

Dabble Lab Lesson Plan

Series: Junior Makers 4D

Titles: *Coding in Scratch for Beginners*, by Rachel Ziter

GENERAL INFORMATION: Grade Level(s): 2-4 Lesson Plan Title: Create Your Own Role-Play Story
Curriculum: English and Language Arts

Overview of Lesson: In this lesson, students will apply what they know about storytelling, character development, and collaboration. Students will learn to apply what they know about Scratch to character development and storytelling. Students will learn how to tell stories using actions and the order in which they occur.

BENCHMARKS OR LEARNING OBJECTIVES:

AASL Skills Indicator 1.1.2: Use prior background knowledge as context for new learning.

Grade 2 Benchmark: Connect ideas to own interests.

AASL Skills Indicator 1.1.9: Collaborate with others to broaden and deepen understanding.

Grade 2 Benchmark: Share knowledge and ideas with others by discussion and listening.

AASL Skills Indicator 2.1.5: Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Grade 2 Benchmark: Share information and ideas with others by discussion and listening.

AASL Skills Indicator 3.1.2: Participate and collaborate as members of a social and intellectual network of learners.

Grade 2 Benchmark: Participate in discussions and listen well. Show respect for the ideas of others.

AASL Skills Indicator 3.1.4: Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and access.

Grade 2 Benchmark: Use word processing and drawing tools to organize and communicate ideas.

AASL Skills Indicator 4.1.8: Use creative and artistic formats to express personal learning.

Grade 2 Benchmark: Express their own ideas through simple products in different formats.

ASSESSMENTS METHODS:

Students will work in groups of two to three to create a story using role-play in a safe online environment of your choice and the graphic organizer included. This activity can be done in Scratch's projects and studios or in a safe online learning management system like Google Classroom. If you prefer, this can even be done on paper or in a Google Document.

RESOURCES AND OTHER LEARNING SUPPORT MATERIALS:

- Graphic Organizer
- Paper and pencil
- Computer
- Scratch project or studio, or a safe online learning environment of your choice (Ex: Google Classroom)

INSTRUCTION AND ACTIVITIES:

1. This activity can be done before, during, or after students have read “Coding in Scratch for Beginners.” (This lesson can also be done in conjunction with a lesson on digital citizenship.)
2. Introduce role-play gaming. Ask students if they role-play online or in video games already.
3. Explain that students will be creating their own characters to then create a story with their partner(s) in a role-play activity. Depending on which learning environment you choose, explain why you have chosen the particular environment for the class and what makes it safe. If necessary, explain how to be safe and respectful on Scratch or in the learning environment.
4. If necessary, read a picture book of your choice to students that uses the third-person narrator, two or more characters, and dialogue (Ex. Goldilocks and the Three Bears, by James Marshall). Have students share examples of characteristics describing each character (see the graphic organizer below to help guide this discussion).
5. Guide students through the graphic organizer included. Ask students to create their own character and complete the graphic organizer.
6. Once students have completed the graphic organizer, put students into partner groups of two or three. Instruct students to share their characters using their graphic organizers.
7. If using Scratch, instruct students to create a character similar in appearance to what they have shared in their graphic organizer. For instance, if a character is bossy, he or she might wear a crown. If using Google Classroom, ask students to share with their group an image similar to what they’ve described in their graphic organizer using a resource you have introduced prior to this lesson (Ex: Britannica ImageQuest, Wikimedia, etc.).
8. Instruct students to begin storytelling in Scratch, or your preference, following the directions in the handout included.

*For more tips on Scratch Role-Playing go to:

<https://scratch.mit.edu/discuss/topic/184350/> and https://wiki.scratch.mit.edu/wiki/Role-Playing_Game.

Create Your Own Character:

Name	
Age	
Gender	
<p>Backstory:</p> <ul style="list-style-type: none"> • Where do you live? • What do you like to eat? • What is your family like? • What is your favorite thing to do? 	
<p>Personality:</p> <ul style="list-style-type: none"> • Are you a leader? • Are you shy? • Are you patient? • Are you adventuresome? • Are you bossy? 	
<p>Appearance:</p> <ul style="list-style-type: none"> • What do you look like? • What color are you? • What do you use to move around? 	
<p>Two Talents and Two skills</p> <ul style="list-style-type: none"> • Can you dance? • Can you stand on your head? • Can you sing? • Can you play an instrument? 	
<p>Two Strengths and Two Weaknesses</p> <ul style="list-style-type: none"> • What is your superpower? • What challenges you? 	

Role-Play Game Directions:

1. Share your character with your partner(s) using your completed graphic organizer.
2. Discuss your characters and how they might interact.
What will happen in your story?
Brainstorm.
3. Follow these rules when you begin your role-playing:
 - a. Each character may only post or share an action once until each person in the group has responded or posted their action. You must take turns.
 - b. Use complete sentences.
 - c. Always begin with your character's name followed by a colon so you all know who is posting or sharing. (Ex. Peter: He walked toward Beatrice.)
 - d. Violence and unkind language are not allowed. Be kind and be respectful.
 - e. You may not do something to another character without their permission.
 - f. Use third person narration.
 - g. Each post must be a single action. (Example: Haley puts her paw on Tucker's shoulder. "We can be friends.")
 - h. If your character says something, uses dialogue, put this in quotes like the above example.
 - i. Have fun and be creative

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