UNIT 3, LESSON 2

ALGORITHMS AND DEBUGGING

3RD & 4TH GRADE

CS FOR ALL

NSF
Award #1837380

SUMMARY AND STANDARDS

Summary:

In this lesson, students will continue planning their explanatory writing in CoCo.

ELA Standards
The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
a) Engage in writing as a process.
b) Identify audience and purpose.
c) Use a variety of prewriting strategies.
d) Use organizational strategies to structure writing according to type.
e) Use transition words to vary sentence structure.

CS Standards:
The student will construct programs to accomplish tasks as a means of creative expression using a block or text based programming language, both independently and collaboratively
a. using sequencing;
b. using loops (a wide variety of patterns such as repeating patterns or growing patterns); and
c. identifying events.

The student will create a plan as part of the iterative design process, independently and/or collaboratively, using a variety of strategies (e.g., pair programming, storyboard, flowchart, pseudocode, story map).

Today, we are going to learn some new things in Scratch, such as new commands and how to change sprites! This will help us get ready to use Coco and Scratch to animate the writing we did last time.

MATERIALS AND RESOURCES NEEDED FOR THIS LESSON:

- Chromebook/Laptop
- Internet Access
- Scratch for CS First or Scratch online
- Link to Coco
- Teacher slide deck
- Students' completed explanatory writing piece and graphic organizer from last lesson

Reminder:
In this lesson, every student should be assigned a story in CoCo using Level 3.

The story should be titled "Unit 3 Story."

Each student should save their work using this naming strategy: "Student Name + Unit # + Descriptor", for example, "Johnny Unit 3 Story"

UNIT 3, LESSON 2
ALGORITHMS AND DEBUGGING

CS FOR ALL

COCO
COMPOSE & CODE
DEPICT-CS

You will need….[read slide]

LESSON OBJECTIVES: I CAN...

❑ Review Algorithms and Explanatory Writing

❑ Plan my writing and animation for Scratch using Coco Level 3 (Column 1, 2, 3)

❑ Identify and use Control Blocks and Loops

Let's go over today's lesson's objectives: [read slide]

REMEMBER

Explanatory writing:

- **Explains** something to someone or helps them understand how to do something. So it is important to provide many details!
- Is written in a specific order or **sequence**
  - A sequence is a set of things that follow each other in a particular order, where order matters!
- Often uses sequencing words such as **first, then, next,** and **last** to communicate the correct order of steps, also known as their sequence

Today we are going to be using CoCo to continue planning for animation!

Now, let's think about other types of explanatory writing together.

(Please require students to use CoCo where indicated)

FINISH PLANNING WITH COCO

You will need your **completed** graphic organizer from last time!

How to _____

Fill in the boxes below with your instructions for how to do something on the left. In the box on the right, you will draw a picture for how you would like this step to look in your Scratch animation.

Topic

First,

First,

Students should retrieve their completed Graphic Organizer from last lesson.

Step 3: Composing & Coding - Use the Graphic Organizer

Story: Recipe

My Ideas:	What I Want to Do:		Blocks & Icons I will need:	Self-monitoring:
First First, get all of your materials. You will need lemons, water, and sugar.	Do I need to add a start block? Do I need to add a character or object? Do I need to add or change a background? Do I need to make my character talk?	No ○ ●Yes No● ○Yes No ○ ●Yes No● ○Yes		I found the start block. I created a character (sprite). I added a background. I made my character talk.
Then Then, squeeze the lemons into juice.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No ○ Yes No● ○Yes No ○ Yes No ○ Yes No ○ ●Yes		I made my character talk. I switched a costume.
Next Next, add water and sugar.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No ○ Yes No● ○Yes No ○ Yes No ○ Yes No ○ ●Yes		I made my character talk. I switched a costume.
Last Last, stir the ingredients together.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No ○ Yes No● ○Yes No ○ Yes No ○ Yes No ○ ●Yes		I made my character talk. I switched a costume.
Finally Great job!	Do I need to create a costume? Do I need to switch a costume? Do I need to make my character think something?	No ○ ●Yes No ○ ●Yes No ○ ●Yes		I created a costume. I changed a costume. I made my sprite think something.

Remember, there are four columns in CoCo to complete. For now, we are going to add our writing into Column 1. Under, "My Ideas"

COMPLETE COLUMN 1 IN COCO

Pause here and students should fill in CoCo with their writing in CoCo Column 1 from their paper graphic organizer from last time

Story: Recipe

My Ideas:	What I Want to Do:		Blocks & Icons I will need:	Self-monitoring:
First First, get all of your materials. You will need lemons, water, and sugar.	Do I need to add a start block? Do I need to add a character or object? Do I need to add or change a background? Do I need to make my character talk?	No / Yes No / Yes No / Yes No / Yes		☐ I found the start block. ☐ I created a character (sprite). ☐ I added a background. ☐ I made my character talk.
Then Then, squeeze the lemons into juice.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No / Yes No / Yes No / Yes No / Yes No / Yes		☐ I made my character talk. ☐ I switched a costume.
Next Next, add water and sugar.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No / Yes No / Yes No / Yes No / Yes No / Yes		☐ I made my character talk. ☐ I switched a costume.
Last Last, stir the ingredients together.	Do I need to add or change a background? Do I need to make my character talk? Do I need to make my character think something? Do I need to create a costume? Do I need to switch a costume?	No / Yes No / Yes No / Yes No / Yes No / Yes		☐ I made my character talk. ☐ I switched a costume.
Finally Great job!	Do I need to create a costume? Do I need to switch a costume? Do I need to make my character think something?	No / Yes No / Yes No / Yes		☐ I created a costume. ☐ I changed a costume. ☐ I made my sprite think something.

Next, students should use the paper graphic organizer to plan and select blocks for Scratch in CoCo columns 2 & 3, based on their planned animation

COMPLETE COLUMNS 2 & 3 IN COCO

Pause here and students should fill in CoCo with their writing in CoCo Columns 2 & 3from their paper graphic organizer from last time

GREAT JOB!

Great job, next time we will use Scratch to animate our writing. But first, let's learn some new features in Scratch.
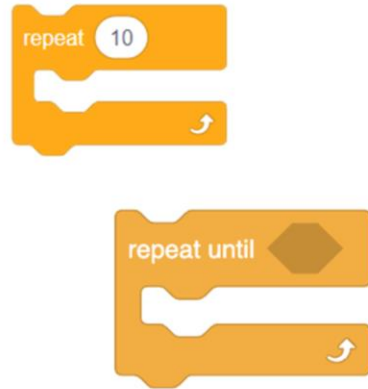
GUIDED PRACTICE: SCRATCH

Let's learn some new things in Scratch that we may want to use in our animations.

ALGORITHM: A LIST OF STEPS TO FINISH A TASK

Remember: An Algorithm is a list of steps or commands to finish a task. Today we are going to learn about a new block in scratch that can be really helpful when we code!

CONTROL BLOCKS & LOOPS

In Scratch, the yellow blocks are our control blocks. You already know one of them: the start block. Today you will learn about several types of repeat blocks. We use this to create loops, or algorithms that repeat. Loops are great tools to use within code and projects to repeat an action multiple times. In the 'Control' section of block code, we can use these loops:

        i.   Repeat x number of times: The Repeat Until () block is a Control block. Blocks held inside this block will loop until the specified event happens, in which case the code beneath the block (if any) will execute.

       ii.   Repeat until: The Repeat () block is a Control block. Blocks held inside this block will loop a given amount of times, before allowing the script to continue.
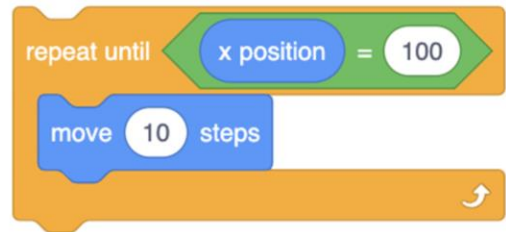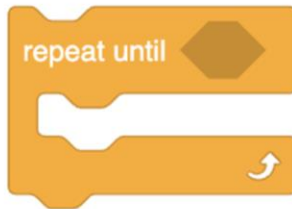
REPEAT X NUMBER OF TIMES [VIDEO]
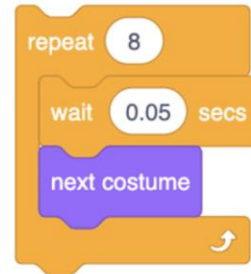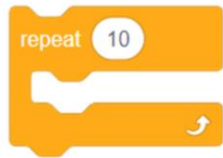
Repeats an action a certain # of times
When you place other blocks inside this block, it will loop for a specified number of times.

Watch Video Here:
https://www.dropbox.com/scl/fi/9v8tli2nk4ry5uc84hgkb/repeat.mp4?rlkey=mnos7pj33mh1lc07e6pu5x13s&st=gnzhviyk&dl=0

REPEAT UNTIL (VIDEO)

Repeats until another command ends the action.

Watch Video Here:
https://www.dropbox.com/scl/fi/gkid4fg2qbjyzg6l5s4ln/repeatuntil.mp4?rlkey=mh7bw3e7w9wtzlfgcd8bt58y1&st=edsm31yp&dl=0

INDEPENDENT PRACTICE:

1. Navigate to [Scratch for CS First](#) or scratch.mit.edu
2. Create a new project
3. Choose a Sprite
4. Animate a **dance with three moves**
5. Using the loop function, have the sprite dance using both **"Repeat until"** and **"Repeat ___ Number of times"**

PAUSE HERE. (5-10 MINUTES)

WRAP UP: YOUR ANIMATION PRACTICE!

Great job! Share your animation with your teacher or a partner
https://www.dropbox.com/scl/fi/5tyqclimfyxm5w0oduo8i/How-to-Share-Scratch-Products.docx?rlkey=25bxkepw2rdt6hq0pe55ji3ph&st=6ehw2oob&dl=0

Next time we will complete the final step and code our animation in Scratch!