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**CODE/MOE/UOIT Makerspaces Project—**

**Using Scratch Jr to Make a Story Retell**

**School Board: Limestone District School Board**

**Grade(s): 2 (All primary)**

**Subject(s): Language Arts/French Immersion**

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| **BIG IDEAS:****Students will use Scratch Jr. to create a story retell of a simple repetitive text.****Curriculum Expectations: From the French As a Second Language, Grade 2 Immersion document.****OVERALL:**D1. Purpose, Audience, and Form: write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively**SPECIFIC:** D1.2 Writing in a Variety of Forms: write a variety of texts in French, conveying information, ideas, and opinions about themselves, friends, family, and their immediate environment, following models appropriate to the purpose and incorporating some of the basic elements of each formD1.5 Creating Media Texts: using familiar words and expressions, create a variety of media texts in French for specific purposes and audiences, using a few simple media forms and the conventions and techniques appropriate to the chosen form |
| **Learning Goals:**“We are learning to…”**-create a story retell using Scratch Jr.****-identify the key events of a story.** | **Success Criteria:** “We will be successful when…”**-we have created a story retell that summarizes the key events of the story “Mon ami Henri”.**  |
| **Lesson Overview:****Students will use Scratch Jr. to create a story retell of a repetitive text (Mon ami Henri). Students already have a working understanding of Scratch Jr.** |
| **Materials and Technology:** -text that has a repetitive structure (for example, “Mon ami Henri”.-iPads with Scratch Jr. |
| **Student Accommodations/Modifications:** **-students will be paired in homogenous groupings.** **-as outlined in IEPs.** | **Lesson will be differentiated by:*** **Content, specifically: review content of story again to ensure understanding.**
* **Process, specifically: microphone could be used instead of typing.**
* **Product, specifically: reduction in the number of scenes created, if needed**
* **Environment, specifically: alternate/quiet space could be provided.**
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| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students.** We will begin by reading the story, “Mon ami Henri” (My Friend Henry in English). As the main character travels around looking for his friend Henri, he is told that Henri is being accompanied by an increasingly large group of people. The main character is upset because Henri is “his” friend. At the end, it is revealed that Henri had been preparing a surprise party.**What key questions will you ask?** * Review beginning, middle and end. What happened at each point?
* How many animals did the boy encounter while searching for his friend?
* How did the boy feel about not being able to find his friend?
* How do you think the boy felt at the end of the story?

**How will you gather diagnostic or formative data about the students’ current levels of understanding?**-think, pair, share to discuss the various elements of the story. -checking for understanding with questioning throughout the read-aloud.  **How will students be grouped? How will materials be distributed?** **-**students will be in homogenous pairs. They will be provided with an iPad to share between them. |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| **Describe the task(s) in which your students will be engaged.** Students will be using Scratch Jr. to create a 4 scene retell of the story “Mon ami Henri”.They will need to create an introduction, two interactions with animals, and finally a scene which reveals the surprise party. Every scene requires a consistent use of sprites and backgrounds that make sense with the story.Each scene requires a conversation between characters (meaning speech bubbles and pauses are necessary). The timing of the conversations is a major focus for success. Each scene requires at least one of the characters to move in some way that makes sense for the story.Coding: Students will need to be familiar with beginning blocks (yellow), ending/transition blocks (red) ,direction blocks (blue), purple blocks (for speech) and orange blocks (for pauses). Where possible, encourage students to type using speech bubbles rather than using the microphone (green blocks) Students will periodically share with the group throughout the creation process so that tips and tricks can be shared amongst the learners. **What misconceptions or difficulties do you think they might experience?** -difficulties around timing the conversations. Students may require an explicit prompt to experiment with the “wait” block.-transitions between scenes. Review this halfway through to ensure all students understand.**How will they demonstrate their understanding of the concept?**They will create a Scratch Jr. animation that will show their ability to retell the story.**How will you gather your assessment data (e.g., checklist, anecdotal records)?**Anecdotal records as they work.Students will share their work via Airdrop at the end for evaluation. Checklist will ensure that all required aspects are present.**What extension activities will you provide?** -retell another story.-create a new story.-What would have happened if Henri didn’t plan a surprise party?-What might a normal day of play look like for the two boys? |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?** -students will share out their work periodically during the work phase. First we will show just the animation, and students will try to predict the code that was used. Then the code will be shared out. **What key questions will you ask during the debriefing?** **-**Were you able to clearly relate the story in your animation?-What additional details does that book share that you were unable to include?-How might you use Scratch Jr to share a different story?-What was the hardest part of the activity for you? |