

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):

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:

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.

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I DO IT!

I do it! – Demonstrate

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!

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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 first 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!"

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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):

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.

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ENRICH/EXTEND

Enrichment/Extension: