

Lesson 14: New Beginnings

Powerful Ideas of Computer Science	Control Structures
Powerful Ideas of Literacy	Literary Devices
PTD	Content Creation, Collaboration, Communication
Palette of Virtues	Curiosity, Patience, Perseverance, Open-mindedness, Patience
Children will be able to...	<ul style="list-style-type: none"> Identify conditional situations in everyday life. Use the Start on Bump and Start on Tap blocks in ScratchJr Use the Stop block in ScratchJr
Vocabulary	<ul style="list-style-type: none"> Conditional: something that will only happen if something else happens first
Teacher Preparation	<ul style="list-style-type: none"> Read lesson plan. Print Lesson 14 Check for Understanding or pull up the Lesson 14 Check for Understanding Slides.

Warm Up

- Four Corners** (*Suggested Time: 10 minutes*)
 - Designate four corners of either the classroom, a carpet, or an open space as the game space.
 - One child (or the teacher) stands in the center of the room and closes their eyes. Each child has to go to one of the four corners. When everyone is in a corner, the person in the center points randomly and opens their eyes. Everybody in that corner is out. This repeats, with the person in the center closing their eyes, everybody picking a corner, the person in the center choosing a corner, and everyone in that corner is out. Continue until there is either one winner or 2-3 kids left.
 - If time permits, the previous game's winner can be in the center for a second round.

Opening Tech Circle

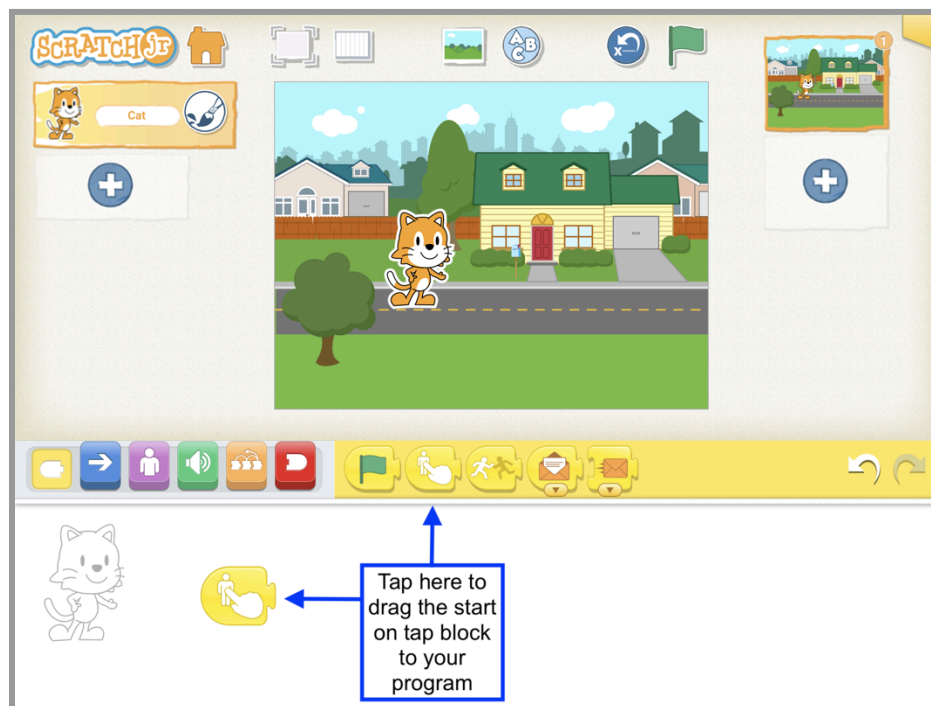
- What is a Conditional?** (*Suggested Time: 5 minutes*)

- Reflect on the four corners game. If your corner was pointed to, you were out. To determine if you were safe or out, you had to check where the person in the center was pointing. This is called a **conditional**.
- Conditionals are when one thing has to happen before the next thing can happen. Discuss the following examples:
 - What do you check for before you put on a jacket? (If it is cold or raining)
 - What has to happen before you speak in class? (The teacher calls on you)
 - What has to happen before you eat? (Wash your hands)
 - What do you check at the stoplight before the car can go? (The light is green)

ScratchJr Time

Structure Challenge:

- **Start on Tap/Bump & Stop** (Suggested Time: 10 minutes)
 - Introduce the Start on Tap Block.
 - Demonstrate that using this block at the beginning of a program makes a character act out its program only after you've tapped the character on the screen. Show this in presentation mode to clearly demonstrate the difference between Start on Tap and Start on Green Flag.



- Introduce the Stop Block and Start on Bump Block



- Demonstrate how to use the Stop block and the Start on Bump block in ScratchJr. The Stop block is used to end all programs running for a particular character except the program that contains the Stop Block itself. The Start on Bump block is used to make a character's program start after another character bumps into the character. To teach these blocks, the teacher should have two characters. The first character has two programs: one that repeats forever and a second one that stops when it's bumped. The second character should have a sequence that repeats forever. For example,



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Lesson 14 Check for Understanding: Before starting a project, check children’s understanding of the new concepts they’ve just learned. Read each question to the children and have the children respond with a thumbs up for “yes” or a thumbs down for “no.” Stop and re-explain concepts as needed.

Expressive Explorations:

- **Free Play** (*Suggested Time: 15 minutes*)
 - Children can explore with Start on Bump, Stop, and Start on Tap block.
 - Reinforce the trial-and-error debugging process while using the Start on Bump block.

Closing Tech Circle

- **Share Creations** (*Suggested Time: 5 minutes*)
 - Children share their projects with the class. If time doesn’t allow, choose 1 or 2 pairs of children to do it.
 - Encourage other children to ask questions about how they used the Start on Tap, Stop, and Start on Bump blocks.
 - Ask children if they had to debug while exploring.