

**FIGURE 2.2** First Day of Class Station Rotation Lesson

Station 1: Online Time to Take a Selfie Icebreaker	<p>Students take a selfie, post it to a Padlet Wall, and answer a series of questions.</p> <ul style="list-style-type: none"><li>• Where is your happy place?</li><li>• Do you consider yourself an introvert, an extrovert, or a mix?</li><li>• What is one thing you wish you had more time for in your life?</li><li>• What do you do to relax?</li><li>• What is something you like about yourself?</li></ul>
Station 2: Offline Read and Annotate the Syllabus	<p>Students read the syllabus and make notes about the important information. After they read the syllabus, they write at least one question they have about the class on a sticky note and put it on the wall. At the end of class, I circle back to answer their questions.</p>
Station 3: Online Google Form Student Survey	<p>Students complete a survey with questions about their parents' contact information (e.g., email address) and primary language spoken at home. The survey includes questions about their previous experiences in school (e.g., favorite subject, a time they failed and how they reacted, a moment when they experienced success). I ask if they enjoy reading and writing and invite them to explain. I include questions about their access to and feelings about technology. The Google Form is extensive, but the information students share is invaluable.</p>
Station 4: Offline Tucker Time	<p>When students are at my station, I ask them to first create a name card they can put on their desks so I can immediately begin learning their names. Once they all have a name card, and once I've noted their names on my roll sheet, I ask them to pair up and interview their partner using the following five questions:</p> <ul style="list-style-type: none"><li>• How would you describe yourself as a student?</li><li>• What is your greatest strength and what is your greatest weakness?</li><li>• What are you most looking forward to in this class?</li><li>• What are you most nervous about?</li><li>• What is one thing you hope to accomplish this year?</li></ul> <p>As students interview each other, I observe and attempt to commit their names to memory. When they are done, I introduce our first writing assignment which is called the "random autobiography." It is a poem composed of random bits of information about the students' lives. By way of introduction, I read my random autobiography for them, and then they begin to work on their own.</p>