

Which of the following outcomes from the Digital Technologies strand of the new K-6 Science and Technology Syllabus does the planned lesson address? Please circle all those apply.

Stage 1

- uses materials, tools and equipment to develop solutions for a need or opportunity (ST1-2DP-T)
- describes, follows and represents algorithms to solve problems (ST1-3DP-T)
- identifies the components of digital systems and explores how data is represented (ST1-11DI-T)

Stage 2

- selects and uses materials, tools and equipment to develop solutions for a need or opportunity (ST2-2DP-T)
- defines problems, describes and follows algorithms to develop solutions (ST2-3DP-T)
- describes how digital systems represent and transmit data (ST2-11DI-T)

Stage 3

- plans and uses materials, tools and equipment to develop solutions for a need or opportunity (ST3-2DP-T)
- defines problems, and designs, modifies and follows algorithms to develop solutions (ST3-3DP-T)
- explains how digital systems represent data, connect together to form networks and transmit data (ST3-11DI-T)

NSW Syllabus Outcome(s): *Does the lesson involve concepts or outcomes from the Science and Technology syllabus that are not listed above or that are from another Key Learning Area (for example, English or the Creative Arts)? If so, what concepts and outcomes are these?*

Maths - MA1-IWM, MA1-ZWM
English - EN1-10C

Introduction: *How will you get the students motivated, curious and ready to learn?*

Recall
We're going on a bear hunt, Michael Rosen

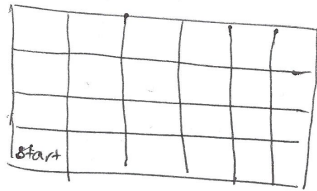
Metalanguage: *What are the key concepts or procedures that you want students to understand as a result of this lesson?*

positional language - forward, backwards, turn right, turn left

Please turn page over

Teaching Activities: *What strategies will you use to teach the content and skills? How long will you spend on each of those strategies and with the content? How would you address different levels or prior knowledge?*

- read story (previous lesson)
- In groups / pairs - Plot locations on grid. pictures (Use 4)
 eg - long wavy grass
 - river
 - thick cozy mud
 - forest
 - snow storm
 - narrow gloomy cave
 - bear



- Number each picture in order
- Use counter to move through the grid in order of places.
- Use position cards to map out in sequence under the grid.
 - Start a new line for each location

Extension

- Write down the code using the position cards

Lesson Closure: *How will you bring the lesson to a conclusion?*

As a whole group have one group model their journey.

Where to next:

Children remix a scene on scratch / scratch jr.

Please turn page over

Assessment: *How will you know whether the students achieved what you wanted them to achieve?*

- Swapping grids / using a barrier

One reads instruction

one moves counter.

Resources: *What materials do you need for this lesson? Have you used ideas from elsewhere?*

We're going on a bear hunt

A3 Grid

Pictures to glue on grid.

(laminated) position cards $\uparrow \downarrow \Rightarrow \leftarrow$

Barriers.