

CS+Fables Lesson Plan: [Week 1 Lesson 2](#)

Note to Teachers: Teach from the web page and use it as your lesson guide. You don't have to be the expert in the room. You get to be the lead learner, modeling life-long learning for your students throughout these CS+Fables lessons! There is not a detailed script, because your goal is to talk as little as possible and to focus on facilitating CS Talk between students.

Prepare: Review Week 1 Lesson 2 web page, review [Anchor Chart Video](#) (this is part 2), and make sure you have the **Week 1 Student Hyperdoc** available for students in Google Classroom.

Review Learning Goal with Students: *Things happen in order in a sequence.*

[ELD Supports for the Lessons](#)

WARM UP 1 change color scheme	This section is designed to encourage discussion among students; plan to facilitate pairs, groups, or whole group. Read the objective aloud at the top of the page ("Today we will..."). Then, project and display the Warm Up . Open both the Slide: Sequence Anchor Chart slide (make a copy) and the Video: Sequence Anchor Chart . Project and play the video for the students or use for your own understanding. Now students will answer the prompting questions. They should use the sentence frames in their discussion. <i>*See the ELD Support document for more information...</i>
UCSD DOES 2	Play and project the video to use SEE (Sprites, Events, Explore) to learn about sequences with students. (Students are not using computers during the UCSD DOES).
TURN & TALK 3	This section is designed to encourage discussion among students; plan to facilitate pairs. Project and display the TURN & TALK . Using the content from the video, have students ask and answer the prompting questions. Tell students to use the sentence frames in their discussion to follow up with their partner and keep the conversation going. Tell students to use the Slide: Sequence Anchor Chart as a guide for their discussion. <i>*See the ELD Support document for more information...</i>
WE DO 4	Open and project for students both the Worksheet: Observe slide (make a copy) and the Scratch Project: Little Red Hen link to open the Scratch Project. Using what was modeled in the video, have students show and tell you how to complete the slide. Use SEE to understand and play the Scratch project. Remember: teachers are projecting and students are directing teacher actions. (Students are not using computers during the WE DO).
YOU DO 5	Group students into pairs. Ask them to open the Week 1 Student Hyperdoc from Google classroom. Tell students to open the Scratch project The Little Red Hen by clicking on the link provided in the CS+Fables Week 1 Lesson 2 page in the student hyperdoc . Working in pairs, read the instructions from this section to the students and have them complete this task. When the students are done, have them save the Scratch project onto their computers.
REFLECT & SHARE	This section is designed to encourage discussion among students; plan to facilitate pairs, groups, or whole group. Project the Reflect & Share section and have students discuss what they learned about sequence . They may also be sharing their project and explaining their process. Tell students to use the



CS+Fables Lesson Plan is licensed under Attribution-NonCommercial-ShareAlike 4.0 International. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

The contents of this curriculum were developed under a grant from the U.S. Department of Education, Education Innovation and Research (EIR) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

6

sentence frames in their discussion. Students can reference the **Slide: Sequence Anchor Chart** as a guide. **See the ELD Support document for more information...*



CS+Fables Lesson Plan is licensed under Attribution-NonCommercial-ShareAlike 4.0 International. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>

The contents of this curriculum were developed under a grant from the U.S. Department of Education, Education Innovation and Research (EIR) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.