

Essential Skills in the Classroom Routine of Arrival

Skill	% Routines	Examples of behaviors illustrating the skill	
		<i>Children are expected to:</i>	
Follows classroom routines	100	<ul style="list-style-type: none"> • Enter classroom and put away coats • Put papers from home in assigned spots • Respond to teacher greeting 	<ul style="list-style-type: none"> • Say pledge • Get out materials for "morning work" • Complete morning work • Put materials away
Uses speech that is understandable	100	Use understandable speech when: <ul style="list-style-type: none"> • Responding to the teacher • Speaking with classmates 	<ul style="list-style-type: none"> • Asking for assistance • Saying the pledge
Follows simple classroom rules	93	<ul style="list-style-type: none"> • Walk • Wait their turn • Ask permission to use the bathroom. 	<ul style="list-style-type: none"> • Stop work and listen to announcements and pledge • Remain seated in chairs • Return books so others can use them
Sees a simple task to completion	86	<ul style="list-style-type: none"> • Complete tasks involved in putting away coat, mittens, paperwork that came from home 	<ul style="list-style-type: none"> • Complete "morning work" (usually worksheets)
Understands and follows directions	86	Follow directions for tasks such as: <ul style="list-style-type: none"> • Put your mittens in your sleeve • Put your name on your paper • Put your pencil down 	<ul style="list-style-type: none"> • Raise your hand if you are eating lunch today • Take this folder to the library
Communicates needs and wants	79	<ul style="list-style-type: none"> • Ask permission to use the restroom • Requests to borrow a crayon from another child 	<ul style="list-style-type: none"> • Asks teacher where to put book from home he has brought to share
Accepts guidance and limits	64	<ul style="list-style-type: none"> • Abide by classroom rules when reminded by teacher -Receive encouragement for the day ahead 	<ul style="list-style-type: none"> • Complete projects and/or tasks when reminded
Listens to gather information	64	<ul style="list-style-type: none"> • Listen for teacher cue (bell) that indicates instructions will be given -listens for updates during all-school announcements in AM. 	<ul style="list-style-type: none"> • Listen to teacher directions about what they are to be doing, including what is involved in their "morning work"

Essential Skills During the Classroom Routine of Whole Class Instruction

Skill	% Routine	Examples of behaviors illustrating the skill	
		Children are expected to:	
Follows classroom routines	94	<ul style="list-style-type: none"> • Move to the carpet or table • Sit criss cross at the right place • Get materials out • Wait quietly for teacher to begin the activity • Pay attention 	<ul style="list-style-type: none"> • Listen to the teacher • Answer when asked a question • Read, sing, or count with everyone • Wait to be excused • Put away materials
Listens to gather information	91	<p>Listen to directions to:</p> <ul style="list-style-type: none"> • Learn the steps of what to do next • Be ready to take a turn • Know what to bring from home 	<p>Listen to learn about:</p> <ul style="list-style-type: none"> • Letter sounds, stretching words, punctuation, new words • Books • Counting by fives, tens, to 100
Follows simple classroom rules	85	<ul style="list-style-type: none"> • Use quiet voices • Sit in the chairs safely • Watch & listen to the teacher 	<ul style="list-style-type: none"> • Answer when the teacher calls on them • Keep hands to one's self
Understands and follows directions	85	<p>Follow directions to:</p> <ul style="list-style-type: none"> • Rearrange how they sit on the carpet, stand in circle, or sit on chairs as directed • Listen to the word, stretch the word, write the word, and show the teacher 	<ul style="list-style-type: none"> • Turn in the workbook to page 9 and follow instructions to put an "x" on the picture that starts with the sound of /b/ • Put away materials and get into line • Tip-toe back to seat
Uses speech that is understandable	85	<ul style="list-style-type: none"> • Say the date aloud together • Answer questions with complete sentences 	<ul style="list-style-type: none"> • Sound out words • Talk in conversations with other children
Stays on adult-directed task for more than ten minutes	82	<ul style="list-style-type: none"> • Listen to a story and answer questions • Complete a printing task 	<ul style="list-style-type: none"> • Take part in the morning meeting by giving the day of the week & date, describing the weather, reading the word list, listening to the Alpha Tales© story, talking about the letter of the week
Accepts guidance and limits	64	<p>(with one reminder)</p> <ul style="list-style-type: none"> • Sit & keep hands to themselves • Share materials 	<ul style="list-style-type: none"> • Follow directions • Comply with teacher requests • Do tasks in a timely manner • Clean up messes

Essential Skills in the Classroom Routine of Seat Work		
Skill	% Routines	Examples of behaviors illustrating the skill
		<i>Children are expected to:</i>
Follows simple classroom rules	100	<ul style="list-style-type: none"> •Use quiet voices •Remain seated in their chairs •Be respectful of materials •Use materials safely •Put materials away when done •Walk through the classroom •Raise hands for teacher attention
Follows classroom routines	94	<ul style="list-style-type: none"> •Listen to instructions from the front of the room •Move quietly to assigned seats •Get out materials •Complete work •Put away materials when finished
Listens to gather information	88	<p>Listen to directions:</p> <ul style="list-style-type: none"> •How to do assigned seat work •How make a specific letter •What to do next in the schedule <p>Listen to learn about:</p> <ul style="list-style-type: none"> •Phonics •Writing in journals •Counting & identifying numerals
Sees a simple task to completion	81	<ul style="list-style-type: none"> •Complete assigned worksheets •Complete assigned artwork •Complete project before moving on to next activity •Put away materials
Stays on adult-directed task >ten minutes	81	<ul style="list-style-type: none"> •Listen as teacher explains how to do the seat work activity
Understands and follows directions	81	<p>Follow directions for specific activities such as:</p> <ul style="list-style-type: none"> •waiting for papers to be handed out and getting pencils to start work •moving from one area of the room to another •going to the assigned table •picking up and putting away materials •turning in papers <p>Follow directions when:</p> <ul style="list-style-type: none"> •answering questions •turning to a specific page •following along as the teacher explains a workbook page •sounding out a word •drawing a picture
Uses speech that is understandable	75	<p>Use understandable speech when:</p> <ul style="list-style-type: none"> •responding to questions •asking for clarification •talking among themselves. •they read what they have written to the teacher, to the whole class, or to each other
Copies or writes own name	63	<ul style="list-style-type: none"> •Write their names on all work

Critical Skills During the Classroom Routine of Learning Centers		
Skill	% Routine	Examples of behaviors illustrating the skill
		<i>Children are expected to:</i>
Follows classroom routines	100	<ul style="list-style-type: none"> Listen to teacher introduce each center and go to the assigned center Work independently to complete a task or worksheet, work with other children to complete the assigned task, or work with the teacher Take their work/worksheet to the teacher to check, or raise their hands for the teacher to come to them Complete their work, put materials away, and rotate to the next center when cued by the teacher
Sees simple task to completion	100	<ul style="list-style-type: none"> Complete tasks such as: Reading a book or reading in pairs Spelling words using magnetic letters Completing a puzzle
Follows classroom rules	92	<ul style="list-style-type: none"> Walk Work quietly Put away materials Sit in chairs with all feet on the floor
Listens to gather information	92	<ul style="list-style-type: none"> Listen to the teacher's descriptions and expectations for each center Listen to the lesson at the center with direct teacher instruction Listen when the teacher provides additional information or guidance after centers have begun
Stays on adult-directed task	92	<ul style="list-style-type: none"> Attend to and participate in the lesson at the teacher-directed center
Understands and follows directions	92	<ul style="list-style-type: none"> Follow directions concerning the tasks/activities they are to complete. Some activities require remembering earlier directions and following several steps Follow directions at the end of the routine of finishing their work, putting their materials away, putting their names on their work, and moving to the next activity/area.
Uses speech that is understandable	92	<ul style="list-style-type: none"> Use understandable speech when: Asking peers or the teacher for help Talking with peers as part of a common activity or game
Accepts guidance and limits	83	<ul style="list-style-type: none"> Stop what they are doing and do what the teacher asks regarding: <ul style="list-style-type: none"> using quiet voices Cleaning up Going to assigned centers Waiting patiently for teacher
Resolves conflicts	75	<ul style="list-style-type: none"> Resolve conflicts that arise when working together with other children and in close proximity: <ul style="list-style-type: none"> sharing materials Sharing space (<i>someone bumps into me</i>) Getting agreement about how to complete a task Taking turns
Asks for help	67	<ul style="list-style-type: none"> Raise their hands or take their work to the teacher to ask for help if they were stuck or not sure what to do Ask classmates for help if needed
Controls feeling of frustration	67	<ul style="list-style-type: none"> Wait for the teacher to provide assistance or check their work Complete difficult work Cooperate with peers in getting needed materials to complete task