# Module B:  #4:  Routines and Procedures

## Teaching Classroom Procedures

Using the tell, show, and practice format of explicit instruction ("I do, You do, We do"), teachers will want to introduce procedures just prior to using them for the first time, review and extend their teaching over time, and reteach as data indicates a need. In addition to reviewing frequently, teachers will also want to prompt or pre-correct students regularly to set them up for success as academic skills are introduced or activities change.

## Situation Requiring a Classroom Routine or Procedure

Examine the following list and check those that are relevant to your current or future teaching situation.

| Type of Situation | Situation | Check |
|---|---|---|
| Movement | Into classroom | |
| | Out of classroom | |
| | Transition to a new activity | |
| | To another area in the school | |
| | | |
| Use of | Bathroom | |
| | Drinking fountain | |
| | Pencil sharpener | |
| | Lockers | |
| | Recess equipment | |
| | Computers | |

| | | |
|---|---|---|
| | Specialized equipment (e.g. microscopes, Bunsen burners, tape recorders) | |
| | | |
| Materials/Assignments | Bringing materials to class | |
| | Using notebook or folder | |
| | Having no paper | |
| | Having no pencil/pen | |
| | Distributing materials | |
| | Communicating assignments | |
| | Determining assignments after being absent or not in class | |
| | Correcting work in class using keys | |
| | Correcting work with teacher | |
| | Turning in work | |
| | Returning corrected work | |
| | Determining grades | |
| | Late work | |
| | | |
| Cues for | Attention | |
| | STOP | |

| | Different voice levels | |
|---|---|---|
| | • Silence<br>• Quiet Voice (heard by partner or teammates only)<br>• Discussion Voice (easily heard by classmates)<br>• Presentation Voice (heard in all corners of the room<br>• Outside Voice (recess only) | |
| Gaining Assistance | During a lesson | |
| | During independent work when the teacher is available | |
| | During independent work when the teacher is working with a small group | |
| | During cooperative team activities | |
| | During computer time | |
| How to be engaged | During whole group instruction | |
| | During small group instruction | |
| | During rug activities | |
| | During independent seat work | |
| | During time at stations | |
| | During music, library, PE, art, etc | |

| | | |
|---|---|---|
| | During Sustained Silent Reading | |
| | At the beginning of the period | |
| | At the end of the period | |
| | When a visitor comes to class | |
| | When the principal observes | |
| | When a guest teacher is in class | |
| What to do when... | You are tardy | |
| | You have been absent | |
| | You need extra help | |
| | You don't understand something | |
| | You are feeling ill | |
| | You don't have lunch or lunch money | |
| | It's snack time | |
| | There is a rainy day recess | |
| | There is a drill | |
| | There is a school lockdown | |
| | There is an assesmbly | |

## Example: Classroom Matrix

| Schoolwide Expectations | Classroom Behaviors | Classroom Routines | | | |
|---|---|---|---|---|---|
| | | Morning Routine | If you finish early | How to Transition | Small Group Work |
| EXAMPLE<br>Be Responsible | Use my time appropriately<br><br>Clean up after myself<br><br>Be ready to learn | Turn in homework<br><br>Put materials in your desk<br><br>Begin morning work | Turn in your work in the basket<br><br>Read silently<br><br>in your seat | Put materials away on my signal<br><br>Get materials ready for the next activity | Do your fair share<br><br>Manage time carefully |

**Now try it on your own: remember, if your schoolwide matrix does not address Classroom, then you do not need the "Classroom Behaviors" column**

| Schoolwide Expectations | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

## Other Academic Routines

Consider ways to teach other academic content in a consistent, systematic format. Perhaps one of the most common academic routines is a vocabulary routine that can be used across all content areas.

| Words | Teacher selected words that are: | Comments |
|---|---|---|
|  | • Unknown |  |
|  | • Critical to passage or unit |  |
|  | • Useful in the future |  |
|  | • More difficult |  |
|  | • Contain generalizable elements |  |
| Meaning | Teacher clearly conveyed meanings using: |  |
|  | • Student-friendly explanations |  |
|  | • List of critical attributes |  |
|  | • Relevant parts of words |  |
| Examples/ Non | Teacher used examples and non-examples that: |  |
|  | • Were clear and unambiguous |  |
|  | • Included examples that were familiar and others directly related to passage |  |
|  | • Included range of examples |  |
|  | • Included non-examples as needed |  |
| Instruction | Teacher effectively: |  |
|  | Introduced word's pronunciation |  |
|  | • Had students repeat difficult to pronounce words OR |  |
|  | • Had students tap out oral syllables |  |
|  | Clearly presented word's meaning |  |
|  | Illustrated words with examples |  |
|  | Concrete examples |  |
|  | Visual examples |  |
|  | Verbal examples |  |
|  | Checked understanding |  |
|  | Examples and Non-Examples |  |
|  | Generate Examples |  |
|  | Deep Processing Questions |  |
|  | Communicated clearly |  |
|  | Actively involved students |  |
|  | Provided multiple exposures to words |  |
|  | Expanded instruction in appropriate ways: |  |
|  | Logs |  |

| | | | |
|---|---|---|---|
| | Word Wall | | |
| | Synonyms - Antonyms | | |
| | Parts of Speech | | |
| | Word Families | | |