

Gather Together

10 STEPS TO TEACHING AND LEARNING INDEPENDENCE

- 1 Identify what is to be taught: Gather Together
- 2 Set a purpose: Create a sense of urgency
 - Share learning
 - Learn more
 - Be respectful
- 3 Identify the behaviors of Gather Together on I-chart
- 4 Model most-desirable behaviors
- 5 Model least-desirable, then most-desirable behaviors (same student)
- 6 Teacher places students around the room
- 7 Practice and build stamina
- 8 Stay out of the way
- 9 Use a quiet signal—come back to group
- 10 Group check-in: “How did it go?”

SAMPLE I-CHART

Gather Together Independent	
Students	Teacher
Listen for signal Clean up quickly Calmly and slowly walk to area Sit in spot Look at teacher Wait patiently	Signal Wait patiently Look at students

Share learning
Learn more

Respectful

Write the purpose
of the routine here.
Use both corners
if needed.

OBSERVE AND PLAN

This lesson introduces students to the practice of gathering together so we can share our learning and learn more.

ENGAGE AND RELATE

“ We gather together for lessons and read-alouds throughout the day. Meeting in our gathering area is one of my favorite times, because we are all listening, learning, and sharing together.

IDENTIFY TEACHING POINT

“ Today I’m going to teach you how to gather together so we can learn together.

← Step 1, 2

SUCCESS CRITERIA

“ You will know you are successful when you stop what you are doing once you hear the quiet signal, clean up quickly, calmly walk to the gathering area, and are ready to listen and learn.

TEACH

“ You will be expected to come to our gathering area at different times throughout the day. The reason we gather together is that we will learn more and are able to share our learning. The quiet signal will tell you when it is time to gather together. When you hear the signal, you will clean up quickly, then calmly and safely walk to the gathering area, sit in your spot, look at me, and wait patiently for instruction to begin. (See sample I-Chart on previous page.)

← Step 3

Select a student to model walking from their seat to the gathering spot, finding their place to sit, looking at you, and waiting patiently for instruction (or a read-aloud) to begin. When they finish modeling, ask,

← Step 4

“ Did _____ quickly and efficiently clean up, calmly and quietly walk to the gathering spot, find a successful spot, look at me, and patiently wait for the lesson to begin? Yes. If this is how we gather together, will we get more learning in, and are we able to share our learning with others?

Then have a student model first the incorrect behaviors and then the correct behaviors. End each practice time reviewing each of the behaviors and asking the question,

← Step 5

If this is how we gather together, will we get more learning in, and will we be able to share our learning?

PRACTICE AND MONITOR

“ Now we all get to show what it will look like and sound like when we gather together. When you hear the quiet signal, please follow this routine. Make the quiet signal and have students practice walking to the gathering spot from their seats.

← Step 7, 8, 9

INSTRUCTIONAL PIVOT
Think: Did my instruction work? Yes / No

REVIEW AND WHAT’S NEXT

“ Let’s check in to see how each of us did. This check-in is only for you and will help you decide which behaviors you are doing well and which will be your goal for the next time we gather together. Please put your hand in front of your chest to indicate how proficient you were in practicing that behavior.

← Step 10

“ You will hold up

one finger if you found it hard to be independent with that behavior but you are going to work on it,

two fingers if you feel you did okay at being independent with that behavior but you think you can do better, or

three fingers if you were very independent with that behavior.

Rate yourself for quickly and efficiently putting your materials away. Rate yourself for calmly and quietly walking to the gathering spot. Rate yourself for finding your spot. How did you do at looking at me? Rate yourself for patiently waiting for the lesson to begin.

Based on how you checked in, what is your goal for the next time we gather together? What would you like to work on? *Call on one or two volunteers to share their goal.* Please tell your elbow partner what your goal is for the next time we gather together.

ENCOURAGE
AND
FEEDBACK

“ Today you have learned how to quickly and efficiently come together in our gathering space. I just watched you, and noticed that everyone in the room was successful in getting ready for a whole-group lesson.

Cleaning up and calmly joining us in our gathering space is another way you show independence. Quickly being ready for a whole-group lesson will help us all become better readers, writers, mathematicians, and learners.

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