3.4 About Me: Build

Students will be able to:

- 1. Demonstrate the concept of resetting a sprite to its initial state (size and location).
- 2. Create a Scratch project with events that share something about themselves with the user.

Learning Activity Summary

- 1. Debugging exercise (10 minutes)
- 2. Review Building Guide and Rubric (5 minutes)
- 3. Time to build individual "About Me" Projects (35 minutes)



Optional: Turn and Talk (5 minutes)

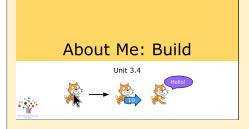
Student Materials

- 3.4 Student Workbook p.40, 39, 66
- Computer with Internet

Teacher Preparation

- 3.4 Slide Deck projected
- Create a Class Studio "About Me"
- Debugging challenge: bit.ly/aboutbug
- Debugging Solution: <u>bit.ly/aboutfix</u>
- Teacher's "About Me" Project Tips

3.4 Lesson Presentation



EXPLORE ELABORATE

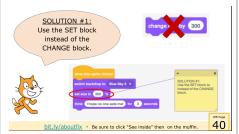


Build anticipation for transforming the plan they created last lesson into a program!

DEBUGGING CHALLENGE



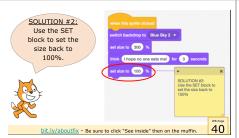
If you would like to demonstrate the problem by showing the project, it can be found at bit.ly/aboutbug



The solution: Use the SET block instead of the CHANGE block.

Here is the solution: bit.ly/aboutfix

Be sure to click on the muffin sprite to see the code.



The solution: Add the SET block to set the size back to 100%.

Here is the solution: bit.ly/aboutfix

Be sure to click on the muffin sprite to see the code.

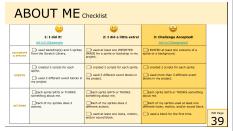
BUILD: ABOUT ME



Refer to this sheet for students who need help starting their project.

Be sure to remind students to add their project (hiSS only) to the class Studio so you will have access to it.

Share & +Add to Studio "About Me"



Remind students that they will share their projects in the next class. The rubric is used as a guide for students to challenge themselves for their project. If possible, encourage them to finish their projects at home!



assmate which column he/she will aim for in the:

Backdrops and Sprites

Events

Actions

Actions

2. Ask your classmate which line will be most challenging?

(Optional) You can stop students Building time and have them continue the following day. With about 5 minutes left, have students ask the person next to him/her to explain their plan. Tell them that it is ok to change their plan if they want to borrow their partner's idea. Projects become better when ideas are shared and borrowed.