

SUMMARY AND STANDARDS

Summary:

In this lesson, students will be using Coco, the graphic organizer, to code an animation in Scratch of their instructional writing.

2017 VDOE ELA Standards:

The student will continue to read and demonstrate comprehension of nonfiction texts

The student will write for a variety of purposes. e) Use strategies for organization of information and elaboration according to the type of writing.

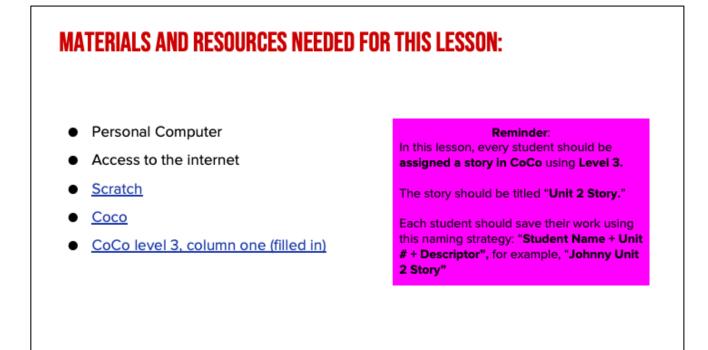
The student will use available technology for reading and writing.

CS Standards:

The student will construct sets of step-by-step instructions (algorithms), both independently and collaboratively a) using sequencing; b) using events.

The student will break down (decompose) a larger problem into smaller subproblems, independently or collaboratively.

Today we are going to use Coco, the graphic organizer, to help guide us in animating our instructional writing in Scratch.



In order to do today's lesson, you will need..

COCO CONTINUES TO HELP US!

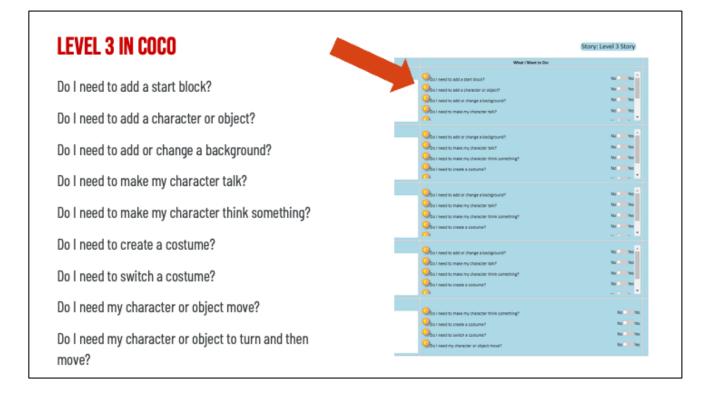
Today, you will use Coco to help you code your instructional animation in Scratch!

- 1. Open a tab with <u>CoCo</u>, text filled in
- 2. Open a tab with Scratch
- Use column 3 of Coco to find the blocks in Scratch we need for each step.
- 4. Check off the self-monitoring before we move to next step.



[Read slide] Let's look at the first two steps now ...

PAUSE HERE AND LOG INTO Coco and scratch



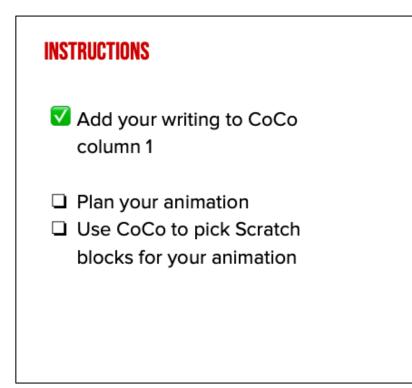
In level 3 of Coco, you will be introduced to some new ways to use Scratch to animate your explanatory writing. In this level, you have more options for how you will animate your writing in Scratch. Let's look at these new questions together. These questions are from our very first row in Coco. (Read questions) In level 2, you did not need to decide what happened in the first row but in level 3 you will. Remember, you will always need to add a start block or your code will not work!

VIDEO MODEL

Video on CoCo level 3 and Scratch

	Si	ory: Recipe		
My Ideas	What I Want to Dec		Blocks & loans I will need	tell mashing
• For Fort, get all of your materials. You will recel known, wales, and sugar.	Oto I need to add or change a background?			Issued the markblock Issued a channeline toping. Radded a background. mode my character talk
😯 Deal Theo, supresse the laneau late join,	Start reader my character think something?	No. No. No. No. No. No.		anade my character talk.
Shout and regar.	On I need to make my character think something?		ر میں اور میں م مراجب میں اور می	Track my cheek to talk.
Cast de fle agedents typflee	Ou I need to make my character think something?	No Ve Dite No Ve No Ve		Finals my character talk. Finals bed a contaree.
Construction III III	Contract to small a somered Contract to switch a conturned Contract to make my character think something?		Continent attacked to contract of	Created a contorne changed a contorne. I made my sprite thesis something.

DID YOU ADD YOUR WRITING TO Coco column 1?





GET READY TO CREATE!

Now that you've got more Scratch commands in your toolkit, we are going to start planning out what we are going to do in Coco and, eventually Scratch, to animate our explanatory writing from last time. We are going to use another graphic organizer to plan.

In a moment, your teacher will give you a planning document to start planning out each step. It includes a list of the options in CoCo's "What I want to do" column because this tool will help you keep track of your commands as you begin working in Scratch.

HOW TO USE THE PLANNING DOCUMENT

Instructions

Use this document to plan your Scratch animation.

In each box below, draw a picture of how you'd like to illustrate each part of the story you've written.

But remember: use only the Scratch blocks in CoCo. They are:

- Add or change a background
- Make my character/sprite talk
- Make my character think something
- Create a costume
- Switch a costume
- Move my object or character
- Turn my object or character and then move them

First,	Do I need to add or change a background? Y / N
	Do I need to make my characterizating task? Y / N Do I need to make my character think something? Y / N Do I need to create a colume? Y / N Do I need to set to accurre? Y / N Do I need to set on accurre? Y / N Do I need to move my object or character? Y / N Do I need to move my object or character? Y / N Do I need to move my object or character? Y / N
Then,	Do I need to add or change a background? Y / N Do I need to make my characterizatin tak! Y / N Do I need to make my character traits constituting? Y / N Do I need to create a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N Do I need to settict a costume? Y / N

To use the planner, you will draw out what you want to happen in each step of your writing. Then, think about what you will need to accomplish this step.

Link:

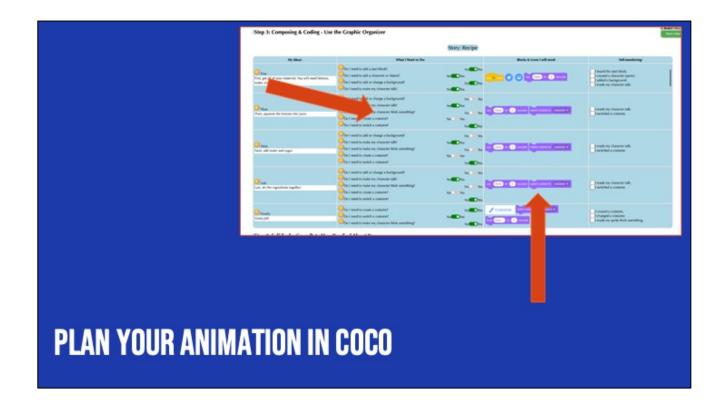
https://www.dropbox.com/s/i8e3s7zz5e01a88/U3L2_Storyboard%20for%20Scratch% 20Animation.docx?dl=0

PAUSE HERE AND WORK ON Your planner

STORYBOARDING!



Great job! Hopefully you were able to complete your planner and you have a good idea how your animation might look in scratch.



Now that you've got a vision for how you want your animation to look, use CoCo to find the right Scratch blocks. But remember! Make sure your animation closely matches your writing.

BEFORE YOU BEGIN TO CODE....

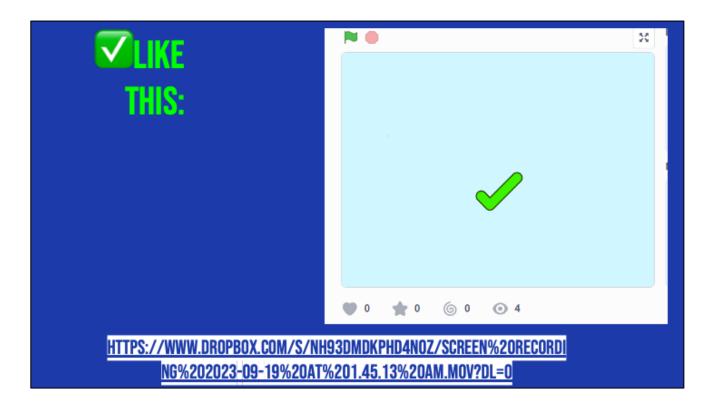
MATCH YOUR ANIMATION TO YOUR WRITING BE CONSISTENT MATCH YOUR VISUALS TO YOUR TEXT

In Unit 1, we learned that we want to a) match your animation to your writing, b) be consistent, and c) make sure all the visuals in the frame make sense given what you have written in your text.

□ YOU CAN USE SCRATCH TO ENHANCE YOUR Animation

ALL ADDITIONAL DETAILS MUST BE RELEVANT!

Remember how we searched for unique sprites and backdrops? And we also learned how to upload our own sprites and sounds. So there are many ways we can use Scratch to enhance our animations, or make them more exciting! We can add more details to our animations as long as we make sure that the details are relevant.



For example, here's an animation of the hot chocolate recipe that does a really great job enhancing the recipe with additional details to help the viewer imagine a person actually making hot chocolate! Let's take a look and see what they did.

[play/run scratch project]

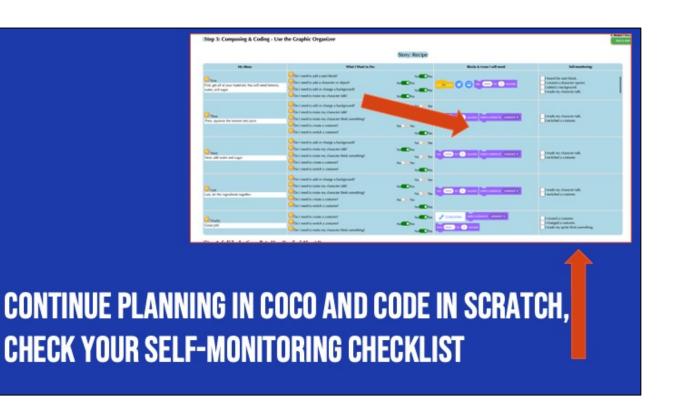
The first thing we notice is that this computer scientist added images of real-life materials rather than cartoons. This detail enhances the animation but does not change the meaning. They also drew an arrow to show where the mix would go into the cup. FInally, they coded the objects to move and simulate the actual "making" of the drink. But nothing about the meaning changed! And it was not distracting.



Let's look at another example, where the additional details were not relevant and thus confusing.....



All the written text is the same but the images don't match the text. For example, why is there a dragon in the screen? Why are they at the beach? And why does it show a glass of water instead of hot chocolate? It may seem funny but to a new viewer, it would be very confusing. We dont want that.



With that in mind, continue using CoCo to plan your animation. Please be creative but make sure your details are relevant and enhancing! Not confusing.

OPTIONAL INSTRUCTIONS

- 1. Watch <u>this video</u> on how to add a back drop, sprite, and other information from first row of CoCo
- 1. Add content from the first row of CoCo to Scratch as practice
- 1. Watch <u>this video</u> about how to transfer the remaining content from CoCo to Scratch and use the self-monitoring column
- 1. Transfer the rest of your content from CoCo to Scratch.

#3: video link (3a self-monitoring): https://www.dropbox.com/preview/Lessons-CS%20Units/New%203rd%20%26%204th_Yr%202_for%20teachers/U2/Videos%2C%20handouts%20%26%20activities/Step%203a.webm?role=personal



Pause here and work! (20-30 minutes)?

VIDEO MODEL

Self-Evaluation Tutorial

Step 4: Self-Evaluation - Rate How You Feel About It			
How do I feel about my written story today?	unhappy	neutral) happy
How do I feel about using CoCo today?	unhappy	neutral	C) happy
How do I feel about coding today?	unhappy	(C) neutral	C) happy
How do I feel about my Scratch project today?	() unhappy	(in the second s) happy

SHARE YOUR WORK:

- Find a partner and share your animation.
- Share what you learned and something you might want to try differently.

PAUSE AND SHARE

REVISE YOUR WRITING & SCRATCH PROJECT

Based on your peer's feedback!

	SHARING YOUR .SB3 FILE FROM CS FIRST TO COCO					
1.	Create the file in CS First					
2.	In the Scratch editor, find the word "File" in the top-left corner.					
3.	Click on "File" menu and you'll see some choices pop down.					
1.	Choose "Save to your computer." This will download your Scratch project.					
1.	Look in your "Downloads" folder. That's where your saved project might be.					
1.	Go to the CoCo website and log in to your account. https://wego.gmu.edu/scratchgo/login.php					
	Ready To Work on Your Story!					
1.	Click proceed on the correct story in CoCo.					
1.	Click proceed on the correct story in CoCo. wrond story Story 3 Promit					
1.	Navigate to the section of CoCo where you can upload your project. (only sb3 type and 10Mb max).					
	Uploading your coding file (only sb3 type and 10Mb max):					
	Example for the boson					
1.	Click "Save".					

Model how students can share sb3 file from CS First to CoCo



Video modeling how students can share Scratch creations to their teacher's studio

Scratch - Imagine, Program, Share

SCRATCH CHECKLIST

✓I LOGGED INTO SCRATCH
✓I SHARED MY PROJECT
✓I ADDED MY PROJECT TO MY TEACHER'S STUDIO

CAREERS IN TECH

