**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**  *3rd and 4th 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  •Review my writing with a partner and revise my writing, 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/bn12yffbq1lg2s456tt49/Student-Copy-Unit-1-lessons-1-5-student-slide-deck.pptx?rlkey=cqy7wzoavtlfjn8gb9w7jnvfr&dl=0) * Link to CoCo: <https://wego.gmu.edu/scratchgo/login.php>   **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 that have been introduced with a matching game (slides 4-6) 3. Discuss correct answers as a class (Slide 7) 4. Introduce today’s learning objective (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 CoCo Level 2 (Slides 11-13)    1. (Optional) Reference slides 21-28 in Unit 1, Lesson 2 if your students don’t remember all of the columns in CoCo and their various functions. The new features of level 2 are that students can fill in their own texts and have more choices about what they want to do in Scratch.    2. (Optional) Play video on how to add our existing text into CoCo level 2 (slide 13) 2. Guide students to retrieve their “How to Make a Drink” graphic organizer from last lesson and to open CoCo Level 2 (slides 14-15) 3. Remind students of explanatory writing and the sequence of transition words we have used (Slide 16) |
| **(25 min) Independent Practice:**   1. Using the printed graphic organizer, students should add their writing into CoCo Level 2, Column 1 (slide 17) 2. When completed, students should review their writing with a partner and edit their writing as needed (slide 18). 3. Optional: If time allows, students can begin to plan their animation using Column 2 in CoCo (slide 19). |
| **(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 20)  (Optional) Ask any students working in Scratch to share their Scratch work to your studio. Check to make sure each student successfully logged in, shared their project, and added it to the designated Scratch studio. |
| **Assessment Strategy:**  Did the student…   * Review planning tools (graphic organizer) and their purpose * Locate features in Coco Level 2 * Write sequenced instructions for making a drink * Review their writing with a partner and revise as needed |