**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
  + 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.
  + Show example: cat story.sb
* Journal Entry: Brainstorm some ideas for your story.
* Review of brainstorming
  + Split students into groups of three.
* Have students rotate so that each student will share brainstorms and receive feedback/suggestions from the other students.
* Develop the story
  + Have them first develop their story on paper.
* Scratch story project
  + 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.
  + Circulate room and help students with projects.
  + If students don’t know where to start
    - Suggest that they first develop their story further on paper.
  + If they have their story and don’t know where to start
    - Suggest that they make a title screen or a first scene.
  + If students get stuck, break the project into smaller parts. Have them focus on the next part that they can complete.
  + 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
  + 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
  + Circulate room and help students with projects.
  + Collect projects and rubrics.
  + Help students prepare their presentations.
* Presentation of stories
  + Have students complete the Peer Grading sheet.
  + Discuss the features used in the various stories. Ask students why certain things work/don’t work well.
  + 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

Story Project Sample Rubric

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |  |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Computer #\_\_\_\_

VOTING

From ALL the projects, choose

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

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

**PEER GRADING**

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) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |