

Lightly Defined Lesson Plan Template

Teaching Classroom Procedures for Classroom Activities & Transitions

Classroom Activity: Independent work while teacher is working with small groups

I: Gain & Maintain Attention

II: Tell students about the upcoming activity

“We are going to review the procedure for working independently at your desk while I am working with small groups.”

III: Provide a Brief Rationale:

(Why is it important they follow the steps of the classroom activity or transition?)

“It is important that each of you continue working on your independent work while I am working with small groups. I will be able to teach more information in small groups if all of you work independently by staying focused on your work. Also, if there are no disruptions, I will be able to continue my work with each small group and get more time to teach. Being able to teach more information in the time I have with each small group will benefit all students in the classroom.”

IV & V: Tell students the steps in the procedure and provide a display or T-Chart of the steps:

“When I ask a group to come to the front table for small group instruction, you will immediately get the independent work from your reading folder out. Begin by placing the proper heading (previously reviewed) on your paper and work all the questions and tasks until you have completed all items. Then you will go back and edit your work by making sure you have written complete sentences and used correct punctuation. There is no need to talk during this time, so voice levels should be zero. If you have a question about something, leave that item blank and go on to the next question or task. When I am done working with the group I will come around and assist you with any questions you might have. If you should finish your work early, you may begin working on your graphic organizers.”

VI: Model behaviors you expect to see:

Teacher demonstrates how a student should look and sound while working independently. The model should include getting independent work from folder out. The teacher then demonstrates with a documcam or on a smartboard writing a heading and answer some sample questions. The teacher models going back and editing work and skipping a question that the teacher can't answer.

VII: Check for Understanding:

“What is the first thing you should do?”

“What is the acceptable voice level during this time?”

“What should you do if you have a question during this time?”

“What should you do once you finish answering the questions and completing all the tasks?”

“What do you do once you have finished everything?”

VI: Do: The teacher asks students to demonstrate the procedure.

VII: Reteach:

Review procedure daily for the first 3-4 days of school or the first 3-4 days of introducing the new procedure (depending on level of structure necessary for classroom and skill level of students).

****Note:** If students do not consistently follow the steps of the procedure, it is probably necessary to use a lesson plan that is more “tightly defined”. Teachers should consider creating a lesson plan for the “tightly defined lesson plan template.”

EXAMPLE