

# Unit 3

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## General Accommodation by Ability Level

### 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.
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### 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)

# Design and Reflection Journals

## 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
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## Notes:

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Unit 3  
SESSION 1

# Characters

## 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



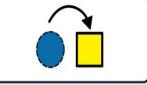
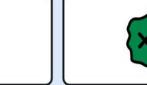
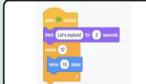
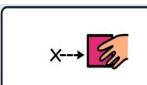
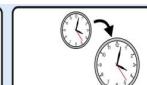
Break (2 min or as needed)

# Pre-Teaching Topics & Terms

## Topics:

Show students how to use Scratch's Make a Block feature to define behaviors for sprites .

## Terms:

Terms	Description and Symbol
My Blocks	<p>Is a place where the blocks you make are kept.</p> 
Character	<p>Are an animal and people in Scratch that you change and make do things.</p>    
Behavior (Movement)	<p>Is changing the place you are in.</p>   
Define	<p>Is a block group that shows what your new block can do.</p>    
Reuse	<p>Is to use more than one time.</p>  

Remix	Is to change a Scratch project and make it yours.
	

## Expectations:

Tell students that they are expected to create a Scratch project that has two sprites, and each sprite has one behavior created using Make a Block feature.



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## Session Objectives

This session aims to teach students how to create their own Scratch blocks using Make a Block feature and define custom behaviors for characters. .

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## Learning Objectives

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

1. Create a Scratch project that includes two sprites that each have at least one behavior created using Make a Block feature
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# ACTIVITY DESCRIPTION



## Activity Part 1

- Show example projects from Characters studio to students with pre-K reading level and higher.
- Have students who engage with videos watch Characters Studio Instructional video
- Provide the Characters visual handout to students.
- Have struggling students work in small groups with USATs , then have the students model each step. Pair the steps with the handout.

## Activity Part 2

- Demonstrate how to create a Scratch project with two sprites that each have one behavior created by Make a Block feature, and ask students with a pre-K reading level and higher to follow along
- Have students who engage with videos watch Characters instructional video to follow along when creating their own Scratch projects
- Ask USATs to work with struggling students in small groups when creating their Scratch projects
- Pair Characters visual handout with the instruction and have it available when students create their Scratch projects
- Give students time to create a Scratch project that includes two sprites that each have one behavior that are created using Make a Block feature in “My Blocks” category

## Activity Part 3

- Ask students with pre-K reading level or higher and prefer to work in groups to reflect on the experience and to discuss the concepts of events and parallelism using reflection prompts in their design journal in written or drawing format
- For students who prefer to work alone ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project.

## Resources:

- ¤ Characters Studio at <https://scratch.mit.edu/studios/475545/>
  - ¤ Characters Studio instructional video at <https://youtu.be/BLyL9BYdJR0>
  - ¤ Characters instructional video [https://youtu.be/\\_AvkXqpuZ-8](https://youtu.be/_AvkXqpuZ-8)
  - ¤ Characters visual handout
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## Notes to the Teacher

- ¤ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ¤ Move students showing anxiety to a familiar environment to reduce their anxiety levels
- ¤ Facilitate ways to calm students down
- ¤ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups
- ¤ Use common and familiar words in your verbal instructions for students having difficulty communication
- ¤ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ¤ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ¤ 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:

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Unit 3  
SESSION 2

# Conversations

## 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



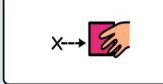
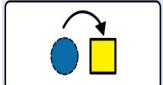
Break (2 min or as needed)

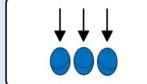
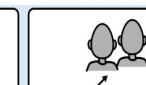
# Pre-Teaching Topics & Terms

## Topics:

Show students how to create a Scratch project that includes both “broadcast” (Or “broadcast and wait”) and “when I receive” Scratch blocks. Tell them that these are used to synchronize a conversation between two Sprites (characters).

## Terms:

Terms	Description and Symbol
Broadcast	Is a Scratch block that gives the sprite a speech bubble to speak.   
Conversation	Is when sprites are talking to each other.  
Starter	Is the Scratch block or sprite that starts talking first.   
Reuse	To use again.  
Remix	Is to change a Scratch project and make it your own.    

Wait block	Is a Scratch block that tells the code to pause for a set amount of time.   
Animate	Is to make a scratch sprite or drawing move or do things.    
Synchronize	Is making 2 scratch codes start at the same time or do the same thing.    
Turn-taking	Is when 2 or more things do something one at a time.  

## Expectations:

Tell students that they are expected to create a Scratch project that includes both “broadcast” (Or “broadcast and wait”) and “when I receive” Scratch blocks to synchronize a conversation between two Sprites (characters).

## Session Objectives

This session aims to teach students how to remix a Scratch project that synchronizes (timing and broadcasting) interactions between Sprites

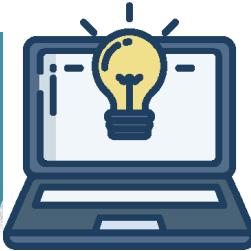


## Learning Objectives

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

1. Remix a Scratch project that includes both “broadcast” (Or “broadcast and wait”) and “when I receive” Scratch blocks to form a conversation between two Sprites (characters) with a proper turn-taking behavior.

# ACTIVITY DESCRIPTION



## Activity Part 1

- As you explore the Penguin Joke starter project (<http://scratch.mit.edu/projects/10015800>) demonstrate the steps to remix it. The remixed project should replace the “wait” Scratch blocks with “broadcast” (or “broadcast and wait”) and “when I receive blocks”. Make sure the students understand how the conversation is animated using wait as well as broadcast blocks.
- For students with little or no formal communication have the USATS work 1:1 using the step-by-step process prompting, as needed, the students to model each step.
- Show example projects from the Conversation studio (<http://scratch.mit.edu/studios/475547>)
- Have students who engage with videos watch the Conversations studio instructional video.
- Provide the Conversations visual handout to students.

## Activity Part 2

- Have students use the remix function and redesign the Penguin Joke project to coordinate the conversation using the broadcast, broadcast and wait, and when I receive blocks.
- Have students who engage with videos watch the Conversations instructional video to follow along when remixing the Penguin Joke project.
- Ask USATs to work with students who need small group or 1:1 instruction.
- Ask students to follow the steps in the Conversations visual handout when remixing the Penguin Joke project

## Activity Part 3

- ☒ Encourage students who prefer to work in groups to share their remixed joke projects with their peers. Invite these students to present their work to the class, and ask them to demonstrate how they implemented broadcast.
- ☒ For students who prefer to work in small groups ask them to share their joke project with a peer or a USAT.
- ☒ Ask students to think back on their design process by responding to the reflection prompts in their design journals in written and/or symbol format. USATs may write the oral responses of students in their design journal.
- ☒ For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project.

## Resources:

- ☒ Penguin Joke starter project at <https://scratch.mit.edu/projects/10015800/>
- ☒ Conversations studio at <http://scratch.mit.edu/studios/475547>
- ☒ Conversations studio instructional video at <https://youtu.be/w7gZ18dgbBU>
- ☒ Conversations instructional video at [https://youtu.be/OISBq\\_TS4dg](https://youtu.be/OISBq_TS4dg)
- ☒ Conversations visual handout

## Notes to the Teacher

- ☒ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ☒ Move students showing anxiety to a familiar environment to reduce their anxiety levels
- ☒ Facilitate ways to calm students down
- ☒ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups.
- ☒ Use common and familiar words in your verbal instructions for students having difficulty communicating
- ☒ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ☒ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ☒ Give frequent breaks for students as documented in the IEP, or as classroom data indicates.
- ☒ Offer extended time to students who cannot complete the project within the specified time limits.
- ☒ Reteach the material as needed. Document the students who need reteaching.
- ☒ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- ☒ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

## Notes by the Teacher:

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Unit 3  
SESSION 3

# Scenes

## Session Schedule



Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)

# Pre-Teaching Topics & Terms

## Topics:

Show students how to develop a project with multiple scene changes using backdrops.

## Terms:

Terms	Description and Symbol
Backdrop	<p>Is the picture used behind the sprite in Scratch.</p> 
Stage	<p>Is the place in Scratch where the sprite does its coded commands on.</p> 
Scene	<p>Is when the sprites talk or move together on the same stage.</p> 

Develop	Is making a Scratch code or project.    
Project	Is the work in Scratch that is done.  

## Expectations:

Tell students that they are expected to develop a project where multiple scene changes happen with backdrops

## Session Objectives

This session aims to teach students how to develop a project with multiple scene changes using backdrops.

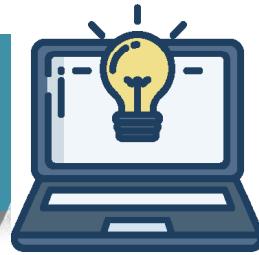


## Learning Objectives

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

1. Develop a project that includes multiple scene changes made by different backdrops.

# ACTIVITY DESCRIPTION



## Activity Part 1

- ¤ Show example projects from the Scenes studio to students with pre-K reading level and higher
- ¤ Show Scenes studio instructional video to students who engage
- ¤ Have Scenes visual handout available for all students

## Activity Part 2

- ¤ Model students how to develop a project that includes multiple scene changes using different backdrops, such as in a slideshow.
- ¤ Show Scenes instructional video

## Activity Part 3

- ¤ Give students time to develop a project that includes multiple scene changes using different backdrops.
- ¤ Challenge students with a pre-K reading level and higher explore and manipulate scripts to initiate backdrop changes
- ¤ Have struggling students work in small groups with USATs, then have USATs model each step. Pair the steps with the handout.
- ¤ Have USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout.

## Activity Part 4

- Allow students who enjoy working in groups share their projects with peers/USATs, or to present their work to the class to demonstrate how they implemented the changing backdrops.
- Ask students to use the reflection prompts to guide their presentations
- Ask students to reflect on their design processes by responding to the reflection prompts in their design journals in written and/or symbol format
- For students who prefer to work alone ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project.

## Resources:

- Scenes studio at <https://scratch.mit.edu/studios/475550>
- Scenes studio instructional video at [https://youtu.be/k4\\_GDDC1PE0](https://youtu.be/k4_GDDC1PE0)
- Scenes instructional video at [https://youtu.be/cC5TPG\\_rrM0](https://youtu.be/cC5TPG_rrM0)
- Scenes Visual handout

## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- ❑ Facilitate ways to calm students down.
- ❑ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks as specified in their IEP, or as indicated by classroom data.
- ❑ Offer extended time to students who respond to visual or verbal prompting.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

## Notes by the Teacher:

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Unit 3  
SESSION 4

# Debug It!

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (10 min)



Break (2 min)



Activity Part 2 (10 min)



Break (2 min)



Activity Part 3 (15 min)



Break (2 min)



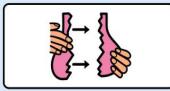
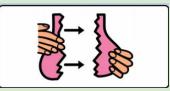
Reflection Prompts (10 min)

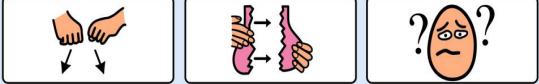
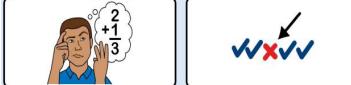
# Pre-Teaching Topics & Terms

## Topics:

Show students the projects on the Unit 3 Debug It! handout, and explain them the problems in the project. Show them how to solve one of these problems with one of these projects.

## Terms:

Terms	Description and Symbol
Debug	Is finding a problem and fixing it.   
Fix	Is to repair a problem. 
Investigate (explore)	Is to examine something to understand it. 
Buggy (many errors)	Is having a lot of problems.  

Tinker	Is to try and fix something. 
Code (create a program)	Is language that you can use to talk with a computer. 
Problematic (difficult)	Is making a task hard to do. 
Solution (answer)	Is solving a problem. 
Challenge (web activity)	Is testing what you can do. 
Testing (To try more than once)	Is trying more than once to find a solution to a problem. 

## Expectations:

Students are expected to identify and solve problems in at least one of the projects.

## 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

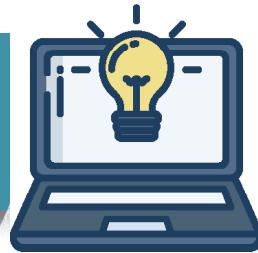
By the end of this session, students will be able to:

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 3 Debug It! handout
- ☒ Unit 3 Debug It! Studio instructional video
- ☒ Unit 3 Debug It! Handout video
- ☒ Unit 3 Debug It! studio at <http://scratch.mit.edu/studios/475554>

# ACTIVITY DESCRIPTION



## Activity Part 1

- Have the Unit 3 Debug It! handout available to guide students during the activity.
- Show students with a pre-K reading level or higher (student names) how to open one of the Debug It! projects, and debug the problem in the project.
- Have students who engage with videos (student names) watch the Unit 3 Debug It! Handout instructional video.
- Have the students (student names) watch the Unit 3 Debug It! instructional video.
- Have struggling students work in small groups with the ISATs , then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step

## Activity Part 2

- Show students with characteristics (student names) how to open each project on the Unit 3 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
- Ask students (student names) to watch the Unit 3 Debug It! instructional video.
- Ask students (student names) to watch the Unit 3 Debug It! Handout instructional video
- Have struggling students work in small groups with the ISATs , then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step.

### **Activity Part 3**

- Give students with characteristics (student names) time to test and debug each Debug It! challenge.
- Have struggling students work in small groups with the ISATs , then have the students model each step. Pair the steps with the handout.
- Have the USATs work 1:1 with students who have little or no formal communication using a step-by-step approach pairing each step with the handout. Next, repeat the demonstration having the students model each step.

### **Activity Part 4**

- Ask students with a pre-K reading level or higher (student names) to reflect back on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format,
- ask students who prefer to work alone (student names) to discuss with a peer (student names) or USATs (student names).
- For students who cannot engage in discussions or choose not to do so, ask if they like/don't like the project. The USAT should note student names and responses and document this in their journal.

## Notes by the Teacher:

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# Create Construction

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



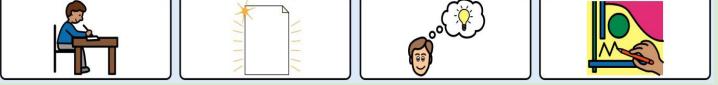
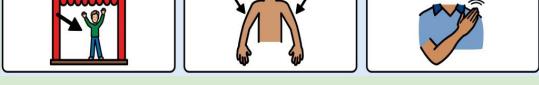
Activity Part 3

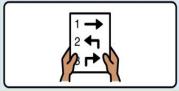
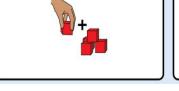
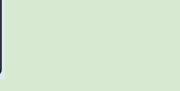
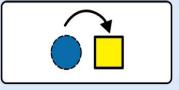
# Pre-Teaching Topics & Terms

## Topics:

Show students a sample drawing of a creature in three body parts (head, middle, and bottom) on a paper folded into three, each of which shows a body part.

## Terms:

Terms	Description and Symbol
Creature	<p>Is a character that is made up to act like a human.</p> 
Creative	<p>Is making work with your own idea and design.</p> 
Head	<p>Is the top part of the drawing with the face features.</p> 
Middle	<p>Is the second part of the drawing that has the arms and shoulder of the creature.</p> 
Bottom	<p>The third part of the drawing that includes the legs and feet of the creature.</p> 

Guide	Are the directions that help you know what to do.   
Reveal	Showing your work to others.   
Collaborative	Is working as a team on a project.   
Contribution	Is what you add to the team project.    
Reuse	To use again.  
Remix	To change a Scratch project and make it your own.    

## Expectations:

Tell students that they are expected to draw a “creature” in three parts (head, middle, and bottom).

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## Session Objectives

The purpose of this session is to introduce students to the computational practice of reusing and remixing by contributing to a collaborative drawing.

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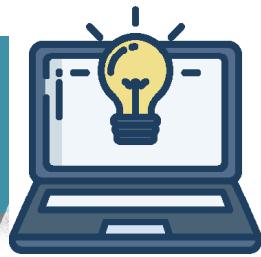


## Learning Objectives

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

1. Draw a “creature” in three parts (head, middle, and bottom) on a paper folded into three to have the three parts of the “creature”.
-

# ACTIVITY DESCRIPTION



## Activity Part 1

- ¤ Put students into groups of three students
- ¤ Give each group a tri-folded sheet of blank paper and one minute to draw a “head” for their creature. Next, have them fold the paper over so that the head is hidden, with little prompts for where to continue the drawing. After the head is hidden, ask students to pass the creature to another student in the group.
- ¤ Then, give the next student one minute to draw a “middle” for their creature, using the guides from the head, but without peeking! After the middles are hidden (and prompts drawn), ask students to pass the creature to the last student in the group.
- ¤ Finally, give the last student one minute to draw a “bottom” for their creature.
- ¤ When finished, unfold the papers to reveal each group’s collaboratively constructed creatures.

## Activity Part 2

- ¤ Post drawings on a wall or board and let students explore the outcomes of their creative contributions.

## Activity Part 3

- ¤ Ask students who prefer to work in groups to have a discussion in their assigned groups utilizing the reflection prompts.
- ¤ Ask students who prefer to work alone may choose to have the discussion with USAT or to have their responses to the reflection prompts on their design journals in print and/or symbols.
- ¤ Ask USATs to ask students with little or no formal communication system if they like/don’t like (symbol), and to put the student response in the design journal.

## Resources:

- ❑ Blank papers (approximately 8.5 inches by 11 inches), folded into thirds
  - ❑ Things to sketch with (pencils, pens, markers, etc.)
- 

## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- ❑ Facilitate ways to calm students down.
- ❑ Pair students who do not initiate interaction but will accept initiations from others with students who prefer studying in groups
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks for students as specified in the IEP or based on classroom data
- ❑ Offer extended time to students as indicated in the IEP or based on classroom data.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

## Notes by the Teacher:

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Unit 3  
SESSION 6

# Pass It On

## Session Schedule



Pre-teaching (10 minutes)



Activity Part I (15 minutes)



Break (2 min or as needed)



Activity Part 2 (20 minutes)



Break (2 min or as needed)



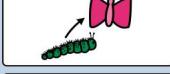
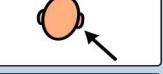
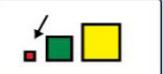
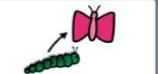
Activity Part 3 (10 minutes)

# Pre-Teaching Topics & Terms

## Topics:

Show students how to create a new or contribute to the creation of an existing story project.

## Terms:

Terms	Description and Symbol
Reuse	To use again.  
Remix	To change someone's project and make it yours.     
Change	To make a project different.   
Modify	Make small changes on project.    

Pass-it-on	Share project or picture with classmate.
Improve	To make a project better.

## Expectations:

Tell students that they are expected to create a new or contribute to the creation of an existing story project, and they will be revising and/or remixing others' story projects.



## Session Objectives

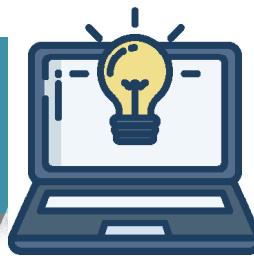
The purpose of this session is to teach students how to create a new or contribute to the creation of an existing story project, and how to reuse and remix the work of others..

## Learning Objectives

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

1. Create a new or contribute to the creation of an existing Scratch story project.
2. Add at least two Scratch blocks to an existing story project created by others to improve and/or change the story project.

# ACTIVITY DESCRIPTION



## Activity Part 1

- Divide students who prefer to work in groups into pairs.
- Pair students who tend to struggle with USATs to facilitate the session.
- Students who prefer may work alone.
- Have USATs work 1:1 with students who have little or no formal communication systems using step-by-step instructions and systematic prompting.
- Introduce them to the concept of a Pass-It-On story, a Scratch project that is started by a pair of students or a single student, and then passed on to two other pairs or individual students to extend, improve, and/or modify.
- Print out the Pass It On handout.

## Activity Part 2

- Encourage students to start in whatever way they want (characters, scene, plot, or whatever element excites them).
- Give each pair (or single student) 20 minutes to work on their story
- Rotate students with a pre-K reading level or higher to extend another story by remixing the project.
- Rotate the projects among student who prefer working alone.
- Have USATs demonstrate extending the project for students who are struggling or have little or no formal communication system and systematically prompt the students to extend it further

## Activity Part 3

- After two rotations, present all projects on the screen for students to watch and observe the changes applied to the story projects that they contributed. Ask students who prefer to work in groups to comment on the process using the reflection prompts.
- Ask students who prefer to work alone to choose either to have the discussion on the process with a peer and/or USAT. Ask students to respond to the reflection prompts on their design journals in written language and/or symbols.
- Invite students to add projects to the Pass IT On class studio.
- For student who needed one-to-one instruction, have the USAT add the projects.

## Resources:

- ❑ Pass IT On Studio at <https://scratch.mit.edu/studios/475543/>
  - ❑ Pass It On Studio Instructional Video at <https://youtu.be/IJ6CLMEZwCs>
  - ❑ Pass IT On Project Video <https://youtu.be/eXu4Die8EG0>
  - ❑ Pass IT On Handout
  - ❑ Projector and screen to present student work
- 

## Notes to the Teacher

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## Notes by the Teacher:

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