

Management of the Reading First Classroom: Management with Movement

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Nashville, TN July 28-30

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Housekeeping

- Evaluations
- Parking Lot
- Cell phones
- Bathrooms
- Materials



SLANT

- Sit Up
- Lean Forward
- Activate Your Thinking
- Name Key Information
- Track the Talker



Ed Ellis. 1991. Lawrence, Kansas. Edge

Enterprises.

Session Objectives

This session will discuss, review and/or introduce ideas for meeting the needs of all students in a Reading First classroom:

- Management of Essential Components of Reading
- Management of Classroom Space
- Management of Time and Data
- Management of Materials and Student Activities

Vocabulary Words for the Session

Insouciant

Nt

paucity

y

Sesquipedalian

superfluous

Management of Essential Components of Reading

Focus on the features of effective instruction:

- ✓ Explicit instruction
- ✓ Systematic instruction
- ✓ Ample opportunities to respond/practice
- ✓ Immediate, corrective feedback
- ✓ Ongoing progress monitoring

Gesturing Makes Learning Last

"Requiring children to gesture while learning (a) new concept helped them retain the knowledge they had gained during instruction. In contrast, requiring children to speak, but not gesture, while learning the concept had no effect on solidifying learning."



Cook, S.W., Mitchell, Z., and Goldin-Meadow, S. (2008) *Gesturing Makes Learning Last. Cognition.* 106(2): 1047-1058.

Gesturing Makes Learning Last



"Telling children to gesture encourages them to convey previously unexpressed, implicit ideas, which in turn makes them receptive to instruction that leads to learning."

Cook, S.W. (2008) et. al.

Gesturing Makes Learning Last

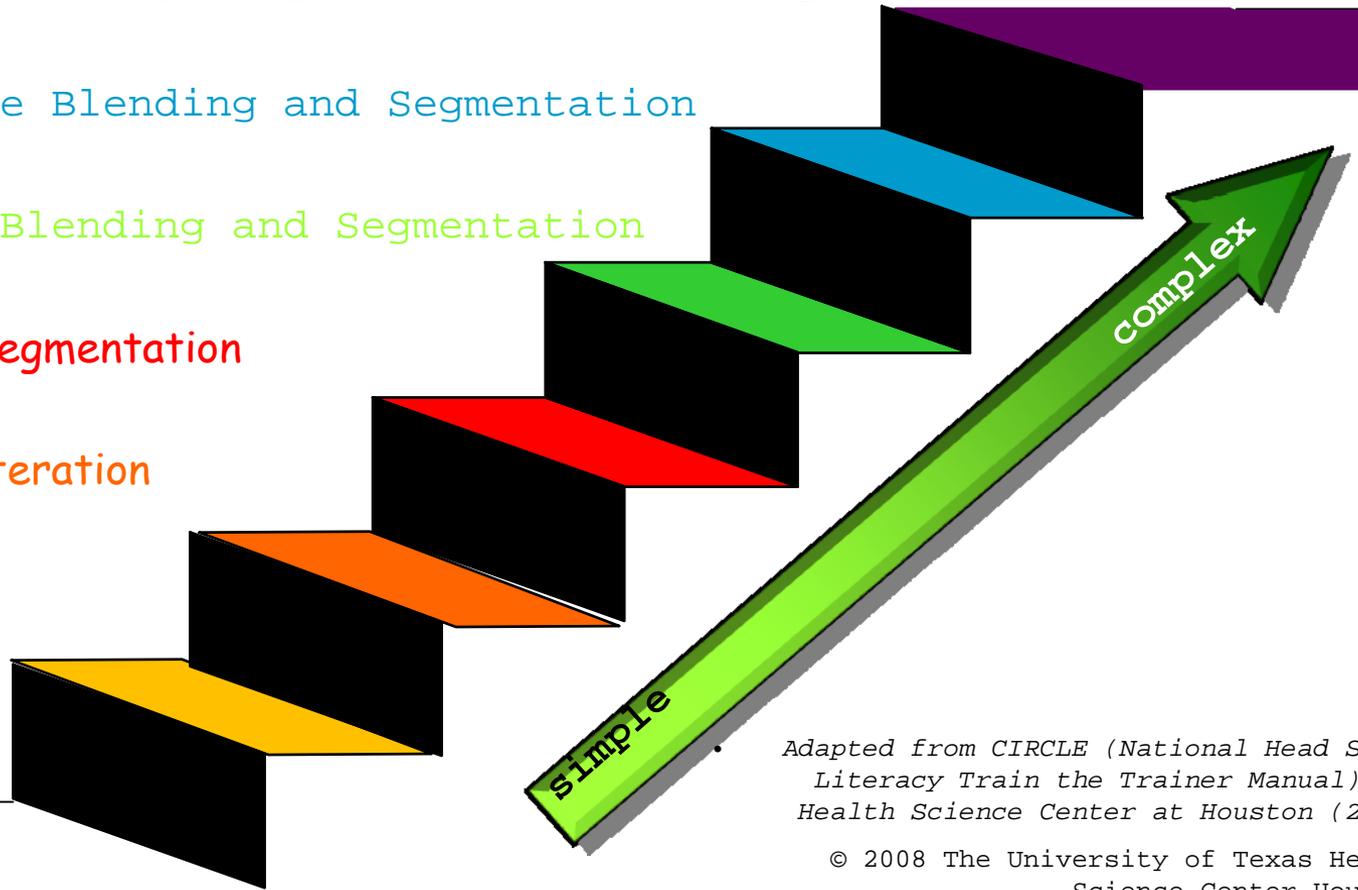


“We may be able to improve children's learning just by encouraging them to move their hands.”

Cook, S.W. (2008) et. al.

Phonological and Phonemic Awareness

- Phoneme Blending, Segmentation, and Manipulation
- Onset-Rime Blending and Segmentation
- Syllable Blending and Segmentation
- Sentence Segmentation
- Rhyme/Alliteration
- Listening

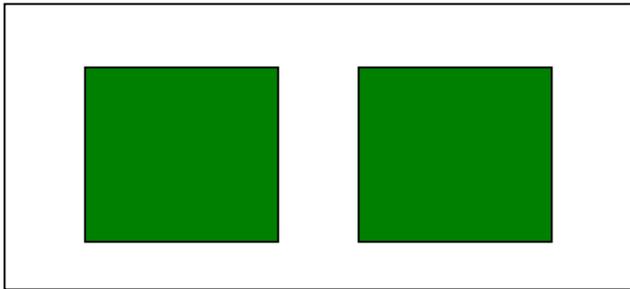


Adapted from CIRCLE (National Head Start Literacy Train the Trainer Manual). UT Health Science Center at Houston (2002)

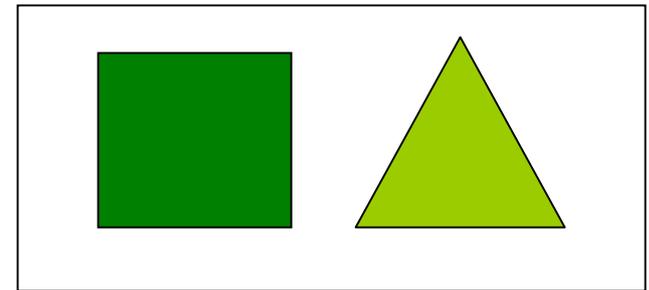
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Phonological and Phonemic Awareness

Listening



Rhyming



Alliteration

Use Individual Response Cards

Phonological and Phonemic Awareness

❖ Cutting Board & Scissors

My name is. . . .



❖ Finger Counting

Your name is. . . .



❖ Head, Shoulders, Knees, & Toes

Her name is. . . .



Phonological and Phonemic Awareness

❖ Palms Up

ta·ble bas·ket
ca·sa co·mo



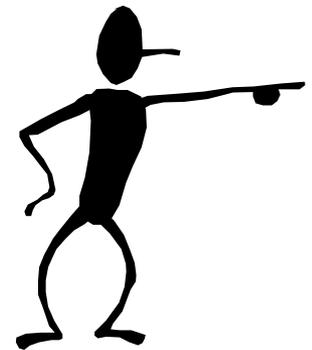
❖ Finger Blending

cur·rent·ly kan·ga·roo
cu·chi·llo se·ñó·ra



❖ Arm Blending

pro·fes·sion·al chry·san·the·mum
pro·po·si·to e·sto·ma·go



Phonics

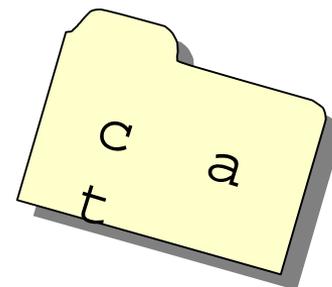
"One way to teach the lagging child effectively is through a technique called 'pocket children'."



O'Conner, R. (2007). Teaching word recognition: Effective strategies for students with learning difficulties. New York: The Guilford Press.

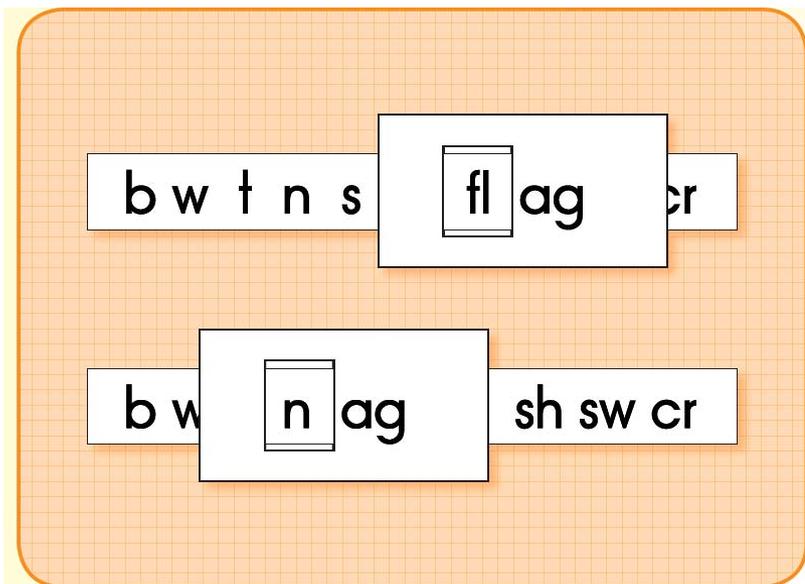
Phonics

- Letter Sound Cue Cards
- Word Building Folders
- Words Sorts
- Word Walls
- Spelling Chants and Cheers



Phonics

Keep students active during small group instruction, centers, and independent work time



word
swat

onset-rime
slide

Vocabulary

- Pinch papers
- Example and non-example cards
- Hand-y vocabulary
- Word sorts
- Word detectives
- Hink Pinks, Hinky Pinkys and Hinkety Pinketys

What do you call a
paunchy kitty?

A fat cat!

Vocabulary

How well do you know these words?

- Fold a piece of paper into 4 equal sections
- Students write the words about to be directly taught in the corresponding column indicating their understanding
- Teacher can read the words aloud or not when students are self-reflecting
- Acts as a progress/growth monitor
- Best with 2nd graders and above

Fluency

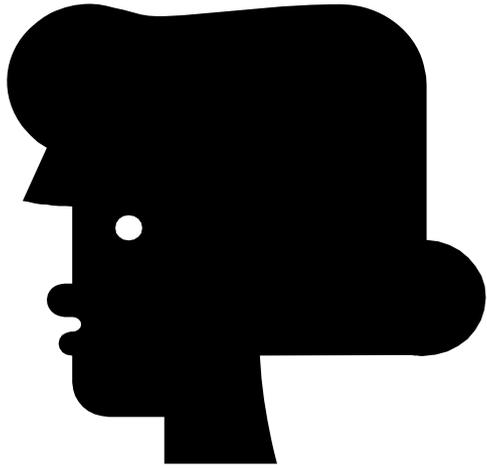
Rate accuracy

PROSODY

*Reading with
expression,
intonation,
and phrasing*



Fluency



a b c d.

e f g h i?

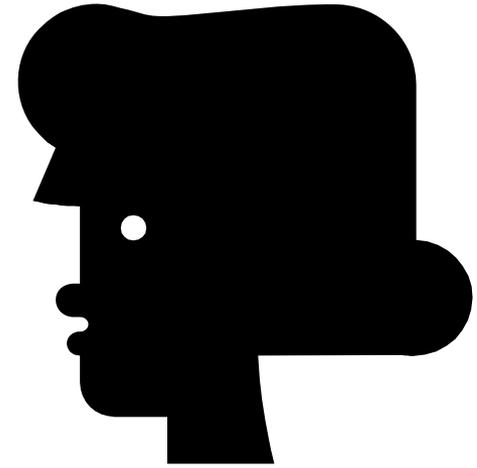
j k l.

m n!

o p q?

r s t u, v w.

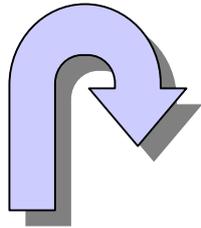
x y z!



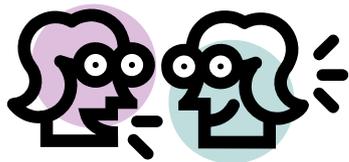
Comprehension



Think



Turn



Talk

Comprehension

Comprehension Process Motions

- Ask questions
- Clarify
- Make connections
- Predict
- Visualize/create mental images

Block, Cathy Collins, Rodgers, Lori L. & Johnson, Rebecca B. (2004)
Comprehension Process Instruction: Creating Reading Success in Grades K-3.
New York: The Guilford Press.



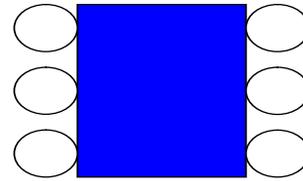
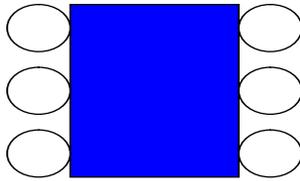
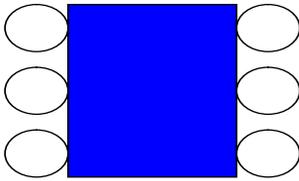
Management of Classroom Space

- Seating Arrangement
- Zone Placement

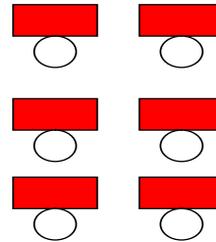
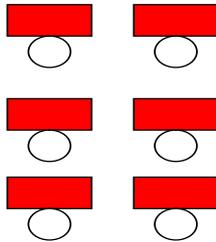


Seating Arrangement

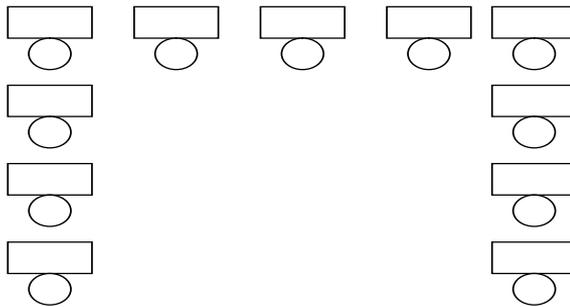
Classroom Seating Arrangement Options



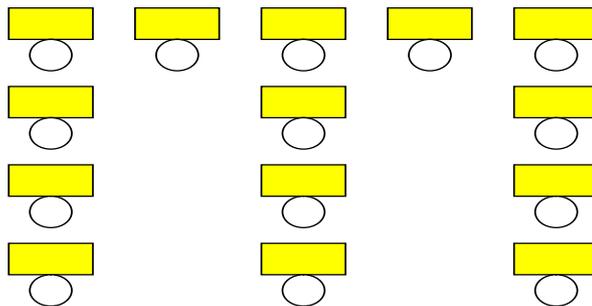
Large Tables



Units of 2



U Shaped



Concentric U Shapes

Zone Placement

The placement of activity areas in the elementary classroom has a very powerful impact on the way the environment functions. An elementary classroom typically should contain a variety of activity areas or zones, that when clearly defined, make the environment function more efficiently.

Isbell, R. & Exelby, B. (2001).
Early learning environments that work.



Examples of K-3 Classroom Zones

Zone Placement

- Whole Group Zone(s)
- Small Group Zone(s)
- Storage Zones
- Classroom Library
- Computer Workstation
- Quiet Zones
- Active Zones
- Bulletin Board Zones
- Listening Workstations
- Word Wall Zone
- Manipulatives Zone
- Other Work Zones



When considering setting up different activity zones, think about the following:

Zone Placement

1. Where will the zone be located?
2. Are there specific needs for this zone?
3. Are all students clearly visible to the teacher?
4. What boundaries are needed for visual separation?
5. How will you clearly define this zone?



When considering setting up different activity zones, think about the following:

Zone Placement

6. What storage requirements does this zone have?
7. How can you make the materials easily accessible?
8. How can you make the materials clearly visible and organized for use?

Management of Time and Data

- Data to plan instruction and differentiate
- Data for grouping
- Diagnostic data
- Progress monitoring data
- Goal setting

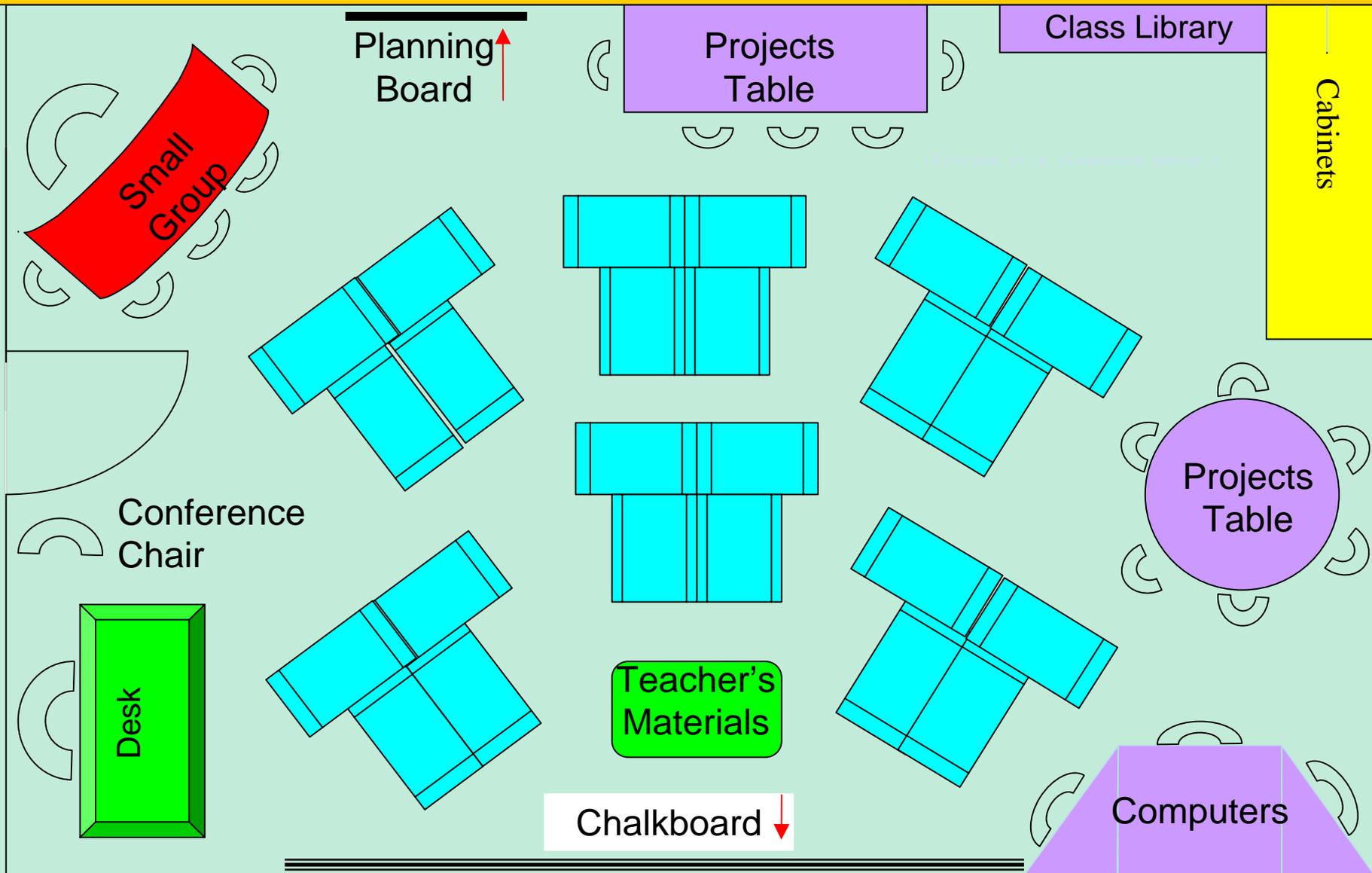


Management of Materials and Student Activities

- **Do you have all of your core program materials?**
 - Are classroom rules clearly posted and understood by all students?
 - **Is your center management routine posted?**
 - Are your independent work centers teacher directed or student choice?
 - **Are your independent work centers differentiated based on data?**



Small Group and Independent Activity Arrangement

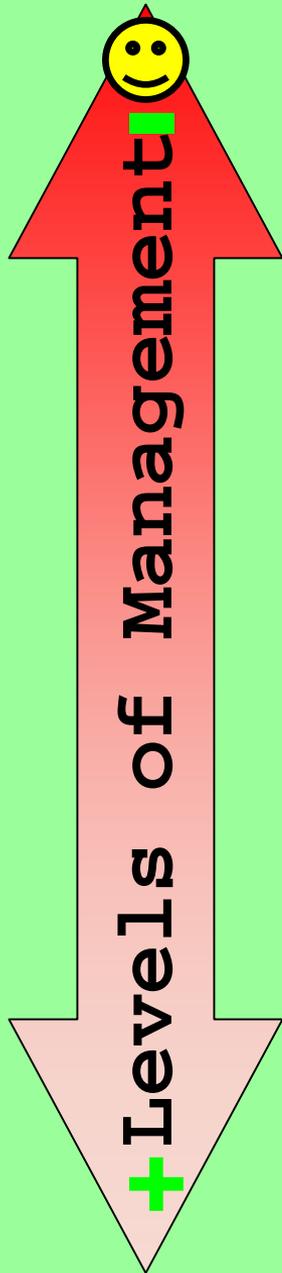


24 Students

Ready, Set, Teach: A Back to School
Module (2008)

Student Grouping/Activity Options

Continuum of independent group work



Whole group/ same activity

Whole group/ **differentiated activities**

Small group/ same activity

Small group/ **differentiated activities**

Workstation/ teacher assigned/
differentiated activities

Workstation/ teacher assigned and
student

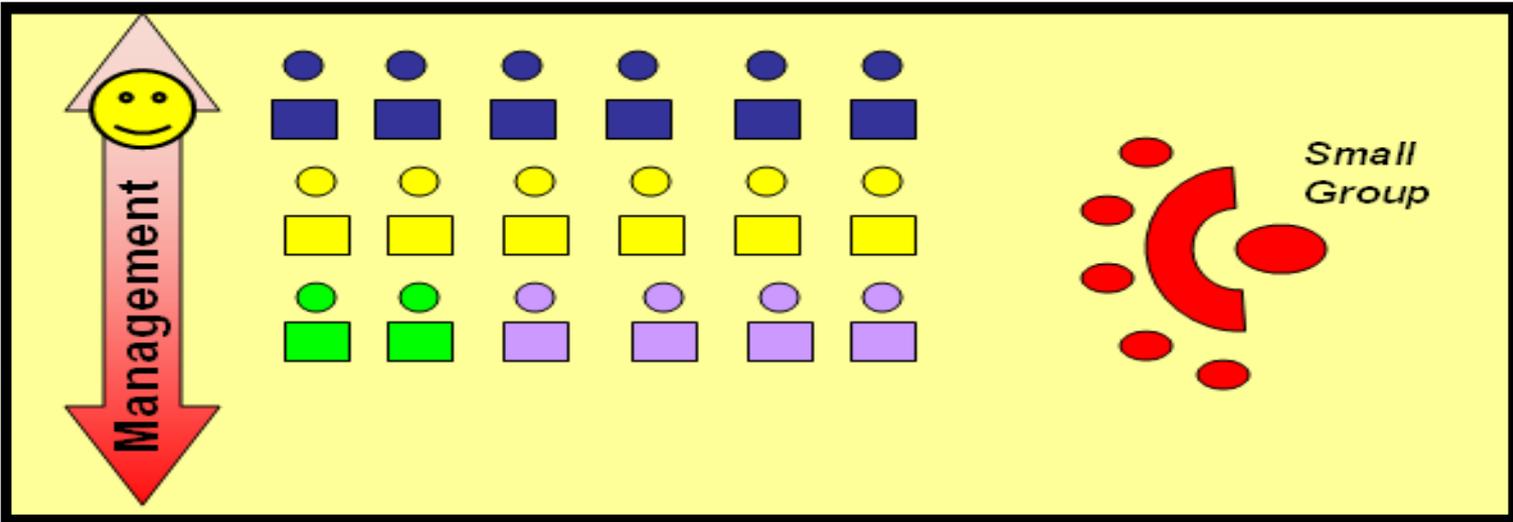
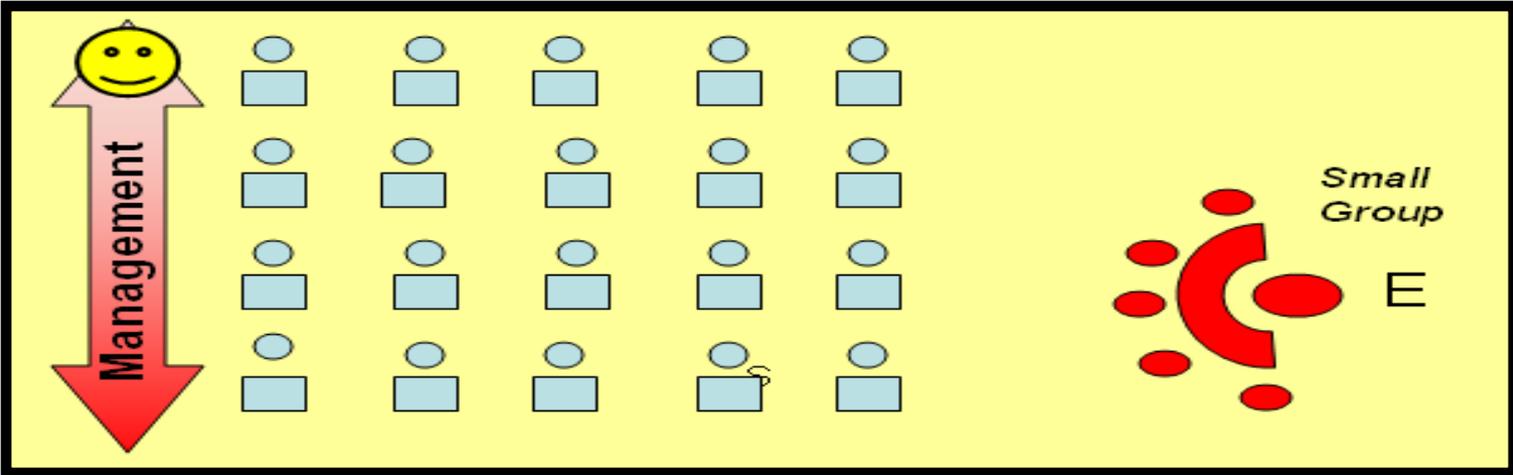
choice/**differentiated activities**

Workstation/ student choice/
differentiated activities

Ready, Set, Teach: A Back to School Module (2008)

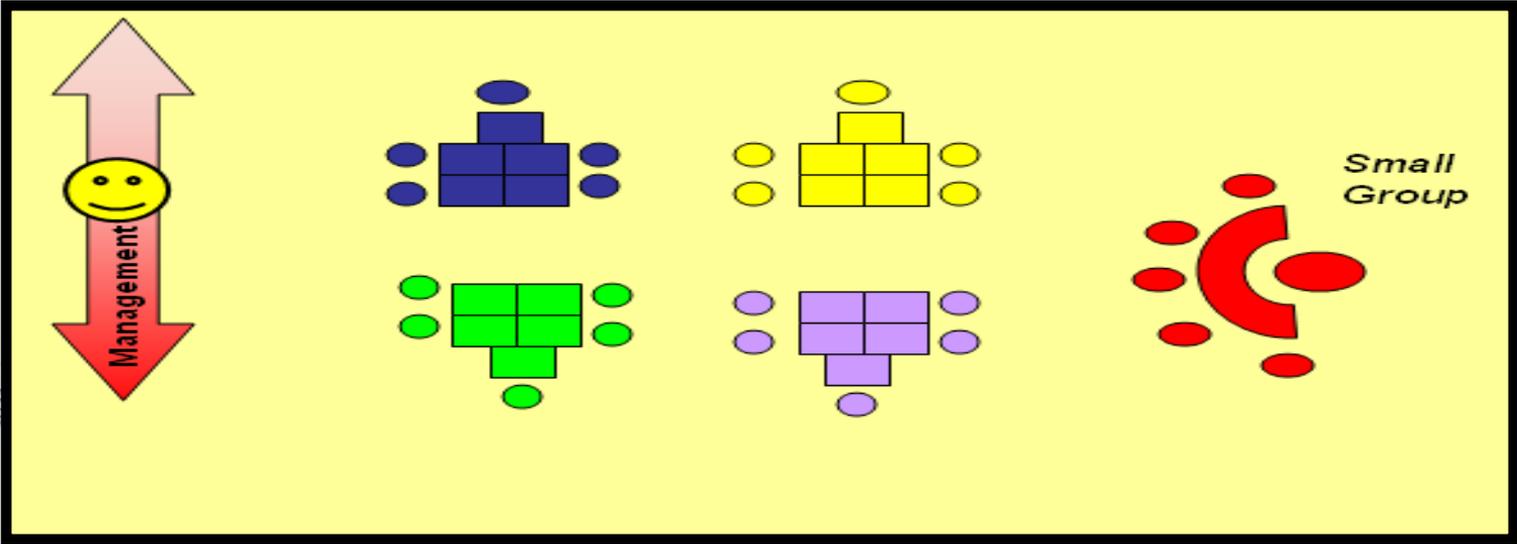
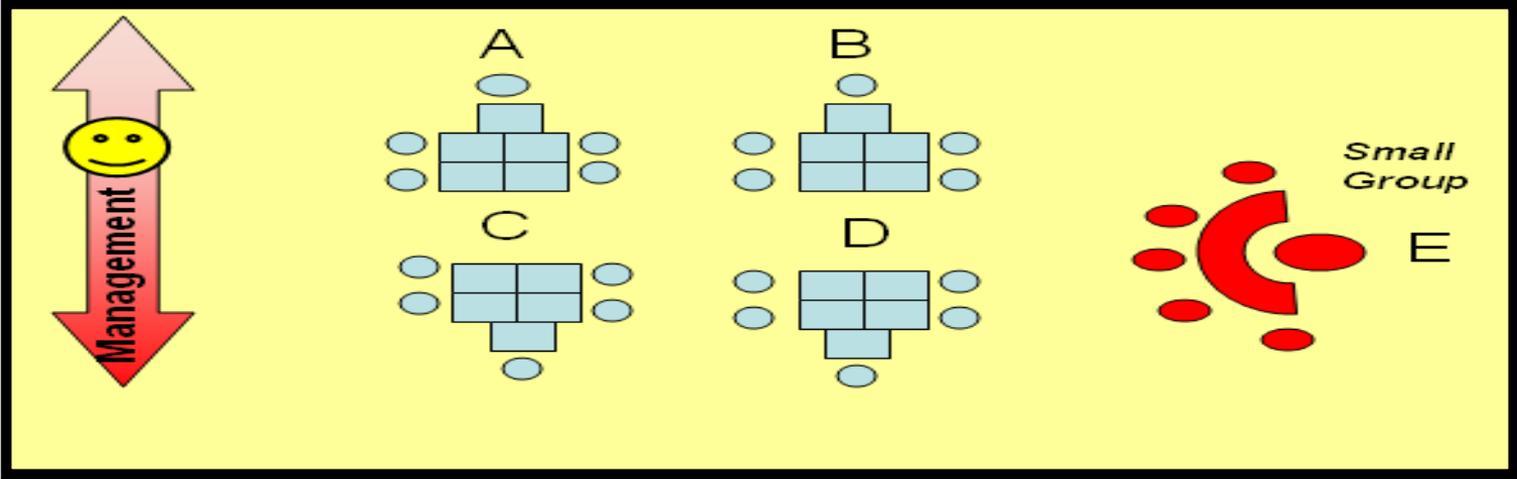
Single File and Row

Small Group & Independent Practice

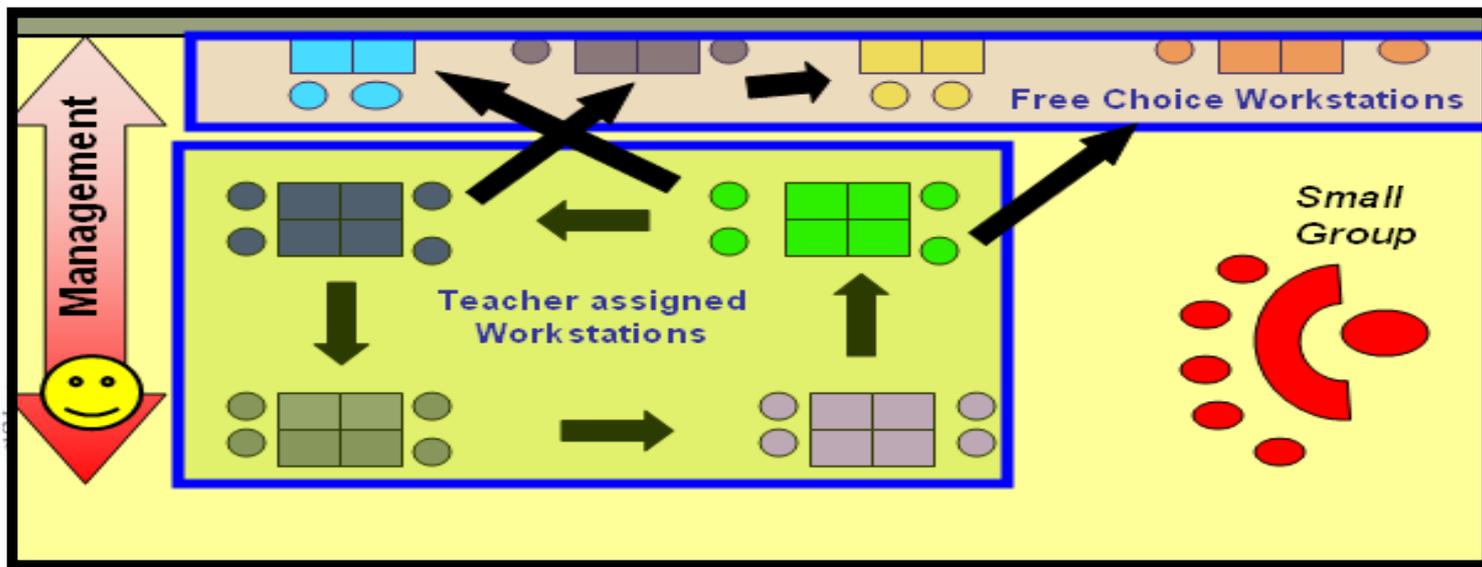
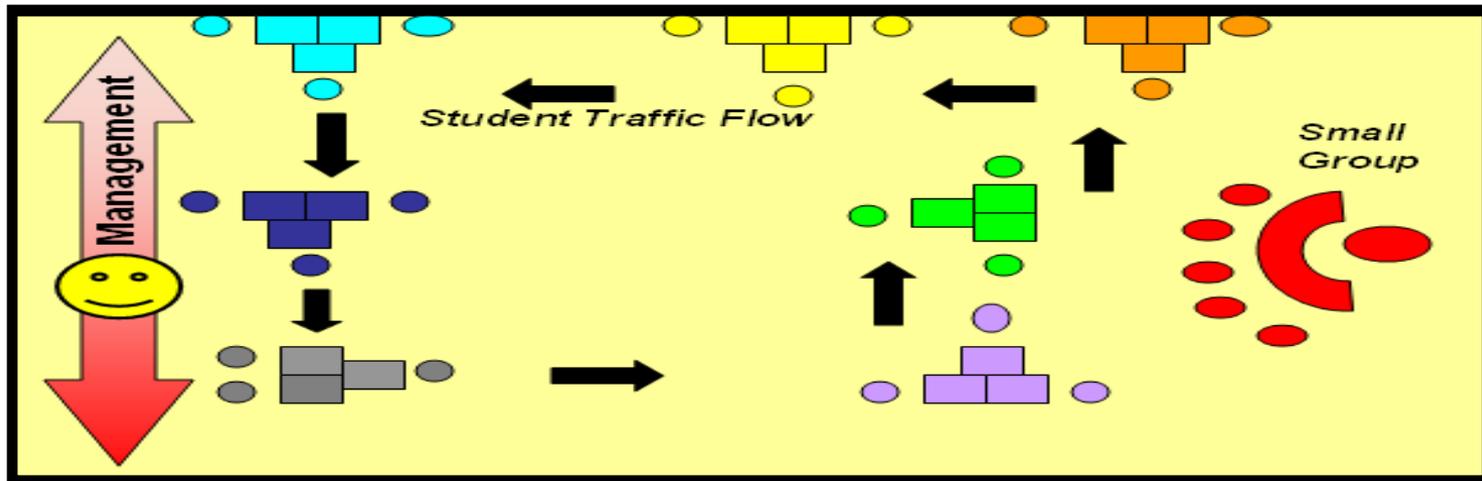


Cooperative Grouping

Small Group & Independent Practice

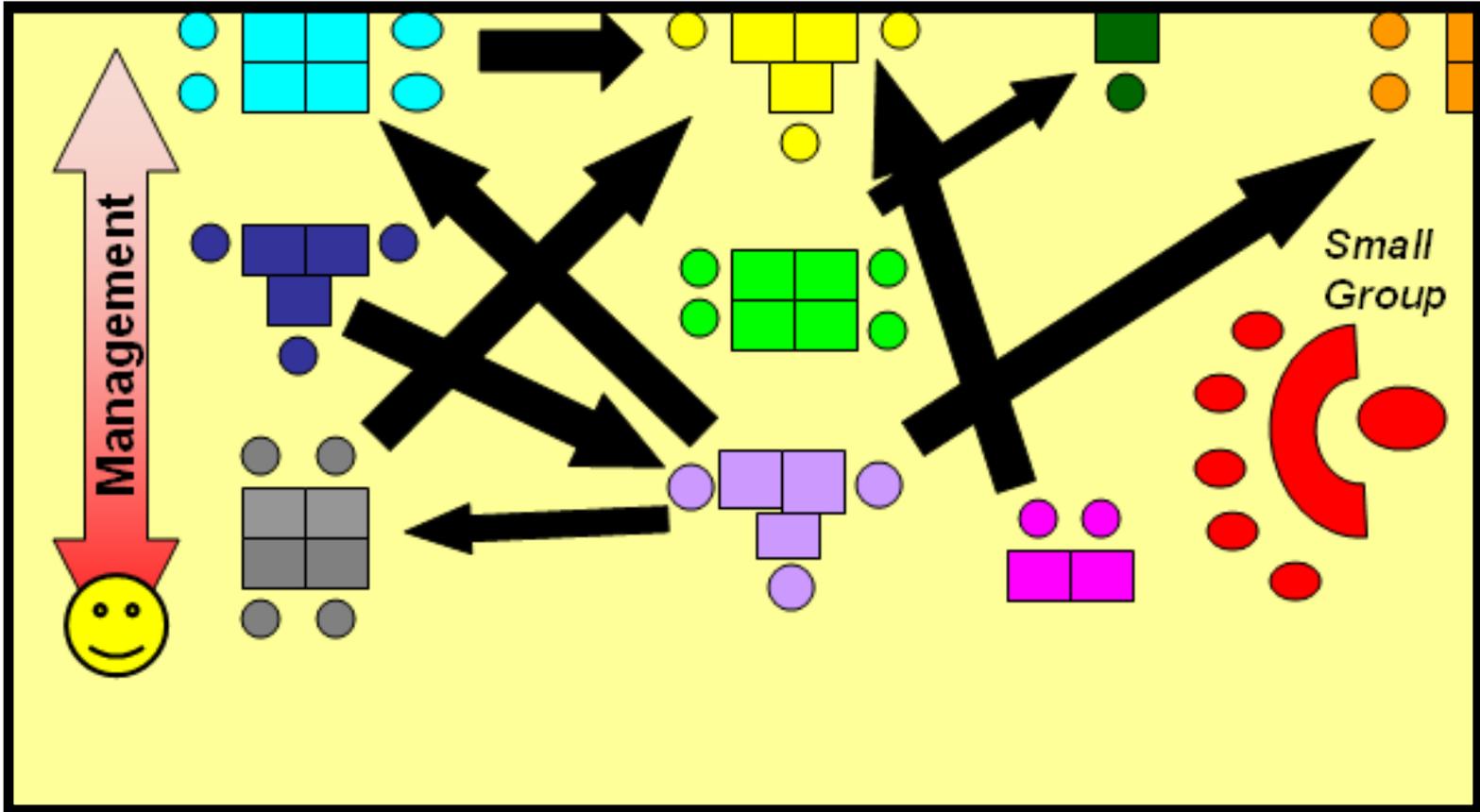


Workstations



Workstations

Small Group & Independent Practice



Final Activity

- On a piece colored paper, write **1 IDEA** you plan to take back to your school or district to incorporate or share with teachers.
- Once you have your **1 IDEA**, stand up at your seat.
- When everyone is standing, we will provide the next step...



Snowball fight!

