



WAGNER ELEMENTARY SCHOOL

OF THE NORTH EAST SCHOOL DIVISION #200

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Principal: Trevor Norum

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Cool Tool

Universal Expectation: Students will work independently

Name of Skill/Setting: Working Independently

Steps

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| 1. Get the materials you need | Ask the students what materials they need for a math class (pencil, paper, book). |
| 2. Try to figure it out on your own | If you have taught the lesson on the "Goals of Misbehavior", point out that asking before you have tried on your own, is often a means of getting attention. |
| 3. Ask for help if you need assistance but continue to work as you wait | Explain to the student that a teacher with 25 students to help may mean you wait for help. Show how to leave a space and go on to the next question, etc. |
| 4. Stay on task. | For those who have a difficult time staying on task, talk about always completing a question before stopping. |

Teaching Examples

1. The teacher gives you an assignment on maps. You do not understand the instructions on number three.
2. The art teacher tells you; tomorrow you will be doing a special project. You will need to bring two magazines from home to use.
3. The teacher assigns a health project to a group of three students. While you are working on it, she is called out of the room.
4. Your mother has asked you to do the dishes. You cannot find the soap.
5. You are asked to vacuum but you have never done it before.
6. You and a friend are building a fort but do not know how to use a hammer.

Follow up/Reinforcement Activity

When you begin to teach this skill, discuss the things that we do that make it more difficult for us to work independently. Talk about not paying attention when the lesson is taught. Mention that the student is responsible for his action of listening to hear the instructions. This skill is necessary for good organization of the academic work the children are expected to complete; Many children do not believe it is their responsibility to organize their own materials.