

# Scratch in the Classroom

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## ISTE Standards

### **Creativity and Innovation**

*Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.* Students:

1.b create original works as a means of personal or group expression.

### **Communication and Collaboration**

*Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.* Students:

2.a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

### **Technology Operations and Concepts**

*Students demonstrate a sound understanding of technology concepts, systems, and operations.* Students:

- 6.a. understand and use technology systems.
- 6.b. select and use applications effectively and productively,
- 6.c. troubleshoot systems and applications.
- 6.d. transfer current knowledge to learning of new technologies.

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## Basic Timeline

*One day = one 30 to 40 minute class period*

*Timeline based on 15 class sessions*

- ∞ Show an example that I created, linking to a lesson if possible (Day 1)
- ∞ Explain what Scratch programming software is (Day 1)
- ∞ Show previous student examples or examples on Scratch website (Day 1)
- ∞ Demonstrate where to find different code blocks (Day 2)
- ∞ Show introduction videos from Scratch website (Day 2)
- ∞ Show introduction video that I created\* (Day 2)
- ∞ Exploration Day (Day 3)
  - Scratch website (scratch.mit.edu)
  - Open already-made programs
  - Play around with code to see what happens
- ∞ Work Days (Day 4-14)
  - *Examples:* Make a Maze, Tell a Story, Commercial- Your Favorite Math Lesson, Commercial - Advice to Future Students, Create Anything You Want!
- ∞ Presentation Day (Day 15)

## Resources: *(found at [scratch.mit.edu](http://scratch.mit.edu) – click “support” – also see Educator link)*

- ∞ How to Get Started
- ∞ Reference Guide
- ∞ Scratch Cards
- ∞ Help Screens

*Sample rubric for an assignment that asked students to use Scratch (and their imaginations) to create reflections/commercials on their experiences in math in 7<sup>th</sup> grade.*

SCRATCH PROJECT RUBRIC				
<b>Final Product</b>	4 Makes excellent use of font, color, effects, etc. to enhance the presentation. Images are relevant to content. There are no spelling or grammar errors.	3 Makes good use of font, color, effects, etc. to enhance to presentation. Images are relevant to content. Two or fewer spelling or grammar errors.	3 Makes use of font, color, images, effects, etc. but occasionally these detract from the presentation content. Many spelling or grammar errors.	1 Use of font, color, images, effects etc. but these often distract from the presentation content. Many spelling or grammar errors.
<b>Requirements</b>	4 Two or more distinct reflections are displayed.		2 Only <b>one</b> distinct reflection is displayed.	1 Not even one reflection was displayed.
<b>Purpose</b>	4 Establishes a purpose early on and maintains a clear focus throughout.	3 Establishes a purpose early on and maintains focus for most of the presentation.	2 There are few lapses in focus but the purpose is fairly clear.	1 It is difficult to figure out the purpose of the presentation.
<b>Soundtrack</b>	4 Soundtrack is clear and consistently audible throughout the presentation.	3 Soundtrack is clear and audible throughout the majority (90%) of the presentation.	2 Soundtrack is clear and audible throughout some the presentation.	1 Soundtrack needs more attention.
<b>Originality</b>	4 Product shows a large amount of original thought. Ideas are creative and inventive.	3 Product shows some original thought. Work shows new ideas and insights.	2 Product shows little evidence of original thinking.	1 Product shows minimal originality.

Name: \_\_\_\_\_

Score: \_\_\_/20 = \_\_\_%