Clara Brown EDUC 240

Title of Lesson: Dance Party

Date: January 17th, 2018

Grade Level/Subject: 4th Technology

List of Materials/Resources:

- The Big Dance Party slides from code.org
- Review of lesson plan from code.org for lesson 4 Dance party Unplugged and lesson 8 Dance Party
- Link to Spotify Playlist
- Laptops, headphones, mice
- Vocabulary cards for the words (event, code, program, algorithm, command)
- Hour of Code Certificates and reward stickers
- Links to Dance Party placed on website- www.techwithrobinson.weebly.com

Central Focus:

The purpose of this lesson is for students to learn how to code using the Dance Party game and analyze the JavaScript portion. The students will use their prior knowledge of coding to complete the Dance Party levels. This lesson will help students understand coding and the meaning of Javascript that drives the program.

Measurable Learning Objectives/Goals:

Students will respond to commands given by an instructor

Recognize movements of the teacher as signals to start an action

Keep track of actions associated with different events

Develop programs that respond to timed events

Develop programs that respond to user input

Create dance animations with code

Ohio Learning Standards:

ISTE Student Standard: *Computational Thinking: Students develop and employ strategies for understanding and solving problem in ways that leverage the power of technological methods to develop and test solutions.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

b. *Follow agreed-upon rules for discussions and carry out assigned roles*

Instructional Activities/Methods:

The students will come in and take their seats and get the materials they need. Then we will introduce our selves. "**We are college students here to teach you guys coding, I am Clara",** then Maryssa, Erin, and Trevor. Then Erin will start with the warm up. Then Trevor will explain the whole group activity while Erin works the slides. Trevor will do the first two (high clap, and dab), I will do the next two slides (star, and body roll) then Maryssa will do the last slide (this or that) Then Maryssa will explain about how the buttons work, and then Maryssa will play the song and press the buttons so we can dance. And write on the board which button goes to which dance move. **After we have finished dancing I will tell the students to take their seats and get out their Chromebooks and to connect their mice and headphones. We will watch the first two videos together and do the first two coding together. On the second coding I will ask the students to help me with the coding and on the third coding** but before they move on Trevor will show them the JavaScript vs. the Blocky, Maryssa will tell them that they can move on to the next levels. As the students are working we will walk around to make sure all the students understand and are getting through the levels. Then if any of the students are struggling they can try the other website. At 10:10 Erin will say it is time to clean up giving them a five minute warning, they will begin to clean up and be ready to leave at 10:15. Maryssa will ask the ending questions.

Connection to Prior Knowledge:

Computers and computer programs are designed by others. They also already know what coding and Java Script is.

Vocabulary/Academic Language:

Event: an action that causes something to happen

Code: to write code or to write instructions

Program: an algorithm that has been coded into something that can be run by a machine

Command: an instruction for a computer

Algorithm: a list of steps used to finish a task. This can be done with or without a computer.

Assessment:

Before: Ask students “Who can describe what “coding” is to the class?” This would give us a base on how many students know what coding is.

During: While the students are playing the game, checking on each student to see how quickly they can code and how many levels they have finished

After: Seeing how many levels the students have completed

Special Needs of Students:

Enrichment: Enrichment students will be given the option to proceed to Dance Party: Keep on Dancing! After completing Dance Party Pt. 1.

Intervention: Students will be given an option to use Angry Bird Hour of Code.

Reflection:

The students were moving physically by dancing and then cognitively they had to think about how to code the dancers. For language and social they were working together and learned new vocab about coding. The students were interested on how coding worked and the different dance moves they knew.

The lesson went very well the students were excited about the different dance moves and how they could make the dancer do what they wanted.

The only thing that I would differently is better understand the website and know how to help the students when they get stuck on a certain level.

Yes the students learned what they needed to learn, I know this because the students are able to complete all or most of the levels with only having to ask a few questions.

Clara Brown EDUC 240

Title of Lesson: Dance Party

Date: January 17th, 2018

Grade Level/Subject: 5th Technology

List of Materials/Resources:

- The Big Dance Party slides from code.org
- Review of lesson plan from code.org for lesson 4 Dance party Unplugged and lesson 8 Dance Party
- Link to Spotify Playlist
- Laptops, headphones, mice
- Vocabulary cards for the words (event, code, program, algorithm, command)
- Hour of Code Certificates and reward stickers
- Links to Dance Party placed on website- www.techwithrobinson.weebly.com

Central Focus:

The purpose of this lesson is for students to learn how to code using the Dance Party game and analyze the JavaScript portion. The students will use their prior knowledge of coding to complete the Dance Party levels. This lesson will help students understand coding and the meaning of Javascript that drives the program.

Measurable Learning Objectives/Goals:

Students will respond to commands given by an instructor

Recognize movements of the teacher as signals to start an action

Keep track of actions associated with different events

Develop programs that respond to timed events

Develop programs that respond to user input

Create dance animations with code

Ohio Learning Standards:

ISTE Student Standard: *Computational Thinking: Students develop and employ strategies for understanding and solving problem in ways that leverage the power of technological methods to develop and test solutions.*

SL.5.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

b. *Follow agreed-upon rules for discussions and carry out assigned roles*

Instructional Activities/Methods:

The students will come in and take their seats and get the materials they need. Then we will introduce our selves. "**We are college students here to teach you guys coding, I am Clara",** then Maryssa, Erin, and Trevor. Then Erin will start with the warm up. Then Trevor will explain the whole group activity while Erin works the slides. Trevor will do the first two (high clap, and dab), I will do the next two slides (star, and body roll) then Maryssa will do the last slide (this or that) Then Maryssa will explain about how the buttons work, and then Maryssa will play the song and press the buttons so we can dance. And write on the board which button goes to which dance move. **After we have finished dancing I will tell the students to take their seats and get out their Chromebooks and to connect their mice and headphones. We will watch the first two videos together and do the first two coding together. On the second coding I will ask the students to help me with the coding and on the third coding** but before they move on Trevor will show them the JavaScript vs. the Blocky, Maryssa will tell them that they can move on to the next levels. As the students are working we will walk around to make sure all the students understand and are getting through the levels. Then if any of the students are struggling they can try the other website. At 12:00 Erin will say it is time to clean up giving them a five minute warning, they will begin to clean up and be ready to leave at 10:15. Maryssa will ask the ending questions.

Connection to Prior Knowledge:

Computers and computer programs are designed by others. They also already know what coding and Java Script is.

Vocabulary/Academic Language:

Event: an action that causes something to happen

Code: to write code or to write instructions

Program: an algorithm that has been coded into something that can be run by a machine

Command: an instruction for a computer

Algorithm: a list of steps used to finish a task. This can be done with or without a computer.

Assessment:

Before: Ask students “Who can describe what “coding” is to the class?” This would give us a base on how many students know what coding is.

During: While the students are playing the game, checking on each student to see how quickly they can code and how many levels they have finished

After: Seeing how many levels the students have completed

Special Needs of Students:

Enrichment: Enrichment students will be given the option to proceed to Dance Party: Keep on Dancing! After completing Dance Party Pt. 1.

Intervention: Students will be given an option to use Angry Bird Hour of Code.

Reflection:

The students were moving physically by dancing and then cognitively they had to think about how to code the dancers. For language and social they were working together and learned new vocab about coding. The students were interested on how coding worked and the different dance moves they knew.

The lesson went very well the students were excited about the different dance moves and how they could make the dancer do what they wanted. Some of the students were not excited to dance but they did enjoy the website.

The only thing that I would differently is better understand the website and know how to help the students when they get stuck on a certain level.

Yes the students learned what they needed to learn, I know this because the students are able to complete all or most of the levels with only having to ask a few questions.

Clara Brown EDUC 240

Title of Lesson: Dance Party

Date: January 18th, 2019

Grade Level/Subject: 4th Technology

List of Materials/Resources:

- The Big Dance Party slides from code.org
- Review of lesson plan from code.org for lesson 4 Dance party Unplugged and lesson 8 Dance Party
- Link to Spotify Playlist
- Laptops, headphones, mice
- Vocabulary cards for the words (event, code, program, algorithm, command)
- Hour of Code Certificates and reward stickers
- Links to Dance Party placed on website- www.techwithrobinson.weebly.com

Central Focus:

The purpose of this lesson is for students to learn how to code using the Dance Party game and analyze the JavaScript portion. The students will use their prior knowledge of coding to complete the Dance Party levels. This lesson will help students understand coding and the meaning of Javascript that drives the program.

Measurable Learning Objectives/Goals:

Students will respond to commands given by an instructor

Recognize movements of the teacher as signals to start an action

Keep track of actions associated with different events

Develop programs that respond to timed events

Develop programs that respond to user input

Create dance animations with code

Ohio Learning Standards:

ISTE Student Standard: *Computational Thinking: Students develop and employ strategies for understanding and solving problem in ways that leverage the power of technological methods to develop and test solutions.*

SL.4.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

b. *Follow agreed-upon rules for discussions and carry out assigned roles*

Instructional Activities/Methods:

Maryssa will go over with the class what we did yesterday and then tell the students that they can go through all the levels and then move on to part two. Trevor will go over the key words. Erin will go over the expectations. Then the students will begin to work on the levels that they stopped at the day before. We will walk around to make sure the students are still understanding and are still moving through the levels. And then for level for 13 they had expectations to meet and we gave out the rewards. Again they will clean up at 10:10, and we will give them a five minute warning.

Connection to Prior Knowledge:

Computers and computer programs are designed by others. They also already know what coding and Java Script is.

Vocabulary/Academic Language:

Event: an action that causes something to happen

Code: to write code or to write instructions

Program: an algorithm that has been coded into something that can be run by a machine

Command: an instruction for a computer

Algorithm: a list of steps used to finish a task. This can be done with or without a computer.

Assessment:

Before: Review and questioning

During: Asking them how they did the levels

After: Having the expectations for level 13

Special Needs of Students:

Enrichment: Enrichment students will be given the option to proceed to Dance Party: Keep on Dancing! After completing Dance Party Pt. 1.

Intervention: Students will be given an option to use Angry Bird Hour of Code.

Reflections:

The cognitive, emotional and social development came from that the students had to figure out to code their dancers and they would talk to each other and ask for help from each other.

I think the lesson went well because we already had the changes from the first lesson.

The only thing that I would change about the lessoned being more aware of the website and how it works. Everything else seemed to work just fine.

Yes the students learned what we wanted them to and we know this because before the class they knew what the vocab words meet and how to use the coding website. And they knew how to code on the website

Clara Brown EDUC 240

Title of Lesson: Dance Party

Date: January 18th, 2019

Grade Level/Subject: 5th Technology

List of Materials/Resources:

- The Big Dance Party slides from code.org
- Review of lesson plan from code.org for lesson 4 Dance party Unplugged and lesson 8 Dance Party
- Link to Spotify Playlist
- Laptops, headphones, mice
- Vocabulary cards for the words (event, code, program, algorithm, command)
- Hour of Code Certificates and reward stickers
- Links to Dance Party placed on website- www.techwithrobinson.weebly.com

Central Focus:

The purpose of this lesson is for students to learn how to code using the Dance Party game and analyze the JavaScript portion. The students will use their prior knowledge of coding to complete the Dance Party levels. This lesson will help students understand coding and the meaning of Javascript that drives the program.

Measurable Learning Objectives/Goals:

Students will respond to commands given by an instructor

Recognize movements of the teacher as signals to start an action

Keep track of actions associated with different events

Develop programs that respond to timed events

Develop programs that respond to user input

Create dance animations with code

Ohio Learning Standards:

ISTE Student Standard: *Computational Thinking: Students develop and employ strategies for understanding and solving problem in ways that leverage the power of technological methods to develop and test solutions.*

SL.5.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

b. *Follow agreed-upon rules for discussions and carry out assigned roles*

Instructional Activities/Methods:

Maryssa will go over with the class what we did yesterday and then tell the students that they can go through all the levels and then move on to part two. Erin will show the class as a whole where to find part two. Then the students will begin to work on the levels that they stopped at the day before. We will walk around to make sure the students are still understanding and are still moving through the levels. Again they will clean up at 12:00, and we will give them a five minute warning.

Connection to Prior Knowledge:

Computers and computer programs are designed by others. They also already know what coding and Java Script is.

Vocabulary/Academic Language:

Event: an action that causes something to happen

Code: to write code or to write instructions

Program: an algorithm that has been coded into something that can be run by a machine

Command: an instruction for a computer

Algorithm: a list of steps used to finish a task. This can be done with or without a computer.

Assessment:

Before: Review and questioning

During: Asking the students how they did the levels

After: Having the expectations for level 13

Special Needs of Students:

Enrichment: Enrichment students will be given the option to proceed to Dance Party: Keep on Dancing! After completing Dance Party Pt. 1.

Intervention: Students will be given an option to use Angry Bird Hour of Code.

Reflection:

The cognitive, emotional and social development came from that the students had to figure out to code their dancers and they would talk to each other and ask for help from each other.

I think the lesson went well even though we had to change some off the parts to it right before it started.

The only thing that I would change about the lessoned being more aware of the website and how it works. Everything else seemed to work just fine.

Yes the students learned what we wanted them to and we know this because before the class they knew what the vocab words meet and how to use the coding website.