CANADA LEARNING CODE

What Does it Mean to Be Green?

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Duration: 1 - 2 hours

LEVEL	SUBJECTS	PROVINCES / TERRITORIES	TOOL
Kindergarten, Grades 1-3	The Kindergarten Program, Language Arts	Across Canada	ScratchJr

Overview

Learners will discuss what it means to be 'green' and create a Green Haiku together, then bring their favourite idea to life using ScratchJr.

Prep Work

- Before lesson: Introduce the concept of poetry
- Before lesson: introduce coding with Do the Robot activity (https://www.canadalearningcode.ca/lessons/do-the-robot/)
- Install ScratchJr on tablets or iPads (1 per pair of learners)
- You will need anchor chart paper and markers

Lesson

Introduction
Ask: What does it mean to be 'green'? (A: Making choices that are good for the earth)

Ask: How can we be 'green'?

Key Coding Concepts

- ✓ Algorithms
- ✓ Events
- ✓ Sequence

Terminology

Algorithm: A step-by-step set of operations to be performed to help solve a problem

Events: When one thing causes another thing to happen

Sequence: Identifying a series of steps necessary to complete a task.

Curricular Connections

Kindergarten:
1.1 explore sounds, rhythms, and language structures, with

Write down key words from examples given. Feel free to give a more specific prompt, like "How can we keep our neighbourhood clean?"

Say: We are creating a poem about being 'green.'

> **Modification for younger learners:**
>
> Instead of creating a haiku poem, use the key words to create a sentence with the class on how we can be green. Create an animation in ScratchJr based off of that sentence.

(Review: What is a poem?) Before we start poetry, we need to know a few things about what it means to make a poem. There are different types of poems - ones that rhyme and others that just flow!

Ask: What is a syllable? How many syllables are in [name of student]?

Teach learners how to figure out how many syllables are in a word by placing their hand under their chin and counting how many times their chun touches their hand which saying a word.

Say: The poem we are creating today is called a Haiku. It doesn't need to rhyme, but it does have a rule for syllables that we need to follow. The first line must have 5 syllables, the 2nd line must have 7, and the 3rd line must have 5. (Write numbers on anchor chart paper)

Say: A Haiku is a poem with 5, 7, and 5 syllables.

Co-create a Haiku with the class. Choose three key words or phrases from the brainstorm about being 'green'. Work with learners to create a line in the poem

guidance and on their own

1.5 use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know

29.3 identify ways in which they can care for and show respect for the environment

Grade 1:
D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

References

"Haiku Poetry: Using Adjectives in Writing" (video) by The Balanced Literacy Diet
https://youtu.be/b2jKzImitqs

Scratch Jr Learning Blocks Reference Guide
https://www.scratchjr.org/learn/blocks

Blocks to be printed/displayed
https://www.scratchjr.org/pdfs/blocks.pdf

ScratchJr Learning Tips
https://www.scratchjr.org/learn/tips

"Putting a Photo in Scratch Jr as

about each word, while following the Haiku syllable rules.

Example keywords: Trash, Lights, Clean
      Clean up the playground
      Turn off the lights when you leave
      Put trash in the bin

With a partner, we will show what one of these actions looks like on our tablets/iPads with ScratchJr.

a Character" (video) by Liza Johnson
https://www.youtube.com/watch?v=KRnBC4mLTAw

Inspired by Rhyme Time lesson by Jen Perry
https://www.canadalearningcode.ca/lessons/rhyme-time/

If new to ScratchJr ask: What is Scratch Jr? (A: An app for making games and stories)

Coding in Scratch

1. Pair up learners and hand out tablets/iPads with the ScratchJr app opened.
2. Give learners 10 minutes to freely explore ScratchJr
3. Review blocks (see reference guide or learning tips). Blocks can also be printed and displayed.
4. Have learners create a new project.
5. Remind learners to choose one action in the Haiku to create in ScratchJr
6. Have learners add a background to fit with the part of the Haiku that they chose.
7. Add a green flag (trigger block)
8. Make Cat move: https://www.scratchjr.org/learn/tips/character-animation
9. Make Cat talk: https://www.scratchjr.org/activities/card09-talk.pdf → Make the cat recite a line from the haiku, or have learners record their voice reciting the line.
10. Stretch goal: Learners can add another sprite (character) to go along with Cat.
    https://www.scratchjr.org/learn/tips/multi-character

Assessment

Student is able to communicate the action chosen from the Haiku (text or voice).
Yes / No / With Support

Student is able to work with their partner to create ScratchJr animation.
Yes / No / With Support

Student is able to use coding elements to create an engaging Scratch Jr animation.
Yes / No / With Support

Extensions

1. Older students can animate the entire Haiku poem by creating a multi-page project: https://www.scratchjr.org/learn/tips/pages

2. Locate relevant objects in the classroom and use the camera to add items as sprites in the project. See this video on "Putting a Photo in Scratch Jr as a Character": https://www.youtube.com/watch?v=KRnBC4mLTAw

3. Continue learning about poetry through ScratchJr with "Rhyme Time" https://www.canadalearningcode.ca/lessons/rhyme-time/