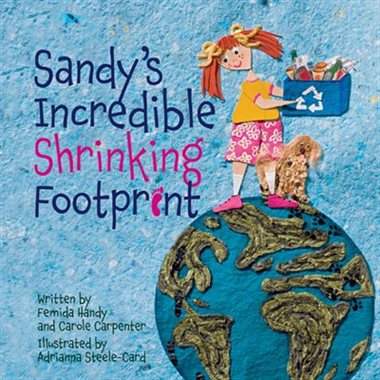
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|  | Sandy’s Incredible Shrinking Footprint:  Lesson Plan Considerations |

[**http://kpscobracoders.weebly.com/**](http://kpscobracoders.weebly.com/)

 Authors: Femida Hand & Carole Carpenter Illustrator: Adrianna Steele-Card

ISBN 978-1-897187-69-2 Second Story Press, Toronto (2010).

Brainstorm with the students two lists. The first list is information from the book they could use in a project. For this book there is the story narrative and there are the facts for research. So students can do a “fiction” or a “non-fiction” or a combination project. The second is a list of items within Scratch they can use for this project. Some of the items might be they can add photos of the book pages or photos from the internet about pollution as backgrounds; photo of the end plates of footprints or they can draw their own as a sprite; record their voice retelling the story or the ways to shrink their footprint, and so on.

Story telling is a great activity with ScratchJr. Students can add backgrounds (up to four) and add many sprites. The movements of the sprites can be more involved and messages can be sent between sprites to connect the coding of one to the other (for example, having a conversation between two Sprites, or one Sprite talks and then the other Sprite moves). The story can be told as a visual text with the use of speech bubbles when coding with the purple **Say block**. The story can be told as an auditory text using the green **Microphone block** and students record their voices (or a combination of both!). The microphone can record music to be played as part of the storytelling. A great site for students to create their own music on any device using Chrome is: <https://musiclab.chromeexperiments.com/Experiments>

Students can use the existing Backgrounds and Sprites or in the Paint Editor create their own. Using the ScratchJr **camera** they can add photos as backgrounds or add their face to a Sprite.

The more involved the Storytelling project is the more likely pre-planning should be involved. Students need to think about the individual steps needed to assemble the parts and decide on the required coding blocks. For some students the challenge will be to tell the complete story within the limit of four backgrounds/scenes. Something as easy as a large paper folded into quarters, one for each of the maximum four backgrounds/scenes can be used or the Planning Sheet included in this file.

If the **Say block** is used, perhaps writing a draft of the speech bubble and then having it edited before typing it in would be helpful. However, the text can be edited simply by clicking on the white circle in the middle of the block and the keyboard will appear. Each Say block will hold up to approximately 60 letters &/or spaces but multiple blocks can be used. This may require planning to fit complete sentences in each block.

Perhaps an actual script is needed if the text is to be recorded using the **Microphone block**.

If the **Send Start Message** & **Start On** Message blocks, **Start on Tap block**, or **Start on Bump block** are needed perhaps the story needs to be acted out by a small group of students to map the path of the messages (who sends and who receives). (If needed review the “Can I Make My Characters Talk?” page)

If the backgrounds are created by the student perhaps a draft artwork is needed as well.

An interesting twist on a student creating a Storytelling project is to have several students tell a story. For example have a group of four students work on one project. The first student creates page one and the project is passed on to the second student who is responsible for page two, and so on.

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First decide:

***Will your retell the story?***

***Will you tell how to shrink our footprint on Earth?***

***Will you research other facts about pollution?***

With your project decide:

● ● How many sprites you will need

● How many background pages you will need (1, 2, 3, or 4)

● Will you use the **Say block** or the **Microphone block** or both?

● Will you use the Paint Screen to make your own background?

● Will you use the Paint Screen to make your own Sprite?

● Will you use ScratchJr Camera for your background?

● Will you use the Start on Green Flag block, Start on Tap block, or Start on Bump block to get your Sprites moving?

● Will you use the Send Start Message block and Start on Message block to connect your Sprites?

Remember to test out your coding before you share it with a friend

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|  | Sandy’s Incredible Shrinking  Footprint Task: Planning Sheet |

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|  |  |
| --- | --- |
| Background One  Sprites needed:  Blocks needed: | Background Two  Sprites needed:  Blocks needed: |
| Background Three  Sprites needed:  Blocks needed: | Background Four  Sprites needed:  Blocks needed: |

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| --- | --- |
|  | Sandy’s Incredible Shrinking  Footprint Task: Rubric/Checklist |

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|  |  |  |  |
| --- | --- | --- | --- |
| Used one background | Used two backgrounds | Used three backgrounds | Used four backgrounds |
| Used backgrounds only from ScratchJr bank | Used backgrounds from ScratchJr bank &/or hand drawn | Used backgrounds ScratchJr bank &/or book | ScratchJr bank & hand drawn &/or Internet |
| Used sprites from ScratchJr bank | Used sprites from ScratchJr bank &/or hand drawn | Used sprites from ScratchJr bank &/or book | Used sprites from ScratchJr bank & hand drawn &/or Internet |
| Used Say block | Used Microphone block | Used both Say and Microphone blocks | Used Microphone block to record music |
| Used Green Flag block | Used one other Triggering blocks | Used one Send Message/Start on Message block | Used more than one Send Message/Start on Message block |
| Used one Control block | Used more than one Control block | Used one Repeat block | Used more than one Repeat block |
| Add an idea/item of your own choice that fits your project | | | |
|  |  |  |  |

Here is what I want you to notice about my project: