Unit Plan - Comprehends Written Material

**Grade:** High School

*3.3 Communication Skills*

*Routinely displayed in students’ everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.*

**Benchmark:**

**3.3.3 Comprehends written material**

Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.

*This benchmark is met through the submission of other assignments. (Consider: This is not about learning styles, the effectiveness of that topic in education has been debunked.)*

# Supplemental Lesson: Comprehends written material

**Description of Unit:**

Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.

**Essential Question:**

* How do you make sure you understand written directions?

## I can follow written directions.

[Skills to Pay the Bills Lesson #5](https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf) (Bottom of Document)

5. Quit Talkin’! I Know What To Do! JUST THE FACTS: The purpose of this activity is to discuss the importance of understanding directions before you start a task. Participants will examine the pros and cons of different types of direction – and decide which type of direction they are most comfortable with and how to receive that type of direction as often as possible.

Time 15 minutes Materials •

One copy of Activity 5 for each participant

Stop watch or watch with second hand

Directions: This activity can either be completed independently or in groups of two.

**Say:** For this activity, you will have three minutes to complete a short quiz. I’m going to pass out these papers and ask you to not look at them until I say so. When I say “go,” you will have three minutes exactly to do what is asked of you on this paper. Ready, Get Set, Go!

* Discuss with the group how they felt about this activity?
* Was it fun, frustrating, easy, or difficult?
* What aspects of the activity made it so?
* What is the moral or message of this lesson?
* How does this message relate to work?
* Journaling Activity Give an example of a time when you really thought you knew what you were supposed to do but did not. What happened?

**Extension Activity:** Consider all of the different ways directions can be offered and how they can be collected or received. Think about people who might have difficulty reading the English language or understanding the spoken word.

What are some different ways the instructions could have been given to ensure EVERYONE understood?

Skills to Pay the Bills 34 Activity 5. Three-Minute Quiz

1. Read everything before you do anything.
2. Write your name in the upper top left-hand corner of this page.
3. Circle the word “name” in sentence two.
4. Draw five small squares in the upper right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write, “yes, yes, yes.”
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. Stand up and (loudly) call out your first name.
13. On the back of this page multiply 5 times 4.
14. Draw a circle around the word “top” in sentence four.
15. On the reverse side of this paper add the numbers 25 and 100.
16. Count out in your normal speaking voice from one to 10. 17. If you are the first person to get this far, say, “ME, ME, ME!”
17. Using your pencil, punch three small holes at the bottom of this paper.
18. If you think you have carefully followed these directions, stand up, turn around and whisper, “I have carefully followed the directions.”
19. Now that you have finished reading the directions carefully, do only sentences one and two. Sit quietly until everyone else if finished.

## I can understand the importance of written directions.

[Playing by the Rules: Writing Clear Directions](https://www.cteonline.org/curriculum/lessonplan/playing-by-the-rules-writing-clear-directions-ela/zHaoRm) (CTE Online)

**Pre-Assessments:**

Skills to pay the bills Activity 5

**Summative Assessment:**

Reflection of Art project Communication

**Resources:** (Writing Clear Directions)

Simple art supplies for student to make something simple. (Could be created with paper and pencil only.)