

## 2.5 Reflect and Share

### Students will be able to:

1. Share their reflections on their project and its process.
2. Listen and learn from the projects and the processes of classmates.
3. Give specific and encouraging feedback to their classmates with the target vocabulary.

### Learning Activity Summary

1. Finish up building (10 minutes)
2. Choose one of the following activities to stay within the 50-minute allotment:
  - a. Student self-reflection on their project (15 minutes)
  - b. Classmate Comments (25 minutes)
3. (Optional) Practice Vocabulary with Quizlet [bit.ly/quizletVOCAB](http://bit.ly/quizletVOCAB)

### Student Materials

- Student Workbook
- Computer with Internet

### Teacher Preparation

- [Slides](#)
- [Resources](#)

## 2.5 Lesson Presentation

### EVALUATE

### Reflect and Share

Unit 2.5



### Self-Reflection on the Connection Circle Project

Have students turn to the Reflection Journal page in their workbook.

Carefully explain each question, one at a time, give examples, and then time for students to answer each question. Complete each question as a class.

**NOTE:** Remind students that they do not NEED to use the words and phrases on the slide. They are just there to help them if they get stuck.

### CONNECTION CIRCLE Checklist

|              | 1. I did it                                 | 2. I did it better                                | 3. I did it well                                  |
|--------------|---------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| Sprites      | 1. I used 3 different sprites               | 2. I used at least one of the 3 different sprites | 3. I used at least one of the 3 different sprites |
| Events       | 1. Each different sprite has a unique event | 2. Each different sprite has a unique event       | 3. Each different sprite has a unique event       |
| Loops        | 1. I used at least one loop                 | 2. I used at least one loop                       | 3. I used at least one loop                       |
| Interactions | 1. I used at least one interaction          | 2. I used at least one interaction                | 3. I used at least one interaction                |

### Classmates' Comments

Have students open their workbooks and put the title of their Connection Circle project at the top so that their classmates can find it in the Scratch class Studio. Explain that they will evaluate the Connection Circle project of each person in their group by writing their comments in their classmates' workbooks. Direct the students to their WB where they can read what each smiley face represents.

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="126 157 370 193" data-label="Section-Header"> <h3>Optional Sentence Starters</h3> </div> <div data-bbox="402 157 544 205" data-label="Image"> </div> <div data-bbox="211 235 251 277" data-label="Image"> </div> <div data-bbox="251 226 451 283" data-label="Text"> <p>I really liked how you . . .<br/>The best part about your project is . . .<br/>What really impressed me is . . .</p> </div> <div data-bbox="211 325 251 378" data-label="Image"> </div> <div data-bbox="251 304 381 378" data-label="Text"> <p>Next time you could . . .<br/>One suggestion is to . . .<br/>Consider changing . . .<br/>One problem I see is . . .</p> </div> <div data-bbox="511 361 544 378" data-label="Text"> <p>WB Page</p> </div>                                                                                      | <p>Continue to explain how students will answer the “A Star and a Wish” table: One thing that they liked about the project and one way to make it even better. Leave this current slide with sentence frames to guide their responses. Give examples of possible responses.</p> <p>Have students sit in groups of 3. Each student will need a computer in front of them, their WB, and a pencil.</p> |
| <div data-bbox="133 478 360 508" data-label="Section-Header"> <h3>Adding to Your Project</h3> </div> <div data-bbox="175 556 500 604" data-label="Text"> <p>Think about all the neat things you saw in your classmates’ projects.</p> </div> <div data-bbox="175 619 500 667" data-label="Text"> <p>Take a couple minutes to add anything that you would like to your own project!</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Encourage students to look for aspects of their classmates’ projects that they would like to emulate.</p> <p>Be sure to emphasize that borrowing ideas is NOT CHEATING! It is what happens in the real world all the time and that is how we all get better!</p>                                                                                                                                  |
| <div data-bbox="194 760 479 787" data-label="Section-Header"> <h3>Chaos Engineer: Ana Medina</h3> </div> <div data-bbox="272 787 402 808" data-label="Text"> <p><a href="http://bit.ly/Anamedina">bit.ly/Anamedina</a></p> </div> <div data-bbox="165 814 516 1008" data-label="Image"> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Ask students what they think a Chaos Engineer might be. Then, play the video (2:21) <a href="http://bit.ly/Anamedina">bit.ly/Anamedina</a></p>                                                                                                                                                                                                                                                    |
| <div data-bbox="116 1054 397 1081" data-label="Section-Header"> <h3>Chaos Engineer: Ana Medina</h3> </div> <div data-bbox="451 1050 511 1102" data-label="Image"> </div> <div data-bbox="126 1102 467 1138" data-label="Text"> <p>Based on what chaos engineerz says, put a checkmark next to the statements that are true. <a href="http://bit.ly/Anamedina">bit.ly/Anamedina</a></p> </div> <div data-bbox="133 1150 511 1249" data-label="List-Group"> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 1. A chaos engineer creates problems that may happen with computers and finds solutions for them.</li> <li><input type="checkbox"/> 2. Ana developed her skills all by herself.</li> <li><input checked="" type="checkbox"/> 3. Ana shared her story in many different ways.</li> </ul> </div>  | <p>Ask each question, have students tell their neighbor what they think the answer should be, and &lt;press space&gt; to have the answer in #1 appear. Do the same with the next two. Note: Nothing will change when you click on SPACE the second time because #2 is false.</p>                                                                                                                     |
| <div data-bbox="116 1339 397 1369" data-label="Section-Header"> <h3>Chaos Engineer: Ana Medina</h3> </div> <div data-bbox="451 1333 511 1386" data-label="Image"> </div> <div data-bbox="159 1386 418 1417" data-label="Text"> <p>After watching the video, what advice do you think Ana would give to our class?</p> </div> <div data-bbox="149 1453 230 1528" data-label="Image"> </div> <div data-bbox="246 1432 539 1528" data-label="Form"> <div></div> </div> <div data-bbox="305 1537 376 1554" data-label="Section-Header"> <h4>Think about it:</h4> </div> <div data-bbox="126 1549 539 1575" data-label="Text"> <p>If you were a chaos engineer as a teacher, what kind of problems can you imagine happening in your class (not necessarily technology related)? Do you have any solutions for those problems?</p> </div> | <p>Possible answers to this question could be:</p> <p><i>Stay curious.</i><br/><i>Keep going!</i><br/><i>Don't give up!</i><br/><i>Ask questions!</i></p> <p>Possible answers to the “Think about it” question.</p> <ul style="list-style-type: none"> <li>- <i>Students are off task in their small group.</i></li> </ul>                                                                           |