

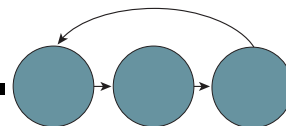
SECTION 6: SETUP AND MATERIALS MANAGEMENT



Administrator Leadership Institute
Kurt Engelmann/Tara Davis

Calendar for Full Implementation of Direct Instruction (DI)

[illegible]



Setting Up for Reading Small Group Instruction

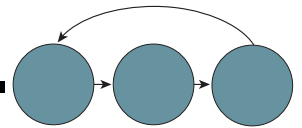
Reading Mastery (RM) Grades K & 1 and Corrective Reading Decoding A

Setup

- Students seated in a semi-circle around the teacher (not on the floor).
 - Kindergarten and first grade students in RM sit in chairs *without desks*.
 - Older students in Decoding sit at desks.
- The teacher will need a white board, chalkboard or sticky note upon which to mark a teacher-student game – something quick, convenient and visible!

Story reading

- Storybooks should be readily available.
 - Kindergarten and first grade students in RM hold storybooks on their laps. Students in RMT get books much sooner, which requires practice.
 - Older students in Decoding place books on their desks.
- The teacher instructs students on using bookmarks.
- For Reading Mastery Signature Edition, the teacher moves behind Kindergarten students to avoid their tendency to look at the teacher after every word.
- For Reading Mastery Transformations, the teacher may remain in front of the children to operate the laptop.
- For older students, the teacher can remain in front of the class; however if the group is large, being behind allows for better monitoring.



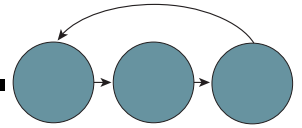
Setting Up for Reading Small Group Instruction

Reading Mastery (RM) Grades K & 1 and Corrective Reading Decoding A

Independent work

Initial instruction for worksheets is done in groups.

- For Kindergarten and first grade students:
 - The teacher tears worksheets out of books and puts them on clipboards prior to class.
 - S/he distributes the worksheets to students after story reading.
 - Students sit in chairs or use chairs as desks for initial instruction.
 - They go to desks or tables to complete worksheets independently.
- For older students:
 - The teacher leaves worksheets in workbooks and teaches bookmark usage.
 - S/he establishes efficient procedures for materials distribution.
 - Students sit at desks.



Setting Up for Reading Large Group Instruction

Reading Mastery Grades 2 – 5 Corrective Reading Decoding B1 and higher

Setup

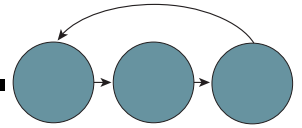
- Students sit in desks during instruction – rows and columns are best for monitoring.
- The teacher will need a white board/chalk board or document camera upon which to mark a teacher-student game.

Story reading

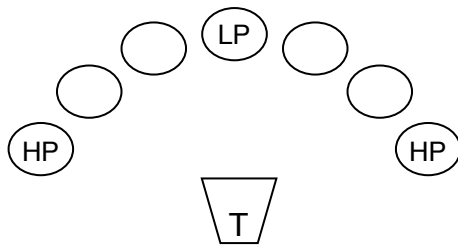
- The teacher establishes efficient procedures for materials distribution.
- The teacher instructs students on using bookmarks as needed.
- Teacher moves around the room – seldom at the front unless giving points.

Independent work

- Initial instruction for worksheets and textbook assignments is done in groups for the first third of RMSE Grade 2.
- Students do worksheets and textbook assignments with minimal guidance for the later lessons in RMSE Grade 2 and higher levels of the program.
- Worksheets are left in workbooks.



Optimal Seating Arrangements

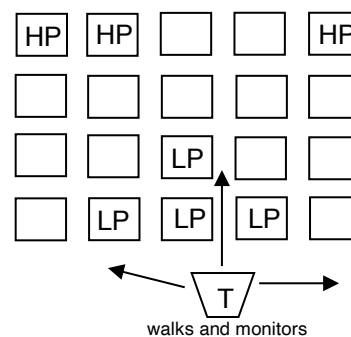


typical seating for
small group instruction

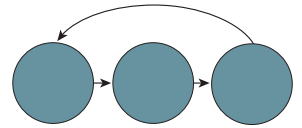
(all seats are occupied)

During small group instruction for Reading Mastery Grades K & 1 and Corrective Reading Decoding A, the seating is usually a semicircle of closely spaced chairs near enough to the teacher (T) to allow easy interaction. It also permits physical prompts, congratulatory handshakes, student contact with the teacher presentation book, etc. Low performers (LP) should be seated toward the center to allow the teacher to most closely monitor their responses and hold their attention. Higher performers (HP) can be seated on the periphery where the teacher may not be able to monitor oral and written responses as closely. For Reading Mastery Transformations (RMT), the teacher will need a table to place the laptop for the presentation.

During large group instruction for Reading Mastery Grades 2 & higher and Corrective Reading Decoding B1, B2, & C, students typically sit in desks arranged in rows and columns and face forward. The teacher (T) walks and monitors to present. Lower performers (LP) who require close monitoring and feedback should be seated closest to where the teacher usually is. High performers (HP) may be seated in areas where the teacher may not be able to monitor oral and written responses as frequently.

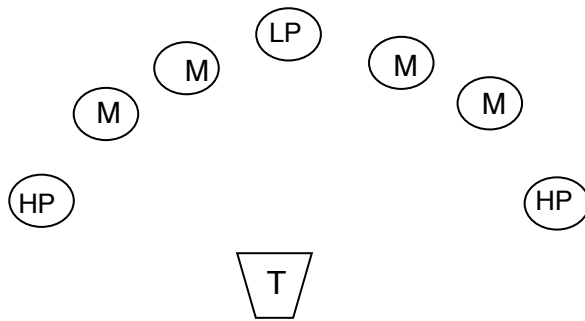


typical seating for
large group instruction
(all desks are occupied)

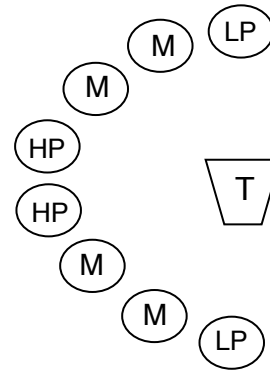


Faulty Small Group Seating Arrangements

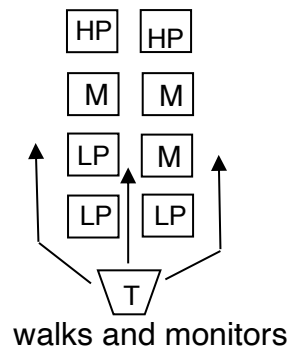
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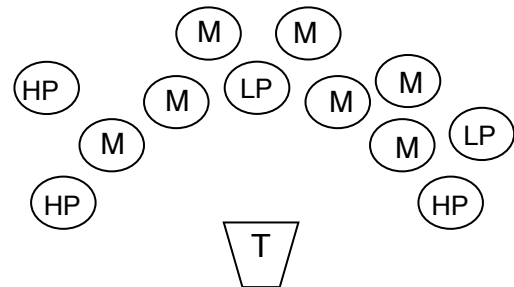
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C.

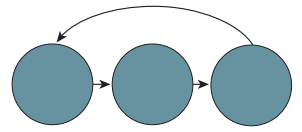


D.



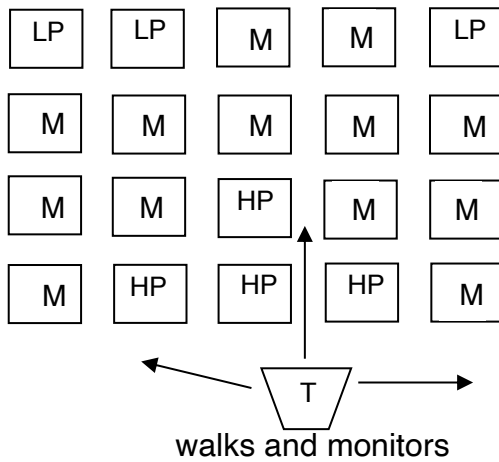
KEY

| | |
|----|---------------------------------|
| HP | high performing student |
| M | medium performing student |
| LP | low performing student |
| T | teacher |
| ○ | student in a chair without desk |
| □ | student in a chair at a desk |

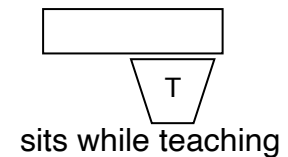
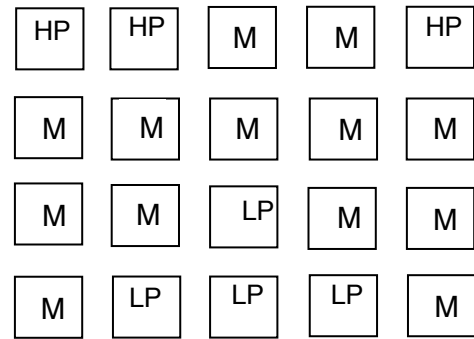


Faulty Large Group Seating Arrangements

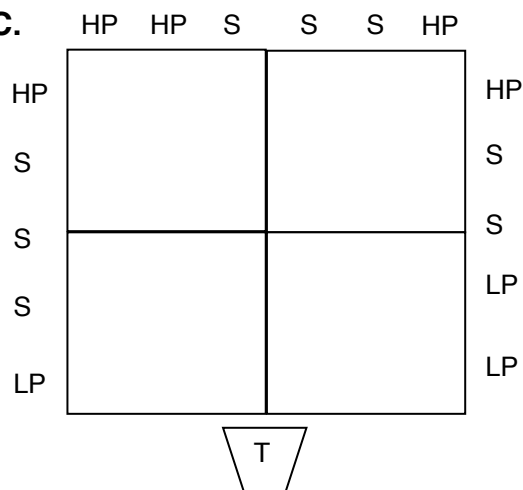
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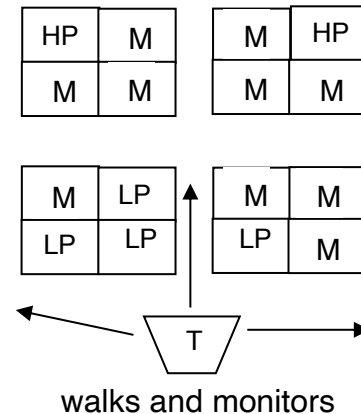
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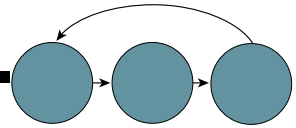


D.



KEY

| | |
|---|---------------------------|
| HP | high performing student |
| M | medium performing student |
| LP | low performing student |
| T | teacher |
| S | other student |
|  | student at a desk |



Additional Instructional Materials

Reading Mastery Signature Edition, Grade 2

(as noted on teacher presentation book planning pages)

To ensure that lessons proceed smoothly, teachers need to have the Reading Mastery Signature Edition (RMSE) instructional materials in a convenient location with set procedures for distributing the materials. For RMSE Grade 2 reading, the instructional materials for students are textbooks and workbooks. These will be used for every lesson in the Grade 2 program.

For many lessons, teachers will also need to have prepared the student copy of the thermometer chart as well as material to facilitate the playing of the fact game, which includes copies of the designated fact game, dice, score cards, and fact game answer sheets.

At other times, teachers will need to have specific material prepared as follows:

Lessons 23

- A balloon

Lesson 31

- A clear dish
- Water
- 3 strands of hair

Lessons 39, 46-48, 51, 113, 132, 135

- A globe

Lesson 57

- A coconut
- Dates
- A cutting utensil to safely open and share the coconut

Lessons 95, 116

- A clock or watch with second hand