coming home. This way you will know in advance and able to plan for that in your evening routine. The advance letter and following homework will be placed it in the **left** side of the folder with the **red dot**. Once that assignment is completed, please place it in the **right** side of the folder with the **green dot**. So, please make sure you are checking their take home folders nightly.

Please let me know if you have any concerns of questions. I am always happy to help.

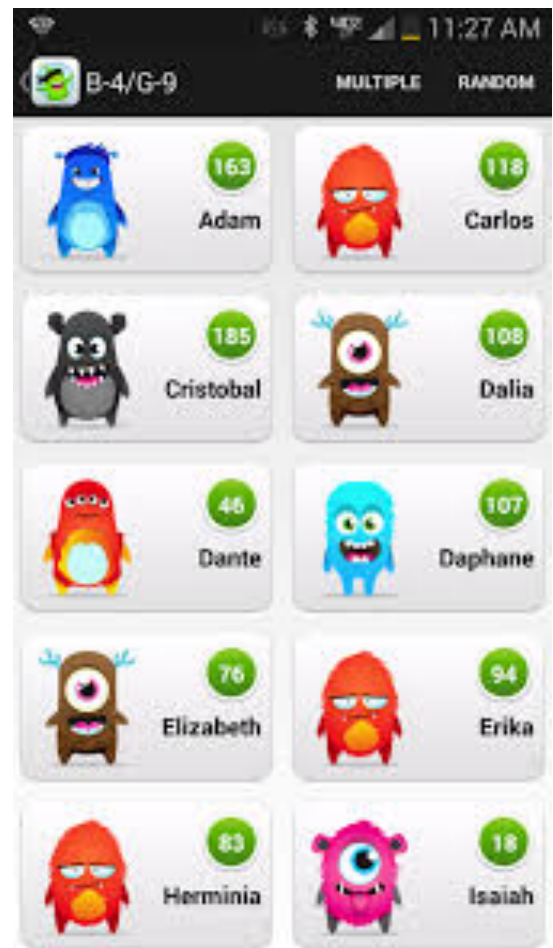
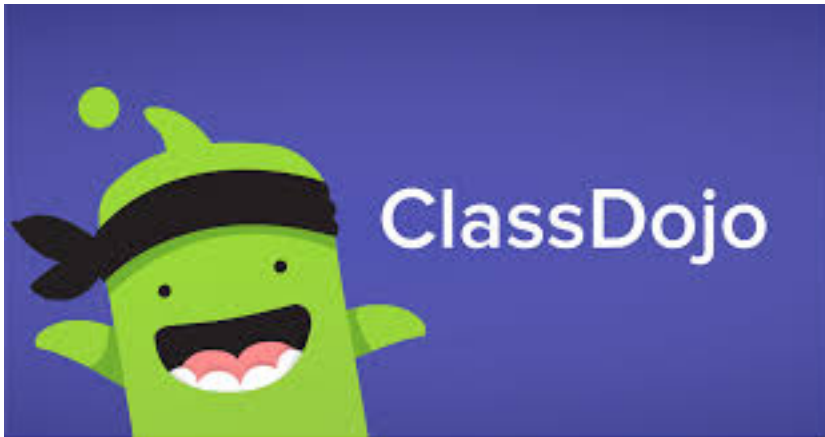
Thank you for your time,

Ms. Hannah  
hannah.obrigewitch@gmail.com



Appendix P

This Dojo App will be explained on the meet and greet night as well. I will have slips setting around the room for parents to take explaining this free app. This will help me stay in communication weekly with the parents. I will be posting the weekly pictures, videos, and messages about the class newsletters, classroom work, and individual assignments and achievements on this app. Parents will be allowed to directly message me through this app also.



References

Fay, J. and Funk, D. (2010). Teaching with Love and Logic: Taking control of the classroom.

Love and Logic Press: Golden, CO.

Wong, H. and Wong, R. (2014). The Classroom Management Book. Harry Wong Publications,

Inc.: Mountainview, CA.