

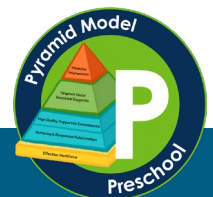
## Directions

Looking at your daily schedule, choose an activity you for which want or need to build an effective routine. You may decide to do this exercise for more than one activity, but it's best to start with one. Write the name of the activity in the left column labeled "Activity." In the next column, "Routines within the Activity," list each routine during your focus activity. Record each routine in its own row. Then, think through the steps of each routine. Write those out in the "Steps of the Routine" column. Reflect on each routine and step. Are the steps of the routine clear to you as the teacher? Have you taught these steps to the children? Do you need to individualize a routine for a specific child? Use the "Notes" column to record your reflections and ideas for building more effective routines.

See below for an example, and see the second page for a blank template.

## Example:

| Activity              | Routines within the Activity | Steps of the Routine   | Notes   |
|-----------------------|------------------------------|--|---|
| <i>Opening Circle</i> | <i>Welcome Song</i>          | <i>Adult selects helper<br/>Child passes out prop<br/>Group sings song<br/>Child collects prop</i>                         | <i>Need a system for choosing which child passes out props... sticks?<br/>Rotating job?</i> |
|                       | <i>Child Choice Song</i>     | <i>Child picks song<br/>Child leads group</i>  |   |
|                       | <i>Choose Centers</i>        | <i>Adult selects helper<br/>Peer calls up each child, hands "Play Pass" to peer and asks, "Where do you want to play?"</i> | <i>Visuals of center choices may be helpful for Laney</i>                                   |
|                       |                              |  |   |



# Template

Use this template to build your classroom routines. Add rows if needed.

| Activity | Routines within the Activity | Steps of the Routine | Notes |  |
|----------|------------------------------|----------------------|-------|--|
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