

Vocabulary, Grade K-6

Classroom Management (*Student Anthology*)

Classroom setup

Desks should be arranged in such a way that enables students to see the teacher and each other at the same time. This desk arrangement should leave a large, clear space on the floor where the teacher and students can gather for discussions. Because the discussion setting is intimate, students interact comfortably with each other and with the teacher. Whenever the students need to write in their notebooks or workbooks, they can return to their desks. Students may switch between their desks and the discussion area several times during a lesson, and the room should be arranged to facilitate the back and forth movement; it should happen quickly and easily so as not to distract students' attention away from the lesson. In fact, moving around a bit during class time can help students stay attentive.

Rules of conduct

The students should have a clear understanding and knowledge of the following rules:

- Raise their hands to be recognized.
- Wait to be called on.
- Listen carefully to the comments of their classmates.
- Respond respectfully, whether they agree or disagree.

Nonverbal cues

Using nonverbal cues to communicate to students is an effective method. For example, the teacher can use a stretching motion with his or her hands when he or she wants the students to expand their ideas. Such actions do not intrude on the discussion and help students remember what they are supposed to do.

Routines

During the pre-reading, reading, and discussion of the selection, the teacher can employ three routines suggested in *Open Court Reading* and *SRA Imagine It!*—"Clues, Problems, and Wonderings," "Selection Vocabulary," and "Handing-Off." Routines are used in the program to support learning. Routines by their very nature provide an organization for learning since students know what to expect and how to respond to them. Students understand what the activities will require and can focus all their attention on learning.

Clues, Problems, and Wonderings is a browsing routine. Students know that they need to be engaged when browsing a text. They will look for clues that help them understand the text, such as familiar words, pictures, or ideas. Clues may be related to genre or text type, text organization, or text-organizing elements such as subheads and captions.

Students peruse the text for elements that may be problematic, such as unknown words or phrases or a lack of familiarity with the subject matter as a whole.

Finally, students look for things that they are curious to find out about, wonder about, and have questions about. Their wonderings may be associated with the author's purpose, the subject of the text, or the connection of the particular text to other material the students have read.

The teacher should chart all the clues, problems, and wonderings that emerge on special charts created for this purpose (a board or an overhead transparency would serve this purpose as well). As students read the selection, record their comments on the charts. The charts are posted prominently for the rest of the class time so that students can refer back to them as they read.

The Selection Vocabulary routine is used before, during, and after reading to make sure the students understand

words that are key to the meaning of the selection. More importantly, it provides skills for dealing with the meaning of unknown words when students are reading independently. These skills include the use of word structure, apposition, and context clues.