

*Summary*

In this lesson, students will learn how to add sound as well as speech bubbles to their projects. They will also be introduced to adding a new page and the wait for block to a project. This lesson will prepare students for the story project in the next lesson by providing them with the ScratchJr tools they will need to make multi-page stories and characters communicate.

<b>Objectives</b> <i>Students will learn that...</i>	<b>Objectives</b> <i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>• Sounds can be added to ScratchJr</li> <li>• Characters can speak to each other through speech bubbles</li> <li>• Multiple pages can be added to a project</li> <li>• A program can be paused for a certain amount of time</li> </ul>	<ul style="list-style-type: none"> <li>• Record sounds and add them to projects</li> <li>• Create speech bubbles for characters</li> <li>• Add additional pages to a project</li> <li>• Pause their programs for a certain amount of time</li> </ul>

**New Programming Blocks**

- Voice recorder
- Speech bubble
- Change page
- Wait for

*Materials: iPad for each student*

*Schedule***Review (5 minutes):**

- What activities did you participate in during our last lesson? What did you learn from those activities?
- What does the repeat block do?
- What color is the repeat block?
- What happens when you change the number on the repeat block?
- Which blocks are you able to change the numbers on?

**“Scratch-lib”(25 minutes):** During this activity, the teacher should project her iPad onto the board. She should create a simple sequence with motion blocks and a speech bubble and a sound. The teacher should then demonstrate how to use these two new blocks. The class will then be responsible for copying this sequence onto their own iPads. They then have the liberty to insert their own text or sounds into the situation.

After the students have completed this task, the teacher should continue by teaching students how to add a page to a project. She should also make sure that students understand that to

continue a story, an “end block” with a picture of the next page must be inserted at the end of the program on the prior page. The children should then add a page to their stories, and insert the sounds or texts they would like.

*Note: Kindergarten students may have difficulty typing words. Consider writing words that they can use in their story on the board for them to copy down.*

*Materials: iPad for each student*

**Sharing (10 minutes):** After students have finished their “Scratch-libs” they should be given the opportunity to share their projects with the rest of the class. Students should try to explain what they created and which blocks they used.

**Wait! (5 minutes):** The teacher should introduce the students to the wait for block. The wait for block is used to pause a program for a certain amount of time that is determined by the user. To teach the wait for block, the teacher should create a short conversation between two characters. For example:

Cat program: Start on green flag. Have the character say, “Hi, how are you?” Wait for block. Have the character say, “Good!”

Pig program – Start on green flag. Wait for block. Have the character say, “Good, how are you doing?”

**Option: iPad exploration or continuation of story (10 minutes)**

Provide students with the opportunity to

1. Explore on the iPads by creating a new project, or
2. Continue working on the project started that day

*Materials: iPad for each student*

**Wrap-up (5 minutes):** Make sure that students save their programs. Collect materials.