

Unit 1

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Schedules:

- ☒ Schedules are a guide.
- ☒ Time for tasks and breaks should be individualized based on attention span and behavioral needs.
- ☒ Observational data should be collected to document these needs.

Pre-Teaching

Group 1

- ☒ Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- ☒ Manipulatives
- ☒ Direct Modeling by the teacher
- ☒ Hand-under-hand to instruct, and hand-over-hand to model responses.
- ☒ Systematic Prompting
 - Least prompts, Most to Least, Guided Practice (independent; verbal cue; model; physical prompt, if tolerated)
 - Select the individualized prompts and record student response data
- ☒ Lessons broken into smaller segments
- ☒ Repeated practice

Group 2

- ☒ Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group instruction
- ☒ Lessons broken into smaller segments
- ☒ Small group instruction
- ☒ Direct modeling by the teacher
- ☒ Repeated Practice

Group 3

- ☒ Students who have a grade 2 reading level or higher, formal communication systems (verbal or AAC) may need content to be broken down into smaller segments
 - Select content reading level grade 2 or grade 4 for each student
 - Video Modeling or Direct Modeling by the teacher
 - Visuals and manipulatives for improved comprehension
 - Probe length of time on task and needs for breaks and adjust instructional times (record if different from times in the suggested schedules)

Group 1

- ☒ For student with little or no formal communication system:
 - Model and prompt the response
 - May need to only answer like/dislike the task using individualized communication (point to symbol; answer a question with a yes/no response)
 - Have the instructor record the response in the student's journal

Group 2

- ☒ Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group or individual instruction
 - Model expectations and repeat the task for those who did not complete the task
 - Responses may be written, oral with a scribe writing the response in the journal, or may draw a picture.

Group 3

- ☒ Students with a grade 2 reading level or higher
 - May need repeated instruction for the first few lessons

Notes:



Programmed to Dance

Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)



Break (2 min)



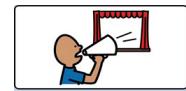
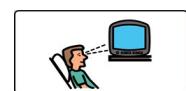
Reflection Prompts (10 min)

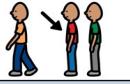
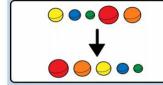
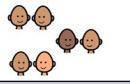
Pre-Teaching Topics & Terms

Topics:

Explain students how to express a dance move in a step-by-step sequential order, how to repeat these steps orally, kinesthetically, written, and/or with illustrations, and explain why the sequence is important when expressing and repeating the dance moves.

Terms:

Terms	Description and Symbol
Director	The one who leads what is going on. 
Follower	The one who is behind who is in charge. 
Observer (the watcher)	The one who looks but does nothing. 
Volunteer	The one who says they can help with doing something. 

Sequence and sequential (what comes next)	What comes next in a certain way.  
Step-by-step	Doing one thing and then another. 
Instructions	What needs to be followed to know what to do.  
Pair	Two things put together in a group.  
Share Thoughts	To give ideas.  

Expectations:

Explain students that in this session, they will be expected to watch a video of a dance, express (orally, written, kinesthetically, and/or with sketches) the dance in a step-by-step sequence, repeat the dance move steps, and explain why the sequence is important in expressing and following the dance moves.



Session Objectives

The purpose of this session is to teach students the importance of sequence in expressing and following the instructions.

Learning Objectives

By the end of this session, students will be able to:

- express a shown dance move in an accurate sequential order
- repeat a sequence of instructed dance moves in an accurate order
- explain the importance of sequence when expressing and following a set of instructions for a dance move.

Resources:

- ¤ Projector
- ¤ Tablets
- ¤ Programmed to Dance videos
 - <http://vimeo.com/28612347>
 - <http://vimeo.com/28612585>
 - <http://vimeo.com/28612800>
 - <http://vimeo.com/28612970>

ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Have a projector ready to present the “Programmed to Dance” videos.
- ¤ Ask for volunteers of students who like to work in groups and who can follow directions from their peers. Then ask students who like to work in groups and give directions to their peers. (groups 2 & 3)
- ¤ From these students, create director (the ones who can give directions)/follower (the ones who can follow directions) pairs. You may assign more than one follower to a director depending on the number of volunteers, but not more than one director to a follower. Ask the rest of the students to be observers.
- ¤ For students who prefer to work individually or students who have little or no formal communication, the UTA should work 1:1 with the student. Model 1 dance move, prompt the student to imitate the move. Once the student imitate the next move, adding another, until the sequence is completed.

Activity Part 2

For each small-group of director/follower

- ¤ Have the followers facing away from the projector display and the directors as well as observers facing the display. In place of watching the “Programmed to Dance” videos on the projector screen, students who prefer to work independently (student names) may want to watch it on their tablets. Make necessary arrangement for them to watch the dance videos on their tablets.
- ¤ Show the video to the director(s) and the observers, but not to the followers. Have the directors describe the dance sequence. Replay the video a few times for students who have difficulty. You may pause a few times as necessary to give them time to comprehend each dance move.
- ¤ For students who prefer to work independently, have a UTA move to a more private area, working from the student’s tablet go through the steps above.
- ¤ For students who have little or no formal communication system, the USATs should perform the sequence. Ask the student to “dance” and document (baseline data) how many moves the student can imitate.

Activity Part 3

- ¤ After watching the videos, ask the directors (student names) to show the steps by dancing, the student directors (student names) to write down the steps on their design journals, to visually draw the steps on their design journals, and/or to orally describe the steps to perform the sequence of dance moves shown in the video to their partner followers. The ones who write and/or illustrate the steps may hand out the writings/illustrations to their partners to read and understand them. USATs may be assigned to these groups to help in both expressing the dance steps and understanding the steps. USATs may facilitate small group discussions with some director/follower pairs of students with characteristics (student names) to exchange the understanding of the dance step instructions.
- ¤ Ask the followers to repeat the kinesthetic, oral, and/or printed dance move steps from the directors. The followers may repeat the steps by dancing (student names), by repeat the steps orally (student names), or may repeat the steps in print (text and/or sketches).
- ¤ For students who are not successful and for the students who have little or no formal communication, the USAT should perform the dance sequence and have the student repeat the sequence.

Activity Part 4

- ¤ Using the reflection prompts, start a discussion about the importance of sequence in specifying a set of instructions. The students may write and/or sketch their responses on their design journals, participate in small or large group discussions to share their thoughts.
- ¤ For students who are unsuccessful or have little or no formal communication system, the USAT should write their response in their design journal or using symbols’ the student should point to like/dislike and the USAT should note that in the journal.

Adjusted Reviewing Student Work (Evaluation)

- ❑ Can students explain orally, in writing, and/or in illustrations what is important about sequence when expressing and/or following instructions?
- ❑ Can students write down and/or illustrate step-by-step instructions for a dance?
- ❑ Can students describe how to perform a sequence of dance instructions orally, in writing, and/or in drawings?

Notes by the Teacher:

Notes to the Teacher

- ❑ Document the names of students who need frequent break.
- ❑ Document the students who need extended time.
- ❑ For students with tendency to persevere on a topic, involve teacher aid for individualized assistance (Student names here).
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Students who seem agitated and/or uncooperative, being destructive, showing repetitive and idiosyncratic speech patterns, and/or anxiety, move them to individual workstation or another room (calming/quiet area).
- ❑ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation.

SCRATCH

Step-by-Step

Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (5 min)



Break (2 min)



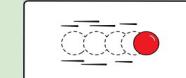
Activity Part 4 (10 min)

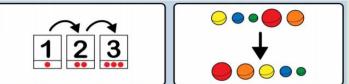
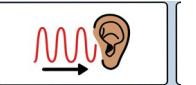
Pre-Teaching Topics & Terms

Topics:

Show students how to access their Scratch accounts, and where the Tips Window is. Show them the Getting Started with Scratch tutorial. As they watch the step-by-step tutorial, model them how to create the project shown in the tutorial. Show them how to save the project, and how to share it in the class studio.

Terms:

Terms	Description and Symbol
Animated (can move)	Something that moves a lot. 
Motion	When an object is not staying in place. 
Sprite	What is used on the computer screen. 
Looks	How something is dressed, the style or what is on it. 

Costumes	Are what can be worn. 	Step-by-step	Doing one thing and then another. 
Sound	What you hear. 	Scratch Block	What you use to make your project move or make sounds. 
Backdrop	What you see in the background. 	Class Studio	The place where your projects are kept. 
Project Editor	A part of scratch that fixes problems. 	Expectations: Create the dancing cat project, save the project, and share it in the class studio.	
Project Tutorial	A part of Scratch that gives ideas. 	Session Objectives The purpose of this session is to teach students how to create a dancing cat project by showing them a step-by-step tutorial, how to save the project, and how to share it in a classroom studio.	
Creative	When a person is good at making art. 	Learning Objectives By the end of this session, students will be able to 1. Create a dancing cat project consisting of at least two Scratch blocks snapped together. 2. Save the project in the student's account. 3. Share the project in the class studio.	



ACTIVITY DESCRIPTION



Activity Part 1

- Help and ask USATs to help students sign in to their Scratch accounts and click on the “Create” button at the top of the Scratch website to open the project editor.
- Have the Step-by-Step handout and Scratch Cards available to guide students during the activity.

Activity Part 2

- Open the Getting Started with Scratch video tutorial on the Projector, and do a guided screening of the video for students grade 3 to 4 or higher reading level (group 3) to play the video step-by-step while modeling the steps for students to follow along
- Ask USATs to help students with a Pre-k to grade 2 reading level, (group 2) to follow along these steps
- Have students with a pre-K and higher reading level to click on the Tips window and follow the Getting Started with Scratch video tutorial on their own to create an animated program. Ask USATs to assist students with (student names) to follow along the steps in the video.
- Encourage students (student names) to add other blocks and experiment with motion, sprites, looks, costumes, sound, or backdrops to make the project their own, using guided practice as needed (student names).
- For students who are struggling and for students with no or little formal communication, the USAT should work 1:1, demonstrate each step having the student repeat each step, in a step-by-step sequence.

Activity Part 3

For students with a pre-K reading level and above (groups 2&3)

- Let students (student names) share their first Scratch creations with one another by showing them on their screen
- Ask USATs to provide guided practice to help students who like to work individually or who miss some steps (student names) to share and add their projects to a class studio.

For students who are struggling:

- Model both saving the project and sharing the project in a class studios (student names) to follow along. You may ask USATs to model as well.

For students who have limited or no formal communication system:

- Have the USATs help by working 1:1 with the students (group 1). the USAT should work 1:1, demonstrate each step having the student repeat each step, in a step-by-step sequence.

Activity Part 4

- Using the reflection prompts, start a discussion about the importance of sequence in specifying a set of instructions. The students may write and/or sketch their responses on their design journals, participate in small or large group discussions to share their thoughts.
- For students who are unsuccessful or have little or no formal communication system, the USAT should write their response in their design journal or using symbols' the student should point to like/dislike and the USAT should note that in the journal.

Resources:

- Scratch Account handout
- Join Scratch instructional video
- Scratch Explore handout
- Scratch Community Guidelines

Reviewing Student Work

- ☒ Were students able to open Scratch and find the Tips Window?
- ☒ Were students able to create a dancing cat project consisting of at least two Scratch blocks snapped together?
- ☒ Were students able to save and share projects?

Notes by the Teacher:

Notes to the Teacher

- ☒ Create a studio for the class to collect student work. Start a class Studio for each session or unit using your Scratch account and give students (student names) link to add their projects for the session or unit. Ask USATs to help struggling students (student names) to go to the class studio for the sessions or units. For students who are unable to complete this task, have the USATs set it up.
- ☒ Document the names of students who need frequent break.
- ☒ Document the students who need extended time.
- ☒ For students with tendency to persevere on a topic, involve teacher aid for individualized assistance (Student names here).
- ☒ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ☒ Students who seem agitated and/or uncooperative, being destructive, showing repetitive and idiosyncratic speech patterns, and/or anxiety, move them to individual workstation or another room (calming/quiet area).
- ☒ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation.

10 Blocks

Session Schedule



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



Activity Part 3



Break (2 min or as needed)

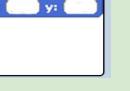
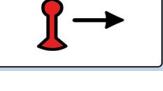
Pre-Teaching Topics & Terms

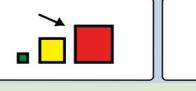
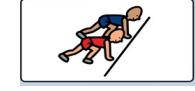
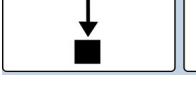
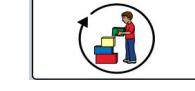
Topics:

Show students how to sign in, create a project, and use these 10 blocks (go to, glide, say, show, hide, set size to, play sound until done, when this sprite clicked, wait, and repeat) in a meaningful project with a start, process, and an end. Show students how to add the project into a class studio for this 10 Blocks activity.

Terms:

Terms	Description and Symbol
Projector	Used to show pictures from computer screen.
Create	To make or put together.
Scratch Account	What is logged on to.
Project	What you make on Scratch.

Class Studio	Where all the class projects are kept together.  
Scratch Block	What is clicked on to move, make a sound or do something else. 
Go to	Make something go to a certain place.   
Glide	To move in a smooth way.  
Say	To make a speech bubble and words  
Show	To make something be seen or appear  
Hide	To make go away.  

Set size to	A way to make bigger or smaller.   
Start Sound	Make sound happen.  
Until done	Waiting for something to be done all the way.  
When this Sprite Clicked	Will make something happen when Sprite clicked.    
Wait	Pause for a certain amount of time.  
Repeat	To do the same thing over and over for a set time  

Expectations:

Students will be expected to sign in to their Scratch accounts, create a new project, and use the 10 blocks in the projects, and add the project into the class studio for this activity.

Session Objectives

The purpose of this session is to teach students how to create a project using 10 blocks (go to, glide, say, show, hide, set size to, play sound until done, when this sprite clicked, wait, and repeat), which has a start, a process, and an end. This session also targets to teach students how to add a project to a class studio.



Learning Objectives

By the end of this session, students will be able to:

1. Use all of the following 10 blocks in a project; go to, glide, say, show, hide, set size to, play sound until done, when this sprite clicked, wait, and repeat.
2. Create a project with a start, a process, and an end
3. Add a project to a class studio.

Resources:

- ¤ Projector
- ¤ 10 Blocks Handout
- ¤ 10 Blocks Instructional Video
- ¤ Class Studio for 10 Blocks

ACTIVITY DESCRIPTION



Activity Part I

- ¤ Model on the projector how to sign into Scratch accounts and create a new project by clicking on the Create button on the top of the Scratch website for students a pre-K reading level and higher (student names) to follow. Ask USATs to help struggling students and those with little or no formal communication system (student names) sign into their Scratch accounts and click on the Create button at the top of the Scratch website to start a new project. Use systematic prompting as needed.

Activity Part 2

- ¤ Ask students with a second grade reading level and higher (student names) to create a project with only the following 10 Scratch blocks. Model on the projector how to create a project with only the following 10 Scratch blocks for students with a pre-K to grade 1 reading level (student names). Ask USATs to help struggling students and those with little or no formal communication system (student names) create a project with only the following 10 Scratch blocks. Use systematic prompting as needed.
 - a. Go to
 - b. Glide
 - c. Say
 - d. Show
 - e. Hide
 - f. Set size to
 - g. Play sound until done
 - h. When this sprite clicked
 - i. Wait
 - j. Repeat

Activity Part 3

- Demonstrate on the project how to add their projects into class studio for students (student names) to follow. For students with a pre-K reading level and higher, have them follow along using the handout. Ask the USATs to help struggling students and those with little or no formal communication system (student names) sign into their Scratch accounts and click on the Create button at the top of the Scratch website to start a new project. Use systematic prompting as needed.
- Ask students to share their projects in groups. Students who prefer to work in groups (student names) may share their projects with the whole class. Students who prefer to work alone (student names) may share them with one or two of their close friends, or (student names) may share them with USATs, struggling students (student names) and students who do not share with others may reflect on their design journals in writing and/or with symbols/sketches. Use the reflection prompts to guide the discussions and/or reflections. Students with little or no formal communication should be asked if they like/dislike the activity working 1:1 with the USATs using systematic prompting as needed.

Notes by the Teacher:

Notes to the Teacher

- Collect duration data on the students who require frequent breaks.
- Collect duration data for students who need extended time to complete the tasks.
- For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- Use common and familiar words in your verbal instructions for students having difficulty communicating providing symbols or other visuals as needed.
- Use common and familiar words in your verbal instructions for students having difficulty communicating.

my Studio

Session Schedule



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



Activity Part 3



Break (2 min or as needed)



Activity Part 4

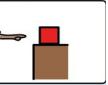
Pre-Teaching Topics & Terms

Topics:

Show students how to create a Scratch studio, how to find a project in an existing Scratch studio, how to revise this project, and how to add this project after revision into a newly created Scratch studio

Terms:

Terms	Description and Symbol
Scratch Studio	Place where what was made is kept.
Project	What is made on scratch.
Existing (Finished) Project	What was already made on scratch.
Inspiration (Motivation)	What makes you want to do something.

Revision (to change)	To make better or a second try.  
Identify (to find)	To show what something is.  
Give credit (to praise)	Give praise to someone.  

ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Demonstrate for all students how to create a new studio. Have students with a pre-K reading level and higher to follow along with the My Studio Handout. Ask the USATs to demonstrate in small groups for struggling students (student names) how to create a new studio. For students with little or no formal communication, ask USATs to work 1:1 using systematic prompting.

Expectations:

Students will be expected to create Scratch studio, browse projects in existing Scratch studios for inspiration and further revision, add the revised project into a newly created Scratch studio.

Session Objectives

The purpose of this session is to teach students how to create a Scratch studio, how to find a project in an existing Scratch studio, how to use this project for inspiration and further revision, and how to add this project after revision into a newly created Scratch studio.



Learning Objectives

By the end of this session, students will be able to:

1. Create a Scratch studio
2. Locate an existing project in a Scratch studio for inspiration and further revision
3. Add a revised project into a newly created Scratch studio

Activity Part 2

- ¤ Show the example studios using the links under resources for inspiration. Ask students with a pre-K reading level and higher (student names) to browse existing projects on these example studios. Ask USATs to help struggling students (student names) and students with little or no formal communication system to browse existing projects on these example studios using systematic prompting having the students model each step .
- ¤ Ask students with a pre-K reading level and higher (student names) to identify one or more projects that can be used to inform and inspire a project of their own. Show struggling students (student names) several projects and ask them to identify one or more that can be used to inspire a project of their own. Ask USATs to work 1:1 with students who have little or no formal communication system showing several projects asking the student with symbols like or don't like the projects.

Reviewing Student Work

Activity Part 3

- Ask students with a pre-K reading level and higher (student names) to create a new studio from their My Stuff page and add the inspirational projects to this new studio. Working in small groups ask USATs to help struggling students (student names) using systematic prompting as needed. Working 1:1 with students who have little or no formal communication, USATs should demonstrate a project systematically prompting the student to model each step to complete the project. For the students who modeled each step, ask them to create a new studio from their My Stuff page.

Activity Part 4

- Invite students to share their approaches for finding inspirational programs. Students who prefer to work in groups may share their approaches with the whole class. Students who prefer to work alone (student names) may share them with one or two of their close friends or with the USAT. Students with expressive language difficulty may reflect on their design journals in writing and/or with symbols/ sketches. Use the reflection prompts to guide the discussions and/or reflections. USATs should ask students with little or no formal communication system if they like/don't the project using the appropriate symbols.

Notes to the Teacher

- Create a studio for the class to collect student work. Start a class Studio for each session or unit using your Scratch account and give students (student names) the link to add their projects for the session or unit. Ask USATs to help struggling students and students with little or no formal communication system (student names) to go to the class studio for the sessions or units, using systematic prompting as needed.
- Collect duration data on the students who require frequent breaks.
- Collect duration data for students who need extended time to complete the tasks.
- For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance (Student names here).
- Use common and familiar words in your verbal instructions for students having difficulty communicating providing symbols or other visuals as needed.
- Use common and familiar words in your verbal instructions for students having difficulty communicating.

Resources:

- My Studio handout
- My Studio Instruction Video
- Example studios
 - <http://scratch.mit.edu/studios/211580>
 - <http://scratch.mit.edu/studios/138296>
 - <http://scratch.mit.edu/studios/138297>
 - <http://scratch.mit.edu/studios/138298>

Notes by the Teacher:

DEBUG IT!

Pre-Teaching Topics & Terms



Pre-teaching (10 minutes)



Activity Part I



Break (2 min)



Activity Part 2 (2min)



Break (2 min)



Activity Part 3



Break (2 min)

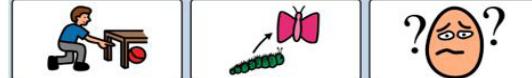
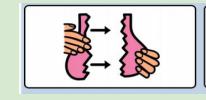


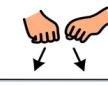
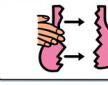
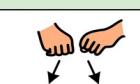
Activity Part 4

Topics:

Show students how to access their Scratch accounts, and where the Tips Window is. Show them the Getting Started with Scratch tutorial. As they watch the step-by-step tutorial, model them how to create the project shown in the tutorial. Show them how to save the project, and how to share it in the class studio.

Terms:

Terms	Description and Symbol
Debug	Find and change problems. 
Fix	Change problems to make better. 
Investigate (Explore)	To look at so you can understand. 

Buggy (many errors)	A lot of problems.  
Tinker	Try and fix.   
Code	Create a program.  
Problematic (difficult)	Takes more work to do. 
Solution (answer)	What is done to deal with problem. 
Challenge (web activity)	Something to do. 
Testing (to try more than once)	To try over and over.   

Expectations:

Describe Scratch, explain different sections of Scratch environment, explain what can be done with Scratch.

Session Objectives



This session targets to teach students how to identify, investigate, and offer a solution to a problem with a Scratch project.

Learning Objectives

By the end of this session, students will:

1. Identify a problem with a Scratch project
2. Investigate a problem with a Scratch project
3. Offer a solution to a problem with a Scratch project

Resources:

- ¤ Unit 1 Debug It! handout
- ¤ Unit 1 Debug It! instructional video
- ¤ Unit 1 What to Debug It! instructional video
- ¤ Unit 1 Debug It! studio at <http://scratch.mit.edu/475483>.

ACTIVITY DESCRIPTION



Activity Part 1

- ❑ Have the Unit 1 Debug It! handout available to guide students with pre-K and above reading level (groups 2 & 3). For students who cannot follow the handout (groups 1 & 2) demonstrate and prompt modeling
- ❑ Show students with a pre-K reading level and above (groups 2 & 3) how to open one of the Debug It! projects, and debug the problem in the project.
- ❑ Have students with a pre-K reading level and above (groups 2 & 3) watch the Unit 1 Debug It! instructional video. Students who use AAC or & other visuals who enjoy videos (groups 1 & 2) watch the video.
- ❑ Document which students followed the video and those that did not

Activity Part 2

- ❑ Have students with a pre-K reading level and above (groups 2 & 3) how to open each of the projects on the Debut It! handout, and explain them what they are expected to debug. Encourage them to click on the “Look Inside” button to investigate the buggy program, tinker with problematic code, and test possible solutions.
- ❑ For students who cannot follow small group instruction or who prefer to work independently demonstrate then prompt modeling. Some students may need to be prompted after each step.
- ❑ Have students with a pre-K reading level and above (groups 2 & 3) watch the Unit 1 Debug It! instructional video. Students who use AAC or & other visuals who enjoy videos (groups 1 & 2) watch the video.
- ❑ Document the level of prompting needed for each student.

Activity Part 3

- ❑ Give students with characteristics (student names) time to test and debug each Debug It! challenge. Ask USATs to help students with characteristics (student names).

Activity Part 4

- ❑ Ask students with a pre-K and above reading level to reflect back on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format, and ask students who prefer to work in groups to discuss with their peers or with USATs (for students who prefer to work alone.)
- ❑ For students who do not have a formal communication system and could complete Activities 1 & 2, ask if they like the activity as listed in general accommodations section.
- ❑ Document each students' responses.

Notes to the Teacher

- ❑ Collect duration data on the students who require frequent breaks.
- ❑ Collect duration data for students who need extended time to complete the tasks.
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance (Student names here).
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating providing symbols or other visuals as needed.

Notes by the Teacher:

About me!

Session Schedule



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min)



Activity Part 2



Break (2 min)



Activity Part 3



Break (2 min)



Activity Part 4

Pre-Teaching Topics & Terms

Topics:

Show students a few sample “About Me projects” from the About Me studio. Demonstrate how to create a simple About Me project.

Terms:

Terms	Description and Symbol
Interactive Collage (Project you can click on)	Group of pictures that you can add sounds, words or make move. 
Sprite	What moves or makes sounds. 
Studio	Where the projects are all kept 
Work-in-progress (What you are working on now)	The current project that is being worked on 

Expectations:

Tell the students that they are expected to complete an About Me project, where they will create a simple interactive project telling at least one thing about themselves. Tell them that they are expected to discuss their projects/work-in-progresses with a peer, USAT, or on their design journals.

Session Objectives

This session is aiming to teach students how to create an About Me interactive collage in Scratch, and discuss their projects/work-in-progress with their peers, USATs, and/or on their Design Journals.

Learning Objectives

By the end of this session, students will:

1. Create a simple About Me project
2. Share their About Me project with a peer, USAT, and/or on their Design Journals

Resources:

- ¤ My Studio handout
- ¤ My Studio Instruction Video
- ¤ Example studios
 - <http://scratch.mit.edu/studios/211580>
 - <http://scratch.mit.edu/studios/138296>
 - <http://scratch.mit.edu/studios/138297>
 - <http://scratch.mit.edu/studios/138298>

ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Introduce students to the concept of the interactive collage, a Scratch project that represents aspects of themselves through clickable sprites.
- ¤ Walk through some of the interactive project examples from the About Me studio for students with a grade 2 and higher reading level. Ask students with who followed previous videos to watch the About Me instructional video.
- ¤ Ask USATs to show a few sample “About Me” to students with a pre-k to grade 2 reading level (group 2) in small group or individually.
- ¤ Ask USATs to work individually with students who do not have a formal communication system and those who are having a difficulty using a demonstrate/model or demonstrate/prompt model strategy.
- ¤ Document which students followed the video and those that did not.



Activity Part 2

- ¤ Do a sample About Me project for students with a pre-k reading level and above (groups 1&2).
- ¤ Ask USATs to work individually with students who do not have a formal communication system and those who are having a difficulty using a demonstrate/model or demonstrate/prompt-model strategy (this may need to be done one step at a time) showing them how to create a sample “About Me” project.
- ¤ Document the prompt level needed by each student.

Activity Part 3

- ❑ Have students sign in to their Scratch accounts and open a new project. For students who cannot or will not sign in, sign in for them.
- ❑ Have About Me handout available to provide guidance for students a pre-K reading level or higher.
- ❑ Give student time to create an About Me interactive collage Scratch project.
- ❑ Ask USATs to help students with little or no formal communications systems and those who are struggling using the strategies in Activity 2.
- ❑ Document the prompt level needed by each student.

Notes by the Teacher:

Activity Part 4

- ❑ Allow students with to share their works-in-progress with others. Have students with characteristics (student names) share and discuss their projects with their peers, students who prefer to work alone with USATs
- ❑ Student may choose to write (student names), draw/sketch (student names) their discussions on their Design Journals using the reflection prompts.
- ❑ Ask students (student names) to add their project to the class studio.
- ❑ Ask USATs to prompt students, with little or no formal communication or who are struggling, to demonstrate their project.

Notes to the Teacher

- ❑ Collect duration data on the students who require frequent breaks.
- ❑ Collect duration data for students who need extended time to complete the tasks.
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance (Student names here).
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating providing symbols or other visuals as needed.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.

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