

# Unit 0

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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

*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

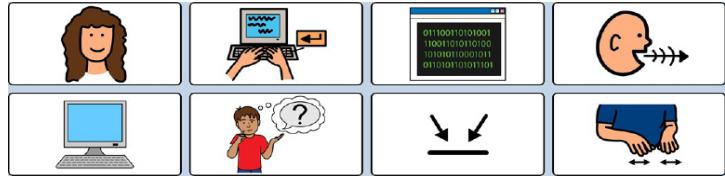
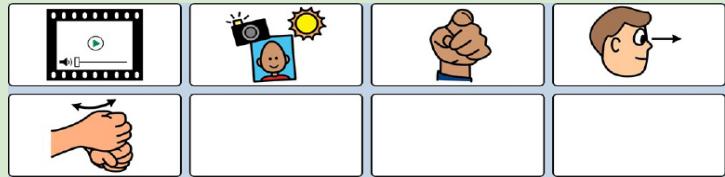
## Topics:

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	<p>When you do math.</p>
Scratch	<p>A place on the computer that you share your ideas.</p>
Create	<p>When you make something.</p>

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

## 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 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

- ¤ Projector for showing Scratch overview video (optional)
- ¤ Tablets to view the Scratch overview video (optional)
- ¤ Scratch overview video at <http://youtu.be/-SjuiawRMU4>
- ¤ Sample projects Studio at <http://scratch.mit.edu/studios/137903>

# ACTIVITYDESCRIPTION



## 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 sample projects Studio.
- ¤ 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?
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## 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:

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Unit 0  
SESSION  
2



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)



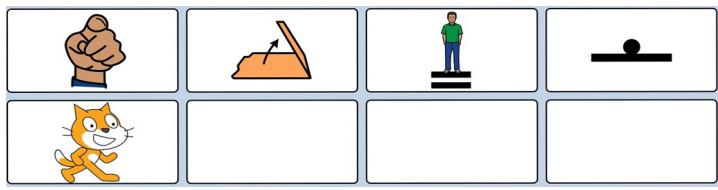
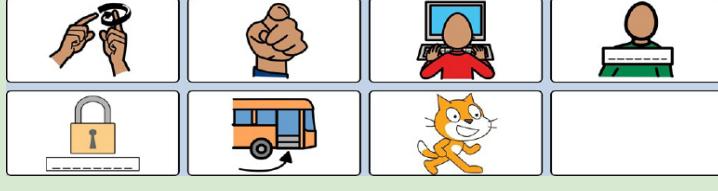
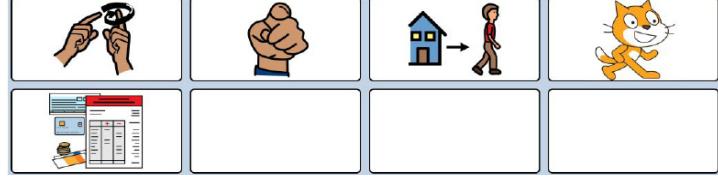
Activity Part 4 (8 min)

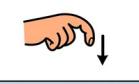
# Pre-Teaching Topics & Terms

## Topics:

Show students how to access the Scratch website, how to create a Scratch account, how to join a teacher's Scratch class, what Scratch online community is, and the guidelines for being a member of the Scratch online community.

## Terms:

Terms	Description and Symbol
Account	<p>What you open to be on scratch.</p>  <p>The grid contains eight icons: a brown fist, a yellow shovel, a person standing, a black horizontal bar, a cat running, an empty box, an empty box, and an empty box.</p>
Login	<p>When you type your name and password to get on to scratch.</p>  <p>The grid contains eight icons: hands typing, a brown fist, a person at a computer, a person at a desk, a padlock, a bus, a cat running, and an empty box.</p>
Logout	<p>When you leave your scratch account</p>  <p>The grid contains eight icons: hands typing, a brown fist, a person walking away from a house, a cat running, a computer screen with files, an empty box, an empty box, and an empty box.</p>

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    

## Expectations:

Create a Scratch account, join a teacher's Scratch class, reproduce a Scratch account name and password, and login and logout of the Scratch account.

## Session Objectives

The purpose of this session is to show students how to create a Scratch account, log in and log out, join a teacher's Scratch class, explore a Scratch online community, and review Scratch online community guidelines.



## 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. Join a teacher's Scratch class
4. Review Scratch community guidelines.

## Resources:

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

# 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 a 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 class members to find and follow one another’s Scratch profiles, create a Scratch class in your teacher’s account. Then, create the list of usernames and passwords for students without existing Scratch accounts and add them to your Scratch class, and invite the ones with existing Scratch accounts by sending them your Scratch class link.
- ☒ 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 several projects in Scratch Projects.
- ¤ 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 the level of support needed, and for those students with little or no communication ask if they 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:

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# DESIGN JOURNAL



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)



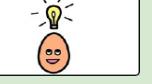
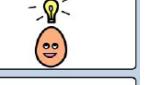
Reflection Prompts (10 min)

# 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:

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:

Explain to students that they will be expected to record their ideas and reflections on their design journals. l.

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## Session Objectives

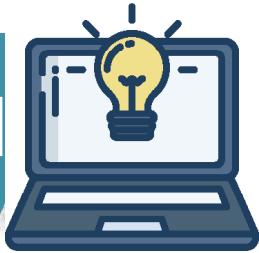
The purpose of this session is to introduce students to the idea of design journal and show them how to keep a design journal.



## Learning Objectives

By the end of this session, students will start a personalized design journal to document their ideas, designs, and reflections in the form of text, drawing, and/or sketch depending on their characteristics and preferences.

# ACTIVITY DESCRIPTION



## Activity Part 1

- ☒ Introduce students to the idea of design journal where they can brainstorm ideas, draft design plans, and record personal reflections, like a personal journal or diary. Give 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, audio, sketch, 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 students based on their attention span and behavior (group 2). If variable, document break times for specific student needs

## Activity Part 2

- ☒ Look through some sample design journals to get ideas for what type of design journals will work best for your students.
- ☒ Give short verbal instruction to the students at pre-K reading level (group 2) and to the ones who use AAC (group 2).

## Activity Part 2 Contd.

- ¤ Play the Design Journal instructional video of how to keep a design journal.
- ¤ 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 posts by responding to the reflection prompts
- ¤ Encourage students to share (oral presentation, discussions/sharing with a peer/undergrad SATs, etc. – (groups 2 & 3)).
- ¤ For students who have little or no formal communication system, demonstrate a design, then prompt them to create their own designs in the journals, prompt as needed. (group 1).

## 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](https://docs.google.com/presentation/d/1ZqFg_GjL9sIpK2NpDyFzuAX0dB6iAM3J4iOgV3guym4/edit#slide=id.p28)
- ¤ Paper and craft materials (for paper journals)
- ¤ Design Journal Instructional Video

## Reviewing Student Work

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

# Notes by the Teacher:

Unit 0  
SESSION  
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Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (5 min)



Break (2 min)



Activity Part 3 (10 min)



Break (2 min)



Activity Part 4 (4 min)

# Pre-Teaching Topics & Terms

## Topics:

Navigate to <http://scratch.mit.edu> and sign in. Explore different sections of the Scratch environment. Drag and drop some Scratch blocks into scripting area. Snap a few Scratch blocks together.

## Terms:

Terms	Description and Symbol
Sprite	Sprites are the character on a scratch screen.  
Scratch Environment	A place on a computer to make project on a scratch.  
Navigate to the Scratch Environment	Make changes in the scratch environment. 

## Terms continued:

Sign In	Enter username and password to get into scratch.. 
Scripting Area	Area in a scratch where scripts are stored. 
Scratch Blocks	Different color blocks of the scratch that used to move and make project. 
Drag and Drop	Dragging and dropping the scratch block from script area. 
Snap	When your scratch blocks go together. 

## Expectations:

Describe what the Scratch environment is for, explain different sections of the Scratch environment, and talk briefly about the type of projects that can be created with Scratch.

## Session Objectives

The purpose of this session is to teach students how to navigate to the Scratch website at <http://scratch.mit.edu>, how to log into their Scratch accounts, how to create a new Scratch project, how to drag various Scratch blocks into the scripting area, and how to snap different Scratch blocks together.

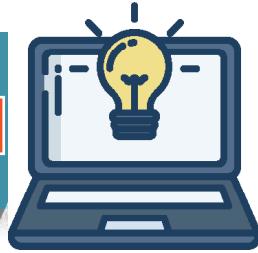


## Learning Objectives

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

1. Describe what Scratch is and what can be done in Scratch in at least one full sentence
2. Log into their Scratch accounts and create new projects
3. Drag Scratch blocks into the scripting area and snap at least 2 Scratch blocks together

# ACTIVITY DESCRIPTION



## Activity Part 1

- Help students go to the Scratch website at <http://scratch.mit.edu> and sign into their Scratch accounts. Show them clicking on the “Create” link on top of the page. Ask undergraduate students to help students who can’t do this on their own.

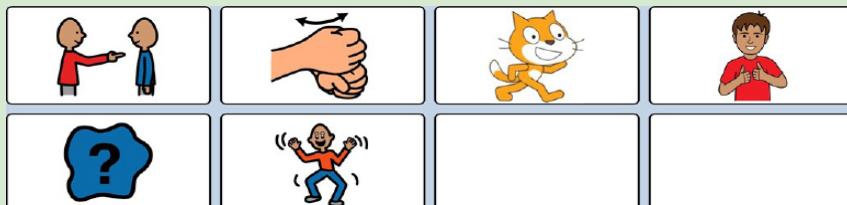
## Activity Part 2

- Give students 5 minutes to explore the Scratch environment. Prompt students with “Take 5 minutes to explore the interface fearlessly. What do you see?” Encourage some students to work together, to ask for help, and to share what they are figuring out.

## Activity Part 3

- Prompt students with, “You have 10 minutes to make something surprising happen to the Scratch cat,” “Can you make the Scratch do something surprising?” “What will you create?

Can you make the Scratch Cat do something surprising?



What will you create?



## Activity Part 3 Contd.

- ¤ Hand out the “Scratch Surprise” and “A Scratch Surprise Project” handouts for students to sign in and complete a project in step-by-step manner.

## Activity Part 4

- ¤ Use the reflection prompts to ask students about their experiences with the Scratch environment.

## Resources:

- ¤ Scratch Surprise Handout
- ¤ A Scratch Surprise Project Handout

## 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 Scratch blocks together?
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## 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:

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Unit 0  
SESSION  
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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)



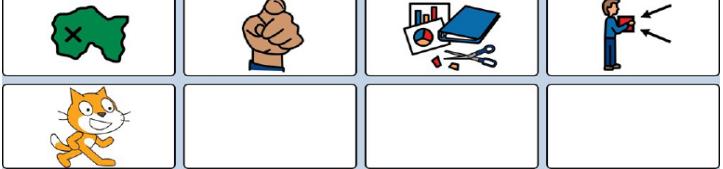
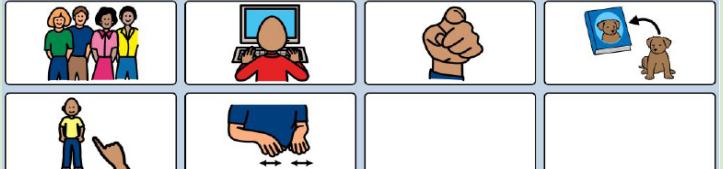
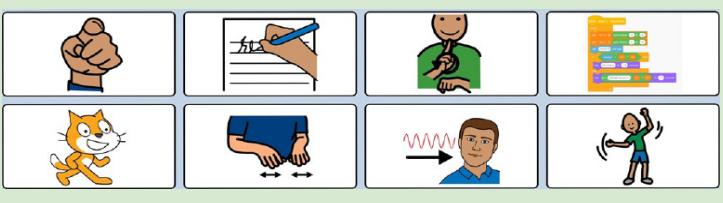
Activity Part 4 (10 min)

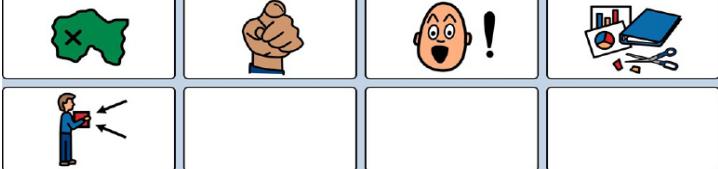
# Pre-Teaching Topics & Terms

## Topics:

Explain what a Scratch studio is, and show them how to log in to their Scratch accounts, access a Scratch Surprise studio, add a program into a studio, and post a comment to a project in a Scratch studio.

## Terms:

Terms	Description and Symbol
Scratch Studio	<p>The Place where your projects are kept on scratch.</p> 
Feedback	<p>What people type to you about what you do.</p> 
Comment.	<p>What you type to a person about their project.</p> 
Program	<p>What you are writing with blocks to make sprite move or make sounds.</p> 

<p><b>Class Studio</b></p>	<p>Place where your class projects are kept.</p> 
<p><b>Scratch Surprise Studio.</b></p>	<p>Place where your surprise projects are kept.</p> 

## Expectations:

Tell students that by the end of this session, they are expected to add their projects to a Scratch studio, make a comment to a Scratch project in a Scratch studio

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## Session Objectives

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

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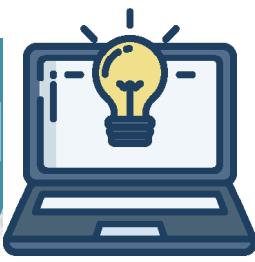
## Learning Objectives

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 1

- Scratch studios are one way to collect and organize Scratch projects online. In this activity, utilizing reflection prompt #1, explain what studios are.
- Have the “Scratch Studio” and “Scratch Studio Comments” instructional videos ready for students who respond to videos (groups 1, 2, &3). Document students’ names. For students who don’t respond to the instructional video, demonstrate the steps.
- Have the Scratch Studio handout available.
- Ask 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 ], groups 2 & 3.)

## Activity Part 2

- 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 class studio you have created. Then, let students share their Scratch Surprise explorations with others by adding their programs to the studio.
- Ask students with a Pre-K reading level or higher (groups 1 & 2) to follow the steps outlined on Scratch Studio handout to add their projects to the Scratch Surprise studio. Again, demonstrate the steps for students.

## Activity Part 3

- 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.
- To teach students how to add comments to a Scratch studio project, ask students to follow the steps outlined on Scratch Studio Comments handout, model the steps, and ask USATs to help students add comments.

## Activity Part 4

- ¤ Revisit Scratch Community Guideline with students.
  - ¤ Utilize reflection prompts #2 & #3 to engage students in discussions about how to give appropriate and purposeful feedback.
  - ¤ Utilize reflection prompt #4 to ask students about their comments.
- 

## Resources:

- ¤ Scratch Surprise at <http://scratch.mit.edu/studios/460431>
  - ¤ Scratch Studio handout
  - ¤ Scratch Studio instructional video at:  
<https://www.youtube.com/watch?v=oCC2m2sVMC0>
  - ¤ Scratch Studio Comments handout
  - ¤ Scratch Studio Comments instructional video at :  
<https://www.youtube.com/watch?v=WITZeUHkkzg>
- 

## Reviewing Student Work

- ¤ Did students successfully add their projects to a Scratch 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:

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# Critique Group



Pre-teaching (10 minutes)



Break (2 min)



Activity Part 1 (10 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



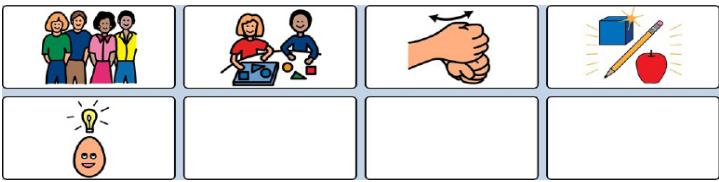
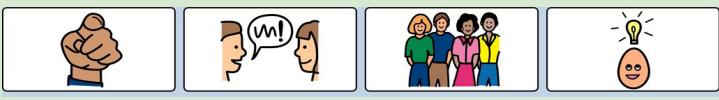
Activity Part 3 (10 min)

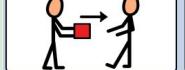
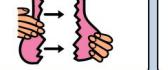
# Pre-Teaching Topics & Terms

## 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	<p>Group of people that work together to make new ideas.</p> 
Turn Taking	<p>One person goes at a time.</p> 
Sharing	<p>To use with someone else.</p> 
Discussing	<p>When you talk with people about ideas.</p> 

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:

Tell students that by the end of this session, they are expected to come up with design ideas, and express their ideas orally, in writing, and/or with illustrations/sketches. 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 targets to introduce students to the idea of a critique group, expressing work, and giving feedback to peers' design ideas.



## Learning Objectives

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

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

# ACTIVITY DESCRIPTION



## Activity Part 1

- ¤ Introduce students to the idea of a critique group, a small group of students who share design ideas and projects-in-progress with one another in order to get feedback and suggestions for further development.
- ¤ Have the Reflection Prompts available to guide students.

## Activity Part 2

- ¤ Divide students in smaller groups of 2-3 people. Assign the students 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) to USATs.
- ¤ In groups, ask students to take turns sharing their design ideas, drafts, or prototypes, for example, Scratch Surprise projects.
- ¤ Model this turn taking for students. Ask students to watch a student demonstrate his/her design ideas.
- ¤ For students with little or no formal communication system, repeat activity Part 1.

## Activity Part 3

- ¤ Ask students to respond to the reflection prompts in small groups orally, in writing, and/or with sketches on their design journals.

## Resources:

- ¤ Reflection Prompts

## 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:

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