

Show Our Class Routine

Make and present two displays with words and visuals.

3.C.3 "Integrating Multimodal Literacies Create a simple presentation using multimodal tools that enhance the topic and/or presentation."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

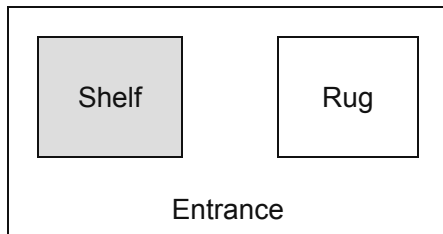
YOUR JOB Study the two example displays below. Circle one label inside each visual. Notice how the words and picture work together.

Read This Classroom Scenario

- ① This is an invented classroom for practice. Ms. Lee shows new students a reading corner. Display A is a map viewed from above. Display B uses arrows to show what readers do in order. She points to each visual while she speaks.
- ② Your job is to introduce a different area: the puzzle corner. As you enter, a puzzle shelf is on your left and a table is on your right. The open walkway lies between them. New students need to know where to find and use a puzzle.
- ③ The puzzle routine has three steps: choose a box from the shelf, work on the puzzle at the table, then put every piece in the box and return it to the shelf. Create two paper displays about this corner. A clear visual should explain a place or process, not just decorate the page.

A • Classroom example for practice

Find the Reading Corner



This map shows the shelf and rug. I point to each place while explaining where to get a book and sit.

A map shows where things are. View from above; not to scale.

B • Classroom example for practice

Read and Return



The arrows show the order. I explain each step as I point to its box.

A flowchart shows steps in order.

2 ANSWER WITH EVIDENCE ————— Use the media and background

1 How does the map in A help a new reader?

2 What do the arrows in B tell the audience?

3 Why would a map be less useful than a flowchart for showing the order of the routine?

3 YOUR TURN

Your own words

Make two complete puzzle-corner displays in the boxes. Message 1: add a title, a labeled map, and one helpful sentence. Message 2: add a title, three step boxes joined by arrows, and labels for the puzzle routine. Then present both to a partner, pointing to your visuals. Ask your partner what is clear and improve one detail. On the lines, explain how each visual helps your audience.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Study the two example displays below. Circle one label inside each visual. Notice how the words and picture work together. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the map in A help a new reader?	It shows where the shelf and rug are, so a reader can find a book and a place to sit.
2	What do the arrows in B tell the audience?	They show the order: choose a book, read, and return it.
3	Why would a map be less useful than a flowchart for showing the order of the routine?	A map shows places. A flowchart connects actions in the order we should do them.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Example product: Message 1, "Our Puzzle Corner," has an entrance at the bottom, a shelf on the left, a table on the right, and an open path between them. Its sentence says, "Find a puzzle on the left and use the table on the right." Message 2, "Use and Return," has arrows linking Choose a box, Work at the table, and Pack all pieces and return the box. Explanation: My map shows where to go. My flowchart shows what to do first, next, and last.

Inspect the actual student-created displays and hear the short presentation. A written plan alone does not meet the task. Require a labeled, usable map with the stated positions and a complete three-step flowchart with correct arrow direction. Titles and labels must be readable; the student points to each visual and explains its contribution. Accept different layouts and wording with the same facts. Partner feedback must lead to one visible or spoken improvement. The teacher sample describes one acceptable product; it is not a substitute for student work. This is an invented classroom, not advice about a real school.