

TITLE: Scratch programming language

LEARNING SCENARIO

<i>School:</i>	<i>Duration (minutes):</i>	90
<i>Teacher:</i>	<i>Students age:</i>	7

<i>Essential Question:</i>	Scratch programming language
----------------------------	------------------------------

Topics:

- Pupils learn step-by-step approach, troubleshooting and the basics of programming.
- Pupils become familiar with the programming language Scratch.

Aims:

- Pupils learn step-by-step approach, troubleshooting and the basics of programming in a graphic programming environment by programming people and tangible objects.

Outcomes:

- Pupils get acquainted with the Scratch programming language.
- Pupils get to know the work environment in Scratch.
- Pupils learn the basic commands and basics of working in Scratch.

Work forms:

- individual work
- work in pairs
- group work

Methods:

- presentation
- discussion
- graphic work

ARTICULATION**Course of action****INTRODUCTION**

With Scratch you can program your stories, games and animations.

Scratch is called a programming language.

Let's meet Scratch.

MAIN PART

Launch the programming language Scratch.

The teacher explains to the pupils what the Scratch program is for.

Explains the appearance of the window and all its parts.

When you want to borrow a book in the school library, what actions do you have to take (students explain actions and steps: leave the house, head to the school building, enter it, head to the library, enter it, ask the librarian if the title they want to borrow is available, borrow the book, go home)?

Pupils can enumerate similar activities for brushing their teeth, preparing a school bag for the next working day, going to the store, making sandwiches, etc.

We make pupils aware of how many commands and instructions we have to give in this program in order for it to perform an action.

We explain the blocks as parts of a whole and how they are interconnected to create a program.

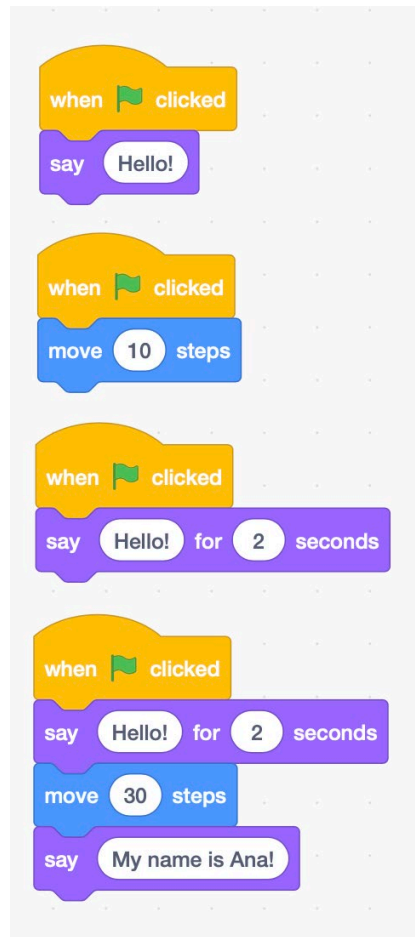
We explain the differences and possibilities of working in Scratch installed on a computer and Scratch online.

Exercise for pupils:

- opening a new project,
- opening an existing project,
- saving the project and
- assigning a project name.

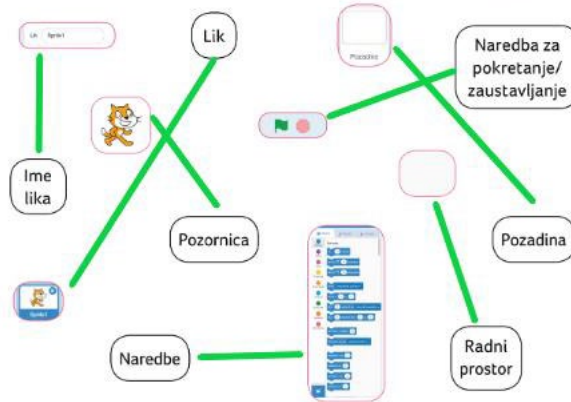
Pupils on their computers extract blocks from the command window and connect commands to each other by noticing what can be connected and what cannot.

The teacher demonstrates the execution of the following blocks of commands.



The teacher and pupils discuss blocks, identify differences, similarities and possibilities in the Scratch programming language.

1. Connect the term and the corresponding image.



CONCLUSION

The teacher checks the pupils' solutions to the tasks.
Together they repeat the possibilities of programming in Scratch.

Methods

presentation
discussion
work on the text
graphic work
interactive exercise /simulation on the computer

interview
demonstration
role playing

Work forms

individual work
work in pairs
group work
frontal work

Material:

-

Literature

-

PERSONAL OBSERVATIONS, COMMENTS AND NOTES

