

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

Powerful Ideas of Computer Science	Hardware/Software
Powerful Ideas of Literacy	Phonological Awareness, Tools of Communication and Language
PTD	Communication, Choices of Conduct, Community Building
Palette of Virtues	Generosity, Gratitude, Patience
Children will be able to...	● Safely handle a device ● Describe and define the role of a programmer
Vocabulary	● Programmer: A person who writes instructions for computers to tell them what to do
Teacher Preparation	● Read lesson plan. ● Memorize the Clean-Up Song and have it open before class starts.

Warm Up

- **Compliment Game** (*Suggested Time: 5 minutes*)
 - Make a connection to what children learned in the previous lesson: mention the importance of communication.
 - Everyone goes around and says one nice thing about the person sitting next to them. 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 in class time.”

Opening Tech Circle

- **Introduction to Programming** (*Suggested Time: 15 minutes*)
 - To communicate, we need to use language. Words help us express what we need to say. Ask children if they remember how to say “hello” in a different way. Let them share what they remember.
 - Introduce children to 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!

Unplugged Time

- **Programmer Says** (*Suggested Time: 10 minutes*)
 - Tell children that this class is all about learning to be a programmer, and one game they'll play a lot is *Programmer Says*. *The programmer Says* is just like *Simon Says*, but the Programmer tells us what to do. Later in the curriculum, we will play *Programmer Says* with ScratchJr blocks and written programs, but for today we'll just play it verbally as *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.

ScratchJr Time

- **Respecting Our Tools** (*Suggested Time: 10 minutes*)
 - **Discuss:** Tell the children how our 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. Emphasize that handling our tools with respect is a choice that we must make each time we use them.
 - Our main tool for this class is a device. Introduce the device and explain how to handle it safely: hold it with two hands, use it while sitting down, and not run with devices.
 - **Activity:** Give the children a chance to decide safe and unsafe ways to hold the device. Model the following behaviors and let children give thumbs up for good device behavior and thumbs down for bad device behavior.
 - Hold the device while jumping up and down or running (thumbs down).
 - Place the device down and then walk away (thumbs up).
 - Hold the device with one hand (thumbs down).
 - Hold the device on your head (thumbs down).
 - Work on a device on your lap or table (thumbs up).

Closing Tech Circle

- **Clean-Up Song** (*Suggested Time: 5 minutes*)
 - Introduce the device [*Clean-Up Song*](#) and discuss where children will store their devices after class.
 - Close the lesson by asking children to tell how to be respectful with friends and our devices.

(to the tune of the Itsy Bitsy Spider)

We're turning off our devices and putting them away

We had so much fun but we're finished for the day

We're using both our hands and we walk instead of run

We put away our devices and now the song is done

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