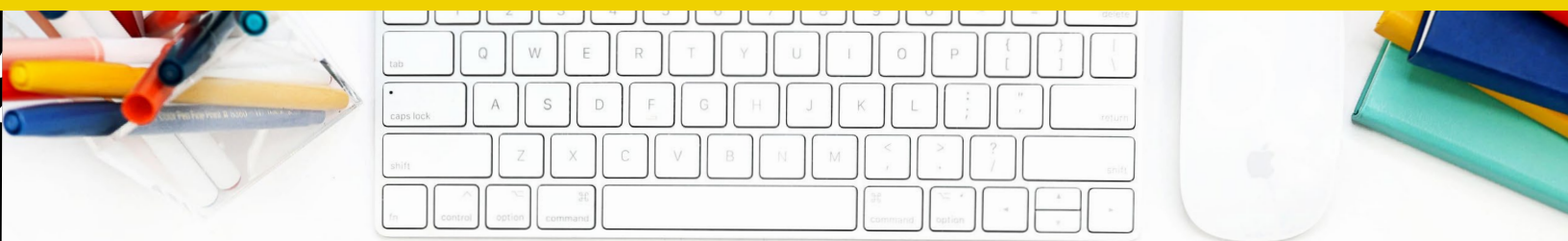


PROCEDURES

& ROUTINES

TEACHERS GUIDE START HERE!



OVERVIEW

CONTENTS

- There are 2 different resources in:
 - PROCEDURE AND ROUTINE
 - GUIDING QUESTIONS FOR

Both resources are available in a format that works best for you.

The digital version of PROCEDURE AND ROUTINE GUIDING QUESTIONS FOR PROCEDURES & ROUTINES is available in a format that works best for you.

TIP: If you use the digital version, you can format it to work best for you.

To access the digital versions:

1. You need a Google account.
2. Click each link and you will be taken to the digital version.
3. You may want to set up a profile in the future.

CHECKLISTS

Start with the PROCEDURE AND ROUTINE checklist to help you identify what info you need for your class, when you need it, and when you can.

Read through the items in the CHECKLISTS. Cross out or mark to your teaching situation should relate to you.

For the items that are in the procedure and which a explanation. If you're not sure, you can ask for help.

GUIDING QUESTIONS for PROCEDURES & ROUTINES

Teachers make a staggering amount of decisions. By some estimates, teachers make 1,500 academic decisions in a school day. That's about 4 decisions per minute.

But that total doesn't even take into account the incredible amount of decisions that have to be made before the students even arrive at school. This question guide covers 520 of the most essential questions that determine the set-up and running of a classroom.

That's A LOT of decisions! You need to figure out where you'll store your extra pencils and how you'll handle fights at recess and where you'll post your job chart...and 517 other important decisions!

But, here's the thing, even if you're not sitting down and consciously thinking through the answers to these questions, you still have to answer them. Your pencils have to go somewhere. On the one hand, you could just stash them wherever and grab some when you need them. Or you could think through what makes the most sense for your class. Do you want them stored where the students can access them? Do you want them stored near your pencil sharpener? Maybe it doesn't really matter where you put them. Or maybe making room for them in the cabinet above your pencil sharpener will save you ten minutes of digging in your supply closet every time you need new pencils.

Teachers have so much to decide that we're often not really considering the whys and hows of what we're deciding. We just make a default choice and live with the consequences instead of making the decisions that best serve us.

That means we're left fumbling through what to do when the kids return from art class and the art teacher says they behaved terribly. That leaves us with a chaotic dismissal routine because we haven't streamlined the end-of-day tasks.

When we don't anticipate the problems, we're not prepared with solutions.

Use this guide as a springboard for making the decisions that will best serve you and your students-all year long!

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QUESTIONS about ROUTINES

Purpose of class routines:

- | | |
|--|---|
| What is your daily schedule? | What will you do for birthdays? |
| Does every day follow the same schedule or do some days have their own schedule? | Are parents invited to bring treats/balloons? |
| Where will you post the daily schedule? | If parents bringing treats isn't the policy, what will you do if a parent shows up with cupcakes? |
| Who is responsible for updating the schedule each day? | What happens if a student forgets something at home? |
| Will you have a classroom calendar? If so, where? | If a student is absent, how will they get the work they missed? |
| How will the calendar be updated each month? | What is your plan for welcoming new students? |
| Will your students do daily calendar activities? | What should... |
| What routine learning activities happen every day (number of the day, daily journal, morning meeting, etc.)? | |
| How will you introduce those activities to your students? | |
| What materials are needed to make those activities successful? | |

SECOND STORY WINDOW



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SHOP

Hello there! We are a set of sisters who are the brains behind the 'Second Story Window' brand. We are both former 2nd grade teachers and current preschool teachers with a combined 17 years experience in the classroom. We love to make life just a little easier for teachers by designing curriculum that is both rigorous and easy-to-use!

Emily & Heidi

TRANSFORM YOUR

Word Work INTO Word Play

- A COMPREHENSIVE PHONICS CURRICULUM -

Ready to take your word work to the next level?

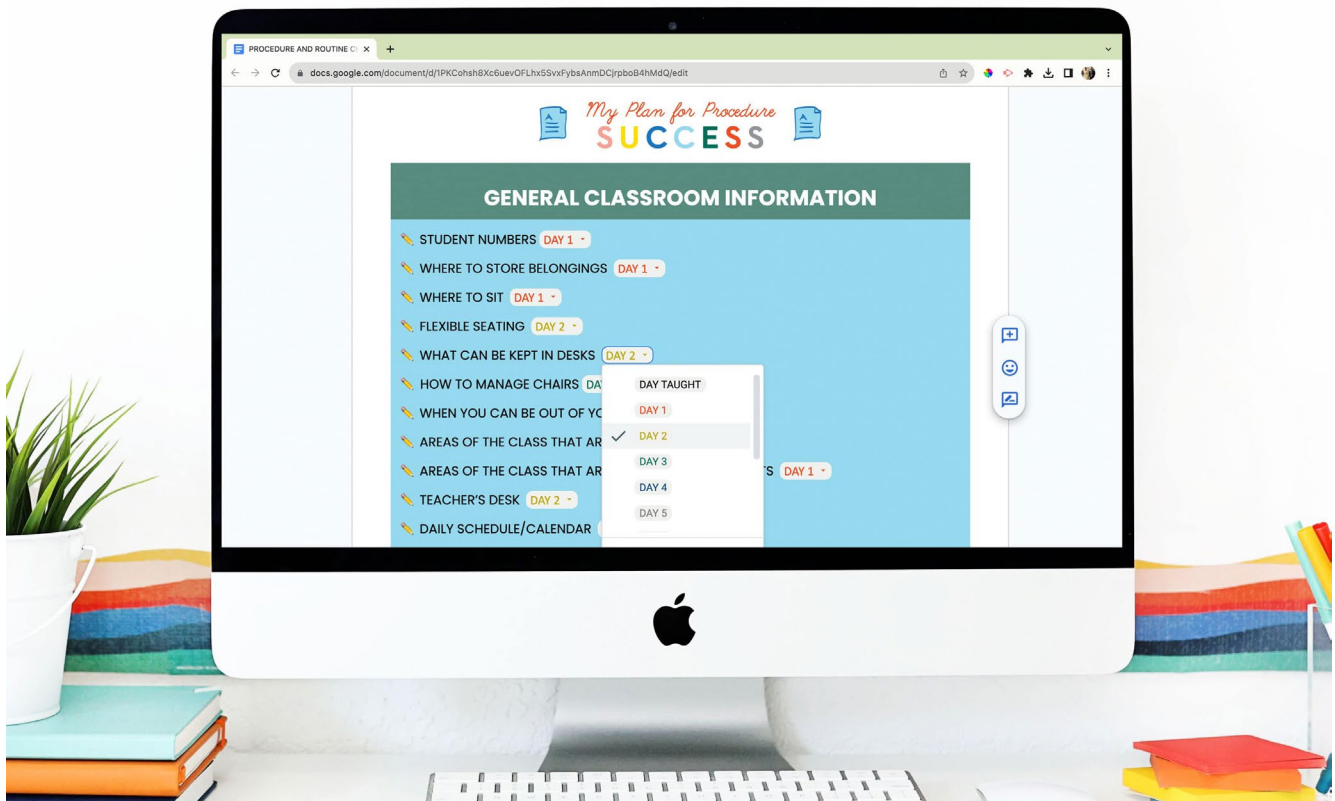
CLICK THE BUTTON BELOW TO TRY OUT OUR PHONICS CURRICULUM... COMPLETELY FREE!

I WANT WORD PLAY!



PROCEDURES & ROUTINES

DIGITAL CHECKLIST



DIGITAL LINKS FOR

GOOGLE DRIVE

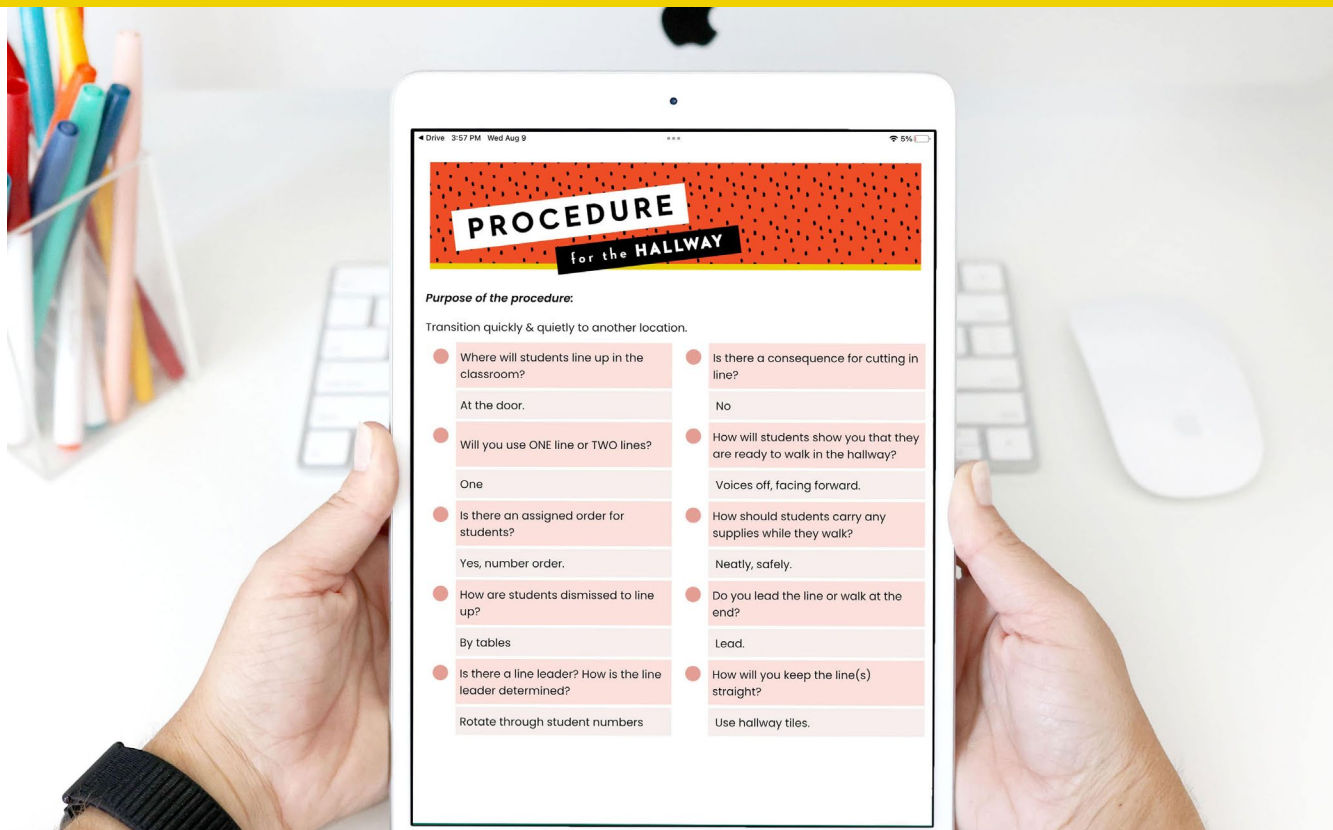


To access the digital version:

1. You need a Google account. Make sure you're signed into the Google Drive you use at school.
2. Click the above link and you will be prompted to copy it to your own Google Drive account.
3. You may want to set up a Procedures folder in your Drive so you can easily reference these in the future.

PROCEDURES & ROUTINES

DIGITAL GUIDING QUESTIONS



DIGITAL LINKS FOR

GOOGLE DRIVE



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GUIDING QUESTIONS

for PROCEDURES & ROUTINES

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OVERVIEW

• CONTENTS

There are 2 different resources in this set:

- PROCEDURE AND ROUTINE CHECKLISTS
- GUIDING QUESTIONS FOR PROCEDURE SUCCESS

Both resources are available digitally or printable (in color and grayscale). Use the format that works best for you.

The digital version of PROCEDURE AND ROUTINE CHECKLISTS are in Google Docs and the GUIDING QUESTIONS FOR PROCEDURE SUCCESS are in Google Slides.

TIP: If you use the digital version, don't try to edit them on your phone—it will mess up the formatting.

To access the digital versions:

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2. *Click each link and you will be prompted to copy it to your own Google Drive account.*
3. *You may want to set up a Procedures folder in your Drive so you can easily reference these in the future.*

• CHECKLISTS

Start with the PROCEDURE AND ROUTINE CHECKLISTS. These will help you identify what information you need to share with your class, when you need full procedures for students to follow, and when you can get by with just an explanation.

Read through the items on the PROCEDURE AND ROUTINE CHECKLISTS. Cross out or delete anything that doesn't apply to your teaching situation. Don't feel like all of the items should relate to you.

For the items that are left, decide which ones need a procedure and which ones can be covered with an explanation. If you're not sure which option to choose, think

My Plan for Procedure SUCCESS		
RECESS PROCEDURES		
PROCEDURE	DISCUSSION TYPE	DAY
• WHEN DOES RECESS START	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• HOW TO LINE UP BEFORE RECESS	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• DRINK/BATHROOM BREAK BEFORE GOING OUTSIDE	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• COMING BACK INSIDE DURING RECESS	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• WHICH DOORS TO EXIT FOR RECESS	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• GOOD CHOICES FOR RECESS ACTIVITIES	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• RECESS RULES AND EXPECTATIONS	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• PLAYGROUND BOUNDARIES	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• SAFELY ENJOYING THE PLAYGROUND	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• GETTING AND RETURNING EQUIPMENT	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• HOW TO ASK TO JOIN IN AN ACTIVITY	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• WHAT TO SAY IF SOMEONE ASKS TO JOIN YOU	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• HOW TO INCLUDE OTHERS IN ACTIVITIES	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• WHAT TO DO IF THERE'S AN INJURY	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• WHAT TO DO IF SOMEONE BREAKS A RULE	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• WHAT TO DO IF YOU'RE TOO SICK TO GO OUTSIDE	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• LINING UP AFTER RECESS	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• HOW TO ENTER THE BUILDING	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	
• VARIATIONS OF PROCEDURES FOR OTHER RECESSES	<input type="checkbox"/> EXPLANATION <input type="checkbox"/> PROCEDURE	

CHECKLIST

about what the students will be doing. **If there are steps you want students to follow, you need to teach a procedure. If it's just information the students need to have, you can probably get by with an explanation.**

Once you've identified your procedures and explanations, decide which day you want to cover them with your students. You can't do it all in one day, so start on Day 1 with your most vital procedures (bathroom, lining up, lunch, etc.) and work the rest in over the next week or two.

• QUESTIONS

Once you've identified which procedures you need, the next step is to think through everything that needs to go into that procedure.

Use the GUIDING QUESTIONS pages to think through all of the tiny details you need to consider. What are the school policies you have to follow? What are your time and space limits? How can you adapt this for students who need extra support? What will you do when it doesn't go as planned?

Start by identifying the purpose of the procedure(s) you need at that time of day. **If you don't know what you want to happen, you'll have a hard time knowing if your procedure is effective!**

Next, read through the list of questions. Cross out any questions that don't apply to you. If you're using the Slides, there is an X off to the left side of the page that you can use to cross out questions you don't need to answer. Then, write your answers to the questions that are left.

TIP: If you're a new teacher, or new to a school, you may need to ask a coworker about some of the details of how things work at your school.

After answering the questions, you're ready to draft your procedure steps. More complicated times of day, like lunchtime, may require multiple procedures such as washing

PROCEDURES for DISMISSAL

Purpose of the procedure(s):

What time is school out? Is it the same time every day?	What needs to happen with chairs at the end of the day?
What time do students need to begin packing up?	How will students share you they are packed and ready to go?
What papers need to be handed out before kids leave? How will they be handed out?	What happens when the bell rings? Do you work students outside or let them go?
How will pencils get collected and sharpened at the end of the day?	Do you have dismissal responsibilities (supervision, helping with the crosswalk, directing traffic, etc.)?
How will the attendance system be reset for the next morning?	What do bus riders do? What do walkers/shar riders do? What do car riders do?
What student jobs need to happen at the end of the day?	What if students need to pick up a sibling? What if they need to be picked up by a sibling?
What needs to be cleaned up in the class before the end of the day?	What should students do if they miss their ride?
Do students need to complete an agenda, planner, or folder before going home?	What happens with students staying for after-school programs?
What happens with water bottles at the end of the day? How will they be washed?	Do dismissal procedures change if it's early out or if it's late dismissal?
How should students get their backpacks? How should they get their lunchboxes?	What happens if parent wants to take their child early? How will they get their books, homework, backpack, etc?

QUESTION PAGE 1

PROCEDURES for DISMISSAL

My Plan for Procedure SUCCESS

STEPS FOR STUDENTS TO FOLLOW:

CLASSROOM SPACES OR MATERIALS STUDENTS NEED TO BE SUCCESSFUL:

WHAT I NEED TO DO TO MAKE THIS PROCEDURE SUCCESSFUL:

HOW I'LL TEACH THIS PROCEDURE:

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QUESTION PAGE 2

hands procedures, lunchbox procedures, lining up procedures, getting food in the cafeteria procedures, choosing a seat procedures, cleaning up and exiting the cafeteria procedures...and more!

TIP: Write the steps for each procedure separately and teach them individually before trying to sequence them into a routine.

Use the second page of the questions guide to draft the steps of your procedure(s). Take into account any materials or spaces students need for the procedure, your responsibility as the teacher to make the procedure work, and how you plan to teach the procedure to your students.

TIP: If you want help teaching your procedures so that students actually remember what they're supposed to do, check out our Tell, Try, Tally, Talk resource!

GOING FORWARD

This is a ton of work! Don't feel like you have to tackle all of these questions at once. Pace yourself so that you don't get overwhelmed with decision fatigue. It may be tempting to throw up your hands and say you'll just figure it out as it comes up. And that's one approach.

But it's not a solution.

You have to know the answer to these questions regardless of whether you make thoughtful decisions beforehand or frantic decisions in the moment.

Intentionally designed procedures and routines are one of the few things we can do to make the difficult job of teaching a little easier. Really considering how you want your class to run now will pay off for the rest of the year—and beyond. When you've done the work once, you're set up for success every year that follows!