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# Introduction

*Classroom Management* contains a variety of helpful hints, suggestions, and methods for setting up an effective teaching environment. It is designed for both experienced and beginning teachers at all year levels. It includes ways to organize classrooms and records, strategies for successful teaching, and hints on how to make the job of teaching easier.

<b>Room Arrangement:</b>	Arranging furniture, setting up centres, storing materials and supplies
<b>Planning:</b>	Setting goals and objectives, designing lessons, preparing for emergency teachers
<b>Materials and Supplies:</b>	Assembling a classroom library, gathering art materials, preparing maths manipulatives
<b>Management:</b>	Getting students' attention, checking student work, managing homework record keeping, using classroom helpers
<b>Evaluation:</b>	Keeping records, creating tests, developing successful test takers
<b>Study Skills:</b>	Planning practice, teaching memorization skills, helping students learn to plan and organize long-term projects
<b>Using Adults in the Classroom:</b>	Developing guidelines for using adult helpers, thanking and rewarding helpers
<b>Parent Communication:</b>	Planning Parent-Teacher Nights and Back-to-School programs, preparing for meetings
<b>Celebrations:</b>	Choosing themes for the classroom, planning special events, using cross-age learning partners
<b>Discipline:</b>	Developing and enforcing classroom rules, disciplining with dignity, teaching student responsibility

## Centres

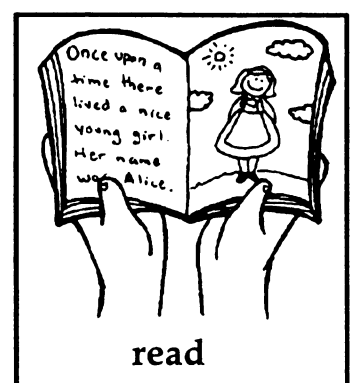
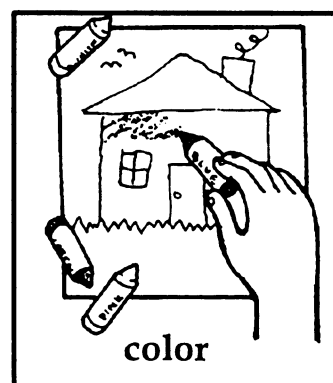
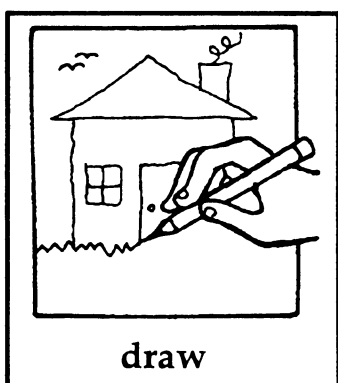
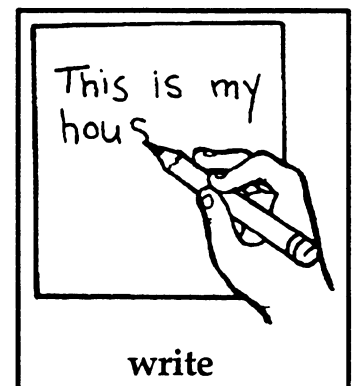
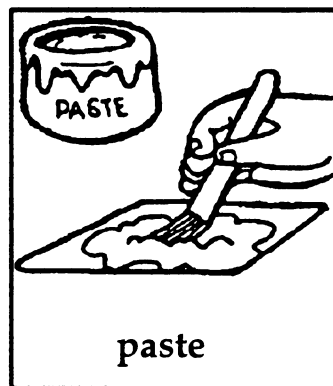
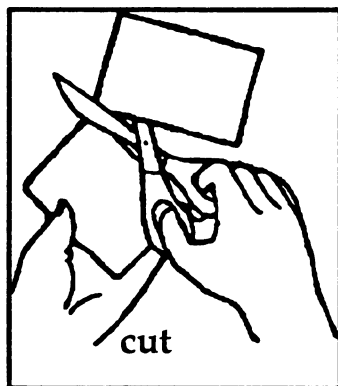
Centres are instructional or work stations that are away from a student's desk or work table. The materials and activities set up in centres need to be designed so that students are able to complete them with little or no assistance from an adult. Some teachers use volunteers or older students to monitor and help students who are working at centres, while other teachers use centres as a method for teaching responsibility and independence as students are expected to complete most of the activities on their own. Centres can be set up on almost any subject and can be complete activities in themselves, or they can be an extension of something on which the class is working (i.e. science investigations where students have time to examine something "up close"). Centres can be structured and detailed, very creative, or even as simple as setting up jigsaw puzzles. Use your imagination and creativity to set up centres that will be exciting, challenging, and interesting to students.

Some teachers ask if centres have a place in a whole language classroom. Students still need opportunities to work individually, to be responsible for completing assignments on their own, and to have an opportunity to make choices about what they do. All of this can be accomplished by setting up centres in the classroom.

## Things to Keep in Mind When Setting Up Centres

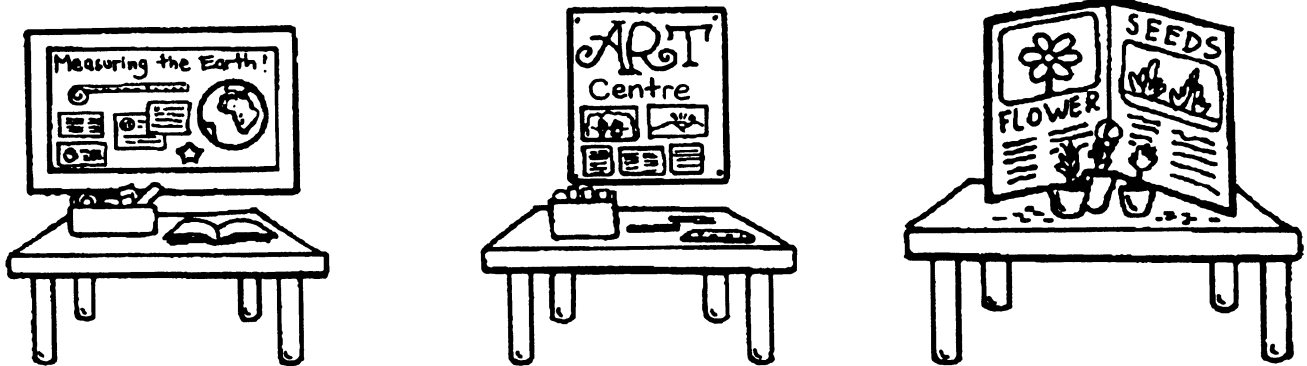
1. Have some form of symbolic directions for students (or anyone who might be helping students) even if you really explain a centre. These symbols are for students who are not yet reading.

## Things to Keep in Mind When Setting Up



# Things to Keep in Mind When Setting Up Centres (cont.)

2. Decorate centres so that they are inviting to students. Have a partially completed model for students to see so that they know what they are expected to do. Use the bottom part of a notice board, a chart taped to a wall, a wooden stand, or a cardboard carel to pin directions and models of completed work.



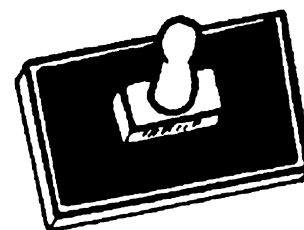
3. Have all materials that students will need at the centre so that students will not have to interrupt to get glue, scissors, etc. Folders or boxes are useful so that students remember where to put the centre supplies when they have finished or when time is up.



Name: _____	
Color, Cut, Paste	
Red Apple	
Yellow Banana	
Brown Bread	
Blue Ball	

4. Have a plan for students to record which centres they have completed. Here is a sample recording sheet. A blank regular sized copy is included on page 9.

Name: _____			
Date: _____			
Center	Completed	Center	Completed
•		•	
•		•	
•		•	
•		•	
•		•	
•		•	



5. Design a method for students to check their own work at centres whenever possible. Perhaps a parent could help check for accuracy of work if you set the standards. The record sheet discussed above has a place for an assistant or the teacher to check that the work was completed. The column could be used to indicate accuracy of correctness of the assignment when it is checked by either the student or an adult. This might be done on a weekly or monthly basis.