wonder workshop

K-5

Learn to Code Curriculum Guide

Everything educators need to know to get their students started with Dash & Dot's Learn to Code Curriculum.

education.makewonder.com

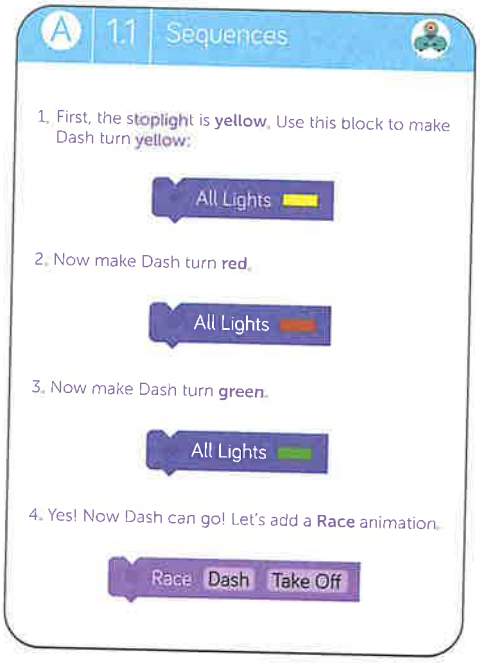
Ready, Set, Go!

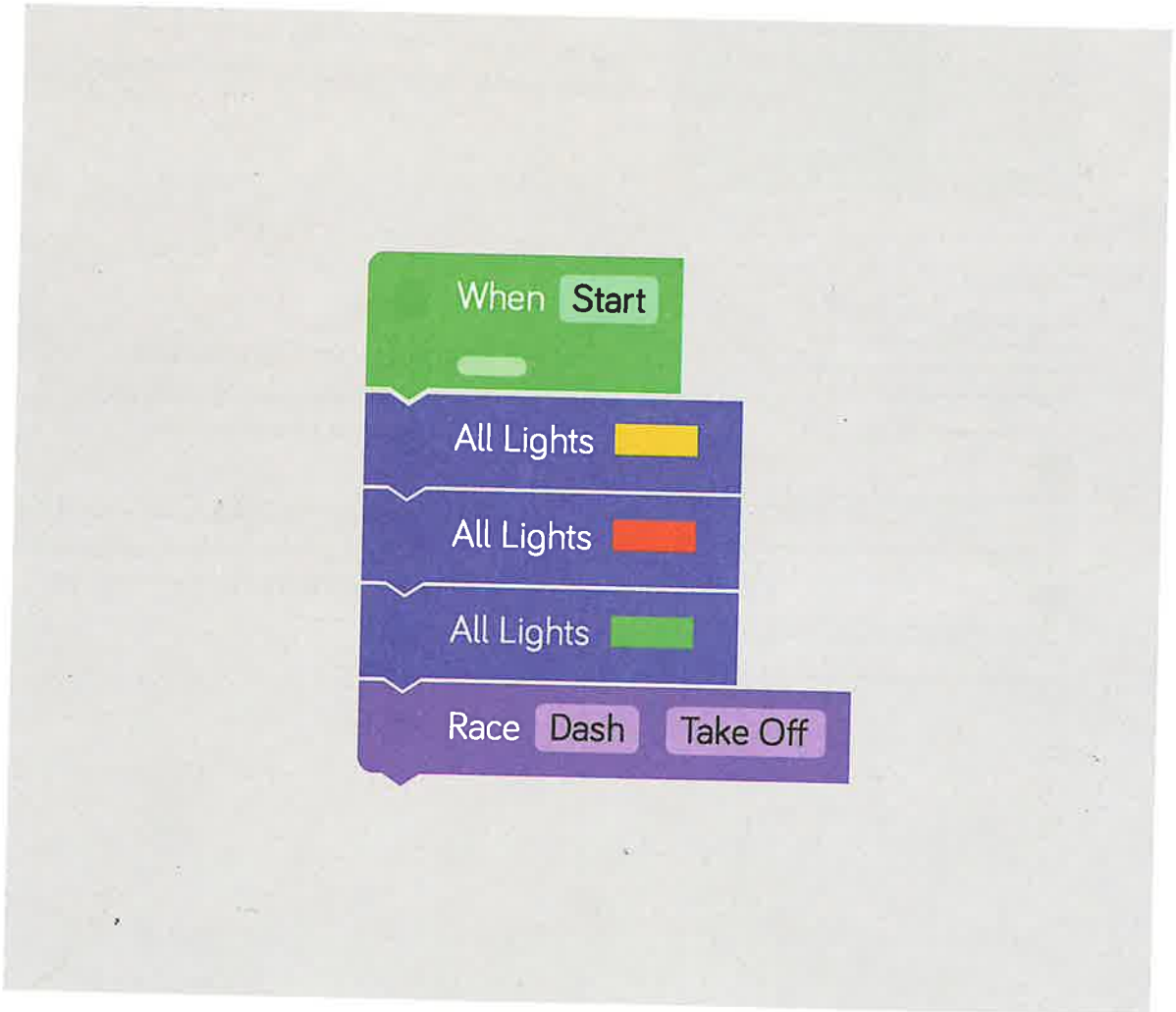
Time: 5 minutes

Hints

- The **light** blocks are **dark blue**. You can find a **light** block by going to the **Light** menu and selecting an **All Lights** block. Then tap on the block to select a color.

- The **animation** block is a different color. Go to the Animations menu and select a Race block.





Discussion Questions

1. How could you add to the code? What other **lights** or **animations** would you like to add?

2. How do the blocks tell Dash what to do?

Cross-Curricular Connections

MATH

- Have students count how many **light** blocks and **animation** blocks were used. Then have them add the two types of blocks to determine the total number of **light** and **animation** blocks used. (CCSS.MATH.K.MD.B.3)

ELA

- Have students draw a series of pictures to illustrate Dash's program (e.g., yellow lights, red lights, green lights, Dash racing). (CCSS.ELA.W.K.3)

NOTES:

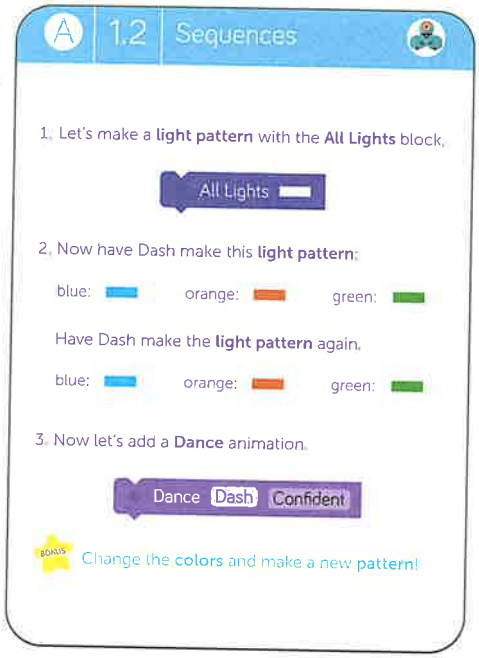
Ready, Set, Dance!

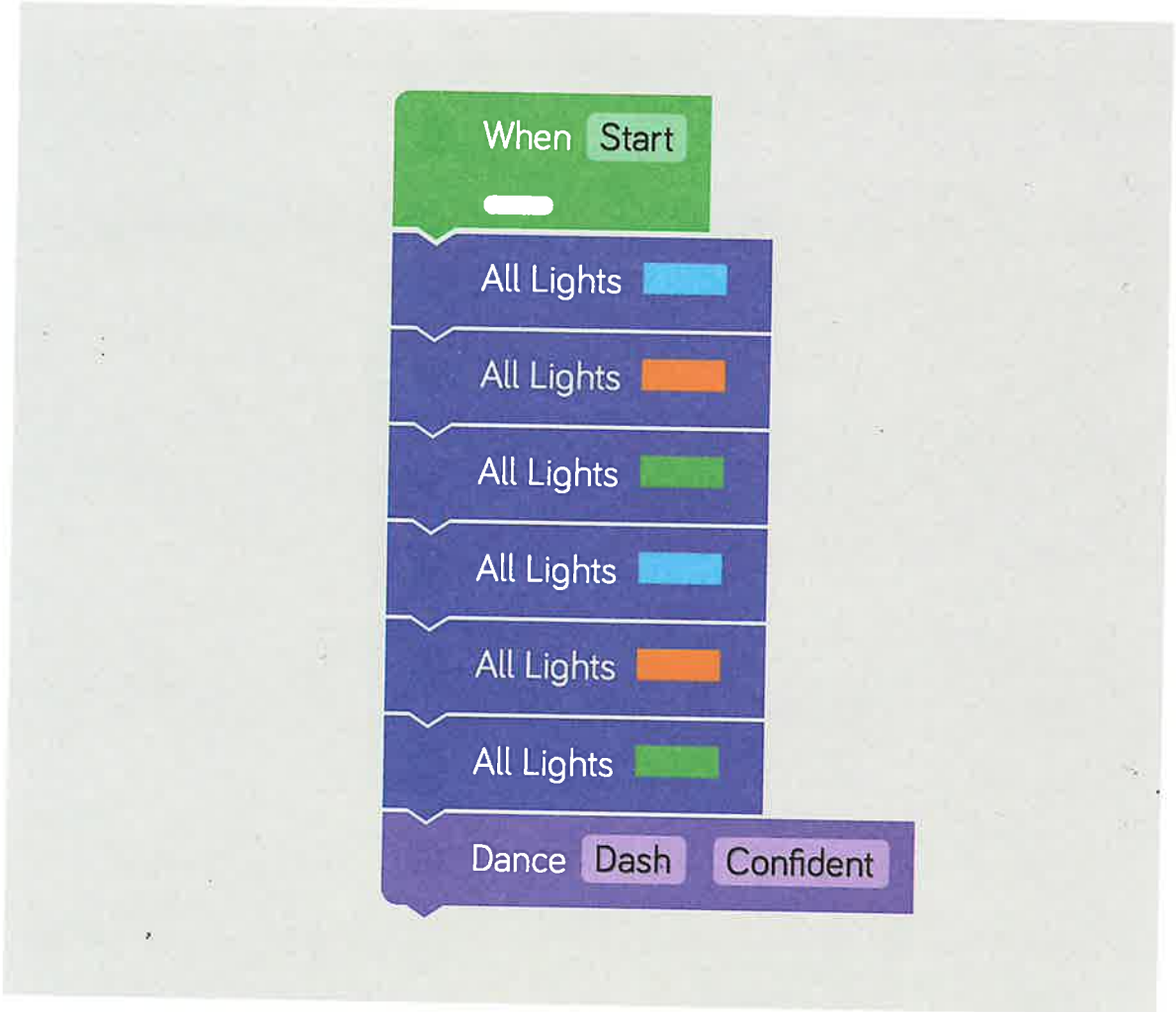
Time: 10 minutes

Hints

- The **light** blocks are **dark blue**. You can find a **light** block by going to the **Light** menu and selecting an **All Lights** block. Then tap on the block to select a color.

- The **animations** block is a different color. Go to the **Animations** menu and select a **dance** block.





Discussion Questions

1. How can you make a new light pattern with this program?

2. How can you make a longer light pattern?

Cross-Curricular Connections

MATH

- Have students count how many blue **All Lights** blocks, orange **All Lights** blocks, and green **All Lights** blocks were used. Then have them add the **blue**, **orange**, and **green** blocks to determine the total number of blocks used. (CCSS.MATH.K.MD.B.3)

ELA

- Have students write the first letter of each color they used in the program (e.g., blue, orange, blue = B, O, B). Then, have students plan and try out a different color pattern by writing the first letter of each color and then using the corresponding blocks in the program. (CCSS.ELA.RF.K.2)

NOTES:

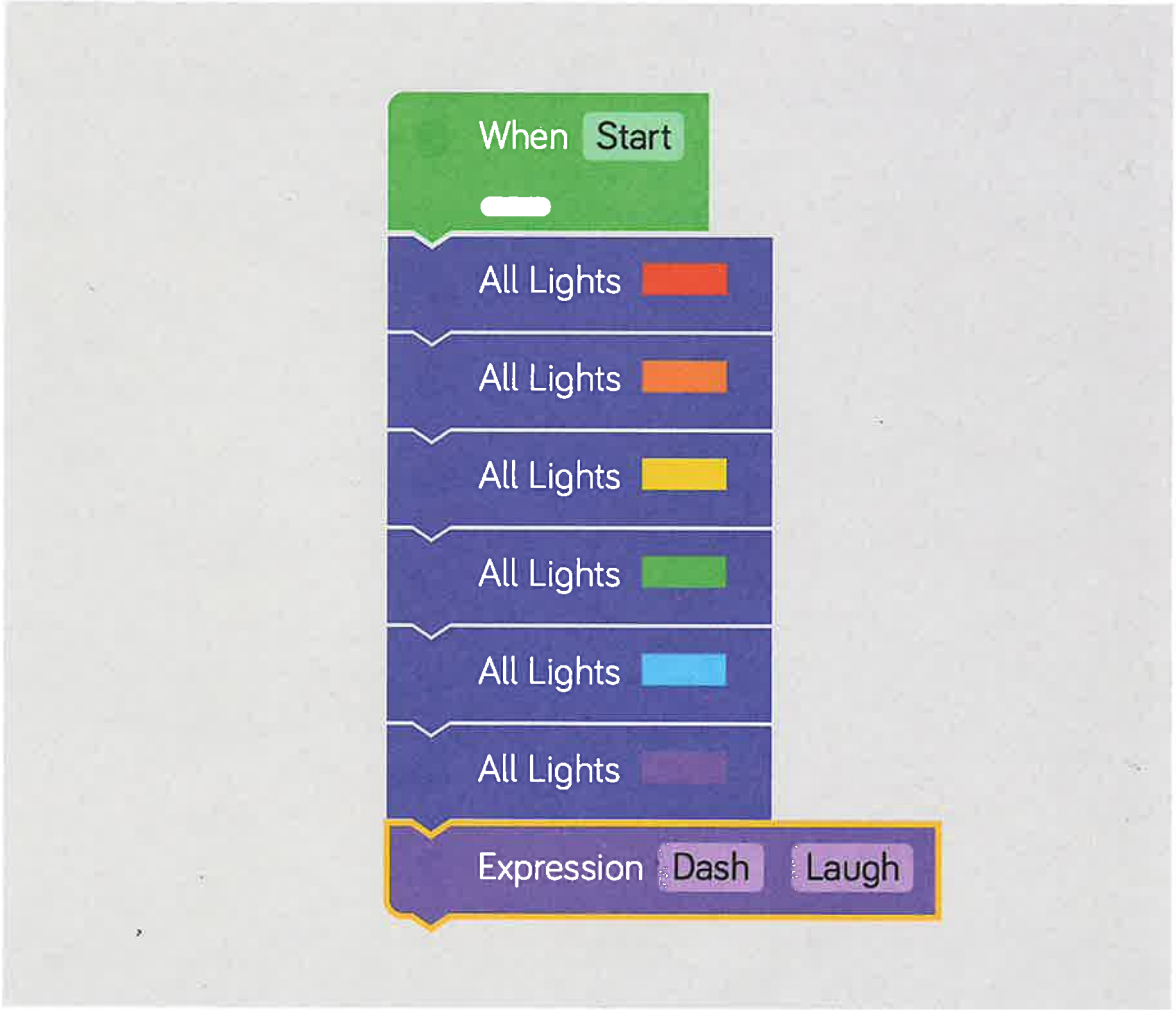
Ready, Set, Rainbow!

Time: 10 minutes

Hints

- The **light** blocks are **dark blue**. You can find a **light** block by going to the **Light** menu and selecting an **All Lights** block. Then tap on the block to select a color.

- You can choose any **animation**. Which one works best with the rainbow?



Discussion Questions

1. How could you make Dash show the **rainbow** twice?

2. How could you add **sound** blocks to the middle of the code? Which blocks would you want to use?

Cross-Curricular Connections

MATH

- Have students count how many **light** blocks, **sound** blocks, and **animation** blocks were used. Have them add the **start**, **light**, **sound**, and **animation** blocks to determine the total number of blocks used. (CCSS.MATH.K.MD.B.3)

ELA

- Have students draw a series of pictures to illustrate Dash's program (e.g., red lights, orange lights, Dash laughing, Dash making a funny sound, etc). (CCSS.ELA.W.K.3)

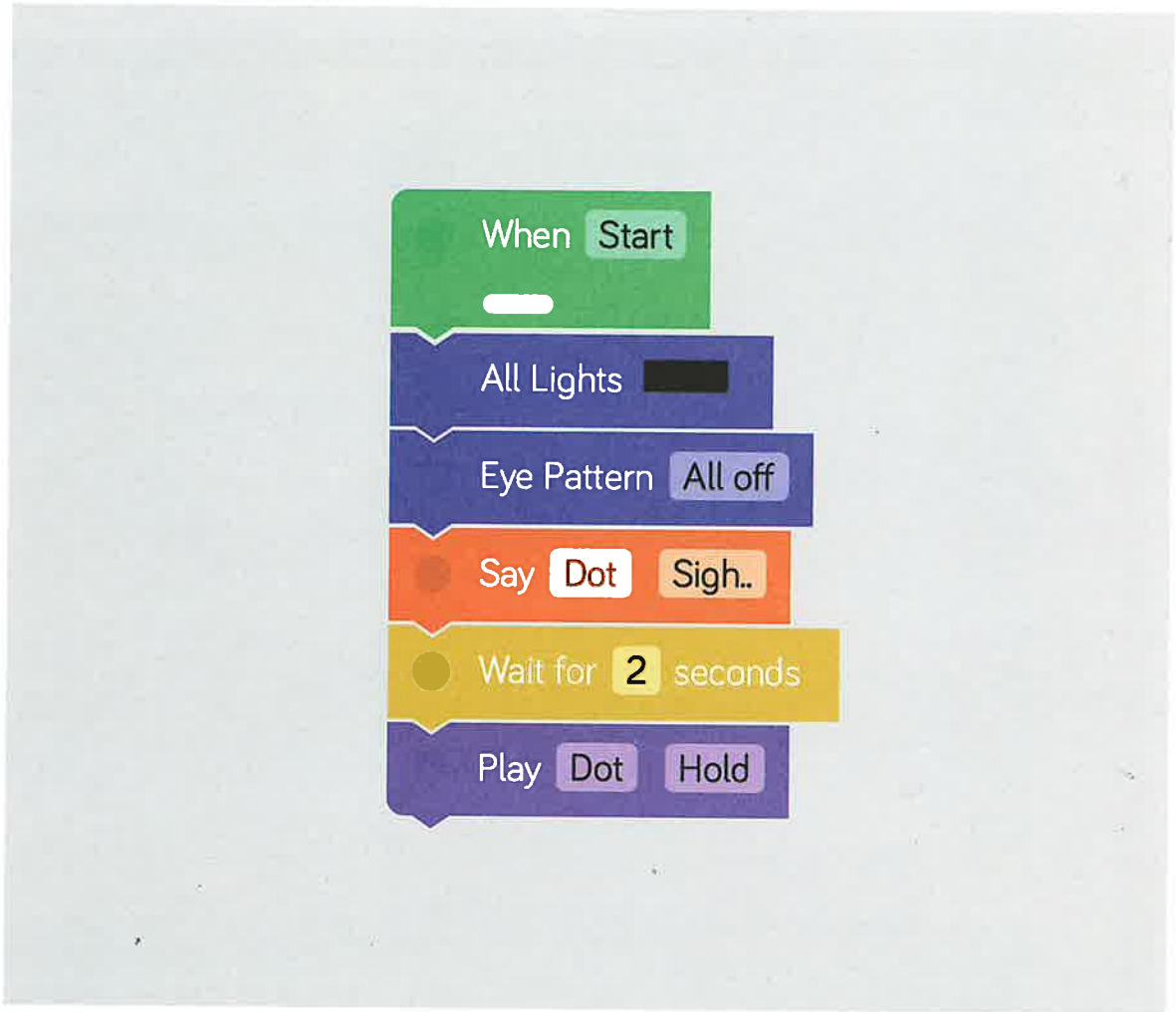
NOTES:

Smile, Dot!

Time: 10 minutes

Hints

- You can find the **Eye Pattern** block in the **Light** menu.
- You can turn off all of Dot's **eye lights** by using the **Eye Pattern** block. Tap the **Eye Pattern** block and touch each light to turn it off.
- How can you program Dot to make a **sound**? Choose the **Say** block from the **Sound** menu. Tap the block and then tap **Dot** at the top of the menu to see all of Dot's sounds.



Discussion Questions

1. What **sound** blocks can you use to show that Dot is happy?

2. What **light** or **animation** blocks could you use to show that Dot is happy? Could you also use a different **Eye Pattern** block or different **colors**?

Cross-Curricular Connections

MATH

- Have students count aloud as they turn off each eye light. (CCSS.MATH.K.CC.A.3)

ELA

- Discuss why Dot might be sad and why Dot feels happy after being held. Then have students draw or write about what makes them feel sad and happy. (CCSS.ELA.W.K.8)

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