

Lesson 2: R.E.S.P.E.C.T.

Section	Details
Powerful Ideas of Computer Science	Problem-solving, Creativity, Sequencing, Debugging
Powerful Ideas of Literacy	Phonological Awareness, Tools of Communication, Language
PTD	Communication, Choices of Conduct
Palette of Virtues	Generosity, Gratitude
Children will be able to...	• Describe and define the role of a programmer • Understand the importance of respecting tools and others • Follow instructions and problem-solve
Vocabulary	• <u>Programmer</u>: A person who writes instructions for computers to tell them what to do • <u>Sequence</u>: The order of steps in a plan • <u>Debugging</u>: Finding and fixing errors in a plan • OPTIONAL: <u>Algorithm</u>: Instructions for a computer to solve a problem in a particular order
Teacher Preparation	☐ Read lesson plan ☐ Print out the CAT acronym and have it displayed for children to see ☐ Prepare visual aids for a set of simple instructions for a sequence activity (e.g., building a tower with blocks) ☐ Select a clean up song to use as desired
Warm Up: Compliment Game	• Have children sit in a circle and ask them to say one nice thing about the person sitting next to them.

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	• Children can compliment something another child does, or something they find interesting about their peers (clothing, interests, hobbies, etc.). • The teacher can start the game by complimenting the child next to them with something like, “I like that you always raise your hand during class time.”
Opening Tech Circle: Introduction to Programming	• Remind children that we will be learning about a programming language called ScratchJr. • Explain that this class will teach how to become a programmer. • What is a programmer? A programmer is someone that writes instructions for computers to make them work! Executive Function Support: Cognitive Flexibility: Introduce the concept of programming as creating a set of instructions to achieve a goal. Use everyday examples, like following a recipe or building a Lego set. Optionally can introduce the term algorithm Inhibitory Control: Give students instructions for a simple breathing exercise to help them focus and calm down. This can be a “program” (or better yet, algorithm, if introduced) for them. In Practice Strategy: Use visual cues (like pictures or gestures) along with the verbal “hello” to help children remember and associate the words with their meanings.
Unplugged Activity: Programmer says	• Tell children that this class is all about learning to be a programmer, and one game they’ll play a lot is Programmer Says. ◦ Programmer Says is just like Simon Says, but the Programmer is telling us what to do.

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	○ Later on in the curriculum we will play Programmer Says with ScratchJr blocks and written programs, but for today we'll just play it verbally like Simon Says. ● Teacher gives instructions by saying "Programmer says _____. " (E.g., "Programmer says touch your nose"). All children complete the task. Then, the teacher says an instruction without saying "Programmer says" (E.g., "Touch your nose"). When the Programmer is not mentioned, children do not do the task. ● Start with the teacher being the Programmer and then give a few children a turn. Executive Function Support: Working memory: Provide a set of simple instructions for a sequence activity (e.g., building a tower with blocks, or simply walking to a destination, or arrows on a grid). Have children follow the instructions step by step. Discuss the importance of following the sequence to achieve the desired outcome. ● Give examples of the consequences of not following the sequence ● One group can create a sequence for another group to follow Inhibitory Control: Encourage children to resist the urge to start before hearing all the instructions. In practice strategies: Visual Cue: Use the "programming list" or other visual aid to help children remember the order of steps.
Unplugged Programming: Respectful Learning	● Discuss: Tell the children how rules help us respect each other and our tools. Explain to the children what respect means, and how treating our tools with care is a form of respect. Some things require special care. Can they provide an example?

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	• CAT Acronym: Review the CAT acronym (Caring words, Always two hands, Try again) to remind children about respecting themselves, others, and their materials. Discussion: Discuss the importance of respecting tools and materials. Ask children to share examples of how they can show respect in the classroom. Clean Up: any materials that have been used. Why is it important to put them where they are supposed to be?
Closing Tech Circle:	• Review: Recap the key points of the lesson, emphasizing the importance of programming, following a sequence of instructions, and respecting tools and others. • Reflection: Ask children to share one thing they learned about programming or respect during the lesson.
AI Source	Gemini