**Behavior Dojo!**

For further information contact…

Natasha Van Metre  
Loughman Oaks Elementary  
4600 US 17 92 North,  
Davenport, FL 33837  
863-421-3309  
natasha.vanmetre@polk-fl.net

---

**PROGRAM OVERVIEW**

Behavior Dojo! uses Class Dojo Behavior Management System and a student reflection binder. Class Dojo is an online program that is used to monitor students positive and negative behaviors. It holds students accountable for their actions and visually gives them immediate feedback. I project Class Dojo on my smart board, so that students can see how their actions affect their points.

I am able to customize student behaviors to the needs of my classroom. When my students are showing positive behaviors I can award them with positive points. When students are off task or not following procedures I give them negative points. It is amazing how the "ding" can focus twenty-four students in an instant. I use Class Dojo on my computer, and have it linked to my smart phone. This allows me the mobility I need when walking around the classroom and around campus.

Class Dojo tracks student behavior and even sends reports to parents. I use Class Dojo all day every day. It keeps my students focused and on their best behavior. Points earned are banked, and at the end of the week, I print student reports. These reports show each student’s positive and negative behaviors for the week. The reports are broken down into behaviors, so the students can see exactly what they were doing to earn their points. Student reflection binders include student behavior report, a reflection page and a graph. On Monday morning students see their report, analyze it and respond to it. Students use a template to respond to their previous week’s behavior. My students reflect on their behaviors, what they have done well, and what they can improve upon for the coming week.

My students are also responsible for tracking the positive points that they earn. They do this by graphing their points earned each week. They earn prizes when they reach 25, 50, 75, 100, 125, 150 and 200 points. When my students reach prize levels they turn in their binder and I sign off on their prizes. My students love being rewarded for their good behavior.

I use this program with my 5th grade classroom. I currently have 24 students on various ability levels. Class Dojo is used during whole group and small group instruction. Since Class Dojo is mobile, I can also use it while we are moving around campus. Class Dojo is customizable, so it would work well for any grade level.

---

**OVERALL VALUE**

I feel that Behavior Dojo! is of great value in my classroom. It is amazing to me how well the students respond to the behavior feedback. I enjoy watching them trying so hard to earn positive points.

My school is a Title 1 school. Four out of eighteen students, or twenty two percent, are substantially deficient. At the beginning of the year I had major problems with classroom behavior. My classroom has improved so much just from implementing Class Dojo and holding the students accountable for their actions.

---

**LESSON PLAN TITLES**

- Introduction to Class Dojo
- Learning About a Reflection Binder

**MATERIALS**

Materials for each lesson are listed within each lesson plan. Overall materials budget, including pricing and vendors, follows the lesson plans. Outside Resources: I use the Class Dojo Behavior Management System. This is a free program for teachers to help monitor student behavior:  
www.classdojo.com

**ABOUT THE DEVELOPER**

Natasha Van Metre graduated from Texas A&M University with a Bachelor of Science in Agricultural Education. She just completed her first year of teaching. Natasha teaches 5th grade at Loughman Oaks Elementary, and is very excited for the upcoming school year. This is Natasha’s first time as a T2T developer.

⭐⭐⭐
“Behavior Dojo” Natasha Van Metre
Lesson Plan No 1: Introducing Class Dojo

■ SUBJECTS COVERED
Reading

■ GRADES
Fifth

■ OBJECTIVES
Students will be able to...
... recognize the Class Dojo System and how it works.
... set up their parent’s email and their avatar.

■ SUNSHINE STATE STANDARDS
CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

■ MATERIALS
• Computer
• Class Dojo account (free)
• Computer lab or student access to computers

■ DIRECTIONS
**This lesson requires prep work by teacher. You need to have email addresses for at least 1 parent of each student!**
► Teacher will start a class discussion about positive and negative behaviors.
► Teacher will play the Class Dojo introduction video (found on the Class Dojo website – www.classdojo.com)
► Teacher will explain to the students that they will be using the system to keep track of their behaviors.
► Students will be informed that reports will be sent home weekly to their parents email.
► Teacher will share with students the behaviors she has come up with. Students will brainstorm ideas of behaviors to add to ones previously chosen by the teacher. Create a list on the smart board of behavior ideas. Allow students to vote on the top choices that will be added to Class Dojo.
► Students will log onto Class Dojo with their individual student pin and their parent’s email address. Students will explore the site and customize their own avatar.

■ EVALUATION/ASSESSMENT
Teacher will make sure all students are participating in class discussion. Have students write ideas on the smart board to encourage participation. Students will ask questions and teacher will make sure they are clear on the Class Dojo System.

★★★
Lesson Plan No 2: Learning About the Reflection Binder

**SUBJECTS COVERED**
Language Arts, Math

**GRADES**
Fifth

**OBJECTIVES**
Students will…
- venture through their reflection binder
- learn how complete the reflection page
- learn how to graph their points
- learn the procedure for redeeming points for rewards

**SUNSHINE STATE STANDARDS**
CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.

CCSS.Math.Content.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**MATERIALS**
- 24, 1 inch binders (1 per student)
- 24 Copies of: Class Dojo Title Page, My Dojo Points Graph Page, and Dojo Rewards
- Class Dojo Reflection page – 9 per student
- Page Protectors (1 per student)
- Colored Pencils
- Students should enter their positive and negative points on the sheet. They should also include their combined point total. Students will then complete the prompts on the Reflection page. Students should add at least 2 additional comments on the Reflection page.

**DIRECTIONS**
**Prep work required by teacher.**
Set up 1 binder for every student.
Binder should include:
- Class Dojo Title Page, My Dojo Points Graph Page, and Dojo Rewards. Dojo Rewards page should be in a page protector. Also include 9 Reflection pages per student (these will get you through the first 9 weeks).
- You can choose to let the students set up their own binder.
- Have a student pass out binders to the class.
- Teacher will walk through each page, having students follow along.
  - Students should put their name on the Title Page.
  - Next, discuss the Dojo Rewards page and the rewards for each level. Explain to the students that their point total is a combination of their positive and negative points for the week. For example if they have 15 positive points and 5 negative points for the week, their weekly total is 10 points.
  - Tell students that they will earn points on a daily basis and their behavior report will be printed at the end of the week. This report is where they will get their points totals.
  - Remind students that their parents will also receive an email with their weekly behavior report.
- Explain to students how to fill out the Reflections page.
- Let students know that their reflections and graphing will be done as morning work on Monday and Tuesday of the following week.

**EVALUATION/ASSESSMENT**
Teacher will observe students as they are completing the Reflection page to see who has followed directions. Teacher will observe students when filling in their graph to see who has followed directions. Help and coaching as needed.
### Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM # AND DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wal Mart (online)</td>
<td>1 inch binder w/ view (12 pack)</td>
<td>23.00</td>
<td>2</td>
<td>46.00</td>
</tr>
<tr>
<td></td>
<td>Box of white copy paper</td>
<td>30.97</td>
<td>2</td>
<td>61.94</td>
</tr>
<tr>
<td></td>
<td>Box of page protectors 25 count</td>
<td>5.88</td>
<td>1</td>
<td>5.88</td>
</tr>
<tr>
<td></td>
<td>Colored Pencils - box of 24</td>
<td>2.84</td>
<td>1</td>
<td>2.84</td>
</tr>
<tr>
<td>Oriental Trading</td>
<td>Fun pencils for rewards (24)</td>
<td>4.25</td>
<td>1</td>
<td>4.25</td>
</tr>
<tr>
<td>Scholastic.com</td>
<td>Paperback books less than $4 each</td>
<td>2.00</td>
<td>24</td>
<td>96.00</td>
</tr>
</tbody>
</table>

Subtotal: $216.91

Tax if applicable

Shipping if applicable

TOTAL BUDGET AMOUNT: $216.91
<table>
<thead>
<tr>
<th></th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Exemplary</strong></td>
</tr>
<tr>
<td></td>
<td>• Student has a complete comprehension of material</td>
</tr>
<tr>
<td></td>
<td>• Student participated and completed all activities</td>
</tr>
<tr>
<td></td>
<td>• Student completed all assignments in a timely manner and showed perfect performance</td>
</tr>
<tr>
<td>3</td>
<td><strong>Good Quality</strong></td>
</tr>
<tr>
<td></td>
<td>• Student has a proficient comprehension of material</td>
</tr>
<tr>
<td></td>
<td>• Student actively participated in all activities</td>
</tr>
<tr>
<td></td>
<td>• Student completed assignments in a timely manner</td>
</tr>
<tr>
<td>2</td>
<td><strong>Satisfactory</strong></td>
</tr>
<tr>
<td></td>
<td>• Student has an average comprehension of material</td>
</tr>
<tr>
<td></td>
<td>• Student mostly participated in all activities</td>
</tr>
<tr>
<td></td>
<td>• Student completed assignments with help</td>
</tr>
<tr>
<td>1</td>
<td><strong>Needs Improvement</strong></td>
</tr>
<tr>
<td></td>
<td>• Student does not comprehend material</td>
</tr>
<tr>
<td></td>
<td>• Students did not participate in activities</td>
</tr>
<tr>
<td></td>
<td>• Students did not complete assignments</td>
</tr>
</tbody>
</table>

**Student Name** _________________________________

---

**2013 - 2014 IDEA CATALOG OF EXCELLENCE**
Dear Parent or Guardian,

I wanted to write home today to tell you about ClassDojo, a new teacher tool I will be using to help build your student’s learning habits and boost classroom engagement.

ClassDojo allows me to track student behavior and learning skills throughout the day!

One of the great features of ClassDojo is that it allows me to send you a “behavior and skills report” every Friday by email. My hope is that this will bring you and me closer together and help you better understand the progress of your student on a week to week basis.

For homework tonight I’ve asked your student to have you fill out this form so I can get your email address. Thank you very much!

Best wishes,
Ms. Van Metre

Student name:______________________________________________

Your email address:_________________________________________

_____ I do not have an email address

---

Dear Parent or Guardian,

I wanted to write home today to tell you about ClassDojo, a new teacher tool I will be using to help build your student’s learning habits and boost classroom engagement.

ClassDojo allows me to track student behavior and learning skills throughout the day!

One of the great features of ClassDojo is that it allows me to send you a “behavior and skills report” every Friday by email. My hope is that this will bring you and me closer together and help you better understand the progress of your student on a week to week basis.

For homework tonight I’ve asked your student to have you fill out this form so I can get your email address. Thank you very much!

Best wishes,
Ms. Van Metre

Student name:______________________________________________

Your email address:_________________________________________

_____ I do not have an email address
<table>
<thead>
<tr>
<th>15 MIN COMPUTER PASS</th>
<th>15 MIN COMPUTER PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>15 MIN COMPUTER PASS</td>
<td>15 MIN COMPUTER PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>15 MIN COMPUTER PASS</td>
<td>15 MIN COMPUTER PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>15 MIN COMPUTER PASS</td>
<td>15 MIN COMPUTER PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>DOJO HOMEWORK PASS</td>
<td>DOJO HOMEWORK PASS</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>DOJO HOMEWORK PASS</td>
<td>DOJO HOMEWORK PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>DOJO HOMEWORK PASS</td>
<td>DOJO HOMEWORK PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
<tr>
<td>DOJO HOMEWORK PASS</td>
<td>DOJO HOMEWORK PASS</td>
</tr>
<tr>
<td>Awarded to:</td>
<td>Awarded to:</td>
</tr>
<tr>
<td>__________________</td>
<td>__________________</td>
</tr>
<tr>
<td>Ms. Van Metre</td>
<td>Ms. Van Metre</td>
</tr>
</tbody>
</table>
CLASS DOJO

REFLECTION BINDER

Ms. Van Metre – 5th grade
DOJO REWARDS!

+ Combined Points Total –

  25 pts – Pencil

  50 pts – Treasure Box

  75 pts – Wrist band

  100 pts – 15 min computer time

  125 pts – Homework Pass

  150 pts – Lunch with Ms. Van Metre

  200 pts – Paperback book


______________________’s REFLECTIONS

Reflections should be in complete sentences.

Last week I earned ____ positive points and ____ negative points.

My combined total for the week is ____ points.

This week I will continue my positive behavior by ___________________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

This week I will improve my behavior by __________________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

Additional Comments (at least 2 sentences):

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________