



# A SUMMER START

How to organize your  
best school year ever.

## MASTER TEACHER SERIES

Conceived and  
written by

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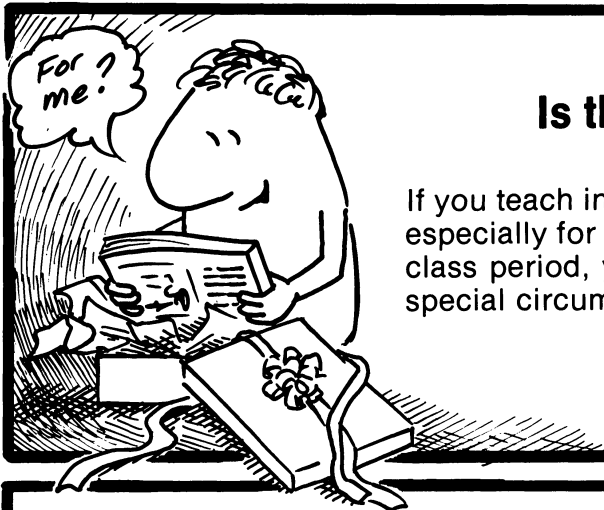
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## Is this book for you?

If you teach in a self-contained classroom, this book is designed especially for you. If you teach different groups of students each class period, you'll need to adapt certain pages to fit your own special circumstances.

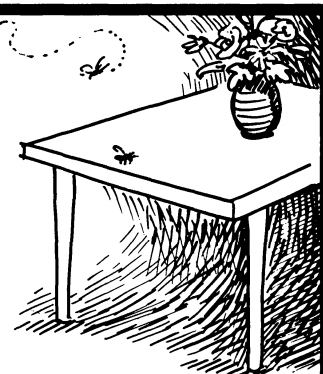
## How should you use this book?

*A SUMMER START* is chock full of suggested activities and procedures to help you design your own personalized blueprint for a peaceful, organized school year. This can't happen if you place it on your resource shelf and let it gather dust. You have to use it, study it, write in it, make it your own.

If the thought of writing in a brand new book makes you uncomfortable, notice that our copyright at the bottom of each worksheet allows you to reproduce copies for your own personal use. In most instances this is not necessary, because the worksheets are to be used by you alone, for your thoughts only. There are a few parent worksheets and classroom forms, however, that do require multiple copies. You have permission, of course, to photocopy these straight out of the book.

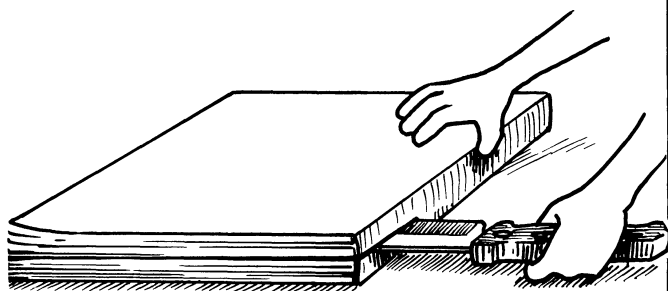
Our pages are "perfect bound" in the same manner that single sheets of stationery are attached to a writing pad. Except our pages are glued much more permanently. You can open the pages of this book flat out, in order to write on them and photocopy selected worksheets.

This does place unusual strain on the binding, however. With continued use, some pages will eventually fall out. When this

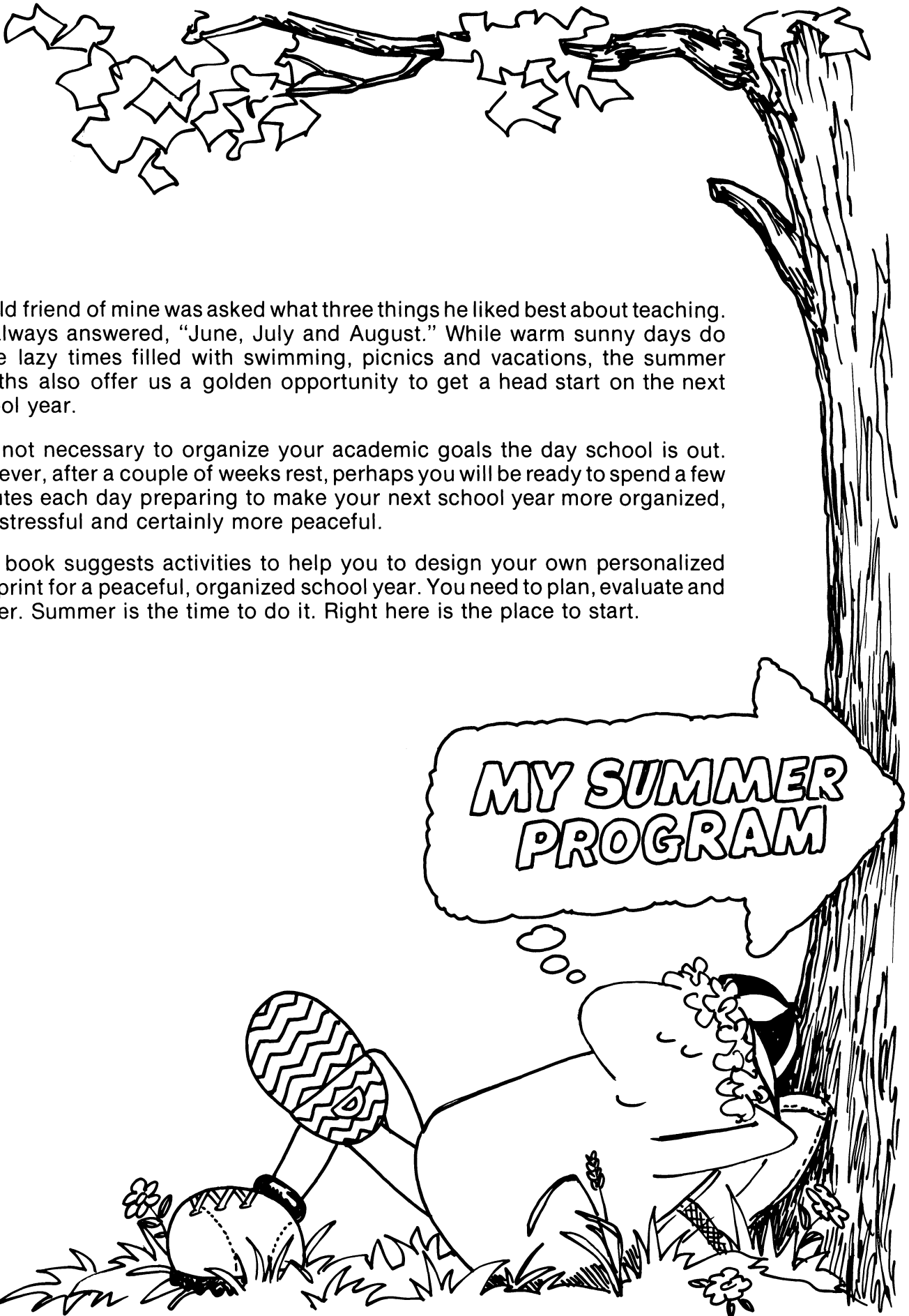


begins to happen, don't rush out and buy a new book. Simply separate all the pages from their glued binding, punch them with a 3-holed punch, and reassemble them into your own personal notebook.

To separate pages that are already loose, remove them one at a time from the book, just like pulling sheets off a note pad. To separate pages that are more firmly attached, carefully draw a sharp knife between the glued pages.



We think *A SUMMER START* is one of the most useful teaching resources you'll ever buy. We want you to keep it around for a long while — for as long as you teach.



An old friend of mine was asked what three things he liked best about teaching. He always answered, "June, July and August." While warm sunny days do invite lazy times filled with swimming, picnics and vacations, the summer months also offer us a golden opportunity to get a head start on the next school year.

It is not necessary to organize your academic goals the day school is out. However, after a couple of weeks rest, perhaps you will be ready to spend a few minutes each day preparing to make your next school year more organized, less stressful and certainly more peaceful.

This book suggests activities to help you to design your own personalized blueprint for a peaceful, organized school year. You need to plan, evaluate and gather. Summer is the time to do it. Right here is the place to start.

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## Long-Range Lesson Planning

## Chapter One

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- 2 set your goals
- 3 divide your academic year into file folders
- 5 note school calendar dates
- 6 note other dates of interest
- 12 gather resources
- 14 write your long-range plans

# ORGANIZING PAPERS AND SUPPLIES

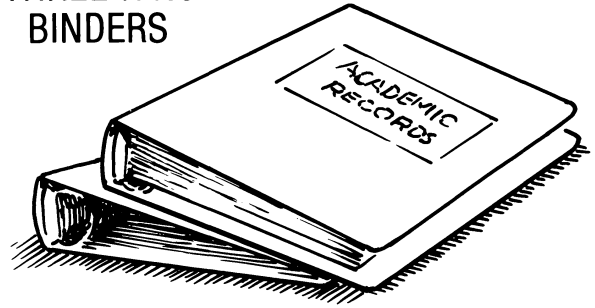


## FILE FOLDERS

Your #1 organizational aid. If your school doesn't provide these, check local office supply discount stores. You can usually buy lots of 100 at a reasonable price. You'll need . . .

- Twelve for your LONG-RANGE PLANS. (see page 3)
- One per student to hold DAILY WORK.
- One per student to hold INDIVIDUAL RECORDS. These include notes from parents, discipline referrals, notes from the nurse, etc.
- A set for creating RESOURCE FILES. Make picture files for creative writing, art and social studies projects; or create topic files for other subjects you teach.

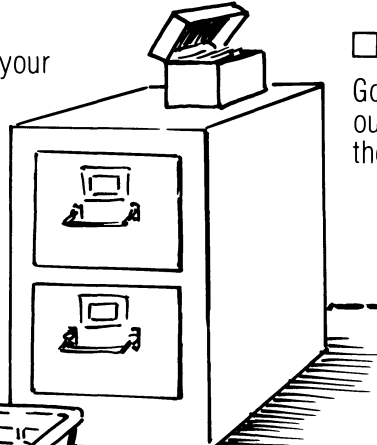
## THREE-RING BINDERS



- One for SCHOOL PROCEDURES. Divide your notebook into sections that are useful to you. These might include: forms for daily use, important papers, school handbook, parent bulletins, weekly teacher bulletins, daily school bulletins.
- One for your ACADEMIC RECORDS. Consider these divider headings: attendance calendar, weekly lesson plans, daily grades, weekly evaluations, communication with parents, student behavior records.

## FILE CABINETS

Your best choice for organizing all of your teaching resource materials and student file folders. Check department store outlets for damaged goods. You can often find excellent file cabinets with only minor scratches and dents at a good price. If your budget is really tight, try substituting large boxes and bricks. Bricks will prop the folders in each box in an upright position. Move them in or out to accommodate changes in file size.

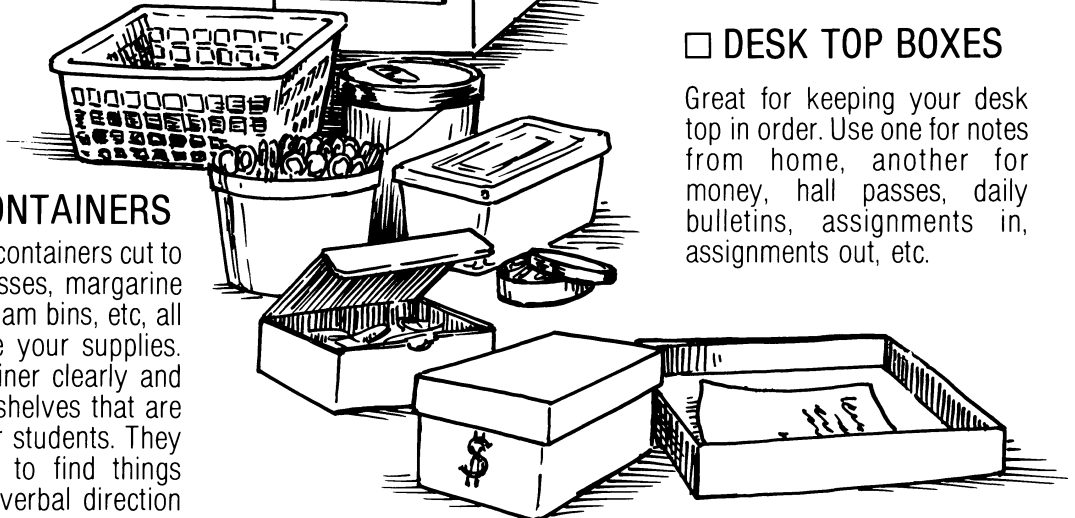


## FILE BOXES

Good for instant access to short time-out activities, poems, minder benders, thoughts for the day, etc.

## STORAGE CONTAINERS

Coffee cans, milk containers cut to size, jars and glasses, margarine containers, ice cream bins, etc., all serve to organize your supplies. Label each container clearly and place it on open shelves that are accessible to your students. They need to be able to find things without constant verbal direction from you.

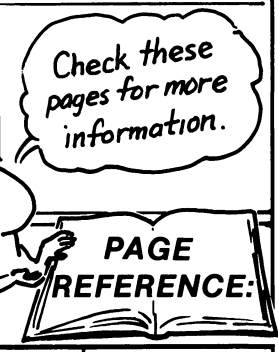


## DESK TOP BOXES

Great for keeping your desk top in order. Use one for notes from home, another for money, hall passes, daily bulletins, assignments in, assignments out, etc.

# CHECKLISTS

## for your first days of school



### Checklist: BEFORE THE FIRST DAY

PAGE REFERENCE:
-----------------

- |   |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
|---|--|--------------------------------------|---|--|----------------------------------|---------------------------------------|-----------------------------------|--|--|--|-------------------------------------|--|--|
| <input type="checkbox"/> <b>Behavior expectations defined?</b> Integrate these into your first week of teaching.  | 38-54  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Bulletin boards up?</b>   | 32-33  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Parent letter and student profile ready?</b> Should be typed, run off and stapled together.   | 57-63  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Supplies organized and labeled?</b>   | 30-31  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Desks arranged?</b>   | 27-29  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Names on desks?</b> With seating places already determined, the new or shy student doesn't have to worry about selecting a place to sit. You can separate disruptive students on the first day without getting off to a negative start. If you are concerned about desks properly fitting students, try this technique: direct students to find one that fits them, then put it in the arrangement you've diagrammed on the blackboard.   |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Class list ready?</b> Photocopy the form provided. List students in alphabetical order by first or last name. Your list, of course, will require adjustments to accommodate late arrivals. Don't write names on permanent files or in your grade book until after the class list has settled.   | 75   |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Class list posted outside door?</b> Make sure that all names are spelled correctly. If you have time, display your list with a colorful background — a rainbow, flowers, sun, etc. Sometimes class lists are kept confidential until the first day of school. If so, wait until the first morning to post your list.  |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Name on the blackboard?</b>   |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Lesson plans completed for your first week?</b> A complete curriculum for the first week of school is available in our Master Teacher Series. Order Primary Alphabet Soup if you teach grades 1-3, or Intermediate Alphabet Soup if you teach grades 4-8.   |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Opening talk planned?</b>   | 70   |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> <b>Do you know times and procedures for. . .</b>   |  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <table border="0"> <tr> <td><input type="checkbox"/> Fire drill?</td> <td><input type="checkbox"/> Playground?</td> </tr> <tr> <td><input type="checkbox"/> Taking attendance?</td> <td><input type="checkbox"/> P.E. Classes?</td> </tr> <tr> <td><input type="checkbox"/> Recess?</td> <td><input type="checkbox"/> Health room?</td> </tr> <tr> <td><input type="checkbox"/> Library?</td> <td><input type="checkbox"/> Office telephone?</td> </tr> <tr> <td><input type="checkbox"/> Taking lunch count?</td> <td><input type="checkbox"/> Resource rooms?</td> </tr> <tr> <td><input type="checkbox"/> Lunchroom?</td> <td><input type="checkbox"/> Remedial classes? (chapter 1)</td> </tr> </table> | <input type="checkbox"/> Fire drill?                   | <input type="checkbox"/> Playground? | <input type="checkbox"/> Taking attendance? | <input type="checkbox"/> P.E. Classes? | <input type="checkbox"/> Recess? | <input type="checkbox"/> Health room? | <input type="checkbox"/> Library? | <input type="checkbox"/> Office telephone? | <input type="checkbox"/> Taking lunch count? | <input type="checkbox"/> Resource rooms? | <input type="checkbox"/> Lunchroom? | <input type="checkbox"/> Remedial classes? (chapter 1) |  |
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| <input type="checkbox"/> Recess?  | <input type="checkbox"/> Health room?                  |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
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| <input type="checkbox"/> Taking lunch count?  | <input type="checkbox"/> Resource rooms?               |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |
| <input type="checkbox"/> Lunchroom?   | <input type="checkbox"/> Remedial classes? (chapter 1) |                                      |   |  |                                  |                                       |                                   |  |  |  |                                     |  |  |

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**TOPS** LEARNING SYSTEMS

"Today, we're going to present a teaching strategy that works. We're not saying that our procedures are the only way. We are saying listen with an open mind. Critically examine your own teaching procedures. Then adapt and create a personal strategy that works for you . . . . ."

Welcome! You've just walked into a workshop for teachers, presented by Pat Fellers and Kathy Gritzmacher. These highly acclaimed educators spend their weekends and summers showing the rest of us how to make teaching a peaceful experience. Let's listen in.

"No two school years will ever be exactly alike. Different students bring diverse needs into your classroom each academic year. No two educators will ever teach exactly the same way -- nor should they even try. We have all been blessed with unique talents. We need to develop our strengths in special ways."

Pat Fellers speaks to a full house. "My workshops fill up fast because I know what I'm talking about. Twenty years in the classroom has taught me what works and what doesn't. I create, adapt, throw away, revise, rethink, and evaluate until I get it right. It's easy to apply my ideas to problems that other teachers experience. We've all been there. We'll all return tomorrow."

Kathy Gritzmacher adds, "We show teachers how to get organized and stay on top of things. You don't have to take papers home at night if you manage your school hours efficiently. You don't have to feel stressed out by a hectic classroom environment if you know how to take charge and assert control."

Pat and Kathy have managed to turn their valuable workshop sessions into a Master Teacher Series of great books. They invite you to attend. Master Teachers don't burn out. They just get better and better.

This book is one in a series called "Master Teacher." Titles currently available include #61 A Summer Start, #62 Intermediate Alphabet Soup, #63 Peaceful Procedures, and #64 Primary Alphabet Soup. We are continually developing new modules. For latest information consult your local educational supply dealer or write TOPS Learning Systems.