

Impulse Management Through Classroom Routines

Routine Name: Entering the room	
<ol style="list-style-type: none"> 1. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 2. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 3. Think through the steps you will need to explicitly teach students using the IM template 	
Step:	Teacher Language or Actions:
<p>1. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We enter the room quietly and safely so we can get to our seats on time and make sure we are ready for the Do Now and homework check. Let me tell you what that looks like.</p> <p>Step one: walk into the classroom and take one copy of handouts by the board Step two: go directly to your assigned seat Step three: take out your Do Now and homework Step four: when the bell rings the room is silent</p>
<p>2. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Quietly walks into the classroom and takes one copy of handouts by the board • Quietly walks directly to her assigned seat • Quietly takes out her Do Now and homework • Silently works on the Do Now when the bell rings
<p>3. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how I entered the room? • What did you notice about how I got to my seat? • What did I get out when I got to my seat? • What was my volume when the bell rang?
<p>4. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone to re-enter the room, let’s see what she does. Mone you may line up.</p> <ul style="list-style-type: none"> • Step one: She quietly walks into the classroom and takes one copy of handouts by the board • Step two: she quietly walks directly to her assigned seat • Step three: she quietly takes out her Do Now and homework • Step four: she silently works on the Do Now when the bell rings
<p>5. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how Mone entered the room? • What did you notice about how Mone got to her seat? • What did Mone get out when she got to her seat? • What was Mone’s volume when the bell rang?
<p>6. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I call your row, you will stand up, push in your chair, and re-enter the classroom. Front row you may stand up. Kimon is entering quietly, Kyisha is going directly to her seat.</p>
<p>7. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior your saw during the procedure. How does 	<p>We entered the room quietly and safely. We do this so we can get to our seats on time and make sure we are ready for the Do Now and homework check.</p>

this help us take care of ourselves,
each other and our school?

Routine Name: Do Now	
<p>4. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>5. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>6. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
<p>8. Say what you will model and why.</p> <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We work on our Do Now silently and independently in order to see how much of yesterday’s lesson we still remember.</p> <p>Step one: from your seat, read the Do Now question on the board</p> <p>Step two: answer the question in the Do Now template showing all your work</p> <p>Step three: If you finish early, work on the bonus problems</p> <p>Step four: We will go over the Do Now as a whole class</p> <p>Step five: Correct your Do Now so that it matches what is on the board</p>
<p>9. Model the behavior.</p> <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Silently reads the Do Now question on the board Silently answers the question in her Do Now template showing all her work Silently listens to the teacher go over the Do Now Silently corrects the Do Now
<p>10. Ask Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did you notice about how I worked on the Do Now? What did I do as the teacher is going over the Do Now?
<p>11. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone to work on the Do Now, let’s see what she does. Mone you may work on the Do Now</p> <ul style="list-style-type: none"> Step one: From her seat, she silently reads the Do Now question on the board Step two: She silently answers the question in her Do Now template showing all her work. Step three: When she’s finished, she works on the bonus problems Step four: She silently listens to the teacher go over the Do Now Step five: she silently corrects the Do Now
<p>12. Asks Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did you notice about how Mone worked on the Do Now? What did Mone do after she finished the Do Now?
<p>13. Have all students practice.</p> <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will work on the Do Now. Go. Kimon is staying in his seat, Kyisha is working silently in the Do Now template, Myana is working on the bonus problems</p>

<p>14. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior your saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We work on our Do Now silently and independently. We do this in order to see how much of yesterday’s lesson we still remember.</p>
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<p>Routine Name: Notes</p>	
<p>7. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 8. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 9. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>15. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We take notes silently and independently. When we have a question or answer, we silently raise our hand and wait for the teacher to call on us. We do this so that everyone can hear the lesson clearly and have silent space to process the lesson.</p> <p>Step one: from your seat, silently listen to the lesson Step two: silently take notes on the notes handout so that everything on the board is in your notes Step three: If you have a question or an answer, silently raise your hand and wait for the teacher to call on you</p>
<p>16. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Silently listens to the lesson • silently take notes on the handout so that everything on the board is in her notes • Silently raises her hand and waits for the teacher to call on her
<p>17. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how I took notes? • What did I do when I had a question?
<p>18. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone to take notes, let’s see what she does. Mone you may take notes</p> <ul style="list-style-type: none"> • Step one: From her seat, she silently listens to the lesson • Step two: She silently take notes so that everything on the board is in her notes • Step three: She silently raises her hand and wait for the teacher to call on her
<p>19. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how Mone took notes? • What did Mone do when she had a question?

<p>20. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will take notes. Go. Kimon is staying in his seat, Kyisha is silently copying what I write on the board onto her handout, Myana is silently raising her hand and waiting for me to call on her</p>
<p>21. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We take notes silently and independently. When we have a question or answer, we silently raise our hand and wait for the teacher to call on us. We do this so that everyone can hear the lesson clearly and have silent space to process the lesson.</p>

<p>Routine Name: Independent practice</p>	
<p>10. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 11. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 12. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>22. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We work on independent practice silently and individually. The teacher will not answer questions. We do this so that everyone has silent space to process the lesson.</p> <p>Step one: stay in your seat and silently work on the independent practice worksheet Step two: work silently for the timer, the teacher will answer questions after the time Step three: if you are unsure how to do the problems, you can review your notes, set up the problem, skip around the problems Step four: at the end of the timer, you may work quietly with your partner. You may also silently raise your hand and wait for the teacher to come</p>
<p>23. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Stays in her seat and silently works on the independent practice worksheet • Uses her notes to help her figure out the independent practice
<p>24. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how I worked on independent practice? • What did I use to help me with the independent practice? • What did I do after the timer?
<p>25. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone to work on independent practice, let’s see what she does. Mone you may work on independent practice</p> <ul style="list-style-type: none"> • Step one: Stays in her seat and silently works on the independent practice worksheet • Step two: She uses her notes to help her figure out the independent practice • Step three: at the end of the timer she works quietly with her partner
<p>26. Asks Students what they noticed.</p>	<ul style="list-style-type: none"> • What did you notice about how Mone worked on independent

<ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<p>practice?</p> <ul style="list-style-type: none"> • What did Mone use to help me with the independent practice? • What did Mone do after the timer?
<p>27. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will work on independent practice. Go. Kimon is staying in his seat, Kyisha is silently answering the question in her worksheet, Myana is using her notes for help</p>
<p>28. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We work on independent practice silently and individually. The teacher will not answer questions for the first few minutes. We do this so that everyone has silent space to process the lesson.</p>

<p>Routine Name: Exit ticket</p>	
<p>13. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 14. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 15. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>29. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We work on the exit ticket silently and individually. The teacher will not answer questions. We do this because we need to assess how much we learned</p> <p>Step one: pass back the exit ticket slips and look for the exit ticket question on the board Step two: work silently on the exit ticket for the duration of the timer, showing all your work. No work shown = 0% Step three: When I say so, pass up your exit tickets to the front of the classroom. If you finish the exit skip early work silently on your homework</p>
<p>30. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • passes back the exit ticket slips and look for the exit ticket question on the board works silently on the exit ticket for the duration of the timer, showing all her work. No work shown = 0% • When the teacher says so, passes up her exit tickets to the front of the classroom
<p>31. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did you notice about how I worked on the exit ticket? • What did I do when the timer ran out?
<p>32. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model 	<p>Mone looks ready to practice. When I tell Mone to work on the exit ticket, let’s see what she does. Mone you may work on the exit tickey</p> <ul style="list-style-type: none"> • stays in her seat and looks for the exit ticket question on the board • works silently on the exit ticket for the duration of the timer, showing all her work. No work shown = 0%

<ul style="list-style-type: none"> Follow up with small group model for additional scaffolding when necessary 	<ul style="list-style-type: none"> When the teacher says so, passes up her exit tickets to the front of the classroom
33. Asks Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did you notice about how she worked on the exit ticket? What did she do when the timer ran out?
34. Have all students practice. <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will work on the exit ticket. Go. Kimon is staying in his seat, Kyisha is silently answering the question on her exit ticket slip</p>
35. Provide Feedback. <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We work on the exit ticket silently and individually. The teacher will not answer questions. We do this because we need to assess how much we learned</p>

Routine Name: Leaving the classroom	
<p>16. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 17. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 18. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
36. Say what you will model and why. <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We leave the classroom quietly and safely. We do this so we can get to our next class on time and make sure we are taking care of others in the building. Let me tell you what that looks like.</p> <p>Step one: when the bell rings, push in your chair and place all your belongings inside your backpack Step two: check to see that your desk and floor area are clean Step three: quietly walk directly out of the door</p>
37. Model the behavior. <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	Teacher Actions: <ul style="list-style-type: none"> Step one: when the bell rings, pushes in her chair and places all her belongings inside her backpack Step two: checks to see that her desk and floor area are clean Step three: quietly walks directly out of the door
38. Ask Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did I do when the bell rang?
39. Have one or more students model the same behavior. <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model 	<p>Mone looks ready to practice. When I tell Mone to leave the classroom, let’s see what she does. Mone you may leave the classroom</p> <ul style="list-style-type: none"> Step one: when the bell rings, pushes in her chair and places all her belongings inside her backpack

<ul style="list-style-type: none"> Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<ul style="list-style-type: none"> Step two: checks to see that her desk and floor area are clean Step three: quietly walks directly out of the door
<p>40. Asks Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did she do when the bell rang?
<p>41. Have all students practice.</p> <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will leave the classroom. Go. Kimon is pushing in his chair. Myana is placing her belongings in her backpack.</p>
<p>42. Provide Feedback.</p> <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We leave the classroom quietly and safely. We do this so we can get to our next class on time and make sure we are taking care of others in the building.</p>

Routine Name: Homework check	
<p>19. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>20. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>21. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
<p>43. Say what you will model and why.</p> <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We check our homework quietly and thoroughly. We do this so we can see how much we learned from yesterday. Let me tell you what that looks like.</p> <p>Step one: place your homework on your desk for the teacher to check for completion</p> <p>Step two: when answers are on the board, quietly compare and correct your homework</p> <p>Step three: place your homework away in the rings of your binder</p>
<p>44. Model the behavior.</p> <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Step one: places her homework on her desk for the teacher to check for completion Step two: when answers are on the board, quietly compares and corrects homework Step three: places homework away in the rings of her binder
<p>45. Ask Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> Where was my homework before the homework check? How did I check my homework? Where did I place my homework after the check?
<p>46. Have one or more students model the</p>	<p>Mone looks ready to practice. When I tell Mone to check her homework,</p>

<p>same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>let's see what she does. Mone you may check your homework</p> <ul style="list-style-type: none"> • Step one: places her homework on her desk for the teacher to check for completion • Step two: when answers are on the board, quietly compares and corrects homework • Step three: places homework away in the rings of her binder
<p>47. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • Where was her homework before the homework check? • How did she check her homework? • Where did she place her homework after the check? •
<p>48. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will check your homework. Go. Kimon has his homework out on his desk for me to check. Myana is looking at the board, and correcting her homework answers as needed</p>
<p>49. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We check our homework quietly and thoroughly. We do this so we can see how much we learned from yesterday.</p>

<p>Routine Name: Tests</p>	
<p>22. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 23. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 24. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>50. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We work on tests silently and independently. We do this so we can see how much we have learned. Let me tell you what that looks like.</p> <p>Step one: silently clear your desk of everything except a pencil and calculator Step two: silently pass back the test booklets, do not begin until I say go Step three: when I say go, work silently on the test. If you have a question, raise a silent hand and wait for me to come to you Step four: when you are finished, check over your work, flip over your test booklet and I will come get your test. Remain silent for the rest of the period</p>
<p>51. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: silently clears her desk of everything except a pencil and calculator • Step two: silently passes back the test booklets, do not begin until the teacher says go • Step three: when the teacher says go, works silently on the test. If she has a question, raises a silent hand and wait for the teacher to come to her

	<ul style="list-style-type: none"> Step four: when she is finished, flips over her test booklet and remains silent for the rest of the period
52. Ask Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did I have on my desk before the test booklets were handed out? How did I pass back the booklet? How did I work on the test? What did I do when I had a question? What did I do when I was done?
53. Have one or more students model the same behavior. <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone we have a test, let's see what she does. Mone we have a test</p> <ul style="list-style-type: none"> Step one: silently clears her desk of everything except a pencil and calculator Step two: silently passes back the test booklets, do not begin until the teacher says go Step three: when the teacher says go, works silently on the test. If she has a question, raises a silent hand and wait for the teacher to come to her Step four: when she is finished, flips over her test booklet and remains silent for the rest of the period
54. Asks Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did she have on her desk before the test booklets were handed out? How did she pass back the booklet? How did she work on the test? What did she do when she had a question? What did she do when she was done?
55. Have all students practice. <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will take a test. Go. Kimon has cleared his desk of everything but a pencil and calculator. Myana is silently passing back the tests</p>
56. Provide Feedback. <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We work on tests silently and independently. We do this so we can see how much we have learned.</p>

Routine Name: Partner work	
25. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.	
26. Consider prerequisite skills or potential blind spots you might face in teaching the routine.	
27. Think through the steps you will need to explicitly teach students using the IM template	
Step:	Teacher Language or Actions:

<p>57. Say what you will model and why.</p> <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>During partner work we check answers and ask questions with our partner. We do this so we can learn from each other. Let me tell you what that looks like.</p> <p>Step one: after the timer rings the end of silent work, you may talk quietly with your partner – one person sitting next to you</p> <p>Step two: you can quietly check your classwork answers with your partner</p> <p>Step three: you can quietly ask questions with your partner</p>
<p>58. Model the behavior.</p> <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Step one: after the timer rings the end of silent work, you may talk quietly with your partner – one person sitting next to you Step two: you can quietly check your classwork answers with your partner Step three: you can quietly ask questions with your partner Step four: raise a silent hand and Ms. Chang will come to help
<p>59. Ask Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did I do after the timer rings the end of silent work? Who is my partner? What can I talk about with my partner? What can I not do during this time? Walk across the room, talk across the room, chat about things not related to Algebra II
<p>60. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. When I tell Mone we have partner work, let’s see what she does. Mone we have partner work</p> <ul style="list-style-type: none"> Step one: after the timer rings the end of silent work, quietly with your partner – one person sitting next to you Step two: you can quietly check your classwork answers with your partner Step three: you can quietly ask questions with your partner
<p>61. Asks Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What did she do after the timer rings the end of silent work? Who is her partner? What can she talk about with her partner?
<p>62. Have all students practice.</p> <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will do partner work. Go. Everyone is staying in their seat. Kimon is quietly checking his work with Myana. Courtney is quietly asking Ariana a question</p>
<p>63. Provide Feedback.</p> <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>During partner work we check answers and ask questions with our partner. We do this so we can learn from each other.</p>

Routine Name: Bathroom	
<p>28. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>29. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>30. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
<p>64. Say what you will model and why.</p> <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We use the bathroom during independent and partner practice. The teacher will only say yes if no one else is in the bathroom. We do this so that we do not miss new materials taught in the lesson or the graded exit ticket.</p> <p>Step one: raise a silent hand to ask to go to the bathroom Step two: if the teacher says yes, stand up, push in your chair, walk to the front of the room, take the bathroom pass and walk to the bathroom Step three: silently re-enter the room, place the bathroom pass back in the folder Step four: walk directly back to your seat</p>
<p>65. Model the behavior.</p> <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Step one: raise a silent hand to ask to go to the bathroom Step two: if the teacher says yes, stand up, push in your chair, walk to the front of the room, take the bathroom pass and walk to the bathroom Step three: silently re-enter the room, place the bathroom pass back in the folder Step four: walk directly back to your seat
<p>66. Ask Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> When may we use the bathroom? Where is the bathroom pass? How should we leave and enter the classroom?
<p>67. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do if you need to use the bathroom?</p> <ul style="list-style-type: none"> Step one: raise a silent hand to ask to go to the bathroom Step two: if the teacher says yes, stand up, push in your chair, walk to the front of the room, take the bathroom pass and walk to the bathroom Step three: silently re-enter the room, place the bathroom pass back in the folder Step four: walk directly back to your seat
<p>68. Asks Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> When can she use the bathroom? What did you notice about how she asked to go to the bathroom? How did she leave and re-enter?

<p>69. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will ask to go to the bathroom. Go. Everyone is silently raising their hand. Ramoni you may go to the bathroom. Ramoni is silently walking to get the bathroom pass and leaves the room.</p>
<p>70. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We use the bathroom during independent and partner practice. The teacher will only say yes if no one else is in the bathroom. We do this so that we do not miss new materials taught in the lesson or the graded exit ticket.</p>

<p>Routine Name: Tissue</p>	
<p>31. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 32. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 33. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>71. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We silently sign a “T” when we need a tissue. We stay in our seat and the teacher will pass over the tissue box. We throw away the tissue when we leave class at the bell. We do this so that the class can continue learning without being disturbed.</p> <p>Step one: silently sign a “T” when we need a tissue Step two: stay in your seat and the teacher will pass over the tissue box Step three: throw away the tissue when you leave class at the bell</p>
<p>72. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: silently sign a “T” when we need a tissue • Step two: stay in your seat and the teacher will pass over the tissue box • Step three: throw away the tissue when you leave class at the bell
<p>73. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • How do we ask for tissue? • When do we throw away tissue trash?
<p>74. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do if you need tissue?</p> <ul style="list-style-type: none"> • Step one: silently sign a “T” when we need a tissue • Step two: stay in your seat and the teacher will pass over the tissue box • Step three: throw away the tissue when you leave class at the bell
<p>75. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in 	<ul style="list-style-type: none"> • How did she ask for tissue? • When did she throw away tissue trash?

what to do language	
76. Have all students practice. <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	I think we are ready to do this as a class. When I say go, show me how you will ask for tissue. Go. Everyone is silently signing a T. I am passing the tissue box to Ramoni. Ramoni is waiting to throw away her tissue trash at the end of the period.
77. Provide Feedback. <ul style="list-style-type: none"> Reflect on successful behavior your saw during the procedure. How does this help us take care of ourselves, each other and our school? 	We silently sign a “T” when we need a tissue. We stay in our seat and the teacher will pass over the tissue box. We throw away the tissue when we leave class at the bell. We do this so that the class can continue learning without being disturbed.

Routine Name: Trash	
<p>34. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>35. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>36. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
78. Say what you will model and why. <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We wait until the end of the period to throw away trash. We do this so that the class can continue learning without being disturbed.</p> <p>Step one: When the bell rings, push in your chair and check your desk area for trash</p> <p>Step two: pick up your trash and gently place it in the trash can</p>
79. Model the behavior. <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	Teacher Actions: <ul style="list-style-type: none"> Step one: When the bell rings, push in your chair and check your desk area for trash Step two: pick up your trash and gently place it in the trash can
80. Ask Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> When do we throw away trash? How do we throw away trash?
81. Have one or more students model the same behavior. <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. Mone what would you do if you need to throw away trash?</p> <ul style="list-style-type: none"> Step one: When the bell rings, push in your chair and check your desk area for trash Step two: pick up your trash and gently place it in the trash can
82. Asks Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> When did she throw away trash? How did she throw away trash?

<p>83. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will throw away trash. Go. Everyone is silently waiting for the bell. Kimon is pushing in his chair. Ramoni is gently placing her trash in the trash can.</p>
<p>84. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We wait until the end of the period to throw away trash. We do this so that the class can continue learning without being disturbed.</p>

<p>Routine Name: Pencil sharpening</p>	
<p>37. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 38. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 39. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>85. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We silently raise our pencil when we need to sharpen it. We silently wait for the teacher to bring us a hand sharpener. We return the hand sharpner to the teacher’s desk when we leave class. We do this so that the class can continue learning without being disturbed.</p> <p>Step one: silently raise your pencil when you need to sharpen it Step two: stay in your seat and wait for the teacher to pass you a hand sharpner Step three: return the hand sharpner to the teacher’s desk when you leave class</p>
<p>86. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: silently raise your pencil when you need to sharpen it • Step two: stay in your seat and wait for the teacher to pass you a hand sharpner • Step three: return the hand sharpner to the teacher’s desk when you leave class
<p>87. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • How do we ask to sharpen our pencils? • What should we do after we sharpen our pencil?
<p>88. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>Mone looks ready to practice. Mone what would you do if you need to sharpen your pencil?</p> <ul style="list-style-type: none"> • Step one: silently raise your pencil when you need to sharpen it • Step two: stay in your seat and wait for the teacher to pass you a hand sharpner • Step three: return the hand sharpner to the teacher’s desk when you leave class
<p>89. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to 	<ul style="list-style-type: none"> • How did she ask to sharpen her pencil? • What did she do while sharpening her pencil? • What did she do after she sharpened her pencil?

<ul style="list-style-type: none"> remember Help students restate expectations in what to do language 	
90. Have all students practice. <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	I think we are ready to do this as a class. When I say go, show me how you will ask to sharpen a pencil. Go. Everyone is silently raising their pencil in the air. I am bringing Ramoni a hand sharpener. Ramoni is returning the sharpener at the end of class
91. Provide Feedback. <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	We silently raise our pencil when we need to sharpen it. We silently wait for the teacher to bring us a hand sharpener. We return the hand sharpner to the teacher’s desk when we leave class. We do this so that the class can continue learning without being disturbed.

Routine Name: Passing out papers	
<p>40. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>41. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>42. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
92. Say what you will model and why. <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We quietly and quickly pass out papers to the person sitting directly behind us. We will pass back classwork and homework every day. We do this so that we do not waste class time.</p> <p>Step one: take one of the papers you receive and quietly pass the rest to the person behind you</p> <p>Step two: if you did not receive a paper, silently raise your hand and the teacher will give you another copy</p>
93. Model the behavior. <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	Teacher Actions: <ul style="list-style-type: none"> Step one: take one of the papers you receive and quietly pass the rest to the person behind you Step two: if you did not receive a paper, silently raise your hand and the teacher will give you another copy
94. Ask Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What kinds of papers will we pass back? How to we pass back paper? What should we do when we do not receive a copy?
95. Have one or more students model the same behavior. <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do if I ask you to pass back papers?</p> <ul style="list-style-type: none"> Step one: take one of the papers you receive and quietly pass the rest to the person behind you Step two: if you did not receive a paper, silently raise your hand and the teacher will give you another copy
96. Asks Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to 	<ul style="list-style-type: none"> How did she pass back paper? What should she do when does do not receive a copy?

<ul style="list-style-type: none"> remember Help students restate expectations in what to do language 	
97. Have all students practice. <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	I think we are ready to do this as a class. When I say go, show me how you will pass back paper. Go. Row 1 is quietly taking one copy. Ramoni is silently raising her hand for an extra copy
98. Provide Feedback. <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	We quietly and quickly pass out papers to the person sitting directly behind us. We will pass back classwork and homework every day. We do this so that we do not waste class time.

Routine Name: Collecting papers	
<p>43. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc.</p> <p>44. Consider prerequisite skills or potential blind spots you might face in teaching the routine.</p> <p>45. Think through the steps you will need to explicitly teach students using the IM template</p>	
Step:	Teacher Language or Actions:
99. Say what you will model and why. <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>We quietly and quickly pass out papers to the person sitting directly in front of us. I will collect all papers from the front of each row We will pass forward exit tickets and Do Nows. We do this so that we do not waste class time.</p> <p>Step one: quietly take papers from the person behind you and pass them to the person in front of you</p> <p>Step two: if you are the first person in a row, wait quietly for me to pick up your papers</p>
100. Model the behavior. <ul style="list-style-type: none"> Explicitly model the specific behaviors around the routine. Refrain from talking during the model. 	Teacher Actions: <ul style="list-style-type: none"> Step one: quietly take papers from the person behind you and pass them to the person in front of you Step two: if you are the first person in a row, wait quietly for me to pick up your papers
101. Ask Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> What kinds of papers will we pass back? How to we pass back paper? What should we do when we do not receive a copy?
102. Have one or more students model the same behavior. <ul style="list-style-type: none"> Provide students opportunity to practice. Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do if I ask you to pass forward papers?</p> <ul style="list-style-type: none"> Step one: quietly take papers from the person behind you and pass them to the person in front of you Step two: if you are the first person in a row, wait quietly for me to pick up your papers
103. Asks Students what they noticed. <ul style="list-style-type: none"> Pose specific questions regarding details 	<ul style="list-style-type: none"> How did she pass forward paper? What should she do if she is the first person in a row?

<p>about the model you want students to remember</p> <ul style="list-style-type: none"> • Help students restate expectations in what to do language 	
<p>104. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will pass forward paper. Go. Row 1 is silently waiting for all papers to be passed forward</p>
<p>105. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We quietly and quickly pass out papers to the person sitting directly in front of us. I will collect all papers from the front of each row We will pass forward exit tickets and Do Nows. We do this so that we do not waste class time.</p>

<p>Routine Name: Raising hand for questions and answers</p>	
<p>46. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 47. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 48. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>106. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>We silently raise our hand to ask a question or make an answer. We only speak if the teacher has called on us. We do this so that we can all hear questions and answers clearly.</p> <p>Step one: stay seated and silently raise your hand Step two: if the teacher calls on you, you an ask a question or make an answer</p>
<p>107. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: stay seated and silently raise your hand • Step two: if the teacher calls on you, you an ask a question or make an answer
<p>108. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What should you do if you have a question? • What should you do if you have an answer? • Why might a teacher not call on you?
<p>109. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do if you had a question?</p> <ul style="list-style-type: none"> • Step one: stay seated and silently raise your hand • Step two: if the teacher calls on you, you an ask a question or make an answer
<p>110. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to 	<ul style="list-style-type: none"> • How did she ask a question?

<p>remember</p> <ul style="list-style-type: none"> • Help students restate expectations in what to do language 	
<p>111. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me how you will ask a question. Go. Everyone is seated and silently raising their hand.</p>
<p>112. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>We silently raise our hand to ask a question or make an answer. We only speak if the teacher has called on us. We do this so that we can all hear questions and answers clearly.</p>

<p>Routine Name: Fire drill</p>	
<p>49. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 50. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 51. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>113. Say what you will model and why.</p> <ul style="list-style-type: none"> • Name the expectation and give the “why” behind it. • Name the steps using clear directions. • Align the routine to relevant rule when applicable. 	<p>When there is a fire drill, we walk to our designated location quickly and quietly. We do this so that everyone is safe and accounted for.</p> <p>Step one: when the fire bell rings, quietly stand up, push in your chair and line up at the door Step two: Ms. Chang will open the door, walk quickly and quietly to our designated location Step three: wait with the class at the designated location for Ms. Chang to take attendance Step four: when the teacher gives the signal, follow her back into the classroom Step five: go directly and quietly to your seat</p>
<p>114. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: when the fire bell rings, quietly stand up, push in your chair and line up at the door • Step two: Ms. Chang will open the door, walk quickly and quietly to our designated location • Step three: wait with the class at the designated location for Ms. Chang to take attendance • Step four: when the teacher gives the signal, follow her back into the classroom • Step five: go directly and quietly to your seat
<p>115. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • How do we leave the classroom when the fire bell rings? • How should we act while getting to the designated area? • When do we leave the designated area? • What should we do when we get back to the classroom?
<p>116. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. 	<p>None looks ready to practice. None what would you do if the fire bell rings?</p> <ul style="list-style-type: none"> • Step one: when the fire bell rings, quietly stand up, push in your

<ul style="list-style-type: none"> Start with one student model Narrate what student is doing during the model Follow up with small group model for additional scaffolding when necessary 	<p>chair and line up at the door</p> <ul style="list-style-type: none"> Step two: Ms. Chang will open the door, walk quickly and quietly to our designated location Step three: wait with the class at the designated location for Ms. Chang to take attendance Step four: when the teacher gives the signal, follow her back into the classroom Step five: go directly and quietly to your seat
<p>117. Asks Students what they noticed.</p> <ul style="list-style-type: none"> Pose specific questions regarding details about the model you want students to remember Help students restate expectations in what to do language 	<ul style="list-style-type: none"> How did she leave the classroom when the fire bell rings? How did she act while getting to the designated area? When did she leave the designated area? What did she do when we get back to the classroom?
<p>118. Have all students practice.</p> <ul style="list-style-type: none"> Have all students practice routine as a class on cue Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me what you will do when the fire bell rings. Go. Everyone is quietly pushing in their chairs. Terrel is waiting at the door</p>
<p>119. Provide Feedback.</p> <ul style="list-style-type: none"> Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>When there is a fire drill, we walk to our designated location quickly and quietly. We do this so that everyone is safe and accounted for.</p>

<p>Routine Name: Snack</p>	
<p>52. Brainstorm what the routine will look like in your classroom – room design, traffic patterns, materials, etc. 53. Consider prerequisite skills or potential blind spots you might face in teaching the routine. 54. Think through the steps you will need to explicitly teach students using the IM template</p>	
<p>Step:</p>	<p>Teacher Language or Actions:</p>
<p>120. Say what you will model and why.</p> <ul style="list-style-type: none"> Name the expectation and give the “why” behind it. Name the steps using clear directions. Align the routine to relevant rule when applicable. 	<p>During last period, we will have snack. A designated student will pass out snack during partner practice. Throw away your snack trash when you leave the classroom at the end of the period. We do this to keep the classroom tidy and so that we do not waste time on partner practice.</p> <p>If I do not have a co-teacher and there is not rule about passing out snack in the first 10 minutes Step one: stay in your seat, the designated student to come to you with snack, you should continue with partner practice Step two: Eat your snack in a tidy manner Step three: place your snack trash in the trash can when you leave the classroom at the end of the period</p> <p>If I have a co-teacher Step one: stay in your seat, the teacher will come to you with snack, you should continue the do now Step two: Eat your snack in a tidy manner Step three: the teacher will come around the collect snack trash when we start the lesson</p> <p>If I do not have a co-teacher and there IS rule about passing out snack in</p>

	<p>the first 10 minutes</p> <p>Step one: Ms. Chang will give you snack as you enter the classroom</p> <p>Step two: Eat your snack in a tidy manner</p> <p>Step three: the teacher will come around the collect snack trash during independent practice</p>
<p>121. Model the behavior.</p> <ul style="list-style-type: none"> • Explicitly model the specific behaviors around the routine. • Refrain from talking during the model. 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Step one: stay in your seat and wait for the designated student to come to you with snack • Step two: Eat your snack in a tidy manner • Step three: place your snack trash in the trash can when you leave the classroom at the end of the period
<p>122. Ask Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • Who passes out the snack? • What do we do while snack is being passed out? • What do we do with our snack trash?
<p>123. Have one or more students model the same behavior.</p> <ul style="list-style-type: none"> • Provide students opportunity to practice. • Start with one student model • Narrate what student is doing during the model • Follow up with small group model for additional scaffolding when necessary 	<p>None looks ready to practice. None what would you do when snack is passed out?</p> <ul style="list-style-type: none"> • Step one: stay in your seat and wait for the designated student to come to you with snack • Step two: Eat your snack in a tidy manner • Step three: place your snack trash in the trash can when you leave the classroom at the end of the period
<p>124. Asks Students what they noticed.</p> <ul style="list-style-type: none"> • Pose specific questions regarding details about the model you want students to remember • Help students restate expectations in what to do language 	<ul style="list-style-type: none"> • What did she do while snack is being passed out? • What did she do with her snack trash?
<p>125. Have all students practice.</p> <ul style="list-style-type: none"> • Have all students practice routine as a class on cue • Positively narrate what students are doing well 	<p>I think we are ready to do this as a class. When I say go, show me what you will do when snack is being passed out. Go. Everyone is quietly working on the classwork.</p>
<p>126. Provide Feedback.</p> <ul style="list-style-type: none"> • Reflect on successful behavior you saw during the procedure. How does this help us take care of ourselves, each other and our school? 	<p>During last period, we will have snack. A designated student will pass out snack during partner practice. Throw away your snack trash when you leave the classroom at the end of the period. We do this to keep the classroom tidy and so that we do not waste time on partner practice.</p>