

Date: _____

Instructional Routines template

PLAN

Component: Classroom management and routines

Instructional Activity: What to do when you finish

Materials Needed: Read through the plan to determine what is needed in your specific classroom



Approximate Time:
10 minutes



**Click here for video
example**

- Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s):

Prior to the lesson, think about what you would like students to do when they have finished their work. This could be something consistent, like reading a book, drawing, or something that changes. You might continue working on a project from earlier.

Today you will learn what to do when you are finished with a task. Everyone may finish at different times, so it is important that we all know what to do when we finish. That way we can keep working and not interrupt other people who are still working. You will know you have it when you can finish the task and then decide what you are going to do next without any help from me.

Date: _____

Review prerequisite skills and teach related vocabulary:

Before we begin, let's talk about the word *disturb*. Write the word *disturb* on the board. Point to the word. **This is the word disturb. What word?** Students respond.

***Disturb* means to interrupt what someone is doing or saying. I may *disturb* you by making loud noises or trying to talk to you when you are working. When we finish our work, we do not want to *disturb* anyone who may still be working either at their seats or at the teacher table. We do not want to interrupt. Today we will learn what to do when we are finished with our task so we do not *disturb* people still working.**

Date: _____

I DO IT!

I do it! – Demonstrate

Prior to the lesson, decide where students will put completed work. This could be in a folder, basket, etc. As stated above, consider the choices you will give students for when they are finished. There might not always be three choices, but giving some sort of choice helps with student engagement and ownership.

Watch and listen as I show you what to do when you are finished with your task.

First, I turn in any completed work. I make sure my name is on everything. Model

Next, I put all my materials away. Model

Then, I chose one of three options: read a book, work on the class puzzle, or play the math game. Once I decide, I will make a plan for what to do when I am there. Model thinking aloud which of the options you choose and what you will do when you get there. For example, “I am going to work on the class puzzle. Last time I was at the puzzle I was working on the blue section so I am going to see if that still needs work.”

Last, I safely and quietly walk to the puzzle area and begin. Model.

I do not need to *disturb* anyone when I am finished by announcing that I am finished or by asking what to do next. I already know what I can do next and my teacher will know I am finished with my work because I have put it in the correct place.

Date: _____

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.

Make sure your name is on everything and turn your work in. Students respond.

Put your materials away. Students respond.

Decide what you will do next and make a plan. Students respond.

Go to the spot and get started. Students respond.



If students need support with:	Then try this:
Selecting a choice and beginning.	The following prompts can help students decide what to do when they are finished: <ul style="list-style-type: none">- What is your plan right now? Do you need help making one?- If you forget what the choices are, take a look around and see if you see anyone doing something that may help you remember.- I notice you seem to forget what your choices are once you finish. Let's go over them again.

Date: _____

YOU DO IT!

You do it! - Provide independent practice

Now I will call on one student to show us what to do when they are finished.

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

Have 2-3 students to show you the routine.



If students need support with:	Then try this:
Remembering what the choices are, how to select one in the moment.	Prior to beginning the work, students can use a visual of the choices and mark (ex: circling, checkbox, etc.) what they will do if they finish early. Then they will have a predetermined plan to follow.

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: