Unit 4

Instructional Days: 10-13  
Topic Description: Students will review how to broadcast events by developing a Scratch story and presenting it to the

class.

Objectives:

The students will be able to:

• Broadcast events.

• Complete a Scratch story.

• Develop a Scratch story project.

• Assess their peers to help them gauge their progress.

• Complete a rubric.

• Prepare and make a presentation of a Scratch story to the class.   
Outline of the Lesson:

• Introduction of project (5 minutes)

• Journal Entry (5 minutes)

• Review of brainstorming (10 minutes)

• Scratch story (35 minutes)

• Scratch story project (40 minutes)

• Peer review and discussion (15 minutes)

• Completion of Scratch story project (55 minutes)

• Presentation of stories (55minutes)   
Student Activities:

• Complete journal entry.

• Participate in discussion of brainstorming.

• Develop a Scratch story.

• Develop Scratch story project.

• Participate in peer review and discussion.

• Complete Scratch story project.

• Present stories.   
Teaching/Learning Strategies:







Introduction of project  
o Show rubric: Story Project Sample Rubric.

Emphasize that they will make a small presentation along with showing their story.

Emphasize that there is extra credit for the best stories. o Show example: cat story.sb

Journal Entry: Brainstorm some ideas for your story. Review of brainstorming

o Split students into groups of three.  
Have students rotate so that each student will share brainstorms and receive feedback/suggestions from the other students.

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Develop the story  
o Have them first develop their story on paper.

Scratch story project  
o Remind students of the problem solving that they did in unit 2 and that they can use that process to

develop their overall plan and algorithm; they can also make a storyboard similar to those used in unit 3. o Circulate room and help students with projects.  
o If students don’t know where to start

Suggest that they first develop their story further on paper. o If they have their story and don’t know where to start

Suggest that they make a title screen or a first scene.  
o If students get stuck, break the project into smaller parts. Have them focus on the next part that they

can complete.  
o Refer them to the rubric to make sure they know what they need to complete in order to earn the grade

that they want.  
Peer review and discussion

o Circulate the room and make sure students understand the rubric and what they still need to accomplish to finish their project.

Completion of Scratch story project  
o Circulate room and help students with projects. o Collect projects and rubrics.  
o Help students prepare their presentations.

Presentation of stories  
o Have students complete the Peer Grading sheet.  
o Discuss the features used in the various stories. Ask students why certain things work/don’t work well. o To help students vote on the best, you may need to do a quick recap of the stories, i.e. Bob’s story about

Poodles.  
Students should consider both the content and the items in the rubric in their voting.  
If the class does not finish presentations in one day, the voting will be done the next day.

Resources:

• cat story.sb

• Story Project Sample Rubric

• Peer Grading

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Story Project Sample Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Do you have?

Points Possible

Yes

No

Points Earned

The Story

Have at least 3 scenes

10

Have at least 4 scenes

5

Have at least 3 different sprites

10

Have at least 8 say or think boxes

10

Animate the movement of your characters

5

Use broadcast to change scenes in your story

10

Have the characters take turns speaking to each other

5

Have at least one conversation between characters

5

Have a title scene with your name on it

10

Story initializes itself when the flag is clicked

4

The entire story plays once you click the flag

4

The Presentation

Explain an example from your program of how events (broadcast) were used to transition from one scene to another.

10

Peer Grading

12

Extra Credit

Have the best project as voted on by peers

Up to 10

TOTAL:

100

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Computer #\_\_\_\_ VOTING  
From ALL the projects, choose

1ST Place\_\_\_\_\_\_\_\_

2nd Place\_\_\_\_\_\_\_\_

PEER GRADING  
For EACH of the following give the student a score from 1 to 4.

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Use the rubric online to decide the score.  
4 – Student has everything on the rubric: A  
3 – Student has most things on the rubric: B  
2 – Student has some things on the rubric: C  
1 – Student turned in project, but is missing many items: D

Student Name

Score (1-4)

Student Name

Score (1-4)

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