

LESSON 8

On the Move: Getting Characters in Action

30 minutes

Creative Stories

WHAT THIS LESSON DOES

As the teacher, guide students through an introduction to Scratch Junior using a slideshow featuring Scratch the Cat. Demonstrate opening the app, creating a project, and exploring motion blocks. Set a challenge to move Scratch across the screen and allow time for experimentation.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand the basic concept and purpose of the Scratch Junior application.
- Learn how to create a new project in Scratch Junior.
- Identify and understand the functions of the main areas in a Scratch Junior project: the Stage Area, Blocks Toolbox, and Code Area.
- Learn how to use basic motion blocks to control the movements of Scratch the Cat.
- Apply the knowledge of motion blocks to complete a challenge of moving Scratch the Cat across the screen.
- Develop creativity and problem-solving skills through free play and exploration of the Scratch Junior application.

BEFORE THE LESSON

- Install and open Scratch Junior on every tablet beforehand and check it launches; have devices charged and ready for one per pupil or per pair.
- Open a new project on your own device and connect it to the board so the class can watch the demonstration before tablets are handed out.
- Have the video for step 4 ready to play, with sound on and a screen all pupils can see.

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HOW THE LESSON RUNS

Meet Scratch the Cat

Creating a Project in Scratch Jr

Inside your project

Moving Scratch the Cat

Today's Challenge

Free play

TEACHING MOVES

1. Meet Scratch the Cat. Read the slideshow together on the board before any tablets appear. Keep pupils looking at you, not their screens, so they hear who Scratch the Cat is.
2. Creating a Project in Scratch Jr. Demonstrate opening the app and starting a new project yourself first: home icon, then the plus icon. Hand out tablets only after everyone has watched you do it.
3. Inside your project. Point to each area in turn on the board. Ask "What do you think the arrow does?" and "Can anyone see the green flag?" before you name the Stage, Blocks Toolbox and programming area.
4. Moving Scratch the Cat. Play the video, then stress the green flag: Scratch only moves when it is clicked. Let pupils try each motion block once so they feel the difference between them.
5. Today's Challenge. Set the challenge: move Scratch from one side to the other. Show your example, then reveal the trick of changing the number on a block instead of snapping many blocks together.
6. Free play. Step back and let pupils experiment. Move between pairs, asking what they made Scratch do rather than fixing things for them.

WHAT TO WATCH FOR

- Students may think: Pupils build a correct sequence but nothing happens, because they have not clicked the green flag or included a start block. What to do: Remind them Scratch waits for the green flag every time. Show that the flag block starts the sequence and the flag button runs it.
- Students may think: Pupils drag blocks near each other but never snap them together, so only the last block runs. What to do: Show them the blocks must click into one another edge to edge. Have them tug the first block gently to check the whole chain moves as one.
- Students may think: Pupils stack many forward blocks to cross the screen instead of changing the number on one block. What to do: Both work, but show the number at the bottom of the block does the same job faster. Let them try both and compare.

DIFFERENTIATION

- Emerging: Sit beside the pupil for the first block and let them drag and snap one movement with you before they carry on alone. Set a smaller target: just make Scratch take a few steps and click the flag, rather than crossing the whole screen.
- Developing: Ask them to say their sequence back to you in order before they press the flag, so they predict what Scratch will do. Pair them with a partner and have each check the other's blocks are snapped together.
- Proficient: Challenge them to make Scratch return to the start as well, or to add a turn so it changes direction. Ask them to make Scratch reach the same spot using fewer blocks by changing the numbers.