

# Underwater Adventure

**PURPOSE (objective):** Students will create a narrative using at least four characters. The focus should be on the order of events within the story and using transition words (time order words) for fluency within the story. Allow students who are more familiar with programming and or who finish quickly to explore movement of their characters.

**Objectives:**

## CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

## CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

## CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## CCSS.MATH.CONTENT.2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

**Learning Engagement:** Since every story will be different, this is a great activity to model the writing process for students by working through the student worksheets with the class and creating a class story first. This will help support students who may be struggling with writing, as you will be modeling the meta-cognitive process with everyone and they will come away with some story ideas from the whole group session.



# Underwater Adventure

Teacher (direct) Instruction:

**Step #1:** Have students go to the following website:

<https://scratch.mit.edu/projects/127124642>

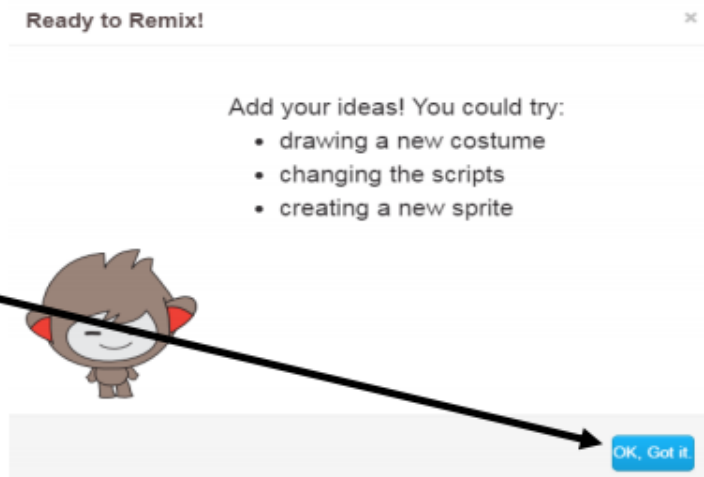
**Step #2:** Have students click on the "See inside" icon.



**Step #3:** Have students click on the orange "Remix" button.



**Step #4:** The screen will ask students if they are "Ready to Remix!" Have the students click on the "OK, Got it," blue button.



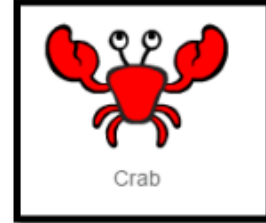
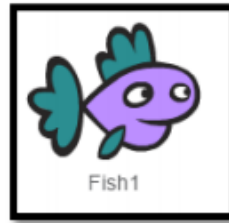
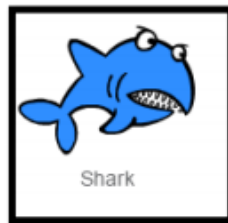
**Step #5:** Have students complete the student worksheet on the next page.

# Underwater Adventure

Student Name: \_\_\_\_\_

You will be writing an underwater adventure that has adjectives and adverbs to help the reader understand what is going on.

You will start with four characters, but can add more if there is time.



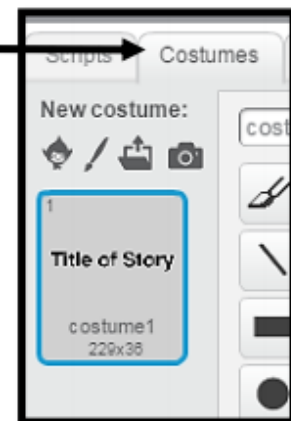
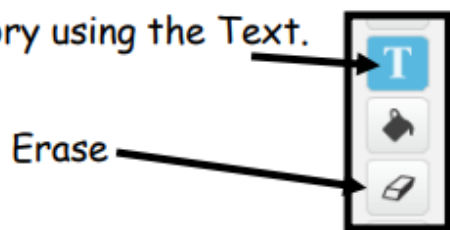
What is the Title of your story?

\_\_\_\_\_

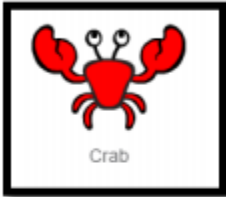


In scratch, click on the sprite that says 'Title.' Make sure you are on 'Costumes' tab.

Then Erase the text and type in the title of your story using the Text.



The first character to speak will be the crab. What will he/she say?  
Think about what you want to happen first in the story. Don't forget to use adjectives. Highlight the adjectives you use on this worksheet.



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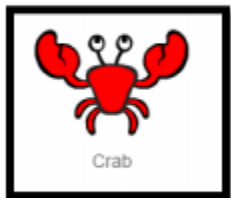
Then the fish will reply. Think about what adjectives you want to use in your dialogue for the fish.

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Back to the crab...



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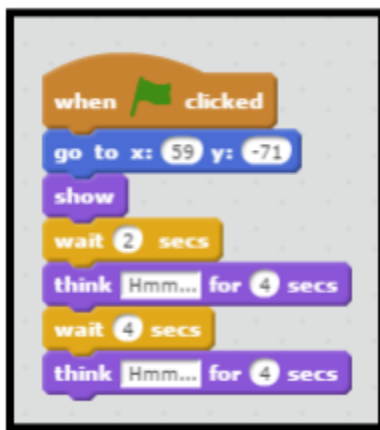
Then the fish will reply. Don't forget about those adjectives!

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Now take a moment to check the timing of your dialogue. Is there enough time to read what is shown on the screen? If not, adjust your time.



'go to' = location of the crab

show = show the character on the screen

wait = wait 2 seconds until character thinks something

think = replace 'Hmmm...' with your dialogue - it will stay on the screen for 4 seconds

After the computer completes the 'think' block and waits for 4 seconds, there is a 'wait 4 secs' block because the fish is saying something for 4 seconds. If you need more time or less time for the dialogue, just change the values.



**REMEMBER:** If you change one value, it will have a chain reaction and you might need to go back and change all the values. Use your addition skills to add the values together when deciding how much time is needed.

At this point in the story, the fish disappears and a shark and starfish appear. They both say something at the same time.



What does the shark say?

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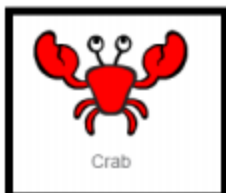


What does the starfish say?

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The shark then swims over to the crab. This would be a great place to use an adverb.



What does the crab say to the shark?

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Don't forget to end strong with adjectives that make the story come to life. Make sure you highlight your adjectives.

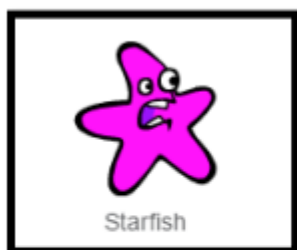


What does the shark say?

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What are the final words of the starfish?

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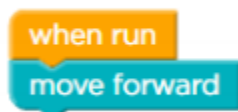
If time permits, add more dialogue, a new character, or movement to your story.

If you have been using Code.org resources, remember...

Code.org

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Scratch



# Underwater Adventure - Rubric

Student Name: \_\_\_\_\_



| <b>Not Yet</b> | <b>Got It</b>  | <b>Next Steps...</b> |
|----------------|--|----------------------|
|                | I can describe the events of the story with actions, thoughts, and feelings.                 |                      |
|                | I can write using capital letters, periods, commas, and exclamation points.                  |                      |
|                | I can use words to signal the order of events. ( <b>First, Last, Next</b> )                  |                      |
|                | I can use a variety of adjectives when describing the details of my story.                   |                      |
|                | I can add and subtract numbers to ensure the timing of my story can be read by the audience. |                      |

Feedback: