

**TITLE: Start me up**

LEARNING SCENARIO	
<i>School:</i>	<i>Duration (minutes):</i> 90
<i>Teacher:</i>	<i>Students age:</i> 9

<i>Essential Idea:</i>	<b>Blocks are connected like jigsaw puzzles.</b>
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**Topics:**

- Pupils solve problems, organize information and learn about concepts of algorithms.
- Multiliteracy skills are promoted by analyzing different codes from the perspective of the author and the user, taking into account the context and situation.

**Aims:**

- Pupils design, code and develop programs using sequential commands, selections and repetitions.

**Outcomes:**

- Pupils can create simple program.

**Work forms:**

- individual work
- work in pairs

**Methods:**

- presentation
- discussion
- graphic work

## ARTICULATION

### Course of action (duration, minutes)

#### INTRODUCTION

The teacher explains:

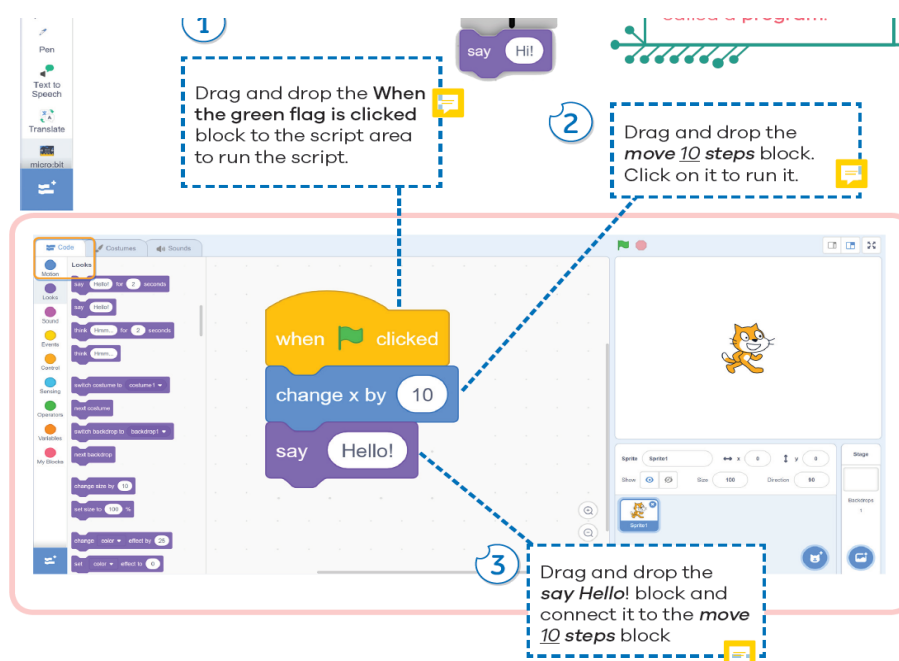
Before you start creating games in Scratch, you need to learn how to move the sprites.

Open Scratch and bring the blocks to the scripts area as shown in the picture.

Follow the sequence of steps marked by numbers.

Blocks are connected like jigsaw puzzles.

A project is a set of all blocks (commands) that solve a particular problem. They are also called a program.



Teacher explains how to save the programm.

#### MAIN PART

The teacher explains the exercise and the task for pupils, supports and leads them:

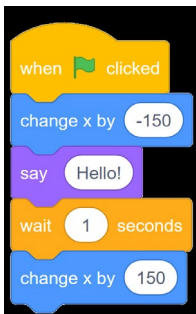
#### Exercise 1

Delete the cat. Add the dinosaur.

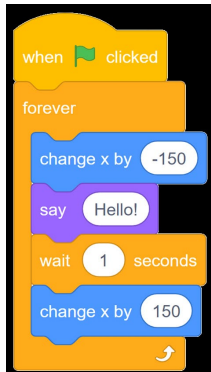
The dinosaur needs to move 150 steps to the left and say 'Hello!' when you click the green flag.

When it says 'Hello', the dinosaur moves 150 steps to the right.

To see what is happening on the stage, insert a block that pauses the execution of the next block for a second before the dinosaur moves to the right.



What do you need to do to keep the dinosaur running the script block all the time (see section 2 of the Control block category)?



Run the script block and think of what to add.

### Exercise 2

Change the script block so that the dinosaur repeats it 8 times.

Every time you click the green flag, the dinosaur should start from the center of the stage.

### Exercise 3

Do the same exercise but use other blocks from the Motion category to move the dinosaur left and right.

### Task 1

Create a new program.

Select the backdrop as desired.

Choose two sprites as desired.

Design and create a program for moving and talking to sprites.

Use the block for repetitions.

Save the program and present it to the students in the class.

Students solve tasks and present their solutions.

Students and teachers discuss and evaluate the presented solutions.

### CONCLUSION

Sprites are moved by using blocks from the Motion category.

When we open Scratch, there is already a cat sprite inside it.

To pause, use the wait \_ secs block.

When we save our work in Scratch, it is called a project.

A project contains all used sprites, backdrops, sounds and blocks.

When we reload this project, everything we used will be saved in it.

The Scratch project is a computer program.

#### **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:**

- textbook

Project co-funded by European Union under Erasmus+ Programme

- Scratch, Scratch Online

**Literature**

- <https://www.e-sfera.hr/prelistaj-udzbenik/46eb0ba9-475b-4d5f-ab77-a264ae54f6a7>

## PERSONAL OBSERVATIONS, COMMENTS AND NOTES