Setting Up for Success

Your first two weeks in the classroom are critical for establishing a positive learning environment to build the foundation for a successful READ 180 year.

Facilitating the Blended Learning Model

When preparing your classroom, consider the following tips to help you effectively facilitate each area of the READ 180 Blended Learning Model.

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<th>Management Tips</th>
<th>Suggested Materials</th>
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| **Whole-Group Learning** | • Arrange seats in pairs or groups to facilitate collaboration.  
• Ensure students can see the screen or interactive whiteboard from any seat in the room.  
• Consider placing an extra seat or two near the front of the room to accommodate students who may need to move closer to see the board for note-taking.  
• Post the agenda on the board and display the Do Now in advance for an immediate start. | ☐ READ 180 Blended Learning Model poster  
☐ HMH Teacher Central  
☐ Teacher computer and printer  
☐ Projector and screen or interactive whiteboard  
☐ Set of Real Books, 1 per student  
☐ Set of notebooks for extended writing, 1 per student  
☐ Academic Interaction Cards, 1 per student |
| **Small-Group Learning** | • Position yourself so you can easily scan and monitor each rotation area.  
• Set up a small-group table or cluster of desks near the screen or interactive whiteboard so you can easily transition from whole-group to small-group lessons.  
• Organize and store student materials, including Real Books and notebooks, in crates or on bookshelves according to class period and small group assignments. | ☐ HMH Teacher Central  
☐ Teacher computer and printer  
☐ Projector and screen or interactive whiteboard  
☐ Set of Real Books, 1 per student  
☐ Set of notebooks for extended writing, 1 per student  
☐ Academic Interaction Card, 1 per student |
### Setting Up for Success (Continued)

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<tr>
<td><strong>Student Application</strong></td>
<td>☐ READ 180 Student Application poster</td>
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<tr>
<td>Post rotation procedures and expectations.</td>
<td>☐ Student computer workstations, laptops, or tablets for one-third of the class</td>
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<td>Ensure computer screens are facing out toward the classroom for easy monitoring.</td>
<td>☐ Computer headsets with microphones</td>
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<tr>
<td>If using laptops or tablets, establish a clear procedure for retrieval, shut down, and storage.</td>
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<tr>
<td>Number computer stations and headsets.</td>
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<tr>
<td>Assign students to computer stations or seats.</td>
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<tr>
<td>Establish a procedure for students to follow when there are technical issues, including seeking help from an assigned student “tech expert” first, using a silent signal to indicate a need for help, and logging the issue.</td>
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| **Independent Reading** | ☐ READ 180 Independent Reading poster |
| Post rotation procedures and expectations. | ☐ Computer stations, laptops, or tablets for access to eReads, eBooks, or Reading Counts! quizzes. |
| Organize copies of book-specific Graphic Organizers, QuickWrites, and Higher-Order Thinking pages by library title in file cabinets, binders, or folders. | ☐ CD or MP3 players and headphones for listening to audiobooks (with batteries or adapters for charging) |
| Store extra copies of Reading Logs in a letter tray or folder for easy access. | |
| Display a poster of a completed Reading Log entry to clarify expectations. | |
| If using laptops or tablets, establish a clear procedure for retrieval, shut down, and storage. | |
| Have students store their work in progress in reading folders that they keep with their other student materials. | |
| Use the start of Small-Group to do a quick check of students’ Reading Log entries and reading progress. | |
Establishing Routines and Procedures

Having clear procedures in place helps to facilitate tasks, clarify expectations, reduce off-task behavior, and maximize instructional time. Investing time up front to introduce, model, and practice procedures will help your classroom run smoothly year-round.

In addition to general procedures for entering and exiting the classroom, retrieving and storing materials, asking questions, or seeking help, be sure to also introduce and practice specific procedures for each rotation area. Consider teaching and practicing the following procedures.

• Whole- and Small-Group Learning:
  o Entering and exiting the classroom efficiently
  o Completing the Do Now and Wrap Up
  o Gathering and returning materials, such as ReaL Books
  o Participating in class discussions using accountable academic language
  o Collaborating with a partner using accountable academic language

• Student Application:
  o Logging in and out of the software
  o Storing headsets
  o Tracking software progress using the Student Log
  o Asking for assistance and reporting technical problems
  o Retrieving and storing laptops or tablets

• Independent Reading:
  o Selecting a book from the READ 180 Independent Reading Library based on Lexile measure and interest
  o Signing a book in and out of the library
  o Abandoning a book
  o Handling CD or MP3 players and headphones
  o Completing, organizing, and submitting Reading Logs, QuickWrites, and Graphic Organizers
  o Taking and retaking Reading Counts! quizzes