Management of the Reading First Classroom: Management with Movement

Presentation for National Reading First Conference
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

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

Insoucian
t
paucity
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
“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.”

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

Gesturing Makes Learning Last

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

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**
  
  \[\text{ta\cdotble} \quad \text{ba\cdotsket} \]
  \[\text{ca\cdotsa} \quad \text{co\cdotmo} \]

- **Finger Blending**
  
  \[\text{cur\cdotrent\cdotly} \quad \text{ka\cdotng\cdota\cdotroo} \]
  \[\text{cu\cdotchi\cdotllo} \quad \text{se\cdotño\cdotra} \]

- **Arm Blending**
  
  \[\text{pro\cdotfes\cdotsion\cdotal} \quad \text{chry\cdotsan\cdotthe\cdotmum} \]
  \[\text{pro\cdotpo\cdotsi\cdotto} \quad \text{e\cdotsto\cdotma\cdotgo} \]
“One way to teach the lagging child effectively is through a technique called ‘pocket children’.”

Phonics

• Letter Sound Cue Cards
• Word Building Folders
• Words Sorts
• Word Walls
• Spelling Chants and Cheers
Keep students active during small group instruction, centers, and independent work time

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onset-rime slide

word swat
Vocabulary

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

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

Comprehension Process Instruction: Creating Reading Success in Grades K-3.
New York: The Guilford Press.
Management of Classroom Space

• Seating Arrangement

• Zone Placement
Classroom Seating Arrangement Options

- Large Tables
- Units of 2
- U Shaped
- Concentric U Shapes

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.

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:

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:

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)
Levels of Management

Student Grouping/Activity Options

- 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)
Small Group & Independent Practice

Single File and Row

Management

Small Group

Ready, Set, Teach: A Back to School Module (20...
Cooperative Grouping

Small Group & Independent Practice

A  B  C  D  E

Management

Ready, Set, Teach: A Back to School Module (2)
Workstations

Small Group & Independent Practice

Student Traffic Flow

Free Choice Workstations

Teacher assigned Workstations

Small Group
Ready, Set, Teach: A Back to School Module (2)

Small Group & Independent Practice

Workstations
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!