

2.5

Project Share Out and Reflection

Students will be able to:

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

Learning Activity Summary

1. Finish up building (10 minutes)
2. Vocabulary Review (5-10 minutes)
3. 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)

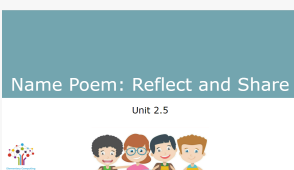
Student Materials

- [2.5 Student Workbook](#)
p.26-28, 24, 61
- Computer with Internet

Teacher Preparation

- [2.5 Slide Deck](#) Projected
- Project Checker: bit.ly/act1ProjectChecker
- Studio Grader: bit.ly/act1StudioGrader
- ★ [U2 Vocabulary Review](#) (Each student will need a copy)
- [U2 Reflection Journal Google Form](#)
- [U2 Classmate Comment Fillable Slides](#)
(Each student will need a own copy)

2.5 Lesson Presentation



EVALUATE

VOCABULARY REVIEW

Write and/or draw what you think these computer science words mean.

program

sequence

algorithm

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Choose to review the vocabulary verbally as a class or give the students time to fill out this page in their workbooks, reviewing the key concepts of the unit.

A **program** is an algorithm written in a language that the computer understands

A **sequence** is a set of instructions that follow one another in order

An **algorithm** is a list of steps to complete a task



[U2.5 Vocabulary Review Fillable Slides](#)

SELF REFLECTION: Name Poem

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

1 Think of an algorithm that you created for ONE of your letters. What was the sequence of instructions that you gave to that letter?

Words and phrases that may be helpful:

My algorithm for _____ includes the following steps:

First I _____ next _____ then _____ and finally _____

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2 "Thinking" means to make small changes to understand, improve, or to fix something. What is something that you figured out through tinkering in this unit?

Words and phrases that may be helpful:

I figured out that _____ by tinkering with Scratch and my project.

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3 What problem did you face while creating this project? How did you respond to the problem?

Words and phrases that may be helpful:

I had a hard time _____
 I did not _____ but I wanted it to.
 When I needed help, I _____
 The problem was solved by _____

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4 What is something you did or learned in this unit that you're proud of?

Words and phrases that may be helpful:

I am proud that _____
 I created a script that _____
 I can _____
 I learned that _____

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U2.5 Reflection Journal Google Form

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.

CLASSMATE COMMENTS

NAME POEM PROJECT CHECKLIST

	1: I did it! bit.ly/uzexamate	2: I did a little extra! bit.ly/uzexamate	3: Challenge Accepted! bit.ly/uzexamate
SPRITES	☐ I used the letters from the Scratch Library.	☐ I imported letters from the internet into Scratch.	☐ I created my own letters in the Scratch Sprite Editor.
ADJECTIVES	☐ Each sprite SAYS or THINKS one adjective about me.	☐ Each sprite SAYS or THINKS one adjective about me that is 2 syllables.	☐ Each sprite SAYS or THINKS one adjective about me that is 3 syllables.
BACKDROP	☐ I used a backdrop in the Scratch Library.	☐ I imported my own backdrop into Scratch.	☐ I edited a backdrop in the Scratch Library.

After examining your classmate's project, circle the face the project deserves.

SPRITES: 😊 😊 😊
 ADJECTIVES: 😊 😊 😊
 BACKDROP: 😊 😊 😊

WB Page 24

Explain that they will evaluate the Name Poem project of each person in their group. Direct the students to page 21 in the WB where they can read what each smiley face represents. (NOTE: The rubric uses the pronoun I, even though the classmates are using it to review someone else.)

Have students open their Classmate Comments page and put the title of their Name Poem project at the top so that their classmates can find it in the class Scratch Studio. They will share this sheet with their group members so they can write their comments.



U2.5 Classmate Comment Fillable Slides

Alternatively, students can share their classmate comments via Scratch comment box.

Optional Sentence Starters



I really liked how you . . .
 The best part about your project is . . .
 What really impressed me is . . .



Next time you could . . .
 One suggestion is to . . .
 Consider changing . . .
 One problem I see is . . .



Write down two different positive adjectives that describe this classmate.

NOTE: The adjectives do NOT have to begin with a letter in their name.

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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. Then, explain that students need to write two more positive adjectives that describe the classmate. The adjective does NOT have to begin with the letter of their name.

MODELING this task is KEY.

Have students sit in groups of 3. Each student will need a computer in front of them and their WB or fillable sheet.