

[TEACHER NAME], [TEACHER NAME], [TEACHER NAME]

Demonstration Lesson

40 Minute Algorithm lesson

[Slides](#)

**NYS CS Common Core Standards:**

**2-3.CT.6**

Create two or more algorithms for the same task.

**Lesson Objective:**

Students will be able to find more than one way to complete a task

Students will be able to use arrows to detail which direction they will go from their classroom to the gym.

**Materials/Equipment:**

Chromebook

Print out of arrows (straight, left, and right)

**Warm Up/Review (15 mins)**

- Teacher will introduce/review the term **algorithm**
- SWBAT identify an algorithm by watching a video of a young boy getting ready for his day
- Teacher will ask, "What algorithm did you notice this boy performing?"
- SWBAT review the step the boy took to complete his task
- SWBAT discuss an every day algorithm such as getting ready for school and the various steps that can be taken to complete the task
- SWBAT review directional arrows such as left, right, straight/forward

**Activity (30 mins)**

- Teacher will display a school map
- SWBAT discuss different ways they can get to the Gym from their classroom
- Teacher will record the student algorithms using directional arrows (left, right, straight/forward)
- Teacher will split the class into two groups
- SWBAT use arrow cut-out cards to place onto the floor in order to show their algorithm of how to get to the Gym from their classroom

**Extension Activity (if time allows):**

- SWBAT create an algorithm based on what happens when they get home from school
  - I.e. have a snack, take out your folder, do your homework, etc.

**Accommodations for various learning abilities:**

- One on one support

- Visuals of school map
- VAKT

**Vocabulary:**

- Algorithm
- Direction
- Task
- Map

**Assessment:**

- Students will be assessed informally through observation and questioning.
- Students will be assessed formally on their ability to correctly create an algorithm for getting from the classroom to the gym

**Closure**

- Share out