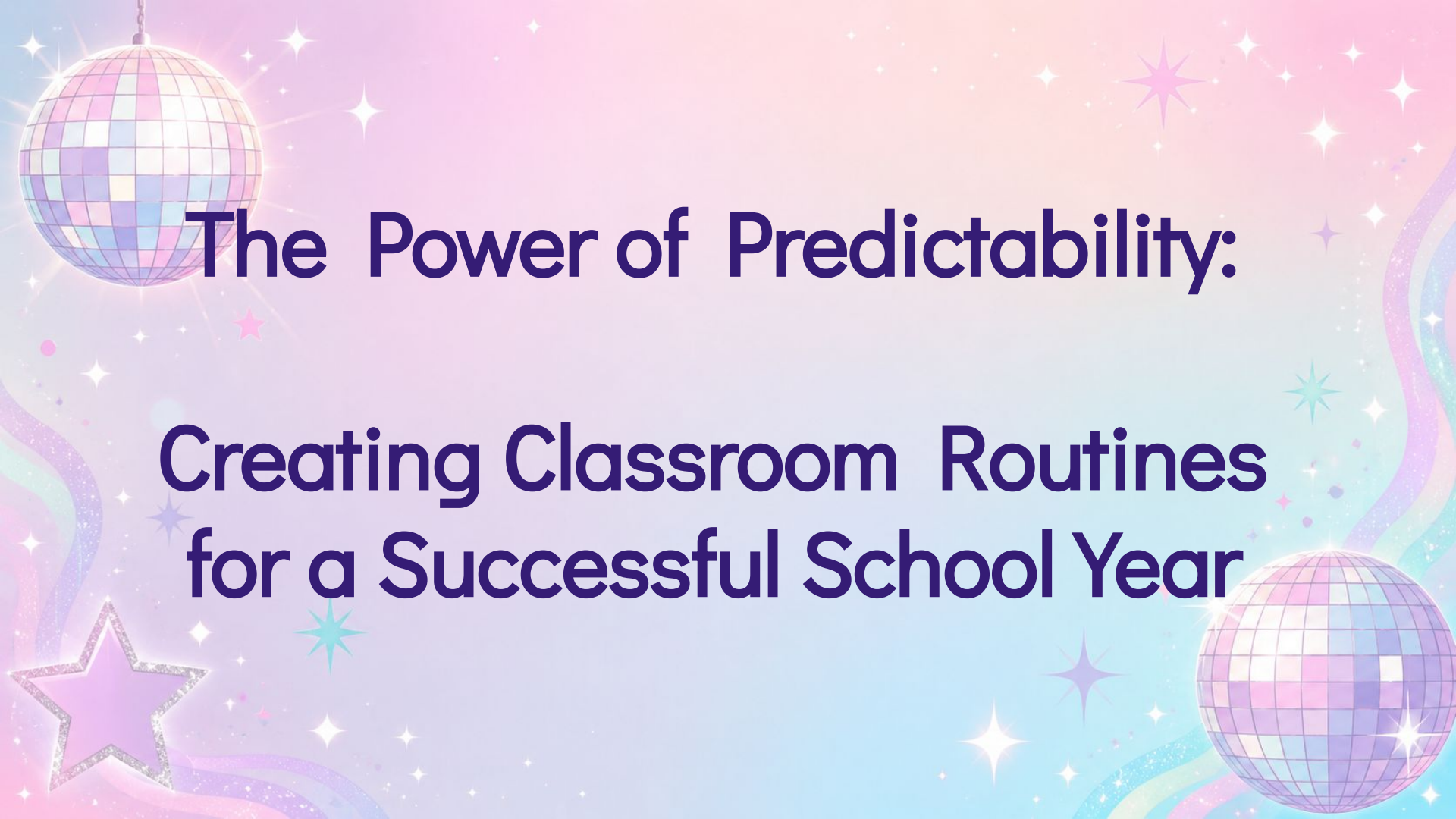




The Power of Predictability:

Creating Classroom Routines

for a Successful School Year

By the end of this session, you will be able to:

- Understand why predictable routines matter.
- Understand how procedures become routines.
- Develop an action plan on what routines you want to implement in your room

Why Routines Matter

Routines Create Success

When students know what to expect:

- They feel safe and confident
- They become more independent
- Less time is spent correcting behaviors
- More time is spent learning

A predictable classroom = a productive classroom

The Big Difference: Routines vs. Procedures

Predictable classroom routines and procedures work together ,

Routines = What happens

Procedures that have been practiced so consistently that they become automatic and predictable.

Example: Students enter the room, hang up backpacks, turn in folders, begin morning work, and check the schedule without needing reminders

Procedures = How it happens

The specific steps students follow to complete a task.

Example: "How to line up," "How to turn in assignments," or "What to do when entering the classroom."

You establish routines. You teach procedures.

Think About It Like This

Routine:

- Brushing your teeth every morning

Procedures:

1. Get toothbrush
2. Add toothpaste
3. Brush teeth
4. Rinse
5. Put supplies away

The routine is the habit.
The procedures are the steps.

The Secret to Success

Don't Assume —Teach Everything

Students do not automatically know:

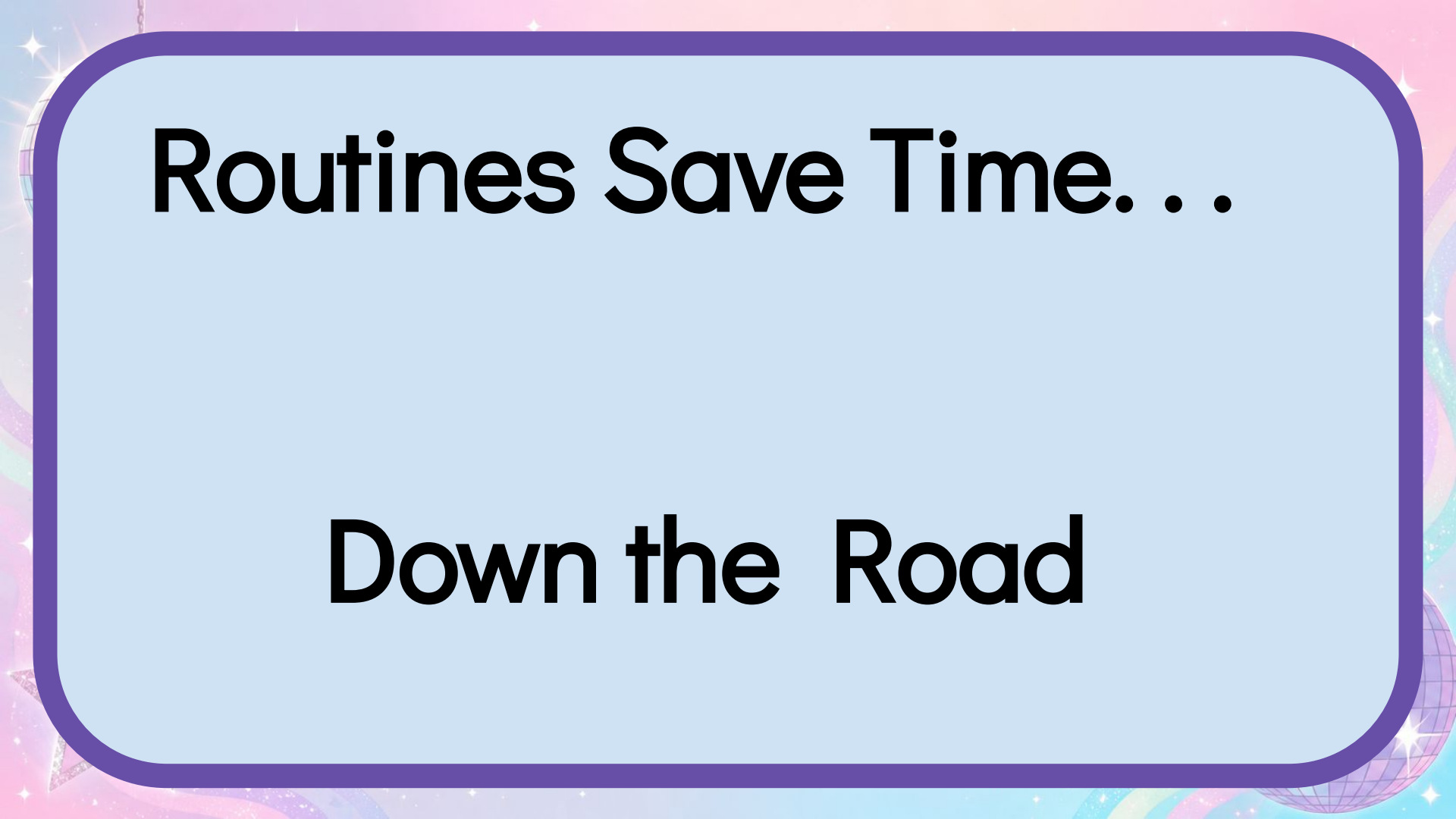
- How to line up
- How to transition
- How to ask for help
- How to work independently

If you want it done a certain way...teach it!

The Routine Teaching Cycle

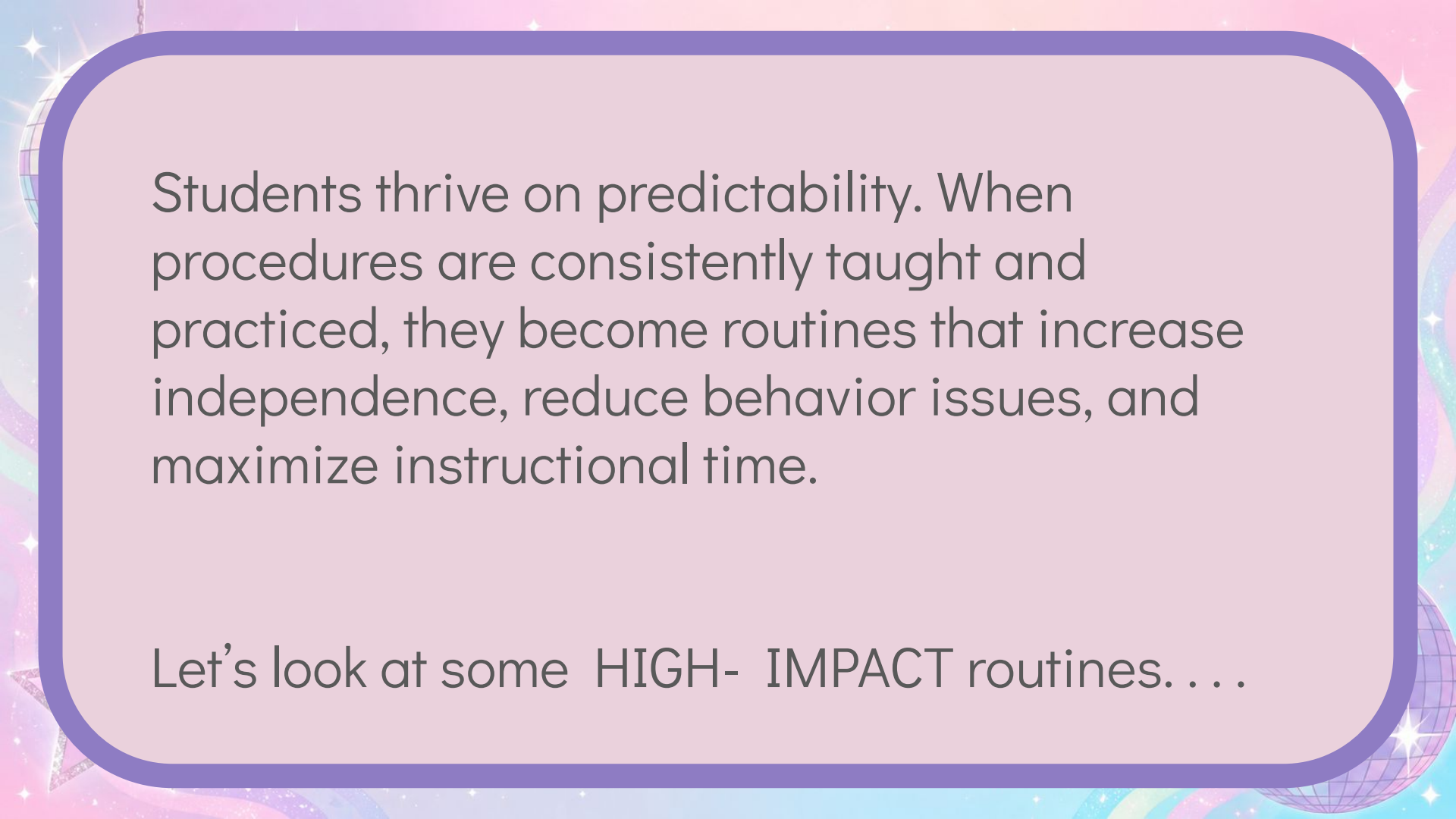
Teach → Model → Practice → Reinforce

- 1. Explain** what you expect
- 2. Show** students what it looks like
- 3. Practice** until it becomes automatic
- 4. Celebrate** when students get it right



Routines Save Time...

Down the Road



Students thrive on predictability. When procedures are consistently taught and practiced, they become routines that increase independence, reduce behavior issues, and maximize instructional time.

Let's look at some HIGH- IMPACT routines....

Teach the procedure → Practice it consistently → It becomes a routine.

Let's talk about **five major routines** that should be established during the first weeks of school. These routines have the biggest impact on classroom management, student independence, and maximizing instructional time.

Morning Routine

1. Arrival Routine 🚪

Purpose: Start the day calmly and consistently.

Students should know how to:

- Enter the classroom quietly.
- Unpack backpacks.
- Turn in folders or homework.
- Make lunch choices (if applicable).
- Begin morning work immediately and independently

Why it matters: A smooth arrival sets the tone for the entire day and minimizes off-task behavior.

Good morning, I'm so glad you're here!

It's going to be a GREAT day!

1. Find a locker and put your backpack up.
2. Use the crayons at your desk to complete your first day work on your desk.
3. Talk to someone at your table and meet a new friend.



Good morning, I'm so glad you're here!

1. Put your backpack up
2. Turn in your homework
3. Get out your Jotting Journal and tell me about your weekend. Draw a picture when you're done.



This weekend I _____.

It was fun because _____.

I also _____. Next weekend I want to

Good morning, I'm so glad you're here!



1. Put your backpack and red Daily Folder up
2. Complete the paper underneath the document camera
3. If you finish early you can:
 - Read from your book box
 - Shop for new books
 - Get extra work
 - Finish any work in your orange folder
 - Write in your Jotting Journal

Attention Signals

Routine: Getting everyone's attention

Purpose: Quickly and respectfully gain students' focus so instruction can begin or continue without wasting valuable learning time.

Procedures:

- Stop talking
- Freeze
- Look at the speaker
- Listen for directions

Examples:



Chime



Call and response



Teacher hand signal

Why it matters: Students know exactly what is expected every time they hear the signal.

Independent Work and Early Finishers

Routine: Students working without constant teacher support

Procedures:

- What to do before asking for help.
- Where to find needed materials.
- Voice-level expectations.
- Where work goes when it's finished
- What to do when finished. (Go over ANYTHING they can do!)
- How to solve small problems independently.

Why it matters: Students become confident learners instead of relying on the teacher for every question.

Shop for books

Read from your book box

Free write (song, poem, story)

Get a maze

Flashcards

Roll a story

Add and subtract w/ dice

Extra work

Computer available? I ready
or
Typing

Small Group Rotations

Routine: Students working without constant teacher support

Purpose: Ensure students can work independently, stay engaged in meaningful learning, and transition smoothly between activities while the teacher provides focused instruction to a small group.

Procedures:

- Where students go during each rotation.
- How to transition quickly and quietly.
- Voice level expectations.
- What to do if they need help while the teacher is teaching.
- What to do when they finish early.
- How to care for and return materials.
- How to clean up before rotating

Why it matters: When students know exactly what to do, learning time increases, interruptions decrease, and everyone is more successful.

Group 1:

Iready
Reading

Group 2:

Read from your
book box

Group 3:

Ms. Walker's table

Group 4:

Iready
Math

Group 5:

Phonics Roll
and Read with
a partner.

Group 6:

Roll A Story or
Free Write a story

End-of-Day Dismissal

Routine: Getting students where they need to be to go home, CORRECTLY.

Purpose: Ensure students are dismissed safely, calmly, and efficiently.

Procedures:

- Pack materials.
- Clean their workspace.
- Distribute and complete take-home folders
- Follow dismissal instructions
- Wait quietly for their dismissal call.

Why it matters: A consistent dismissal routine reduces confusion and ensures students leave organized and safely.

**Not my Top 5 but
definitely Top 10!**

Transitions

Routine: Move efficiently between activities.

Purpose: Quickly and respectfully move around or out of the classroom to the next activity or subject.

Procedures:

- Clean up materials
- Push in chairs
- Walk safely
- Move with purpose
- Be ready quickly
- Line up safely and quietly. (Depending on the transition)

Why it matters: Lost instructional time often happens during transitions. Teaching these routines saves minutes every day.

Classroom Discussions

Routine: Sharing ideas and learning together

Procedures:

Procedures:

- Listen to others
- Take turns speaking
- Build on ideas
- Respond respectfully

Why it matters: Allows you to introduce different strategies to talk as a class or with a partner, such as using turn and talks.

Lunch, Recess & Hallways

Routine: Moving safely outside the classroom

Procedures:

- Line up correctly
- Walk quietly
- Follow expectations (go over these and set them up for success!)
- Return ready to learn

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Question

What is a routine you want your students to have when they first walk in the room?

Common Mistake

"I Taught It Once..."

- ❌ Saying expectations once
- ❌ Assuming students remember
- ❌ Correcting without reteaching

Instead:

- ✅ Model
- ✅ Practice
- ✅ Repeat
- ✅ Reinforce

Consistency is Key

**Expectations Stay the
Same Every Day!**

Positive Reinforcement . . Also known as Student Buy-in

Praise behaviors you want repeated.

Examples:

- "I noticed everyone pushed in their chairs."
- "Thank you for transitioning quietly."
- "You followed directions the first time."

Use:

- Specific praise
- Class incentives
- Individual celebrations

Focus more on what students are doing right than wrong.

The Goal Isn't Perfect Students...

It's Independent Students.

Strong routines and procedures create:

- ✨ Confidence
- ✨ Independence
- ✨ More learning time
- ✨ A calmer classroom

The work you put in at the beginning creates success all year long.