General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- m Direct Modeling by the teacher
- m 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
- **p** 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
- m Small group instruction
- p Direct modeling by the teacher
- **¤** Repeated Practice

Group 3

- g 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

- **p** 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

- m 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)

UNIT O SESSION 1





Pre-teaching (10 minutes)



Activity Part I (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)

Pre-Teaching Topics & Terms

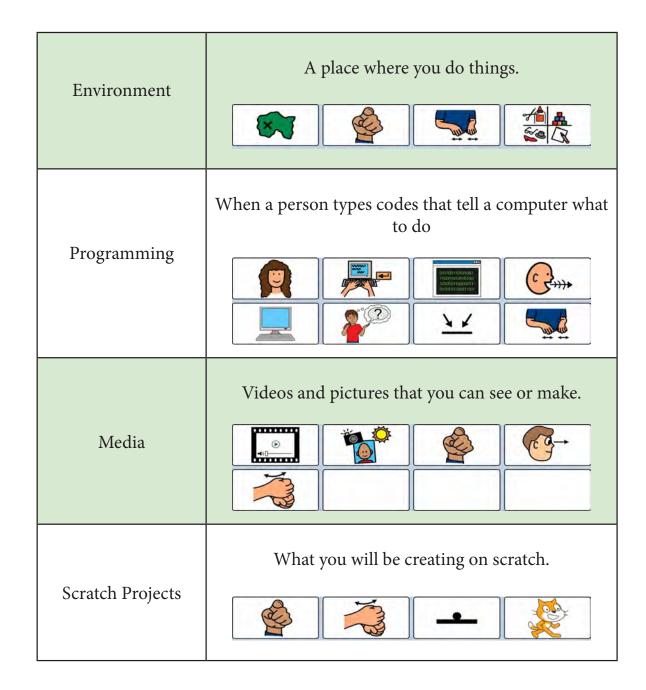
Topics:

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

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

Terms:

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



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

Session Objectives

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



Learning Objectives

By the end of this session, students will:

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

Resources

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

ACTIVITY DESCRIPTION



Activity Part I

- 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).
- p Document the names of the students who need small group and 1:1 instruction.
- Explain students that over the next several sessions they will be creating their own interactive computational media with Scratch.

Activity Part 3

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

Reviewing Student Work

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

Notes to the Teacher

- If you do not have internet access, download the Scratch overview video from Vimeo before class, available at http://videmo.com/65583694
- Instead of writing out their answers to the reflections prompts, encourage students to get creative by drawing their responses. (e.g., draw different ways you interact with computers)
- p Document the names of students who need frequent break.
- **p** Document the students who need extended time.
- parameter 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 Teachers

UNIT O **SESSION** 5





Pre-teaching (10 minutes)



Activity Part I (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)



Break (2 min)



Activity Part 4 (8 min)

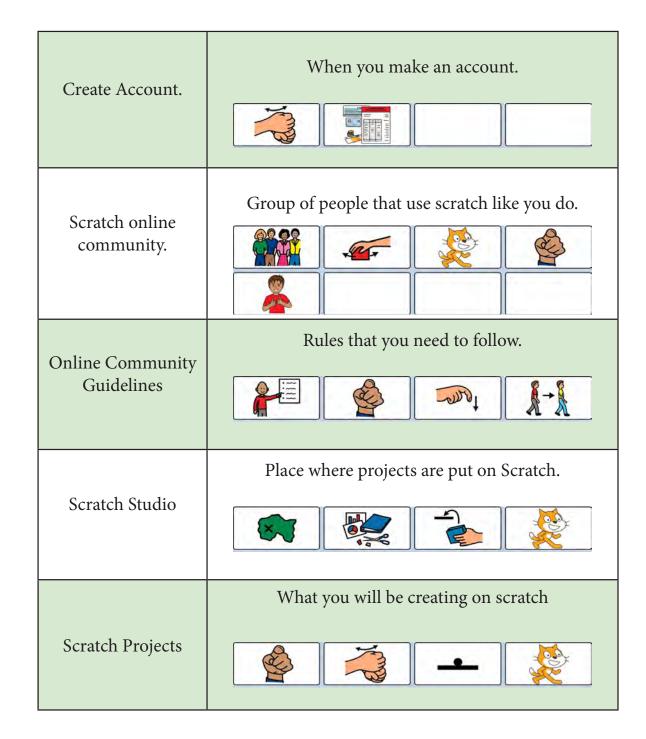
Pre-Teaching Topics & Terms

Topics:

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

Terms:

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



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

Session Objectives

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



Learning Objectives

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

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

Resources

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

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ACTIVITY DESCRIPTION

Activity Part I

- 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.
- m Help students navigate to the Scratch website at http://scratch.mit.edu.
- m 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)
- paragraph For students who have a pre-k reading level play the "Join Scratch" short instructional video. (group 2 and possibly 3)
- page 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.
- page 7 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

- **g** Give students time to create Scratch account and update their Scratch profile page.
- page You may opt to create a Scratch Teacher Account.
- Encourage students to practice signing in and out of their accounts.
- To make it easier for members of the class to find and follow one another's Scratch profiles, consider creating a class list of usernames and passwords for all the students.
- peers' work.
- Document students who work independently, need prompting, or need 1:1 demonstration.

Activity Part 3

- m Model exploring the Scratch online community.
- **¤** Have the Scratch Explore handout available to guide students.
- **m** Have students explore the online community.
- prompt students who cannot or do not explore independently work 1:1 or in small groups, model the teacher or assistant in a step-by-step fashion.
- p 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.
- m Model the key points of the guideline.
- m Discuss respectful and constructive behavior as a class discussion with students.
- For students who are struggling, work 1:1, praising appropriate responses and redirecting inappropriate responses.
- Document level of support needed, and for those students with little or no communication ask if the like/don't like the activity.

Notes to the Teacher

- Teachers may prefer providing their email or creating a class email address, as notifications of any inappropriate behavior on the Scratch website will be sent to the email that is registered with the account.
- **¤** Check if any students already have an online account.
- To remember password while maintaining privacy, have students write down their username and password in sealed envelopes that are kept in a secure place in the classroom
- p Document the names of students who need frequent break.
- **p** Document the students who need extended time.
- parameter 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





Pre-teaching (10 minutes)



Activity Part I (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)



Break (2 min)



Reflection Prompts (10 min)

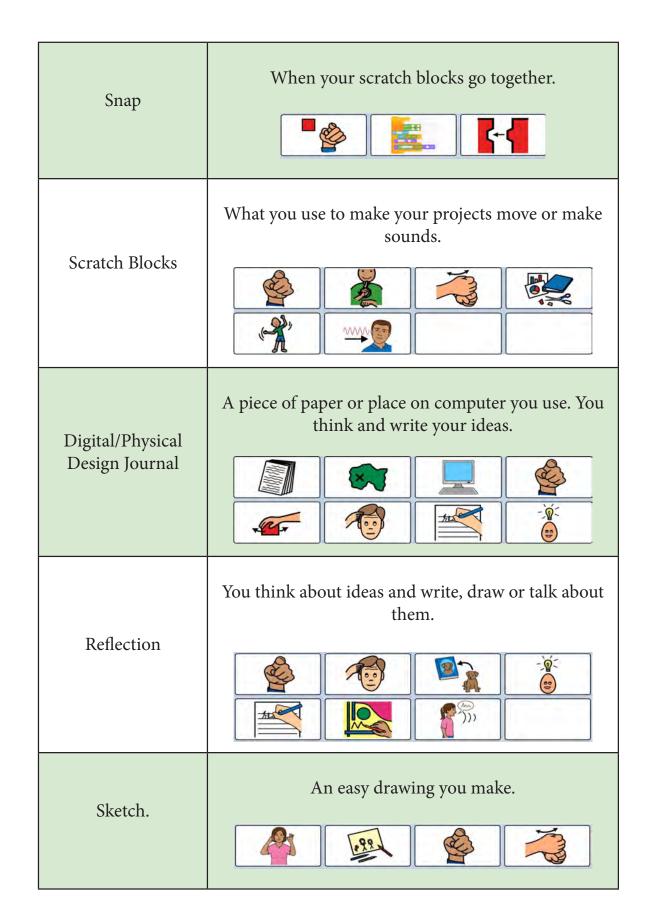
Pre-Teaching Topics & Terms

Topics:

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

Terms:

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



- Recording ideas on design journal.

Session Objectives





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

ACTIVITY DESCRIPTION



Activity Part I

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

Activity Part 2

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

Activity Part 2 Contd.

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

Activity Part 3

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

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_GjL9sIpK2NpDyFzuAX0dB6 iAM3J4iOgV3guym4/edit#slide=id.p28
- Paper and craft materials (for paper journals)

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Reviewing Student Work

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

Notes to the Teacher

- puring other guide activities, facilitate group discussions around relevant reflection prompts.
- p Decide students for whom the design journals should be private or public.
- prequent 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).
- **u** Use common and familiar words in your verbal instructions for students having difficulty communicating (groups 1, 2, and if needed, group 3)
- **z** 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 Teachers







Pre-teaching (10 minutes)



Break (2 min)



Introduction (10 min)



Break (2 min)



Step-by-step Activity (15 min)



Break (2 min)



Reflection Prompts (10 min)

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

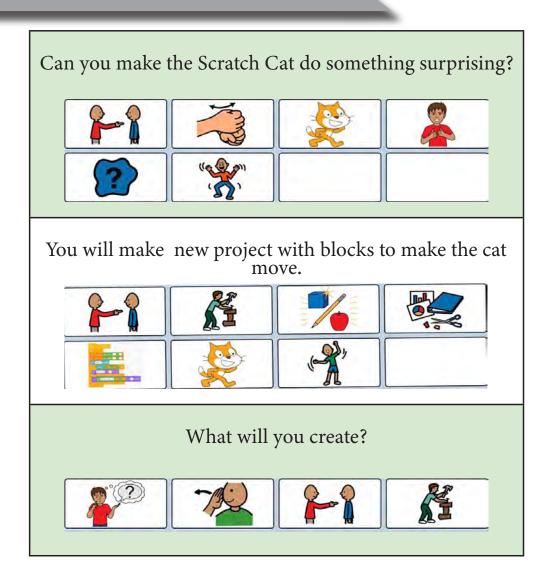
Terms continued:

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

Expectations:

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

Introduction



Reviewing Student Work

- mathemathcharacteristic 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.)?
- m Were students able to run Scratch and sign into their account?
- m Were they able to create a new project?
- **m** Were they able drag at least one Scratch block into the Scripting area?
- m Were they able to snap at least three blocks together?

Notes to the Teacher

- During other guide activities, facilitate group discussions around relevant reflection prompts.
- m Decide students for whom the design journals should be private or public.
- **¤** Frequent breaks for students as data indicates.
- **m** Extended time for students as indicated in the IEP.
- paragraph 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)

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Notes by the Teacher:







Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (10 min)



Break (2 min)



Activity Part 4 (10 min)

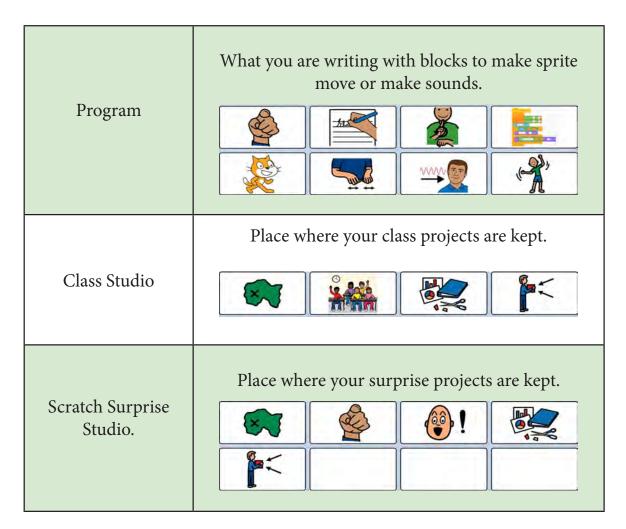
Pre-Teaching Topics & Terms

Topics:

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

Terms:

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



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

Session Objectives

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

Learning Objectives

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

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



ACTIVITY DESCRIPTION



Activity Part I

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

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

Activity Part 2

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

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

Activity Part 3

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

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

Activity Part 4

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

Resources

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

Reviewing Student Work

- m Did students successfully add their projects to the studio?
- m 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.
- prequent 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).
- **u** 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.
- B 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 O SESSION 6





Pre-teaching (10 minutes)



Break (2 min)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (10 min)

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

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

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

Session Objectives

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



Learning Objectives

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

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

ACTIVITY DESCRIPTION

Activity Part I

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

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

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

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

Activity Part 2

For students with a pre-K reading level and higher

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

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

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

Activity Part 3

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

Resources

- ¤ Critique Group handout
- ¤ Critique Group modeling video

Reviewing Student Work

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

Notes to the Teacher

- prequent 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.
- para For students with tendency to persevere on a topic, involve teacher aid for individualized assistance (Student names here).
- ^{II} 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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General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **m** Direct Modeling by the teacher
- m 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
- **m** 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
- m Small group instruction
- m Direct modeling by the teacher
- **¤** Repeated Practice

Group 3

- g 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

- **m** 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

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

Notes:	

2 Accessible Scratch Curriculum:

UNIT 1 SESSION 1



Programmed to Dance



Pre-teaching (10 minutes)



Activity Part I (8 min)



Break (2 min)



Activity Part 2 (8 min)



Break (2 min)



Activity Part 3 (8 min)





Reflection Prompts (10 min)

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

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

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



Session Objectives

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

Learning Objectives

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

- 1. express a shown dance move in an accurate sequential 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.

Resources:

- p Projector
- **p** Tablets
- p Programmed to Dance videos
 - http://vimeo.com/28612347
 - http://vimeo.com/28612585
 - http://vimeo.com/28612800
 - http://vimeo.com/28612970

ACTIVITY DESCRIPTION



Activity Part I

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

Activity Part 2

For each small-group of director/follower

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

Activity Part 3

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

Activity Part 4

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

Adjusted Reviewing Student Work (Evaluation)

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

Notes to the Teacher

- **p** Document the names of students who need frequent break.
- **p** Document the students who need extended time.
- parameter 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:

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Accessible Scratch Curriculum: Unit 1 / Session 1

UNIT 1 SESSION 2





Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (5 min)



Break (2 min)



Activity Part 4 (10 min)

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

Costumes	Are what can be worn.
Sound	What you hear.
Backdrop	What you see in the background.
Project Editor	A part of scratch that fixes problems.
Project Tutorial	A part of Scratch that gives ideas.
Creative	When a person is good at making art.

Step-by-step	Doing one thing and then another.
Scratch Block	What you use to make your project move or make sounds.
Class Studio	The place where your projects are kept.

Create the dancing cat project, save the project, and share it in the class studio.

Session Objectives

The purpose of this session is to teach students how to create a dancing cat project by showing them a step-by-step tutorial, how to save the project, and how to share it in a classroom studio.



Learning Objectives

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

- 1. Create a dancing cat project consisting of at least two Scratch blocks snapped together.
- 2. Save the project in the student's account.
- 3. Share the project in the class studio.

ACTIVITY DESCRIPTION

Activity Part I

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

Activity Part 2

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

Activity Part 3

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

- Example 2 Let students (student names) share their first Scratch creations with one another by showing them on their screen
- Ask USATs to provide guided practice to help students who like to work individually or who miss some steps (student names) to share and add their projects to a class studio.

For students who are struggling:

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

For students who have limited or no formal communication system:

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

Activity Part 4

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

Resources

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

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Reviewing Student Work

- m 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?
- m Were students able to save and share projects?

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.
- **p** Document the names of students who need frequent break.
- **p** 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.

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- Example 2 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





Pre-teaching (10 minutes)



Activity Part I



Break (2 min or as needed)









Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

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

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

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

Session Objectives

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



Learning Objectives

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

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

Resources:

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

ACTIVITY DESCRIPTION

Activity Part I

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

Activity Part 2

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

Activity Part 3

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

Notes to the Teacher

- **¤** Collect duration data on the students who require frequent breaks.
- $\tt m$ Collect duration data for students who need extended time to complete the tasks.
- parameter per 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:

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UNIT 1 **SESSION 4**





Pre-teaching (10 minutes)



Activity Part I



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)



Activity Part 3



Break (2 min or as needed)



Activity Part 4

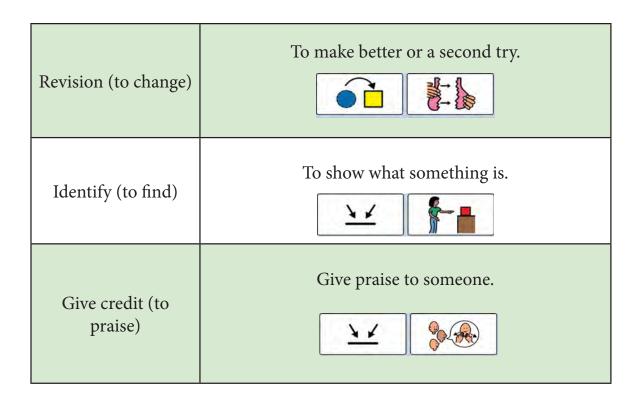
Pre-Teaching Topics & Terms

Topics:

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

Terms:

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



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

Session Objectives

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



Learning Objectives

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

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



Activity Part I

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

Activity Part 2

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

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Activity Part 3

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

Activity Part 4

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

Resources

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

Reviewing Student Work

- **¤** Is the student able to create a Scratch studio?
- **¤** Is there at least one project identified?
- **¤** Is the student able to revise and add this project into a newly created Scratch studio?

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

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Notes by the Teacher?

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UNIT 1 SESSION 5





Pre-teaching (10 minutes)



Activity Part I



Break (2 min)



Activity Part 2 (2min)



Break (2 min)



Activity Part 3



Break (2 min)



Activity Part 4

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

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

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

Session Objectives





Learning Objectives

By the end of this session, students will:

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

Resources:

- unit 1 Debug It! handout
- **¤** Unit 1 Debug It! instructional video
- **u** Unit 1 What to Debug It! instructional video
- Multi 1 Debug It! studio at http://scratch.mit.edu/475483.

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ACTIVITY DESCRIPTION

Activity Part I

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

Activity Part 2

- Have students with a pre-K reading level and above (groups 2 & 3) how to open each of the projects on the Debut It! handout, and explain them what they are expected to debug. Encourage them to click on the "Look Inside" button to investigate the buggy program, tinker with problematic code, and test possible solutions.
- prompted after each step.
- Have students with a pre-K reading level and above (groups 2 & 3) watch the Unit 1 Debug It! instructional video. Students who use AAC or &other visuals who enjoy videos (groups 1 & 2) watch the video.
- p Document the level of prompting needed for each student.

Activity Part 3

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

Activity Part 4

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

Notes to the Teacher

- **m** Collect duration data on the students who require frequent breaks.
- **¤** Collect duration data for students who need extended time to complete the tasks.
- paragraph 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.

Accessible Scratch Curriculum: Unit 1 / Session 5

Notes by the Teacher:

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UNIT 1 SESSION 6

About Me!









Break (2 min)



Activity Part 2



Break (2 min)



Activity Part 3



Break (2 min)



Activity Part 4

Pre-Teaching Topics & Terms

Topics:

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

Terms:

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

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

Session Objectives

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



Learning Objectives

By the end of this session, students will:

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

Resources

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



Activity Part I

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

Activity Part 2

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

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Activity Part 3

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

Activity Part 4

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

Notes to the Teacher

- **¤** Collect duration data for students who need extended time to complete the tasks.
- page 5 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 Teachers

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General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **m** Direct Modeling by the teacher
- m 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
- **m** 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
- m Small group instruction
- m Direct modeling by the teacher
- **¤** Repeated Practice

Group 3

- g 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

- **m** 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

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

Notes:	

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S TINU SESSION 1





Session Schedule



Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min - As needed)



Activity Part 2 (15 min)



Break (2 min - As needed)



Activity Part 3 (15 min)

Pre-Teaching Topics & Terms

Topics:

Explain events and parallelism to students and demonstrate them how they work in general and how they function in Scratch.

Terms:

Terms	Description and Symbol
Sequence	What comes next in a certain way.
Parallelism	Two things that happen at the same time.
Event	When one thing makes a different thing start.
Script	What you look at and act out.
Reset	To go back to the beginning.

Tell students that they will be asked to explain what events and parallelism are as well as how they function in Scratch.



Session Objectives

The purpose of this session is to introduce students to the concepts of events (one thing causing another thing to happen) and parallelism (multiple things happening at the same time).

Learning Objectives

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

- 1. Explain events in terms of what they are and how they work in Scratch.
- 2. Explain parallelisms in terms of what they are and how they work in Scratch.

Resources:

p Projector



Activity Part I

- Have a projector connected to a computer with Scratch open to display which blocks and scripts will be performed.
- Ask two volunteers from students with a grade 2 reading level or higher.

Activity Part 2

Prompts the two volunteer students with a 2nd grade level in reading or higher (students names) to act out a series of instructions.

- 1. Have one student volunteer walk across the room
- 2. Have that student "reset"
- 3. Have that student walk across the room and talk simultaneously
- 4. Add the second student volunteer (students name), by having the second student simultaneously (but independently) walk across the room
- 5. Have the second student do a dependent task, like responding to the first student

Activity Part 3

Ask students with pre-K reading level or higher (student names) to reflect on the experience to discuss the concepts of events and parallelism using reflection prompts in their design journal in written or drawing format and ask students (student names) to discuss with their peers (student names) or USATs (student names). 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. The USAT should note student names and responses.

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Notes to the Teacher

- **¤** Give frequent breaks for students with short attention spans or behavioral needs.
- m Extended time for students as specified in the IEP.
- paragraph 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.

Notes by the Teacher

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S TINU SESSION 2

Build A Bane



Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min or as needed)



Activity Part 2 (20 min)



Break (2 min)



Activity Part 3 (10 min)

Pre-Teaching Topics & Terms

Topics:

Show students how to create a Scratch project with one sprite which plays a sound when an event occurs on the sprite.

Terms:

Terms	Description and Symbol
Band	A group that makes music.
Music Extension	The place on scratch where music blocks are.
Sound tab	The place on scratch where you find sounds to use.
Sound	What you hear.
Costum Interactive Sprite	A sprite you can make move, make sounds with or click on.

Explain to the students that they will be creating a Scratch project with at least one sprite containing at least one sound, which plays when an event attached to the sprite occurs.

Session Objectives

The purpose of this session is to teach students how to create a program that combines interactive sprites with interesting sounds.



Learning Objectives

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

1. Create a Scratch project consisting of at least one sprite that plays a sound upon an event attached to the sprite

Resources:

- **¤** Projector
- Build-a-Band studio instructional video
- Build-a-Band demo instructional video.

ACTIVITY DESCRIPTION



Activity Part I

- Show example projects from the Build-a-Band studio to students. For students who have little or no formal communication systems use one-to one instruction. For students who need prompting to stay on task use 1:2 instruction (Document student names and level of needed supports).
- Let all watch the Build-a-Band studio instructional video using the accommodations in the first step. (Document student names and level of needed support)
- Have students with a pre-k reading level and higher (student names) follow the Build-a-Band handout
- For students with little or no formal communication and for students who are struggling with the handout, demonstrate the steps, paired with each step of the handout as students model each step.
- Record the prompting level needed as specified on the rubric.

Activity Part 2

- © Give students with a pre-K reading level or higher time to create interactive instruments by pairing sprites with sounds.
- Ask USATs to work with students(student names) who are struggling in a small group setting to create interactive instruments by pairing sprites with sounds
- Create a demo interactive instrument on the projector for students who continue to struggle with the above step or who have little or no formal communication system in a 1:1 or small group setting. Have them model each step (student names and level of support).
- Ask students engage with videos (student names) watch the Build-a-Band demo instructional video
- For students with little or no formal communication and for students who are struggling with the handout, demonstrate the steps, paired with each step of the handout as students model each step.
- Record the prompting level needed as specified on the rubric.
- Encourage students with experiment with different ways to express sounds in Scratch by exploring other blocks in the Music (extension) category or using the editing tools within the Sounds tab.

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Activity Part 3

- Allow students with a pre-k reading level or higher (student names) to demonstrate their bands to one another and/or USATs, or ask students with all students to share with the class on the projector. (individualize based on data from previous lessons and document).
- Ask students to use the reflection prompts as they explain their bands
- Ask students (Student names) to think back on the design process by responding to the reflection prompts in their design journals in written, drawn, and/or symbol format.
- Reflections include AAC, showing the drawings.
- paragraph 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.

Reviewing Student Work

- m 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?
- m Were students able to save and share projects?

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. For students who struggle or do not participate give the students (student names) the link to add their projects for the session or unit. Ask USATs to help students who struggle or have little or no formal communications systems(student names) to go to the class studio for the sessions or units.
- **¤** Give frequent breaks for students with short attention spans or behavioral needs.
- **x** Extended time for students as specified in the IEP.
- **¤** 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.

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Notes by the Teacher?

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UNIT 2 SESSION 3

Orange Square, Purple Circle



Pre-teaching (10 minutes)











Pre-Teaching Topics & Terms

Topics:

Show students how to use the Paint editor to create different shapes and how to add them to a Scratch project. Show them one or more examples from the "Orange Square, Purple Circle" studio.

Terms:

Terms	Description and Symbol	
Looks Blocks	What you use to make your sprite look different.	
Paint Editor	What you use to change your sprites on scratch.	
Orange Square	One of the sprites you use that is orange.	
Purple Circle	One of the sprites you use that is purple.	

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Tell students that they are expected to create a simple project involving an orange square and a purple circle object.

Session Objectives

The purpose of this session is to teach students how to create an arts-themed simple Scratch project and to improve students' fluency with Looks blocks and the paint editor.



Learning Objectives

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

1. Create a simple Scratch project that has an orange square and a purple circle object.

Resources

- Orange Square, Purple Circle handout
- programme Square, Purple Circle studio at https://scratch.mit.edu/studios/475527/
- programme Purple Circle instructional video

ACTIVITY DESCRIPTION



Activity Part I

- Show students with visual, auditory, and multi-sensory learning channel preference one or more example projects from the Orange Square, Purple Circle studio
- Ask students with visual, auditory, and multi-sensory learning channel preference to watch the "Orange Square, Purple Circle Studio" instructional video
- Ask students with visual, auditory, and multi-sensory learning channel preference to watch the "Orange Square, Purple Circle" instructional video
- Have the "Orange Square, Purple Circle" handout available to guide students with visual learning channel preference
- **p** For students who are struggling have the USATs use guided practice procedure
- parameter properties are properties. For students who have little or no formal communication system, use 1:1 instruction with systematic prompting.

Activity Part 2

- Give students time to create a project that includes an orange square and a purple circle.
- Invite students to experiment with Looks blocks and the paint editor to explore their artistic abilities
- a Ask USATs to help students who prefer to work in groups

Activity Part 3

- Utilizing the reflection prompts, encourage students who prefer working in groups to share their creative work with their peers and/or USATs.
- m Have students add their projects to a class studio
- Ask students who prefer working alone to reflect on their design process using the reflection prompts in their design journals in written, pictorial and/or symbol format.
- For students who do not have a formal communication system and could complete Activities 1 & 2, ask if they like the activity as listed in general accommodations section.
- Document each students' responses.

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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.
- maxiety 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
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **m** 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 2 SESSION 4





Activity Part I (10 min)



Break (2 min or as needed)



Activity Part 2 (20 min)



Break (2 min)



Activity Part 3 (10 min)

Pre-Teaching Topics & Terms

Topics:

Show students one or more example projects from the "It's Alive!" studio. Create a simple animation to model the animation process.

Terms:

Terms	Description and Symbol
Loops	What you do more than once.
Animation	A kind of video you watch that moves.
Sprite	What is used on the computer screen.
Costume	Are what can be worn.

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Tell students that they are expected to animate an object using the loops.

Session Objectives

The purpose of this session is to teach students how to use the loops to create an animaiton, to show them the difference between the sprites and costumes.

Learning Objectives

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

1. Create a simple Scratch project with an object animated using loops

Resources

- **¤** "It's Alive!" handout
- "It's Alive!" Studio at http://scratch.mit.edu/studios/475529
- **¤** "It's Alive!" Studio instructional video
- m "Orange Square, Purple Circle Animated" instructional video



Activity Part I

- Show students with visual, auditory, and multi-sensory learning channel preference one or more example projects from the It's Alive! studio
- Ask students with visual, auditory, and multi-sensory learning channel preference to watch the "It's Alive! Studio" instructional video
- Ask students with visual, auditory, and multi-sensory learning channel preference to watch the "Orange Square, Purple Circle Animated" instructional video
- Have the "It's Alive!" handout available to guide students with visual learning channel preference
- For students who cannot complete the process and for student with little or no formal communication system and who do not respond to the video, use 1:1 instruction with systematic prompting.

Activity Part 2

- Introduce the concept of an animation as looping through a series of incrementally different pictures, such as in a flipbook or a Claymation film.
- Encourage students who prefer working alone to explore loops by changing costumes or backdrops to create an animation and add to their "Orange Square, Purple Circle" projects.
- Ask USATs to help students who prefer working in groups using guided practice.
- For students who have little or no formal communication system, use 1:1 instruction with systematic prompting.

Activity Part 3

- Invite students who prefer working in groups to share their work with their peers and/ or USATs. Have these students put their projects in presentation mode and invite them to walk around and explore each other's projects. Ask these students utilize the reflection prompts in presenting their projects
- Ask students who prefer working alone to think back on their design process by responding to the reflection prompts in their design journals in written and/or symbol format

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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.
- maxiety to a familiar environment to reduce their anxiety levels
- page 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.
- parameter 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.
- **m** Collect duration data for students who need extended time to complete the tasks.
- paragraph For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance (Student names here).
- ^m 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 2 SESSION 5





Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min - As needed)



Activity Part 2 (15 min)



Break (2 min - As needed)



Activity Part 3 (15 min)

Pre-Teaching Topics & Terms

Topics:

Show students the projects on the Unit 2 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	Find and change problems.
Fix	Change problems to make better.
Investigate (explore)	To look at so you can understand.
Buggy (many errors)	A lot of problems.

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

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

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

- p Unit 2 Debug It! handout
- unit 2 Debug It! Handout instructional video
- Unit 2 Debug It! instructional video
- Multi 2 Debug It! studio at http://scratch.mit.edu/475539

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ACTIVITY DESCRIPTION

Activity Part I

- May Have the Unit 2 Debug It! handout available to guide students with a pre-K reading level or higher
- Show students who struggle following the handout (student names) how to open one of the Debug It! projects, and debug the problem in the project.
- Demonstrate or have USATs demonstrate "Debug it" pairing instruction with the handout step-by-step having the student with little or no formal communication model each step.
- Market Students who engage with videos (student names) watch the Unit 2 Debug It! Handout instructional video.
- Market Students who engage with videos (student names) watch the Unit 2 Debug It! instructional video.

Activity Part 2

- Show students with a pre-K reading level or higher (student names) how to open each project on the Unit 2 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 these students (student names) to watch the Unit 2 Debug It! instructional video. \ Open each project on the "Debug it" handout for students who struggle or have little or no communication.
- Repeat: Demonstrating or have USATs demonstrate "Debug it" pairing instruction with the handout step-by-step having the student with little or no formal communication model each step.

Activity Part 3

- © Give students who were successful (student names) time to test and debug each Debug It! challenge.
- Ask USATs repeat the demonstration and prompt responses of struggling for students who are struggling with or without communication problems

Activity Part 4

- Ask students who have been successful (student names) to reflect bask on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format and ask who have difficulty sharing (student names) to discuss with one peer (student names) or USATs (student names).
- Discussions include AAC, showing the drawings.
- para 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.

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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.
- m 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
- paragraph For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **m** Give frequent breaks for students, based on data collected.
- **¤** Offer extended time to students as indicated in the IEP.
- 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 Teachers

Accessible Scratch Curriculum: Unit 2 / Session 5

UNIT 2 SESSION 6

Music Video



Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min or as needed)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (15 min)

Pre-Teaching Topics & Terms

Topics:

Show students a few sample "Music Video" projects from the "Music Video" studio. Model students how to create a simple Music Video project.

Terms:

Terms	Description and Symbol
Music Video	A video you watch. They have music you can hear.
Animation	A kind of video you watch that moves.
Combine	To put 2 things together.

Expectations:

Explain to the students that they will be creating a Scratch project with at least one sprite containing at least one sound, which plays when an event attached to the sprite occurs.

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Session Objectives

The purpose of this session is to teach students how to create a "Music Video" project in Scratch that combines music with animation, and discuss their projects/work-in-progress with their peers, USATs, and/ or on their Design Journals.



Learning Objectives

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

- 1. Create a simple Music Video project that combines music with animation.
- 2. Share their Music Video projects with their peers, USATs, and/or on their Design Journal.

Resources:

- **p** Projector
- Music Video studio http://scratch.mit.edu/studios/475517
- m "Music Video" instructional video
- "Music Video Studio" instructional video
- m "Music Video" handout



Activity Part I

- Introduce students to the idea of the creating a music video in Scratch project that combines music with animation.
- Walk through some of the music video projects from the "Music Video" studio for students with pre-k reading level or higher (student names).
- Ask these students (student names) to watch the "Music Video Studio" instructional video for a sample project.
- Ask USATs to show a few sample music video projects from the "Music Video Studio" to struggling students (student names)
- Ask USATs to demonstrate in a step-by-step process using the systematic prompting to encourage struggling students and students with little or no formal communication system to imitate each step.

Activity Part 2

- m Model creating a sample music video project for struggling student and students with little or no formal communication system
- Ask students who were successful above (student names) to watch the "Music Video" instructional video for a sample project to follow along.
- Ask USATs to demonstrate in a step-by-step process using the systematic prompting to encourage struggling students and students with little or no formal communication system to imitate each step on a 1:1 basis.

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Activity Part 3

- Have students sign in to their Scratch accounts and open a new project or sign in students who cannot do so.
- mathrage "Music Video" handout available to provide guidance to students with a pre-karreading level or higher.
- **g** Give students time to create a "Music Video" project that combines music and animation.
- m Ask USATs to prompt struggling students.
- Ask USATs to demonstrate in a step-by-step process using the systematic prompting to encourage struggling students who do not respond to prompting alone, and students with little or no formal communication system to imitate each step on a 1:1 basis.

Activity Part 4

- Ask students who have been successful (student names) to reflect bask on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format and ask who have difficulty sharing (student names) to discuss with one peer (student names) or USATs (student names).
- p 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. The USAT should note student names and responses.

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.
- m Move students showing anxiety to a familiar environment to reduce their anxiety levels
- $\tt m$ Facilitate ways to calm students down.
- pair students who does not intitiate 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.

Notes by the Teacher:

Accessible Scratch Curriculum: Unit 2 / Session 6

General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **m** Direct Modeling by the teacher
- m 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
- **m** 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
- m Small group instruction
- m Direct modeling by the teacher
- **¤** Repeated Practice

Group 3

- g 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

- **m** 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

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

Notes:	

2 Accessible Scratch Curriculum:

UNIT 3 SESSION 1

Characters



Pre-teaching (10 minutes)



Activity Part



Break (2 min or as needed)









Pre-Teaching Topics & Terms

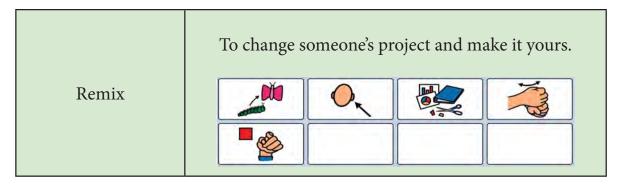
Topics:

Show students how to use "Make a Block" feature to create a custom blocks to define behaviors for sprites or "characters".

Terms:

Terms	Description and Symbol
My Blocks	A place where the blocks you make are kept.
Character	What does something on scratch that you change.
Behavior (Movement)	Changing where you are.
Define	A block group that shows what your new block can do.
Reuse	To use again.

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Tell students that they are expected to create a Scratch projects that has two sprites or "characters" that each has one behavior created using "Make a Block" feature.



Session Objectives

The purpose of this session is to teach students how to create their own Scratch blocks using the "Make a Block" feature and define behaviors for characters using custom blocks.

Learning Objectives

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

1. Create a Scratch project that includes two sprites or "characters" that each have one behavior created using the "Make a Block" feature.

Resources:

- Characters studio at https://scratch.mit.edu/ studios/475545/
- m Characters studio in structional video
- Characters instructional video
- **¤** Characters handout.

ACTIVITY DESCRIPTION

Activity Part I

- Show example projects from the Characters studio (http://scratch.mit.edu/studios/475545) to students with pre-K reading level and higher
- ma Have students who engage with videos watch the Characters Studio Instructional video
- provide the Characters handout to students.
- May 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

- Demonstrate how to create a Scratch project with two sprites that each have one behavior that are created by "Make a Block" feature, and ask students with a pre-K reading level and higher to follow along
- Have Have students who engage with videos watch the "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 the Characters handout with the instruction and have it available when students create their Scratch projects
- May Have the USATs to work 1:1 with students who have little or no formal communication using the step-by-step process, prompting when needed and paring the handout with each step.
- Give students time to create a Scratch project that includes two sprites or "characters" that each have one behavior that are created using the "Make a Block" feature in "My Blocks" category.
- Ask students to add their projects to a class or the Characters studio.
- Have the USATs prompt or add the project to the class or the Character studio for the students who struggle or can not do so.

Accessible Scratch Curriculum: Unit 3 / Session 1

Accessible Scratch Curriculum: Unit 3 / Session 1

Activity Part 3

- Ask students with pre-K reading level or higher and prefer to work in groups(student names) to reflect on the experience to discuss the concepts of events and parallelism using reflection prompts in their design journal in written or drawing format and ask students (student names) to discuss with their peers.
- For students who prefer to work alone (student names) ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- para 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 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.
- maxiety to a familiar environment to reduce their anxiety levels
- p 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
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **m** Collect duration data on the students who require frequent breaks.
- **¤** Collect duration data for students who need extended time to complete the tasks.
- paragraph 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:

Accessible Scratch Curriculum: Unit 3 / Session 1

UNIT 3 **SESSION 2**

Conversations



Pre-teaching (10 minutes)



Activity Part I



Break (2 min or as needed)



Activity Part 2



Break (2 min or as needed)





Break (2 min or as needed)

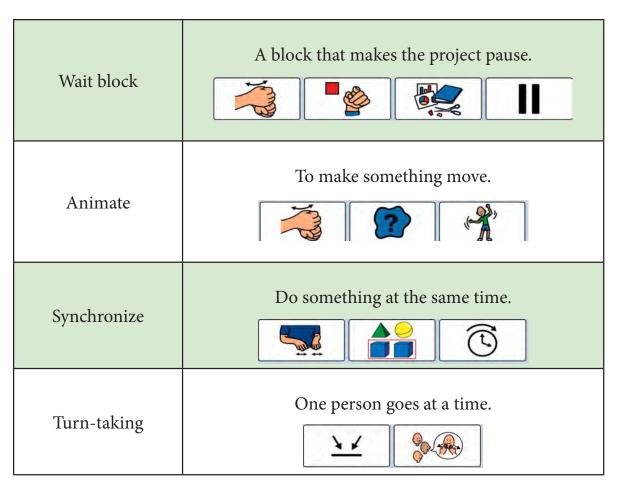
Pre-Teaching Topics & Terms

Topics:

Show students how to create a Scratch project with one sprite which plays a sound when an event occurs on the sprite.

Terms:

Terms	Description and Symbol			
Broadcast	A block that lets you send words.			
Conversation	When you talk with someone else.			
Starter	A project that helps you understand how to start.			
Reuse	To use again.			
Remix	To change someone's project and make it yours.			



Expectations:

Tell students that they are expected to create a Scratch project that includes both "broadcast" and "when I receive" Scratch blocks that are used to form a synchronize a conversation between two characters.

Session Objectives

The purpose of this session is to teach students how to create a Scratch project that synchronize interactions between sprites (timing and broadcasting) by remixing a joke project.



Learning Objectives

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

1. Create a Scratch project that includes both "broadcast" and "when I receive" Scratch blocks to form a conversation between two characters with proper turn-taking behavior.

ACTIVITY DESCRIPTION



Activity Part I

- As you explore the Penguin Joke starter project (http://scratch.mit.edu/projects/10015800) demonstrate the steps for completing it. Make sure the students understand how the conversation is animated using wait blocks
- property For students who need to work in small groups have the USATs assist.
- 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) to students following the whole group, small group, and 1:1 instructional sequences.
- m Have students who engage with videos watch the Conversations studio instructional video
- Provide the Conversations handout to students all students pairing it with the instructional steps demonstrated above.

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 block,
- May Have students who engage with videos watch the Conversations instructional video to follow along when creating their own Scratch projects
- Ask USATs to work with students who need small group or 1:1 instruction when creating their Scratch projects using the procedures described on Activity 1.
- Ask students to follow the steps in the Conversations handout when creating their Scratch projects. For struggling students or those with little or no formal communication, pair the steps in the Conversations handout when creating their Scratch handout or when reteaching the lesson.

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Activity Part 3

- Encourage students who prefer to work in groups to share their joke projects with their peers. Invite these students to present their work to the class, and demonstrate how they implemented broadcast.
- For students who prefer to work alone 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.
- para 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

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
- **m** Conversations instructional video

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.
- maxiety 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
- parameter 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.

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Notes by the Teacher?

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UNIT 3 SESSION 3





Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (15 min)



Pre-Teaching Topics & Terms

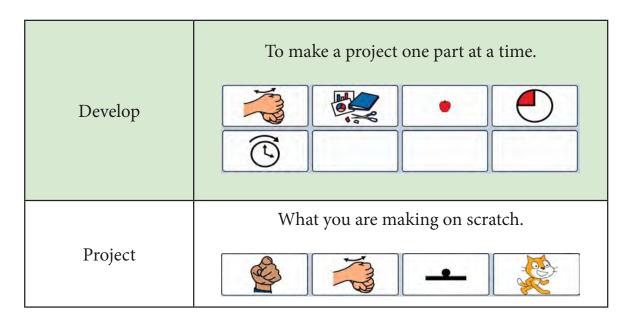
Topics:

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

Terms:

Terms	Description and Symbol			
Backdrop	What you see in the background.			
Stage	Place on scratch where changes are made to sprites.			
Scene	Where your sprite moves or talks with other sprites.			

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Expectations:

Tell students that they are expected to develop a project with multiple scene changes using backdrops.

Session Objectives

The purpose of this session is to teach students how to develop a project with multiple scene chagnes usign backdrops.



Learning Objectives

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

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

Resources:

- Scenes studio at https://scratch.mit.edu/studios/475550/
- Scenes Studio instructional video
- Scenes Handout instructional video
- **¤** Scenes Handout



Activity Part I

- Show example projects from the Scenes studio 1 to students with pre-K reading level and higher
- Show Scenes studio instructional video for students who engage
- m Have the Scenes handout available for all students

Activity Part 2

- m Model students with characteristics how to develop a project that includes multiple scene changes using different backdrops, such as in a slideshow.
- Show the Scenes instructional videos for students with characteristics
- Provide the Scenes handout for all students with to follow along as they create a project that includes multiple scene changes
- 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.

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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 in the Stage to initiate changes
- 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

- 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 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 (student names) ask them to discuss with a peer or one of the USATs. Discussions include AAC, showing the drawings.
- pa 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 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.
- page Facilitate ways to calm students down.
- Pair students who does not intitiate 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.
- page 7 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.
- **m** 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.

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Notes by the Teacher:

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UNIT 3 SESSION 4





Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (10 min)









Pre-Teaching Topics & Terms

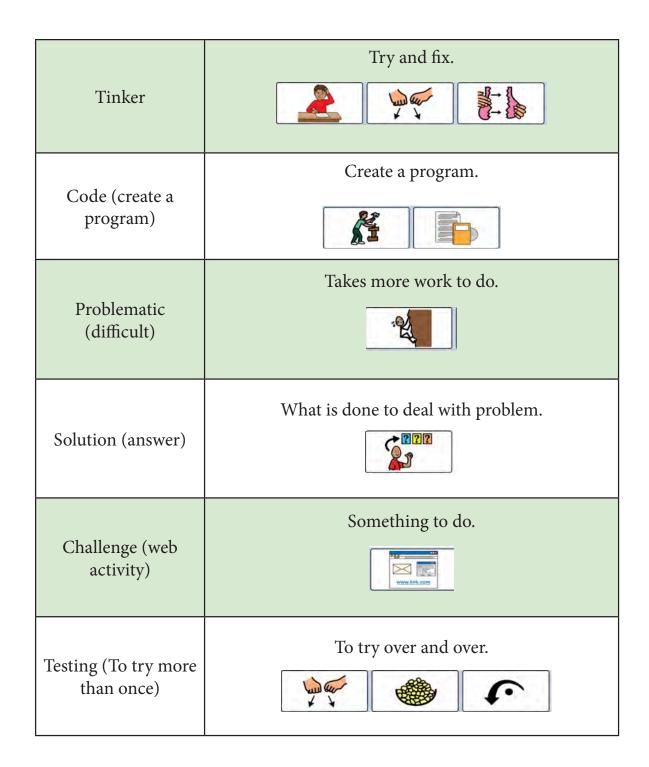
Topics:

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	Find and change problems. ? ? ?		
Fix	Change problems to make better.		
Investigate (explore)	To look at so you can understand.		
Buggy (many errors)	A lot of problems.		

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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
- Multi Media in Market Marke
- unit 3 Debug It! Handout video
- m Unit 3 Debug It! studio at http://scratch.mit.edu/studios/475554

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ACTIVITY DESCRIPTION

Activity Part I

- **¤** 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.
- mathematical Have the students (student names) watch the Unit 3 Debug It! instructional video.
- Make the 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 bask 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).
- para 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.

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Notes by the Teachers

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UNIT 3 SESSION 5



Pre-teaching (10 minutes)





Break (2 min or as needed)







Pre-Teaching Topics & Terms

Topics:

Show students drawing of a creature in three body parts (head, middle, and bottom).

Terms:

Terms	Description and Symbol
Creature	What you will draw on paper.
Creative	When a person is good at making art.
Head	The very top, where the face is.
Middle	Where arms or sholders are at.
Bottom	Where legs and feet are at.

Guide	What you use to know what to do.
Reveal	When you show something to a group.
Collaborative	When you add your ideas to a group project.
Contribution	What you added to the group project
Reuse	To use again.
Remix	To change someone's project and make it yours.

Expectations:

Tell students that they are expected to put into groups of three students, each of which will draw one of the creature's body parts (head, middle, or bottom).

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.



Learning Objectives

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

1. Draw a "creature" in three parts (head, middle, and bottom)

Resources

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

Accessible Scratch Curriculum: Unit 3 / Session 5

ACTIVITY DESCRIPTION

Activity Part I

- put students into groups of three students
- Give one of the students in each gorup a tri-folded sheet of blank paper and one minute to daw 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 students 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.
- pa Finally, give students 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 baord 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.

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.
- page 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.
- **u** 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
- parameter 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
- m 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.

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Notes by the Teachers

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UNIT 3 SESSION 6





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

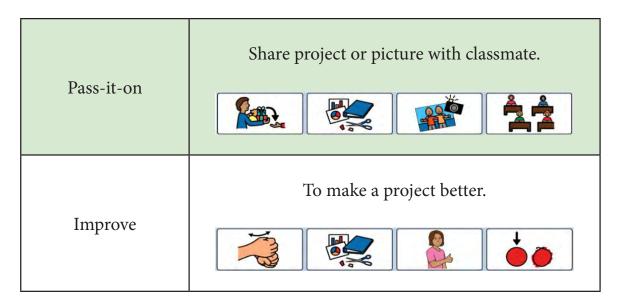
Topics:

Show students how to create or contribute to the creation of a story project, and add Scratch blocks to an existing project to improve and/or modify the 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.

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Expectations:

Tell students that they are expected to create or contribute to the creation of a 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 or contribute to the creation of a new 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 or contribute to the creation of a Scratch story project
- 2. Add at least two Scratch blocks to an existing story project created by others that will improve and/or change the story project.

Resources:

- pass IT On studio at https://scratch.mit.edu/studios/475543/
- pass It On studio instructional video
- Pass IT On handout instructional video
- pass IT On Handout
- projector and screen to present student work.

ACTIVITY DESCRIPTION

Activity Part I

- 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.
- mathematical 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).
- m 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 or. 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 studio or a class studio.
- **p** For student who needed one-to-one instruction, have the USAT add the projects.

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.
- maxiety to a familiar environment to reduce their anxiety levels
- p 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
- parameter per 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
- m 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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General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **p** Direct Modeling by the teacher
- mark 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
- m Small group instruction
- m 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

- **m** 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

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

Notes:

2 Accessible Scratch Curriculum:

UNIT 4 SESSION 1

Dream Game List



Pre-teaching (10 minutes)



Activity Part I (20 min)



Break (2 min)



Activity Part 2 (20 min)



Break (2 min)



Activity Part 3 (20 min)

Pre-Teaching Topics & Terms

Topics:

Discuss a few games with students including their design characteristics, mechanics, and common features.

Terms:

Terms	Description and Symbol			
Brainstorm	Finding ideas with your group.			
Game Mechanics	How you play a game.			
Game Design	How the game is made, how it looks.			
Design Characteristics (Elements)	Parts of the game that you use or see.			

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Purpose



Expectations:

Tell students that they are expected to come up with a dream game they would like to create including its design elements.

Session Objectives

The purpose of this session is to teach students how to identify common design elements of games.



Learning Objectives

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

1. Come up with a dream game with at least three design characteristics (character(s), scoring, game mechanics, start and ending, purpose, competition, progress, etc.)

Resources:

- Paper to write down game design elements
- markers, etc.)



Activity Part I

- Divide students with a pre-K reading level or higher into small groups of 2-3 people.
- In their small groups, ask students to come up with a list of games that they enjoy playing. Students (names) may choose to generate the list on their design journal or (student names) may choose to may do a brainstorm activity with their peers and/or with USATs.

Activity Part 2

- For students (names) who prefer working in groups, facilitate a class discussion about what characteristics make up a game, and come up with a common game mechanics.
- Students (names) who prefer to work alone may have the discussion with a peer and/or with USATs, and students may respond to the discussion questions (i.e., what characteristics make up a game and come up with a list of common game mechanics) on their design journals.

Activity Part 3

- Ask students to describe their dream games with design elements (characters, competition, game mechanics, scoring, start and end, purpose, storyline, progression, etc.) for the games.
- Students who prefer to work in groups (names) may have a small group discussion.
- Students who prefer to work alone may discuss this with USATs, may write/sketch this down on their design journals.

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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 intitiate 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
- parameter 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
- m 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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Accessible Scratch Curriculum: Unit 4 / Session 1

UNIT 4 SESSION 2



Pre-teaching (10 minutes)















Pre-Teaching Topics & Terms

Topics:

Go over the scripts for one of the example starter projects (Maze, Pong, or Scrolling).

Terms:

Terms	Description and Symbol						
Starter Game	A game that you add your ideas to.						
Game-in-progress	A game that is being played now.						

Expectations:

Tell students that they are expected to create a starter game project by either starting from scratch or remixing/reusing one of the example starter projects (Maze, Pong, Scrolling).

Session Objectives

The purpose of this session is to teach students how to create a starter game project.



Learning Objectives

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

1. Create a starter game project by either starting from scratch or remixing/reusing one of the example starter projects (Maze, Pong, Scrolling).

Resources

- Maze handout
- m Maze handout instructional video
- m Maze example starter project at https://scratch.mit.edu/projects/11414041/
- Pong handout
- Pong handout instructional video
- pong example starter project at https://scratch.mit.edu/projects/10128515/
- Scrolling handout
- Scrolling handout instructional video
- Scrolling example starter project at https://scratch.mit.edu/projects/22162012/
- Games Studio at https://scratch.mit.edu/studios/487504/





Activity Part I

- play the Maze, Pong, and Scrolling example starter projects
- May Have the Maze, Pong, and Scrolling handouts available to guide students with a pre-K reading level and higher (names)
- DUSATs should work 1:1 with students who have little or no formal communication systems, using a step-by-step and systematic prompting, pairing the handout with each step.
- Have the Maze, Pong, and Scrolling handout instructional videos available for students who engage with the videos (names)

Activity Part 2

- Choose one game project (Maze, Pong, or Scrolling) and go over the script of the game for students with a pre-K to grade 2 reading level.
- Students with a grade 3 or higher reading level may choose to examine the script of one of these games with a peer or a USATs or may work on their own to explore one the games.
- Students may choose to swatch the Maze, Pong, and/or Scrolling handout instructional video that reviews the script of the game or may follow the print guide
- **u** USATs should work 1:1 with students who have little or no formal communication systems, using a step-by-step and systematic prompting, pairing the handout with each step.

Accessible Scratch Curriculum: Unit 4 / Session 2

Activity Part 3

- Give students time to start building their games or let them remix one of the starter projects (Maze, Pong, or Scrolling)
- use USATs should work 1:1 with students who have little or no formal communication systems, using a step-by-step and systematic prompting, pairing the handout with each step.
- Document each student's preference and level of support

Activity Part 4

- Encourage students who prefer to work in groups to get feedback on their games-in-progress from peers
- Students who prefer to work alone to get feedback from USATs using the reflection prompts. Students who prefer to work alone may reflect on their games-in-progress on their design journals in written and/or symbol format.
- Ask students with little or no formal communication system if they like/don't like activity 3.
- Ask student to upload their final game projects to the Games studio or a class studio.
- Ask the USATs to upload the projects of students who cannot or will not do so.
- p Document each student's preference and level of support.

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.
- m Move students showing anxiety to a familiar environment to reduce their anxiety levels
- p 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
- parameter 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
- m 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

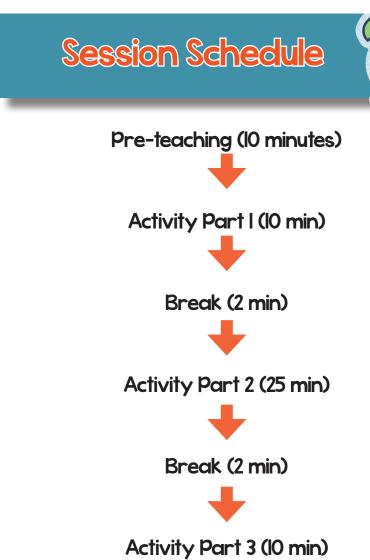
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Notes by the Teachers

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UNIT 4 SESSION 3





Pre-Teaching Topics & Terms

Topics:

Show students how to create variables and use them to keep score for a game.

Terms:

Terms	Description and Symbol				
Variable	Information you add to blocks on scratch.				
Score	How you do when you play a game.				
Scoreboard	Shows you score when you played a game.				

Expectations:

Tell students that they are expected to create a variable and use that variable in a scoreboard for a game.

Session Objectives

The purpose of this session is to teach student how to create a variable and use it in a game project to keep score.



Learning Objectives

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

1. Create a variable and use the variable to keep score in a game project

ACTIVITY DESCRIPTION



Activity Part I

- Do a think-aloud as you explore the fish Chomp starter project for students with a pre—K reading level and higher.
- Ask USATs do a think-aloud as they explore the fish Chomp starter project for students who are struggling.
- For students with little or no formal communication system, ask the USATs to demonstrate 1:1 the exploration of the fish Chomp starter project having the student model each step and using systematic prompting.
- Ask students who prefer to work alone explore the fish Chomp starter project either a peer or the USAT.
- Have the Score handout available to guide students. For struggling students demonstrate following the steps. For those with little communication have the USAT work 1:1 using the strategies described above.
- Have the Fish Chomp starter project instructional video available for students who engage with videos.

Activity Part 2

- m Help students open the Fish Chomp starter project.
- Do a modeling for students with a pre-K an higher reading level how to add a scoreboard to the game by using variables.
- **A** Ask USATs to repeat the modeling for struggling students.
- Ask students prefer to work in groups to work with their peers to explore the variables and add a scoreboard to the game.
- Ask students who prefer to work alone to explore the variables and add the scoreboard to the game have the USAT prompt the students as needed.
- Ask students who engage with videos to watch the Fish Chomp starter project and the Score handout instructional videos

Activity Part 3

- Ask students who prefer to work in groups to share their Fish Chomp remixes with the scoreboards added. Invite students to present their projects to the class and ask them to use the reflection prompts in their presentations.
- Ask students with some characteristics to discuss the design process with a peer or USAT utilizing the reflection prompts in their discussion.
- Ask students with a pre-K reading level and higher to think back on their design process by responding to the reflection prompts in their design journals. Ask students to add their projects into Fish Chomp remix studio or a class studio.
- For struggling students, ask the USAT to demonstrate the steps pairing the handout with each step.
- For students with little or no formal communication system, have the USAT ask like/don't like (symbols) and record it in their design journals.

Resources

- Score handout
- Score examples studio at https://scratch.mit.edu/studios/218313/
- projects/10859244
- prish Chomp remix studio at http://scratch.mit.edu/studios/475615

Notes to the Teacher

- m 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.
- m Move students showing anxiety to a familiar environment to reduce their anxiety levels
- **¤** Facilitate ways to calm students down.
- pair students who does not intitiate interaction but will accept initiations from others with students who prefer studying in groups.
- **u** Use common and familiar words in your verbal instructions for students having difficulty communicating.
- **p** 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.
- **m** Give frequent breaks for students as classroom data or the IEP indicates.
- m Offer extended time to students as classroom data or the IEP indicates.
- 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.
- m 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 Teachers

UNIT 4 **SESSION 4**



Pre-teaching (10 minutes)















Pre-Teaching Topics & Terms

Topics:

Show students a few projects from the Extensions studio, and show them briefly how to add an extension to one of the game projects developed before (maze, pong, or scrolling).

Terms:

Terms	Description and Symbol					
Extend	What you do to you make your project more difficult.					
Extension	What you use on scratch to make your project more difficult.					

Expectations:

Tell students that they are expected to add at least one extension to one of the projects that completed in a prior unit.

Session Objectives

The purpose of this session is to familiarize students to the concepts of conditionals, operators, and data.



Learning Objectives

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

1. Add at least one extension to one of the previously developed/remixed game projects; maze, pong, or scrolling.

Resources

- Extensions studio at https://scratch.mit.edu/studios/475619/
- Extensions instructional video
- **¤** Extensions handout
- **¤** Extensions handout instructional video

ACTIVITY DESCRIPTION



Activity Part I

- **n** Show the example projects from the extensions studio.
- m Have the Extensions handout available to guide students, pairing each step with the demonstration.
- mathematical Have the Extensions studio instructional video available for students who engage with the video.
- Have the Extensions handout instructional video available to guide students who are struggling.

Activity Part 2

- Do a think-aloud (as describe in session 3) as you show the code of programs in the Extensions studio and explore different ways games can be increased in difficulty or extended.
- Ask students who engage with videos to watch the Extensions studio instructional video to learn about the code of the programs in the Extensions studio
- Ask students who struggle to watch the Extensions handout instructional video to learn how a project can be increased in difficulty or extended
- Ask USATS to work 1:1 with students who struggle with the hand-out to demonstrate each step of the handout having the student model each step. This can be done in small groups or 1:1 using systematic prompting as needed.
- Ask USATs to explore the code of the programs in the Extensions studio for students with a pre-K reading level and higher and then give students time to do this on their own. Let students choose to work independently or in small groups.
- m Have USATs work in small groups for struggling students.
- USATs should work 1:1 with students who have little or no formal communication system using a step-by-step instructional sequence and systematic prompting.

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Activity Part 3

- Ask students with a pre-K reading level and higher to select one or more extensions to add to their previously started maze, pong, or scrolling games.
- Ask USATs to work with struggling students with to add an extension to the previously started project.
- Ask students who prefer to work in groups to share-pair or work in small groups to accomplish this.
- parameter For students with little or no formal communication have USATs work 1:1 using step-by-step strategies and systematic prompting.

Activity Part 4

- Ask students who prefer to work alone to share their extended game projects with a peers or USAT
- Ask students who prefer to work in groups to share them with the class.
- Ask students to use the reflection prompts in their presentations. Ask students to think back on their design process by responding to the reflection prompts in their design journals.
- USATs should work with small groups or 1:1 as data indicates, using step-by-step and systematic prompting.

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.
- m Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- page Facilitate ways to calm students down.
- pair students who does not intitiate 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.

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- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.

- **¤** Give frequent breaks for students as classroom data or the IEP indicates.
- m Offer extended time to students as classroom data or the IEP indicates.

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- 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

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UNIT 4 SESSION 5

nteractions



Pre-teaching (10 minutes)





Activity Part 2 (25 min)

Break (2 min)

Activity Part 3 (10 min)

Pre-Teaching Topics & Terms

Topics:

Show students how to solve one of the nine Interactions programming puzzles.

Terms:

- **m** Interaction
- **x** Sensing
- **¤** Puzzle

Expectations:

Tell students that they are expected to create a Scratch project that solves at least one of the nine Interactions programming puzzles.

Session Objectives

The purpose of this session is to teach different approaches to making projects interactive by solving a series of nine programming puzzles.

Learning Objectives

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

1. Create a Scratch project that solves at least one of the nine Interactions programming puzzles.



Resources:

- **¤** Interactions handout
- **p** Interactions instructional video
- p Interactions studio at https://scratch.mit.edu/studios/487213/

ACTIVITY DESCRIPTION

Activity Part I

- Challenge students to further explore Scratch by creating Scratch programs that solve some of the nine Interactions programming puzzles. These Interactions puzzles explore Sensing blocks, engaging some of the more advanced concepts in Scratch related to interactivity.
- m Have the Interactions handout available to guide students during this activity
- Have Interactions instructional video available that demonstrates how to solve one
 of the nine Interactions programming puzzles.

Activity Part 2

Give students time to solve one of the Interactions programming puzzles. Ask students to attempt on their own, ask USATs to work with students, and ask students to work with a peer.

Activity Part 3

Utilizing the reflection prompts, ask students to share their solutions with the class. Ask students to share with USATs and/or their peers. Ask students with to think back on their solution process by responding to the reflection prompts in their design journals in written and/or symbol format.

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.
- **m** Tolerate students with language skills.
- 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 with characteristics.
- m Offer extended time to students with cognitive characteristics.
- provide positive, meaningful, and immadiate 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.

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Notes by the Teacher?

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Pre-teaching (10 minutes)



Activity Part I (10 minutes)



Break (2 minutes)



Activity Part 2 (10 minutes)



Break (2 minminutes



Activity Part 3 (15 minutes)



Break (2 minutes)



Activity Part 4 (10 minutes)

Pre-Teaching Topics & Terms

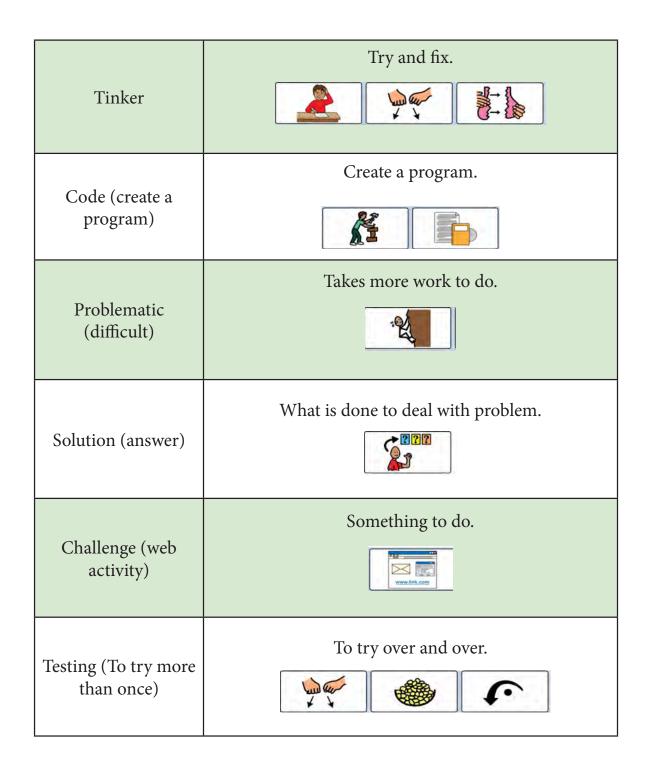
Topics:

Show students the projects on the Unit 4 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	Find and change problems.
Fix	Change problems to make better.
Investigate (explore)	To look at so you can understand.
Buggy (many errors)	A lot of problems.

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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

- ¤ Critique Group handout
- ¤ Critique Group modeling video

ACTIVITY DESCRIPTION

Activity Part I

- **¤** Have the Unit 4 Debug It! handout available to guide students during the activity.
- Show students how to open one of the Debug It! projects, and debug the problem in the project.
- m Have students watch the Unit 4 Debug It! Handout instructional video.
- m Have students watch the Unit 4 Debug It! instructional video.

Activity Part 2

- Show students how to open each project on the Unit 4 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 to watch the Unit 4 Debug It! instructional video.
- Ask students to watch the Unit 4 Debug It! Handout 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 to reflect bask on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format, and ask students to discuss with their peers or USATs.

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.
- m Move students showing anxiety to a familiar environment to reduce their anxiety levels
- para Facilitate ways to calm students down
- Pair students who does not intitiate 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
- **¤** Tolerate students with language skills
- Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- parameter parameter individualized assistance.
- **¤** Give frequent breaks to students.
- Offer extended time to students.
- provide positive, meaningful, and immidiate 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?

General Accomodation by Ability Level

Schedules

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

Pre-Teaching

Group 1

- Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- **m** Manipulatives
- **m** Direct Modeling by the teacher
- mage 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
- p 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
- **m** Small group instruction
- p Direct modeling by the teacher
- p 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

- **m** 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

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

Notes:

2 | Accessible Scratch Curriculum:

Know Want Learn



Pre-teaching (10 minutes)



Activity Part I (20 min)



Break (2 min)



Activity Part 2 (20 min)

Pre-Teaching Topics & Terms

Topics:

Tell students that they are expected to generate a list of what they know about Scratch, and what they want to find out more about Scratch.

Terms:

Know
Want
Learn
Self-asses

Expectations:

Tell students that they are expected to generate a list of what they know about Scratch, and what they want to find out more about Scratch.



Session Objectives

The purpose of this session is to teach students to reflect on past projects and experiences, self-assess current knowledge and learning goals, and identify what they would like to discover more about Scratch.

Learning Objectives

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

- 1. Generate a list of at least 3 items regarding what they know about Scratch.
- 2. Generate a list of at least 2 items regarding what they would like to discover new/more about Scratch.

Resources

- ¤ Scratch Wiki at http://wiki.scratch.mit.edu
- Scratch discussion forums at http://scratch.mit.edu/discuss
- Scratch FAQ at http://scratch.mit.edu/info/faq



Activity Part I

Using the reflection prompts, ask students to reflect on what they know already and what they want to know next about Scratch and creative computing. Ask students who prefer to work in groupsto share their responses to the class. Ask students to share their responses with a peer and/or USAT. and ask all students to record their responses on their design journals in written and/or symbol format.

Activity Part 2

Divide students into pairs and have them take turns interviewing one another about their processes of generating the list of what they know and what they would like to discover new and/or learn more about Scratch. Utilize the reflection prompts to guide the interviews. Ask the USATs to work with students who struggle with communicating to others to verbally prompt the students to ask questions of another student.

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.
- maxiety to a familiar environment to reduce their anxiety levels
- **¤** Facilitate ways to calm students down.
- pair students who does not intitiate 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.
- parameter per For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **m** Give frequent breaks as specified in their IEP, or as indicated by classroom data.
- m 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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Pre-teaching (10 minutes)



Activity Part I (5 min)



Break (2 min)



Activity Part 2 (25 min)



Break (2 min)



Activity Part 3 (10 min)

Pre-Teaching Topics & Terms

Topics:

Show students some projects that they created in one of the prior sessions, and give them some directions as to how that project may be completed and/or improved.

Terms:

Self-Remix

Expectations:

Tell students that they are expected to self-remix a project that they created in one of the prior sessions to complete and/or improve the project.

Session Objectives

The purpose of this session is to give students an opportunity to create a self-remix of a past work.

Learning Objectives

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

1. Complete and/or improve a project that they created in one of the prior sessions

Resources

¤ Units 0-5 handouts

ACTIVITY DESCRIPTION



Activity Part I

Have the activity handouts from Units 0-5 available to guide students with a pre-K reading level and higher.

Activity Part 2

- Students who have little or no formal communication may need one-to-one systematic instruction where the USAT shows the step on the handout, demonstrates then asks to student to model the step.
- © Give students who work independently self-directed time, students struggle time to work with a peer/USATs to:
 - a. Reimagine or extend a past project by creating a self-remix (A remix of one's own project)
 - b. Revisit and work on a previous unit that was either skipped or not completed

Activity Part 3

Utilizing the reflection prompts, encourage students who prefer to work in groups share their self-remixes or activity outcomes with one another. Ask students who prefer to work alone to share their self-remixes with USATs and/or a peer. Ask students a pre-K reading level and higher characteristics to think back on their design process of their self-remixes by responding to the reflection prompts in their design journals in written and/or symbol format.

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.
- maxiety to a familiar environment to reduce their anxiety levels
- **¤** Facilitate ways to calm students down
- Pair students who does not intitiate 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
- parameter 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
- m 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

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Notes by the Teacher?



Pre-teaching (10 minutes)



Activity Part I (15 min)



Break (2 min)



Activity Part 2 (25 min)





Pre-Teaching Topics & Terms

Topics:

Show students some example projects from video sensing, cloning, and advanced concepts studios, and show them how these are added these projects.

Terms:

Advanced concept
Video Sensing
Cloning
Incorporate

Expectations:

Tell students that they are expected to incorporate one of the advanced concepts (video sensing, cloning) into a Scratch project.

Session Objectives

The purpose of this session is to show students how to create a project that incorporates video sensing or cloning into a Scratch project.



Learning Objectives

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

1. Incorporate at least one of the advanced concepts (video sensing, cloning) into a project.

Resources:

- Advanced Concepts studio at https://scratch.mit.edu/studios/221311/
- video Sensing studio at https://scratch.mit.edu/studios/201435/

 video Sensing studio at https://scratch.mit.edu/studios/

 video Sens
- video Sensing studio instructional video

 video

 video Sensing studio instructional video Sensing studio video Sensing studi
- Video Sensing handout
- Video Sensing handout instructional video
- Cloning studio at https://scratch.mit.edu/studios/201437/
- p Cloning studio instructional video
- Cloning handout
- Cloning handout instructional video.

ACTIVITY DESCRIPTION



Activity Part I

- Show example projects from the Advanced Concepts, Video Sensing, and Cloning studios to students help them get familiar with blocks that control video sensing and cloning.
- Have students to watch the Advanced Concepts Studio, Video Sensing Studio, and Cloning Studio instructional videos.
- m Have the Advanced Concepts, Video Sensing, and Cloning handouts available.

Activity Part 2

- Think-aloud while modeling how to create a project that experiments with one or more of the advanced concepts (video sensing, cloning) for students with a pre-k reading level or higher to follow along.
- Ask students who engage with videos to watch the videos on the Advanced Concepts Handout, Video Sensing Handout, and Cloning Handout instructional videos.
- Give students with a pre-K reading level or highertime to explore the code of example programs to create a project that experiments with one or more of the advanced concepts (video sensing, cloning).
- Ask students struggling students and students with little or no formal communication to work with USATs and/or a peer to create a project that experiments with one or more of the advanced concepts (video sensing, cloning).

Activity Part 3

- Encourage students who prefer to work in groups to share their projects with the class with the guidance of the reflection prompts.
- Encourage students who prefer to work alonto share their projects with USATs and/ or a peer, guided by the reflection prompts.
- Encourage students to think back on their design process in their design journals, utilizing the reflection prompts.

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.
- math Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- **¤** Facilitate ways to calm students down.
- pair students who does not intitiate interaction but will accept initiations from others with students who prefer studying in groups.
- **u** 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.
- parameter 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.
- p 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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Hardware Extensions



Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (30 min)



Break (2 min)



Activity Part 3 (5 min)

Pre-Teaching Topics & Terms

Topics:

Show students videos from the "How can I connect Scratch with other technologies?" and show them briefly how to incorporate a hardware extension to a Scratch project.

Terms:

Hardware Extension
LEGO WeDo
MaKey MaKey
Incorporate
Control

Expectations:

Tell students that they are expected to incorporate a hardware extension (LEGO WeDo or MaKey Makey) into a Scratch project.

Session Objectives

The purpose of this session is to introduce students to some hardware extensions that connect Scratch projects to a hardware extension (LEGO WeDo or MaKey MaKey).

Learning Objectives

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

1. Incorporate a LEGO WeDo or MaKey MaKey hardware extension from within a simple Scratch project to control the extension with Scratch code.

Resources

- LEGO WeDo construction set.
- m MaKey MaKey at http://makeymakey.com.
- Mardware and extensions. How I can connect Scratch with other technologies? videos at http://bit.ly/



Activity Part I

- Introduce students to ways Scratch can connect to other technologies and hardware extensions including the LEGO WeDo and MaKey MaKey.
- Show examples from the "How can I connect Scratch with other technologies?" video playlist.

Activity Part 2

- Divide students who prefer to work in groups into small groups of 2-4 people. Assign students who are struggling, or ho prefer to work alone and/ or have little or no formal communication to work with USATs.
- Give students/groups time to create a simple Scratch project that
 incorporates a physical world component using LEGO WeDo or MaKey
 MaKey hardware extension.

Activity Part 3

- Allow students/groups to share their projects with others, guided by the reflection prompts.
- Ask students who prefer to work alone to share their projects with a peer and/or USAT, guided by the reflection prompts.
- Ask students to think back on their design process with the guidence of the reflection prompts in their design journals in written and/or symbol formats.
- Ask students with little or no formal communication if they liked or didn't like the project and put their response in the design journal.

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.
- page Facilitate ways to calm students down.
- pair students who does not intitiate 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.
- parameter 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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Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (20 min)





Pre-Teaching Topics & Terms

Topics:

Show students how to create a simple Scratch project following a tutorial and/or step by step visual guideline.

Terms:

Create

Expectations:

Tell students that they are expected to create a simple Scratch project similar to one of the projects at the ideas resource.

Session Objectives

The purpose of this session is to teach students how to design an activity following a video tutorial and/or visual guideline.

Learning Objectives

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

1. Create a simple Scratch project following one of the video tutorials at the Ideas resource.

ACTIVITY DESCRIPTION



Activity Part I

- Have the Activity Design handout, activity design handout instructional video, and scratch design studio instructional videos available.
- Play a few project tutorials at the ideas resource for students who prefer to work in groups. Ask students who prefer to work alone, are struggling or have little formal communication to play these tutorials with a peer and/or USAT.
- Do a think-aloud as you examine the Scratch projects at the ideas resource for students who prefer to work in groups. Ask USATs to do the think-alouds for students who prefer to work alone, are struggling or have little formal communication.

Activity Part 2

- Show how to create a simple Scratch project similar to one of the projects at the ideas resource by following the associated Coding Cards for students with a pre K reading level and higher.
- Encourage these students to explore the ideas resource with turorials and associated Scratch Cards for inspiration to create a similar Scratch project.
- Ask USATs to create a simple Scratch project for students who are struggling or have little formal communication.

Activity Part 3

- Encourage students who prefer to work in groups to share their projects with the class and/or peers.
- Ask students to think back on the design process by responding to the reflection prompts in their design journals in written and/or symbol format.
- Have the USATs work with students who are struggling or have little or no communication comment on the project, or indicate like or don't like the activity and record this in their journal.

Resources:

- a Activity Design handout.
- **¤** Activity Design handout instructional video.
- Ideas resource at https://scratch.mit.edu/ideas
- Scratch cards at http://scratch.mit.edu/info/cards.
- Scratch Design Studio list at http://scratch.mit.edu/users/ScratchDesignStudio/
- m Scratch Design Studio Instructional video.

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.
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- 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.
- parameter For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **¤** Give frequent breaks for students as classroom data or the IEP indicates.
- 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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Pre-teaching (10 minutes)



Activity Part I (10 min)



Break (2 min)



Activity Part 2 (10 min)



Break (2 min)



Activity Part 3 (15 min)



Break (2 min)



Activity Part 4 (10 min)

Pre-Teaching Topics & Terms

Topics:

Show students the projects on the Unit 5 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	Find and change problems. ?@?
Fix	Change problems to make better.
Investigate (explore)	To look at so you can understand.
Buggy (many errors)	A lot of problems.

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

Expectations:

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:

- Multiple Properties of the properties of the
- Multiple of the property of
- p Unit 5 Debug It! Handout video
- m Unit 5 Debug It! studio at http://scratch.mit.edu/studios/475634

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ACTIVITY DESCRIPTION

Activity Part I

- m Have the Unit 5 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.
- mathematical Have the students (student names) watch the Unit 5 Debug It! instructional video.
- Make the 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 (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
- Mark 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 who work independently (student names) time to test and debug each Debug It! challenge.
- Mark the 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 bask 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 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.
- maxiety to a familiar environment to reduce their anxiety levels
- Facilitate ways to calm students down
- Pair students who does not intitiate 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
- parameter per For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- **¤** Give frequent breaks for students as classroom data or the IEP indicates.
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Notes by the Teacher:

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