Lesson 1.07: Mad Libs

# Learning Objectives

* Apply basic python knowledge about inputs/outputs and variables to create a game of madlibs
* Practice good debugging skills

# Materials/Preparation

* Example Madlibs
* Project Specification either printed or pdf
* List of nouns/adjectives/adverbs/names for inputs of students are struggling

# Pacing Guide

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| Duration | Description |
| *Day 1* |  |
| 5 Minutes | Welcome, attendance, bell work, announcements |
| 10 Minutes | Introduce Project |
| 30 Minutes | Project Work |
| 10 Minutes | Wrap Up |
| *Day 2(if needed)* |  |
| 5 Minutes | Welcome attendance, bell work, announcements |
| 10 Minutes | Review/Cover concepts that are confusing |
| 35 Minutes | Lab Time |
| 5 Minutes | Wrap Up |

# Instructor’s Notes

1. Introduce Project
   1. Walk students through project specification, pointing out important details, potential pitfalls, and specific requirements
   2. Practice using a written out madlib
   3. Prompts must ask for the correct noun verb combo
   4. Encourage students to look at the grading rubric on page two repeatedly throughout the project to ensure they are meeting all the requirements
   5. Sample project solution
2. Project
   1. This project is a summative assessment for the unit. Students should be demonstrating mastery of all the skills covered.
   2. Most students will require roughly 1 hour of total work time to complete the project
   3. Assess the progress of your students regularly using such techniques as asking them to demonstrate their incomplete programs, tracking questions asked during lab time, and/or utilizing peer reviews.
   4. Adjust the amount of time allowed for the project to fit the needs of your students
      1. It is vital that nearly all students complete the project before moving on
   5. If most students have the ability to work on assignments at home, the amount of in-class time provided can be reduced if necessary.
      1. If this approach is taken, be sure to make accommodations for students who are *not*able to work at home, such as after school lab hours
      2. Ensure that students are able to ask questions in class throughout the project
3. Accommodation/Differentiation

* Advanced students can be encouraged to add detail and/or complexity to their project for possible extra credit.
* These will drift into the next topic. Encourage students to google.
* For this project it will be about casting.