

3.5 Parallelism & Synchronization: Share and Reflect

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. [Vocabulary Review](#) (10 minutes)
2. [Reflect & Share](#)
 - a. Student self-reflection on their project (10 minutes)
 - b. Classmate Comments (10 minutes)
3. [Memorable Role Model](#) (20 minutes)

Student Materials

- [A2:U3 Student Workbook](#)
- Computer with Internet
- A paper copy of the rubric for any student with visual-spatial issues

Teacher Preparation

[A2:U3.5 Teacher Slide Deck](#) - projected
bit.ly/PatriciaHo - Role Model Video



[A2:U3.5 Vocabulary Review Fillable Slides](#) (optional)
(Each student will need a copy)



[A2:U3.5 Reflection Journal Form](#)
(Make a copy & send link to students)



[A2:U3.5 Classmate Comment Fillable Slides](#)
(Each student will need a copy)



[A2:U3.5 Memorable Role Model Google Form](#)
(Make a copy & send link to students)

3.5 Lesson Presentation

Parallelism & Synchronization:
Reflect and Share

Act 2: Unit 3.5



EVALUATE

Vocabulary Review

UNIT 3.5 REFLECT & SHARE

VOCABULARY REVIEW

parallelism

synchronization

argument

Review the following vocabulary terms. You can choose to brainstorm ideas aloud as a whole class, act out the concepts, ask students to draw pictures or write in the boxes.



[A2.U3.5 Vocabulary Review Fillable Slides](#)

Reflect & Share

REFLECTION JOURNAL

Think about all that you did to create your unique **Parallelism & Synchronization** project.

1. How did you **synchronize** your sprites in your project?

Words and phrases that may be helpful:

My two sprites interacted by _____.
My sprites took turns _____.

2. How did you include **parallelism** in your project?

Words and phrases that may be helpful:

My two sprites _____ at the same time.
When the user _____, my sprites _____ at the same time.

3. Did you have any bugs (things that didn't work) that you needed to fix? What was one bug you had and how did you fix it?

Words and phrases that may be helpful:

I had trouble with _____. I fixed it by _____.
At first, I couldn't _____. It finally worked when _____.

4. What is something you would add to your program if you had more time?

Words and phrases that may be helpful:

If I had more time, I would fix _____.
I would write a script that would _____.

2

Self-Reflection on the Project

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

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.



[A2.U3.5 Reflection Journal Google Form](#)

Classmate Comments on project: _____

Classmate's Name _____

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

SYNCHRONIZATION	😊	😐	😞
PARALLELISM	😊	😐	😞
PROJECT DETAILS	😊	😐	😞
VARIOUS	😊	😐	😞

Share something your classmate did well on the project (😊) and something he/she can do even better (😞).

Write down two positive adjectives that describe this classmate. NOTE: The adjectives do NOT have to begin with a letter in their names.

Classmates' Comments

Have students open their workbooks and put the title of their project at the top so that their classmates can find it in the class Scratch Studio. Explain that they will evaluate the project of each person in their group by writing their comments in their classmates' workbooks. Direct the students to their WB where they can read what each smiley face represents.



UNIT 3.5 REFLECT & SHARE

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 . . .



What is something your classmate did well on this project?
What really impressed me was how the wait block was used to synchronize the sprites.

What is something your classmate can do even better?
Next time you could try animating your sprite.

WB Page
60

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.

Have students sit in groups of 3. Each student will need a computer in front of them, their WB, and a pencil.

MEMORABLE Role Model

in Student Workbook

After watching the video (bit.ly/PatriciaHo), have students put a check mark next to the TRUE statements in their workbook. The aim of statement number 3 is to reassure

Security Engineer:

Patricia Ho

Watch this the video about security engineer Patricia Ho.
bit.ly/PatriciaHo

Security Engineer: **Patricia Ho**

Based on the video about Patricia Ho, put a checkmark next to the statements that are TRUE. <https://bit.ly/PatriciaHo>

- ☒ 1. Information Security Engineers teach people how to be safe on the internet.
- ☒ 2. Writing software means writing code that tells computer what to do.
- ☐ 3. All successful people know from an early age what they want to do as a career.

WB Page
61

kids that it is ok and even preferred that they take the time to explore what they are interested in and what they enjoy.

*in Student Workbook*Security Engineer: **Patricia Ho**

After watching the video, what advice do you think Patricia would give to our class?



◆ Think about it (optional):

1. What are some tips you can share about how to be safe on the internet?
2. What is something that makes you interesting?

WB Page
61

Possible advice:

- There are many people who want to support you. Look for them.
- Think about what is interesting to you and try those things!

The “Think About It” questions are optional if you have time and if you want to have a discussion about how to keep safe on the internet.

(optional) Here is a link to tips to keep safe on the internet:

- 43-second video created by Common Sense Media
 - <https://youtu.be/X9Htg8V3eik>
- Free Digital Citizenship curriculum
 - <https://www.commonsense.org/education/digital-citizenship>



[A2:U3.5 Memorable Role Model Google Form](#)

(Make a copy & send link to students)