



# Entry Routine

I-5, I-9, I-10

Entry Routines are procedures that students complete daily as they enter the classroom in the morning or transition to a new class period. It may be as simple as students knowing where to store their backpacks, place completed homework assignment, or where to sit. According to Doug Lemov's definition, "it is about making a habit out of what's efficient, productive, and scholarly after the greeting and as the students take their seats and class begins." When entry routines are effectively established, they can bolster classroom community, students' self-esteem, productive social collaboration, and student attitudes and behavior toward school.

- Start the day or class by greeting students at the door with a smile and a handshake.
- Set the rules and behavioral expectations for each entry routine prior to engaging in the activity.
- Communicate the routine to students, provide specific expectations about their behavior:
  - Where to get materials for class as they enter the classroom.
  - Where to sit.
  - Model how to walk quietly to their seats.
  - What to do with homework from the previous day if applicable (e.g. put in basket, give to proctor, leave on teacher's desk).
  - Where to find the "Do Now" or board work and other review problem(s) for the morning.
  - Details of any other basic tasks students are to complete upon entry to the classroom.
  - How much time will be given to complete the task.
- Model and describe how the routine should be executed. Students must have a clear picture of what it will look like. Allow them to ask questions.
- Pretend practice. Walk through the routine(s) to clarify the procedures and redirect if necessary.
- Transfer ownership. Allow student(s) to execute the routine, give student(s) feedback, and inform them of any adjustments needed in their entry behavior.
- Reinforce the routine(s), and stick to them.



## Additional Tools

### *Threshold*

A Teach Like a Champion technique that establishes a personal bond between the teacher and the student through a brief personal check-in as the student comes through the door. The routine reinforces the classroom expectation and makes the practice customary (e.g. "Loved your homework, Pam!" ; "We have a quiz today so be sure to begin the Do Now - it will help you review.")

For more strategies and/or resources, visit [houstonisd.org/EffectivePractices](http://houstonisd.org/EffectivePractices)



## ALERTS

If an entry routine is too simple or too difficult for students, they may find themselves getting off task. Consider revisiting the steps to complete it so that all students are able to meet the desired outcomes.



## QUICK TIPS

Use predictable and consistent routines as this practice helps students understand the expectations and reduces behavioral problems in the classroom. Take 3-5 minutes in the morning to complete a "Do Now," a daily warm up at the beginning of a lesson to get students into the learning mode.