

# Scratch: Digital Summary

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## *3-5 Grade Language Arts*



**Developed by:**

Lisa Galpin

Tri-County North School District

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## 1. SCRATCH DIGITAL SUMMARY

Primary Resource: Scratch Platform

### 1.1. INTRODUCTION

Summary is a vital concept to teach students. Reading Rockets state, “Summarizing teaches students how to distinguish the most important ideas in the text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read.” Summarization strategies can be used in almost every content area. In this lesson, students will use a summarizing strategy called [SWBST](#) (Somebody, Wanted, But, So, Then). This strategy will help students learn to determine the essential ideas and consolidate important details that support them. Students will focus on key words and phrases of a text that are worth noting and remembering, and finally it will teach students to take a larger selection of text and reduce it to the main points for more concise understanding.

In addition, students will become programmers and use MIT Scratch to create a digital story. Scratch is a free tool that uses color-coded bars that are placed in an interlocking command sequence instead of requiring technical coding. It is important to note that while Scratch does not require technical coding, it helps students become more familiar how to program along with it being a great building block for programming. Scratch is great for students at all levels, both beginner and advanced.

By the end of this project students should be able to create a summary of a literary text and use Scratch to demonstrate their understanding of the summary. Students will read closely and incorporate information from the text to support their project. Furthermore, programming, logical thinking, problem solving and presentation skills will be developed.

### 1.2. MATERIALS

#### Language Arts Lesson

- *Don't Let the Pigeon Drive the Bus* by Mo Williams or another picture book
- Text of the student's choice or a pre-selected text
- *Lord of the Rings in 99 Seconds* by Paint;  
<https://www.youtube.com/watch?v=3FPxYDGFniM&index=11&list=PLACFB636E06EF79CC>
- SWBST Chart or Template; <http://picturebooklessons.blogspot.com/2012/08/the-summarizing-hokey-pokey-thats-what.html>
- Reading Journal

## Scratch Project

- Computer / Internet Access
- Scratch Website; <https://scratch.mit.edu/>
- *Let's Teach Kids to Code* by Mitch Resnick; [https://www.ted.com/talks/mitch\\_resnick\\_let\\_s\\_teach\\_kids\\_to\\_code?language=en](https://www.ted.com/talks/mitch_resnick_let_s_teach_kids_to_code?language=en)
- Scratch 2.0 Overview Video; <https://www.youtube.com/watch?v=-SjuiaWRMU4>
- Text of student's choice or a pre-selected text
- SWBST Chart or Template; <http://youngteacherlove.com/writing-summaries/>
- Blank storyboard template; [http://www.educationworld.com/tools\\_templates/template\\_storyboard\\_8panels.doc](http://www.educationworld.com/tools_templates/template_storyboard_8panels.doc)

## 1.3. CONTENT FOR SCRATCH

### 1.3.1. CONTENT FOR SCRATCH

The content the students will learn in this lesson will be about writing a summary of a text using digital storytelling from Scratch, but the content can be altered to any content area (e.g., science, social studies, mathematics, and language arts). Students could create a digital story illustrating specific concepts in any content area. For example, in mathematics students could create a story math problem; in science students could research and create a story on one element focusing on its unique properties; or in social studies students could research and create a story based on a historical figure's life.

### 1.3.2. LANGUAGE ARTS CONTENT (EXAMPLE) 3-5 GRADE

**Goal:** Students will summarize a text using the SWBST strategy.

#### **Assess prior knowledge:**

- Students will listen and watch a song on the concept of summary (See Resources below).
  - Students will watch *Lord of the Rings in 99 seconds* by Paint.
  - After students watch the video the teacher will ask: *what was the author's purpose and what Language Arts skill was he performing?*
  - Student responses should explain he pulled all the main points from the *Lord of the Rings* text and made a song.
  - Teacher will explain it is called a summary.

#### **New Knowledge:**

- Teacher will read *Don't Let the Pigeon Drive the Bus* by Mo Williams or picture book of the teacher's choice and introduce SWSBT strategy for teaching summary.
  - Teacher will put on the board the notes below and students will copy into their reading journal.

**S** = Somebody - Who is the main character?

**W** = Wanted - What does the main character want?

**B** = But - What is the problem?

**S** = So - How does the character try to solve the problem?

**T** = Then - How does the story end? (Optional)

- Students will create the chart below (see Figure 1) in their notebooks or the teacher will distribute a graphic organizer of SWBST (Templates can be found in the Resource section).
- The teacher will read *Don't Let the Pigeon Drive the Bus* and model how to fill out the graphic organizer (see Figure 1).

Text = <i>Don't Let the Pigeon Drive the Bus</i>		Author: Mo Williams
S = Somebody	Who is the main character?	Pigeon
W = Wanted	What does the main character want?	Wanted to drive the bus.
B = But	What is the problem?	But the driver wouldn't let him.
S = So	How does the character try to solve the problem?	So, he asked the driver many times to drive the bus.
T = Then (optional)	How does the story end?	Then, he decided to try and drive a transfer truck.
<b>Summary:</b> The Pigeon wanted to drive the bus, but the driver wouldn't let him. So, he asked the driver many times to drive the bus. Since the driver would not let him drive the bus, he decided to try and drive a transfer truck.		

Figure 1: SWBST Template

### Apply Knowledge:

- Students will get into pairs and receive another picture book or excerpt of the teacher's choice.
- Students will read closely, annotate the text, and fill out a SWBST chart in their journals or on a SWBST template for the students to use.
- Teacher will circulate around the room to facilitate students as they fill out the summary chart.
  - **Differentiation:** Younger students will need more teacher guidance but higher grade students will do this more independently.

**Generalize:** Students will complete the exit ticket below:

3 THINGS I LEARNED ABOUT

- 
- 
- 

2 WAYS I CONTRUBITED

- 
- 

1 QUESTION I STILL HAVE

- 

#### 1.4. PROBLEM

You're hired! The SWBST Company creates summaries of fictional literature and sells them to people of all ages. Your job is to use Scratch and create a digital summary of a fictional text for people to understand the main points before they choose to read the text in its entirety.

#### 1.5. SCRATCH PROJECT

##### 1.5.1. INTRODUCE CODE AND SCRATCH (DAY 1-2)

- Students will watch *Let's Teach Kids to Code* by Mitch Resnick (see Resources section)
- Teacher will explain Scratch to the students. On Scratch website it states, "Scratch is a programming language and an online community where children can program and share interactive media such as stories, games, and animation with people from all over the world. As children create with Scratch, they learn to think creatively, work collaboratively, and reason systematically."
- "Scratch is used by students, teachers, and parents to easily create animations, games, etc. And provide a stepping stone to more advanced world of computer programming."
- Students will watch Scratch 2.0 Overview (see Resources section)

#### Tutorials

Students will go to the Scratch Website (<https://scratch.mit.edu/>) and click "Try it out" and complete the following tutorials (Students might want headphones in order to not become distracted):

- Getting started with Scratch
- Start Moving
- Add a Sound
- Start a Dance
- Again and Again
- Say Something
- Green Flag
- Change Color
- Key Press
- Add a Background
- Add a Sprite
- Explore
- Share
- Now What

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#### 1.5.2. PLAY AND DIGITAL SUMMARY PROJECT (DAY 3)

- Students will create their own account in Scratch
- Click “Create” and play around by creating different projects.
- Students can click “Explore” to see what others have created.
- Teacher will give the students a fictional literary text or let the students pick a text of their choice.
- Students will read closely and annotate the text.
- Students will fill out a summary (SWBST) chart in their reading journal or the teacher will pass out a template.

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#### 1.5.3. STORYBOARD (DAY 4)

- Make sure students have the summary information they will be making the Scratch Project about. Review the content and remind students to refer to this information as they work on their storyboards.
- Print and distribute storyboard forms (see Resources section) and teacher will demonstrate storyboard planning as a whole group instruction. Project a blank storyboard and demonstrate how to fill it in.
  - The Resources section provides examples of storyboards completed.
- Students will work in their groups to create the storyboard for their Scratch Project.
  - Guidelines for Scratch
    - Add one Sprite
    - Sprite has movement

- Sprite will talk
- Two backgrounds

#### 1.5.4. DIGITAL SUMMARY USING SCRATCH (DAY 5-6)

- Students will use Scratch and create their digital summary.
  - If students get stuck, please direct them to the “Help” on Scratch, collaborate with another student, or check online for the answer.
- Students will collaborate with others to review their rough draft of their digital summary.
- Students will use feedback to revise and make their final draft.
- Students will share online and with students, teachers, and parents.

#### 1.6. RUBRIC

Category	Need Improvement 1	Getting There 2	Accomplished 3	Score
SWBST	2 elements of summary are present but missing 3 elements.	4 elements of summary are present but missing 2 elements.	All 5 elements of summary are present.	
Quality of Images	Little or no attempt to use images to create an appropriate atmosphere in the summary.	Images create an atmosphere that matches some part of the summary.	Images create a distinct atmosphere in all parts of the summary.	
Scratch Guidelines	Only have two guidelines present. All other guidelines are missing.	Three guidelines are present but one guideline is missing.	All guidelines for the Scratch project have been met.	
Creativity/Elaboration	Very little details and does not embellish ideas.	Adds details, expands or embellishes ideas with assistance from the teacher.	Expands, develops and embellishes ideas by adding details without assistance from the teacher.	
Conventions of Standard English	Many errors in correct punctuation, capitalization,	Various errors in usage and inconsistent use of	Some minor errors in usage, but no patterns of errors,	

	sentence formation, and spelling.	correct punctuation, capitalization, sentence formation, and spelling	and equate use of punctuation, capitalization, sentence formation, and spelling	
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## 1.7. RESOURCES

### Summary Song Video

- *Lord of the Rings in 99 Seconds* by Paint: This video takes the main points from *Lord of the Rings* and sings a summary to the audience:  
<https://www.youtube.com/watch?v=3FPxYDGFniM&index=11&list=PLACFB636E06EF79CC>

### SWBST Templates

- Young Teacher Love: <http://youngteacherlove.com/writing-summaries/>
- Picture Book Lessons: <http://picturebooklessons.blogspot.com/2012/08/the-summarizing-hokey-pokey-thats-what.html>

### What is coding and scratch? (Videos to help introduce coding and Scratch to kids)

- *Let's Teach Kids to Code* by Mitch Resnick:  
[https://www.ted.com/talks/mitch\\_resnick\\_let\\_s\\_teach\\_kids\\_to\\_code?language=en](https://www.ted.com/talks/mitch_resnick_let_s_teach_kids_to_code?language=en)
- Scratch Website: <https://scratch.mit.edu/>
- Scratch 2.0 Overview Video: <https://www.youtube.com/watch?v=-SjuiawRMU4>

### Storyboards

- Esstudentpublications.com has many samples of filled out storyboards along with blank storyboards: <http://www.esstudentpublications.com/storyboards/>
  - Education World's blank storyboard template:  
[http://www.educationworld.com/tools\\_templates/template\\_strybrd\\_8panels.doc](http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc)