

Date: _____

Instructional Routines template

PLAN

Component: Classroom Routines

Instructional Activity: How to transition to the teacher's table

Materials Needed: N/A



Approximate Time:
10 minutes



Click here for video

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Prior to this lesson, think about what you will call the small group area (e.g., teacher table, small group table, etc.) and refer to the space in a consistent manner.

Today you will learn how to come to the teacher table for small group time. It is important to come to the table quickly and safely so we can get right to work. You will know you have it when you can come to the table right away and can show you are ready to work.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary:

Before we begin, let's review what we do with our chairs when we leave a space. It is important to push in our chairs when we leave a space so that no one trips over them. When you exit one space today to move to another, remember to push in your chair.

We are also going to talk about the word *immediately*. Write the word *immediately* on the board. Point to the word. This is the word *immediately*. What word? Students respond.

***Immediately* means right away. When we do something *immediately* it means we do it right away. Today you will practice following the steps *immediately*; you will do them right away.**

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I DO IT!

I do it! – Demonstrate

Prior to this lesson, consider how students will get the materials they need for small group time. Will they bring the materials with them, or will you store them in the table area and hand the materials out?

Watch and listen as I show you what to do when you hear your name called to come to the table.

First, I stop what I am doing immediately. Model

Next, I clean up any materials that I have gotten out and put my work in a safe spot. Model

Then, I make sure I have all the materials I need for small group (e.g., pencil, materials bin, etc.). Model.

Last, I safely walk to the table and sit in an available chair. Model.

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WE DO IT!

We do it! - Provide guided practice

Let's practice. I will say the step and you will show me how to do it.

Stop what you are doing. Students respond.

Clean up your materials and put your work in a safe spot. Students respond.

Get the materials you will need for small group. Students respond.

Walk to the table and sit in an available chair. Students respond.



If students need support with:	Then try this:
Remembering what materials to bring with them to the table	Project a visual
Stopping immediately to transition to the table	Give a 2-minute warning so students can begin to prepare. For example: "In two minutes, I will call Eli, Gabe, and Meredith to the table." The two-minute warning could also be a visual timer or a certain bell/chime.
Successfully executing smaller steps in the routine (ie., pushing in the chair, walking safely, etc.)	Give opportunities to practice that one individual skill

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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 it is time to come to the table.

Call on one student: ____, **show us what you do when the teacher** ____ (e.g., calls your name). Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering what materials to bring with them to the table or how to neatly clean up their workspace	Provide an individual visual checklist

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: