

PROCEDURES

& ROUTINES

EDITABLE TEACHING SLIDES

TEACH ANY PROCEDURE




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

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PROCEDURES

& ROUTINES

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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 to open a spreadsheet on Google Sheets with links to all the slideshows.
3. You may want to set up a Procedures folder in your Drive so you can easily reference these in the future.

TEACHER'S GUIDE

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INTRODUCTION

The key to a classroom that runs smoothly is to intentionally establish your procedures from the very first day. And while this may demand a lot of time and attention at the beginning of the year, you will end up saving so much effort in the long run. Efficient procedures free up your time and energy for the meaningful, engaging and FUN parts of teaching!

But that's not all! Efficient classroom routines can eliminate a lot of the common discipline issues that arise. When your students know exactly what they need to do, the opportunities for trouble making and off-task behavior are greatly minimized. With clear procedures, you're preventing problems before they even happen!



OVERVIEW

The best way to teach procedures is to actually TEACH procedures.

Yes, it's true. All of those many procedures you need your class to learn must be explicitly taught. Let's be honest, this will take a lot of time and effort at the start.

But is it worth all the hassle?

“

The standards in any classroom, to put it bluntly, are defined by whatever the students can get away with. If teachers do not take the time to carefully teach their rules, routines, and standards, they will get whatever the students feel like giving them... A wise teacher knows that spending time on procedures early in the semester saves time in the long run. Prevention is always cheaper than remediation.

— Fred Jones • *Tools for Teachers* • page 126

”

All this hard work at the beginning of the year is going to pay off big time in the long run! The effort you put in at the start will save you from addressing the same behaviors over and over during the school year.



FORMAT

A **procedure** is a series of steps you need students to follow to complete a task. A **routine** is a series of procedures. ***In order to teach a routine, you have to clearly teach each procedure until students can repeat it accurately and independently.*** In order to teach a procedure, you need these four steps:

1. *Tell*
2. *Try*
3. *Tally*
4. *Talk*

• STEP 1: TELL

First, TELL your students about the procedure. Clearly and explicitly explain exactly what you want them to do. Model it for them in detail, narrating what you're doing each step of the way.

You may also want to tell them why this procedure matters. It's easier to keep a rule when you understand why it's important!

• STEP 2: TRY

Then it's time to TRY. Ask for a volunteer to model for the class how to do the procedure. While the student models the procedure, point out exactly what the student is doing correctly. "See how he is going straight to the hooks to hang up his backpack when he arrives? And now he's taking his homework folder to the bin." You can have one or two other students model as well.

You may even ask a student to model what NOT to do for this procedure and have the rest of the students point out what they're doing wrong. Students get such a kick out of this, but be sure nobody gets embarrassed when you do this. It should be all fun!

Once it's been modeled a few times, it's time for your whole class to practice the procedure. Watch them closely as they do the procedure and make any needed corrections. Now is the time to fix mistakes before they turn into habits!

You can compliment students on what they're doing right, but younger students may like this more than older students who don't always appreciate that kind of attention. Obviously make whatever adjustments to this plan you need to for your specific students.

• STEP 3: TALLY

Next, gather the class to TALLY or discuss how it went. Ask students to evaluate how well they followed the directions for the procedure. It can be as simple as thumbs up or thumbs down. Point out what you noticed going well and offer any corrections needed.

If things didn't run the way you want them to, point out the problems, reteach the steps, and TRY again.

>> Tallying is actually an on-going process, so you will want to continue to observe how well students are completing procedures as the year progresses. Once you notice one of your procedures is not working as smoothly as it used to, it's time to TELL, TRY, TALLY, and TALK again! It's totally normal to need to reteach procedures during the year when things get lax.

• STEP 4: TALK

And the last step is TALK. Once the class is able to complete the steps to your satisfaction, lead a discussion about what they should remember to do going forward.

These four steps—TELL, TRY, TALLY, TALK—will help you to effectively teach any classroom procedure or routine. This process lays the groundwork for everything else you need to do to set up your classroom successfully at the beginning of the year.



This product contains 5 TELL, TRY, TALLY, TALK slide decks. Each deck covers the same content. The difference between the decks are the colors and photos. The different colorways help keep things fresh when you have so many procedures to introduce!

To access these slides:

1. ***You need a Google account. Make sure you're signed into the Google Drive you will use to project these at school.***
2. ***Click each link and you will be prompted to copy it to your own Google Drive account.***
3. ***You likely will want to create a separate presentation for each procedure you teach (mix up the colorways to keep it interesting when you're using 5 of these in a day).***
4. ***You'll probably have a slide deck for each procedure you teach, so you might want to create a dedicated folder for them all.***

**Each of the slide decks follows the same format. The only difference between decks are the colors and photos.

- **SLIDE 1:**

It's just the cover.



SLIDE 1

- **SLIDE 2:**

This walks you through the 4-steps of the activity. Each step comes in separately as you click. After introducing two or three of your procedures, you will probably want to delete this slide from your decks. The kids will understand what's going on by that point. No need to bore people with it.



SLIDE 2

- **SLIDE 3:**

Type the name of the procedure you're teaching.

- **SLIDE 4, 5, AND 6: TELL**

Type each step of your procedure on a separate box. The steps drop in separately with a click.



SLIDE 3

There are 3 of these slides to accommodate procedures with up to 9 steps. (But, wherever you can, try to limit your procedures for 3-4 steps max so that the kids will have a better chance of remembering what to do). You can delete whole slides or individual step cards to match with your procedure.



SLIDES 4-6

To really personalize this, change out the stock photo for a photo from your actual classroom. Show the kids exactly what you want! Upload your photo and send it to the back of the slide so it's behind the text.

- **SLIDE 7: TELL**

Use this if you want to display all of the steps on a single slide (especially if you want a reference point displayed while the kids are practicing the procedure steps). Each of the step boxes is a separate graphic, so if your procedure only has 4 steps, you can delete the extra boxes.



SLIDE 7

- **SLIDE 8: TRY**

Finish the sentence by including the name of the procedure you're practicing. For example, if you're teaching kids how to come to the carpet, edit the slide to read: Raise your hand if you can show us how to come to the carpet.

The question shows up on the slide with a click.

You may want to invite multiple students to model the procedure for the class. As they follow the steps, your job is to act like a sportscaster (if you were announcing the world's most boring sport of Procedure Following!). "Notice how she set her pencil down because she doesn't need to bring anything to the carpet. I love that he remembered to tuck in his chair." All that fun stuff!

- **SLIDE 9: TRY**

As a class, discuss all the great things your volunteers did. The question shows up on the slide with a click.

- **SLIDE 10: TRY**

Now choose a student (or students) to be your nonexamples. The question shows up on the slide with a click. I would refrain from sportscasting this situation and let kids just enjoy the show. Feel free to act like this is the funniest thing you've seen in a while. It's hilarious to you because the idea that any of your students could ever act this poorly is absolutely absurd!

Tip: if you have any students who need a lot of attention (like a class clown), this might be a chance for them to fill that need in a positive way.

- **SLIDE 11: TRY**

The question shows up on the slide with a click. As a class, discuss all the things that went wrong during this demonstration.



- **SLIDE 12: TRY**

Finish the sentence by including the name of the procedure you're practicing.

The first prompt shows up on the slide with a click. When everyone is listening, click for the second prompt to appear.

Have the whole class try following the steps for the procedure. Remember to sportscast all the good things you see happening. If you teach younger grades, they may enjoy a detailed commentary from you—especially if they're the one being praised. Older students may not appreciate the attention as much. Play it by ear.

- **SLIDE 13: TALLY**

After the class completes the procedure, have them return to where they were before so you can continue the discussion.

The question shows up on the slide with a click. Celebrate all the good things that happened during that trial run.

- **SLIDE 14: TALLY**

Next, ask the class what should be better.

- **SLIDE 15: TALLY**

Ask the class to rate their performance. If you click the blue thumbs up (or the *click here* button under the thumbs up), it takes you to the **congratulations slide**. If you click the pink thumbs down (or the *click here* button under the thumbs down) it takes you to the **try again slide**. The try again slide then takes you back to slide 4 so you can Tell, Try, Tally until students get it right.

You don't need a unanimous vote. You just need to see the outcome you want to happen.

If the kids are mostly voting thumbs up, but you spotted several problems, you can say something like, "I don't



SLIDE 12



SLIDE 13



SLIDE 14



SLIDE 15

know. I saw kids forgetting to put their folders in the basket before hanging up their backpacks (or whatever the problem was). Do you guys really think we earned a thumbs up?"

But you can also sway the vote an opposite direction. If you feel like they completed the procedure to the level you expect, but some kids are still voting thumbs down, praise what you liked. "I'm really proud of how quickly you understood what to do. I saw kids using two hands to stack their chairs, I saw everyone remembered to check their cubbies before getting out their backpacks. I think you earned a thumbs up."

Lead the discussion in the direction you want it to go, but don't be afraid to Tell, Try, and Tally again if the students need the practice. Expecting them to meet your high expectations now will prevent misunderstandings from becoming bad habits.

- **SLIDE 16: TALLY**

Congratulations slide.

- **SLIDE 17: TALK**

Prep students for the upcoming discussion.

- **SLIDE 18: TALK**

Ahead of time, add your own review question to the slide. If you're discussing lunchtime procedures, maybe your question could be: *when do kids with home lunch get out their lunchboxes?*

If you're practicing arrival procedures, your question could be: *what's the first thing you do when you walk in the room?*

Try to think of the trickiest parts of the procedure and make sure to bring that up in the discussion.



CONGRATULATIONS (SLIDE 16)
[takes you to the next slide in the presentation]



TRY AGAIN SLIDE
[takes you back to the steps on slide 4]



SLIDE 17



SLIDE 18

- **SLIDE 19: TALK**

Again, add your own review question to this slide ahead of time. The question appears with a click.

- **SLIDE 20: TALK**

This is the last of the review questions. Feel free to duplicate slides and add more questions if there is more you'd like to remind students about in your discussion. The question appears with a click.

- **SLIDE 21: TALK**

Ask students to identify why following this procedure matters. Help them see that it allows you to teach and allows them to learn. Point out any other important reasons like it means they can get out to recess quickly and have more time to play. Or it means everyone can get to the right bus at the end of the day. If they can see the benefits, students are often more likely to follow directions.

Some kids really struggle to meet arbitrary expectations. If they understand that you have a genuine reason for implementing this procedure (and aren't just trying to boss them around), they'll be more willing to comply.

- **SLIDE 22: TALK**

Ahead of time, add your procedure name to the slide. "When I say, 'go,' turn and tell a neighbor what you'll remember to do next time you *get in line*."

These questions come in one at a time. If you haven't already taught kids how to turn and talk, take a minute to prep them before giving them these directions.

- **SLIDE 23: CELEBRATION**

The presentation ends with a funny cheer to celebrate all your students' hard work.



SLIDE 19



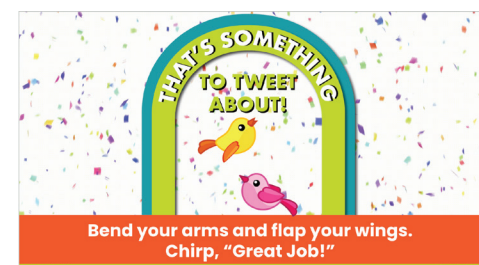
SLIDE 20



SLIDE 21



SLIDE 22



SLIDE 23



GOING FORWARD

Don't be afraid to pull out the Tell, Try, Tally, Talk slides to practice any procedures that have gotten sloppy. Once students realize that you are serious about them meeting your expectations, they will stop testing to see what they can get away with.

A well-run classroom requires a set of clear expectations and the willingness to hold students accountable for meeting those expectations. But the good news is that this investment will pay off in amazing ways all year long!