

Teacher: Rebecca G.

Grade Level: Elementary

Lesson and Image: Finished Early Chart

## **Lesson Plan:**

### **Introduction and Modeling**

1. Introduce the Chart (see below)
2. Show this chart to the students. I will start the lesson by saying: "The other day some of you told me you had trouble remembering what to do when you were finished working, so I made this chart to help everyone remember what to do without having to ask me." I will then tell children that "whenever you finish an activity during the day, unless it is a special activity like choice time or snack, there are 3 choices of what you can do next. If you don't remember what those choices are, you can consult the chart to remember what they are." I will go over each activity. This will be a review for the students, as none of the activities are new activities.
3. I will have 3 children model carrying out each action on the chart. During this model time, each student will read the chart aloud, choose one of the activities, and then begin work at his or her table.

### **Day 1 Practice:**

Then I will tell children that for morning work this morning we are going to pretend that we are all finished with our work already. (We will pretend to do some imaginary work that we finish quickly.) Then I will explain how we are all going to use the chart this morning to help us remember to do when we are done with our work. I will then show the children where the chart's home is (There will be a second chart already posted in its home spot) and ask the children to start with their morning work. Throughout the practice, I will complement children who are clearly following one of the activities on the chart.

Share: At the end of morning work, I will ask the children to give me a thumbs up at their chest if they used the chart to help them remember what to do.

## **Day 2 Practice:**

### **Practice in an Accountability Free Environment**

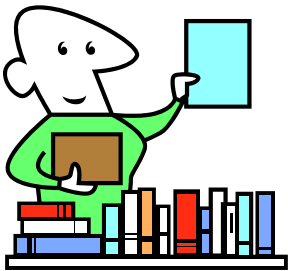
I will give no morning work for 2 days. This will give children a chance to begin morning work "already finished with their regular work" and it will give all children a chance to practice this routine. I will tell them to pretend they are done with their work already. What do they do next? Consult the chart. Normally many students do not finish their work early. This gives these students a chance to practice, too. I will give constant reminders during this time of what to do. During these first two days, I will patiently remind children at the end of other activities to use the WHEN YOU ARE FINISHED CHART.

### **Consequences and Incentives**

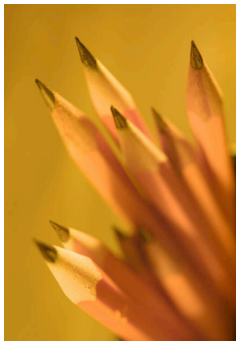
If a child is fooling around after completing work rather than doing an appropriate task, then he or she will owe me 5 minutes of time doing an appropriate "When you are finished" task during choice time. Obviously, if a child is not doing an appropriate task, I will remind him or her of what to do before giving a consequence.

In terms of incentives, I will give a table point to a table at the end of the period if: no child asks me before the end of a period "What do I do now?" and all children get directly to work on an appropriate task after finishing their regular assigned work. I give table points in my class to encourage children at tables to work together and follow procedures. Each table at the end of the week gets a sticker per child per every 10 points the table earned. So if a table gets 20 points, then every child at that table gets 2 stickers for that week. This encourages children to work together and every table conceivably can get an equal number of points if every table cooperates and follows procedures properly.

# WHEN YOU ARE FINISHED CHART



Read a book at your table



Do free writing at your table

$$5 + 3 = 8$$

$$12 - 7 = 5$$

Do math work at your table