Unit 1 Lesson 1

Going Places Safely

Resources
Just because you can share something online doesn’t mean that you should!

1) Circle the place you would most like to visit online

- The Jungle
- Outer Space
- The Ocean

2) Can you spot the private information? Mark “X” through the information that you should not share with people you do not know well.

- My address is 2524 Sycamore Lane
- My birthday is February 5th, 2006
- I like watermelon
- I like swimming

3) On the back of this paper, draw something that you enjoy and want to share on the Internet.
Just because you can share something online doesn't mean that you should!

1) Circle the place you would most like to visit online (student can circle any below)

The Jungle  Outer Space  The Ocean

2) Can you spot the private information? Mark “X” through the information that you should not share with people you do not know well.

My address is 2524 Sycamore Lane

My birthday is February 5th, 2006

I like watermelon

I like swimming

3) On the back of this paper, draw something that you enjoy and want to share on the Internet. (student can draw anything)
Unit 1 Lesson 2

Learn to Drag and Drop

Resources
Unit 1 Lesson 3

Happy Maps

Resources
1. Which way should the Flurb step to get to the fruit?

2. Which way should the Flurb step to get to the fruit?
3. Which two ways should the Flurb step to get to the fruit?

4. Which two ways should the Flurb step to get to the fruit?
5. What should the Flurb do to get to the fruit?

6. What should the Flurb do to get to the fruit?
Happy Maps
1. Which way should the Flurb step to get to the fruit?

2. Which way should the Flurb step to get to the fruit?
3. Which two ways should the Flurb step to get to the fruit?

(2 possible answers)

4. Which two ways should the Flurb step to get to the fruit?
5. What should the Flurb do to get to the fruit?

(3 possible answers)

6. What should the Flurb do to get to the fruit?

(3 possible answers)
Happy Maps Game Pieces
Unit 1 Lesson 4

Sequencing with Scrat

Resources
Unit 1 Lesson 5

Programming with Scrat

Resources
Unit 1 Lesson 6

Programming with Rey and BB-8

Resources
Unit 1 Lesson 7

Happy Loops

Resources
1. Which way should the Flurb step to get to the fruit?

2. Which way should the Flurb step to get to the fruit?
3. Which two ways should the Flurb step to get to the fruit?

4. Which two ways should the Flurb step to get to the fruit?
5. What should the Flurb do to get to the fruit?

6. What should the Flurb do to get to the fruit?
Happy Maps XL

1.

2.
3.

4.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Strawberry</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goo</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apple</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. 

6. 
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Happy Maps Game Pieces
1. Which way should the Flurb step to get to the fruit?

2. Which way should the Flurb step to get to the fruit?
Happy Maps

3. Which two ways should the Flurb step to get to the fruit?

4. Which two ways should the Flurb step to get to the fruit?
5. What should the Flurb do to get to the fruit?

6. What should the Flurb do to get to the fruit?
Happy Maps
Happy Maps
Game Pieces Bonus Pack

repeat

repeat

repeat

repeat
Happy Maps Game Pieces
Unit 1 Lesson 9

Loops with Laurel

Resources
Unit 1 Lesson 10

Ocean Scene with Loops

Resources
Unit 1 Lesson 11

The Big Event Jr.

Resources
The Big Event (Courses A-B)
Event Controller

Event-o-matic-inator
The Big Event

You've been given a magical controller that changes the picture on the frame on your desk. Take a look below to see what each button does. Can you figure out which series of button events will cause your frame to show the pictures on the right?

Draw a line from each set of pictures to the button combination that causes it. The first one has been done for you.
You’ve been given a magical controller that changes the picture on the frame on your desk. Take a look below to see what each button does. Can you figure out which series of button events will cause your frame to show the pictures on the right?

Draw a line from each set of pictures to the button combination that causes it. The first one has been done for you.
Unit 1 Lesson 12

On the Move with Events

Resources
The Big Event (Courses A-B)
Event Controller

Event-o-matic-inator
Lesson Recommendations

Main Activity Notes

Teachers play a vital role in computer science education and supporting a collaborative and vibrant classroom environment. During online activities, the role of the teacher is primarily one of encouragement and support. Online lessons are meant to be student-centered, so teachers should avoid stepping in when students get stuck. Some ideas on how to do this are:

- Utilize **pair programming** whenever possible during the activity.
- Encourage students with questions/challenges to start by asking their partner.
  - Unanswered questions can be escalated to a nearby group, who might already know the solution.
- Remind students to use the debugging process before you approach.
- Have students describe the problem that they’re seeing. What is it supposed to do? What does it do? What does that tell you?
- Remind frustrated students that frustration is a step on the path to learning, and that persistence will pay off.
- If a student is still stuck after all of this, ask leading questions to get the student to spot an error on their own.

**Teacher Tip:**

Show the students the *right* way to help classmates:

- Don’t sit in the classmate’s chair
- Don’t use the classmate’s keyboard
- Don’t touch the classmate’s mouse
- Make sure the classmate can describe the solution to you out loud before you walk away