



# Learning to Design Computer Programs in an Elementary School Setting

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## Abstract

The goal of this project is to illustrate the value of designing programs and the capability of elementary school age students to articulate goals and execute them. It builds on the knowledge that elementary school students can learn to program, through work with Scratch. They can use basic programming skills to design their own projects. The students are able to develop problem solving skills and the ability to respond to feedback. This project shows that designing programs benefits a student in his or her education at the elementary level.

## Development Sections

### Participants

I worked very closely with Jessica Goman and Fred Allard throughout the project. Jessica was another Senior working in the Computer Systems Laboratory. Mr. Allard is the Technology Teacher at Cardinal Forest Elementary. For some sessions with the students we also had a couple of parent volunteers. The students in the program were a mix of returning and new students from primary to 6<sup>th</sup> grade. I worked specifically with the first and second grade students.

### Lessons

Scratch Sessions occurred on a weekly basis with each group in the lab for about 25 minutes. The students signed in upon entering the lab and usually picked up the rubric for the current project. I wrote clear directions on the board so that students could learn to follow step-by-step directions and get into the habit of reading instructions.

(Insert sample picture of white board with instructions from Mr. Allard)

We (Jessica and I) often had a student read the directions aloud to encourage students to speak up and engage in the lesson. For the majority of the school year, lessons were project based, with projects built on the skills that the students were trying to learn. Each project had an accompanying rubric that helped guide the students through completing the project. We started by instructing students through every step, but throughout the year we progressively gave less instruction, encouraging students to discover on their own, and then help their classmates find the solution, too. Lessons ended with the students saving their projects in a common folder, so that they were able to continue work the next week.

### Topics

We began the school year with a basic introduction to the Scratch program. We taught basic vocabulary like sprite, stage, background, and import. We introduced the different types of scripts (commands): control, motion, and looks. After familiarizing the students with the Scratch program, we moved into the first major topic of xy-coordinates. We used Smartbook Software NoteBook to teach the students about negative numbers and the xy-grid set up.

**Project One:** An Application of the xy coordinate skills taught, as well as an introduction to creating a basic program that includes glide, go to, and pen methods.

Task	Check?
Stage: 	
Does Kitty start at x: 100 y: 100? 	
Does Kitty end at x:100 y:100? 	
Does Kitty use 4 steps to move in a square? 	
Bonus: Does Kitty draw the square as he moves? 	
Bonus: Does the square that kitty has drawn disappear when you start the program over again?	

## Results and Conclusion



