

<b>Unit of Inquiry Name:</b> Robots to the Rescue	<b>Lesson # 12</b>
<b>Lesson Objective:</b> Showcase Ozobot tracks and eBook.	
<b>Computer Science Standards</b> K-2.AP.17 Describe the steps taken and choices made during the iterative process of program development. K-2.AP.14 Develop plans that describe a program's sequence of events, goals, and expected outcomes. K-2.AP.16 Debug errors in an algorithm or program that includes sequences and simple loops.	
<b>Anchor Phenomenon:</b> Robots can be programmed to deliver food to people. ( <a href="#">Starship Robot Video</a> )	
<b>ELD Language Target:</b> Participate in collaborative conversations and demonstrate active listening in whole group, small group, and partnership settings with peers and adults. Plan and deliver brief oral presentations on a variety of topics.	
<b>Key Vocabulary:</b> ambassador	
<b>Habit of Mind #9:</b> Thinking and Communicating with Clarity and Precision (Communication): Supports thoughts with explanations and evidence. Knows social rules for interacting with others. (I can be clear!)	

Materials Needed	Prepare
<ul style="list-style-type: none"> <li>• <a href="#">Unit 3 Resource Slides</a></li> <li>• LEGO builds and Ozobot tracks from Lesson 10 and 11</li> <li>• Ambassador job chart from Unit 1</li> <li>• Ozobots</li> <li>• Class created Ozobot eBook</li> <li>• <a href="#">Robots to the Rescue Assessment (printable)</a> or <a href="#">Seesaw Assessment Activity</a></li> <li>• <a href="#">Assessment Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• Invite another classroom to visit for an exhibition of the eBook and Ozobot mazes.</li> <li>• Photos/artifacts from the design process to include in the Ozobot eBook.</li> <li>• Log into Book Creator and have Ozobot eBook open.</li> <li>• Have the pages that you want to create in mind and set up in your template so that you can guide students and their ideas to align. Download images of the <a href="#">design challenge</a> and <a href="#">design thinking process</a> to your desktop or add them to your Google Drive so they can easily be inserted.</li> <li>• Prepare partnerships for practicing the role of an ambassador. (Partner 1 and 2)</li> <li>• Print <a href="#">Robots to the Rescue Assessment</a> or assign <a href="#">Seesaw Assessment Activity</a></li> </ul>

Stage	Teacher Does Learning Experience... Strategies/activities	Student Does
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<p>Lesson 12</p> <p>Launch/ Engage</p> <p>20 min.</p>	<p>This lesson prepares students to exhibit their work. Class exhibitions will vary across classrooms. This lesson may be divided and expanded to help students prepare for exhibition. This lesson provides a final opportunity to review the design thinking process and prepares students to be ambassadors. It is suggested that the class eBook be shared whole group and then triads can present their Ozobot tracks to small groups of students.</p> <p><b><i>Roboticians, Engineers, Coders, Computer Scientists!</i></b>  <b><i>You have worked very hard and have persisted in making your work as accurate as possible. You've given your buddies kind, helpful, and specific feedback to improve. You should feel proud of yourselves for accepting the design challenge and trying your best! Give yourselves a pat on the back for all of your hard work.</i></b></p> <p><b><i>Where are we in the design process now?</i></b>  Allow for student responses.  <b><i>Notice how the steps of the design process can flow back and forth. We actually did some communicating when we shared our tracks with our feedback buddies. Today we will go back into the communicating step. This time we are going to be working on communicating about our Ozobot design challenge. What can we use to communicate about our design challenge? What have we been creating during this unit to share our knowledge about Ozobots?</i></b>  Allow for student responses.</p> <p><b><i>Yes, we can add to our eBook to communicate about our Ozobot design challenge. What can we add to our eBook about our Ozobot design challenge? Take a minute to think about what we could add to our eBook. Now, turn and talk to a partner about your ideas.</i></b>  Listen in on student partnerships.</p> <p><b><i>Today, we will practice being clear communicators as we use our eBook to share about our design challenge.</i></b> Show HOM # 9 Thinking and Communicating with Clarity and Precision (Communication): I can be clear!</p>	<p>Students discuss design process. (2 minutes)</p> <p>Students share initial ideas of what to add to their eBook. (3 minutes)</p>
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	<p><b><i>Let's take a look at our Ozobot eBook and begin to add information about our design challenge.</i></b> Project Ozobot eBook.</p> <p>Use student responses to add pages to your eBook. It is suggested that you include a copy of the design challenge and design thinking process. Prompt students to retell their journey through the design thinking process. Sample: We <u>asked</u>: How can robots help people affected by extreme weather? We <u>imagined</u> how robots can help people affected by extreme weather. We made a <u>plan</u> for our Ozobot tracks. We <u>created</u> Ozobots tracks to show how robots can help people like Hugo affected by extreme weather. We <u>improved</u> our Ozobot tracks using feedback from our buddies. We <u>communicated</u> about our Ozobots tracks to our feedback buddies and in this eBook!</p> <p>Movement Break - Celebration</p>	<p>Students contribute ideas for text and images to include in eBook. (15 minutes)</p>
<p>Lesson 12 Explore/ Explain  25 min.</p>	<p><b><i>Now we are going to prepare to share our eBook and our Ozobot tracks with _____. Remember when we shared our class product in Unit 1 Caring for our Classroom. What is the special name we used for a person who shares our class product?</i></b> Allow for responses. Students should be familiar with “ambassador” from Unit 1, Caring for our Classroom.</p> <p><b><i>An ambassador</i></b> (model standing up tall, serious voice) <b><i>will represent the class and share our book with visitors so they know all about Ozobots and our design challenge.</i></b></p> <p><b><i>Let's look at our chart that tells about the ambassador's job.</i></b> Refer to Ambassador's Job chart from Unit 1. <b><i>Let's read through the ambassador's role together.</i></b> Select student to review list from chart.</p>	<p>Students remember the word ambassador. (1 minute)</p> <p>One student practices ambassador role with teacher support. This will be a model for partnerships. (5 minutes)</p>

**Today we are going to practice being ambassadors. You are going to practice introducing yourself and sharing the book. When we do this we will be practicing our habit of mind of thinking and communicating with clarity and precision.** Show [HOM #9 Thinking and Communicating with Clarity and Precision Card](#). **We will be clear communicators by telling our visitors everything we have learned about Ozobots.**

**Is anyone feeling ready to come up and practice being the ambassador?**  
Invite one student to the front. Project the ebook on the screen. With the teacher playing the role of the visitor, walk the student through each step of the procedure.

Example Steps:

- Use a friendly greeting and introduce yourself to the visitor.
- Tell them about our book.
- Read the pages and talk about the pictures.
- Stop and ask for questions.
- Thank the visitor for coming to our classroom.

Triads practice being ambassadors. Lead triads through each step. Students may spread out around the room, but should be in a position where they can see the eBook on the board.

**Let's all practice introducing ourselves. Remember to be clear communicators. Partner A introduce yourself, then partner B, then partner C. Show me our quiet signal and put your eyes on me to show me you are done. Remember to stand tall and proud like an ambassador.**

Allow students time to introduce themselves.

Repeat this procedure with each step. Choose only one page for students to practice reading and describing.

**Wow, ambassadors, what a great job you are doing communicating!  
These visitors are going to be so impressed by your expertise!**

Whole class (chant) option:

#### Expected Student Responses (ESR)

- Hello, my name is \_\_\_\_\_. I am a class ambassador.
- We made a book to share our learning about Ozobots. .
- Do you have any questions?
- Thank you for coming. Enjoy your visit!

Students practice introducing themselves to their triad partners. (1 minute)

Students practice the role of ambassador in triads/partnerships. (8 minutes)

	<p><b>Welcome to our Robots to the Rescue exhibition! We will be unveiling what we learned about robots. Please be sure to ask us questions. We are excited to share our learning with you!</b></p>	
<p>Lesson 12</p> <p>Reflect/ Evaluate</p> <p>15 min.</p>	<p>This reflection is to be completed after the exhibition.</p> <p><b>Great job communicating during our exhibition! You were all amazing. I hope that you had a fun exhibition and that you enjoyed sharing your learning with our community.</b></p> <p><b>Let's reflect on how we felt as we were communicating our learning, but this time think:</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; background-color: #f2f2f2;">Guided Reflection / Discussion Prompts</p> <ul style="list-style-type: none"> <li>How did it feel to be an ambassador?</li> <li>What learning did you enjoy sharing the most at the exhibition?</li> <li>Was I clear?</li> <li>Did I say what I wanted to say?</li> </ul> </div> <p><b>Roboticists, we have learned so much about robots and how people use them to help solve problems. You should be very proud of yourselves.</b></p> <p>Habit of Mind Option: Guide students through self-assessing <a href="#">HOM #9: Thinking and Communicating with Clarity and Precision</a> or <a href="#">Seesaw HOM#9 Activity</a></p>	<p>Students reflect on the exhibition. (5 minutes)</p> <p>Habit of Mind Self-Assessment: <a href="#">HOM #9: Thinking and Communicating with Clarity and Precision Self-Assessment</a>. Students self-assess and draw a picture to support their reflection on the back. Students can also reflect on their Chromebook using <a href="#">HOM #9 Seesaw Activity</a> and record an explanation of their self-assessment. (5 minutes)</p>
<p>Lesson 12</p> <p>Final Assessment</p>	<p><b>Final Assessment</b></p> <p>Distribute <a href="#">Robots to the Rescue Assessment TK/K</a> to each student as you confer with them or have students use the <a href="#">Seesaw Assessment Activity</a> to record their explanations. To assess their understanding use the <a href="#">Assessment Rubric</a>.</p>	<p>Students complete assessment on paper or by using Seesaw. (10 minutes)</p>

Please join the Unit 3 Curriculum Discussion at <https://forms.gle/pPYEBvxdTFbSKPNo9> to provide feedback on this lesson.