

Here are some common procedures and routines to teach on the first day(s) of school. There are some notes on how to prepare to teach each procedure/routine with the script of what you might say in green.

Procedures & Routines	How to teach the procedure/routine
Arrival	Either on the line on the yard or on the line outside of the classroom, go over your expectations. It might help to have them on a chart. When you walk into the classroom, the first thing you will do is find <u>your name</u> (on a hook or cubby). I will help you (many students might not be able to recognize their name yet). This will be your spot to leave whatever you brought with you. You can leave your backpack, your jacket, or your sweater. If you brought a lunch box, please take it out and leave it in this box (see lining up procedure below).
Attention signals	There are many ways to get students' attention. Try out the following options to see what works best for you. Introduce these different signals throughout the 1st day rather than all at once. We are going to have so much fun this year. We will play and sing and talk a lot to each other. But there will be times in our day when I need everyone to stop and listen to me so I can tell you the fun things we will do next. When I need you to stop and listen to me, I will... <i>(Choose one)</i> - Follow my rhythm: I will clap twice like this (<i>demonstrate</i>). And you will clap exactly like I did. Then I will clap 3 times like this, and you will repeat. Keep following my clapping until everyone is quiet. - If you can hear me touch your head. If you can hear me, touch your nose. Match me. (<i>Keep going until all students are following your movements. As more students start following make your voice quieter to set a quiet tone for the room.</i>). <u>Give me 5</u> - Call and response: When I say "We are," you say "beautiful." Teacher: we are Students: beautiful (Repeat)
Transitioning to carpet	Before the transition to the carpet, some teachers prefer to ask students to put their heads down when they are ready at their tables or to blow out a candle with their breath. This helps support students to stop talking and gives them a quick moment to calm their bodies and rest before the transition. Demonstrate the steps below before asking for one volunteer to demonstrate. Most teachers find it helpful for students to have a designated spot on the carpet so students know exactly where to sit. Let's practice coming to the carpet. First, put all of your materials away. Wow! You all got ready so quickly. Watch me show you what you will do next. (As you say the steps below, demonstrate this procedure. It is important that students not only hear the directions for this transition but also "see" what it will look like.)

	When I see you are ready, I will tell your table to stand up and push in your chairs. Then you will walk to your spot on the rug and sit down criss-cross applesauce. Since this is the 1st time we are practicing coming from our tables to the carpet, we are going to study one student and watch how they do it. (Look for a student who is ready. As they start the transition to the carpet voice over what you see them doing.). Aaliyah looks ready. Let's watch her come to the carpet and study what she does. She is standing up quietly and pushing in her chair. Wow! She is walking straight to her spot on the carpet without talking to anyone else. Did you all see that? She sat right down on her spot, criss-cross applesauce. Let's see which table is ready to go next. The blue table looks ready. Everyone, let's study the blue table to see how they come to the carpet. (Continue voicing over as the next tables come to the carpet so students get multiple opportunities to both hear the directions for this transition and see what it looks like.)
Carpet expectations	Carpet expectations are easiest if students have a designated spot on the carpet. For the 1st week consider marking each student's spot with their name on masking tape. Go over carpet expectations the first time students are on the carpet. Nice job on coming from your tables to the carpet. We will keep practicing, but you are already getting so good at it. Praise a student who might need a confidence boost. Ana did such a nice job coming to her spot quietly and sitting criss-cross applesauce. Next time watch Ana if you forget what to do. While we are here on the carpet we will 1. Sit criss-cross applesauce 2. Keep our hands in our lap / to ourselves 3. Keep our eyes on the person speaking 4. Raise our hand when we have something to say
Transition from the carpet to the tables	If you have set materials out on the tables for students ahead of time: It is time to return to our tables. When I dismiss your table, go to your table, pull out your chair, sit down, and start _____ (whatever activity you have just explained on the carpet). We are going to watch Luis do this now. You can go Luis. Everyone watch what he does. Wow! He is walking straight to his chair. He didn't stop to talk to anyone. He is pulling out his chair and sitting down. He already started _____ (eg. reading). Did you see how quickly and quietly he did that? Purple table, can you stand up and do what Luis just did. Everyone else, let's watch the purple table. If students need to go get their own bin of materials, it is a good idea to have each table's bins in a different space in the classroom to eliminate traffic jams. For example, the blue table might have their bins stored along the back wall. The red table could have their bins

	stored close to the classroom library, etc. Follow the same procedure as you did above with the added step of students going to get their bins/materials. Start with one student, then go table by table, voicing over what they are doing so students get to both hear and see the procedure done multiple times.
Bathroom signal/ procedure	Eliminate the interruption of students requesting to use the bathroom by teaching them an easy signal. This way you can quickly nod your head yes or no depending on if it is the right moment for them to leave the classroom. It is a good idea to only have one student go to the bathroom at a time. If you say yes to many students at one time, it becomes more difficult for students to be successful with this procedure. Some teachers like to have students go with a buddy. If you choose to do this, make sure the buddy understands their job which is to help the student leaving the classroom go directly to the bathroom and come directly back. When we go to lunch and recess, we will use the bathroom. I will remind you to do this. But sometimes we need to go to the bathroom in the middle of class time. That's ok. It is important to go as quickly as possible so you don't miss out on the fun things we will be doing in class. If you need to go to the bathroom, you can show me this cool signal (demonstrate). I will nod my head yes if it is a good time for you to go. If someone is already in the bathroom, I will ask you to wait. Take this bathroom pass that is hanging by the door. This way everyone knows it is ok for you to be in the hallway on the way to the bathroom. Use the bathroom, wash your hands, and come straight back to class. On your way in, hang the bathroom pass back on the hook, and come back to your spot.
Water/drinking signal	Depending on how far the drinking fountain is from the classroom, some teachers opt to have a water bottle for each student in the classroom. Here is an easy way to organize this. Whether students are staying in the classroom to drink from a water bottle or leaving to drink from a nearby fountain, eliminate the interruption of students requesting water by teaching them an easy signal. This way you can quickly nod your head yes or no depending on if it is the right moment for them to drink water. It is a good idea to only have one student drinking water. If you say yes to many students at one time, it becomes more difficult for students to be successful with this procedure. When you need to get a drink of water, you don't need to raise your hand and ask me. You can just show me our signal (demonstrate), and I will let you know if you can go or if you need to wait a minute. If someone else is already drinking water, I will ask you to wait. And don't forget to drink water while you are at lunch and recess.
Walking in halls	Talk with your colleagues and principal about this. Schools have different procedures and expectations around hallway behavior. In general, it is important to teach students to walk in line in a calm and respectful way. This will eliminate many problems or negative interactions that might occur in the line that you will then need to try to solve when you get back to the classroom. Before lining up, go over the expectation for walking in the hall. We are getting ready to walk to recess/lunch. Not all of the other classrooms are going to recess/lunch at the same time. As we walk by classrooms we need to stay quiet so we do not interrupt their learning. At school, we want to help everyone learn. We can do that by

	walking in line without talking. Try to leave some space between you and the person in front of you. When we walk in line, we keep our hands to ourselves. Let's practice.
Lining up	Many teachers find it helpful to have numbers taped to the floor and evenly spaced out starting from the door and going around the perimeter of the room. This helps students be successful when lining up to transition out of the classroom. Create a poster with line order and post it close to the door. It's time to line up. I will tell you your number and then you will come stand on that number. Every time we line up to leave the classroom, you will stand on your number. When you get to your number, make sure to stand right on top of it. This way I will know you are ready to go to lunch/recess. Let's practice! As you call the first few students ask the rest of the class to study how they are lining up. If students will be taking lunch boxes, ask them to quickly get their lunch boxes before standing on their number. To make the pick up of lunch boxes even more time efficient, many teachers prefer to have students take their lunch boxes out of their backpacks when they arrive to school in the morning and place them in an easy to access, designated area (eg. a large box or tub). This way students won't be trying to open and close backpacks while you are trying to quickly transition to lunch. We will line up in the same order when I meet you on the yard after recess/lunch.
Turn and talk to a partner	It is helpful to have a photo like this to give students a visual while you explain this procedure. Once students are on the carpet, tell them who their partner is (it will be the person sitting next to them). Right now we are going to practice something we will do many times a day. We are going to practice "turn and talk." When I say turn and talk, you will turn to your partner just like the students are doing in this photo. You will face your partner and your knees will be touching. You will see your partner's eyes. This way you can share all of your amazing ideas with your partner. Let's practice. Think about what you ate for breakfast. Now, turn and tell your partner. Great! Now, turn back to face me. Choose a few more fun examples of things students can turn and tell their partner. Observe which students need extra support with this procedure and move around quickly to offer support.