


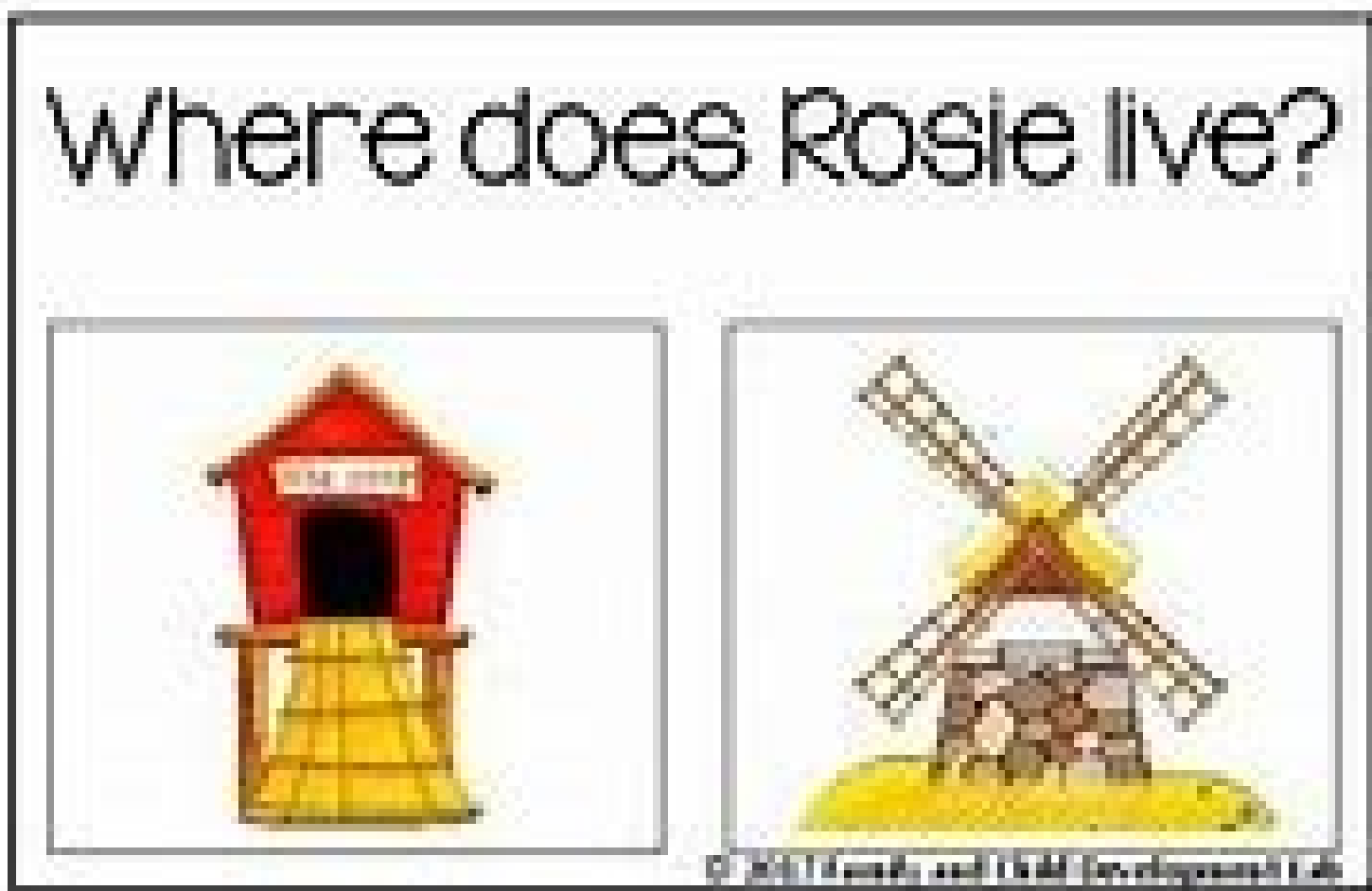
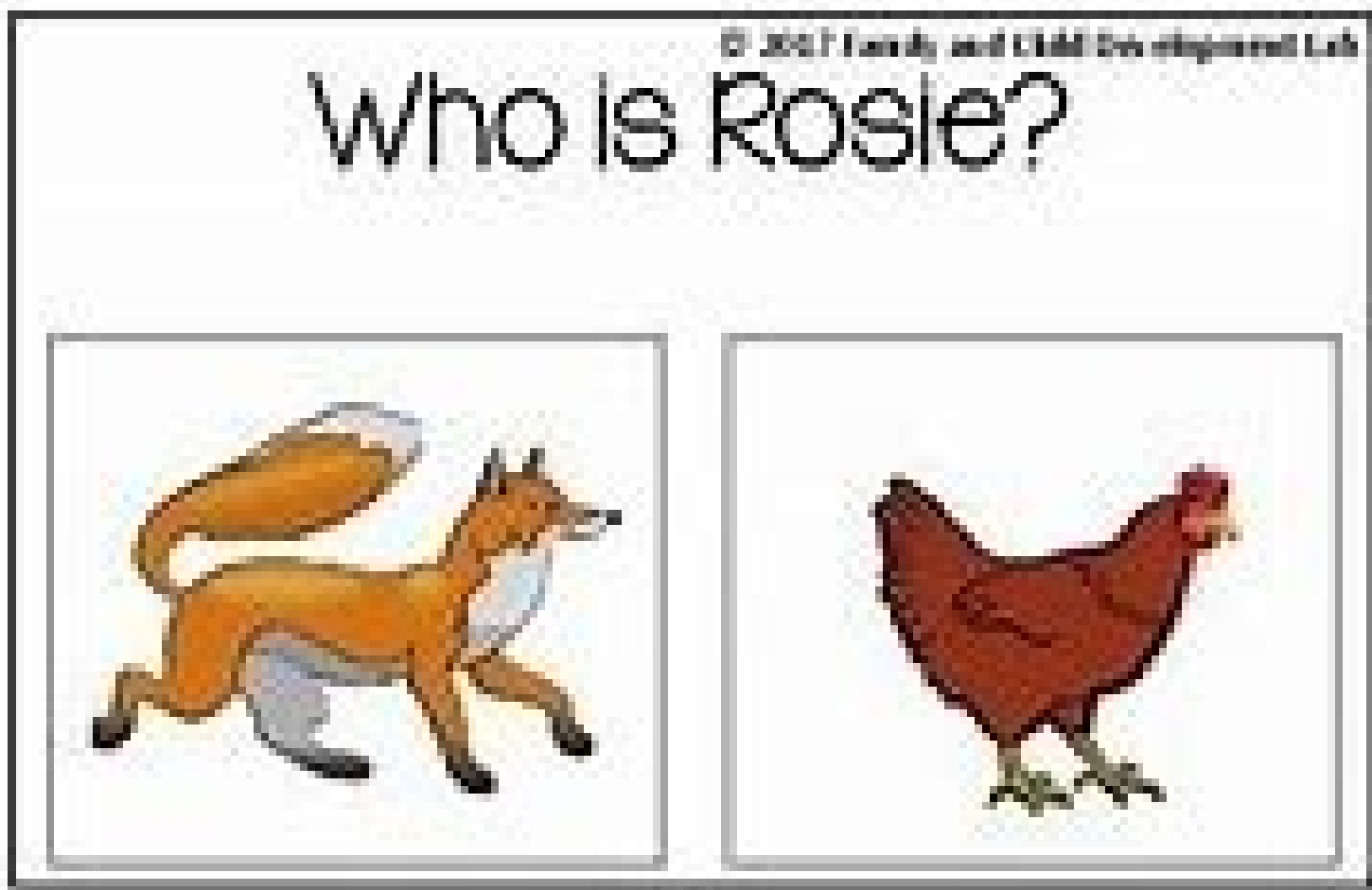
Rosies walk worksheet

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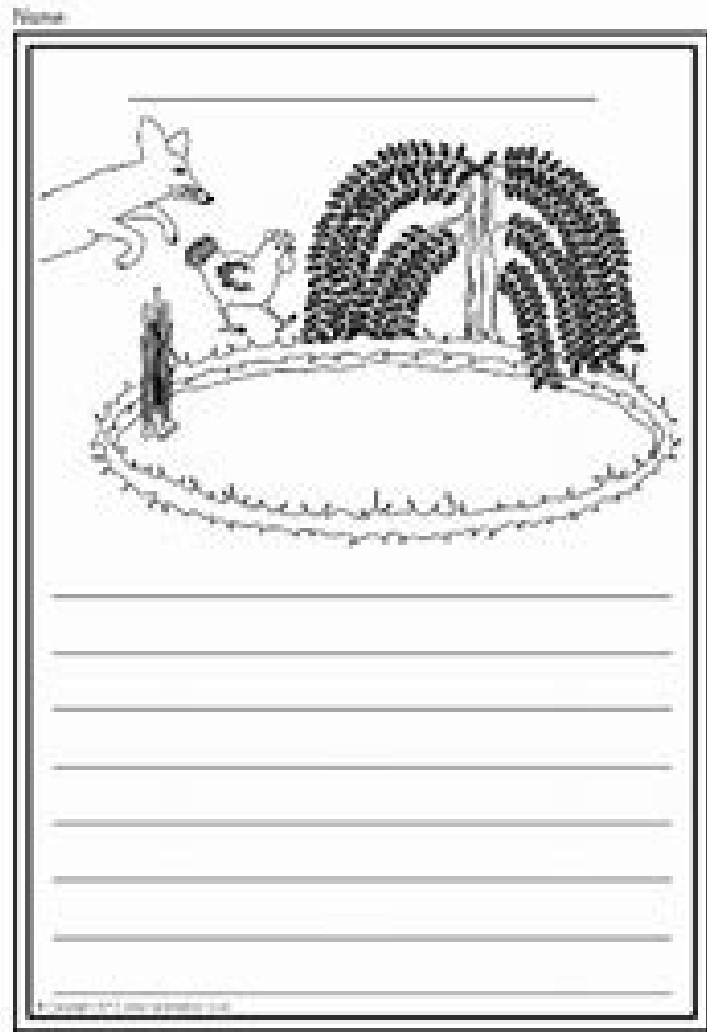
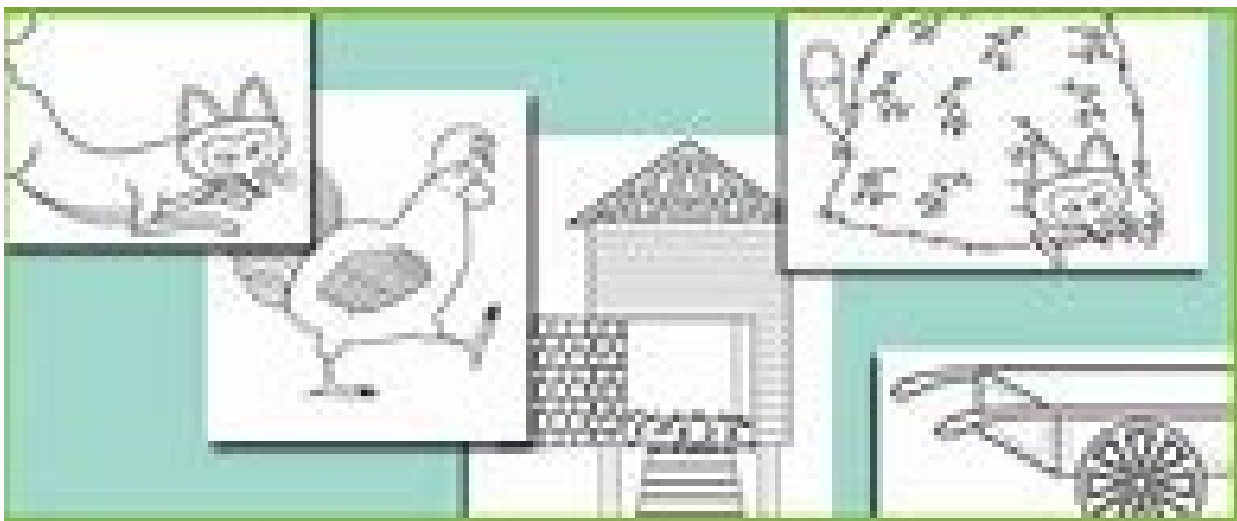
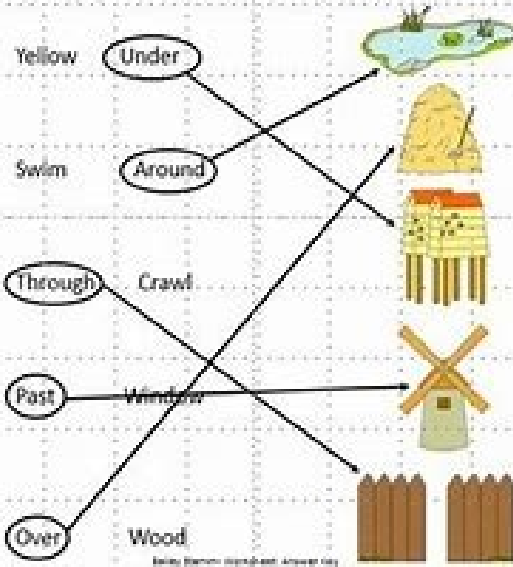
Next



Rosie's Review

ANSWER KEY

Directions: Circle the preposition and then match it with the picture from the story. The first one is done for you.

[illegible]

another) and the DE -Bugger (solves the instructions if something goes wrong) using the size grid to get another student from the starting point to the finish line. "What was the hardest thing about being the controller?" (For example, the controller can only do exactly what the programmer says, even if the instructions get stuck in an obstacle or in the wrong direction.) ã ~ "Is it easier to be the programmer or the controller? Why do you think it's like that?" "What did you learn about programming this? (For example, it takes a lot of practice to give clear, detailed instructions the first time.) Students listen to Rosie's story and list orally, places and vocabulary are mentioned Æ ¢ ¢, ~ "DÁřã © rosie went after she walked through the yard, and before going through the pond?" "What are some of the words that describe how Rosie was from one place to another?" (For example, through, past, through, more). Students observe coding symbols for common movements and suggest coding symbols for positional words of He walks without one. "How is your perspective on the table grid (i.e. top-down or bird-eye) different from your perspective on the floor grid? How does this change the way you think about the directions you'll give?What symbol could we create to show that Rosie "over" the haystack and "under" the beehives?The students, in the role of Programmer, place the images of the story on the grid to create a maze for Rosie, then use encoding symbolic cards to build a path for Rosie's walk following the sequence in the book. "As a programmer, what do you need to think about when creating the maze for Rosie? Ā" (for example, the sequence in the book.) ĀHow does it help to be able to visualize the story when you create the code for Rosie to follow? Do you need to make any changes to the maze while you created the code for Rosie to follow? Why did you need to make the change?How did you prove that Rosie has to turn right and advance 2 squares, then turn left, advance 3 squares and then go over the haystack?Do the students, in the role of Controller, follow the instructions set out by the Programmer to take Rosie through the labyrinth to her house. Why do you think it's important that the Programmer and the Controller are two different students? The students, in the role of Debugger, modify the coded instructions as needed to help the Controller get Rosie through the maze home. Do I code so the Controller can take Rosie home for lunch? Why do you think these problems happened?Students change roles, rearranging the images to create different mazes. "You said you thought this road would make it harder for Rosie to get home. Why do you think that?You put the landmarks in a different order from the story. Tell me. You allocate that? Literacy uses a map to re-tell a story.Rek simple patterns in texts identifies important information in a story using keywords to help them understand, learn and remember. Mathematical thinking describes the locations Relative objects or people using positional language (for example, describes how rosie passed under the fence, on the haystack) describes the relative locations of objects on concrete maps (for example, creating a Rosie travel map around the backyard) Represent using images, diagrams, graphics, tables, numbers, words and / or symbols (for example, use arrows to delineate the route that rosie walks) others develop spatial skills using mapping elements such as the direction to build maps For specific purposes (for example, build a map of history) Use maps to communicate keys information parts (for example PLO, the reference points in the corral) order the events in a timeline (for example, where Rosie was first, after the last) if his students are interested in learning more, the following can awaken Your curiosity: challenge students to create chips and reference cards so they can create a map of their home trip to school. After listening to other books known as the gingerbread man, weĀ ¢ ¢ ¢ re ging on to Bear Hunt, or there was an elder who swallowed a fly, students use a quadride of soil or table to encode a Map of the story.

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