

# Unit 1

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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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# Programmed to Dance

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)



Break (2 min)



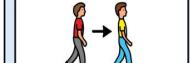
Reflection Prompts (10 min)

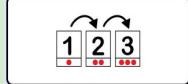
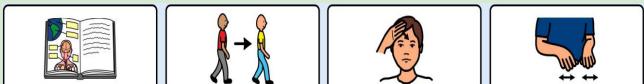
# Pre-Teaching Topics & Terms

## Topics:

Explain to students how to express a dance move in a step-by-step and sequential order; how to repeat these steps orally, kinesthetically, written, and/or with illustration; and why the sequence is important.

## Terms:

Terms	Description and Symbol
Director	A person who gives you information about what to do.   
Follower	The one who follows the information given by the teacher.  
Observer (the watcher)	The one who looks but does nothing.   
Volunteer	The one who says they can help with doing something. 

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

## Expectations:

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



## Session Objectives

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

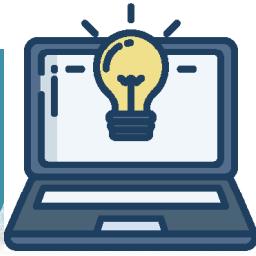
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## Learning Objectives

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

1. instruct shown dance moves in an accurate sequential and step-by-step order
  2. repeat a sequence of instructed dance moves in an accurate order
  3. explain the importance of sequence when expressing and following a set of instructions for a dance move.
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# ACTIVITY DESCRIPTION



## Activity Part 1

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

## Activity Part 2

For each small-group of director/follower

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

## Activity Part 3

- ¤ After watching the videos, ask the directors to show the steps by 1) dancing, 2) writing down the steps on their design journals, 3) visually drawing the steps on their design journals, and/or 4) orally describing the steps to perform the sequence of dance moves . The ones who write and/or illustrate the steps may hand out the writings/illustrations to their followers to read and understand them. USATs may be assigned to these groups to help in both expressing the dance steps and understanding them . USATs may facilitate small group discussions with some director/follower pairs of students to exchange the understanding of the dance step instructions.
- ¤ Ask the followers to repeat the dance move steps shown by the directors. The followers may repeat the steps by dancing by repeating the steps orally, or in print (text and/or sketches).

## Activity Part 4

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

## Resources

- ¤ Projector
  - ¤ Tables
  - ¤ Programmed to Dance videos
    - ¤ -<http://vimeo.com/28612347>
    - ¤ -<http://vimeo.com/28612585>
    - ¤ -<http://vimeo.com/28612800>
    - ¤ -<http://vimeo.com/28612970>
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## Notes to the Teacher

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

# Notes by the Teacher:

# SCRATCH

## Step-by-Step

### Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (5 min)



Break (2 min)



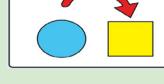
Activity Part 4 (10 min)

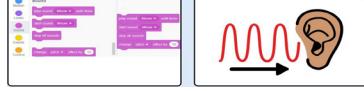
# Pre-Teaching Topics & Terms

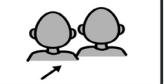
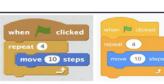
## Topics:

Show students how to access their Scratch accounts, and where the “Tips (Tutorials)” link is. Show them the “Getting Started with Scratch” tutorial. As they watch the tutorial, model how to create the project featured in the tutorial. Show them how to save the project, and share it in a class studio created for this session.

## Terms:

Terms	Description and Symbol
Animated (can move)	A Scratch project having a moving character.   
Motion	Scratch block that change the position and direction of Scratch character.   
Sprite	The Character on Scratch screen.  
Looks	Scratch Block that change the size and appearance of sprite and backdrop.   

Costumes	Scratch section that change the looks of sprite and background.  
Sound	Scratch block that control sound in your Scratch project.  
Backdrop	Background image in Scratch project.  
Project Editor	A section on Scratch that used to make changes in Scratch project.  
Project Tutorial	Videos that give you direction to create the Scratch project.  
Creative	When a person make something new on Scratch.  

Step-by-step	Doing one thing and then another.  
Scratch Block	Colorful puzzle pieces used to make Scratch projects.  
Scratch Class Studio	The place on Scratch where your class projects are kept.    

## Expectations:

Tell students that in this session, they will create a dancing cat project, save the project, and share it in the class studio.

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## Session Objectives

The purpose of this session is to teach students how to create a dancing cat project, how to save the project, and how to share it in a class studio.

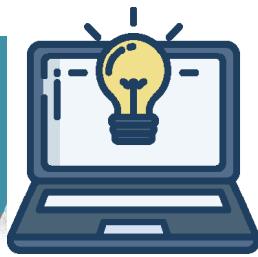


## Learning Objectives

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

1. Create a dancing cat project consisting of at least two Scratch blocks snapped together.
2. Save the project in the student's Scratch account (My Stuff)
3. Share the project in a class studio created for this session

# ACTIVITY DESCRIPTION



## Activity Part 1

- Help students sign in to their Scratch accounts and click on the “Create” button at the top of the Scratch website to open the project editor. Ask USATs to help students who cannot do this on their own.
- Have the Step-by-Step and Scratch Cards handouts available to guide students during the activity.

## Activity Part 2

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

## Activity Part 3

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

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

For students who are struggling:

- ¤ Model both saving the project and sharing the project in the class studio for students to follow along. You may ask USATs to model these as well.

For students who have limited or no formal communication system:

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

## Activity Part 4

- ¤ Using the reflection prompts, start a discussion about the activity
- ¤ Ask students to respond to the reflection prompts in their design journals in written text and/or with symbols.
- ¤ For students who are unsuccessful or have little or no formal communication system, the USAT should write their response in their design journal or using symbols' the student should point to like/dislike and the USAT should note that in the journal.

## Resources:

- ¤ Step-by-Step handout
- ¤ Getting Started with Scratch instructional video at <https://www.youtube.com/watch?v=5MBOgRSIm1s>
- ¤ Step-by-Step studio at <http://scratch.mit.edu/studios/475476>
- ¤ Scratch Cards <https://scratch.mit.edu/info/cards>

## Reviewing Student Work

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

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

# Notes by the Teacher:

Unit 1  
SESSION 3

# 10 Blocks



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



Activity Part 3



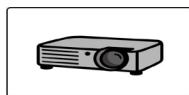
Break (2 min or as needed)

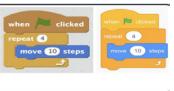
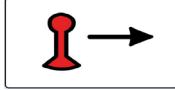
# Pre-Teaching Topics & Terms

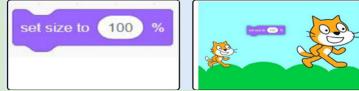
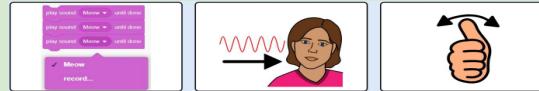
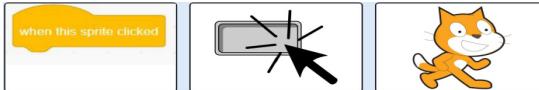
## Topics:

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

## Terms:

Terms	Description and Symbol
Projector	A device used to show pictures and videos. 
Create	When you make something in Scratch.  
Scratch Account	What you need to sign into to work on Scratch. 
Project	What you create in Scratch. 

Scratch Studio	Place where Scratch projects are kept.   
Scratch Block	Colorful puzzle pieces used to make projects on Scratch.  
Go to	Scratch block that move sprite.  
Glide	Scratch block that move sprite for any timeframe.  
Say	Block that makes speech bubble appear in Sprite with words.  
Show	Scratch block that makes Sprite to appear on screen.  
Hide	Scratch block that makes Sprite to disappear from screen.  

Set size to	<p>A block in Scratch that change the size of the Sprite.</p> 
Start Sound	<p>Blon Scratch that start playing sound.</p> 
Until done	<p>Keep playing the sound in the Scratch screen till it finish.</p> 
When this Sprite Clicked	<p>When Sprite is clicked change will happen.</p> 
Wait	<p>Pause or stopped for number of seconds.</p> 
Repeat	<p>When Sprite make sound and movement again and again.</p> 

## Expectations:

Students will be expected to sign in to their Scratch accounts, create a new project using 10 Blocks (go to, glide, say, show, hide, set size to, play sound until done, when this sprite clicked, wait, and repeat), and add the project into the class studio created.

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## Session Objectives

The purpose of this session is to teach students how to create a project using 10 blocks (go to, glide, say, show, hide, set size to, play sound until done, when this sprite clicked, wait, and repeat) with a start, progression, and an end.

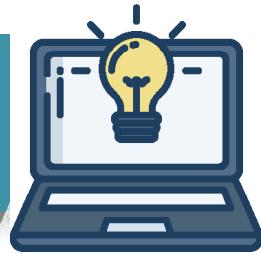


## Learning Objectives

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

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

# ACTIVITY DESCRIPTION



## Activity Part 1

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

## Activity Part 2

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

## Activity Part 3

- ☒ Demonstrate on the projector how to add their projects into the 10 Blocks class studio for students to follow. For students with a pre-K reading level and higher, have them follow along using the 10 Blocks handout.
- ☒ Ask students to share their projects in groups. Students who prefer to work in groups may share their projects with the whole class. Students who prefer to work alone may share them with one or two of their close friends or with USATs, struggling students and students who do not share with others may reflect on their design journals in writing and/or with symbols/sketches. Use the reflection prompts to guide the discussions and/or reflections. Students with little or no formal communication should be asked if they like/dislike the activity working 1:1 with the USATs using systematic prompting as needed.

## Resources:

- ☒ A projector
- ☒ 10 Blocks handout
- ☒ 10 Blocks Instructional Video at <https://www.youtube.com/watch?v=ql-ayuL1Ym4>
- ☒ 10 Blocks Class Studio

## Notes to the Teacher

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

# Notes by the Teacher:

Unit 1  
SESSION 4

# my Studio



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



Activity Part 3



Break (2 min or as needed)



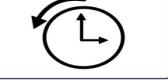
Activity Part 4

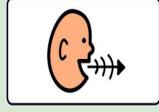
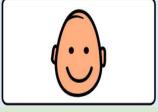
# Pre-Teaching Topics & Terms

## Topics:

Show students how to create a new Scratch studio, how to find inspirational projects in existing Scratch studios, how to remix these projects, and how to add them into a newly created Scratch studio.

## Terms:

Terms	Description and Symbol
Project	What you create in Scratch.   
Scratch Studio	Place where Scratch projects are kept.   
Existing (Finished) Project	A project that is finished   
Inspirational	Creative ideas.   

Remix (to change)	<p>Make changes to a project.</p>   
Identify (to find)	<p>Find new Scratch project.</p>   
Give credit (to praise)	<p>Say good things about another's project.</p>    

## Expectations:

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

### Session Objectives

The purpose of this session is to teach students how to create a new Scratch studio, how to find inspirational projects in existing Scratch studios, and how to add them into the newly created Scratch studio.

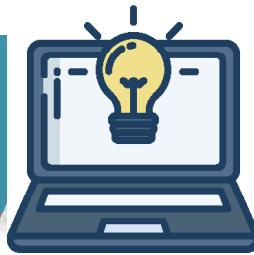


### Learning Objectives

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

1. Create a new Scratch studio
2. Locate at least three existing projects in Scratch studios for inspiration
3. Add at least three inspirational projects from existing Scratch studios into the newly created Scratch studio.

# ACTIVITY DESCRIPTION



## Activity Part 1

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

## Activity Part 2

- ¤ Show the example Scratch studios using the links under resources for inspiration. Ask students with a pre-K reading level and higher to browse existing projects in the example Scratch studios listed under Resources. Ask USATs to help struggling students and students with little or no formal communication system to browse existing projects in the example Scratch studios using systematic prompting by having the students model each step.
- ¤ Ask students with pre-K reading level and higher to identify at least three projects that can be used to inform and inspire a project of their own. Show struggling students several projects and ask them to identify at least three that can be used to inspire a project of their own. Ask USATs to work 1:1 with students who have little or no formal communication system showing several projects asking the student with symbols, such as “like” or “don’t like” the projects.

## Activity Part 3

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

## Activity Part 4

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

## Resources:

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

## Reviewing Student Work

- ☒ Is the student able to create a Scratch studio?
  - ☒ Are there at least three inspirational projects identified?
  - ☒ Is the student able to add at least three projects into the newly created Scratch studio?
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## Notes to the Teacher

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

## Notes by the Teacher:



Unit 1  
SESSION 5

# DEBUG IT!



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min)



Activity Part 2 (2min)



Break (2 min)



Activity Part 3



Break (2 min)



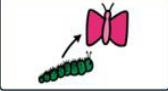
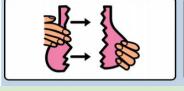
Activity Part 4

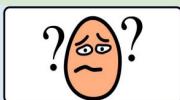
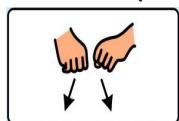
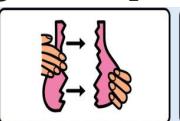
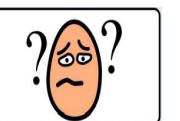
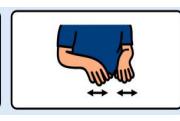
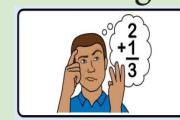
# Pre-Teaching Topics & Terms

## Topics:

Show students how to access the projects on the Unit 1 Debug It! handout, show them what the problems are with them, and demonstrate how to solve the problems in one of them.

## Terms:

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

Buggy (many errors)	<p>Many problems.</p>  
Tinker	<p>Trying to fix a problem.</p>   
Code	<p>Create a program.</p>  
Problematic (difficult)	<p>Work that is hard.</p>  
Solution (answer)	<p>Solving a problem.</p>  
Challenge (web activity)	<p>Something to do.</p> 
Testing (to try more than once)	<p>Checking how the project works.</p>   

## Expectations:

Explain students that in this session, they will be expected to identify problems, investigate sources of the problems, and solve them in at least one of the projects.

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## Session Objectives

The purpose of this session is to teach students how to identify problems in Scratch projects, investigate the sources of the problems, and offer solutions to debug them.



## Learning Objectives

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

1. Identify problems in Scratch projects
  2. Investigate the sources of these problems
  3. Offer solutions to debug them
-

# ACTIVITY DESCRIPTION



## Activity Part 1

- ¤ Have the Unit 1 Debug It! handout available to guide students with pre-K and above reading level (groups 2 & 3).
- ¤ Show students with a pre-K reading level and above (groups 2 & 3) how to open the Debug It! projects

## Activity Part 2

- ¤ Show students with a pre-K reading level and above (groups 2 & 3) how to open each of the projects on the Debug It! handout, and explain them what they are expected to debug. Encourage them to click on the “Look Inside” button to investigate the buggy program, tinker with problematic code, and test possible solutions.
- ¤ For students who cannot follow small group instruction or who prefer to work independently demonstrate them prompt modeling. Some students may need to be prompted after each step.
- ¤ Have students with a pre-K reading level and above (groups 2 & 3), and the ones who use AAC or & other visuals (groups 1 & 2) watch the Unit 1 Debug It! studio project #1, #2, #3, #4, and #5 instructional videos as well as Unit 1 Debug It! A Project instructional video.

## Activity Part 3

- ❑ Give students time to test and debug each Debug It! challenge. Ask USATs to help students

## Activity Part 4

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

## Resources:

- ❑ Unit 1 Debug It! handout
- ❑ Unit 1 Debug It! studio project 1 at <https://youtu.be/DLsUFibzpB8>
- ❑ Unit 1 Debug It! studio project 2 at <https://youtu.be/CS7HgfOcdyY>
- ❑ Unit 1 Debug It! studio project 3 at <https://youtu.be/kEr90LIGc-I>
- ❑ Unit 1 Debug It! studio project 4 at <https://youtu.be/p1PGNqAd9pQ>
- ❑ Unit 1 Debug It! studio project 5 at <https://youtu.be/e0mYtLALazs>
- ❑ Unit 1 Debug It! A Project at <https://youtu.be/IXfPkZC9LyY>
- ❑ Unit 1 Debug It! studio at <http://scratch.mit.edu/studios/475483>

## Notes to the Teacher

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

## **Notes by the Teacher:**

# About Me !



Pre-teaching (10 minutes)



Activity Part 1



Break (2 min)



Activity Part 2



Break (2 min)



Activity Part 3



Break (2 min)



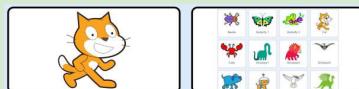
Activity Part 4

# Pre-Teaching Topics & Terms

## Topics:

Show students a few sample “About Me” projects from the “About Me” studio. Model students how to create a simple About Me project, which presents at least one fact about the student, and has at least one interactive element.

## Terms:

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

## Expectations:

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

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## Session Objectives

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

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## Learning Objectives

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

1. Create a simple “About Me” project, which presents at least one fact about the student, and has at least one interactive element.
  2. Share their “About Me” project with a peer, USAT, and/or on their Design Journals
-

# ACTIVITY DESCRIPTION



## Activity Part 1

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

## Activity Part 2

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

## Activity Part 3

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

## Activity Part 4

- ¤ Allow students to share their works-in-progress with others. Have students share and discuss their projects with their peers. Students who prefer to work alone may have share and discuss their projects with USATs. Students may choose to, draw/sketch their discussions on their Design Journals using the reflection prompts.
- ¤ Ask USATs to prompt students with little or no formal communication or who are struggling, to demonstrate their projects.

## Resources:

- ¤ Projector
- ¤ About Me studio at <http://scratch.mit.edu/studios/475470>
- ¤ About Me Studio instructional video at <https://youtu.be/l10aqoup4AA>
- ¤ About Me instructional video at <https://youtu.be/tvbUVU-E1K8>
- ¤ About Me handout

## Notes to the Teacher

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

## Notes by the Teacher:

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