

Showcase: Amazing Mazes

Blue Level Unit 3

Objectives

In this activity, students will:

- participate in a showcase of their Amazing Mazes project.
- provide a self-assessment of their work, and better understand how their teacher will assess their work.

Activity Description (45-60 minutes)

5 min.	 REVIEW Review the scope of the Amazing Mazes project by showing a few student works-in-progress. Ensure that the projects you showcase reflect a variety of levels of completion as well as skill and effectiveness; do not only show the “best” projects or those that are working correctly so as to celebrate the learning and the process instead of the product itself. Alternately, invite them to share their plans for what they hope to accomplish during their build time in Scratch 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 conditionals using p. 10 (EN / SP) and/or the idea of controlling user inputs using p. 12 (EN / SP) in the Blue Level Student Workbook. Use this mini-lesson to address any challenges or misconceptions students might have experienced with using if/then conditionals over the past few lessons. Open a new Scratch project and model how to set up a conditional using an if/then block, a light blue hexagonal block, and a result (e.g. “move 10 steps). This script should be part of the sprite’s code; it will not work if it is placed in the stage’s code. Remind students they will need a forever loop around the conditional, and that they will need to select the color of the walls in the light blue hexagonal block.
30 min.	 BUILD Provide students with work time in Scratch to continue working on their Amazing Mazes projects. 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 Amazing Mazes Planning Guide (EN / SP) and Greeting Card workbook page p. 13 (EN / SP) to help guide students as they continue planning and creating in Scratch.

	Remind students to initialize all elements of their program, including sprite location, backdrop number, costumes, and graphic effects. Encourage students to work together, ask each other for help, and share what they are figuring out. Identify “student experts” for Scratch-specific tasks who can help their peers (i.e. using the sound blocks, adding a backdrop, changing the color of a sprite).
10-15 min.	 SHOWCASE At the end of students’ work time, review how to share a Scratch project and add it to a class studio (created ahead of time by the teacher), if students have not already done so. <i>Learn how to add a project to a Scratch studio by clicking here.</i> Review the 2 Stars and a Wish Peer Feedback model on p. 17 of the Blue level workbook (EN / SP) with students. Try one of these options to structure a showcase: • “Physical” gallery walk: students put their projects in full-screen mode, and then walk around the space viewing and interacting with others’ projects and leave feedback on post-its or a sheet of paper • “Virtual” gallery walk: students view projects from the teacher’s Scratch studio; students either view projects at random, or are assigned specific project(s) to view (which ensures everyone’s project is viewed) and leave feedback using the Scratch comments feature. • Whole class showcase: a few individual students, chosen at random or from those who volunteer, project their project onto a large classroom display and describe their project and the choices they made to the entire class. You may also wish to use the Project Reflection Guide (EN / SP) to provide guidance for students in preparing to describe their project and their process with peers and the teacher. You may also wish to explore another showcase option; find a model that works best for your classroom culture!
5-10 min.	 SELF-ASSESS Provide students with time to self-reflect on the work they did in Scratch using this Amazing Mazes self-assessment rubric (EN / SP). After briefly reviewing the rubric with students, ask them to honestly select one rating for each of the 5 categories (design, conditionals, input, creativity, and perseverance).
5 min.	 REFLECT <i>(optional)</i> Ask students to think back on their experience showcasing their Amazing Mazes project today by responding to these reflection prompts: • What is one thing from your Amazing Mazes project you are proud of? • What is one thing from your Amazing Mazes project you would change if you had more time?

Reviewing Student Work

- ★ Are students able to utilize the tools within the Scratch Paint Editor to design their own maze backdrop?
- ★ Are students able to create scripts to control all 4 arrow keys? Are they able to use a conditional block to program the sprite's response to the maze walls?
- ★ Are students initializing their programs with the "when green flag clicked" event block? Do all elements of their programs reset (location, size, graphic effects, costume, backdrop)?
- ★ Are projects personalized and interactive? Do they make creative use of sprites and backdrops, and a variety of code blocks (looks, sounds, motion, events)?
- ★ Use the teacher version of the Amazing Mazes rubric (p. 2 - [EN](#) / SP) to provide students with detailed feedback on their project.

Lesson Notes

- ✚ Host an arcade day in your classroom, allowing students to set up their maze games and allow for peers to play. Foster an environment of sharing feedback and collaboration as students play each others' maze games.