

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.

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ENRICH/EXTEND

Enrichment/Extension: