

Teach and Reteach Classroom Routines

T05 · v0.1.5 · Teacher guide: worked routine example and local-use notes

Plan one classroom routine as a behavior learners are shown, guided to rehearse, observed, and retaught when needed. Use the blank card to keep the purpose, cue, action steps, practice, participation options, and reteach check connected.

Scope and safe use

Teacher-facing routine teaching tool using the provisional Grade 6 ELA default. The example is invented and does not establish grade fit, standards alignment, classroom outcomes, or a universal routine. Verify local expectations, materials, procedures, and authorized learner-specific supports before use.

Estimated preparation: 10 minutes. Planning estimate for selecting one routine and completing a card; not measured.

Estimated first teaching cycle: 12 minutes. Planning estimate for an initial model, guided rehearsal, and an independent try; adjust to the actual routine and class. Not tested.

Complete the card from current local expectations. Verify the cue, steps, materials, room arrangement, finish point, relevant school procedures, and authorized learner-specific supports. This resource does not provide school rules, consequences, emergency directions, or individualized accommodations.

Teach the routine before relying on the card as a reminder: explain its purpose, model the whole sequence, guide rehearsal, invite a fresh try, and observe the listed action. Keep the steps short, observable, and in order.

Use feedback about an observed action and its next step. If an attempt breaks down, check the cue, clarity, materials, access, and practice conditions before deciding how to reteach. Avoid public comparisons or assumptions about a learner's motive.

Choose participation options that make the target accessible while preserving the routine behavior. A response that shows knowledge of the steps may not show that the routine itself was carried out; record what the evidence demonstrates.

Print or duplicate a blank card for each routine. Fields 5 and 8 use separate printed continuation sections; duplicate that page for more room, write the routine name in each used section, leave unused sections blank, and attach every copy behind the same card. The field number is printed in each section heading. If fields 1–4, 6, or 7 need more print space, continue on a blank sheet, write the routine name and field number at the top, and attach it behind the same card. Editable DOCX spaces may be expanded.

The completed example is fictional and should be used to understand how fields connect, not copied as a classroom procedure. It reports no learner behavior or outcomes.

Preparation and teaching times are untested planning estimates. Grade 6 ELA is provisional portfolio metadata; no universal grade fit or standards alignment is claimed.

Teacher script · name, model, rehearse, check

1 · Name the purpose and cue.

'This routine helps us [purpose]. When [cue or start condition], we will [brief description of the routine].'

2 · Model the whole sequence.

'Watch once. First I [step 1]. Next I [step 2]. Then I [step 3]. I know I am finished when [observable finish]. I am doing [action] so that [purpose].' Use the actual number of steps. Show the complete routine from its cue to its finish. If a contrast helps, briefly show one incomplete or out-of-order attempt yourself, name the missed step neutrally, reset, and model the complete routine. Do not ask a learner to be the public example of a mistake.

3 · Guide a rehearsal.

'Let's practice from the cue. When I [cue], show [first action].' Pause to notice one observable step. Give a short next-step cue tied to the card, then resume from the beginning when needed.

4 · Check a fresh attempt.

'Now try the whole routine from [cue] through [finish].' Observe whether the listed actions occur in order. Describe what you saw and name one next step if needed. Do not treat a missed step as evidence of motive or character.

A calm reteach and fresh try

1 · Identify the exact step that was missed, delayed, or out of order. Start with what you observed; do not guess why it happened.

2 · Check the conditions. Was the cue noticed? Were the materials ready and available? Were the steps clear and practiced? Did a local procedure or an authorized support change what the learner should do? Correct a confusing direction or unavailable material before asking for another attempt.

3 · Reset without blame. Use a brief, neutral cue tied to the routine: 'Let's reset at [start point]. The next step is [observable action].' If a whole group missed the same step, reteach that step to the group without naming or comparing learners. Use the applicable local process for individual follow-up.

4 · Model the complete sequence again or zoom in on the unclear step, then guide a short rehearsal with feedback about the observed action. Avoid adding an unrelated rule or consequence.

5 · Give a fresh try from the original cue. Observe the same steps and note the conditions and next instructional move. One successful try shows that action on that attempt; it does not establish long-term mastery.

Participation options · keep the target visible

During explanation or a check for understanding, a learner might say the next step, write or draw the sequence, point to or arrange step labels, gesture, or watch a demonstration before trying. Use options that are available and appropriate for the actual routine.

Be precise about evidence: naming, pointing to, or arranging steps can show understanding of the sequence; it does not by itself show that a learner carried out a routine whose target is an action. Offer a way to rehearse the target action that preserves what the routine is meant to show. If the available mode changes the action or what can be observed, note that evidence limit and plan an appropriate follow-up.

Check authorized learner-specific plans and local accessibility procedures rather than inventing an accommodation. This general list does not replace an individual plan or local requirements.

Before using a routine in class

Verify the actual cue, action sequence, materials, locations, finish point, and any linked classroom or school procedure. Use current authorized sources for safety-related or schoolwide procedures; this tool supplies none. Check learner-specific supports through the approved local process and share or record information only as authorized.

Do not add a consequence, public comparison, emergency instruction, or individualized support that has not been established locally. If a routine conflicts with a current plan or procedure, follow that authorized source and revise the card before teaching it.

Complete fictional example · transition to independent reading

Invented Grade 6 ELA illustration. The cue, materials, room arrangement, and routine below are fictional. They are not a school policy, a required routine, or evidence of learner outcomes. Replace them with the verified routine and authorized supports for the actual class.

1 · Routine, context, and purpose: Fictional Grade 6 ELA room; prepare materials for independent reading after a mini-lesson. Purpose: clear the work area and have the passage open with a pencil beside it. This routine checks material preparation, not whether reading has begun. It is an invented illustration, not a required class routine.

2 · Cue and starting conditions: Fictional cue: teacher says, "Prepare your reading materials." For this example, notes, a folded printed passage and a pencil are already on each desk. There is space beside the work area for the closed notes. Verify actual materials, setup and cue before classroom use.

3 · Observable steps in order: 1. Close the mini-lesson notes. 2. Move the closed notes beside the work area. 3. Open the folded passage in the work area. 4. Place the pencil beside the open passage. These are visible actions in order; no volume expectation or consequence is added.

4 · Finish point and evidence: Finish: closed notes are outside the work area, the passage is open in it, and the pencil is beside the passage. Observe the attempt to check order; the final arrangement alone does not show order. Neither the arrangement nor looking at the page proves reading or comprehension. One try does not establish lasting mastery.

5 · Complete teacher model: Say: "This routine gets our reading materials ready. Watch me." Give the cue; close the notes, move them beside the work area, open the passage in it, and place the pencil beside it. Narrate each action. For a contrast, leave the passage folded and say, "I still need to open it." Reset and model the whole sequence correctly.

6 · Guided rehearsal, fresh try, and feedback: Guided rehearsal: reset to the starting setup, give the cue, and observe the four actions in order. If the passage remains folded, prompt, "The notes are put aside; next, open the passage." After practice, reset again and give the cue for a fresh full try. Record the preparation actions seen, not an inference that reading began.

7 · Reteach trigger and reset: Reteach when an action is missed or out of order. Check available materials, starting setup, cue clarity and access first. Reset neutrally, model the full sequence with attention to the unclear step, guide rehearsal, then reset and observe a fresh try from the cue. Note the conditions and action; do not infer motive or a class outcome.

8 · Participation options and local checks: Watching a model is preparation, not evidence of understanding. Saying, writing, drawing, pointing to, arranging or gesturing the sequence can provide evidence of sequence knowledge; none alone shows the materials routine was performed. Plan an appropriate rehearsal of the target actions and verify local procedures and authorized individual supports.

All details are fictional. Purpose, cue, four visible actions, finish, model, practice and reteach concern material preparation. Reading and comprehension need separate evidence. Replace the setup, actions and participation route with verified local information. No learner response or classroom outcome is reported.

Routine-teaching self-check

T05-C01 · check

The card names one routine, its context, and a clear purpose connected to what the routine helps learners do.

Example: 'Prepare to begin the next independent task' rather than 'be responsible.'

Purpose wording may vary; accept a different purpose when it describes the actual function of the selected routine.

T05-C02 · check

The start cue and starting conditions are specific and checked against the actual class.

Example: A verified spoken cue, posted visual cue, or established signal with the needed materials ready.

Do not prescribe a particular signal or materials location; local routines determine these details.

T05-C03 · check

The routine is written as an ordered sequence of short, observable actions.

Example: "Open the folded passage, then place the pencil beside it" names two visible preparation actions; it does not show that reading has begun.

Accept different valid steps and step counts when they form a complete sequence for the chosen routine.

T05-C04 · check

The finish point is observable and matches the actions the card lists.

Example: The passage is open in the work area with a pencil beside it and the closed notes put aside. Observe the attempt separately to check the order of actions.

The finish point depends on the routine. Do not add unrelated volume, posture, or speed rules.

T05-C05 · check

The teacher model shows the complete routine from cue to finish and names why actions are taken.

Example: The teacher demonstrates each step in order and says how it connects to the routine's purpose.

A spoken, visual, physical, or combined model may work if it clearly demonstrates the same target behavior.

T05-C06 · check

Learners get guided rehearsal, observable feedback, and a fresh attempt from the cue.

Example: A short prompt identifies the next step, followed by another full practice attempt.

Feedback may be spoken, written, visual, or gestural if it is specific to the observed routine action.

T05-C07 · check

The reteach responds to a specific observed step, checks conditions, models or rehearses again, and observes a fresh try without blame.

Example: Check whether the cue and materials were available, model the unclear step, then retry the sequence.

An individual or whole-group reteach may fit. Follow current local procedures and do not infer intent from one attempt.

T05-C08 · check

Participation options preserve the routine's target or make their evidence limit clear; local expectations and authorized supports are checked.

Example: Pointing to steps checks sequence knowledge; a separate appropriate rehearsal is planned to observe the routine action.

Options depend on the actual behavior and authorized support plan. This checklist does not establish an accommodation or replace local requirements.

Support · T05-SUPPORT01

If the planning card feels crowded, first complete fields 1–4 and choose one observable step to teach. Add the model, rehearsal, reteach, and participation route next. Use a short written or visual sequence as a prompt only when it fits the actual routine; preserve and observe the target action. Expand the editable document or attach a continuation labeled with its field ID.

Extension · T05-EXTENSION01

Compare the same routine across two real classroom contexts. Keep the purpose visible, identify which cue/material/step changes locally, and decide which parts must be retaught. Record how you will distinguish knowing the sequence from carrying it out in each context. Do not add an unverified rule or assume one card fits every setting.

Original MentorTeaching resource; no external source material or media used.