

CLIL Lesson plan for coding workshops

UNIT: Coding with Scottie Go!

LEVEL: 4th grade

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AIMS

- to present the content of the unit
- to make learners aware of and build on prior knowledge of coding / programming
- learn and practise Scottie Go! vocabulary
- to help learners understand that learning can be achieved in a second language
- work on the Scottie Go! board game and application in pairs

CRITERIA FOR ASSESSMENT

Teacher, peer- and self-assessment processes will be used to assess how well learners:

- understand and apply coding concepts
- use coding vocabulary
- interact in English

TEACHING OBJECTIVES

Content

Cognition

- introduction of the topic
- what coding is
- Scottie Go! vocabulary
- coding with Scottie Go!
- provide learners with opportunities to understand the key concepts and apply them
- encourage knowledge transfer about coding
- vocabulary building, learning and using
- arouse learner curiosity – creative use of language and learner questions
- improve analytical and logical thinking
- learn to solve complex
- develop algorithmic intuition

Culture

- basic programming knowledge can change the way they interact with the technologies they use daily, and can open their eyes to the infinite possibilities of coding
- coding empowers learners to not only consume digital media and technology, but to create it
- understand that they can learn, no matter which language they are using

Communication

Language of learning

- key vocabulary:
Scottie Go! game
vocabulary
[Quizlet Study Set](#)

Language for learning

- asking each other questions:

What do you know about...?

Where should I put...?

How many steps?

Where is the...?

Would you like to scan the code?

Can you help us, please?

What's wrong?

Language through learning

- distinguish language needed to carry out the activities

- retain language by both the teacher and the learners

- make use of peer explanations

- record, predict and learn new words arise from activities

LEARNING OUTCOMES

By the end of the unit learners will be able to:

- demonstrate understanding of the basics of coding
- better understand, analyse and solve problems based on logical and abstract thinking, computational thinking and visual presentation of data,
- use language creatively
- ask and respond to *wh*- questions about their work
- use a class vocabulary record of new words

Lesson 1

- **warm up:** Scottie's story ([Storyjumper](#))

- **previous knowledge:** what they know about coding, what is an algorithm, what is coding, what everyday objects use programs

- **Vocabulary building:** Quizlet study set [Link](#)

The following study modes are suitable for learning and practising the Scottie Go! words and phrases:

Flashcard

The screenshot shows the Quizlet interface for a Flashcard study mode. At the top, there are two tabs: 'STUDY' and 'PLAY'. Below these are eight icons representing different study modes: FLASHCARDS (highlighted), LEARN, WRITE, SPELL, TEST, MATCH, GRAVITY, and LIVE. The main area displays a flashcard for the word 'lighthouse'. On the left is an illustration of a lighthouse with a yellow and white striped body and a brown lantern room. On the right, the word 'lighthouse' is written in a simple font. At the bottom, there are navigation arrows, a progress indicator '10/58', and a full-screen icon.

Match

The screenshot shows the Quizlet Match study mode interface. It features a central workspace with several code blocks and text boxes. On the left, there is a 'PLACE' block with a red arrow icon and a text box that says 'tell the character where to put objects from the backpack by adding one of the tiles such as HERE, IN FRONT, etc.'. Below this is a 'base' block with 'A' and a red 'X' icon. In the center, there is an 'END IF / REPEAT' block with an orange icon and a text box that says 'end a repeat loop or conditional statement.'. Below this is an 'end' block with a red '1' icon. On the right, there is an 'END' block with a purple icon and a text box that says 'end if / repeat'. Below this is a 'name a function' block with a purple icon and a text box that says 'digit tile'. At the bottom, there is a 'place' block with a red '1' icon. The interface is designed to help students learn programming concepts through matching code blocks with their descriptions.

Test

conditional statement. Requires, among others, the END IF / REPEAT tile.

IF ?

1 behind 2 end 3 in front 4 if

- **ending the lesson:** exploring the Scottie Go! game, naming the different parts

Lesson 2

- **starting routine:** setting up the board, tiles, objects, computer, camera (or tablet)
- **Pairwork:** playing the game
- **ending the lesson:** discussion: difficulties, possible solutions, possible homework practice (Vocabulary: Quizlet, Coding: code.org, Scratch Jr, etc)
- **self-assessment**

INSTRUMENTS FOR ASSESSMENT

- teacher monitors group for individual activities
- learners' interaction with a partner
- learners' participation in all tasks and activities

MATERIALS NEEDED

- For each pair:
- a Scottie Go! board game
 - a tablet or a computer and a camera
 - Scottie Go progress chart