# The Classroom's Routine

Before the children arrive....

The modules are stacked and the teacher organizes an assessment and the programming activity to relate to the lesson on her personal tablet. The activity is then sent to the classroom devices and the classroom is set for when the children arrive.



The way the shapes are stacked can be an interesting alternative for desks and chairs.

When the children arrive...

The teacher will review yesterday's lesson, teach them the new vocabulary words for the day, and show them how the lesson relates to their lives through examples and analogies. Until the teacher says they can start working on the activity on the mats, the mats remain locked or turned off so that the children aren't distracted.

After the review the children grab their personal small tablet and sit around the classroom devices. The small devices would recognize who the child is by reading their identification number located in their pens (Erik Lack's Project).

As they start programing the mat, the children decide how to build it. There are no instructions regarding the shape and format the structure should be, it is up to the child's imagination. The teacher will encourage different building shapes to expand the student's possibilities/ creativity.

Clean-up...

At the end of the day, the students must help the teacher stack the shapes and put the lego in the its bins. Because the modules are flexible, this makes the clean up of lego fun and easy.

Possibility: the way of stacking the shapes can help recharge the modules for the next day.

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*The teacher knows the class and her students the best, therefore you decide which is the best way to complete the activity. This could be as a class, in groups, in pairs, or even individually.
*The personal tablets act as a worksheet and workspace for the children. It is a place where the students can store information, write notes and observations, and complete the classroom assignments. They also show the individuals learning progress and the classroom as a whole.

## Getting Started
1/ Review with the children
 -What did you do last class?
 -What do you wish we had a chance to do?
 -Are there any questions you didn't get a chance to ask or perhaps have new questions regarding yesterday's lesson?
 -What was your favorite part?
2/ Vocabulary
 Here, you get a chance to review yesterday's vocabulary and teach new vocabulary words regarding today's lesson.
3/ Motivate the children/ Intro to the new lesson
 How does the lesson relate to the children?
 What or how can the knowledge of this lesson inspire and improve their normal day?

## The Activity
1/ Before the children start to program the mat, ask them a few questions to help them stay on track.
-Think of how you would describe what you're doing.
-What does the computer/ mat need to provide in order for the activity to work?
-What are some cool things you observed?
2/ How will the activity be best completed? Indoors? Outdoors? In groups? Pairs?
3/ Split the class according to your preference
4/ Give any directions regarding the activity. Is there a worksheet to be completed as you program the mat? Should it be a race? Should they write down their answers individually on their tablets?
5/ Go around the class when the children are completing the activity. If they are struggling, let them struggle for a bit. Only interfere, if need to. But always make suggestions.

## Wrap- Up Programming
1/ Review of today's lesson
For example,
-Can the class describe what they learned?
-How can the activity improve?
-What was your favorite part?
-What part did you find difficult? Do you understand it now?
-What part did you find to be easy? Why?

## Exploration/ Celebration of Knowledge
1/ Now that the mat has been programmed and the classroom space has been built, allow the children to explore their creations. They can move around the class to see what others have built and programmed.
2/ After some time, tell the children to sit near a mat so that they can complete the assignment.
3/ The children now have to complete the activity by following instructions on the mat. This is where the assessment takes place. They will be asked to create something that will challenge their coding abilities and then take an exam involving the lesson.
4/ On their tablets, a few questions will appear. This is a way to help them keep track of their own process for the future. Perhaps it is a simple question like, how would you describe the steps you took to create this pattern? Can you descibe it so that someone else could know how to play the game?
5/ The assessment part could be individual or as a group depending on the lesson. If it is in a group, the children will have to cooperate in order to get a question right (everyone is involved somehow), but if it is individually, it could be as a group but each student writes down their answers on their tablets.
6/ You have the choice of relating this activity to another activity.
7/ By the end of the assessment and exploration, children can upload the or creatition whether its a game, a drawing from code, or even a picture of their end product, they have the option to share it in class or in the mat network.