

Date: _____


Instructional Routines template


PLAN

Component: Classroom Routines

Instructional Activity: How to get ready for whiteboard work

Materials Needed: Consider keeping student materials (such as whiteboards, markers, erasers, etc.) in individual bins for students to have access to during small group instruction.

 **Approximate Time:**
5 minutes

 **Click here for video example**

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

Today you will learn how to get ready for whiteboard work during small group time. We have so many fun things to do during small group time that we want to be able to get our materials quickly, so we don't waste any time and are ready to learn. You will know you have it when you can identify and prepare all the materials you need for whiteboard work.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary:

First, we are going to talk about the word *responsible*. Write the word *responsible* on the board. Point to the word. This is the word *responsible*. What word? Students respond.

When someone is *responsible*, they take care of their materials. They know how to use them and how to put them away. Today you will be *responsible* for the materials you need during whiteboard work.

Date: _____

I DO IT!

I do it! – Demonstrate

Watch and listen as I show you how to be *responsible* and get your materials ready for whiteboard work.

First, I need to remember to get three different materials: whiteboard, maker, and eraser. Model.

Next, I put the whiteboard in front of me with the eraser next to it. Model.

Then, I pull off the cap of the marker and stick it on the back of the marker so I don't lose it. Model.

Last, I look at the teacher and give a thumbs up to show that I am ready for directions.

If you are not ready for students to uncap their markers at this juncture, you can change the steps so they put the marker at the top of their board.

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.

Think about the three items you need to get out. Consider using a think aloud when reminding students what three things to get out. "I know I need to get my whiteboard, marker and eraser." **Get them.** Students respond.

Put your whiteboard in front of you with the eraser on one side. Students respond.

Take the cap off the marker and put it on the back of the marker. Students respond.

Look at me and give me a thumbs up when you are ready for directions. Students respond.



If students need support with:	Then try this:
Remembering the materials or steps	Respond alongside the students (remember to mirror them so your marker, eraser, etc. is on the same side as the students)

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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 turn and talk.

Call on one student: _____. **Show us what to do when it is time to get materials for whiteboard work.** Student responds.

Have 2-3 students show you the routine.



If students need support with:	Then try this:
Remembering the materials or steps after practicing together	Individual checklists and or visual supports

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: