





Short Form 1.1 (Assuming instructor uses videos)

| Materials | Room/ Space |
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| <ul style="list-style-type: none"> - Load Videos/Check Internet Connection - Space Theme slips - Cardboard Computer - Additional Props - Pencils, Markers - Post-it notes - Space Bucks Envelope | <ul style="list-style-type: none"> - Set up unassembled cardboard computer or model - Projector and screen setup - Hang charts around the room <p>("What Makes a Computer?", "Different Kinds of Computers", and "Questions You Have About Computers") See model</p> |

Lesson Theme: A computer is broken on the spaceship. Students are stuck in a room on the spaceship with a door that will not open because of the broken computer. It is their job to open it and find out what is going on.

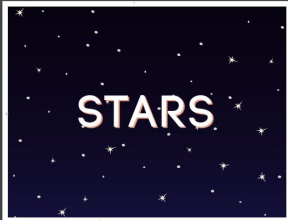
Space Bucks Payout Character Traits- **Communication, Teamwork, Positive Attitude, On Task**

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| <p>Key Resources: - Space Bucks Envelope, Space Theme Slips (See Model) , Drawing Materials</p> <p>Debrief Video:</p> <ul style="list-style-type: none"> ● Break students into groups of 4 (or fewer) ● Give slips/paper to each group <p>Activity:</p> <ul style="list-style-type: none"> ● Have kids write their name on the envelope and put any earned space bucks inside ● Each student draws a portion of a picture. ● The 4 pictures should connect to form one picture <p>Instructor Cues:</p> <ul style="list-style-type: none"> ● Circulate to give Space Bucks ● 1 minute for students to plan - 9 minutes to draw | <p>Key Resources: Exit Slips, Broken Computer/Cardboard Computer, Props</p> <p>Debrief Video:</p> <ul style="list-style-type: none"> ● Sell into the idea that you are on a ship, the computer is broken, and there is a major problem ● (During Video Pause) Ask students what they know about the computer parts they see. Really let them talk, ask questions, and get them excited <p>Activity:</p> <ul style="list-style-type: none"> ● Exit Slip: Make a prediction about the program <p>Sentence starter:</p> <p>"I think _____ will happen in this program. I am excited for _____."</p> |
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| <p>Key Resources: Example Chart Papers Model</p> <p>Debrief Video:</p> <ul style="list-style-type: none"> ● Use the same groups from Campfire <p>Activity:</p> <ul style="list-style-type: none"> ● Groups move to chart papers around the room ● Write answers to the questions you have written on the chart paper ● 5 minutes per round to write on each chart paper <p>Instructor Cues:</p> <ul style="list-style-type: none"> ● Circulate to give Space Bucks ● Rotation timer | <p>Key Resources: Post-it Notes</p> <p>Debrief Video:</p> <ul style="list-style-type: none"> ● (During Video Pause) Walk around and review knowledge, questions, and common themes on charts <p>Activity:</p> <ul style="list-style-type: none"> ● Students write their three favorite animals or animals they are most interested in learning more about on the piece of paper. ● Students must write their name on the paper ● Teacher should save slips for next Unit |

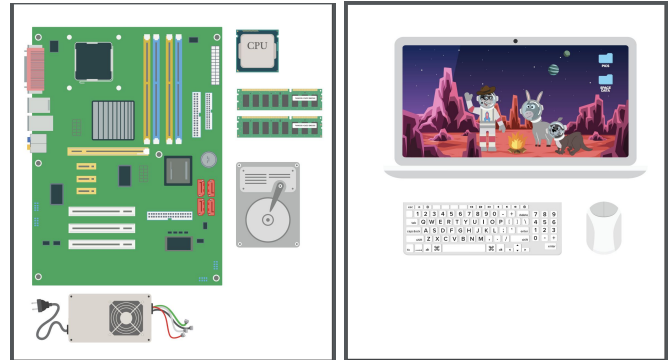
Models 1.1



Space Drawing Themes Slips



Cardboard Computer



Example Chart Papers

QUESTIONS YOU HAVE ABOUT COMPUTERS:

CODE IN CLASS

WHAT MAKES A COMPUTER?

CODE IN CLASS

DIFFERENT KINDS OF COMPUTERS:

CODE IN CLASS

NA