# Lesson 2 Plan

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| Topic: | 2 – Making the first Pytch game – Starting the “Chase game” |
| Subject Area: | Python (via Pytch) |
| Class |  |
| Duration (approx.) | 40 Minutes |
| Prior knowledge of students: | Basic computer skills (follow provided link). Some prior exposure to Scratch beneficial but not essential. Pytch lesson 1. |

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| Python through Pytch exercise | |
| Activity name: | Learning how to create and run a Pytch project |
| Activity objective(s): | Introduce the basics of Pytch projects.  Get students experimenting with Python programs that control Pytch sprites and display text. |
| **Activity details**  Timing and content   |  |  | | --- | --- | | Time (minutes) | Section | | 6 | Pytch and Python main ideas (Video) | | 7 | Predict (pair work, worksheet 1) | | 2 | Run (pair work, worksheet 1) | | 13 | Investigate (pair work, worksheet 2) | | 9 | Modify/Make (pair work, worksheet 3) | | 2 | Recap |   Pedagogy   |  |  | | --- | --- | | Predict | Sprite and Stage. Using change\_x and change\_y to move the sprite and set\_size to change its size. | | Run | Verifying understanding by running pre-supplied project | | Investigate | Investigating the movements on the stage, the sprite resize and programming style via prompted questions (slide 7 and 8 / worksheet 2) | | Modify | Confirming understanding via prompted tasks (slide 9/worksheet 3) | | Make | (extension activity) – add a new script in Sky Sprite |   Differentiation   |  |  | | --- | --- | | Worksheet 1 | Recognise program elements (statements, declarations). Predict program behaviour, recognise how actual program may vary | | Worksheet 2 | Understand elements of syntax and statement sequencing | | Worksheet 3 | Create a new program as a modification of an existing program. |  |  |  | | --- | --- | | Equipment required | Computer with internet connection | | Links | <https://pytch.org/app/lesson/cslinc/2> | | |