

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: How to Turn and Talk to a Partner

Materials Needed: NA



Approximate Time:
10 minutes



[Click here for video](#)

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

This can also be taught in a non-rug situation, such as when completing a task while walking around the room, or turning to talk to the person right next to you at small group time.

Today you will learn how to turn and talk to someone close to you on the rug. Sometimes I want you to share your ideas and thoughts with someone else and we want to make sure everyone has a partner, and everyone has a chance to talk and listen. You know you've got it when both you and your partner have had a chance to share and listen.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

First, we are going to talk about the word *near*. Write the word *near* on the board. Point to the word. This is the word *near*. What word? Students respond.

When someone is sitting *near* you, they are sitting close to you. Point to someone who is sitting *near* you. Students respond. The opposite of *near* is *far*. Point to someone who is sitting *far* from you. Students respond. Today you will be turning and talking to someone who is sitting *near* you.

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how to turn and get ready to talk to a partner *near* you.

First, I look at the people sitting *near* me to see who needs a partner. Model.

Next, I turn my whole body so that I am knee to knee and am looking directly at the person. Model.

Then, one partner will talk first while the other partner listens. It will look and sound like this: Model.

After, we will switch so the other partner can talk, and one partner can listen. Model

Lastly, after both partners have had the chance to talk, you will turn your bodies back around to face me. This will tell me you are done talking. Model.

Date: _____

WE DO IT!

We do it! - Provide guided practice

Let's try together. I will say the step and you show me how to do it.

Look at the people sitting near you and see who needs a partner. Teacher and students respond.

Turn your body to face the person. Teacher and students respond.

One person talks while the other listens. Teacher and students respond.

Switch. Teacher and students respond.

Face me. Teacher and students respond.



If students need support with:	Then try this:
Finding a partner	Assist students in determining their partner
Stopping the conversation in a timely manner	Teach students two signals. The first signal indicates the partners have 30 more seconds to wrap up the conversation. The second signal indicates conversations stop and partners turn to look and listen.

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on two students to show us what to do when it is time to turn and talk.

Call on two students: ___ and ___. **Show us what to do when it is time to turn and talk.** Students respond.



If students need support with:	Then try this:
Remembering what speaking and listening should look like and sound like	Provide visual support with reminders
Engaging in the conversation, staying on topic, or knowing what to ask their partner	Provide sentence starters for students to use Ex: One thing I am wondering is...

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____


Instructional Routines template


PLAN

Component: Classroom Routines

Instructional Activity: What to do When You Arrive to the Classroom

Materials Needed: N/A

 **Approximate Time:**
10 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Today you will learn what to do when you first come to our classroom in the morning! There are several things we need to do when we first arrive so we can start our day prepared. You will know you have it when you can do all the steps to our morning routine.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

If necessary, review how to greet the teacher at the door.

First, let's talk about the word *routine*. Write the word routine on the board. Point to the word. Here is the word *routine*. What word? Students respond. A *routine* is a usual order or a way to do things. We have lots of *routines* in our classroom and you may have *routines* at your home. For example, you may have a morning or bedtime *routine*; the usual order for how you do things when you first get up or before you go to bed. A *routine* is helpful because it helps us learn how to do things and can make us feel successful.

Date: _____

I do it! – Demonstrate

This instructional routine can be adapted to fit any morning routine. Consider your students' needs before determining the number of steps in the morning routine. This routine is purposely kept to five steps so that it can be counted on one hand. Other actions to consider adding are reading the morning message, saying good morning to another student, etc.

Watch and listen as I show you what to do when you first get to our classroom, our morning routine.

Before beginning the routine, I will greet the teacher at the doorway. Model.

First, I will go to my cubby and hang up my coat. Model.

Next, I will get anything out of my backpack that I need like my homework folder or lunchbox. Model.

Once everything is out, I will make sure my backpack is zippered close and then hang it up. Model

Then, I will put my homework folder in the basket. Model.

Next, I will make my lunch choice. Model.

Last, I will go to my seat and start my morning work. Model.

That is a lot of steps! I can say a chant to help me remember all five steps: coat, backpack, folder, lunch, seat.

Watch and listen as I show you the whole routine.

Coat (model hanging coat up), **backpack** (model getting items out and hanging the backpack up), **folder** (model putting the folder in the basket), **lunch** (model making a lunch choice), **seat** (model going to seat and beginning work).

I DO IT!

Date: _____

WE DO IT!

We do it! - Provide guided practice

Let's practice together. I will say the step and you will show me how to do it. If students are ready for the condensed version, consider just saying the keyword. For example, instead of "hang your coat up in the cubby," say "coat."

Hang up your coat. Teacher and students respond.

Get items out of your backpack. Teacher and students respond.

Zip backpack and hang it up. Teacher and students respond.

Homework folder in the basket. Teacher and students respond.

Make your lunch choice. Teacher and students respond.

Go to your seat and begin working. Teacher and students respond.



If students need support with:	Then try this:
Individual components (hanging up coat, making lunch choice, etc.)	Individually teach and/or review each component and allow students time to practice.

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one student to show us what to do when they arrive in the morning.

Call on one student: ____, **show us what you do when you arrive in the morning.** Student responds.

Have 2-3 students to show you the routine.



If students need support with:	Then try this:
Remembering the steps to the routine.	Provide visuals of the routine near the backpack area for students to reference. Individual students may need their own visual complete with a checklist system so they can mark off each step as they complete it.
<p>Prompts to scaffold students who are stuck</p> <ul style="list-style-type: none"><input type="checkbox"/> You seem a little stuck on what to do next. Look around you and see what others are doing.<input type="checkbox"/> You just hung up your backpack. What comes next? Coat, backpack, _____<input type="checkbox"/> Look at the picture. What steps have you already finished? What steps do you need to take next?	

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: What to do if you have a question

Materials Needed: N/A



Approximate Time: 5 minutes



Click here for video example

Individual

Small Group

Large Group

OBJECTIVE

State the objective(s): *As a result of this instructional activity, students will be able to:*

Today you will learn what to do if you have a question and I am working with a small group. In our classroom we want everyone to have lots of time to learn and practice new things so it is important that we know what to do when we need things so we can keep on working. You will know you have it when you can quickly and quietly get my attention and ask your question when I have a small group.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Prior to teaching this lesson, you may consider reviewing previous routines, such as what to do when my pencil breaks or if I don't have all the materials I need. Base this decision on the needs of your students.

Related vocabulary, with student-friendly definitions:

First, we are going to talk about the word *interrupt*. Write the word *interrupt* on the board. Point to the word. **This is the word *interrupt*.**

What word? Students respond.

When someone *interrupts*, they stop the activity or conversation that is happening. In our class, it is important not to *interrupt* when someone is speaking or when someone is working so they do not lose their focus.

Date: _____

I DO IT!

I do it! – Demonstrate: *Do and say (including think-aloud):*

Prior to the lesson, consider marking on the floor the place where you would like the students to stand while they wait for you to respond to them. If you have a marked space on the floor, you can also tell them only one student at a time may be on the mark. Also, while modeling, anticipate what kinds of questions may arise and use them as your models. For example, “Where do I put this when I am finished?” “What word is this in the directions?”

Watch and listen as I show you how to ask a question without *interrupting* while I am teaching a small group.

First, I ask myself, “Can I find the answer to my question anywhere in the room? Is there a visual reminder?” Model. If I can, Yay! I can go back to work.

If not, next, I find 3 friends to ask my question. For example, I may ask my friends, “Do you know where I put this paper when I am finished with it?” Model. If my friends help me, Yay! I can go back to work.

If I still do not have an answer, then I go stand behind the teacher table and quietly wait. Model. I think of my question in my head while I am waiting so I am ready when the teacher asks me. Model.

When the teacher looks at me and says, “I am ready for your question,” I will ask my question right away. Model. After the teacher answers my question, I will quickly leave the table to go back to my work. Model.

WE DO IT!

We do it! - Provide guided practice:

Routine:

Let’s try together. I will say the step and you show me how to do it.

Ask yourself if you can find the answer to your question in the room. Students respond.

Find 3 friends to ask. Students respond.

Stand behind the teacher table and ask your question in your head while waiting. Students respond.

When I say, “I am ready for your question,” ask your question right away. Students respond.



If students need support with:	Then try this:
Remembering to use visual supports in the classroom	Review where the visual supports are located and how to use them
Identifying three people to ask for help	Teach a lesson focused on how to ask people for help and how to respond to people asking for help

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Routine:

Now I will call on one student to show us what to do when they have a question, and I am in a small group.

Call on one student: _____. **Show us what to do when you have a question, and I am in a small group.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Working and problem solving independently without interrupting the teacher to ask questions	Build in time between groups to get up and do a brief walk around the room to ensure everyone is progressing in their independent work

ASSESS

Assess students (formally or informally):

Assessment:

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template


PLAN

Component: Classroom Management and Routines

Instructional Activity: How to decide who goes first

Materials Needed: N/A

 **Approximate Time:**
10 minutes

 [Click here for video](#)

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s): *As a result of this [instructional](#) activity, students will be able to:*

Today you will learn how to decide who goes first when you are playing a partner game during a small group or whole group lesson. This routine will help us decide quickly and fairly who will go first so we have more time to play the game! You will know you can do it when you and your partner can figure out who goes first without any help from me.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Prerequisite skills needing to be reviewed:*

Related vocabulary, with student-friendly definitions:

First, we are going to talk about the word *fair*. Write the word *fair* on the board. Point to the word. **This is the word *fair*. What word?**
Students respond.

When something is *fair*, no one is trying to cheat or get their own way. Today you will practice a *fair* way to figure out who goes first.

Date: _____

I DO IT!

I do it! – Demonstrate

Do and say (including think-aloud):

Teacher tip: Students may have played this game outside of school with several variations. If that comes up, you can respond that this is the way you will play while in class, but those other variations are fun for outside times and other free choice times.

Watch and listen as I show you how to decide who goes first by playing Rock, Paper, Scissors.

First, face your partner. Model. Next, get your hands ready by making one hand into a fist and placing it on top of your other hand, palm up. Model. Then, at the same time, both partners say, “rock, paper, scissors, go” while pounding their hands on their palms. Model. When both partners say “go” they make their hand into either rock (model), paper (model), or scissors (model). Last, decide who wins because that person will go first. Rock beats scissors, scissors beat paper, and paper beats rock. Model. Most importantly, once you know who is going first, begin the game quickly!

WE DO IT!

We do it! - Provide guided practice

Let’s try together. I will tell you the steps and you show me how to do it.

Face your partner. Students respond.

Get ready by making one hand into a fist and one hand laying flat. Students respond.

Both partners begin. Rock, paper, scissors, go. Students respond.

Decide who goes first. Students respond.



If students need support with:	Then try this:
Releasing their choices (rock, paper, or scissors) at the same time.	Encourage students to make their selection and hold it in their head before beginning the play.
Appropriately responding if they win or lose.	Model appropriate responses to both situations. For example, if a student wins, they could say, “Yes! Good game! Let’s start playing.” Or if a student loses, they could say, “Bummer! Good game! Let’s start playing!”

Date: _____

Instructional Routines template

YOU DO IT!

You do it! - Provide independent practice

Now I will call on two students to show us how to decide who goes first.

Call on two students: ___ and ___. **Show us what to do when it is time to decide who goes first in a game.** Students respond.

Have 2-3 pairs of students to show you the routine.



If students need support with:	Then try this:
Deciding in other situations who goes first.	Encourage them to use this strategy anytime it makes sense to help solve a small problem quickly.

ASSESS

Assess students (formally or informally):

Assessment:

The next time students need to decide who goes first during a partner activity, remind them that they will use this routine. Observe students as they practice. Scaffold or correct errors and provide feedback for accurate responses. If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: What to do when someone does not have a partner

Materials Needed: timer (optional)



Approximate Time:
5-7 minutes



Click here for video example

Individual

Small Group

Large Group

OBJECTIVE

State the objective(s):

Today you will learn what to do if you look around and see that someone does not have a partner for a game. When we play partner games, (if there is a partner game you commonly play in your class, you may want to tell students, “like when we play the ___ game.”) we want everyone in our classroom to feel excited and included in the game. You will know you have it when you feel ready to help make sure everyone in our class has a partner before we begin a game.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

You can revisit the concept of even and odd in depth during the math block if needed.

Sometimes I will assign you a partner and sometimes you will find your own partner. Let’s quickly review how to find a partner for partner games. When it is time to find a partner, look to your left or right and partner up with a person who is sitting near you. We want to do this part quickly, so we have more time to play the game. Let’s practice. Ready? Show me what it looks like to find a partner. Students respond.

Next, we are going to talk about the words *even* and *odd*. Write the words *even* and *odd* on the board. Point to the words. These are the words *even* and *odd*. What are the words? Students respond.

When we have an *even* number of total students everyone will have a partner. When there is an *odd* number of total students there will need to be one group of three.

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how to make sure everyone has a partner before a game begins. This is something we will do as we are getting into our partner groups.

First, I will quickly find a partner like we just practiced above. Model

Next, I look around the room to see if there is anyone that does not have a partner. Model.

Then, if I see two people without a partner, I can help by saying, “Eli, it looks like Gabe needs a partner, too.” Model.

If I only see one person without a partner, I can say, “Eli, would you like to join our group?” Model.

Last, I will give them a welcoming smile and make room so the person can join our group. Model.

Date: _____

Instructional Routines template

We do it! - Provide guided practice

Let's try together. First, let's see if we have an *even* or *odd* number of students. Count aloud the number of students in the group. **Today we have an *even* [or odd] number of students, so we will not [or will] have one group of three.**

Now I will say each step and you will show me how to do it.

Find a partner.

Look around the room to see if anyone doesn't have a partner. Students respond.

Decide if you need to invite someone to play with you or make a suggestion for a partner. Students respond.

Give a welcoming smile and make room! Students respond.

WE DO IT!



If students need support with:	Then try this:
Completing this task in a timely manner	Use a timer or a count down
Responding to the partner(s) that invited them to join	Practice responses such as, "Yes! Thank you!" or "Thanks for including me!"

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on two students to show us what to do when it is time to find a partner.

Call on two students: ___ and ___, **show us what to do when it is time to find a partner for a game.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Any of the steps	Break down the step into small chunks and focus on the area of confusion

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____


Instructional Routines template


PLAN

Component: Classroom Routines

Instructional Activity: How to Turn in Completed Work

Materials Needed: Place to put completed work
(ex: bin, tray, folder, etc.)

 **Approximate Time:**
10 minutes

 **Click here for video
example**

- Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s):

Today you will learn how to turn in work once you have completed it. Sometimes I will have you turn in your work once you are finished so I can see all of your hard work! The work can also help us decide what you really understand and what things you still need to practice. You will know you have it when you can follow the steps and turn in your completed work all by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Consider reviewing how to move safely in the classroom without disturbing others or how to clean up a space once your work is completed.

First, you're going to learn a new word. Write the word *completed* on the board. Point to the word. **This is the word *completed*. What word?** Students respond.

The way we are using *completed* means finished. When something is *completed* all the parts are finished. If I have *completed* my work, I have finished all of the steps in the work. Today you are learning to turn in *completed* work. Work that is finished.

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how I turn in completed work.

First, I check to make sure I really am finished. I have completed all the work with no missing parts. Model.

Next, I make sure my name is on the work. If it is not there, I will write it. Model.

Then, I walk over to the completed work bin and put my paper in. Model.

Last, I return to my area and clean up or begin something new. Model.

WE DO IT!

We do it! - Provide guided practice

Let's practice together. I will say the step and we will do it together.

Consider pretending together so that everyone is not moving at one time.

First, check to make sure the work is completed. Teacher and students respond.

Next, check to make sure your name is on the paper. Teacher and student respond.

Then, walk carefully over to the completed work bin. Teacher and students respond.

Last, return to the area and clean up or begin something new. Teacher and students respond.



If students need support with:	Then try this:
Remembering the steps	Slow down and review, focusing on the area of confusion

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one or two students to show us how to turn in the completed work.

Call on one student: _____, **show us how to turn in completed work.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering the steps independently	Add gestures for each step of the process or display a visual with each step shown in order
Knowing whether work is completed or not	Post an example of what finished work looks like or provide a rubric or checklist

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom management and routines

Instructional Activity: What to do when you finish

Materials Needed: Read through the plan to determine what is needed in your specific classroom



Approximate Time:
10 minutes



**Click here for video
example**

- Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s):

Prior to the lesson, think about what you would like students to do when they have finished their work. This could be something consistent, like reading a book, drawing, or something that changes. You might continue working on a project from earlier.

Today you will learn what to do when you are finished with a task. Everyone may finish at different times, so it is important that we all know what to do when we finish. That way we can keep working and not interrupt other people who are still working. You will know you have it when you can finish the task and then decide what you are going to do next without any help from me.

Date: _____

Review prerequisite skills and teach related vocabulary:

Before we begin, let's talk about the word *disturb*. Write the word *disturb* on the board. Point to the word. **This is the word disturb. What word?** Students respond.

***Disturb* means to interrupt what someone is doing or saying. I may *disturb* you by making loud noises or trying to talk to you when you are working. When we finish our work, we do not want to *disturb* anyone who may still be working either at their seats or at the teacher table. We do not want to interrupt. Today we will learn what to do when we are finished with our task so we do not *disturb* people still working.**

Date: _____

I DO IT!

I do it! – Demonstrate

Prior to the lesson, decide where students will put completed work. This could be in a folder, basket, etc. As stated above, consider the choices you will give students for when they are finished. There might not always be three choices, but giving some sort of choice helps with student engagement and ownership.

Watch and listen as I show you what to do when you are finished with your task.

First, I turn in any completed work. I make sure my name is on everything. Model

Next, I put all my materials away. Model

Then, I chose one of three options: read a book, work on the class puzzle, or play the math game. Once I decide, I will make a plan for what to do when I am there. Model thinking aloud which of the options you choose and what you will do when you get there. For example, “I am going to work on the class puzzle. Last time I was at the puzzle I was working on the blue section so I am going to see if that still needs work.”

Last, I safely and quietly walk to the puzzle area and begin. Model.

I do not need to *disturb* anyone when I am finished by announcing that I am finished or by asking what to do next. I already know what I can do next and my teacher will know I am finished with my work because I have put it in the correct place.

Date: _____

WE DO IT!

We do it! - Provide guided practice

Let's practice. I will say the step and you will show me how to do it.

Make sure your name is on everything and turn your work in. Students respond.

Put your materials away. Students respond.

Decide what you will do next and make a plan. Students respond.

Go to the spot and get started. Students respond.



If students need support with:	Then try this:
Selecting a choice and beginning.	The following prompts can help students decide what to do when they are finished: <ul style="list-style-type: none">- What is your plan right now? Do you need help making one?- If you forget what the choices are, take a look around and see if you see anyone doing something that may help you remember.- I notice you seem to forget what your choices are once you finish. Let's go over them again.

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on one student to show us what to do when they are finished.

Call on one student: ____, **show us what you do when you are finished** ____ (e.g., calls your name). Student responds.

Have 2-3 students to show you the routine.



If students need support with:	Then try this:
Remembering what the choices are, how to select one in the moment.	Prior to beginning the work, students can use a visual of the choices and mark (ex: circling, checkbox, etc.) what they will do if they finish early. Then they will have a predetermined plan to follow.

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____


Instructional Routines template


PLAN

Component: Classroom Routines

Instructional Activity: What to Do When Your Pencil Breaks

Materials Needed: bin, basket, or cup, sharpener, and unsharpened pencils

 **Approximate Time:**
5 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Today you will learn what to do when your pencil breaks. We use a lot of pencils when we are working so hard! At some point, your pencil point will break, or it will not work anymore, and you will need a new one. You will know you have it when you can figure out what to do with your pencil if it is not working anymore.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

First, let's talk about the word *dull*. Write the word dull on the board. Point to the word. Here is the word dull. What word? Students respond. When something is *dull* in this case, it means it is not sharp. The opposite of sharp is *dull*. A sharp pencil has a point, and it is easy to write with. A *dull* pencil does not have a sharp point and can be tricky to write with. We are going to learn how to swap out our *dull* or broken pencil for a sharp one!

Date: _____

I DO IT!

I do it! – Demonstrate

In this scenario the pencils in the broken basket will need sharpened at some point. This could be completed by the teacher or by another student at the designated time as a class job. If you would like students to sharpen their own pencils, a similar routine could be taught showing students how to use a class pencil sharpener or an individual sharpener.

Watch and listen as I show you what to do when you need to switch your dull or broken pencil.

First, I take my dull or broken pencil and put it in the basket labeled “broken.” Model. Next, I quickly take a new pencil from the basket labeled “sharpened.” I do not need to pick up and look at all the pencils because they are all sharpened and ready to go! Model. Last, I walk back to my area and begin working again. Model.

Now, watch me do it all together. I take my pencil and put it in the “broken” basket, quickly pick up a new one from the “sharpened” basket and return to my area.

WE DO IT!

We do it! - Provide guided practice

If you are practicing as a whole group, it may be easiest to pretend to complete each step.

Let’s practice together. I will say the step and you will show me how to do it.

Take your dull or broken pencil and put it in the “broken” basket. Students respond.

Quickly take a new pencil from the “sharpened” basket. Students respond.

Walk back to your area and begin working. Students respond.

Date: _____

Instructional Routines template

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one student to show us what to do when their pencil is dull or broken.

Call on one student: _____, **show us what you do when your pencil is dull or broken.** Student responds.

Have 2-3 students show you the routine.

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: What to do when you hear the loudspeaker

Materials Needed: N/A



Approximate Time:
5 minutes



Click here for video

Individual

Small Group

Large Group

OBJECTIVE

State the objective(s):

Today you will learn what to do when you hear someone speak on the loudspeaker. The loudspeaker is a way for people in the office to get information to all the different classrooms in our building. Knowing what to do when we hear the loudspeaker will help us hear all the important messages. You will know you have it when you can show me what to do when you hear the loudspeaker.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Use prior knowledge of your students to determine if there are prerequisite skills needed before learning the new content.

Before we begin, let's make sure we all understand the word, *freeze*. Write the word on the board. **This is the word freeze. What word?** Students respond. **When I say freeze, I mean to hold your body very, very still. When you are frozen your arms, legs, head, and body do not move at all. The only part of your body that can move is your eyeballs, so you can look at me. Watch me so you can see what I look like when I am frozen. Model. Now you do it! Show me your best frozen position.** Students respond. **Today when we hear the voice on the loudspeaker, we will freeze our bodies.**

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you what to do when you hear the loudspeaker.

First, I stop what I am doing, and I stop talking so I can hear the message. Model.

I freeze and listen to the message. Model.

I put my eyes on the teacher in case they also have a message to tell me. Model.

When the voice is finished speaking, I wait for my teacher to say, “You can go back to work!” Model.

I start right back where I was with my work. Model.

Now, watch me do it all together. As soon as I hear the voice, I freeze, put my eyes on the teacher, listen to the voice, wait for them to finish, look at my teacher and get back to work.

Date: _____

WE DO IT!

We do it! - Provide guided practice

Let's practice together. I will say the step and you will show me how to do it.

Freeze and listen. Teacher and students respond.

Put your eyes on the teacher. Teacher and students respond.

Wait for the teacher to say, "You can go back to work!" Teacher and students respond.

Start back on the work. Teacher and students respond.



If students need support with:	Then try this:
Individual components (freezing, going back to work, etc.)	Individually teach and/or review each component and allow students time to practice.
Hearing that the loudspeaker has come on	Providing a signal (ex: hand in the air, a rhythm clap, etc.) to indicate that someone is speaking on the loudspeaker.

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one student to show us what to do when you hear the loudspeaker.

Call on one student: _____, **show us what you do when you hear the loudspeaker.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering the steps to the routine	Chunk the routine into small pieces and allow for more practice opportunities
Prompt to help students who forget what to do: ▫ I hear the loudspeaker. Look at your neighbor if you need help remembering what to do.	

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____


Instructional Routines template


PLAN

Component: Classroom Routines

Instructional Activity: How to get ready for whiteboard work

Materials Needed: Consider keeping student materials (such as whiteboards, markers, erasers, etc.) in individual bins for students to have access to during small group instruction.

 **Approximate Time:**
5 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Today you will learn how to get ready for whiteboard work during small group time. We have so many fun things to do during small group time that we want to be able to get our materials quickly, so we don't waste any time and are ready to learn. You will know you have it when you can identify and prepare all the materials you need for whiteboard work.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

First, we are going to talk about the word *responsible*. Write the word *responsible* on the board. Point to the word. This is the word *responsible*. What word? Students respond.

When someone is *responsible*, they take care of their materials. They know how to use them and how to put them away. Today you will be *responsible* for the materials you need during whiteboard work.

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how to be *responsible* and get your materials ready for whiteboard work.

First, I need to remember to get three different materials: whiteboard, maker, and eraser. Model.

Next, I put the whiteboard in front of me with the eraser next to it. Model.

Then, I pull off the cap of the marker and stick it on the back of the marker so I don't lose it. Model.

Last, I look at the teacher and give a thumbs up to show that I am ready for directions.

If you are not ready for students to uncap their markers at this juncture, you can change the steps so they put the marker at the top of their board.

WE DO IT!

We do it! - Provide guided practice

Let's try together. I will say the step and you show me how to do it.

Think about the three items you need to get out. Consider using a think aloud when reminding students what three things to get out. "I know I need to get my whiteboard, marker and eraser." **Get them.** Students respond.

Put your whiteboard in front of you with the eraser on one side. Students respond.

Take the cap off the marker and put it on the back of the marker. Students respond.

Look at me and give me a thumbs up when you are ready for directions. Students respond.



If students need support with:	Then try this:
Remembering the materials or steps	Respond alongside the students (remember to mirror them so your marker, eraser, etc. is on the same side as the students)

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on one student to show us what to do when it is time to turn and talk.

Call on one student: _____. **Show us what to do when it is time to get materials for whiteboard work.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering the materials or steps after practicing together	Individual checklists and or visual supports

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: What to do When it's Time for Lunch

Materials Needed: N/A



Approximate Time:
10 minutes



Click here for video

Individual

Small Group

Large Group

OBJECTIVE

State the objective(s):

Today you will learn what to do when it is time to go to lunch. Once you know what to do, we will all get to the cafeteria quickly and safely so we can enjoy our lunches. You will know you have it when you can get all the items you need for lunch and line up all on your own.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Have a signal, such as ringing a bell, singing a song, or clapping three times, to let students know when it is time for lunch.

When it is time to go to lunch, the teacher will ____ (e.g., ring a bell). Model. When we hear this sound, we will know it is time to go to lunch.

Date: _____

I DO IT!

I do it! – Demonstrate

This routine has a lot of steps, be sure to break the routine into steps while explaining.

Watch and listen as I show you what to do when the teacher ___ (e.g., rings the bell) for lunch.

First, I stop what I am doing, stop talking, and put my eyes on the teacher so that I can hear the directions. Model.

When the teacher ___ (e.g., calls my table), I get up and push in my chair. Model.

If I brought my lunch from home, I safely walk to go get it. Model.

Then, I walk towards the door to get in line. Unless I'm the line leader, I get in line behind the friend who got in line before me. Model.

I stay quiet and keep my hands to myself as I wait for the rest of the class to line up. Model.

WE DO IT!

We do it! - Provide guided practice

Let's practice together. I will say the step and you will show me how to do it.

Stop what you are doing and saying and put your eyes on the teacher. Students respond.

Get up and push in your chair. Students respond.

Get your lunch and get in line. Students respond.

Wait for the rest of the class. Students respond.



If students need support with:	Then try this:
Remembering the steps	Slow down and review steps again, focusing on the area of confusion

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one student to show us what to do when it's time for lunch.

Call on one student: ____, **show us what you do when the teacher ____** (e.g., rings the lunch bell). Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Individual components (ex: walking safely, getting in line without bumping or pushing, etc.)	Have students practice that one component in isolation

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: How to Wash Your Hands

Materials Needed: sink, paper towels, area for handwashing, etc.



Approximate Time:
10 minutes



Click here for video

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s):

Today you will learn how to wash your hands. It is important to wash your hands, especially before you eat food, after you go to the bathroom, or after you cough, sneeze, or blow your nose, because it helps keep you and other people healthy. You will know you have it when you can do all the steps of handwashing by yourself when you are at the sink.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

First, you're going to learn a new word. Write the word *scrub* on the board. Point to the word. **This is the word *scrub*.**

What word? Students respond.

***Scrub* means to rub something hard to clean it. Today when you wash your hands, you will *scrub* them with soap and water.**

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how I wash my hands.

First, I turn on the water and get my hands wet. Model.

Next, I put soap on my hands and rub them together. I *scrub* my hands for at least 20 seconds. Model.

Then, I rinse my hands off under the running water. Model.

Last, I dry my hands with a clean towel and throw it away. Model.

WE DO IT!

We do it! - Provide guided practice

If there are not enough sinks available for all students in the group to wash their hands at the same time, have the students pretend to do each step as you say and model each step.

Let's practice together. I will say the step and you will show me how to do it.

Turn on the water and get your hands wet. Students respond.

Put soap on them and scrub for 20 seconds. Students respond.

Rinse them off with water. Students respond.

Dry them with a towel. Students respond.



If students need support with:	Then try this:
Remembering the steps	Slow down and review steps again, focusing on the area of confusion

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now, I'll call on one student to show us how you wash your hands.

Call on one student: _____, **show us how you wash your hands.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Knowing how long 20 seconds should last	Have students count to 20 or sing the ABC song or the Happy Birthday song twice while scrubbing their hands.
Remember the steps to the routine	Hang a visual outlining the steps near the sink area.

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension:

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: How to transition to the teacher's table

Materials Needed: N/A



Approximate Time:
10 minutes



Click here for video

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Prior to this lesson, think about what you will call the small group area (e.g., teacher table, small group table, etc.) and refer to the space in a consistent manner.

Today you will learn how to come to the teacher table for small group time. It is important to come to the table quickly and safely so we can get right to work. You will know you have it when you can come to the table right away and can show you are ready to work.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Before we begin, let's review what we do with our chairs when we leave a space. It is important to push in our chairs when we leave a space so that no one trips over them. When you exit one space today to move to another, remember to push in your chair.

We are also going to talk about the word *immediately*. Write the word *immediately* on the board. Point to the word. This is the word *immediately*. What word? Students respond.

***Immediately* means right away. When we do something *immediately* it means we do it right away. Today you will practice following the steps *immediately*; you will do them right away.**

Date: _____

I DO IT!

I do it! – Demonstrate

Prior to this lesson, consider how students will get the materials they need for small group time. Will they bring the materials with them, or will you store them in the table area and hand the materials out?

Watch and listen as I show you what to do when you hear your name called to come to the table.

First, I stop what I am doing immediately. Model

Next, I clean up any materials that I have gotten out and put my work in a safe spot. Model

Then, I make sure I have all the materials I need for small group (e.g., pencil, materials bin, etc.). Model.

Last, I safely walk to the table and sit in an available chair. Model.

Date: _____

WE DO IT!

We do it! - Provide guided practice

Let's practice. I will say the step and you will show me how to do it.

Stop what you are doing. Students respond.

Clean up your materials and put your work in a safe spot. Students respond.

Get the materials you will need for small group. Students respond.

Walk to the table and sit in an available chair. Students respond.



If students need support with:	Then try this:
Remembering what materials to bring with them to the table	Project a visual
Stopping immediately to transition to the table	Give a 2-minute warning so students can begin to prepare. For example: "In two minutes, I will call Eli, Gabe, and Meredith to the table." The two-minute warning could also be a visual timer or a certain bell/chime.
Successfully executing smaller steps in the routine (ie., pushing in the chair, walking safely, etc.)	Give opportunities to practice that one individual skill

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on one student to show us what to do when it is time to come to the table.

Call on one student: ____, **show us what you do when the teacher** ____ (e.g., calls your name). Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering what materials to bring with them to the table or how to neatly clean up their workspace	Provide an individual visual checklist

ASSESS

Assess students (formally or informally):

Observe individual students as they respond during guided and independent practice.

If select students need additional practice, provide another review lesson and additional opportunities for practice at another time. Provide occasional reviews, especially after longer portions of time out of school such as winter break.

Date: _____

Instructional Routines template

ENRICH/EXTEND

Enrichment/Extension: