Date:_____   **Instructional Routines template**

PLAN

Component: Classroom Routines

Instructional Activity: What to do if you have a question

Materials Needed: N/A

🕐 **Approximate Time**:

⭐▶ **Click here for video example**

☐ Individual

☐ Small Group

✓ Large Group

OBJECTIVE

State the objective(s):
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.

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.

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I DO IT!

I do it! – Demonstrate

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
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	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

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YOU DO IT!

You do it! - Provide independent practice
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 question	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):
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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