## LESSON PLAN 3

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| National Curriculum areas  NA | | Class: 4 | | | | Date: 06//02/13 |
| Subject: ICT | | | | Length: 50 min |
| Previous experience  Students have experience of using Flowol 4 as a computer programming application and have begun to create a short scratch story using Sprites, Scripts and uploaded stages. | | | | | | |
| Specific learning intentions  I can use audio in my short story scene. | | | Related success criteria:  I can choose appropriate audio to complement my Scratch short story scene. | | | |
| **Subject knowledge (SK)**  Teacher should be able to demonstrate a simple script and be able to demonstrate and explain basic examples.  Computer programming is creating a sequence of instructions to enable the computer to do something.  **Technical vocabulary**  Script – A sequence of demands to control the Sprite, Stage and Costume.  Sprite – A Scratch character  Costume – A different pose/shape of one Sprite  Stage – The background or setting  **LESSON PROGRESSION** | | | | | | |
| Approx. timings  2  Minutes  8  Minutes | Introduction and context  Discuss LO.  Demonstrate to students how to record and upload audio. | | | | Key questions  What type of audio might you record? (speech/singing) | |
| 20  Minutes  10  Minutes | Development phases  Allow students to explore audio in Scratch. They should record, upload and script audio to short story.  Students should use this time to polish and finalise Scratch short story scene. | | | | Could you add more audio?  ***Teacher should use this time to complete assessment tick grids****.* | |
| 5  Minutes  5 Minutes | Plenary  Allow students to move around the ICT suite looking and commenting on peer work.  Whole class feedback.  Demonstrate shorts stories if time. | | | | Would you change anything about your Scratch short story?  ***Teacher should use this time to complete assessment tick grids.*** | |
| Differentiation  LA – lower ability students may be paired up to complete short story.  HA – High ability students should be encouraged to include more than one Sprite and use a range of recorded and uploaded audio.  Extension Activity:  Students use PMIQ to explore and comment on peer work.  Behaviour management strategies:  Advise students of the lesson structure to allow them responsibility for own time management.  5 second count down to silence.  Monitors off during demonstration and plenary. | | | | | | |
| Ways forward:  Students will create their own short scratch story by use of exploration, peer evaluation and whole class feedback. | | | | Resources and adult support:  ICT Suite  Scratch  Large screen for demonstrations | | |