# Grade K Unit 3 Robots to the Rescue Phenomena Wall

Please note: This is a sample to help teachers guide students through creating their own phenomena wall. Some lessons may have no connection to the anchor phenomenon.

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| Anchor Phenomenon: Robots can be programmed to deliver food to people. ([Starship Robot Video](#)) | | | | | |
| Essential Question: How do people use robots to help solve problems. | | | | | |
| **Investigative Phenomenon** | **Question to Investigate** | **What We Did** | **What We Figured Out** | **Connection to Phenomenon** | **Questions We Now Have** |
| **Lesson 1**<br><br>Robots come in different shapes and sizes and can do many different things. | What are robots? | We build robots out of LEGO. We learned about different types of robots. We learned about different ways robots can help people. | Robots come in different shapes and sizes. Robots don't always look like people. People use robots to help solve problems. | People use robots to deliver food. | Questions from students. |
| **Lesson 2**<br><br>Robots have power and can move. | How can we keep our Ozobots safe? | We created an Ozobot chart with ways to keep our Ozobots safe. We took turns observing the Ozobot. We created a diagram of the Ozobot. | Ozobots are small and can break if they fall.<br><br>Ozobots need to be charged.<br><br>We need to take turns when using the Ozobot. | N/A | |
| **Lesson 3**<br><br>Ozobots have sensors that follow lines. | What can Ozobots do? | We drew black lines for our Ozobots to follow. | Ozobots have sensors that follow lines. | N/A | |
| **Lesson 4** | How do colors affect Ozobots? | We drew colored lines for our | Ozobots can see colors. Ozobots have | N/A | |

| | | Ozobots to follow. | lights that change colors. | | |
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| **Lesson 5**<br><br>Ozobots understand a special language called code. | How can we communicate with Ozobots? | We talked about communication.<br><br>We watched a video about coding.<br><br>We coded for 15 minutes. | We learned that lines are code for Ozobots.<br><br>We learned that we can communicate with our Ozobot through drawing lines. | Code is how people tell robots what to do. | |
| **Lesson 6**<br><br>Ozobots understand color codes. | How can we control the Ozobots? | We observed the Ozobot reading different color code commands.<br><br>We coded for 15 minutes. | Code is a special language computers and robots understand.<br><br>Ozobots follow color code commands.<br><br>Color code commands control the Ozbot's movement. | People control robots with a special language called code. | |
| **Lesson 7**<br><br>Ozobots understand color codes. | How do color codes work? | We programmed a track for Ozobots to follow.<br><br>We persisted and fixed mistakes.<br><br>We coded for 15 minutes. | Ozobots understand color codes.<br><br>Different color codes make the Ozobot do different things.<br><br>Coders are persistent and work together to fix their mistakes. | People control robots with a special language called code. | |
| **Lesson 8**<br><br>Ozobots follow color codes. | How do color codes work? | We programmed a track for Ozobots to follow.<br><br>We persisted | Color code commands only work on black lines.<br><br>Color code command boxes | People control robots with a special language called code. | |

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| | | and fixed mistakes.<br><br>We coded for 15 minutes. | need to be the same size.<br><br>Don't draw color codes on a curve<br>Do draw color codes on the straight part of the line. | | |
| **Lesson 9**<br><br>Objective: Use imagination and creativity in an Ozobot design challenge. | How can robots help people affected by extreme weather? | We started a plan to deliver supplies to a family in need.<br><br>We used the design thinking process. | Robots can be used to deliver things.<br><br>Robots can go places cars can't reach. | Robots can be used to deliver items to people when roads are blocked. | |
| **Lesson 10**<br><br>Objective: Explore the design thinking process while creating an Ozobot track. | How can the design thinking process help us? | We created Ozobot tracks to deliver supplies to a family in need.<br><br>We used the design thinking process. | The design thinking process helps us create something to solve a problem. | The design thinking process can help us design an Ozobot track to deliver supplies to a family in need. | |
| **Lesson 11**<br><br>Objective: Explore the design thinking process while making improvements to Ozobot tracks. | How can feedback help us improve our designs? | We gave kind, specific, and help feedback to others.<br><br>Coders need to test their code to find mistakes. | Feedback helps us improve our designs.<br><br>We can find mistakes when others test our code. | The design thinking process can help us design an Ozobot track to deliver supplies to a family in need. | |
| **Lesson 12**<br>Objective:<br><br>Showcase Ozobot tracks and eBook. | N/A | | | | |