Unit 2 **Week 3**	Transporting Food: Blocks; Art Studio Higher Level Technology Supplement: Please note this does not involve using a digital device as it introduces the concept of coding	**ISTE-S** Standards 4, 5	**Standards:** ATL.EP.PS.1,4 ATL.RPS.PS 3-5,8 CA.VA.PS 1-5 ELA.LS.VAU.PS3 PHD.FM.PS.6

Technology Concepts

- Sequencing: Children explore creating sequences with arrow cards to jump or walk out a code, while developing directionality and understanding symbols
- Students break the problem of arriving at the market by breaking the problem into parts and solving the problem
- Students suggest solutions, text ideas to solve problem of getting to the market and work together to complete a challenging task

Materials:	***Vocabulary:***
● 8-12 pre-cut arrows ● Tape to place on floor ● Materials for teacher to write down road path to market created by children	Directions (back, forward, right, left) Sequencing Coding (a set of instructions to achieve an outcome)

Preparation:

Make four 1'X 1' squares in four rows

Have pre-cut arrows ready

Toying with tech: Early Coding

This blog post from the Erikson Tec Center provides information on teaching young children pre-coding and computational thinking skills

Procedure:

Children will create a transportation path to the food market

Children create a road to the market - teacher writes down instructions on how road goes to market (note right, left, straight, back)

Place an X to represent the market

Children will plot a path to the food market using the path written down by teacher using arrows

Children can move bodies as the path is created or a material can be used