Date:_____

Instructional Routines template

PLAN

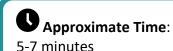**Component**: Classroom Routines

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.

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.

WE DO IT!

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.

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!"

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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.

ENRICH/EXTEND

Enrichment/Extension:

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