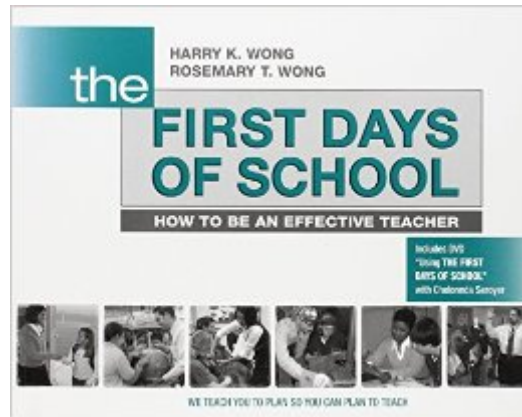


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# The First Days Of School: How To Be An Effective Teacher (Book & DVD)



## Synopsis

The best-selling book ever on classroom management and teaching for student achievement with over 3.8 million copies sold. The book walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college. The book is used in thousands of school districts, in over 120 countries, and in over 2,114 college classrooms, and has been translated into 5 languages. It's practical, yet inspiring. But most important, it works! The 4th edition includes updated research, photos, and more examples of "how-to" along with an implementation DVD, "Using The First Days of School" featuring Chelonnda Seroyer. This is the most requested book for what works in the classroom for teacher and student success.

## Book Information

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Average Customer Review: 4.4 out of 5 stars [See all reviews](#) (1,098 customer reviews)

Best Sellers Rank: #1,361 in Books (See Top 100 in Books) #5 in [Books > Textbooks > Business & Finance > Economics](#) #9 in [Books > Textbooks > Education](#) #11 in [Books > Business & Money > Education & Reference](#)

## Customer Reviews

I have just finished my first year teaching and found "The First Days of School" useful for setting up a classroom but not for dealing with extreme problems. Wong's book was an excellent resource for me when I was given a job description, a classroom, and little else. Wong will explain to you how to set up everything from your gradebook to your classroom management system. He stresses the importance of routines and procedures to classroom management, and he is indeed right. If you teach in a school where the students are used to structured classrooms and consistent discipline systems, this book will cover most of what you need to know. Buy it, implement it, call it heaven-sent. HOWEVER: Wong fails to address the WHAT IFs of classroom management like: what if I'm doing all of these things and the kids are defiant? What if all 35 of them decide to act up? What

if I totally lose it? These were the major questions at my school this year, and many of were dissatisfied by the way Wong assumed children would react. Case in point: In a discussion of logical consequences for a child not entering the room correctly, Wong suggests that you tell the child to do it over again until he does it correctly. I'm sure that a 2nd grader would repeat the procedure correctly and sit down. An older child at a school with a consistent discipline plan might do this as well. At my school this year, our 7th graders (who had every 6th grade teacher walk out on them the year before and had gone through five Junior High teachers this year already) would do one of the following: 1. Scream obscenities at the teacher and leave the room (not to re-enter correctly but to ditch); 2. Re-enter incorrectly until the teacher went crazy and wrote the kid a referral\*; 3.

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