

New Student in Class

Students create directions for classroom tasks to help a new student.

STANDARDS

English Language Arts

- Recall information from experiences or gather information from provided sources to answer a question.
- Build on others' talk in conversations by linking their comments to the remarks of others.

Social and Emotional Learning

- Share reasons why they follow classroom/school rules (their own safety, the safety of others, reducing chance of damaging property, etc.)
- Identify classroom, school, and community needs.
- Effectively and appropriately communicate needs, wants, and ideas in a respectful manner.

Computer Science

- Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.

DETAILS

SEL Integration: Students work with peers, identify how they can use their knowledge and skills to help others, and receive feedback to enhance their work.

Computational Thinking Integration: Students practice creating detailed, step-by-step directions.

Technology Option: Have students use word processing and multimedia software to create their poster. Include options for tech-centered tasks like using the school library database or logging on to class computers.

PLAN

Warm Up

- With a partner, have students discuss times in school when they follow directions (lining up at recess, returning a library book, answering a question, sharpening a pencil, etc.).
- Have partners share their ideas with the class.
- With the class, brainstorm a list of times when they follow directions outside of school.
- Lead a discussion with students on the importance of directions. Why do we need directions? How would a simple task, such as answering a question in class, be more difficult if we did not have directions/procedures established?

Activity

Students create a classroom poster that details the directions for a classroom task or procedure.

To begin, present students with the scenario of a new student coming to their classroom.

- How would they know what the directions were for sharpening a pencil?
- How would they know how to answer a question?
- Check out a library book?
- Line up for recess?

Explain to students that they are to pick a classroom task or procedure (or one can be assigned to them) and create a poster displaying the directions. This will help the new student when he or she joins the class. Students can draw, write, type, or digitally design their posters.

Wrap Up and Assessment

- Have students switch posters with a partner. Have students attempt to complete the task or procedure by only following the poster.
- Students should discuss the outcome. If time allows, students can make changes to their posters based on their partner's feedback.
- Lead a discussion on the importance of directions in the classroom. Discuss the possible outcomes that would occur if directions in the classroom did not exist.

Extension

- Have students put their posters together into a class book.
- Have students write about their decision in selecting the task or procedure they chose.
- Create a "Bored Book" that students can use when they are bored at recess. Each student creates a page of the book with directions specific to a recess game or activity.
- Have students work in groups to create a video about a certain classroom task or procedure. In the video, have students demonstrate (act out) the directions. Provide all students with a way to view the videos in a center setting or other means available in the classroom.

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