

Build: About Me




Green Level Unit 2



Objectives

In this activity, students will:

- create an open-ended project in Scratch that is an interactive digital representation of their personal interests.
- provide and receive feedback on About Me projects-in-progress in order to continue to improve their work.

Activity Description (45-60 minutes)

5 min.	 REVIEW Distribute students' worked About Me planning guides from the previous lesson, and invite them to share their plans in pairs or triads. Encourage students to practice active listening while their partner is sharing their plans.
5 min.	 MINI-LESSON <i>(optional)</i> As needed, review the concept of events using p. 7 (EN / SP) in the Green Level Student Workbook. Use some or all of the examples on p. 8 (EN / SP) to provide students with opportunities to practice reading and comprehending code. Open a new Scratch project and model how to add a new sprite to a project. Then, find the "when green flag clicked" event block and drag it out to the scripts area. Demonstrate how to use this block with a blue "go to" block to set the sprites starting location when the program begins. (This is known as "initialization" - you are welcome to share this with students if you think they are ready for additional vocabulary.) Connect this to Step 3 of the About Me building guide on p. 9 (EN / SP).
25-40 min.	 BUILD Provide students with work time in Scratch to continue working on their About Me collages. Remind students how to navigate to the Scratch website , log in to their account, and access the project they already began by clicking on "My Stuff". Use the About Me Planning Guide (EN / SP) and About Me workbook page p. 9 (EN / SP) to help guide students as they continue planning and creating in Scratch. Encourage students to utilize "parallel programming" in which they are working together while building their own projects on their own devices. This might look like students asking each other for help and sharing their knowledge with others as they debug problems. It might also look like students identifying themselves as "experts" on

	Scratch-specific tasks then helping their peers who are struggling with that task (i.e. using the sound blocks, adding a backdrop, changing the color of a sprite). The teacher should use this time to provide individual and small-group targeted support to students who need extra guidance on this project.
15 min.	 PEER FEEDBACK Arrange students into groups of 3 or 4, then ask them to individually look at a group member's About Me project-in-progress and provide feedback using one of the rows of the Peer Feedback handout (EN / SP). Repeat this process so that each group member gets to look at all of their group members projects and provide them with feedback. Then, allow time for students to read and reflect on the feedback they received. If time permits, allow students to return to their project to continue working, incorporating feedback and ideas they received into their About Me project.
5 min.	 REFLECT Ask students to think back on their experience building their About Me project today by responding to these reflection prompts: <ul style="list-style-type: none"> • What did you get stuck on while working on your About Me project? How did you persevere? • What did you learn from your classmates' feedback? • What did you discover from looking at other About Me projects?

Reviewing Student Work

- ★ Are students using events to make things happen in their project? Are their events triggering a sequence of 2 or more actions, instead of just 1 action? Are they using the “when green flag clicked” event to *initialize* their project?
- ★ Are projects interactive? Do they make creative use of sprites and backdrops, and a variety of code blocks (looks, sounds, motion, events)?

Lesson Notes

- ✚ Utilize a variety of resources to help students who get “stuck” while working on their project in Scratch. Encourage them to ask peers for support, explore Scratch tutorials or [Starter Cards](#), or utilize one of [these strategies](#) to get unstuck!
- ✚ This 3-lesson sequence would work well integrated with a subject students are learning about in another content area. This lesson could also be used as a template for classroom teachers to use when integrating Scratch as an option for class projects.