

TITLE: Which home appliance is the smartest?

LEARNING SCENARIO	
<i>School:</i>	<i>Duration (minutes):</i> 90
<i>Teacher:</i>	<i>Students age:</i> 7

<i>Essential Question:</i>	Which home appliance is the smartest?
----------------------------	--

Topics:

- Pupils learn step-by-step approach, troubleshooting and the basics of programming.
- Pupils become familiar with tangible objects and non-digital programming.

Aims:

- Pupils should be instructed to solve tasks independently.
- Every possible solution to solve the task with pupils should be tried so that the pupils will be convinced there is only one possible solution.
- Guide pupils in solving tasks respect gradation, imaging, rotation, or imagining strategy.

Outcomes:

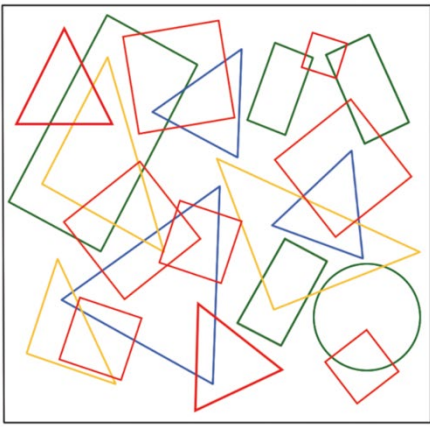
- Pupils solve simple logic tasks.
- With the help of the teacher, he/she solves simple logical tasks. It shows curiosity and questions paths coming to a solution to a simple logical problem. He/she encourages himself/herself and others to persevere in finding solutions.

Work forms:

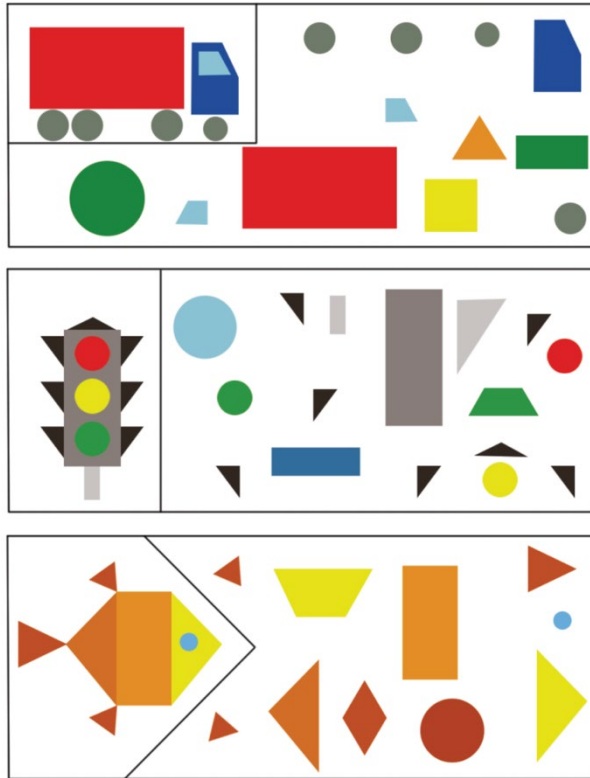
- individual work

Methods:

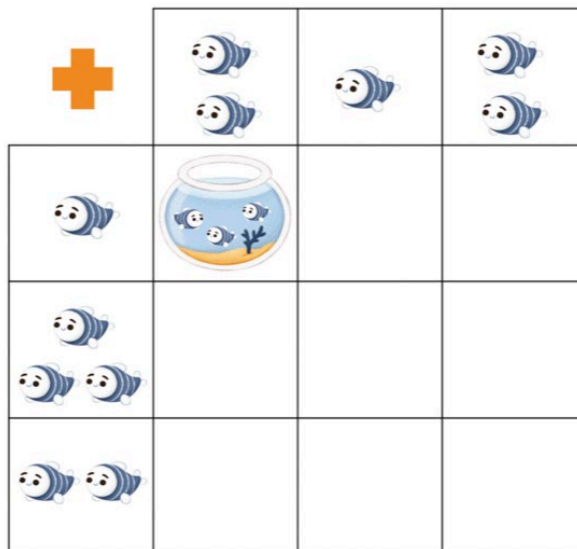
- presentation
- discussion
- graphic work

ARTICULATION																
Course of action																
<p style="text-align: center;">INTRODUCTION</p> <p>We continue to make pupils aware of the changing ways of living under the influence of technology.</p> <p>What did we learn from the previous lesson?</p> <p>How does technology affect people's lives?</p> <p>Announcement of the goal of the lesson:</p> <p style="background-color: yellow;">Today we will solve interesting ones tasks in puzzles.</p>																
<p style="text-align: center;">MAIN PART</p> <p>We talk to pupils about thumbnails of electrical devices.</p> <p>Which devices are simpler and which are more complex?</p> <p>How many jobs are performed by simpler devices and how many by more complex ones?</p> <p>What allows more complex devices to perform multiple actions?</p> <p>We continue to analyze the whole and the parts in the following tasks:</p> <p>1. Count the geometric figures and write the number of them.</p> <div style="display: flex; align-items: center; justify-content: center;">  <table border="1" style="margin-left: 20px;"> <tr> <td style="text-align: center;">□</td> <td style="text-align: center;">△</td> <td style="text-align: center;">▵</td> <td style="text-align: center;">○</td> <td style="text-align: center;">▭</td> <td style="text-align: center;">▮</td> <td style="text-align: center;">△</td> <td style="text-align: center;">○</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> </div>	□	△	▵	○	▭	▮	△	○								
□	△	▵	○	▭	▮	△	○									

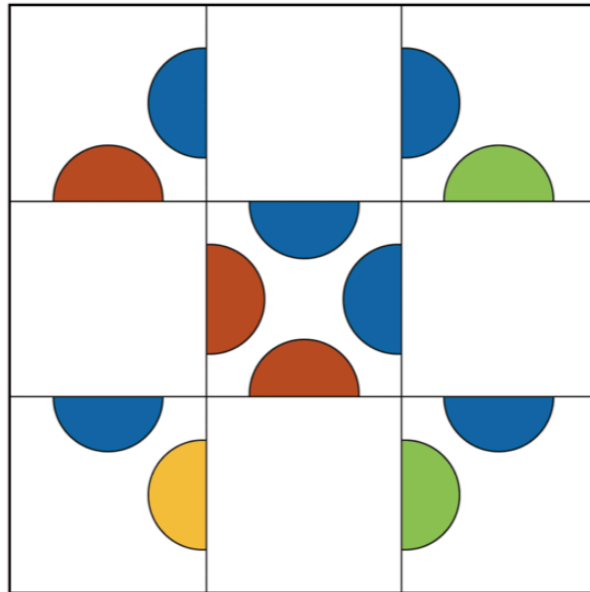
2. Cross out the parts that do not belong to the picture on the left.



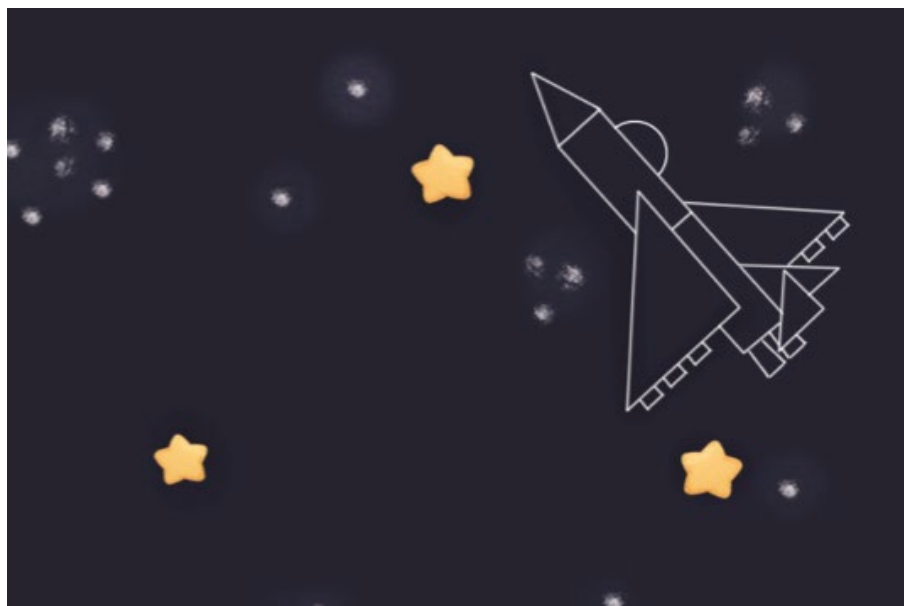
3. Cut out the aquarium and glue it in the appropriate place. (Addition 1)



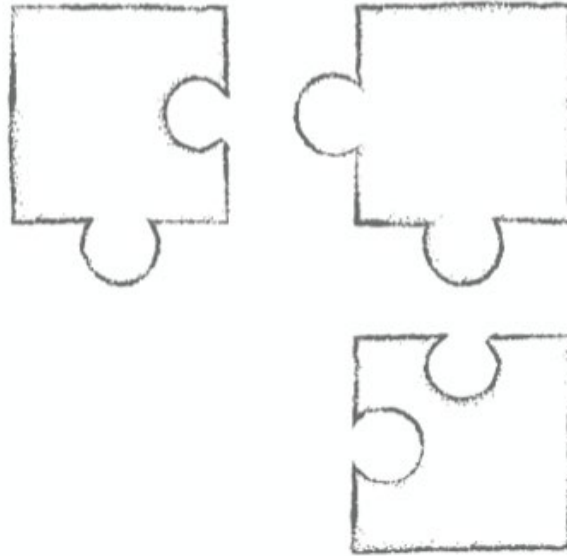
4. Cut out parts of the image and glue it in the appropriate place. (Addition 2)



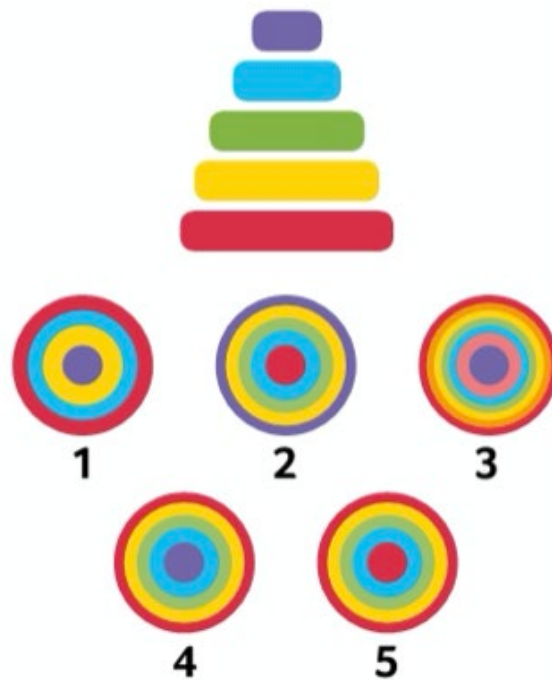
5. Cut out parts of the rocket and glue it in the appropriate place. (Addition 3)



6. Draw the missing part.



7. Which picture shows the structure from above?



CONCLUSION

The teacher checks the pupils' solutions to the tasks.

Together they repeat the strategy they used in solving today's tasks.

Methods

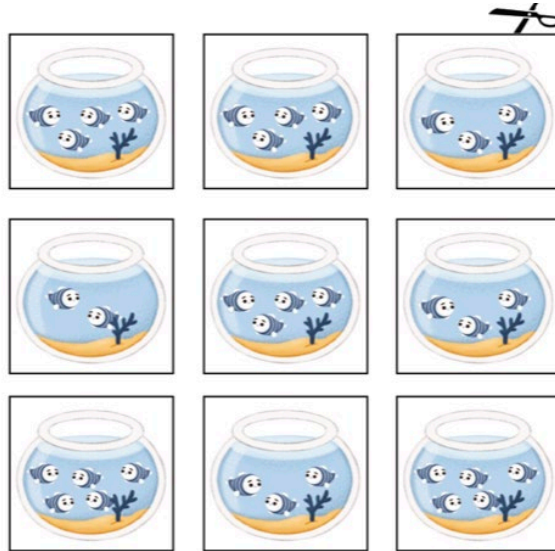
presentation
discussion
work on the text
graphic work
interactive exercise /simulation on the computer

Work forms

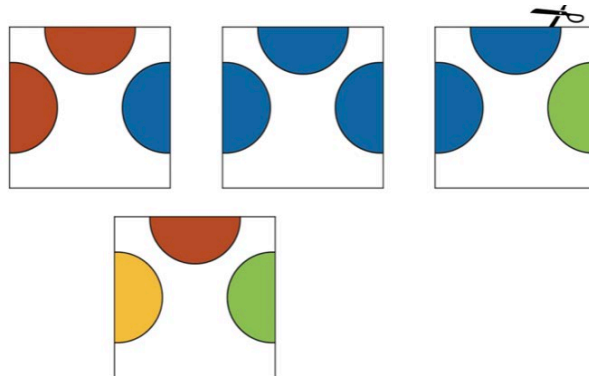
individual work
work in pairs
group work
frontal work

Material:

- Addition 1



- Addition 2



- Addition 3



Literature

-

PERSONAL OBSERVATIONS, COMMENTS AND NOTES

Empty space for personal observations, comments and notes.