

TITLE: Step by step to a solution

LEARNING SCENARIO

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

<i>Essential Question:</i>	Step by step to a solution
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Topics:

- Pupils learn step-by-step approach, troubleshooting and the basics of 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 can solve a simple logic task.

Work forms:

- individual work
- work in pairs
- group work

Methods:

- presentation
- discussion
- graphic work

ARTICULATION**Course of action****INTRODUCTION**

What puzzles have we solved so far?

Which the procedures we used to get to the correct solution?

What is important to understand puzzle tasks?

Are all puzzles solved in the same way?

Do you like to solve puzzles?

Announcement of the goal of the class:

Today we will continue to solve puzzles, but in a different way.

In today's puzzles, we will follow step by step rules to come up with the correct solution.

MAIN PART

We begin with a problem question placed by #, based on an illustration from the textbook: What is the right way to school?

We ask pupils to take a good look at the picture and to suggest which way # should go to school, which is the shortest, but also the safest.

In solving this task, the teaching of informatics is correlated with the teaching of nature and society, more precisely traffic content.

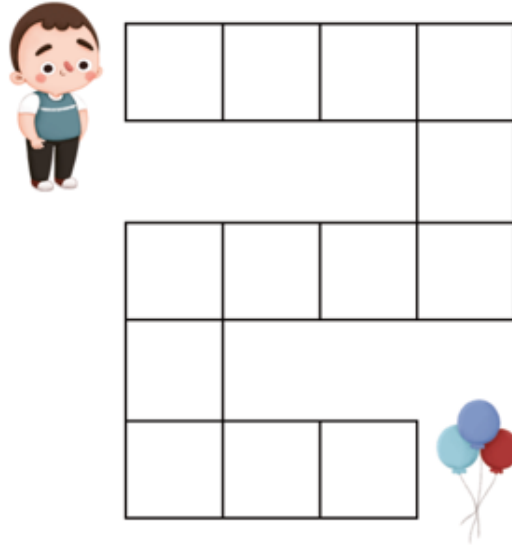
1. Show me the way to the school!



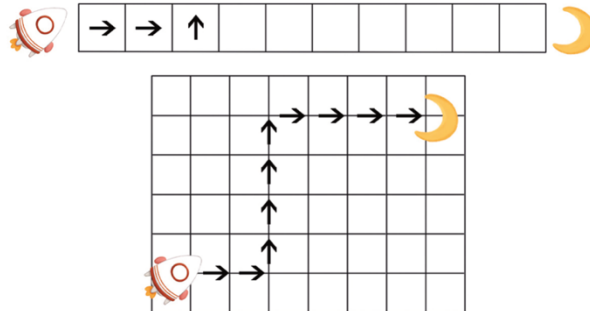
2. Solve a mathematical crossword puzzle.

4	+		=	8		
					+	
		+		1	=	
		=			=	
		5			6	+
						2
						=
						+
						+
						1
						=
						=
						3
						+
						=
						9
						+
						+
						2
						=
						+
1	+		=	7		
						+
						=
						9

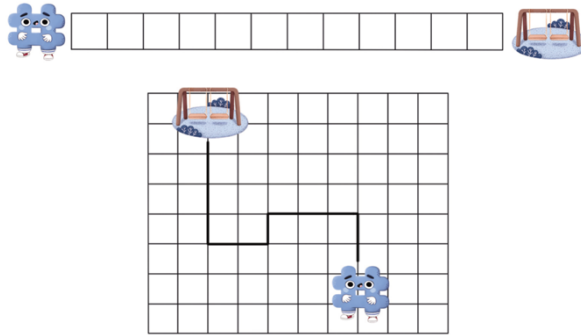
3. Help the boy get to the balloon. Cut out the arrows and glue in the appropriate place. Pay attention to the correct order. (Addition 1)



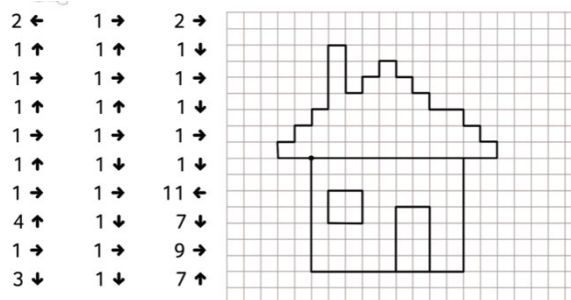
4. Carefully follow the path by which the rocket reached the moon. In the empty squares, enter the arrows that show the direction of the rocket's movement.



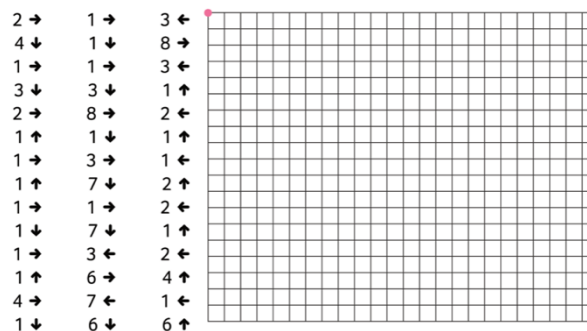
5. # goes to the park. Look carefully at the path that # uses to go to the park. In the empty squares, enter the arrows that show the direction of the # movement.



6. Start from the black dot. The number indicates the number of steps. The arrow indicates the direction of movement. Take the red crayon. Follow the instructions and make sure that # has followed the instructions correctly.



7. Start from the red dot. Follow the instructions and find the hidden drawing.



CONCLUSION

The teacher checks the pupils' solutions to the tasks.

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

Methods

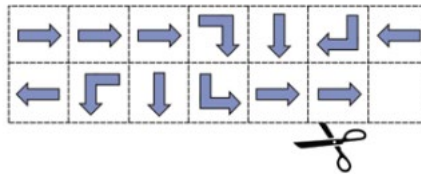
presentation
discussion
work on the text
graphic work
interactive exercise /simulation on the computer

Work forms

individual work
work in pairs
group work
frontal work

Material:

- Addition 1



Literature

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PERSONAL OBSERVATIONS, COMMENTS AND NOTES