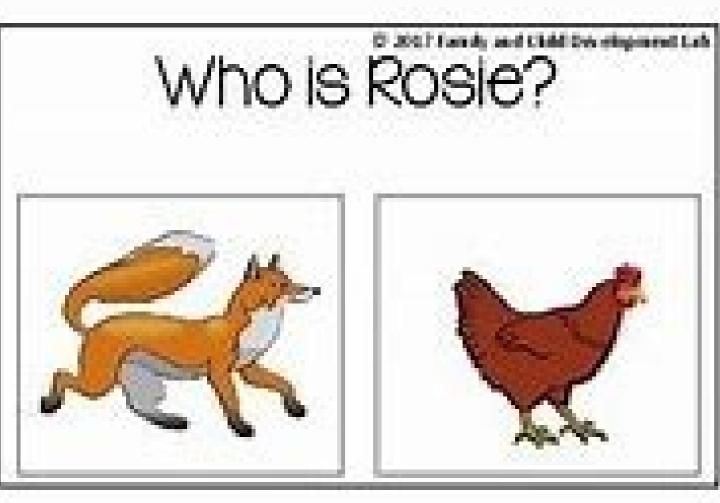
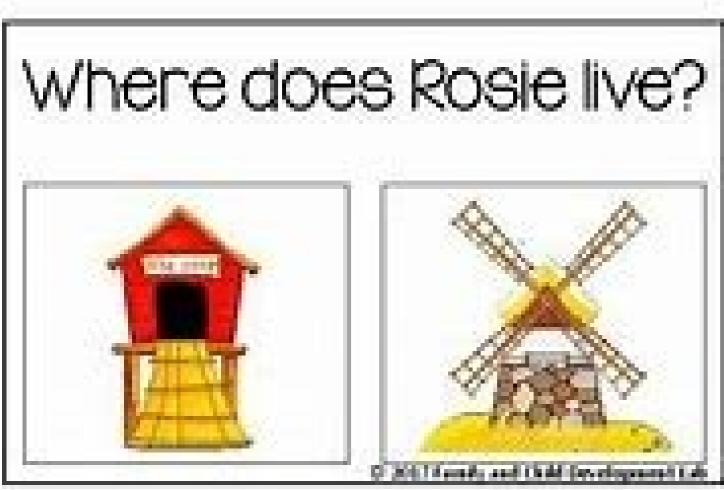
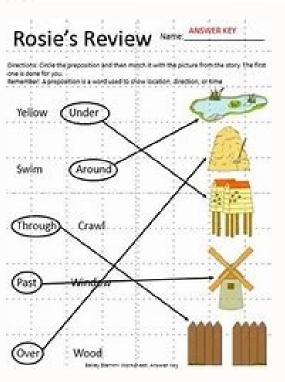
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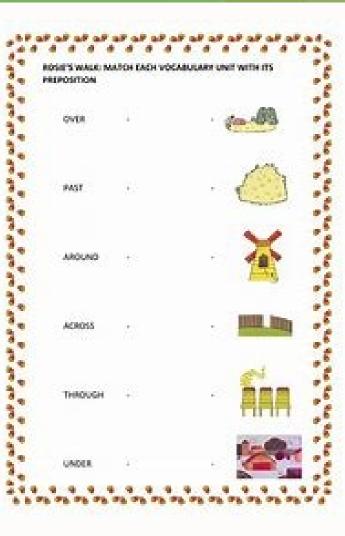
Rosies walk worksheet













artwork. They are 100% unofficial and have not been endorsed by the author or publisher in any way. Rosieâs Walk is a wonderful book that we highly recommend. Download PDF Include Tray Symbols and Cards Each page of your material is set as a background image on a PowerPoint slide. This allows you to draw on the page, as well as move objects on the page. Great for telepractice Same as above, but with some of our most common symbols. Save as many as you want and delete the rest to make an interactive game for remote gaming. Each page of your material is placed on a separate slide as a moving image. Reorganize and resize as you see fit. Note: All PowerPoint formats are tested with Google Slides Upload these images to your tray to recreate and customize this material. Rosie's walk story sequence images Detailed image + Title Image only Embed a large thumbnail, title and full description on your blog or other website. Width: 350px Height: varies Copy and paste the text below: Por shelleyh2 en LessonPix.com Insertar una miniatura media con solo un tÃtulo en su blog u otro sitio web. Ancho: 200PX Altura: 216px Copia y pegue el texto a continuación: Por shelleyh2 en LessonPix.com En esta consulta, los estudiantes Tomar diferentes roles de codificación para crear y navegar por un laberinto basado en una historia sencilla, la caminata de Rosie. Esta es una introducción "NO-dispositivo" a las habilidades básicas de Time 45-60 minutes Configuration of the stage Many practices that educators use all days support the development of computational thinking and more specifically, coding. If you have ever asked students to put things in To create a pattern of repetition or make decisions, then it has helped them to build fundamental skills to learn to codify. The story of Rosie's Walk offers an opportunity for an introduction of "no device" to basic coding skills. This query could start from: Floor grid (this can be a learning carpet or a homemade grid made from a flat bed or other material. If you do your own quadrup, it considers a small grid, A culfus of 5x6 or 5x8 works well. For start coding experiences) obstacles for the Rosie floor network by PAT Hutchins Students use the learning strategy of the organizing sequence to develop and apply communication skills, Sequence and spatial reasoning as they create and navigate along a path to get the rosie hen. House for lunch. Students: Brainstorming A list of words that could be used to get someone from one place to another and register them on paper from the table for future references. Educator presents the floor grid and obstacles, and explains the challenge: to guide someone from the starting point in the quadruplah to the end point. Only the instructions are allowed in the table (that is, they can not diagonally go). Take turns being each of the following three roles: the programmer, who places the obstacles and gives the instructions of the controller, which follows the instructions provided by the programmer. The De-Bugger, who solves the instructions if something goes wrong. The obstacles can be moved as the different students give their turn in each role. The educator asks Sebanding and clarifying the questions to highlight the importance of the controller that is only doing exactly what is indicated that he does, and the programmer, that the instructions are clear and precise. Discuss the challenges that were found throughout the experience (for example, "it was difficult to be the controller because I could only do what they told me." "We realized we had to give really accurate directions or the controller. I would get you. Listen to Rosie Walk. Remember the sequence of the places mentioned in the history and the words of positional words and / or images and publications for future reference of students, with the students, see the list of positional words used with the floor quadride and add any additional word of the story (for example, on, through, around, past). Compare the perspective of the floor culcule and a table version of the floor culcule and a table version of the floor students will see the quadrica from the table from a perspective â € œOf below "). Labyrinth for Rosie trip to get home for lunch (Â © 2019 Letâ € ™ s Talk Science). Observe the coding symbols for common movements, and write down the positional words in the graph that do not have symbols for common movements, and write down the positional words of Rosieâ € ™ s walk that do not have symbols. Record in the graph. (For example, «One of my games uses a spring to jump. We could use a spring form to show that Rosie has to jump over the haystack. «) In programmer paper, place the objects of objects From history in the role of quadrup, creating a labyrinth so that Rosie can cross. In programmaker paper, use coding symbol cards to guide Rosie home following the sequence of the book. Make sure to place the code next to the grid so that the controller has to follow the instructions when he moves to Rosie. The educator ensures that the code is placed correctly. Example from part of a code showing a way to take Rosie home for lunch (Â © 2019 Letâ € The sequence of the book.) Talk in the role of Controller, follow the instructions set by the Programmer to take Rosie home through the maze. in the role of Debugger, modify the coded instructions as needed to help the Controller get Rosie through the maze to her home. changing roles, allowing the programmer to reorganize the to create a different maze. The educator can remove the restriction of following the sequence of the story, to allow more variations in the labyrinth and coding. Observe and document, using anecdotal comments, photos and/or video recordings, student ability to: sequence of events in the story and record their sequencial thinking using common encoding symbols to indicate the path t and remember details of positional language used in the story, communicate: students use coding symbols to create a Path to Rosie students: Say, do, represent educator: respond, challenging students work on paper that the programmer (places obstacles, gives instructions), the controller (follows instructions given to get the starting point to

Add to my folder This resource has not been rated vet. (Write a review) Parent articles You must be logged in to post a review. Rosie's Walk by Pat Hutchins is a well-known children's story about a little hen called Rosie and her peaceful walk around the farm. Please note that all the resources in this section have been designed using original ELHO

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.) â"¬ "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 à ¢ â, ¬ "DÃf © 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, 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? A" (for example, the sequence in the book.) A"How 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 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 ne 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 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, 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, weà ¢ â € 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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