iBlocks™

Created for:
School

STUDENT WORKBOOK

CLASS PET

K-2

HELLO, THERE!

Welcome to your iBlocks workbook.

This is where you'll be keeping track of your thoughts, inventions, and experiences as you go through your iBlocks project.

iBlocks are an adventure, and this workbook is your Adventurer's Log. Are you ready to explore?

MY NAME IS:

_____

MY PROJECT IS:

_____

STUDENT WORKBOOK

IBLOCKS: CLASS PET

TABLE OF CONTENTS

TEACHING THINGS™

Module 1 - Choose Your Class Pet

GUIDING QUESTION(S):

What are some examples of class pets? What makes for a good class pet?

BUILD BACKGROUND

READ IT TOGETHER:

A class pet is an exciting addition to a classroom. There are so many different types of animals out there, but how do we know which ones make for an **appropriate** class pet? It is important that we determine what **characteristics** an animal has in order to choose the best pet for our class.

As we start researching different animals, we need to learn more about the animal's **family** to better understand what it needs in order to survive. What is the animal's current **habitat** and will it feel comfortable in our classroom? Class pets can also teach us a lot about responsibility and caretaking. Remember that it is important to convince principals, teachers, and other students that your pet is the best one for our classroom!

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

HABITAT	A GROUP THAT IS RELATED IN WHAT THEY LOOK LIKE, DO, OR WHERE THEY COME FROM.
CHARACTERISTIC	A SPECIAL QUALITY THAT MAKES SOMEONE OR SOMETHING UNIQUE.
APPROPRIATE	RIGHT FOR THE PURPOSE.
FAMILY	THE PLACE WHERE AN ANIMAL MAKES ITS HOME.

Module 1 - Choose Your Class Pet (continued)

WHOLE CLASS ACTIVITY - INTRODUCTION - GROUP BRAINSTORMING:

CHART 1 A : **GROUP BRAINSTORMING**

👍 CAN BE A CLASS PET

👎 CANNOT BE A CLASS PET

Module 1 - Choose Your Class Pet (continued)

ACTIVITY

CHART **1 B** : LEARNING FROM CLASS PETS

Students will use the chart below to jot down ideas about what a class pet can teach us.

WHAT CAN CLASS PETS TEACH US?

1 CHOOSE ONE OF THE IDEAS FROM THE CHART AND DRAW A PICTURE TO SHOW WHAT A CLASS PET CAN TEACH YOU:

A CLASS PET CAN TEACH ME _____

CHART **1 C** : ANIMAL FAMILIES

Research different types of class pets and complete the chart by listing animals by category and using the word bank as shown below.
The first example has been filled in for you.

ANIMAL FAMILIES

SMALL MAMMALS	REPTILES	FISH	INSECTS
HAMSTER	LIZARD	BETTA FISH	ANT

WORD BANK

GOLDFISH   SNAKE   BUTTERFLY   MOUSE

GUINEA PIG

GECKO   TURTLE   GUPPY

BEE

BEETLE   RABBIT   GERBIL

RESEARCH & PLANNING PHASE

Module 1 - Choose Your Class Pet (continued)

CHART **1** **D** : SPECIFIC PETS

Use the graphic organizer below to record information about 3 types of class pets, chosen from your list above.

ANIMAL

APPEARANCE (WHAT IT LOOKS LIKE)	DIET

ANIMAL

APPEARANCE (WHAT IT LOOKS LIKE)	DIET

ANIMAL

APPEARANCE (WHAT IT LOOKS LIKE)	DIET

RESEARCH & PLANNING PHASE

Module 1 - Choose Your Class Pet (continued)

2 NOW THAT YOU HAVE TAKEN A CLOSER LOOK AT THESE PETS IN CHART 1D, WHAT DO YOU THINK MAKES FOR A GOOD CLASS PET?

A GOOD CLASS PET...

_____

_____

_____

_____

_____

3 WHAT CLASS PET WOULD YOU LIKE TO CHOOSE FOR YOUR PROJECT? WHY DO YOU THINK THIS WOULD MAKE FOR A GOOD CLASS PET?

THE CLASS PET I WOULD LIKE TO CHOOSE IS _____ BECAUSE

_____

_____

_____

_____

RESEARCH & PLANNING PHASE

Module 1 - Choose Your Class Pet (continued)

CHART `1` `E` **: CLASS BRAINSTORM**

Use the chart below to brainstorm who will need to be persuaded to get a class pet. Then, record what rules the school/classroom has regarding pets.

WHO DO I NEED TO PERSUADE TO GET A CLASS PET?	WHAT RULES DOES MY SCHOOL HAVE ABOUT CLASS PETS?

RESEARCH & PLANNING PHASE

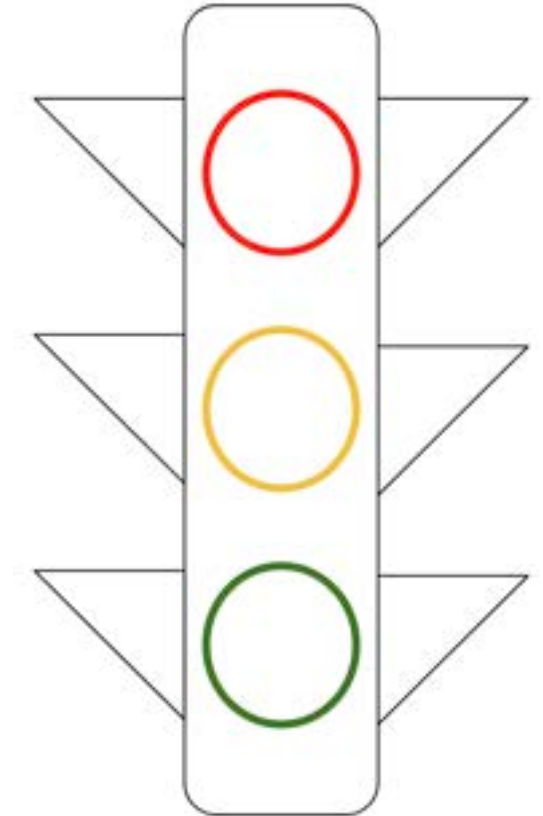**Module 1 -** Choose Your Class Pet (continued)

WRAP UP

TRAFFIC LIGHT:

Color in the traffic light below to show how comfortable you feel with teaching a classmate about the class pets you've researched in this module.

Green = I can teach them on my own
Yellow = I may need some help teaching them
Red = I need more time to learn

RESEARCH & PLANNING PHASE

Module 2 - Robots as Pets

GUIDING QUESTION(S):

What are some characteristics of my class pet? What robot will I use to create my pet?

BUILD BACKGROUND

READ IT TOGETHER:

Have you ever heard of having a robot as a pet? Now that you have explored different types of class pets and chosen the animal you are considering, you are ready to choose the best robot for the job! Our pets have so many **unique** characteristics and it is important to decide which robotic **device** can be used.

Now, it is our job to **brainstorm** ideas for our class pet and determine how we will **program** the robot to make it act the way that it is supposed to. Think about what will make your pet special and how your robot will look.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

| DEVICE | | TO FIND WAYS OF SOLVING PROBLEMS AND TO TALK FREELY ABOUT IDEAS. |

| PROGRAM | | INSTRUCTIONS THAT TELL A COMPUTER OR ROBOT WHAT TO DO |

| UNIQUE | | A MACHINE USED TO PERFORM A TASK. |

| BRAINSTORM | | BEING THE ONLY ONE OF ITS TYPE. |

RESEARCH & PLANNING PHASE

Module 2 - Robots as Pets (continued)

INTRODUCTION - MY PET:

Write down the type of pet you chose and draw a picture of your pet.

THE PET I CHOSE IS _____

IT LOOKS LIKE:

RESEARCH & PLANNING PHASE

Module 2 - Robots as Pets (continued)

ACTIVITY
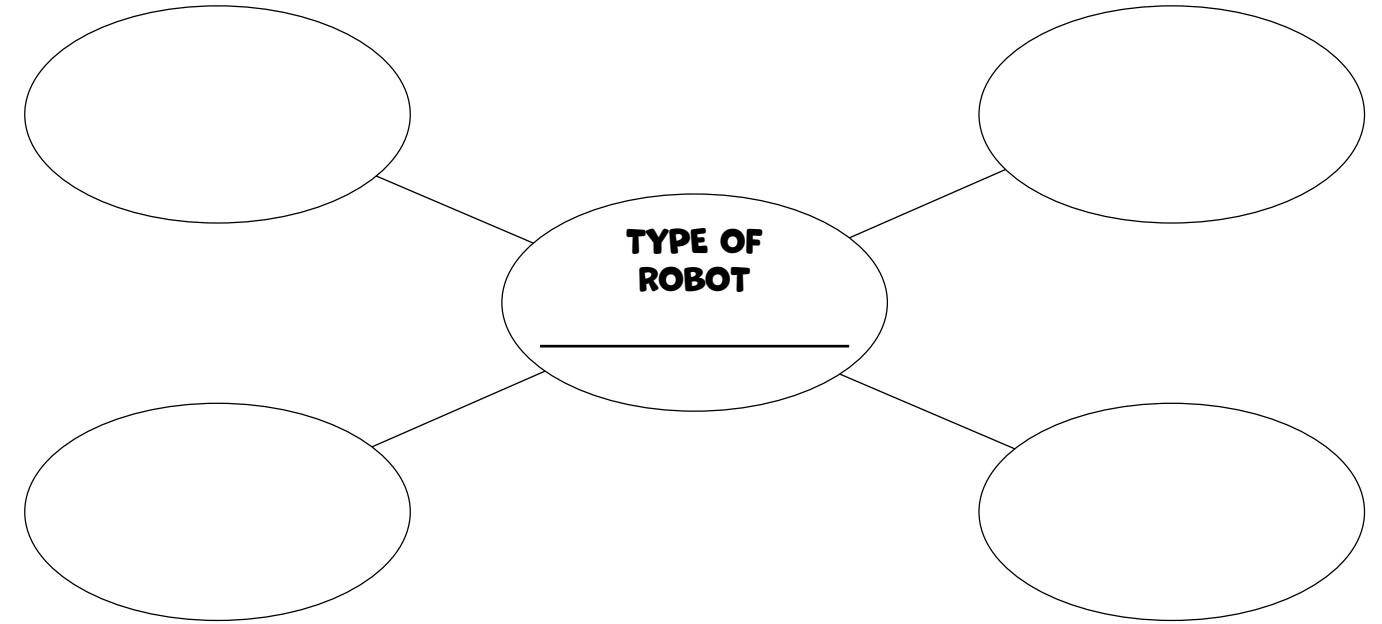
1 WHAT IS THE TASK?

I NEED TO _____

_____

_____

_____

2 WHAT WILL MAKE YOUR PET UNIQUE?

MY PET WILL BE UNIQUE BECAUSE _____

_____

_____

_____

_____

CHART **2** **A** : BRAINSTORMING BUBBLE MAP

TYPE OF ROBOT
_____

3 IN THE BUBBLES BELOW, QUICKLY SKETCH (OR DESCRIBE) TWO BRAINSTORMING IDEAS FOR YOUR CLASS PET ROBOTS.

RESEARCH & PLANNING PHASE

Module 2 - Robots as Pets (continued)

CHART **2 B** : TECHNOLOGY IDEAS

Talk with a friend about your ideas and their ideas. Then, write or sketch your best two ideas in the chart below.

	MY IDEAS	PEER IDEAS
FACTS ABOUT THE ANIMAL:		
ROBOT TO USE:		
MOVEMENT:		
IDEA SKETCH:		

RESEARCH & PLANNING PHASE

Module 2 - Robots as Pets (continued)

2 DID YOUR PEERS HAVE THE SAME IDEAS AS YOU? HOW WILL YOU DECIDE WHOSE OPINION MAKES THE MOST SENSE?

_____

- -

_____

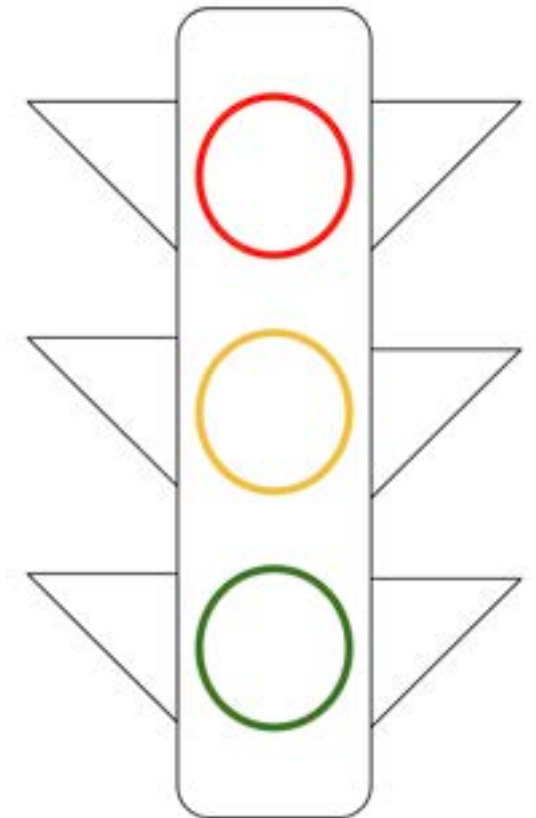- -

_____

WRAP UP

TRAFFIC LIGHT:

Color in the traffic light below to show how comfortable you feel with teaching a classmate about the robots you explored today.

Green = I can teach them on my own
Yellow = I may need some help teaching them
Red = I need more time to learn

RESEARCH & PLANNING PHASE

Module 3 - Design Your Class Pet

GUIDING QUESTION(S):

What is your plan for creating your robotic class pet?

BUILD BACKGROUND

READ IT TOGETHER:

We have already learned that class pets are unique, but how can we make our robots unique? When thinking about our class pets, we want to consider both their **appearance** and what they can do. Class pets also require a lot of care as well as **accessories** that they use day to day.

Now, it is our job to create a detailed **sketch** of what our class pet will look like and list certain materials that will be used to bring this idea to life. Remember that in order to make sure your sketch is the best it can be, you will want to add **labels** to identify key parts of your pet. Since we are moving along in the design process, we also have certain design **limits** such as materials, time, size, and how the pet moves.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

APPEARANCE	A QUICK DRAWING OR DESIGN THAT IS DONE WITHOUT MUCH DETAIL.
ACCESSORY	AN ITEM ADDED ON TO SOMETHING ELSE TO MAKE IT PRETTIER, MORE COMPLETE, OR MORE USEFUL.
SKETCH	TO CONTROL OR PUT BOUNDARIES AROUND SOMETHING
LABEL	HOW SOMETHING OR SOMEONE LOOKS.
LIMIT	A WORD OR PHRASE USED TO DESCRIBE A PERSON OR THING.

RESEARCH & PLANNING PHASE

Module 3 - Design Your Class Pet (continued)

ACTIVITY

WHOLE CLASS ACTIVITY - GROUP BRAINSTORMING:

CHART **3** **A** : DESIGN LIMITS

CLASS PET DESIGN LIMITS	
DESIGN LIMIT	**WHAT DO I NEED TO KNOW?**

RESEARCH & PLANNING PHASE

Module 3 - Design Your Class Pet (continued)

1 ASK: WHAT MATERIALS ARE AVAILABLE FOR ME TO USE?

NOW THAT I WILL BEGIN DESIGNING MY CLASS PET, I CAN THINK ABOUT USING SOME OF THE MATERIALS LISTED BELOW:

RESEARCH & PLANNING PHASE

Module 3 - Design Your Class Pet (continued)

IMAGINE:

2 WHICH MATERIALS ARE YOU THINKING OF USING FOR YOUR CLASS PET MODEL?

NOW LOOK AT THE LIST WE JUST MADE AND CIRCLE THE MATERIALS YOU ARE THINKING ABOUT USING. AFTER YOU CIRCLE, USE THE SPACE TO ADD MORE DETAIL ABOUT YOUR BRAINSTORMING IDEAS FOR YOUR UNIQUE CLASS PET DESIGN.

WHOLE CLASS ACTIVITY - CLASS PET SKETCH:

MY CLASS PET SKETCH:

Module 3 - Design Your Class Pet (continued)

CHART **3 B** : DESIGN DETAILS

SIZE OF MY PET

PET APPEARANCE AND ACCESSORIES

MY CLASS PET: _____

WRITE THE NAME OF YOUR CLASS PET AND ANY IMPORTANT INFORMATION THAT YOU WOULD LIKE TO SHARE.
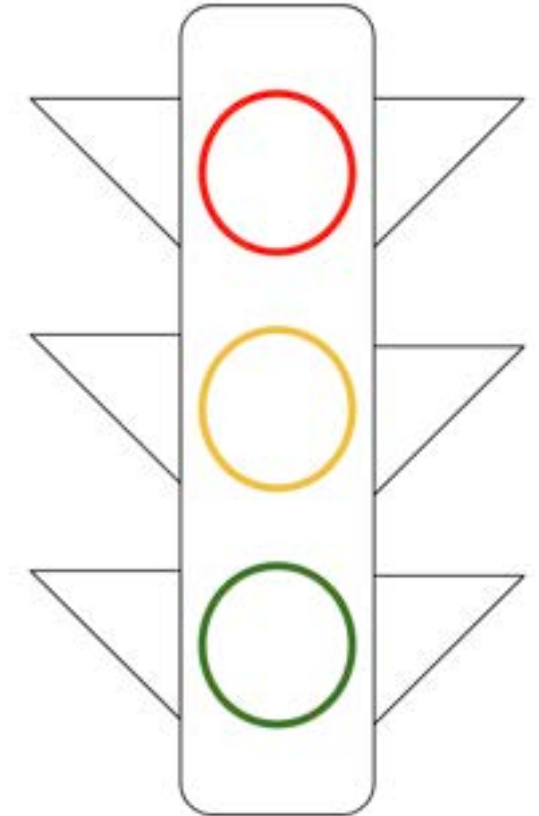
HOW MY PET MOVES

TECHNOLOGY IDEAS

WRAP UP

TRAFFIC LIGHT:

Color in the traffic light below to show how comfortable you feel with moving on to the creation of your class pet model in Module 4.

Green = I can teach them on my own
Yellow = I may need some help teaching them
Red = I need more time to learn

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life

GUIDING QUESTION(S):

How will you build your class pet? What other pieces will you create for your pet?

BUILD BACKGROUND

READ IT TOGETHER:

Now that you have gotten to know your class pet better, it is time to do some **construction** and bring your pet to life. In sketching out your **design**, you should have already thought about what your pet will look like, and what **materials** you might need to use in order to make your pet the best that it can be. As you continue creating your class pet robot, you will want to think about additional accessories and how you will properly **organize** these materials as you **assemble**.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

MATERIALS	ANYTHING USED FOR BUILDING OR MAKING SOMETHING ELSE.
DESIGN	SOMETHING THAT IS PUT TOGETHER OR BUILT.
ORGANIZE	TO MAKE OR DRAW PLANS FOR A NEW CREATION OR INVENTION.
CONSTRUCTION	TO MAKE ARRANGEMENTS FOR IN AN ORDERLY WAY.
ASSEMBLE	TO PUT TOGETHER IN ONE PLACE.

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

ACTIVITY

CHART 4 A : CLASS PET CHECKLIST

MY CLASS PET...	
HAS AN ORGANIZED PLAN FOR CREATION	☐
USES A ROBOT	☐
IS A UNIQUE IDEA	☐
LOOKS LIKE MY CHOSEN ANIMAL	☐
IS ABLE TO MOVE	☐
INCLUDES AN ANIMAL FACT SHEET	☐
HAS ADDITIONAL ACCESSORIES	☐
OTHER: _____	☐
OTHER: _____	☐
OTHER: _____	☐

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

1 WHAT DO YOU LIKE BEST ABOUT YOUR CLASS PET DESIGN SO FAR?

MY FAVORITE PART OF MY CLASS PET DESIGN IS _____

_____

_____

_____

_____

2 WHAT PART OF YOUR CLASS PET DESIGN COULD YOU IMPROVE BASED ON YOUR IDEAS FROM MODULE 3?

IF I COULD IMPROVE A PART OF MY CLASS PET DESIGN, I WOULD IMPROVE _____

_____

_____

_____

_____

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

3 WHAT ANIMAL ACCESSORIES WILL I CREATE?

NOW THAT I KNOW MORE ABOUT MY CLASS PET, I CAN CREATE SOME ACCESSORIES SUCH AS:

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

CHART **4** **B** : TECHNOLOGY IDEAS

Talk with a friend about your ideas and their ideas. Then write, or sketch your best two ideas in the chart below.

CLASS PET TYPE: _____		
APPEARANCE/ MATERIALS NEEDED:	ACCESSORIES/ MATERIALS NEEDED:	OTHER MATERIALS NEEDED:

4 WHAT ARE SOME CHALLENGES YOU FACED WHILE CREATING YOUR CLASS PET DESIGN?

SOME CHALLENGES I FACED WHILE CREATING MY CLASS PET DESIGN WERE

_____

_____

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

CHART **4** **C** : CREATE AN ANIMAL FACT SHEET

Use the following space to write down important facts about the class pet you have chosen.

ALL ABOUT: _____

APPEARANCE:

MY PET HAS
_____

_ _

_____

HABITAT:

MY PET NEEDS TO LIVE IN
_____

_ _

_____

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

CHART **4 C** : CONTINUED

DIET:

MY PET NEEDS TO EAT

HOW TO CARE FOR MY PET:

TO CARE FOR MY PET, I NEED TO

DESIGN & CONSTRUCTION PHASE

Module 4 - Bring Your Pet to Life (continued)

CHART **4 C** : CONTINUED

OTHER INTERESTING FACTS:

SOME OTHER INTERESTING FACTS ABOUT MY PET ARE:

WRAP UP

WHAT PART OF YOUR CLASS PET MODEL ARE YOU MOST PROUD OF SO FAR?

THE PART OF MY CLASS PET MODEL THAT I AM MOST PROUD OF SO FAR IS

DESIGN & CONSTRUCTION PHASE

Module 5 - Train Your Pet

GUIDING QUESTION(S):

Why is it important to train your pet? What commands will your pet need to follow?

BUILD BACKGROUND

READ IT TOGETHER:

Part of having a pet is **training** it and making sure its **behavior** is appropriate. Now it is your job to create **commands** to tell your class pet robot how it should act when given directions. So how can you get your robot to do what you want it to do? Code your robot!

Before you start coding, you will want to think about which commands your robot can **respond** to such as a sound, a light, or movement. Your coding **process** will be unique based on your chosen pet and robot. As you work through your pet training, make sure to think about why you want the pet to respond to the command and how you will achieve that goal.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

COMMAND	TO TEACH SKILLS OR ACTIONS
TRAIN	A SERIES OF ACTIONS USED TO REACH A GOAL
BEHAVIOR	TO ORDER OR INSTRUCT
PROCESS	THE WAY SOMETHING OR SOMEONE REPLIES IN WORDS OR ACTIONS
RESPOND	THE WAY A PERSON OR ANIMAL ACTS

ACTIVITY

CHART 5 A **: TRAINING RESEARCH**

WHY IS IT IMPORTANT TO TRAIN YOUR PET?
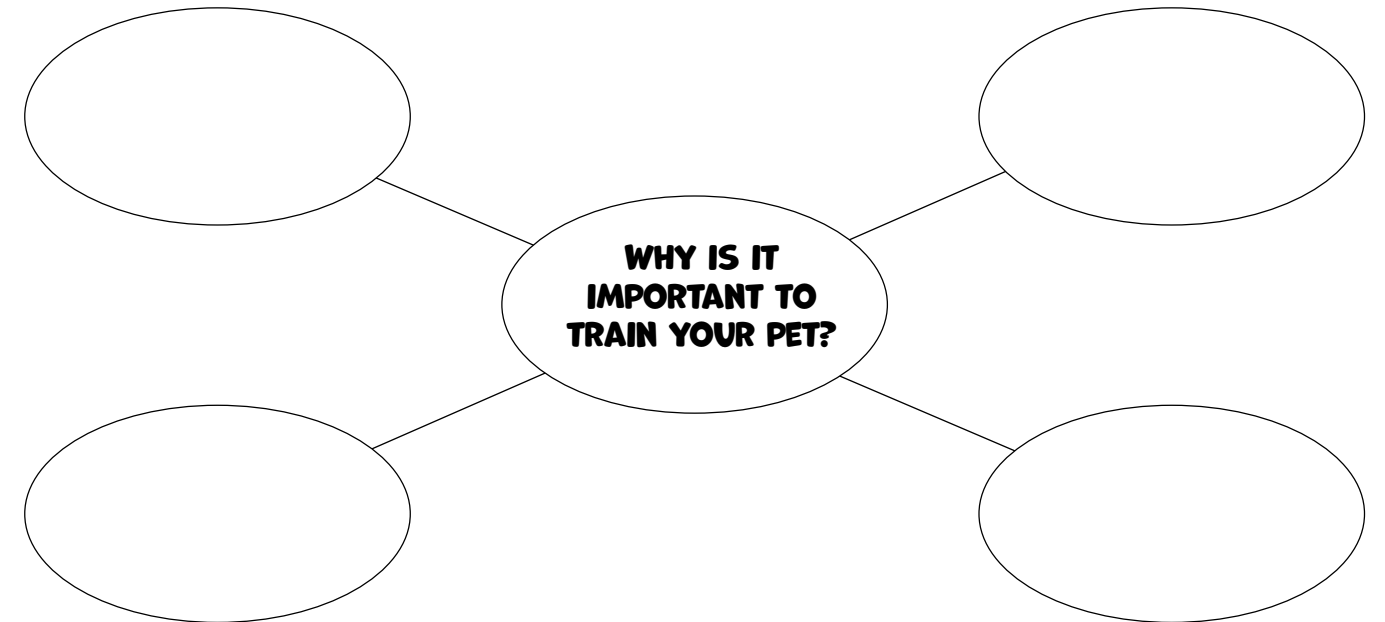
DESIGN & CONSTRUCTION PHASE

Module 5 - Train Your Pet (continued)

1 WHAT ARE SOME COMMANDS THAT YOUR PET CAN BE TRAINED TO FOLLOW?

I CAN TRAIN MY PET TO:

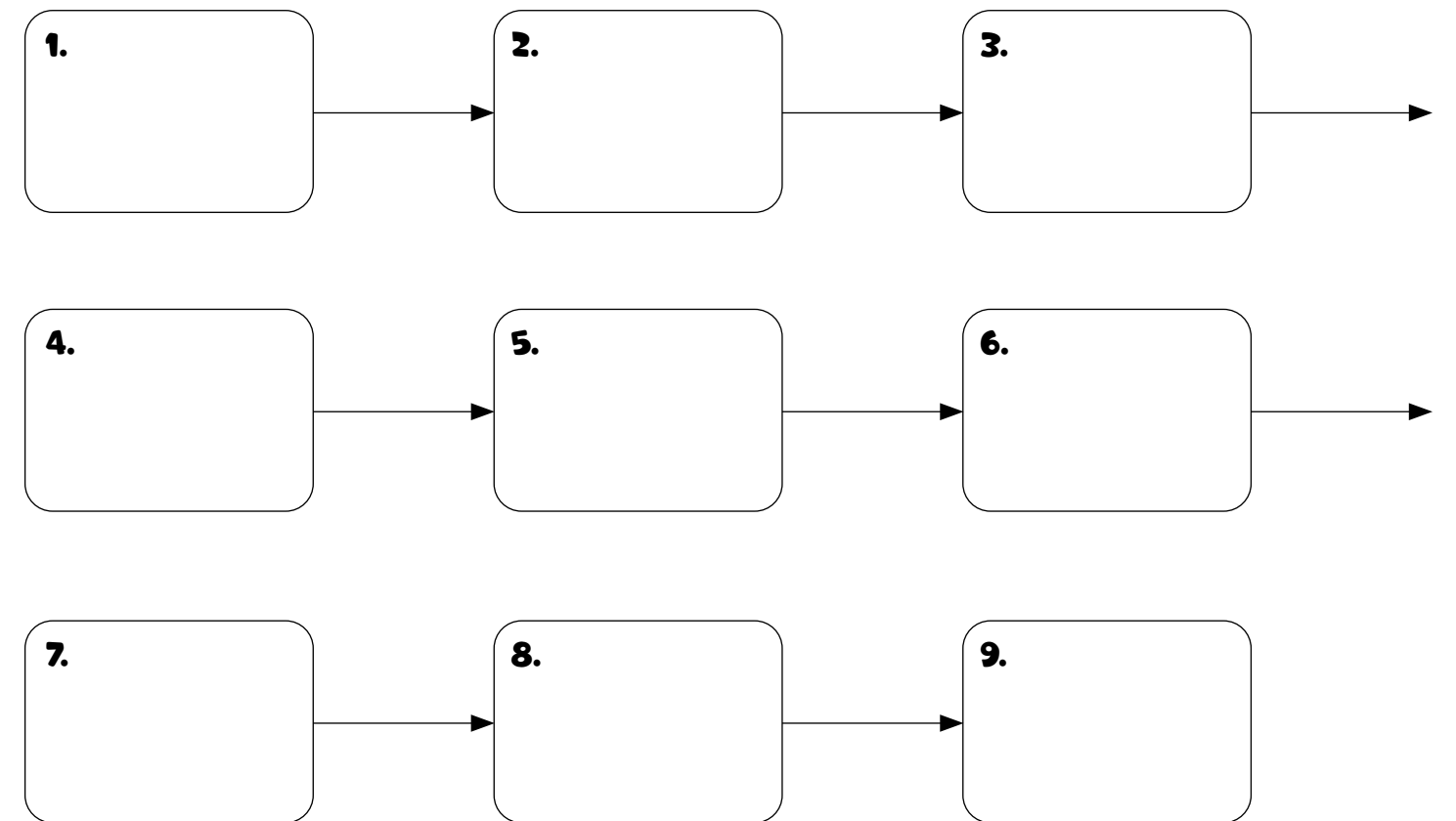# DESIGN & CONSTRUCTION PHASE

Module 5 - Train Your Pet (continued)

2 WHAT COMMANDS WILL YOU TRAIN YOUR PET TO RESPOND TO?

MY PET WILL _____

CHART **5** **B** : ROBOT COMMANDS

Use the graphic organizer below to create a plan for how you will have your pet follow the commands.

1. → 2. → 3. →

4. → 5. → 6. →

7. → 8. → 9.

Module 5 - Train Your Pet (continued)

3 PROGRAM YOUR PET TO FOLLOW COMMANDS. JOT DOWN ANY NOTES, QUESTIONS, OR IDEAS YOU HAVE WHILE CONSTRUCTING YOUR PET.

Module 5 - Train Your Pet (continued)

WRAP UP

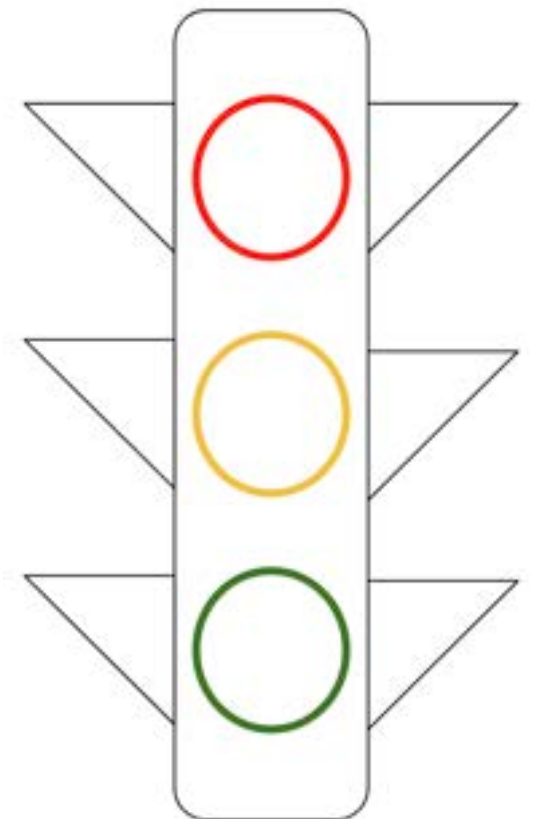WHAT DID YOU LIKE MOST ABOUT TRAINING YOUR CLASS PET?

THE PART I LIKED MOST ABOUT TRAINING MY CLASS PET WAS _____

TRAFFIC LIGHT:

Color in the traffic light below to show how comfortable you feel with training your class pet.

Green = I feel comfortable with my class pet training
Yellow = I may need to review my class pet training
Red = I need more time for my class pet training

TESTING & LEARNING PHASE

Module 6 - Test and Evaluate

GUIDING QUESTION(S):

How can I test my class pet model? What types of feedback might I receive?

BUILD BACKGROUND

READ IT TOGETHER:

Our class pets have come a long way and now it is time to see if they look and act the way that they are supposed to! When testing your class pet model, you will want to think about things like the size of the pet, how the pet moves, and the pet's appearance. Part of testing is working with our peers and providing them with **constructive** **feedback** to make sure our pets are the best they can be.

Once your peer has given you some new ideas, it is a good idea to look back at your model and **reflect** on ways that you might be able to make your pet even better. Remember that you might need to test your class pet model a few times before you are ready to move on. It is also important to think about your **strengths** and **weaknesses** and use that to guide your future work on your class pet.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).
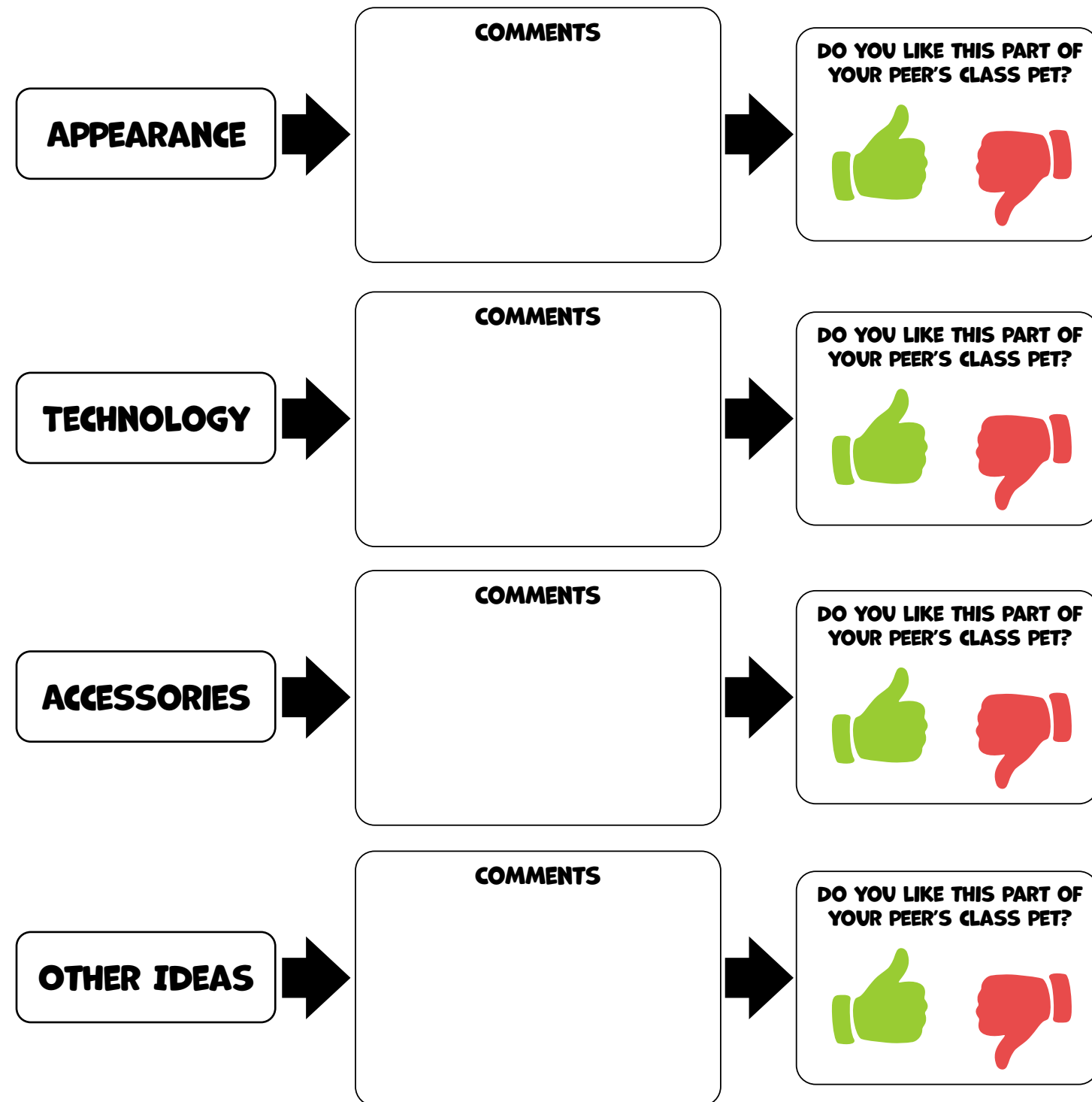
FEEDBACK		SKILLS THAT YOU CANNOT DO WELL AND NEED TO PRACTICE.
REFLECT		THE PROCESS OF THINKING ABOUT SOMETHING.
CONSTRUCTIVE		PROVIDING OPINIONS, CORRECTIONS OR INFORMATION.
STRENGTH		TO MAKE BETTER OR MORE CLEAR; HELPFUL.
WEAKNESS		SKILLS THAT YOU CAN DO WELL.

Module 6 - Test and Evaluate (continued)

ACTIVITY

CHART 6 A : PEER-FEEDBACK

APPEARANCE → COMMENTS → DO YOU LIKE THIS PART OF YOUR PEER'S CLASS PET?

TECHNOLOGY → COMMENTS → DO YOU LIKE THIS PART OF YOUR PEER'S CLASS PET?

ACCESSORIES → COMMENTS → DO YOU LIKE THIS PART OF YOUR PEER'S CLASS PET?

OTHER IDEAS → COMMENTS → DO YOU LIKE THIS PART OF YOUR PEER'S CLASS PET?

TESTING & LEARNING PHASE

CHART **6 A** : PEER-FEEDBACK

Now that you have had the chance to get feedback from a classmate...

I FEEL _____ ABOUT MY CLASS PET BECAUSE

_____

_____

_____

ONE THING I DID WELL IS _____

_____

_____

_____

ONE THING I NEED TO IMPROVE ON IS _____

_____

_____

_____

TESTING & LEARNING PHASE

CHART **6 A** : CONTINUED

ONE THING I'VE LEARNED IS _____

_____

_____

_____

WRAP UP

☺ SELF-REFLECTION:

Before you move on to making improvements to your class pet model, color in the smiley face that best represents how you feel about your class pet so far.

I FEEL GREAT ABOUT
MY CLASS PET!

I NEED A LITTLE
MORE WORK ON MY
CLASS PET.

I NEED TO MAKE
IMPROVEMENTS TO
MY CLASS PET.

TESTING & LEARNING PHASE

Module 7 - Plan an Improvement

❓ GUIDING QUESTION(S):

What does it mean to improve? How can I plan improvements to my class pet model?

BUILD BACKGROUND

📖 READ IT TOGETHER:

You have received a lot of great feedback from your peers and now it is time to make those **improvements** to your class pet model! Maybe you had issues with the size of your pet or maybe the code did not work the way that it was supposed to. Either way, it's important to think about how you can **redesign** your class pet and make it even better.

Sometimes when we look back at our original plans and make changes to our work, we can think about how to **simplify** or **enhance** the class pet models to make sure that it is appropriate for the classroom. Remember that you can brainstorm and then repeat the testing process many times and **revise** the way that your pet looks or acts. Our class pets are almost ready to be shared with the world!

🔤 WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

IMPROVE	TO CHANGE OR CORRECT.
REDESIGN	TO MAKE OR BECOME BETTER.
REVISE	TO MAKE EASIER OR LESS COMPLEX.
SIMPLIFY	TO MAKE GREATER OR BETTER.
ENHANCE	TO CREATE SOMETHING AGAIN OR IN A DIFFERENT WAY.

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TESTING & LEARNING PHASE

Module 7 - Plan an Improvement (continued)

ACTIVITY

1 AFTER TESTING YOUR CLASS PET MODEL AND WORKING WITH YOUR PEERS, HOW CAN YOU MAKE YOUR CLASS PET BETTER?

I CAN MAKE MY CLASS PET BETTER BY _____

_____

_____

CHART 7 A : IMPROVEMENT GOALS

Draw and/or write your goals for improving your class pet model.

GOAL 1: _____

GOAL 2: _____

GOAL 3: _____

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TESTING & LEARNING PHASE

Module 7 - Plan an Improvement (continued)

CHART **7 B** : IMPROVEMENT TRACKING

Do your improvements work? Use the graphic organizer below to keep track of each planned improvement and share if it worked or not.

	IMPROVEMENT DESCRIPTION	DID IT WORK?
IMPROVEMENT 1	_____ _____ _____	🙂 ☹️
IMPROVEMENT 2	_____ _____ _____	🙂 ☹️
IMPROVEMENT 3	_____ _____ _____	🙂 ☹️

WRAP UP

NOW THAT YOU HAVE COMPLETED YOUR CLASS PET MODEL, WHAT DO YOU LIKE BEST ABOUT IT?

THE PART THAT I LIKE BEST ABOUT MY CLASS PET MODEL IS _____

_____

_____

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet

GUIDING QUESTION(S):

What does it mean to pitch an idea? What does voting look like in the classroom?

BUILD BACKGROUND

READ IT TOGETHER:

Our class pets have been created and now it's time to show them off! How can you **persuade** your class to choose the pet that you have designed? You will be creating a **pitch** to share your class pet model, use your voice, and give important information. During your **speech**, be sure to explain why you chose your pet, explain your robot design, and convince everyone why your pet is the best. Once you have given your speech, you will **present** your finished product to show your class pet model in action through a **demonstration**. You may even want to highlight your key points in the form of a poster or slide show! Keep in mind the importance of listening to the opinions of your classmates and being respectful during each presentation. Remember that we will all be voting on which animal we believe is the best option for a class pet. Finally, we will tally up all of the votes and graph our results to make our final decision on our class pet.

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

PERSUADE		TO CONVINCE SOMEONE TO DO SOMETHING OR THINK A CERTAIN WAY.
PITCH		A TALK GIVEN IN FRONT OF AN AUDIENCE.
SPEECH		TO EXPLAIN OR DESCRIBE THROUGH GIVING EXAMPLES.
PRESENT		TO SHOW OR INTRODUCE.
DEMONSTRATE		A SHORT SPEECH MEANT TO CONVINCE A GROUP OF PEOPLE.

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

ACTIVITY

CHART **8** **A** **: WHAT IS A PITCH?**

Students will use the chart below to jot down ideas about what a pitch is as well as some characteristics of a good pitch.

A PITCH SHOULD...

1 **NOW THAT YOU KNOW WHAT A PITCH IS, WHAT ARE YOUR GOALS FOR YOUR CLASS PET PITCH?**
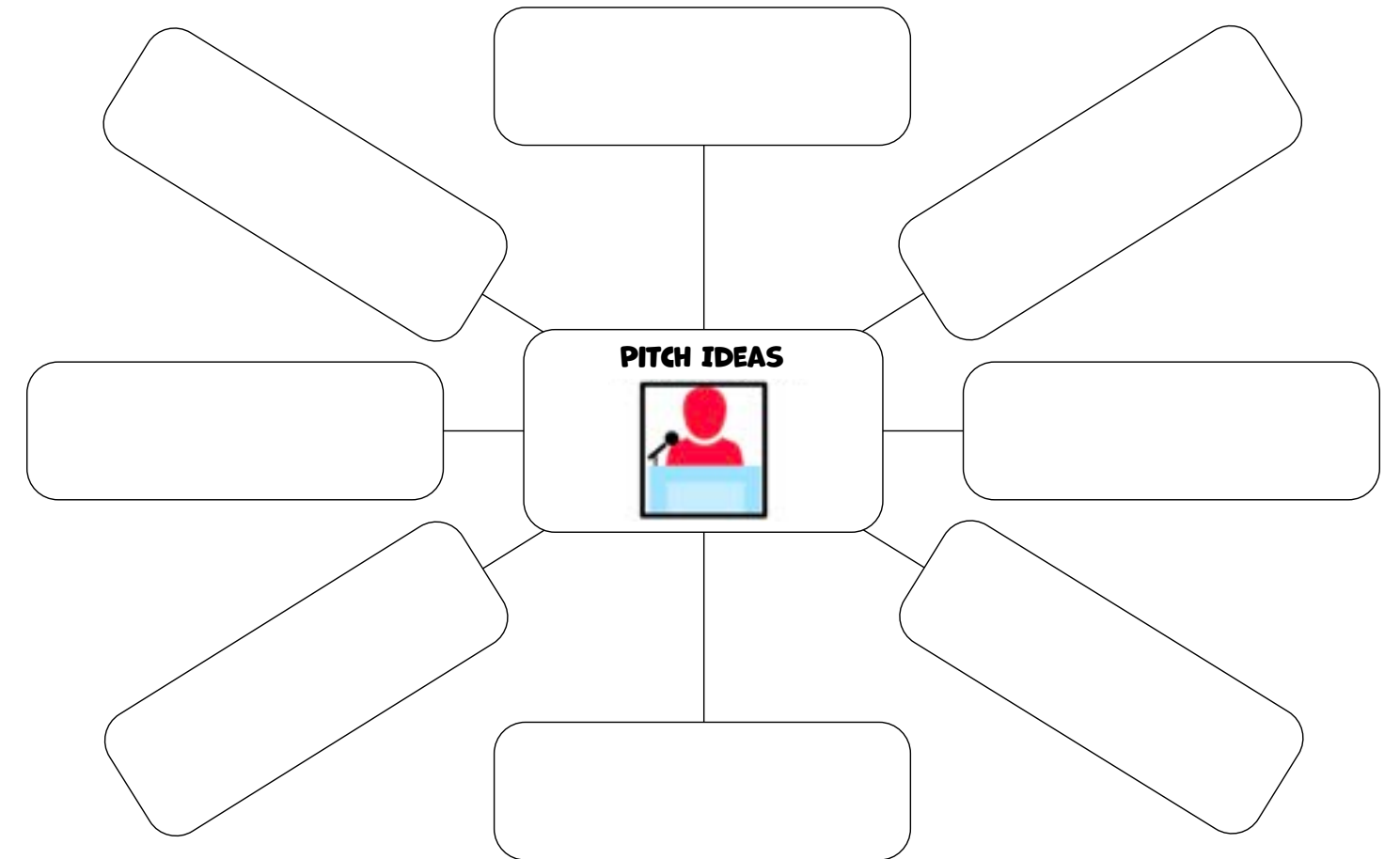
MY GOALS FOR MY PITCH ARE _____

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

CHART **8** **B** **: PLANNING YOUR PITCH**

Complete the following graphic organizer with opinions and ideas that you will use in your pitch.

PITCH IDEAS

Module 8 - Pitch Your Pet (continued)

CHART **8 C** : PITCH CHECKLIST

| MY PITCH CHECKLIST	
MY PITCH HAS A CATCHY INTRODUCTION (INCLUDING MY NAME AND THE TYPE OF PET I CREATED).	☐
MY PITCH HAS AN EXPLANATION OF WHY I CHOSE MY PET.	☐
MY PITCH HAS AN EXPLANATION OF WHY I CHOSE MY ROBOT.	☐
MY PITCH INCLUDES FACTS ABOUT MY CLASS PET (DIET, APPEARANCE, NEEDS).	☐
MY PITCH INCLUDES EXTRA FUN FACTS ABOUT MY CLASS PET.	☐
I SHOWED MY COMPLETED CLASS PET PROJECT.	☐
I CREATED A POSTER OR SLIDESHOW TO ADD TO MY PRESENTATION.	☐
OTHER: _____	☐
OTHER: _____	☐
OTHER: _____	☐

Module 8 - Pitch Your Pet (continued)

PRE-PITCH TRAFFIC LIGHT REFLECTION:

Color in the traffic light below to show how comfortable you feel with getting in front of your classmates, teachers, and/or principal to share your class pet pitch.

Green = Fully Ready
Yellow = Partially Ready/Need some practice
Red = Not Ready/Need a lot of practice
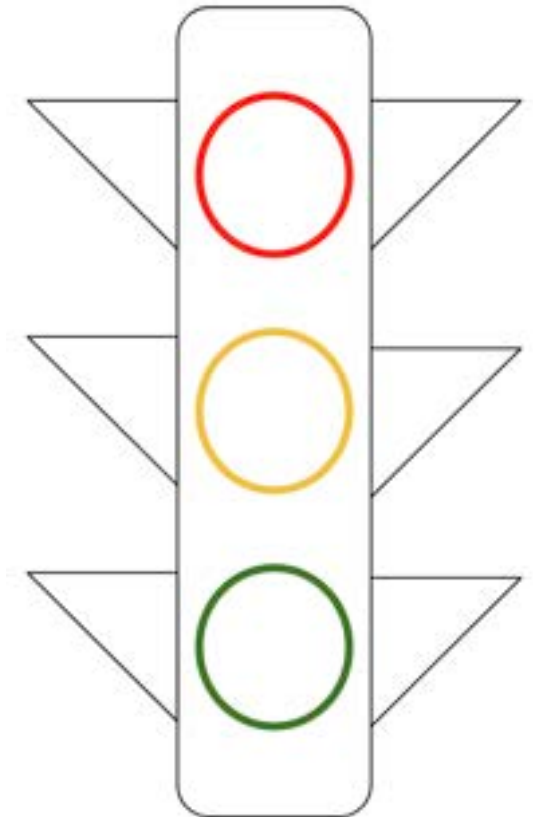
SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

CHART **8 D** : PITCH DELIVERY

Now that you have completed your pitch, reflect on how you did and have a peer share their feedback for your pitch.

SELF-REFLECTION	
HOW DID YOU FEEL ABOUT YOUR PITCH?	
WHAT I LIKED ABOUT MY PITCH	
WHAT I DISLIKED ABOUT MY PITCH	

PEER-FEEDBACK	
PROMPT	**FEEDBACK**
EYE CONTACT	
VOICE	
CONTENT	

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

CAST YOUR VOTES - WHOLE CLASS ACTIVITY

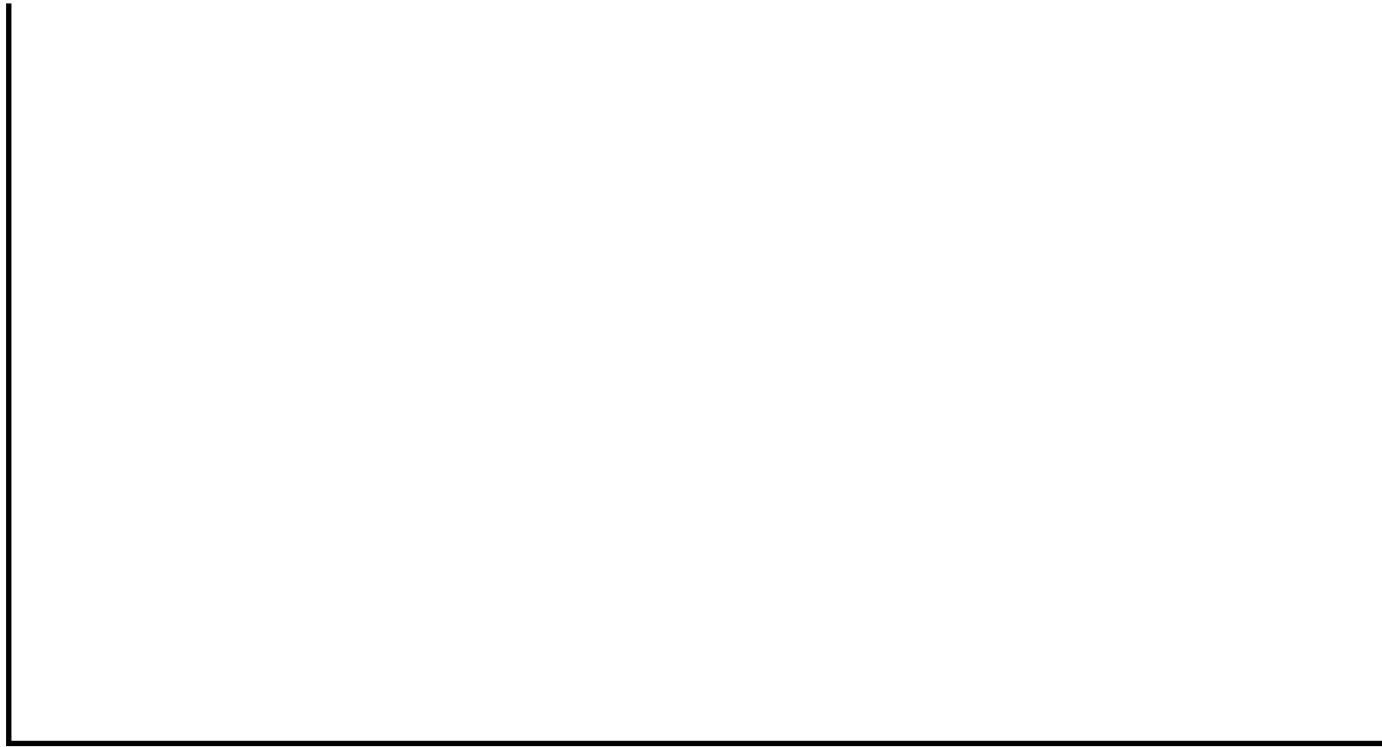## OUR CLASS VOTES

OPTION 1: _____

OPTION 2: _____

NOW THAT WE HAVE PRACTICED VOTING, JOT DOWN IDEAS ABOUT WHAT VOTING IS ALL ABOUT:

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

CHART **8 E** : GRAPH YOUR RESULTS

Now that everyone has shared their pitches and cast their votes, create a graph to represent the class pet votes.

OUR CLASS PET WINNER IS: _____

SHARE & SHOWCASE PHASE

Module 8 - Pitch Your Pet (continued)

WRAP UP

NOW THAT WE HAVE ALL SHARED OUR CLASS PET PITCHES, WHAT DID YOU LEARN ABOUT GIVING A GOOD PITCH?

I LEARNED THAT A GOOD PITCH IS _____

_____

_____

_____

_____

EXTENSIONS

Module 9 - Home Sweet Home

GUIDING QUESTION(S):

What type of home does my pet need? How can I design an appropriate home for my pet?

BUILD BACKGROUND

READ IT TOGETHER:

You have your pet and now it is time to give it a home! A pet's **habitat** is an important part of making sure that it has a safe place to eat, sleep, and play. So what do you need to do in order to make the best home for your pet? Your job is to research different types of homes for the robot pet that you designed. Once you have some plans, create an **environment** that looks **realistic** and is appropriate for your pet. Remember that part of creating this home is choosing materials that look and feel like a real class pet cage, tank, or crate. Designing a suitable class pet home will put your design and building skills to the test!

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

| HABITAT | | SEEING THINGS AS THEY REALLY ARE. |

| ENVIRONMENT | | A PLACE WHERE AN ANIMAL MAKES ITS HOME. |

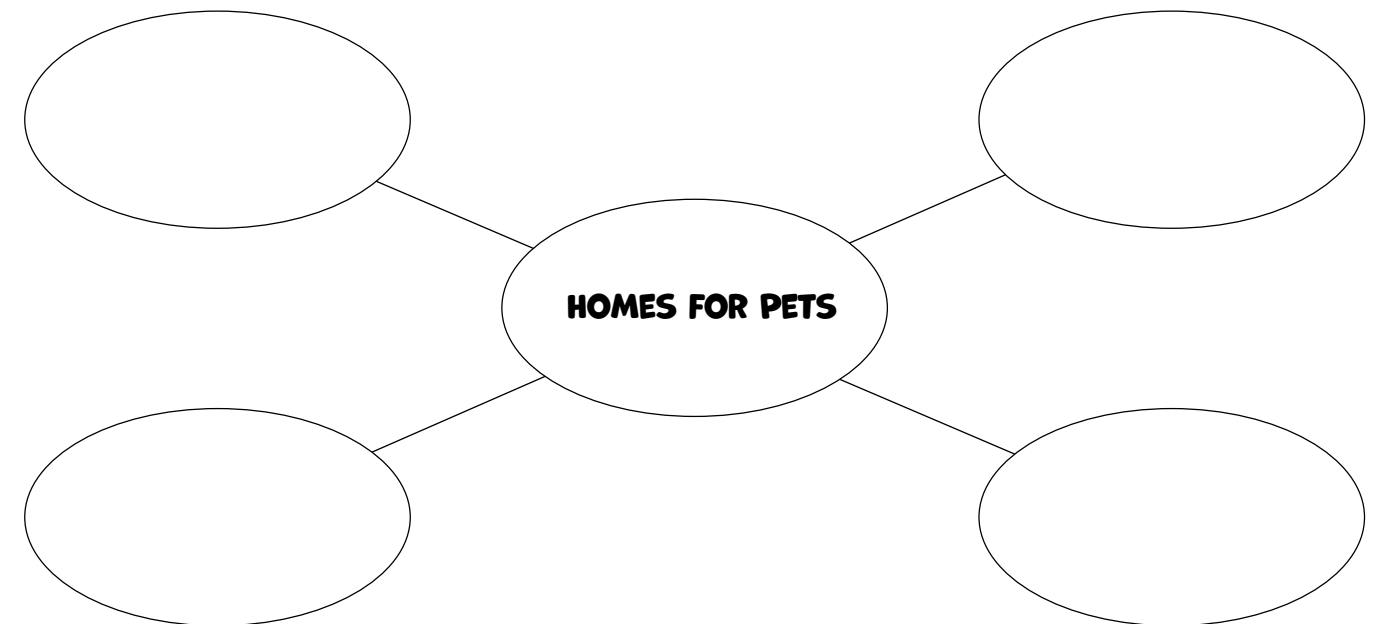| REALISTIC | | EVERYTHING THAT SURROUNDS A LIVING THING AND AFFECTS ITS GROWTH OR HEALTH. |

EXTENSIONS

Module 9 - Home Sweet Home (continued)

ACTIVITY

WHOLE CLASS ACTIVITY - INTRODUCTION - GROUP BRAINSTORMING:

GRAPHIC ORGANIZER 9 A : GROUP BRAINSTORMING BUBBLE MAP
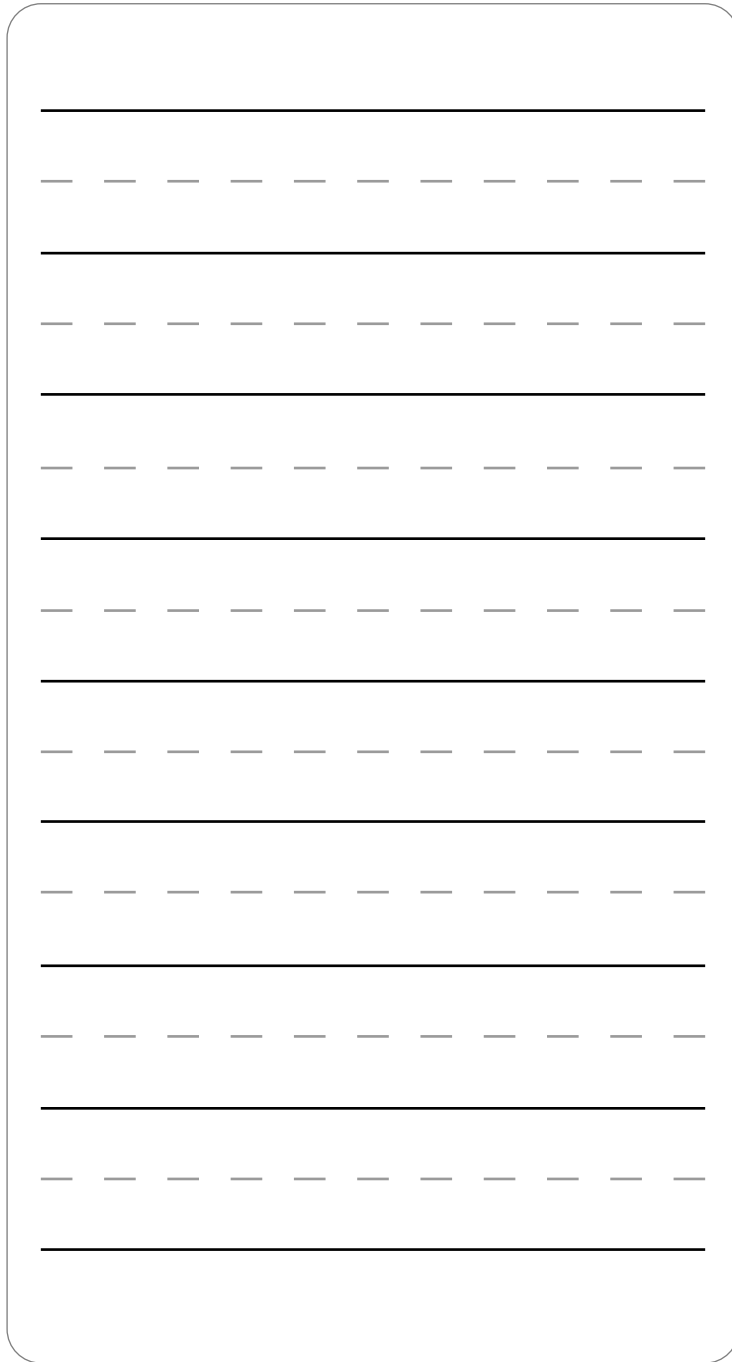

HOMES FOR PETS

EXTENSIONS

Module 9 - Home Sweet Home (continued)

1 ASK: WHAT MATERIALS ARE AVAILABLE FOR ME TO USE?

NOW THAT I WILL BEGIN DESIGNING A HOME FOR MY CLASS PET, I CAN THINK ABOUT USING SOME OF THE MATERIALS LISTED BELOW:
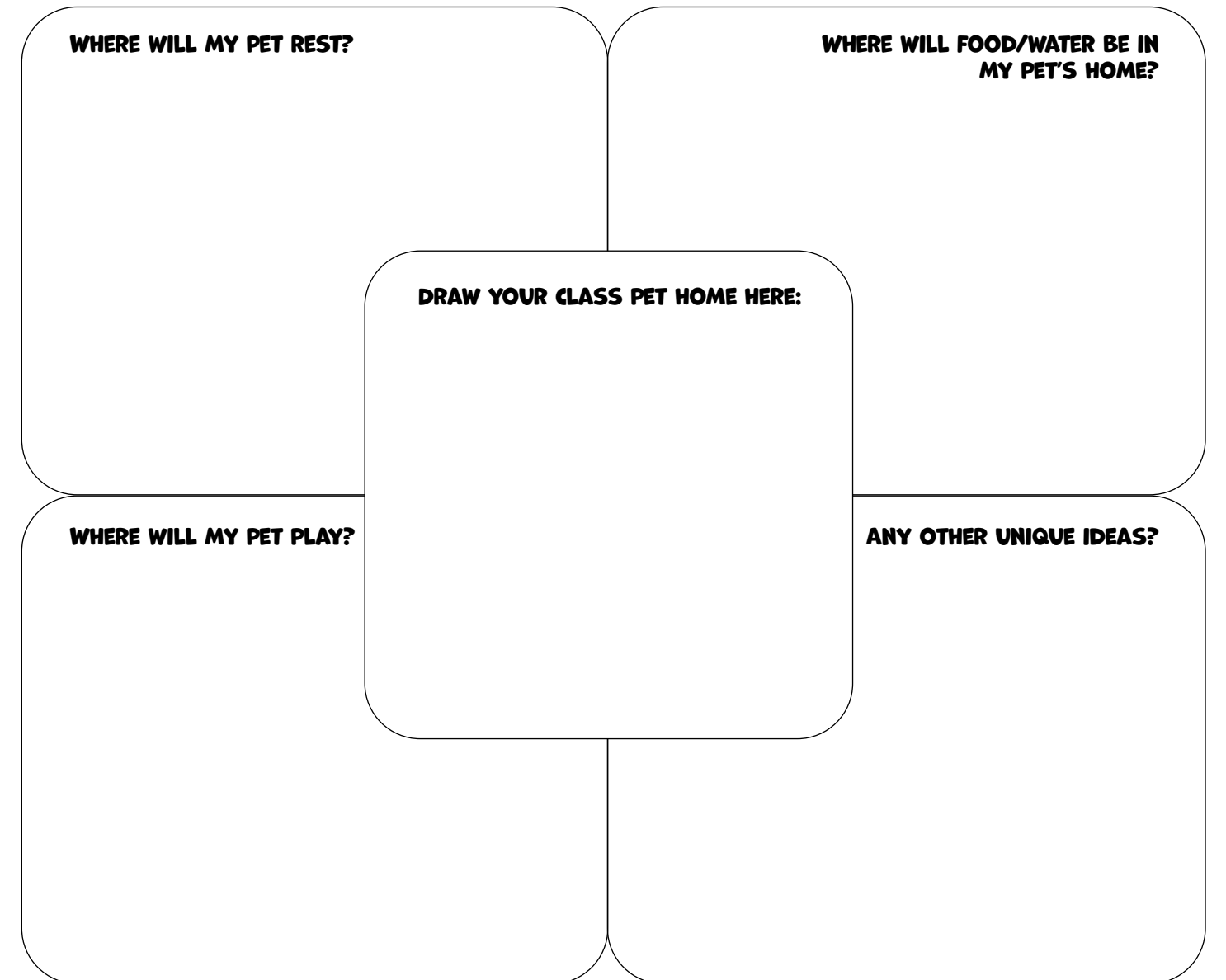

EXTENSIONS

IMAGINE:

2 WHICH MATERIALS ARE YOU THINKING OF USING FOR YOUR CLASS PET HOME?

NOW, LOOK AT THE LIST WE JUST MADE AND CIRCLE THE MATERIALS YOU ARE THINKING ABOUT USING. AFTER YOU CIRCLE, USE THE SPACE TO ADD MORE DETAIL ABOUT YOUR BRAINSTORMING IDEAS FOR YOUR CLASS PET HOME DESIGN.

CHART **9** **B** : HOME DESIGN DETAILS

WHERE WILL MY PET REST?

WHERE WILL FOOD/WATER BE IN MY PET'S HOME?

DRAW YOUR CLASS PET HOME HERE:

WHERE WILL MY PET PLAY?

ANY OTHER UNIQUE IDEAS?

EXTENSIONS

Module 9 - Home Sweet Home (continued)

BUILD:

CHART **9 C** : CLASS PET HOME

MY PET'S HOME...	
MY CLASS PET MODEL CAN FIT INSIDE	☐
LOOKS REALISTIC	☐
HAS A SPACE FOR MY PET TO EAT	☐
HAS A SPACE FOR MY PET TO MOVE AND PLAY	☐
IS ORGANIZED	☐
OTHER: _____	☐
OTHER: _____	☐
OTHER: _____	☐

EXTENSIONS

Module 9 - Home Sweet Home (continued)

REFLECT:

CHART **9 D** : HOME REFLECTION

Now that you have completed your class pet home design, reflect on how you did and have a peer share their feedback for your home.

SELF-REFLECTION	
PROMPT	**REFLECTION**
WHAT DID YOU LIKE BEST ABOUT THE HOME?	
WHAT COULD HAVE BEEN IMPROVED ABOUT THE HOME?	

PEER-FEEDBACK	
PROMPT	**FEEDBACK**
WHAT DID YOU LIKE BEST ABOUT THE HOME?	
WHAT COULD HAVE BEEN IMPROVED ABOUT THE HOME?	

EXTENSIONS

Module 9 - Home Sweet Home (continued)

WRAP UP

SELF-REFLECTION:

Now that you have completed your class pet home, color in the smiley face that best represents how you feel about your finished product.

I FEEL GREAT ABOUT MY CLASS PET HOME!

I NEED A LITTLE MORE WORK ON MY CLASS PET HOME.

I WOULD LIKE TO MAKE IMPROVEMENTS TO MY CLASS PET HOME.

EXTENSIONS

Module 10 - Pet Parade

GUIDING QUESTION(S):

What is a parade? What unique features can I add to my class pet robot?

BUILD BACKGROUND

READ IT TOGETHER:

The class pet that you created might not have won the class vote, but you can still show it off! A pet **parade** is the perfect way for each class pet to have its own moment to shine. Will you give your pet a fancy new costume? Maybe you'll code your pet to spin around or show off a dance move. Either way, you will need to **prepare** how your pet will look and act during the pet parade. Another important part of a parade is making sure that the **audience** has an enjoyable **experience** while watching all of the pets go by. So, what will you do to make your pet stand out on the parade **route**?

WORDS TO KNOW:

Before we get started, let's think about the meaning of the following key words. Draw a line from the word (on the left) to the definition (on the right).

| EXPERIENCE | A GROUP OF PEOPLE GATHERED TO SEE OR HEAR SOMETHING. |
PARADE	SKILLS OR KNOWLEDGE GAINED BY DOING OR FEELING SOMETHING.
AUDIENCE	THE PATH TO TRAVEL FROM ONE PLACE TO ANOTHER.
PREPARE	A PUBLIC CELEBRATION WITH PEOPLE OR VEHICLES IN ORDER TO CELEBRATE AN IMPORTANT EVENT.
ROUTE	TO MAKE OR PUT TOGETHER FROM DIFFERENT PARTS

EXTENSIONS

ACTIVITY

WHOLE CLASS ACTIVITY - INTRODUCTION - GROUP BRAINSTORMING:

CHART **10 A** : GROUP BRAINSTORMING BUBBLE MAP

A PARADE OF IDEAS
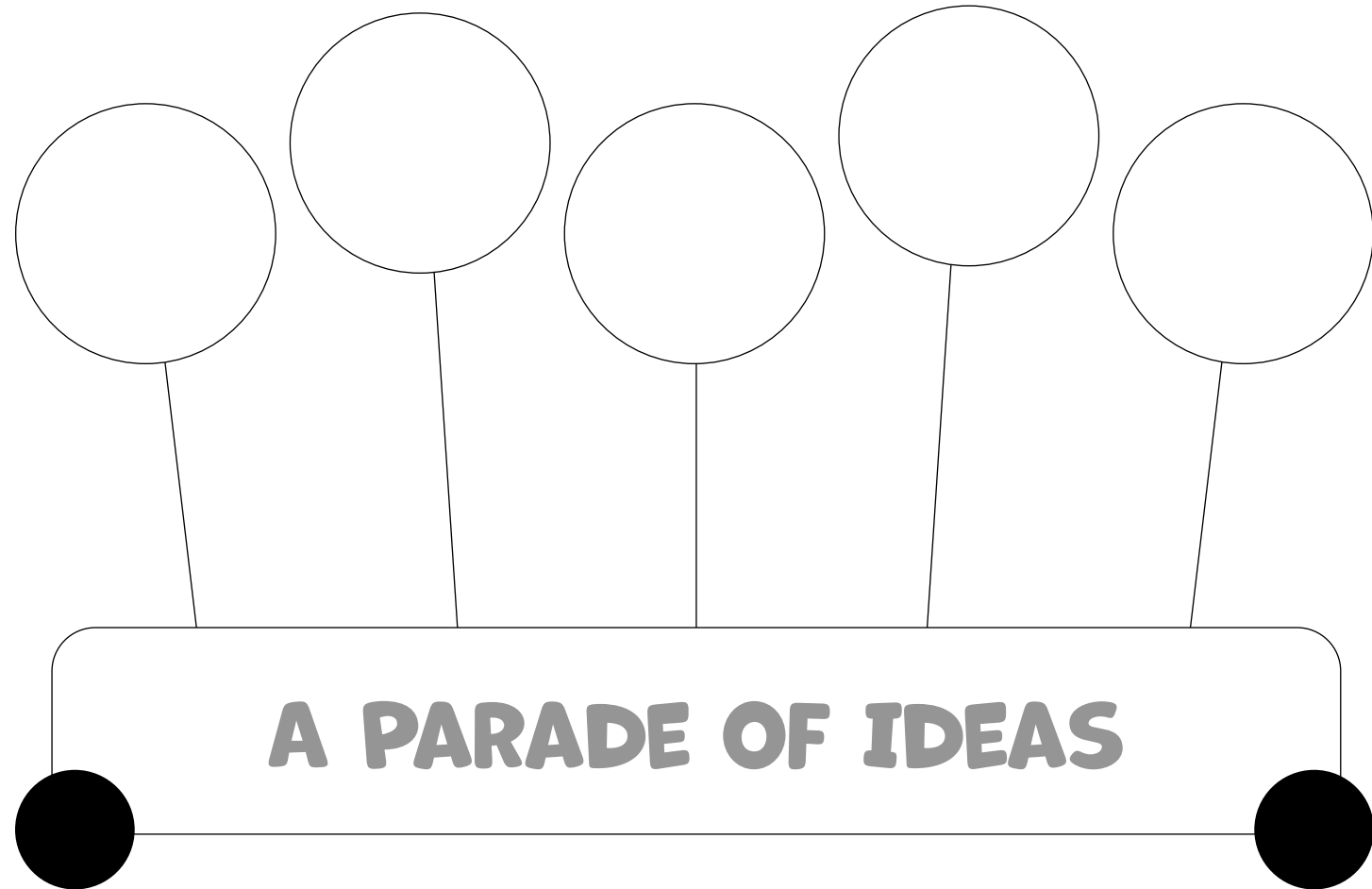
EXTENSIONS

IMAGINE:

CHART **10 B** : PET PARADE DETAILS

WHAT WILL MY PET LOOK LIKE FOR THE PARADE?	WHAT WILL MY PET DO DURING THE PARADE?	WHAT MATERIALS WILL I NEED?

Module 10 - Pet Parade (continued)

CHART **10 C** : ROBOT COMMANDS

Use the graphic organizer below to record a plan for how you will have your pet follow the robot commands for the parade.

1.	→	2.	→	3.	→
4.	→	5.	→	6.	→
7.	→	8.	→	9.	
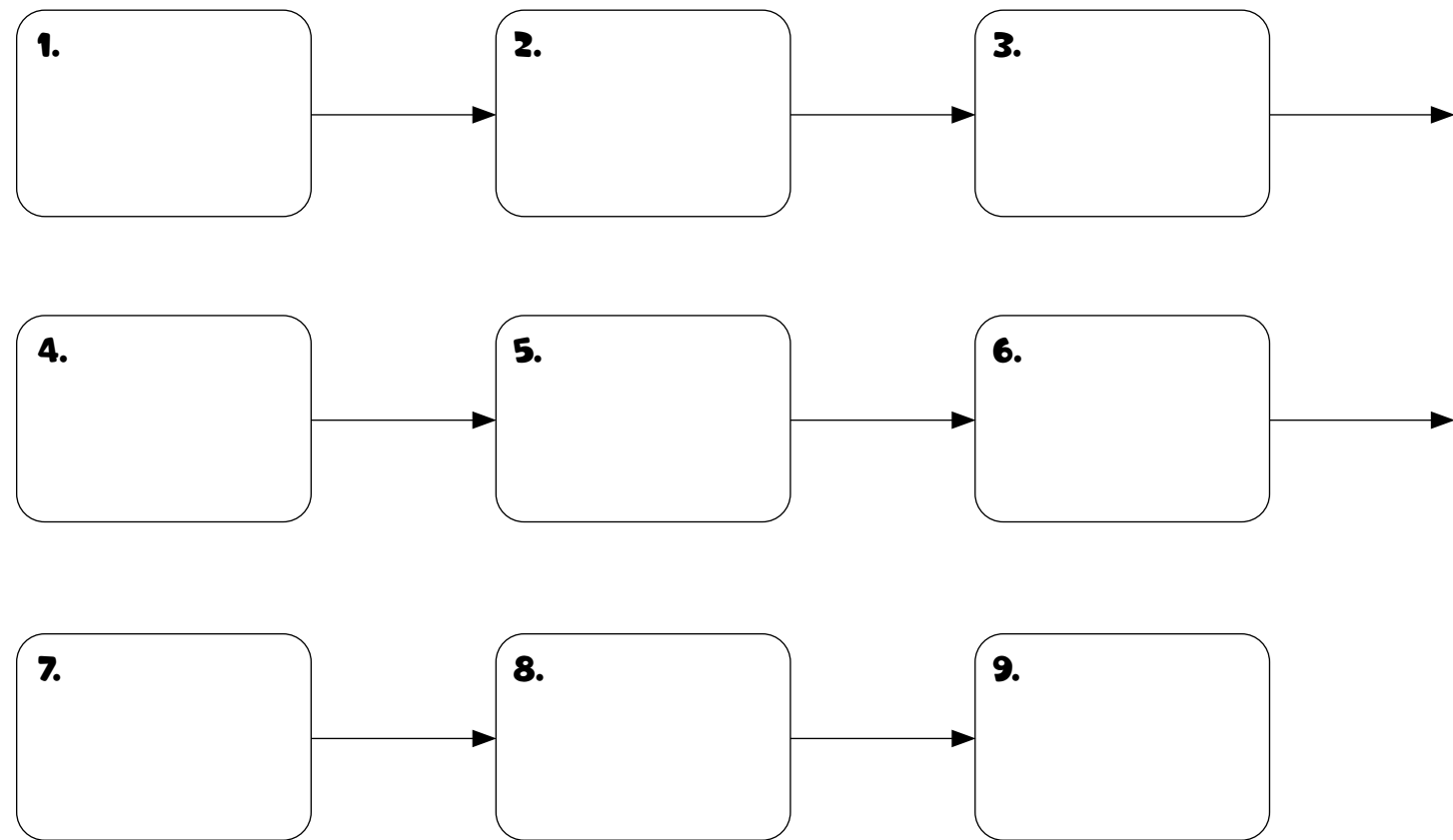
BUILD:

CHART **10 D** : CLASS PET HOME

PET PARADE CHECKLIST	
MY PET HAS A UNIQUE LOOK.	☐
MY PET CAN DO SOMETHING SPECIAL.	☐
MY PET CAN FOLLOW THE PARADE ROUTE.	☐
OTHER: _____	☐
OTHER: _____	☐
OTHER: _____	☐

EXTENSIONS

Module 10 - Pet Parade (continued)

PARADE PERFORMANCE:

1 WHAT DID YOU LIKE BEST ABOUT THE CLASS PET PARADE? DRAW A PICTURE TO ILLUSTRATE YOUR FAVORITE PART IN THE SPACE BELOW.

THE PART I LIKED MOST ABOUT THE CLASS PET PARADE WAS _____

EXTENSIONS

Module 10 - Pet Parade (continued)

REFLECT:

CHART **10 E** : PARADE REFLECTION

Now that you have seen the pet parade in action, reflect on how you did and have a peer share their feedback for your class pet parade creation.

SELF-REFLECTION	
PROMPT	**REFLECTION**
WHAT DID YOU LIKE BEST ABOUT YOUR PARADE ROBOT?	
WHAT COULD HAVE BEEN IMPROVED ABOUT YOUR PARADE ROBOT?	

PEER-FEEDBACK	
PROMPT	**FEEDBACK**
WHAT DID YOU LIKE BEST ABOUT THE PARADE ROBOT?	
WHAT COULD HAVE BEEN IMPROVED ABOUT THE PARADE ROBOT?	

EXTENSIONS

Module 10 - Pet Parade (continued)

WRAP UP

Now that the pet parade is complete, what did you learn about creating a display for a parade?

I LEARNED THAT _____

_____

_____

_____

_____

_____

_____

_____

DAILY JOURNAL

DAILY JOURNAL

CLASS PET

Getting a class pet is an exciting event for students! In this iBlock, students will learn about different types of class pets and decide which pet would be right for their classroom. To make the best suggestion, students should research several animals and determine the characteristics that make for a good class pet. Students will then choose an appropriate robotic device to represent their pet. They will then be able to add artistic elements and code the robot to make it look and act like the desired class pet. Finally, students will show off their class pet designs by creating a presentation to convince the class to vote for their idea. If students are convincing, their pet might even be selected as the official class pet!