

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"><li><input type="checkbox"/> You seem a little stuck on what to do next. Look around you and see what others are doing.</li><li><input type="checkbox"/> You just hung up your backpack. What comes next? Coat, backpack, _____</li><li><input type="checkbox"/> Look at the picture. What steps have you already finished? What steps do you need to take next?</li></ul>	

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.

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ENRICH/EXTEND

Enrichment/Extension: