Lesson Activity Sheet

School: ……………………………………

Date: ……………………………………

Class size: …………………………

Year group: ………………………

Application used: Scratch Jr

Resources: 15 ipad minis,

interactive whiteboard
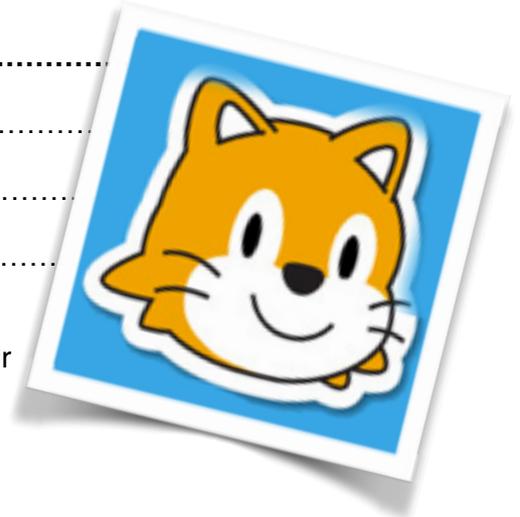
Topic: CODING

Overview:

This week the teacher will go over the workspace and basic controls. Students will learn how to create characters and make them move and talk. They will also learn how to change the scene (background) to their work. This weeks challenge will be to create an animation with two characters moving and talking using instruction blocks.

Week 1

Learning Objective/s:

1. To understand the basics of the Scratch Jr GUI

2. To be able to use code blocks to produce, animate and situate a character in a scene.

Learning Outcome:

Students will have coded a short animation with two characters moving and talking to each other about the scene they are in.

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LESSON OUTLINE

Starter input/activity (10 mins)

With the teacher's iPad playing through the interactive whiteboard, the teacher is to explain the basics of starting a new Scratch project and dragging code blocks to make the cat move around. Be sure to explain that you can assign different values to each movement and string different blocks together to make a more complex movement.

Activity (10 mins)

Working in pairs, students to see if they can create a new project and program the cat to walk around. What do they think the other blocks do?..can anyone add different sorts of blocks..like speech?

Input - Adding a background & Speech (5 mins)

Teacher to show the children how to add a background scene, add a new character AND how to make them talk.

Activity - Create a short coded animation (20 - 30mins)

The children code a short animation with at least two characters walking around the scene and talking about it… Dialogue should be relevant to the scene chosen.

Plenary/Reinforcement (5-10 mins at the end)

Were there any problems using Scratch? Do any of the children have specific questions about what they have done. Teacher to go over what has been learned.

It is important to gauge the level of learning that has taken place across the whole class and so to that end it is often appropriate to have a show of hands for each learning objective. Pupils can show 1 to 5 fingers indicating how well they feel they grasped each concept or learning objective. Alternatively, you can use a simple sketch app to turn the iPad into a mini whiteboard that they can hold up with a number drawn on.

Differentiation and Extension

More able pupils will have intuitively moved on to customising their character or using different sorts of code blocks not covered in today's lesson.

It might be a good idea to pair a bright child with a not so able child for this exercise so that the slower children are brought along and kept on track. The slower children will be able to adopt a more 'physical' role, moving the characters etc under instruction from their partner.

National Curriculum:

1. **Coding/ICT**

2. **Problem solving**

3. **Literacy/Numeracy**