

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 Early

- 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)

Spelling words with Beebots.

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?*

ST1 - 2DP-T
 ST1 - 3DP-T

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

Recap previous lesson on furby worksheet.
 Remind students of arrow programming.
 Show students video of beebots in use. (2min).

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

* Algorithm
 * program
 * sequence
 * logic. (ability to solve problem)
 * directional terms

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?*

- * Modelling. → show students how Beebot works.
Demonstrate task involved in lesson. (using a beebot to travel to a matching sight word)
- * students in small groups use Beebots to locate sight words on cards — this is either verbal or match depending on level.
- *.

different levels.

on cards for matching stage.

Audio: word is stated verbally.

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

- Teacher ask students. what is the word for a set of steps to perform a task — "Algorithm"
- Teacher can ask each group to demonstrate one sight word. — in front of whole class. verbally state the algorithm.

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

* students show teacher their words as
Teacher actively walks around and engages
with students

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

* Beebots

* Spelling words on cards.

* Grid with words for Beebot to travel
on.