

Date: \_\_\_\_\_


## Instructional Routines template


PLAN

**Component:** Classroom Routines

**Instructional Activity:** What to Do When Your Pencil Breaks

**Materials Needed:** bin, basket, or cup, sharpener, and unsharpened pencils

 **Approximate Time:**  
5 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

**State the objective(s):**

Today you will learn what to do when your pencil breaks. We use a lot of pencils when we are working so hard! At some point, your pencil point will break, or it will not work anymore, and you will need a new one. You will know you have it when you can figure out what to do with your pencil if it is not working anymore.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary:**

First, let's talk about the word *dull*. Write the word dull on the board. Point to the word. Here is the word dull. What word? Students respond. When something is *dull* in this case, it means it is not sharp. The opposite of sharp is *dull*. A sharp pencil has a point, and it is easy to write with. A *dull* pencil does not have a sharp point and can be tricky to write with. We are going to learn how to swap out our *dull* or broken pencil for a sharp one!

Date: \_\_\_\_\_

I DO IT!

**I do it! – Demonstrate**

In this scenario the pencils in the broken basket will need sharpened at some point. This could be completed by the teacher or by another student at the designated time as a class job. If you would like students to sharpen their own pencils, a similar routine could be taught showing students how to use a class pencil sharpener or an individual sharpener.

**Watch and listen as I show you what to do when you need to switch your dull or broken pencil.**

**First, I take my dull or broken pencil and put it in the basket labeled “broken.” Model. Next, I quickly take a new pencil from the basket labeled “sharpened.” I do not need to pick up and look at all the pencils because they are all sharpened and ready to go! Model. Last, I walk back to my area and begin working again. Model.**

**Now, watch me do it all together. I take my pencil and put it in the “broken” basket, quickly pick up a new one from the “sharpened” basket and return to my area.**

WE DO IT!

**We do it! - Provide guided practice**

If you are practicing as a whole group, it may be easiest to pretend to complete each step.

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

**Take your dull or broken pencil and put it in the “broken” basket. Students respond.**

**Quickly take a new pencil from the “sharpened” basket. Students respond.**

**Walk back to your area and begin working. Students respond.**

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YOU DO IT!

**You do it! - Provide independent practice**

**Now, I'll call on one student to show us what to do when their pencil is dull or broken.**

Call on one student: \_\_\_\_\_, **show us what you do when your pencil is dull or broken.** Student responds.

Have 2-3 students show you the routine.

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:**