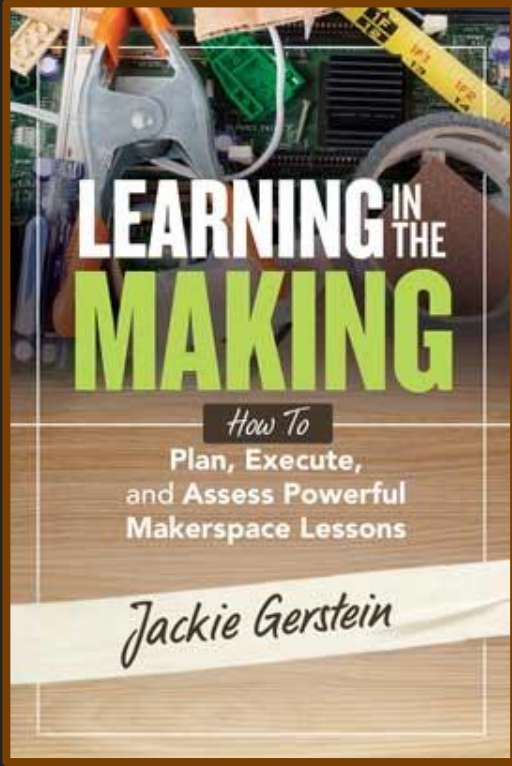




The Tech-Enhanced Monster Project

<https://bit.ly/SAGEMONSTERPROJECT>

Dr. Jackie Gerstein



“I don’t do teaching for a living, I live teaching as my doing . . . and technology has increased my passion for doing so.”

I teach graduate courses for Walden and Antioch Universities and gifted kids at a Title 1 /bilingual school in Santa Fe, NM. My mission for the kids is to help them develop the passion and skills so they are situated to be competitive with students of more privilege. I do so by creating classroom environments I wish I had as an elementary student.

[@JackieGerstein](#)

<http://usergeneratededucation.wordpress.com/>

Agenda

- Video Intro - Overview
- Video Intro - Innovation Fair
- Video Intro - The Reveal
- Standards Addressed
- Steps to the Project
 - Creating the Stuffed Animals
 - The Interviews
 - Preparing the Scratch Program
 - Attaching the Makey Makey
- Practice Session - Interviews and Scratch Prep
- Other Technologies
 - Blabberize
 - Animated Drawings









CCSS – English Language Arts

- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

National Core Arts Standards

- Students will generate and conceptualize artistic ideas and work.

CSTA Standards

- Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.
- Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.

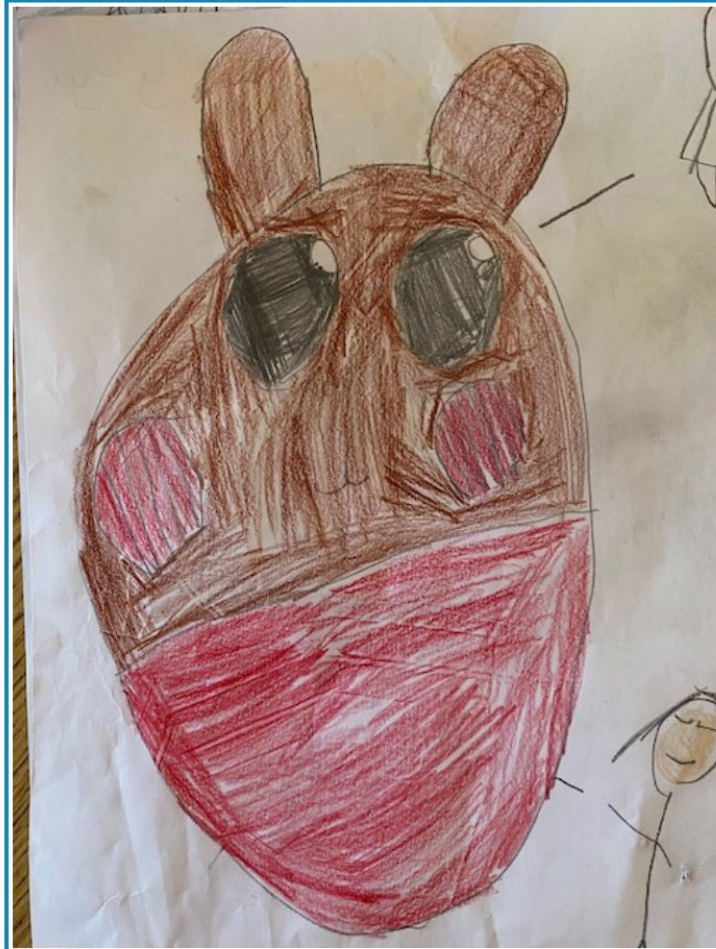
ISTE Standards for Students

- Students create original works or responsibly repurpose or remix digital resources into new creations.
- Students publish or present content that customizes the message and medium for their intended audiences.

NAGC (National Association for Gifted Children) Standards

- Standard 1: Gifted individuals demonstrate skills, abilities, and potential commensurate with high performance.
 - The project demonstrates the students' advanced skills in creativity, problem-solving, and technical proficiency in programming and electronics.
- Standard 2: Gifted individuals demonstrate task commitment and perseverance to high-level work.
 - The project showcases the students' commitment and perseverance as they went through multiple stages, from creating stuffed animals to conducting interviews, programming, and connecting the Makey Makeys.
- Standard 3: Gifted individuals demonstrate creativity and risk-taking.
 - The project involves the students' creative thinking and risk-taking as they transformed the monster drawings into physical stuffed animals and integrated technology to make the interviews interactive.
- Standard 4: Gifted individuals demonstrate the ability to work both independently and within groups.
 - The project required the students to collaborate within their group to complete different aspects, such as designing the stuffed animals, conducting interviews, programming in Scratch, and connecting the Makey Makeys.
- Standard 5: Gifted individuals demonstrate effective communication skills.
 - The students exercised their communication skills during the interviews with the 1st graders and also used technology to convey their messages through the Scratch programming language and the Makey Makey connections.
- Standard 8: Gifted individuals demonstrate sensitivity to their own and others' well-being.
 - The project fostered empathy and awareness as the older students interacted with the 1st graders and translated their drawings into tangible stuffed animals, providing a sense of validation and

1st Graders with asked to draw “helpful” monsters

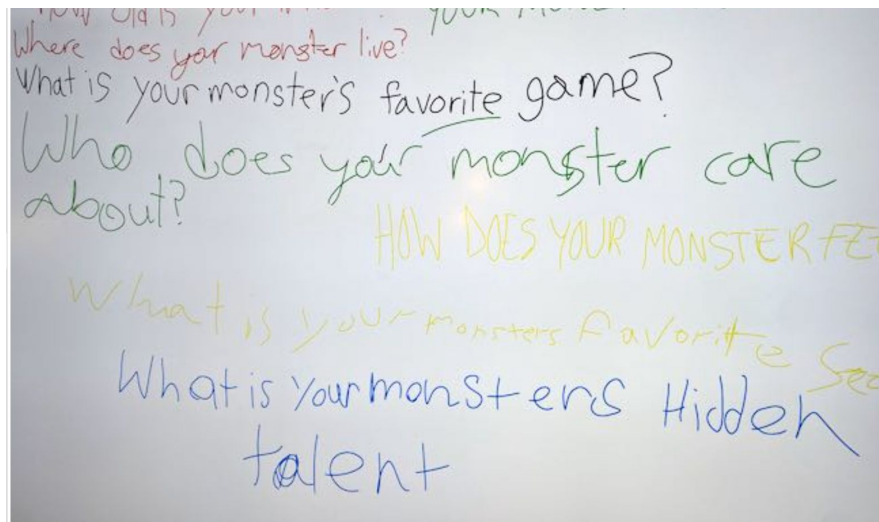


The children used felt to represent the 1st grader's imagination of a helpful monster. The children then count together.



Preparing the Felt/Yarn Stuffed Monsters

Student Generated Interview Questions




My monster's name is
My monster's super power is
My monster's favorite food is
My monster is this many years old
My monster lives
My monster likes to do for fun
My monster dislikes
My monster's favorite game is
My monster likes to learn about
My monster cares about
My monster feels
My monster's favorite season is
My monster is good at

Vocaroo



Vocaroo - The premier voice recording service.

Or upload?

 Click to Record

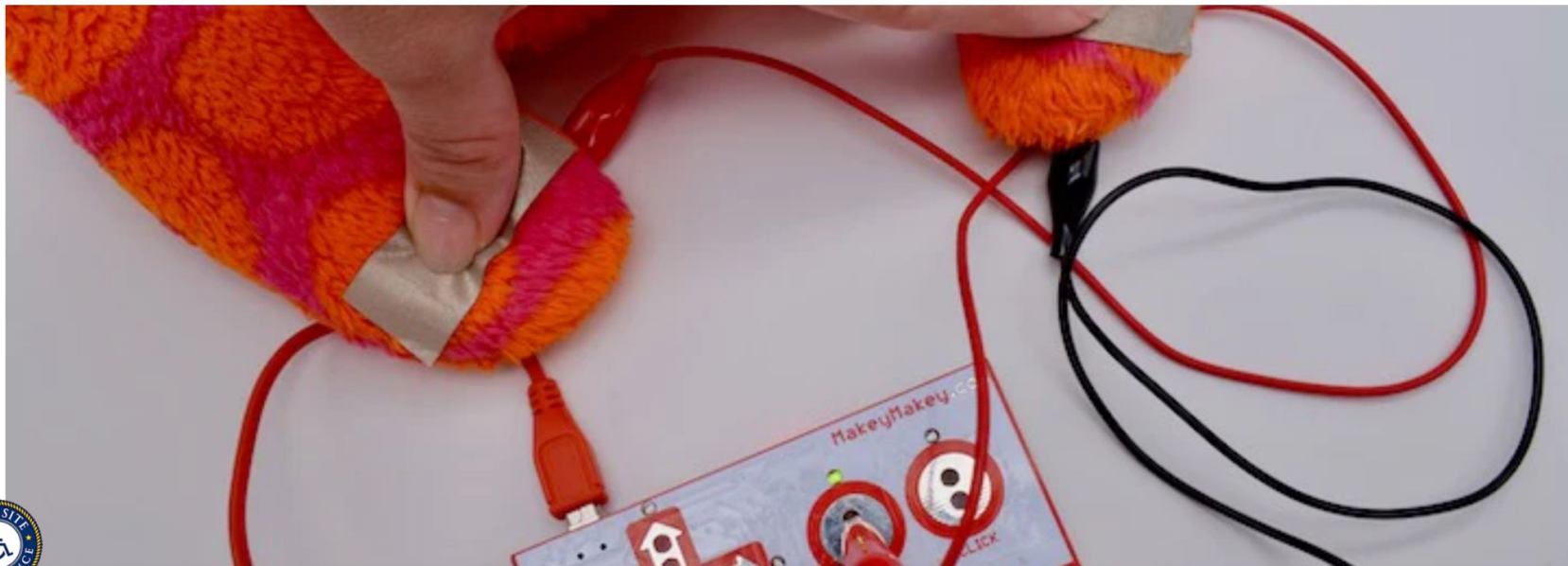


Student Scratch Examples

- Elizabeth – <https://scratch.mit.edu/projects/793092586>
- Tao – <https://scratch.mit.edu/projects/811334666/>
- Emily – <https://scratch.mit.edu/projects/827406003>
- Valerie – <https://scratch.mit.edu/projects/796614386>
- Emily (Spanish Version) – <https://scratch.mit.edu/projects/830970807>

[Shop](#)[Resources](#)[Apps](#)[Educators](#)[Blog](#)[Company](#)

Maker Class Lesson Two: Hack a Toy



<https://makeymakey.com/blogs/how-to-instructions/maker-class-lesson-two-hack-a-toy>

Final Products





Blabberized Monsters

- <http://blabberize.com/view/id/2165233>
- <http://blabberize.com/view/id/2165238?secret=f97>
- <http://blabberize.com/view/id/2165250>
- <http://blabberize.com/view/id/2165249>
- <http://blabberize.com/view/id/2159218>



Monster Project Using Makey Makeys and Scratch

leave a comment »



<https://usergeneratededucation.wordpress.com/2023/03/04/monster-project-using-makey-makeys-and-scratch/>