

Unit 0

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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

A. *Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction including the use of manipulatives and direct modeling with systematic prompting to imitate the teacher's directions, including hand-under-hand and hand-over-hand instruction (group 1)*

B. *Students who use AAC and/or other visuals for comprehension-and have some sight words or pre-k reading levels need may need the instruction to be broken down into smaller, repeated practice, and small group instruction. (group 2)*

C. *Students with grade 2 reading levels or higher, formal communication systems (verbal or AAC) may need content broken down into smaller chunks, modeling by the teacher, visuals and manipulatives for improved comprehension, small group instruction (group 3)*

Notes:

INTRODUCING SCRATCH

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)

Pre-Teaching Topics & Terms

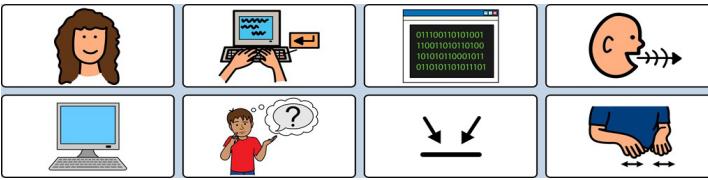
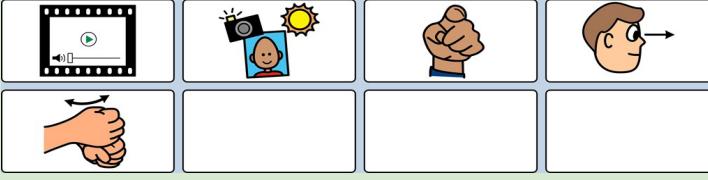
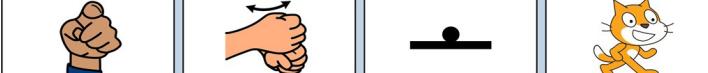
Topics:

Ask students to express their past experiences with computers. Ask them what the computers are used for. Ask them what they would want to make on computers.

For students with little or no formal communication systems, low tech AAC, sight word or non-readers have them demonstrate what they do with tablets or computers. (group 1)

Terms:

Terms	Description and Symbol
Computation	When you do math.    
Scratch	A place on the computer that you share your ideas.        
Create	When you make something.   

Environment	A place where you do things. 
Programming	When a person types codes that tell a computer what to do 
Media	Videos and pictures that you can see or make. 
Scratch Projects	What you will be creating on scratch. 

Expectations:

Express their experiences with computers, what computers are used for, and what they would want to create on computers.

Session Objectives

This session aims to introduce students to computational creation with the Scratch programming environment by asking their past experiences with computers, showing them the Scratch overview video, and asking them to imagine and express what they would like to create on computer using Scratch.



Learning Objectives

By the end of this session, students will:

1. Be able to imagine possibilities for their own Scratch-based computational creation
2. Be able to explain orally, in writing, and/or with illustrations/sketches their past experiences with computers in terms of what they do, play, or make on computers in at least 1 complete sentence, and/or sufficient number of illustrations/sketches.
3. Be able to explain orally, in writing, and/or with illustrations/sketches what the computers are used for in at least 1 complete sentence, and/or sufficient number of illustrations/sketches.
4. Be able to explain orally, in writing, and/or with illustrations/sketches what they want to create on computers in at least 1 complete sentence, and/or sufficient number of illustrations/sketches.

Resources:

- ☒ Students with little or no formal communication systems, low tech AAC, sight word or non-readers and students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading may need teacher demonstration and prompting for responses. Grp 1&2)
- ☒ Projector for showing Scratch overview video (optional)
- ☒ Tablets to view the Scratch overview video (optional)
- ☒ Scratch overview video (Local File)

ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Ask students to talk about, to write and/or to illustrate/sketch their experiences with computers and what computers are used for using the reflection prompts part 1.
- ¤ Students with little or no formal communication should demonstrate what they do with their computers or tablets.
- ¤ Document student mode of response.

Activity Part 2

- ¤ Introduce students to creative computing with Scratch by showing the adjusted Scratch overview video.
- ¤ For students who do not respond to the video, the teacher or support staff may need to demonstrate the overview in small groups (group 2), or 1:1 instruction (group 1).
- ¤ Document the names of the students who need small group and 1:1 instruction.
- ¤ Explain students that over the next several sessions they will be creating their own interactive computational media with Scratch.

Activity Part 3

- ¤ Introduce students the range of projects they will be able to create by showing some sample projects from Scratch -> Explore -> Projects section.
- ¤ Using the reflection prompts, part 2, ask students to imagine, orally describe, write and/or illustrate the types of projects they would like to create with Scratch.
- ¤ Document whether the student response is the same as in Activity 2, if not, how the student responded.

Reviewing Student Work

- ¤ Did students explain orally, in writing, and/or with illustrations their experiences with computers and what they create with computers in at least 1 complete sentence, and/or sufficient number of illustrations to represent one usage of computers and what the usage is for?
- ¤ Did students explain in writing, orally, and/or with illustrations what they want to create with Scratch in sufficient general details including the type, purpose and at least 2 details?

Notes to the Teacher

- ¤ If you do not have internet access, download the Scratch overview video from Vimeo before class, available at <http://videmo.com/65583694>
- ¤ Instead of writing out their answers to the reflections prompts, encourage students to get creative by drawing their responses. (e.g., draw different ways you interact with computers)
- ¤ 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.
- ¤ 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.
- ¤ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation.

Notes by the Teacher:

SCRATCH ACCOUNT

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)



Activity Part 4 (8 min)

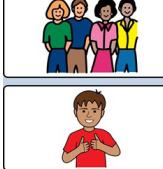
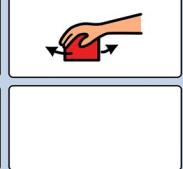
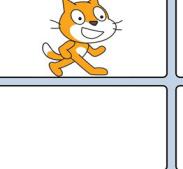
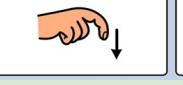
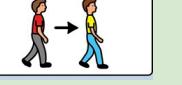
Pre-Teaching Topics & Terms

Topics:

Show students how to run Scratch app, how to create a Scratch account, what Scratch online community is and how to access to contribute, and the guidelines for being a member of the Scratch online community.

Terms:

Terms	Description and Symbol
Account	What you open to be on scratch.
Login	When you type your name and password to get on to scratch.
Logout	When you leave your scratch account

Create Account.	When you make an account.    
Scratch online community.	Group of people that use scratch like you do.        
Online Community Guidelines	Rules that you need to follow.    
Scratch Studio	Place where projects are put on Scratch.    
Scratch Projects	What you will be creating on scratch    

Session Objectives

The purpose of this session is to show students how to create a Scratch account, to assist them create Scratch account and learn how to login, to show Scratch online community, and review Scratch online community guideline.



Learning Objectives

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

1. Create a Scratch account.
2. Login and logout of their Scratch accounts.
3. Explore the Scratch online community.
4. Review Scratch community guidelines.

Resources:

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

Expectations:

Reproduces Scratch account name and password. Login and logout of Scratch account.

ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Email Address: Scratch online accounts require an email address. If students cannot provide a personal or school email address, a teacher or parent/guardian email address may be used. Plan in advance if permission slips for online accounts need to be collected.
- ¤ Help students navigate to the Scratch website at <http://scratch.mit.edu>.
- ¤ Help students click on “Join Scratch” to get started creating a Scratch account.
- ¤ Have the Scratch Account Handout available to guide students with a grade 2 reading level or higher (group 3)
- ¤ For students who have a pre-k reading level play the “Join Scratch” short instructional video. (group 2 and possibly 3)
- ¤ For students with a Pre-k reading level or lower, model creating a Scratch account by creating a sample account in a step-by-step fashion.
- ¤ For student who do not or cannot create a Scratch account, create the account for them.
- ¤ Document students who can work independently, need prompting, or need to have a teacher or assistant sign them into the account.

Activity Part 2

- ¤ Give students time to create Scratch account and update their Scratch profile page.
- ¤ You may opt to create a Scratch Teacher Account.
- ¤ Encourage students to practice signing in and out of their accounts.
- ¤ To make it easier for members of the class to find and follow one another’s Scratch profiles, consider creating a class list of usernames and passwords for all the students.
- ¤ For students who do not follow one another’s Scratch profiles, show some of their peers’ work.
- ¤ Document students who work independently, need prompting, or need 1:1 demonstration.

Activity Part 3

- ¤ Model exploring the Scratch online community.
- ¤ Have the Scratch Explore handout available to guide students.
- ¤ Have students explore the online community.
- ¤ Prompt students who cannot or do not explore independently work 1:1 or in small groups, model the teacher or assistant in a step-by-step fashion.
- ¤ Document the supports needed.

Activity Part 4

- ¤ Post the Scratch Community Guideline somewhere visible in the classroom.
- ¤ Copy the Scratch Community Guideline handout for students who need a copy at their station.
- ¤ Model the key points of the guideline.
- ¤ Discuss respectful and constructive behavior as a class discussion with students.
- ¤ For students who are struggling, work 1:1, praising appropriate responses and redirecting inappropriate responses.
- ¤ Document level of support needed, and for those students with little or no communication ask if the like/don’t like the activity.

Notes to the Teacher

- ☒ Teachers may prefer providing their email or creating a class email address, as notifications of any inappropriate behavior on the Scratch website will be sent to the email that is registered with the account.
- ☒ Check if any students already have an online account.
- ☒ To remember password while maintaining privacy, have students write down their username and password in sealed envelopes that are kept in a secure place in the classroom
- ☒ 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.
- ☒ 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.
- ☒ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation.

Notes by the Teacher:

SCRATCH DESIGN JOURNAL

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)

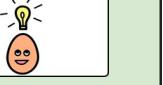
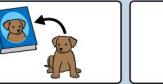
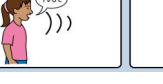
Pre-Teaching Topics & Terms

Topics:

Introduce the idea of digital/physical design journal, explain what students will be asked to do on digital/physical design journals, show example design journals, model how to keep a design journal.

Terms:

Terms	Description and Symbol			
Environment	A place where you do things.    			
Scripting Area	Place on scratch where you change your sprites.        			

Snap	When your scratch blocks go together.   
Scratch Blocks	What you use to make your projects move or make sounds.        
Digital/Physical Design Journal	A piece of paper or place on computer you use. You think and write your ideas.        
Reflection	You think about ideas and write, draw or talk about them.        
Sketch.	An easy drawing you make.    

Expectations:

- Recording ideas on design journal.

Session Objectives

By completing this activity, students will

1. Start a personalized digital design journal for documenting their design and reflections in text, sketch, and/or audio-recording depending on students' characteristics and preferences.



ACTIVITY DESCRIPTION



Activity Part 1

- ¤ Introduce students to the idea of the design journal, a physical or digital (Morpholio Journal, Autodesk SketchBook, SuperNote, Noted, AudioNote 2, etc.) notebook where they can brainstorm ideas and share personal reflections, similar to a personal journal or diary. (Give short verbal instruction to the students who need low tech AAC and other visuals and read at a pre-K level (group 2).)
- ¤ Explain that students will be prompted to update their design journals throughout their Scratch programming adventures. Encourage them to add to their journals anytime during the process of designing projects to capture ideas, inspiration, notes, sketches, questions, frustrations, triumphs, etc. in print, audio, and/or sketch format (Identify which students in terms of characteristics and with specific names would feel more comfortable to take notes in print, to draw sketches, to record audio, etc. Students with pre-K reading level and higher should have a choice in response mode). (groups 2 and 3)
- ¤ Give short verbal instruction and breaks to the students based on attention span and behavior (group 2). If variable, document break times for specific student needs)

Activity Part 2 Contd.

- ¤ (Give short verbal instruction to the students who use AAC and/or read at the Pre-K1 level (group 2).
- ¤ Demonstrate and provide examples for student who have no formal communication systems (group 1)
- ¤ Play the instructional videos of how to keep design journals.
- ¤ (Give short verbal instruction to the students who use AAC and/or read at the Pre-K level (group 2)
- ¤ Demonstrate and provide examples for student who have no formal communication systems. Have students imitate your examples using systematic prompting (group 1).
- ¤ Provide frequent pauses after each step, model the step, and have students repeat the step for students who did not respond or appeared slightly frustrated (record student names to whom this applies.

Activity Part 3

- ¤ Ask students to create their first design journal post by responding to the reflection prompts
- ¤ Encourage students to share (print, oral presentation, discussions/sharing with a peer/undergrad SATs, drawing, etc. – (groups 2 & 3)
- ¤ For students who have little or no formal communication system. Demonstrate a design, then prompt the student to create their own design in the journals, prompting as needed. (group 1)

Activity Part 2

- ¤ Look through and show some sample design journals to get ideas for what type of design journals will work best for your students. Give students time to start and personalize their design journals.
- ¤ (Give short verbal instruction to the students with pre-K reading level (group 2).
- ¤ Demonstrate and provide examples for student who have no formal communication systems (group 1)
- ¤ Post the visual step-by-step digital design journal guide(s).

Resources:

- ¤ Sample design journals
 - Samples of digital design journals (Morpholio Journal, Autodesk SketchBook, SuperNote, Noted, AudioNote 2)
 - <http://olivialattanzi.blogspot.com/>
 - https://docs.google.com/presentation/d/1ZqFg_GjL9sIpK2NpDyFzuAX0dB6iAM3J4iOgV3guym4/edit#slide=id.p28
- ¤ Paper and craft materials (for paper journals)

Reviewing Student Work

- ❑ Were students able to write, sketch, audio-record, and/or share ideas for at least one project in their design journal? (List both students who complete and did not complete the task as described above)

Notes by the Teacher:

Notes to the Teacher

- ❑ During other guide activities, facilitate group discussions around relevant reflection prompts.
- ❑ Decide students for whom the design journals should be private or public.
- ❑ Frequent breaks for students whose attention spans and/or behavior warrant (groups 1 and 2).
- ❑ Extended time for students who have this accommodation in the IEP. Adjust time on task based on formative data.
- ❑ 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 (groups 1, 2, and if needed, group 3)
- ❑ Students who seem agitated and/or uncooperative, being destructive, showing repetitive and idiosyncratic speech patterns, and/or anxiety (document which students), move them to individual workstation or another room (calming/quiet area). If a student repeatedly exhibits such behaviors, the student should be withdrawn from the study.
- ❑ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation (document these students to determine if further modification will ensure success in the program).

SCRATCH SURPRISE

Session Schedule



Pre-teaching (10 minutes)



Break (2 min)



Introduction (10 min)



Break (2 min)



Step-by-step Activity (15 min)



Break (2 min)



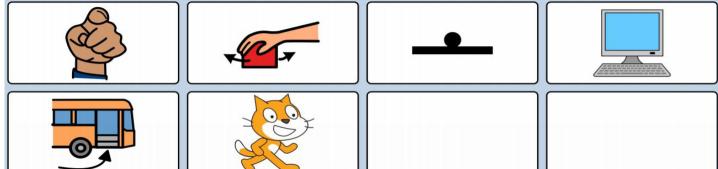
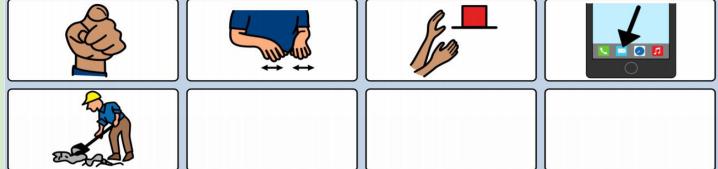
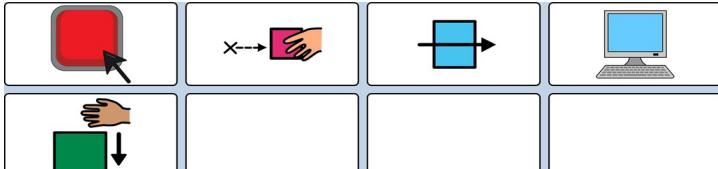
Reflection Prompts (10 min)

Pre-Teaching Topics & Terms

Topics:

Introduce the activity, Run Scratch App, explore different sections of Scratch environment, Drag and drop some Scratch blocks into scripting area, snap a few Scratch blocks, snap a few Scratch blocks together.

Terms:

Terms	Description and Symbol
Scratch App	What you use on computer to get on scratch. 
Run Scratch App	What you do to get the Scratch app to work. 
Drag and Drop.	Click on a button, move across computer screen and let go. 

Terms continued:

Scratch environment
Scratch Cat (Sprite)
Scratch Blocks
Sign-In
Snap
Scripting area

Expectations:

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

Introduction

Can you make the Scratch Cat do something surprising?

You will make new project with blocks to make the cat move.

What will you create?

Reviewing Student Work

- ❑ Were they able to describe their understanding of Scratch in one full sentence? (i.e., it is a visual and block-based programming environment)
- ❑ Were students able to describe what can be done with Scratch in at least one full sentence (With Scratch, you can program animations, games, stories, etc.)?
- ❑ Were students able to run Scratch and sign into their account?
- ❑ Were they able to create a new project?
- ❑ Were they able drag at least one Scratch block into the Scripting area?
- ❑ Were they able to snap at least three blocks together?

Notes to the Teacher

- ❑ During other guide activities, facilitate group discussions around relevant reflection prompts.
- ❑ Decide students for whom the design journals should be private or public.
- ❑ Frequent breaks for students as data indicates.
- ❑ Extended time for students as indicated in the IEP.
- ❑ For students with tendency to persevere on a topic, involve teacher aid for individualized assistance (Document this need).
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating (Groups 1& 2)

Notes by the Teacher:

SCRATCH

Scratch Studio

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 (10 min)



Break (2 min)



Activity Part 4 (10 min)

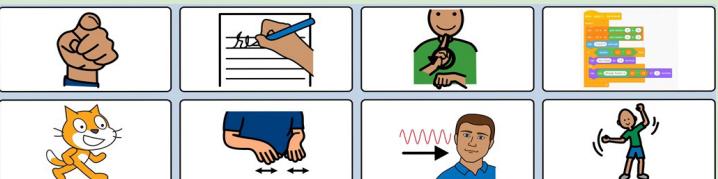
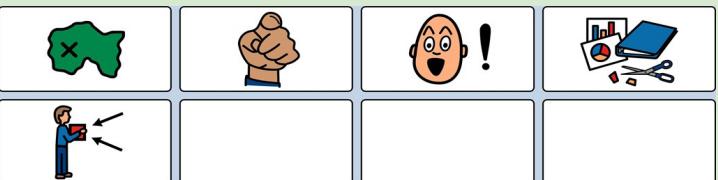
Pre-Teaching Topics & Terms

Topics:

Explain what Scratch Studio is, show them how to log in to Scratch account and access Scratch Surprise studio or class studio, show them how to add a program into a studio, show them how to post a comment to a project in a Scratch studio.

Terms:

Terms	Description and Symbol			
Scratch Studio	The Place where your projects are kept on scratch.			
Feedback	What people type to you about what you do.			
Comment.	What you type to a person about their project.			

Program	What you are writing with blocks to make sprite move or make sounds. 
Class Studio	Place where your class projects are kept. 
Scratch Surprise Studio.	Place where your surprise projects are kept. 

Expectations:

Add projects to a Scratch studio, make a comment to a Scratch project in a Scratch studio.

Session Objectives

The purpose of this session is to explain what Scratch Studio is, to teach how to access Scratch Studio and add a program into a Scratch studio, explore projects in Scratch studios, and post comments to projects in Scratch studios.

Learning Objectives

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

1. Explore Scratch studios
2. Access a Scratch studio
3. Add a program into a Scratch studio
4. Post comments to a project in a Scratch studio



ACTIVITY DESCRIPTION



Activity Part I

Scratch studios are one way to collect and organize Scratch projects online. In this activity, utilizing reflection prompt #1, explain what studios are and how to add a project to a studio to students.

- Have the students who respond to videos watch the Scratch Studio Instructional video (groups 1, 2, & 3) document students' names.
- For students who don't respond to the video demonstrate the steps. Have the students follow along with the handout. Students who have little or no formal communication may need to work 1:1 or 1:2 with the USATs who may need to prompt students to model each step. Document prompt levels.
- Read the reflection prompt #1 to the students. (For student who read at a Pre-K level and higher have them choose the response mode [write/sketch/audio-record/share students] groups 2 & 3).
- (Model what is expected for students at the who did not complete the above (group 2)
- Model and prompt students who have little or no formal communication system (group 1). This group may need to point to their symbol for happy/sad or like/ don't like.
- First, have students navigate to the Scratch website and sign into their accounts. Sign in for any student who cannot do so independently. Next, help students find the Scratch Surprise studio or a class studio you have created. Then. Let students share their Scratch Surprise explorations with others by adding their programs to the studio.
- To complete the steps of this activity, ask with a Pre-K reading level or higher (group 1 & 2) to follow the steps outlined on Scratch Studio handout, Again, demonstrate the steps for students who can or do not follow the handout. Encourage students to share (print, oral presentation, discussions/sharing with a peer/undergrad SATs, drawing, etc. – (groups 2 & 3)
- For students who have little or no formal communication system. Demonstrate a design, then prompt the student to create their own design, prompting as needed. (group 1)
- Document each student's level of performance

Activity Part 2

Encourage students to investigate other projects in the studio. Invite them to add a comment on the project page of two projects in the collection that they find particularly interesting or inspiring.

- ☒ Follow the instructional levels (handout, demonstration, prompting) as described in Activity 1. Document each student's level of performance

Activity Part 3

Utilize reflection prompt #3 to ask students about comments they shared.

- ☒ For student who read at a Pre-K level and higher have them choose the response mode [write/sketch/audio-record/share students] groups 2 & 3.
- ☒ (Demonstrate what is expected for students for those who did not complete the above (group 2)
- ☒ Model and prompt students who have little or no formal communication system (group 1). This group may need to point to their symbol for happy/sad or like/don't like.

Activity Part 4

Utilize reflection prompt #4 to engage students following the same instructional approaches as listed in activity Part 3.

Resources:

- ☒ Scratch Studio handout
- ☒ Scratch Studio video
- ☒ Scratch Surprise studio
- ☒ Scratch session/unit/class studio

Reviewing Student Work

- ☒ Did students successfully add their projects to the studio?
- ☒ Did students post at least one appropriate comment consisting of at least one full sentence on others' work?

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 with a pre-K reading level and above (groups 2 & 3) a link to add their projects for the session or unit.

- ☒ Ask USATs to help students with little or no formal communication system or those who could not follow the link (student names) to go to the class studio for the sessions or units.
- ☒ Frequent breaks for students whose attention spans and/or behavior warrant (groups 1 and 2).
- ☒ Extended time for students who have this accommodation in the IEP. Adjust time on task based on formative data.
- ☒ 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 (groups 1, 2, and if needed, group 3) supplemented with symbols and/pictures.
- ☒ Students who seem agitated and/or uncooperative, being destructive, showing repetitive and idiosyncratic speech patterns, and/or anxiety (document which students), move them to individual workstation or another room (calming/quiet area). If a student repeatedly exhibits such behaviors, the student should be withdrawn from the study.
- ☒ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation (document these students to determine if further modification will ensure success in the program).

Notes by the Teacher:

SCRATCH SURPRISE

Session Schedule



Pre-teaching (10 minutes)



Break (2 min)



Activity Part 1 (10 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



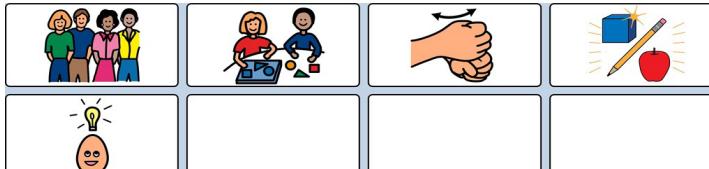
Activity Part 3 (10 min)

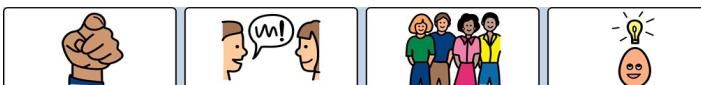
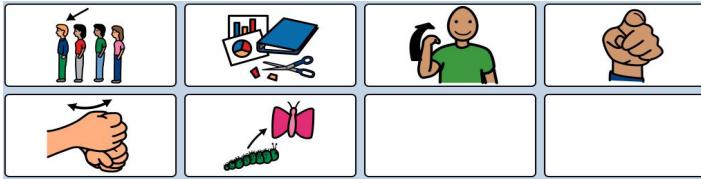
Pre-Teaching Topics & Terms

Topics:

Introduce students to the idea critique group and model them how to take turns in sharing ideas, drafts, or prototypes.

Terms:

Terms	Description and Symbol
Critique Group	Group of people that work together to make new ideas. 
Turn Taking	One person goes at a time. 

Sharing	To use with someone else. 
Discussing	When you talk with people about ideas. 
Critiquing	Give your ideas about how to fix a project. 
Draft	The first project before you make changes. 
Design	How project looks that you make. 
Work-in-progress (What are you working on now)	The current project that is being worked on. 

Expectations:

For students who can't or won't participate in the discussions and giving feedback, will watch at least one other student's demonstration. (group 1 and those that prefer to work alone.)

Session Objectives

This session target to introduce students to the idea of a critique group, expressing their work, and giving feedback to another peer's work-in-progress.



Learning Objectives

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

1. Express their work-in-progress orally, in writing, with illustrations/sketches consisting of at least two details
2. Give and/or receive feedback to work-in-progress in at least one full sentence

ACTIVITY DESCRIPTION



Activity Part 1

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

- ¤ Introduce students (Student names) to the idea of a critique group, a small group of designers who share ideas and projects-in-progress with one another in order to get feedback and suggestions for further development.
- ¤ Have the Critique Group handout available to guide students (Student names) in giving feedback.

For student with little or no formal communication systems and those who do not participate in the critiques (group 1 and any student who prefers to work alone)

- ¤ Ask student to demonstrate their prototype to one other individual (student or USAT)
- ¤ Ask student to watch one other student demonstrate their project

Activity Part 2

For students with a pre-K reading level and higher

- ¤ Have student work in smaller groups of 2-3 people.
- ¤ Make sure USATs are assigned to each group to give guided practice.

In these critique groups, ask students to take turns sharing their ideas, drafts, or prototypes, for example, Scratch Surprise projects.

- ¤ For students with little or no formal communication system, repeat activity Part 1.
- ¤ For students who prefer to work alone have USATs individually guide sharing of ideas as stated above.

Activity Part 3

Ask students with characteristics (Student names) to orally respond to the reflection prompts in small groups, or ask students with characteristics (Student names) to respond to the reflection prompts in writing or with illustrations/sketches on their design journals

Resources:

- ¤ Critique Group handout
- ¤ Critique Group modeling video

Reviewing Student Work

- ¤ Did all students have a chance to express their work-in-progress with at least two details?
- ¤ Did all students have a chance to give and/or get feedback on work-in-progress in at least one full sentence?

Notes to the Teacher

- ¤ Frequent breaks for students whose attention spans and/or behavior warrant (groups 1 and 2).
- ¤ Extended time for students who have this accommodation in the IEP. Adjust time on task based on formative data.
- ¤ 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 (groups 1, 2, and if needed, group 3) supplemented with symbols and/pictures.
- ¤ Students who seem agitated and/or uncooperative, being destructive, showing repetitive and idiosyncratic speech patterns, and/or anxiety (document which students), move them to individual workstation or another room (calming/quiet area). If a student repeatedly exhibits such behaviors, the student should be withdrawn from the study.
- ¤ Provide positive feedback to students who show inappropriate behavior and/or no response to reflection prompts to encourage participation (document these students to determine if further modification will ensure success in the program).

Notes by the Teacher:

BACK COVER PAGE

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