

Class/ Grade Level	Self-Contained Entering/Emerging ENL/ELA Classroom Grade 8
Topic and Lesson	American Born Chinese : Analyzing character conflicts through the lens of computational thinking
Duration	90 minutes (block)
Learning Standards:	Standards: 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) 8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters 8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 8SL5: Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.
Computational Thinking Standards	7-8.CT.6 Design, compare and refine algorithms for a specific task or within a program. 7-8.CT.4 Write a program using functions or procedures whose names or other documentation convey their purpose within the larger task. 7-8.CT.5 Identify multiple similar concrete computations in a program, then create a function to generalize over them using parameters to accommodate their differences
Vocabulary	Decomposition, Algorithms, Pattern Recognition, Abstraction, Debugging, Tinkering, Computational. Zooming in on decomposition and algorithms. Scratch Teacher Sample- Prototype Scratch Translation Extension Tutorial Animate a character tutorial AI Wh and H questions
Learning Target:	I can analyze character conflicts through dialogues or events with the use of computational skills. I can identify a conflict and come up with possible solutions with the use of sequencing by reading stories about the Monkey King. I can be successful when I animate my character in Scratch and come up with a sequence for possible resolutions.
Materials and Resources:	- Markers - Digital Timer - Vocabulary poster with visuals - Word bank - Lesson Slides Computational Thinking - Get Epic online reading platform - See Think Wonder - Unit Vocabulary Sample - Sequence

	- Venn Diagram - Monkey King Illustrations - American Born Chinese Graphic Novel - About the author and his work - Canva Comic Strip - Kai and the Monkey King* - Monkey King Short Story - Monkey King fill in the blank - Monkey King a superhero Tale of China - Sample Translated Instructions
Key Vocabulary:	challenge, identity, disciple, culture, stereotype, bias, fable, deity, fate, kingdom, quest, misfit, minority, prejudice, discrimination, community, diversity.
Differentiation/ Accommodations/ Assistive Technology	Multiple Means of Representation: - Screencast of the lesson - Vocabulary poster with visuals - Lesson Slides - Movie : American Born Chinese - Graphic Novel American Born Chinese - Hand-ons activity - Translations - Differentiated versions of the stories of Monkey King - Closed Captions - Translated Instructions Multiple Means of Engagement: -Student choice -Scratch digital tool/tutorials - Partner/ group work (collaboration) - Student Feedback -Get Epic online reading platform -Grouping/ Student Centers -Videos Multiple Means of Action & Expression: - Scratch project - written response to a prompt - poster with visuals/ comic strip - oral representation - recorded presentation - slides Assistive technology Downloaded Read -Aloud text to speech voice reader (add-on) Online Voice recorder Translator tool add-on Get Epic assistive technology tools.
Background Knowledge (from previous lesson)	Prior to this unit, the students have studied the skills related to fiction: characters, setting, conflict, resolution, THEME, character interactions, compare/contrast

5E Framework		Length of Time
Engage: The teacher will begin the lesson by asking the students to share how they feel on the mood scale. Class discussion around their overall feelings as a class based on the responses. Then the		5-7 minutes

teacher will distribute a See-Think-Wonder handout and asks students to work independently. Once finished students share their responses with a partner then with the whole group and then with class. The teacher and students go over the word of “ The Word of the Day” activity. Explore: Teacher divides students into their proficiency level groups and invites them to watch videos about computational thinking and how it can relate to the events of the story. Then, the teacher and students engage in a discussion. Provide various supports (graphic organizers, vocabulary lists) and differentiated texts related to the Monkey King's story. Students read their assigned texts and identify the different problems faced by the Monkey King. Each group makes a list of problems and discusses possible algorithms or solutions using sequencing. Explain The teacher demonstrates how to create a simple Scratch project using the Teacher Scratch Sample. She then explains how algorithms can help in problem-solving, relating it back to the Monkey King’s challenges. The teacher introduces the Scratch interface and essential coding blocks relevant to their projects. Elaborate Students work on their Scratch projects, using the decomposed problems and identified solutions to create their stories. The teacher will encourage groups to collaborate and support each other, discussing coding strategies and refining their algorithms. Evaluate Students present their Scratch projects, choosing from various presentation formats (e.g., live demo, video, poster). The teacher uses a 4-point rubric to evaluate their projects based on criteria such as creativity, problem-solving, coding accuracy, and presentation skills. The teacher will have students reflect on their learning process, discussing what they learned about computational thinking and working collaboratively.	20 minutes 20 minutes 20 minutes 25 minutes
Extended Activity	Discuss extensions for translation and how students can adapt their projects for different audiences.

AI generated 4 Student Rubric

Student Rubric for ELA and Scratch Project Assessment

Criteria	4 Points	3 Points	2 Points	1 Point
Creativity	 Exceptional and unique ideas	 Creative approach	 Some creativity shown	 Lack of creativity
Content Knowledge	 Demonstrates deep understanding	 Shows good understanding	 Limited understanding	 Lacks understanding
Organization	 Well-structured and coherent	 Organized presentation	 Some organization	 Disorganized and unclear
Analysis	 Insightful analysis and connections	 Adequate analysis and connections	 Superficial analysis	 Little to no analysis
Presentation	 Professional and engaging	 Clear and visually appealing	 Somewhat engaging	 Unengaging

Mechanics	 Flawless grammar and punctuation	 Few minor errors in grammar/punctuation	 Noticeable errors in grammar/punctuation	 Numerous errors in grammar/punctuation
------------------	--	---	--	--

This student rubric combines visuals with clear criteria for assessing ELA and Scratch projects. Students can easily identify the level of achievement in each category based on the visual representations provided.