**Lesson created by the GMU-ODU CSforAll Team. For more information about**

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| **Unit 1 Lesson 4: Planning and Writing with CoCo Level 2**  *5th & 6th Grade* | | |
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| **Concept: Patterns and Sequencing** | | |
| **Vocabulary:**  • sequencing  • pattern  • Algorithm  • Commands  • Code  • Pair Programming  • Debugging | | |
| **Summary:**  In this lesson, students will add their instructions for making a drink to CoCo and revise their writing based on peer feedback. | | |
| **Lesson Objectives (learning targets): I can…**   * Review planning tools (graphic organizer) and their purpose * Locate features in Coco Level 2 * Identify and operate the “Change Effect” Block * Monitor my writing and make revisions as needed | | |
| **Content Standard(s)** | **Computer Science Standard(s)** | |
| The student will:   * Use organizational strategies to structure writing according to type * Use transition words to vary sentence structure | The student will construct sets of step-by-step instructions (algorithms), both independently and collaboratively  a. using sequencing  b. using events | |

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| **Materials** |
| **Lesson materials:**   * Teacher slide deck * Student [slide deck](https://www.dropbox.com/scl/fi/de1z03f9c70noewlruvvm/(Student-Copy)-Unit-1-slides.pptx.pptx?dl=0&rlkey=w9yoeuxwm5aojjbhw6jteslja#slide=id.g126585dc664_2_61)   **Supplemental resources:** |

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| **Lesson Structure and Activities** |
| ***Prior to beginning this lesson, the teacher should have assigned each student a story in Level 2 of CoCo. Please name the assignment “Unit 1 Drink Recipe.”***  ***Students should use the same naming strategy for their final Scratch Project:***   * + *“Student Name + Unit # + Descriptor”, for example, “Johnny Unit 1 Drink Recipe”*   **(10 min) Warm-up & Introduction:**  **NOTE: All slides for this lesson are scripted so that, if needed, you can see exact definitions and instructions for teaching this lesson in the notes at the bottom of the teacher slide deck.**   1. (Optional) Introduce expectations and necessary resources (slides 1-3) 2. Review Scratch Blocks by having students complete a matching game in their [student slides](https://www.dropbox.com/scl/fi/de1z03f9c70noewlruvvm/(Student-Copy)-Unit-1-slides.pptx.pptx?dl=0&rlkey=w9yoeuxwm5aojjbhw6jteslja#slide=id.g126585dc664_2_259) (slides 4-6) 3. Discuss correct answers as a class, (slide 7) 4. Introduce today’s learning objectives (slide 8)    1. Review that a graphic organizer can be a planning tool (slide 9)    2. Remind students that CoCo is a graphic organizer to help us plan and improve our writing and coding our animations for our writing in Scratch (slide 10) |
| **(15-20 min) Direct Instruction & Guided Practice:**   1. Introduce and Model “Change Effect Block” (slides 11-12)    1. Have students log into Scratch and practice using “Change Effect” by illustrating their sprite going through a “time warp.” (slide 13)    2. Students should:       1. Change the effect by a minimum intensity of 50       2. Use at least 4 different effects on the sprite. This means they need to use at least 4 change effect blocks in the code.       3. (Optional) Students may also include speech or thought bubbles to represent the sprite’s thoughts as it goes through the time warp! 2. Introduce and Model CoCo Level 2 (Slides 14-18) 3. Remind students of explanatory writing and the sequence of transition words we have used (Slide 19) 4. Guide students to retrieve their “How to Make a Drink” graphic organizer from last lesson and to open CoCo Level 2 |
| **(25 min) Independent Practice:**   1. Using the printed graphic organizer, add their writing into CoCo Level 2, Column 1 (slide 20). 2. When completed, students should review their writing with a partner and edit their writing as needed (slide 21). |
| **(5 min) Wrap up:**  Review today’s activities and let students know they will finish their animation for creating a drink in the next lesson! (slide 22) |
| **Assessment Strategy:**  Did the student…   * Review planning tools (graphic organizer) and their purpose * Locate features in Coco Level 2 * Identify and operate the “Change Effect” Block * Monitor their writing and make revisions as needed |