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

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| **Unit 3 Lesson 2 Algorithms & Debugging** *5th & 6th Grade* | | |
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| **Concept: Algorithms & Debugging** | | |
| **Vocabulary:**  • Algorithms  • Explanatory Writing  • Control Blocks and Loops | | |
| **Narrative/Summary:**  In this lesson, students will continue planning their explanatory writing in CoCo and learning new Scratch features. | | |
| **Lesson Objectives (learning targets): I can…**   * Review Algorithms and Explanatory Writing * Plan my writing and animation for Scratch using Coco Level 3 (Column 1, 2, 3, 4) * Identify and use Control Blocks and Loops with a partner | | |
| **VDOE ELA Standard(s)** | **VDOE Computer Science Standard(s)** | |
| 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.  g) Use transition words to vary sentence  structure. | 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). | |

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| **Materials** |
| **Lesson materials:**   * Chromebook/Laptop * Internet Access * [Link to Scratch](https://scratch.mit.edu/) * [Link to Coco](https://wego.gmu.edu/scratchgo/login.php) * [Teacher Slides](https://drive.google.com/file/d/1nTZOE-nO1XXPrlgoBe44Utf_edxP7oDk/view?usp=drive_link) * Students’ completed explanatory writing piece and graphic organizer   **Supplemental resources:** |

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| **Lesson Structure and Activities** |
| **Note for Teachers:**   * **Prior to beginning this Unit,** be sure to assign your students a story in CoCo, using **Level 3.** * **Please use the following naming strategy for assigning the story in CoCo:**   + “Unit # + Descriptor”, for example, “Unit 3 Story” * **Students should use the same naming strategy for their final Scratch Project:**    + “Student Name + Unit # + Descriptor”, for example, “Johnny Unit 3 Story” |
| **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.**   * (Optional) Read aloud the summary and standards, the materials and resources needed for this lesson, and today’s objectives (slides 1-4). * Review the purpose of explanatory writing. * Make sure students have their paper planning graphic organizer from last lesson. |
| **Direct Instruction & Guided Practice:**   * Explain that today students will finish planning their animation using Coco Level 3 (Column 1, 2, 3, 4) (slide 5)   + *Briefly* review columns 1, 2, 3, 4 * Guide students to fill in CoCo with their writing in CoCo Column 1 from their paper graphic organizer from last time (slides 6-7) * 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 (slides 8-12) * (*Reminder, please require your students to use CoCo)* |
| **Direct Instruction & Guided Practice:**   * Introduce Control Blocks and Loops (slides 13-15)   + Remind students that an algorithm is a series of ordered steps taken to solve a problem or achieve some end-loops are an important tool when we create algorithms! * Direct students in how to create and use loops: (slides 16-18)   + *Teacher Note: Feel free to show students how to use each type of loop individually and then try it in Scratch or you can show them all three at once and asked them to use one type.*   + Loops are great tools to use within code and projects to repeat an action multiple times. In the 'Control' section of block code, there are three types of loops:     - [Repeat x number of times](https://www.dropbox.com/s/1nj84y2qwtvksgk/repeat%20().mp4?st=wgte92vx&dl=0): 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.     - [Repeat until:](https://www.dropbox.com/s/seyshd6o5fsfyyd/repeatuntil.mp4?st=1h7nam5j&dl=0) 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.     - [Forever:](https://www.dropbox.com/s/pjdxvws1q65edw3/forever.mp4?st=yjik91q0&dl=0) Blocks held inside this block will be in a loop — just like the Repeat () block and the Repeat Until () block, except that the loop never ends (unless the stop sign is clicked, the Stop All block is activated, or the stop script block is activated within the loop). Due to this infinite loop, the block has no bump at the bottom; having a bump would be pointless, as the blocks below it would never be activated. * Instruct students to get into pairs and work through using the Loops Feature. (slide 19)   + Choose a Sprite   + Animate a dance with five or more moves   + Using the loop function, have the sprite dance 1) forever 2) Until something 3) Forever IF |
| **Wrap up:**   * Students can share their animation using loops with a partner or [share to the teacher dashboard](https://www.dropbox.com/scl/fi/k2t7ydsi6sdans7gohpft/Student-How-To-Add-A-Project-To-A-Studio-In-Scratch.mp4?rlkey=6jmehhmfutgb3jiirjxynvf29&st=cifroqna&dl=0). (slides 20-21) |
| **Assessment Strategy:** Evaluate students’ planning document with a teacher-made rubric or focusing on a target skill based on the student’s area of need. |