

# Which One Doesn't Belong?

Scratch Jr

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# Ideas for Implementation

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1. Choose an image based on your Coding topic of the day.
2. Project your image for students to see (e.g., screen share, on the board, as a link, etc.).
3. Give students time to think without any students putting their hands up, sharing, or asking questions.
4. Have students choose an image that they believe doesn't belong – encourage them to determine WHY they believe it doesn't belong.
  - Consider using some of the guiding questions on the next slide to prompt their ideas.
5. Have students write their justifications or share with a partner. (Possible reasons for not belonging are included in the notes under each slide.)
6. Take time to discuss their answers as a class – Why do they feel this way? Who agrees? Who disagrees?
  - If necessary, teach the necessary vocabulary, concepts, etc., so that students can express their thoughts more precisely.
7. Repeat WODB activities regularly!

# Guiding Questions

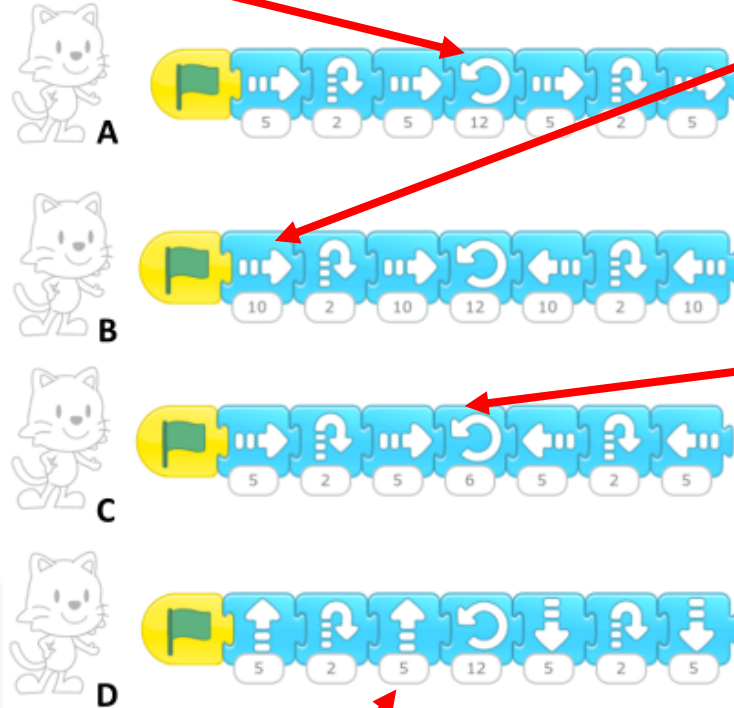
- 🐱 What do you notice? What do you wonder?
- 🐱 What makes the images alike? What makes them different?
- 🐱 Which one doesn't belong?
- 🐱 Which 2 might belong together?
- 🐱 Describe what is happening in this algorithm.
- 🐱 What observations help justify (support) your answer?

# Teacher Moves: What do you notice? What do you wonder?

**Student:** I wonder what this block means.

**Teacher:** *This block is a rotation block (a turn). Are all the cats rotating? Are all the rotation blocks the same?*

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**Student:** I notice that B starts with 10 steps while the others start with 5 steps.

**Teacher:** *What do you think that means? Is it for all blocks or just that one?*

**Student:** I think C doesn't belong because it has a 6 in this block.

**Teacher:** *What do you think that means? How would the cat move? Is there another code sequence that is similar to this one?*

**Teacher:** *Which 2 code sequences might belong together? How do you know?*

**Student:** I think B and C might belong together because the sprite goes forward and then back.

**Student:** I think C and D belong together because they move the same number of steps back and forth.

**Student:** I notice that the arrows in D go up and down.

**Teacher:** *How would the cat move in this sequence? Can you act it out?*

# Which One Doesn't Belong?



A



B



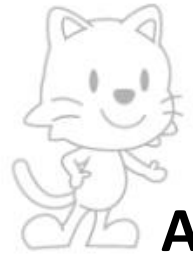
C



D



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A



B



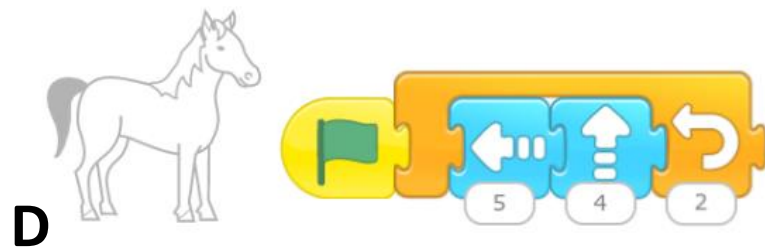
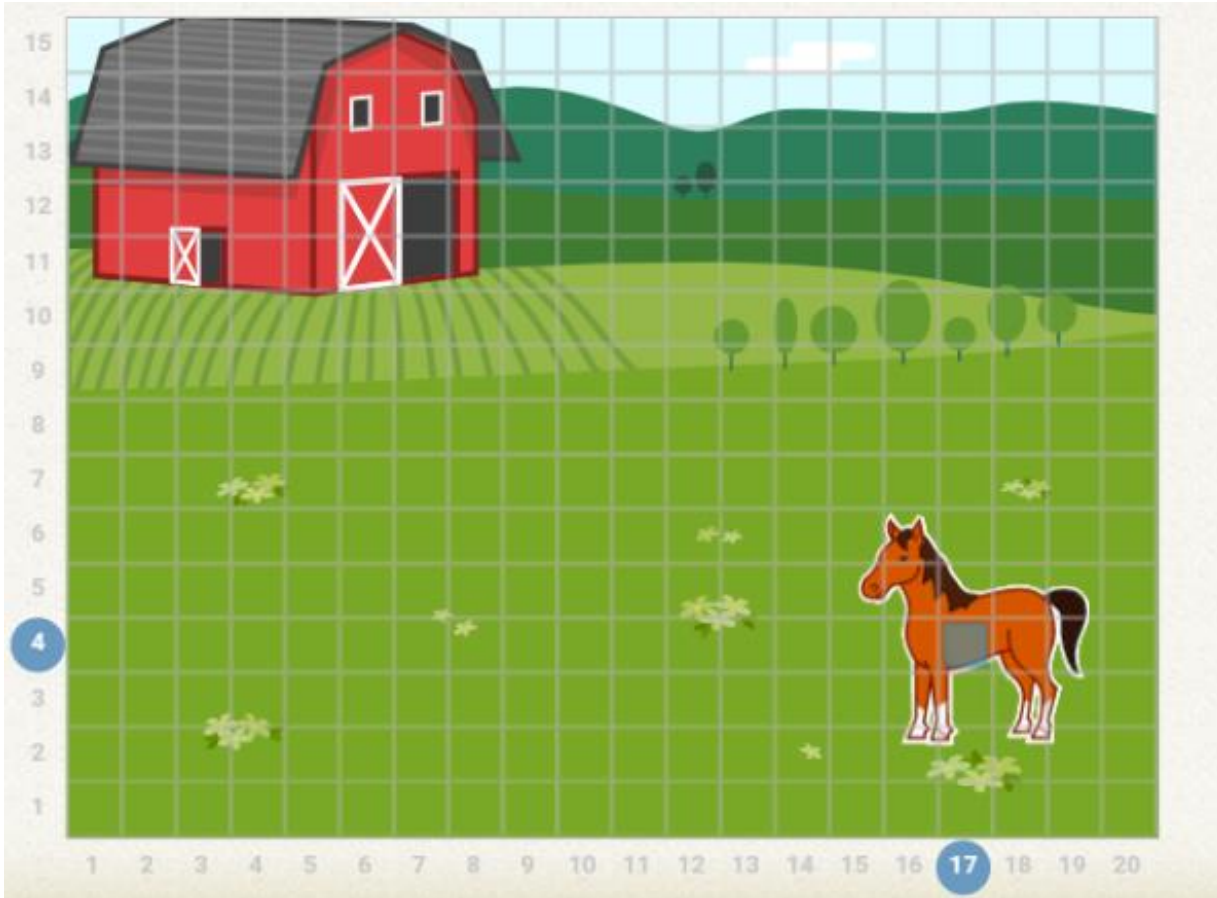
C

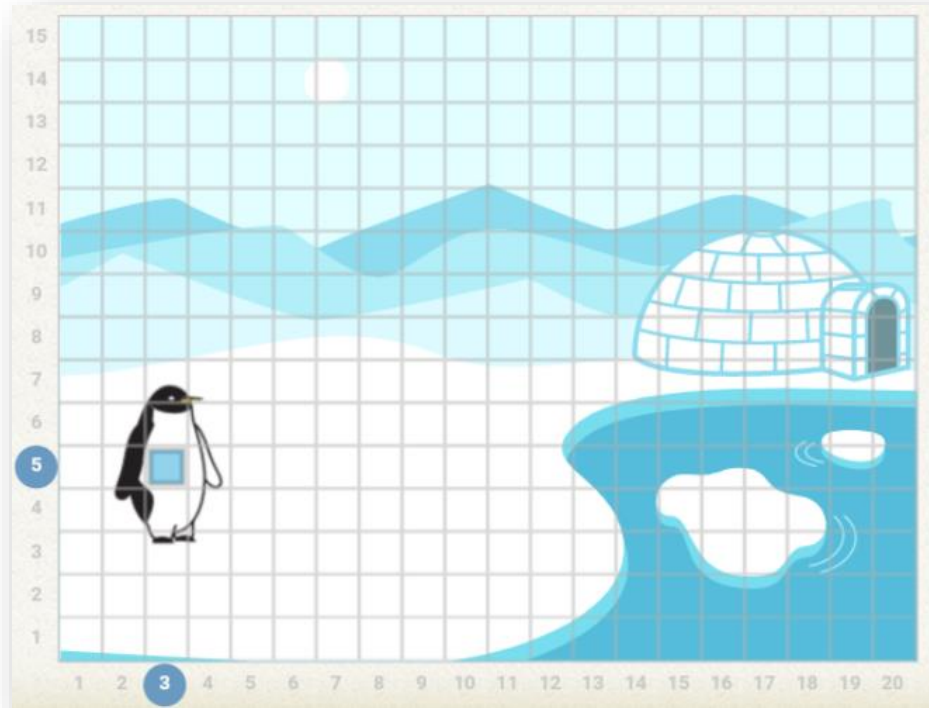


D

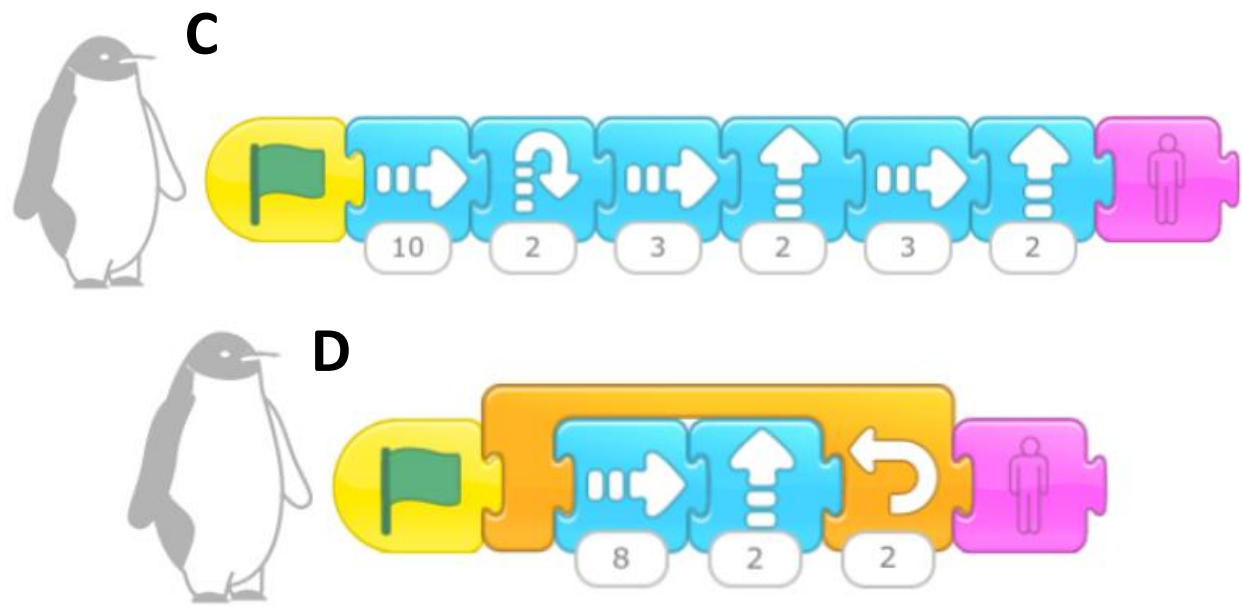
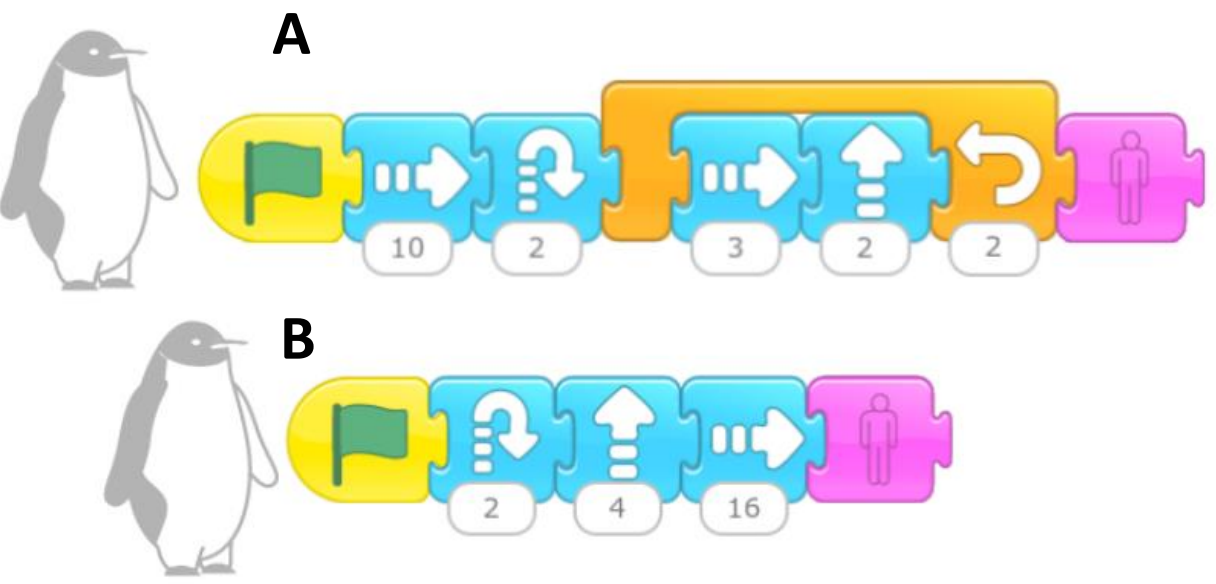


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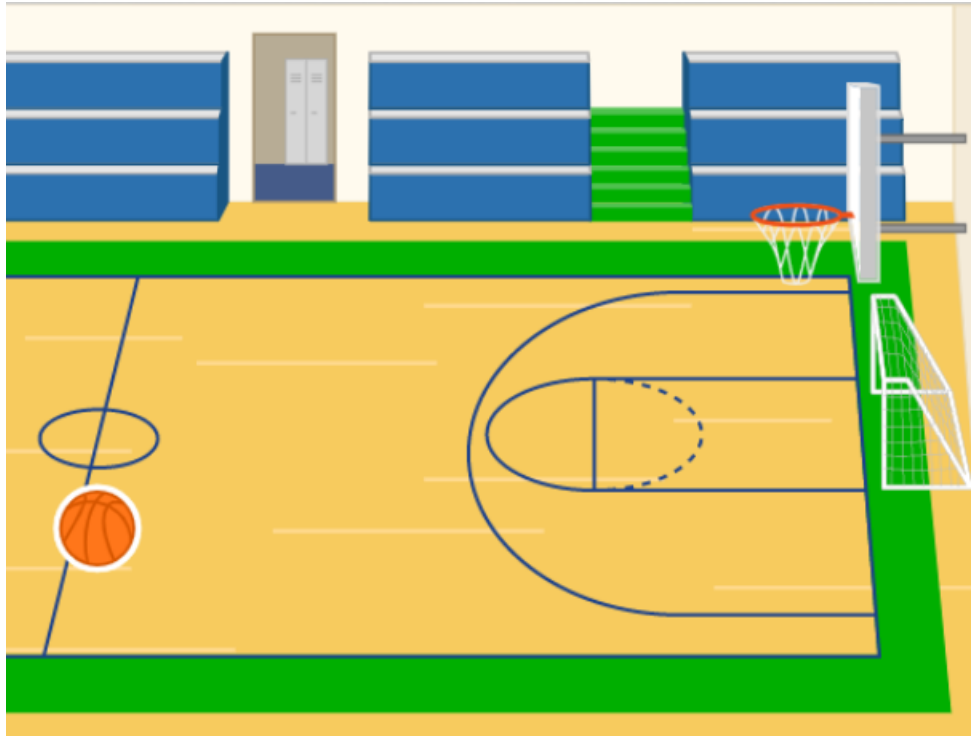


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A



B

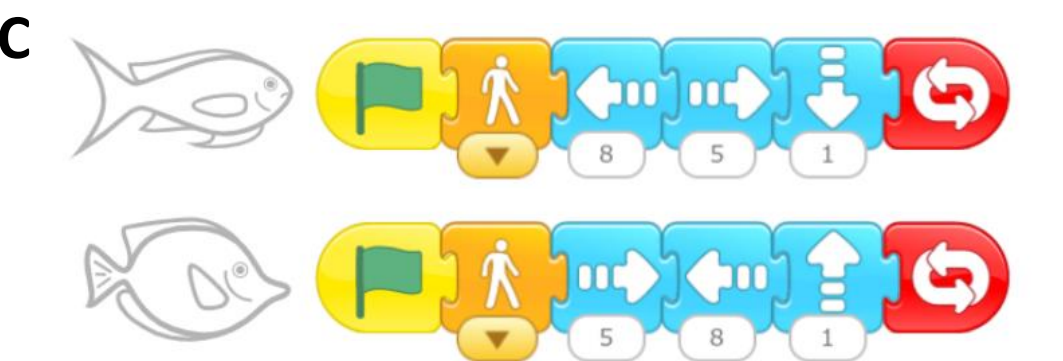
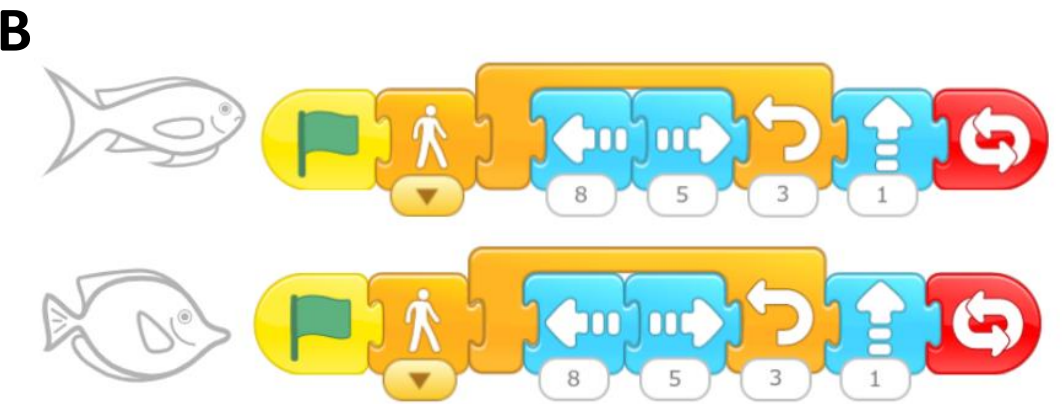


C



D





Concurrent events and Control Structures (Repeats vs Forever Loops)

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