



SET OF TASKS FOR BASIC PROGRAMMING OF ROBOTIC SNAIL

+ worksheets



Created as a part of the project: SHARING AND PROMOTING BEST PRACTICES AND NEW IDEAS: IT THINKING FOR PRESCHOOLERS (Nr.: 2022-1-CZ01-KA210-SCH-0000816555) in collaboration between Karuke kindergarten and Malá technika z.ú.



Co-funded by
the European Union

Set of tasks for basic programming of robotic snail

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BEST PRACTICES AND NEW IDEAS: IT THINKING FOR PRESCHOOLERS
(č. 2022-1-CZ01-KA210-SCH-000081655)

In collaboration  with Karuke kindergarten, Estonia and  Malá technika z.ú.,
Czech Republic

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ABOUT US



Hello from Malá technika!





We are a non-profit NGO that started 10 years ago with the idea to introduce STEM education into kindergartens. In cooperation with professionals from architecture, engineering, psychology and pedagogy we created the program STEM KIDS Academy that covers 8 basic and 4 advanced topics. Our lecturers have visited kindergartens and primary schools with these hands-on lessons ever since.



Later we dived into creating of programmes focused on the development of logical, mathematical and digital thinking, where children are playfully taught the basics of programming competencies with the aid of a large scale of educational robots.

Since the beginning we have collaborated with more than 2700 kindergartens and primary schools all over the Czech Republic.



In this Erasmus+ project we connected an Estonian kindergarten Karuke  in the city of Kohtla-Järve with two Czech kindergartens – in Světlice  and in Prague Na Chodovci .



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ABOUT US



Hello from team Karuke!



Based on the national curriculum for kindergartens in Estonia, our Kindergarten Karuke follows the Scandinavian approach of combining different child-centered active learning methods, language immersion as well as research, entrepreneurship and outdoor learning.

These activities develop mathematical, linguistic, scientific and environmental skills and support creative, social and personal development. We also use STEM learning methods and new technologies. Our school has well-equipped classrooms (interactive boards and educational robots, projectors, computers and the Internet connection).

Our teachers are well educated and forward looking people. We recognize the importance of equipping today's children with the skills and knowledge necessary to navigate the future.

Teachers of the team Karuke are creative and playful and they continue to come up with new ideas and games. Thanks to the positive cooperation with Czech colleagues, several of them have found a place within the pages of this book.



Aleksandra Zvereva



Jelena Zahharova



Ilona Maharramova



Alina Motorina



Jevgenia Suslova

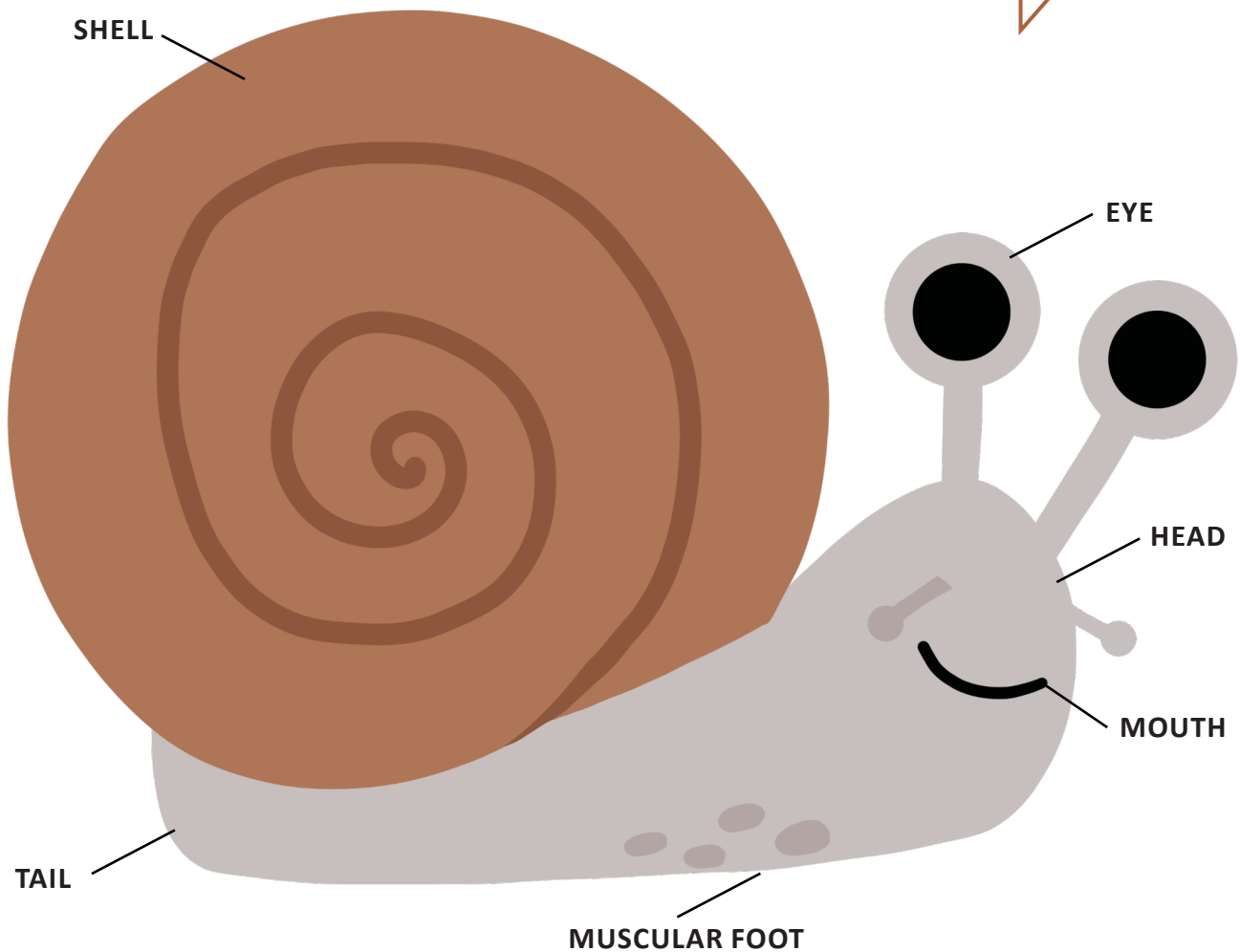


Pille Pärs

INTRODUCTION

HELLO, CHILDREN,
I AM HELLIX POMATIA, BUT FRIENDS CALL ME SNAIL.
WHAT IS YOUR NAME?

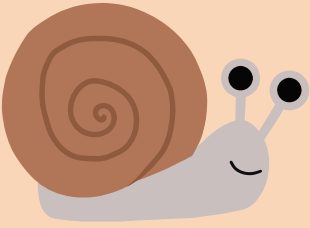
DO YOU KNOW WHAT PARTS
MY BODY CONSISTS OF?



Life cycle of a snail



SNAIL'S QUIZ



PICK ONE IMAGE FROM THE PYRAMID.



TEACHERS' NOTES:

- Child picks a question – an image from the pyramid.
- Teacher reads the question and shows pictures related to each answer.
- With each answer the teacher shows certain amount of fingers:



- Children show the correct answer with their fingers.
- In some questions there are more correct answers.

SNAIL'S QUIZ



WHAT DO YOU KNOW ABOUT ME?



Where does a snail live?



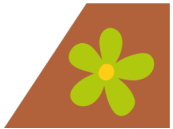
in a sea



at the edge
of a forest



in a garden



What colour is a snail?



dark brown



light brown



pink



How big is a snail?



like a hen



like a froggie



like a kitten



When does a snail like to go on a trip?



When it rains.



When it's hot.



When it snows.



What does a snail like to eat?



ice cream



bugs



leaves



What does a snail do when it gets scared?



It runs away.



It screams.



It hides in its
shell.



What does a snail do in the winter?



It eats.



It goes
sledding.



It sleeps.

SNAIL'S QUIZ



SNAIL'S QUIZ AT OUR KINDERGARTEN



Preparation



Selecting a question



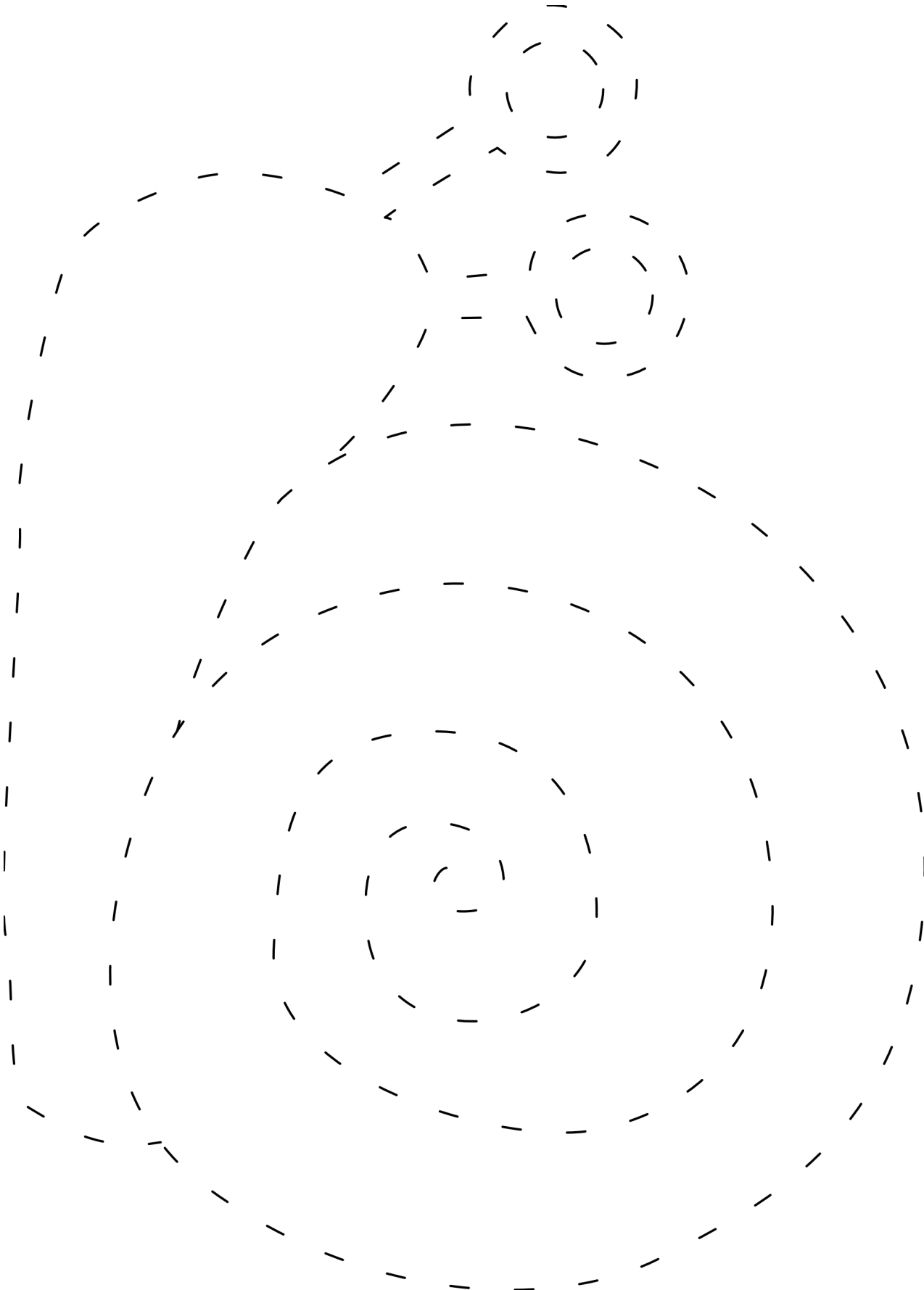
Taking the quiz

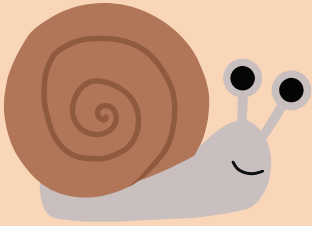


We're having such a good time!

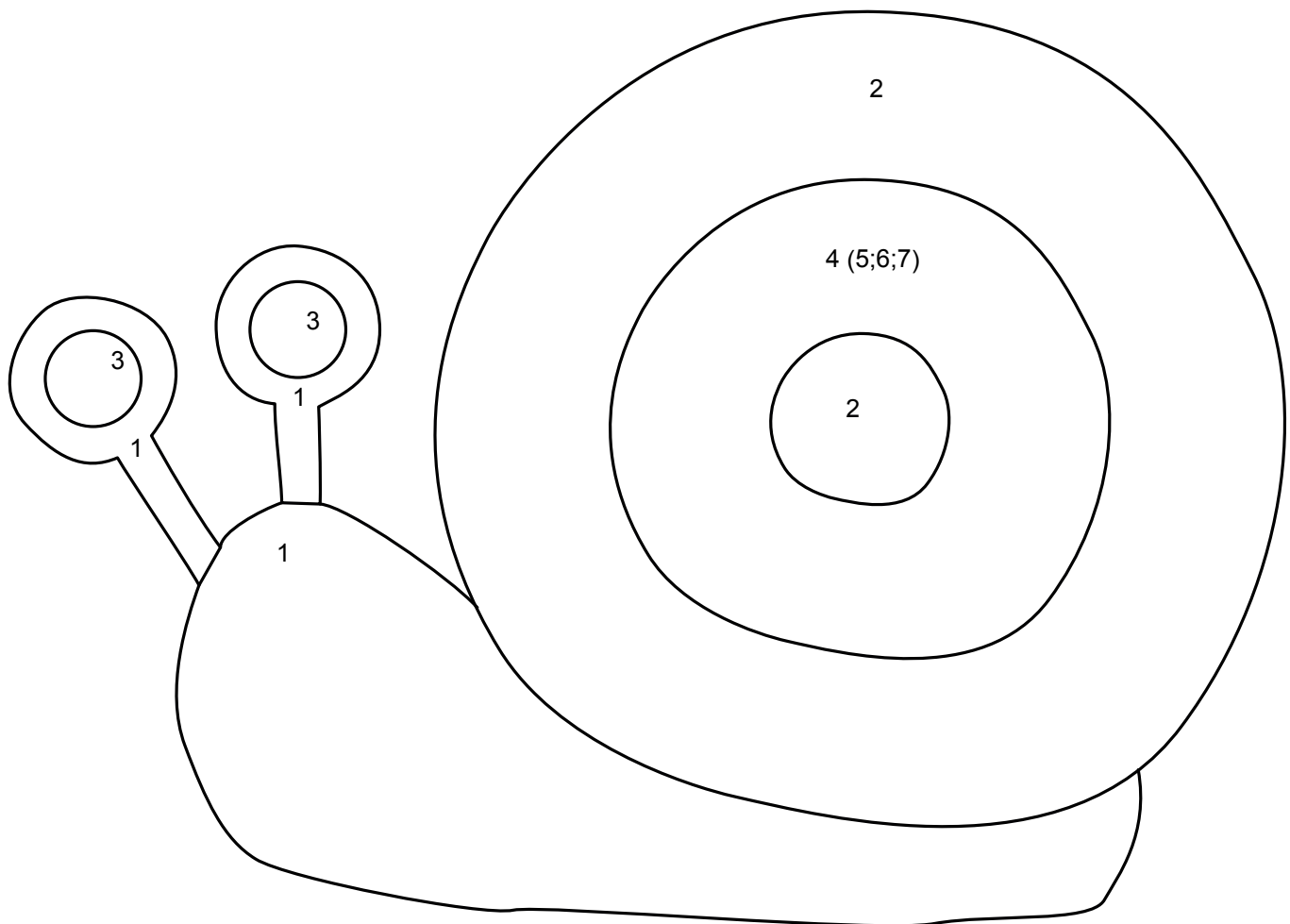


HOW TO DRAW A SNAIL?





HOW TO COLOUR A SNAIL?





MAKE MY FRIENDS
FROM VARIOUS MATERIALS.

PAPER



YARN AND STRING



PLAYDOUGH



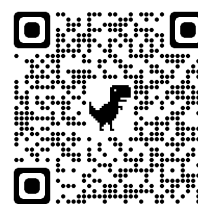
GINGERBREAD
DOUGH



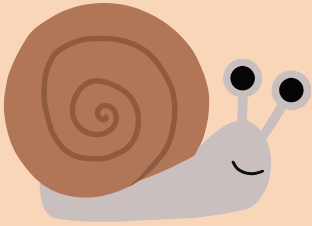
NATURAL
MATERIALS



MY SHELL



VIDEO
BAKING OF
GINGERBREAD SNAIL



TIME SEQUENCE

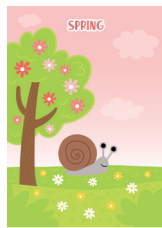


ON THE BACK OF THE BOOK THERE IS A POUCH WITH A5 CARDS. EACH TIME SEQUENCE TASK CONTAINS 4 CARDS.

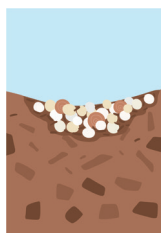
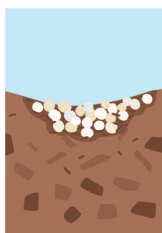
What happens to snail when it gets scared?



What does snail do during the year? Start with spring.



Guess the aging of snail.

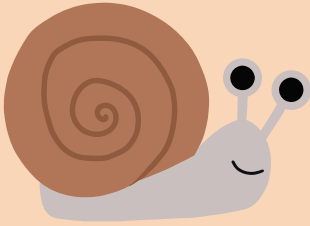


TEACHERS' NOTE:

Making timelines is important for the development of logical and structured thinking.

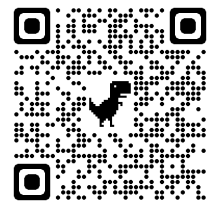
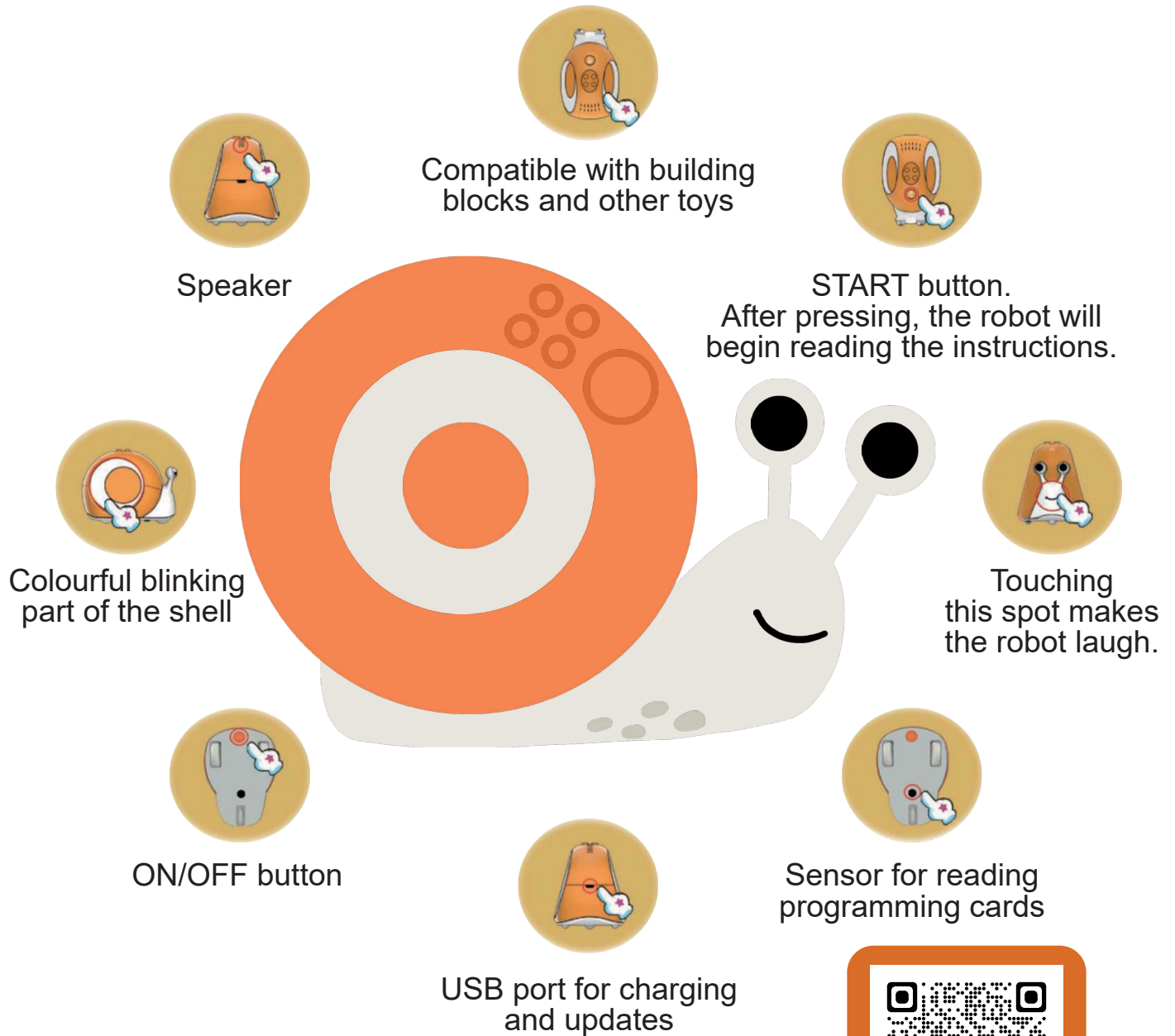
The ability to sort information in the right time sequence is one of the most important abilities required for programming.

ROBOT'S INTRODUCTION

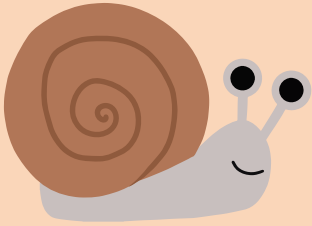


HOW TO OPERATE THE ROBOTIC SNAIL QOBO?

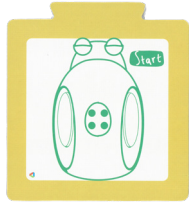
THE ROBOTIC SNAIL QOBO



VIDEO HOW TO
OPERATE THE ROBOTIC
SNAIL QOBO



PROGRAMMING CARDS



START

This card makes the robot move forward.



FINISH

The robot stops and finishes the program.



FORWARD

The robot moves one step forward.



TURN RIGHT

The robot turns 90° to the right and moves one step forward.



TURN LEFT

The robot turns 90° to the left and moves one step forward.



RED LIGHT

The robot starts blinking red and moves one step forward.



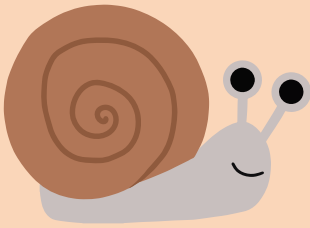
BLUE LIGHT

The robot starts blinking blue and moves one step forward.



ORANGE LIGHT

The robot starts blinking orange and moves one step forward.



PROGRAMMING CARDS



GREEN LIGHT

The robot starts blinking green and moves one step forward.



YELLOW LIGHT

The robot starts blinking yellow and moves one step forward.



PURPLE LIGHT

The robot starts blinking purple and moves one step forward.



INDIGO LIGHT

The robot starts blinking indigo and moves one step forward.



SOUND OF A POLICE SIREN

The robot wails like a police siren and moves one step forward.



SOUND OF A TRAIN

The robot makes the sound of a train and moves one step forward.



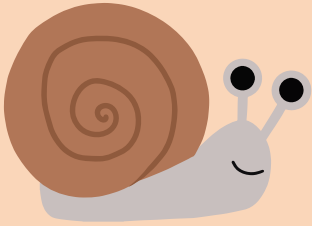
DANCE MUSIC 1

The robot plays dance music and moves one step forward.

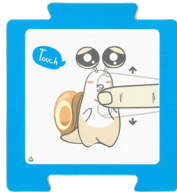


DANCE MUSIC 2

The robot plays dance music and moves one step forward.

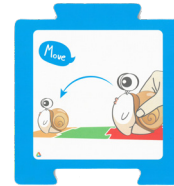


PROGRAMMING CARDS



TOUCH CARD

The robot stops and waits for the user to touch its face. Then it moves one step forward.



HELP-TO-MOVE CARD

The robot stops and waits for the user to pick it up and place it on the next card.



RIVER

Use this card as a crossroads while building a path in puzzle mode.



RANDOM CHOICE

This card can be only used before the CONDITION card. The robot randomly chooses a CONDITION apple or banana and moves one step forward.



BANANA

The robot recognizes the fruit, names it and moves one step forward.



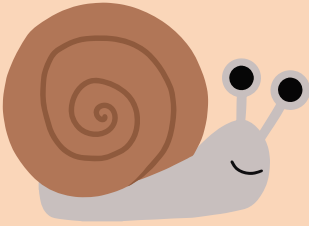
CONDITION

If the robot has picked up an apple, it turns 90° to the right and makes a step forward. If the robot has picked up a banana, it turns 90° to the left and makes a step forward.





APPLE

The robot recognizes the fruit, names it and moves one step forward.



CREATE A PATH FULL OF FUN. PICK PROGRAMMING
CARDS THAT YOU WANT AND CONNECT THEM
IN A LINE LIKE A JIGSAW.

INSTRUCTIONS:

- Create a program according to your fantasy.
- Start with a card . End the program with a .
- From the chosen cards, create a program on the grid.
- Put the snail on start and press the START button on its shell.

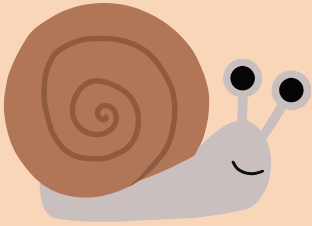
INSPIRATION:

Task example



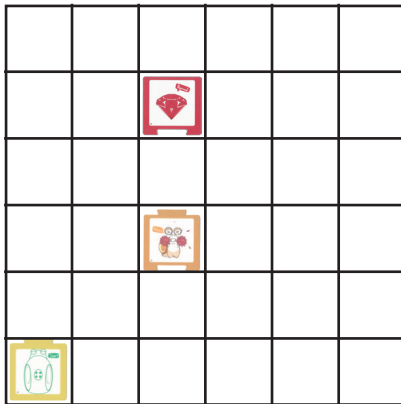
Two of many possible solutions





**BUILD A PATH FOR THE ROBOTIC SNAIL IN THE GRID.
DANCE WITH IT ALONG THE WAY 😊.**




TASK EXAMPLE

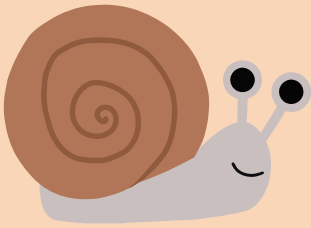


SOLUTION



TEACHERS' NOTE:

- Put the card START , the card DANCE  and the card FINISH  on any place in the grid.
- Let children pick programming cards to connect the path for the robotic snail (adjust according to the age of children).
- Children put the programming cards in the grid like a jigsaw thus building a path for the snail from the card START through the card DANCE to the card FINISH.
- Children build by trial and error. Let them make mistakes.
- Set the robotic snail on the card START, turn it on and check its programme/path.
- Correct the programme if needed.



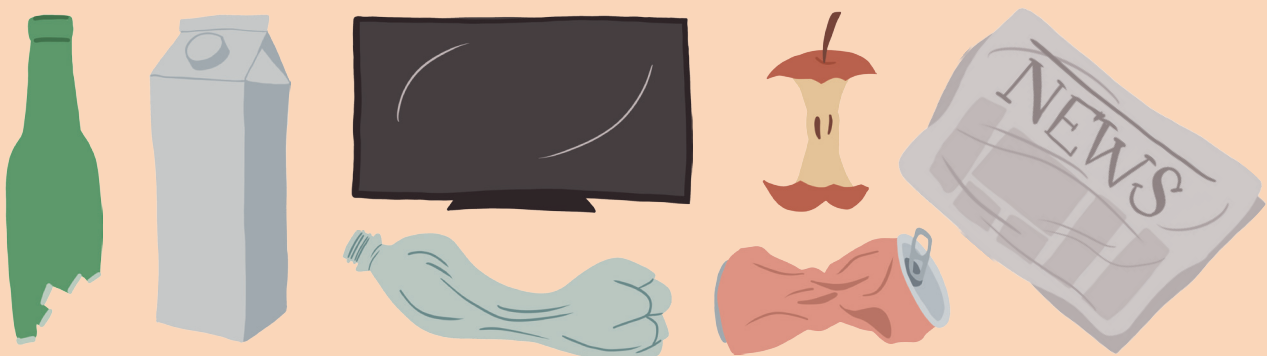
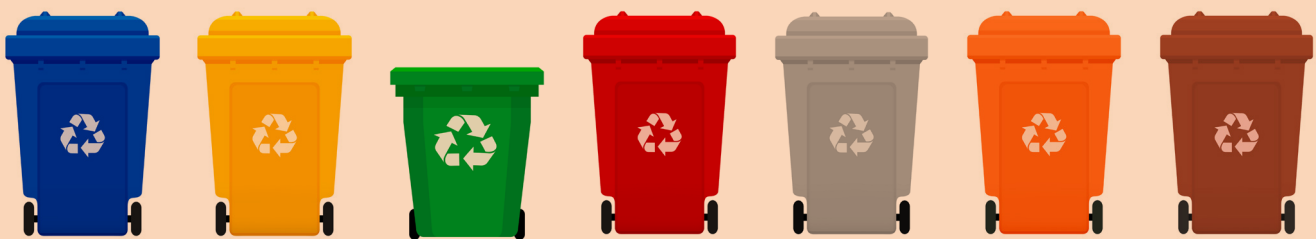
HELP ME WITH WASTE SORTING. PROGRAM A PATH FOR ME TO THE CORRECT WASTE CONTAINER.

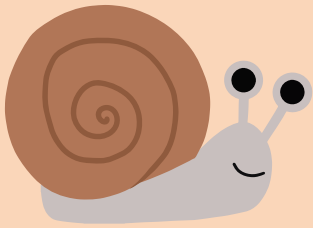


TEACHERS' NOTE:

- A child selects a piece of waste to sort out (bio, metal, plastic, paper).
- They programme the path to the right container.

NOTE: Move the card START as necessary.





LET'S PICK MUSHROOM TOGETHER.
CAN YOU IDENTIFY WHICH ONES ARE EDIBLE?



TASK:

- Build a path through the edible mushrooms to the basket.
- Do you remember each mushroom's name?

TEACHERS' NOTE:

Prepare the task in the grid with pictures or photos of mushrooms.

Photos are prepared for use in the pouch at the back of the booklet.



VIDEO
MUSHROOM PICKING



EDIBLE AND POISONOUS MUSHROOMS



penny bun



larch bolete



birch bolete



dark-stalked bolete



russula



chanterelle



fly amanita



dead cap

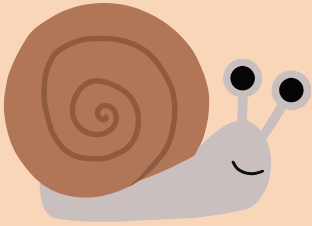


common stinkhorn



blusher





**COLLECT THE CORRECT SET OF BALLS
AND BRING THEM TO THE PLATE
OF THE DESIRED COLOUR.**



Task preparation



Teacher helps with the setting of the task.



Child build a path for the snail.



The snail collects coloured balls along the way and brings them to the correct plate.



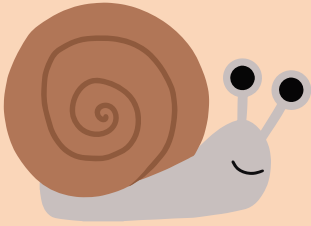
The robotic snail completed the task.
HURRAY!

TEACHERS' NOTE:

- Children pick the plan by themselves.
- Then they collect the necessary set of balls into a basket on the back of Qobo.
- And it makes up the path to the plate of the selected colour.



VIDEO
COLOURED BALLS



SORT THE ITEMS BY SEASONS. THERE IS EACH SEASON ON THE PLAYING FIELD (SPRING, SUMMER, AUTUMN, WINTER). MAKE ME A PATH TO THE CORRECT SEASON.



TEACHERS' NOTE:

- Children choose items connected to a particular season.
- A child selects any point on the playing field where to put the selected item.
- The child independently chooses where the snail will start its path.
- Having reached the chosen item, the child determines what time of year the item belongs to.

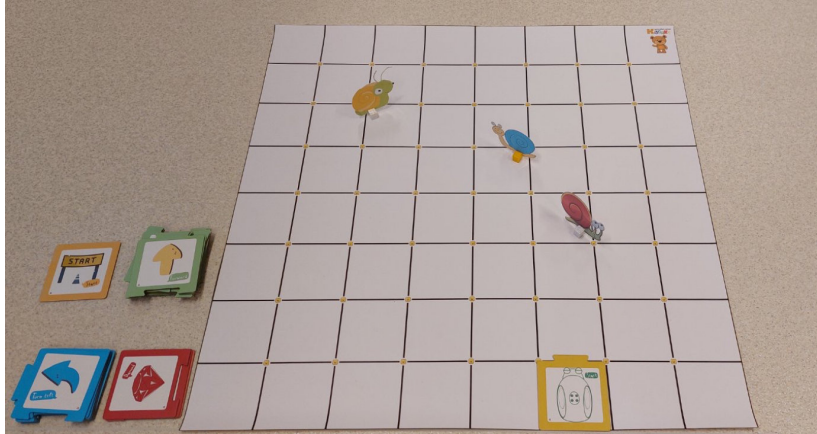
EXAMPLE:

The solution depends on the choices of the child during the game.





SNAIL'S FRIENDS



TASK:

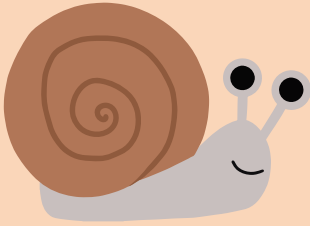
Come and visit all my friends and find out what colour they are.

TEACHERS' NOTE:










- Let's prepare snails of different colours. For example: red, blue and yellow. They can be from different materials. Or use the snails that are attached in the pouch on the back of the booklet.
- Put the snails of different colours in the grid.
- Build a road so that the robotic snail visits all its friends of different colours. When meeting a snail, the robotic snail will change its colour and say it. Children repeat the names of the colours with the robotic snail.

POSSIBLE SOLUTION:





SNAIL'S STORY WITH A PROGRAMMING TASK

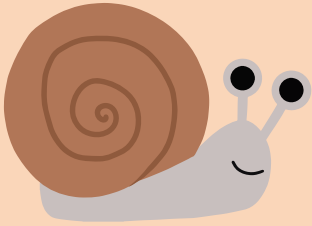
ONCE THERE WAS A SNAIL  WHO WENT ON A TRIP . IT MOVED ONE STEP  AND TURNED RIGHT . SUDDENLY A POLICE CAR RUSHED PAST HIM , WAILING LOUDLY. THE SNAIL GOT SCARED AND TURNED BLUE . HE SPED UP AND MOVED TWO STEPS FORWARD  . THEN HE STOPPED TO TAKE A REST .

TASK:

Build the path for the robotic snail according to the story.

SOLUTION:





MAKE UP A STORY ABOUT MY FRIEND SNAIL.

TASK:

Make up and tell a story about a snail according to the prepared cards.



- Build a path.
- Make up and tell a story.
- Put the snail on START and let's go.

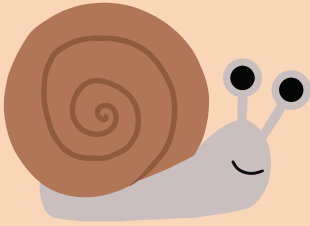
EXAMPLE SOLUTION:



TEACHERS' NOTE:

Choose different programming cards and make up more funny stories about the snail and its adventures.





WHERE DO I GO?

WATCH AND TRY TO GUESS:

What does the snail get when it rolls the dice?

A banana or an apple?

The snail's random choice decides which route it will take to the finish.

TASK:



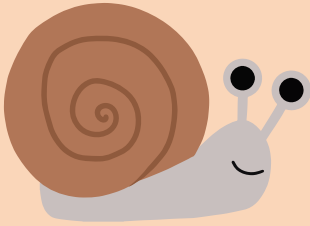
TEACHERS' NOTE:

Build a path for the snail following the instructions above and watch how the programme unfolds.

It is the introduction to programming with a condition.

When the snail is on the RANDOM CHOICE card and gets an APPLE, it turns right and moves forward to the next card in the programme.

When the snail is on the RANDOM CHOICE card and gets a BANANA, it turns left and moves forward to the next card in the programme.



PROGRAMMING IN A ROW



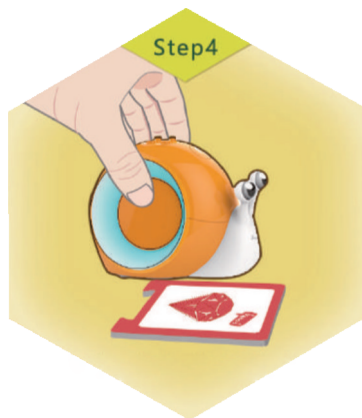
Hold the ON/OFF button on the bottom side of the robot.



Scan the START card.



Scan the next card from the programme you have prepared.

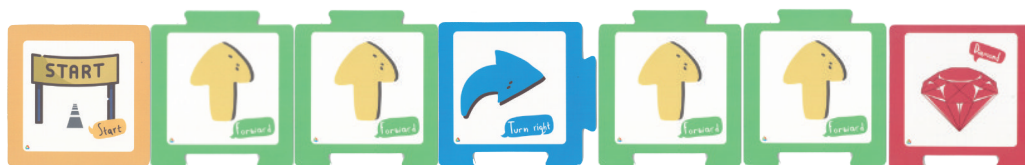


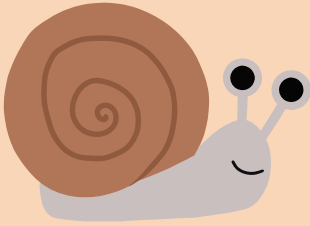
Scan the card FINISH.



Press the START button.

EXAMPLE OF A PROGRAMME:



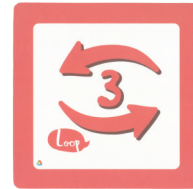


PROGRAMMING CARDS



START

This card START is used for advanced programming in a row (scanning).



LOOP 3X

This card is used together with the END LOOP card. The sequence inserted between these two cards gets repeated three times.



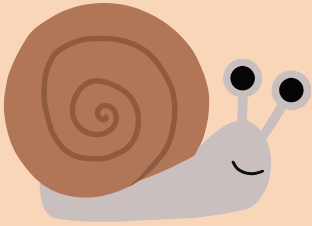
LOOP 6X

This card is used together with the END LOOP card. The sequence inserted between these two cards gets repeated six times.



END LOOP

This card ends the command sequence inserted after the card LOOP 3x or the card LOOP 6x.



WHERE DO FOREST ANIMALS LIVE?

TASK:

Build a path to an animal and then to its home.

TEACHERS' NOTE:

- A child selects an animal (a bear, a wolf, a fox, etc.).
- Then, they create a path for the snail to reach the chosen animal.
- Subsequently, the child programmes a path to the correct home.



SAMPLE SOLUTION:

To an animal (e.g. a wolf):



To a wolf's den:



CAUTION: Always mark the starting point with a symbol (e.g. a heart).



FOREST ANIMALS AND THEIR HOMES

The **EUROPEAN BEAVER** lives on the river banks, where there is plenty of wood. Beavers build canals, dams and LODGES on the river banks and in the water.



The **RED FOX** lives in a **BURROW**. A burrow is a home dug deep into the ground. There is a tunnel leading to the chambers. A burrow can have multiple entry tunnels.



The **BROWN BEAR** spends the winter in a **DEN**. It can be a small cave or a space dug under tree roots.

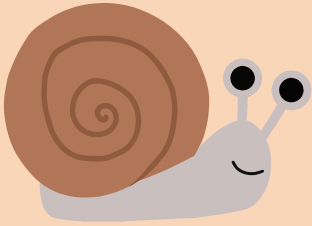


The **RED SQUIRREL** usually lives in tree hollows.



The **GREY WOLF** lives in a cave.

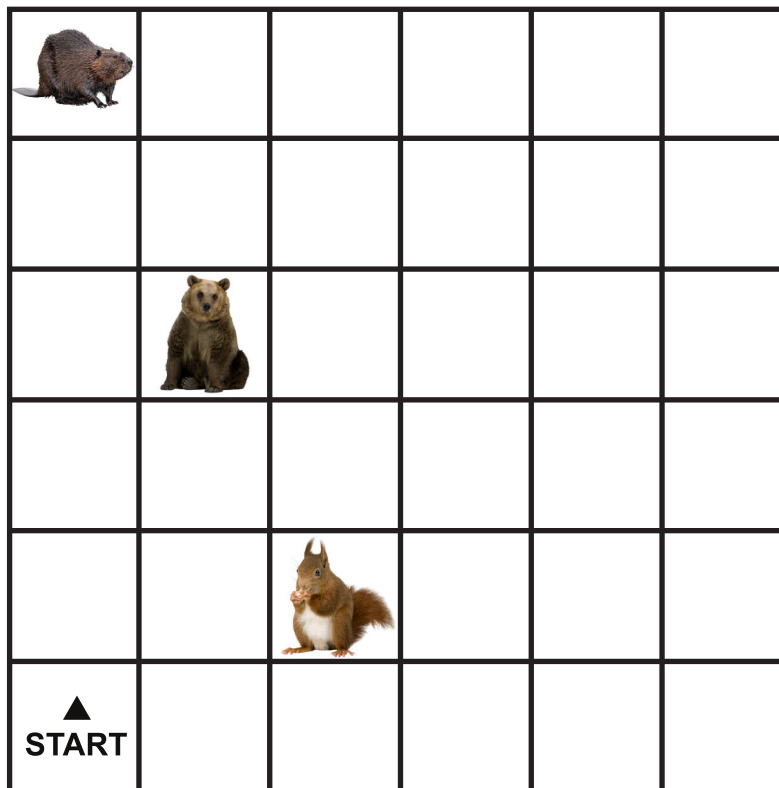




FOREST ANIMALS

Find a path from the **START** to each forest animal.

Use a coloured pencil to mark the path on the worksheet, and then write it down in a row using arrows.



Use these arrows:

forward (step)  left  right 



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--	--	--	--



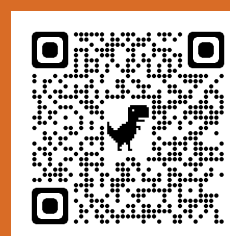
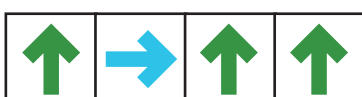
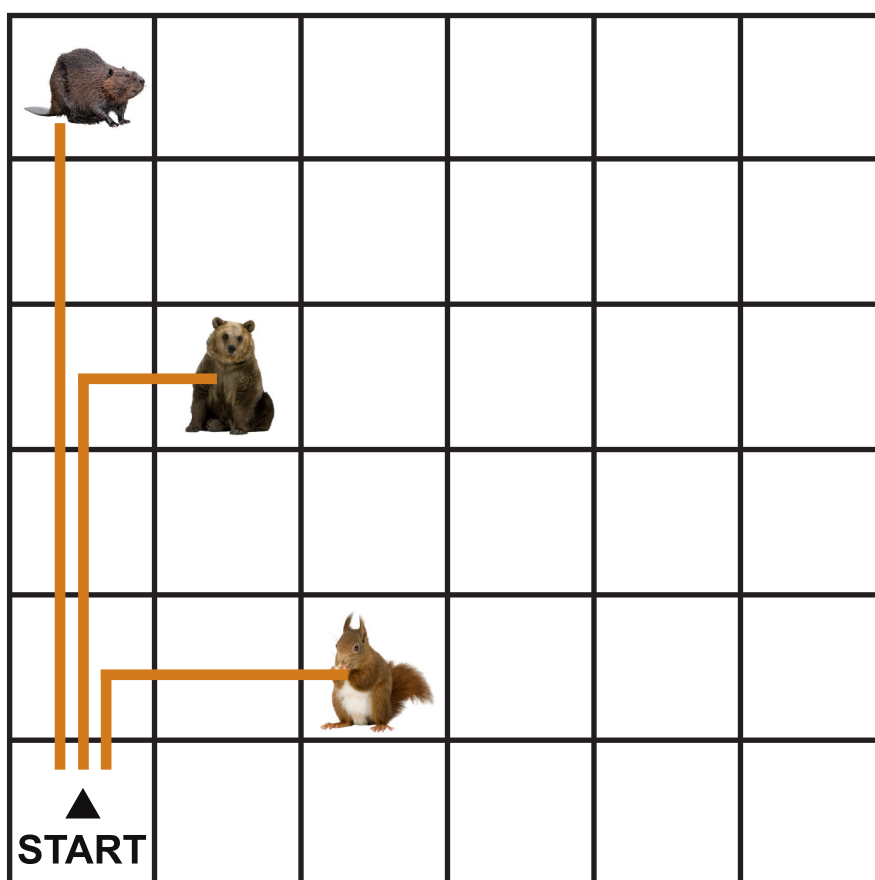
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FOREST ANIMALS

TEACHERS' NOTE:

This solution features only the shortest paths.
There are several possible solutions to the task.



VIDEO
FOREST ANIMALS

WORKSHEET






PROGRAM THE ROBOT TO FEED THE ANIMALS
IN THE ZOO. BE CAREFUL, EACH ANIMAL HAS
ITS OWN SPECIFIC FOOD TO EAT.

Feed animals with meat  and , or grass .

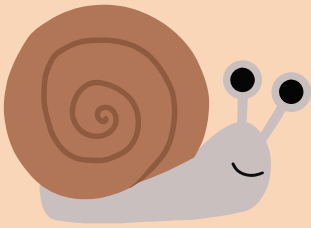


Choose an animal to feed.
What does this animal eat?

Use a coloured pencil to mark the path on the worksheet, and then write it down
in a row using arrows   .

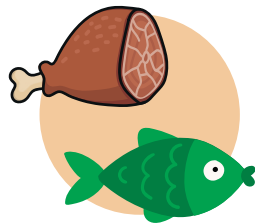
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SAMPLE TASK AND SOLUTION

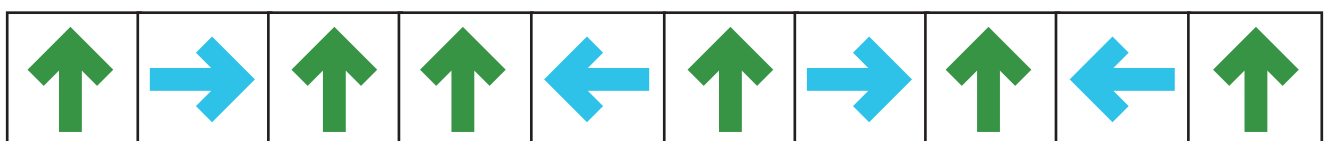
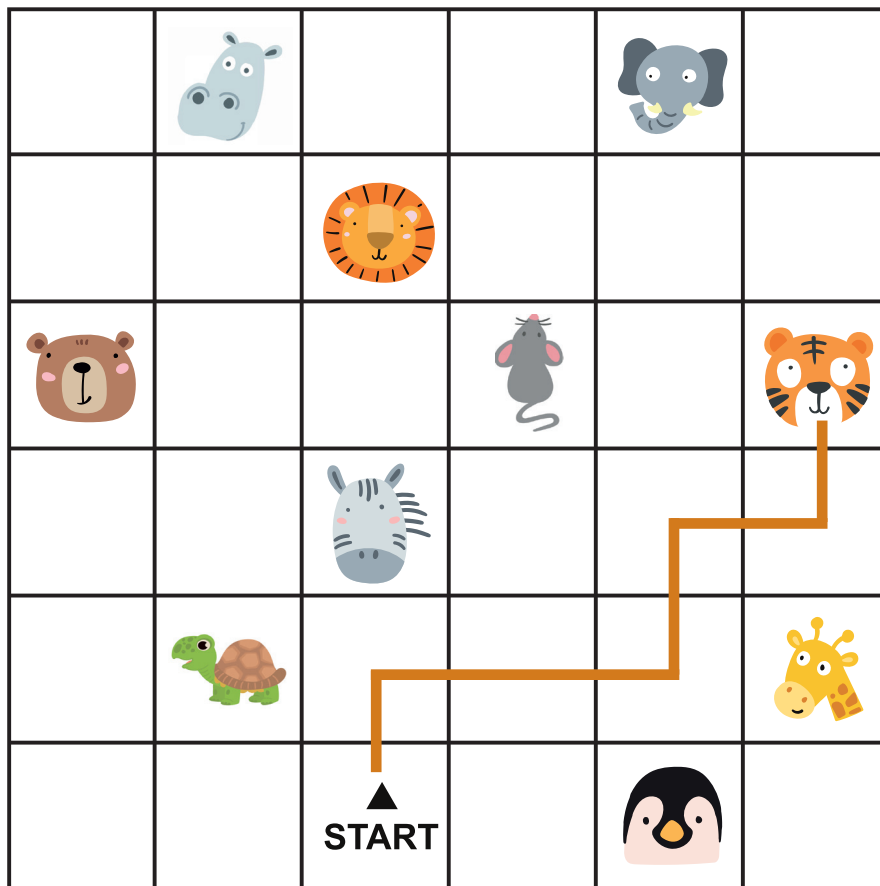
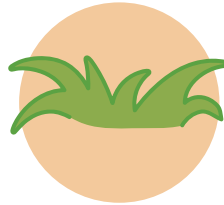


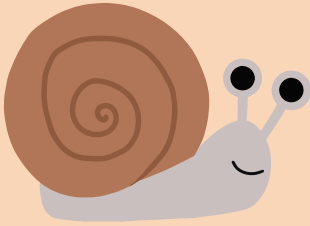
FEED THE TIGER

First, choose what the tiger eats.



or



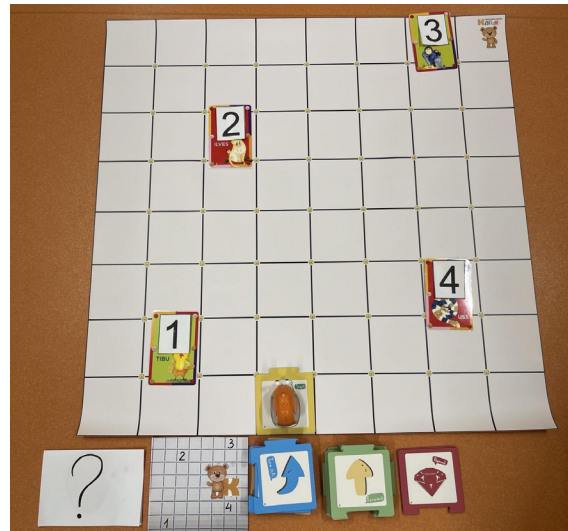


HELP ME COLLECT ALL THE NUMBERS IN ORDER
AND FIND OUT WHICH WORD IS ENCRYPTED.



In Estonia, preschoolers learn numbers and letters as part of their early education.

Preschoolers even begin to learn to read whole words.

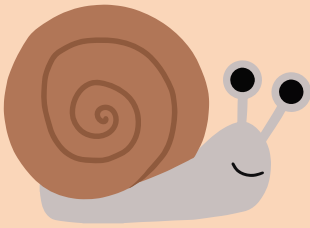


TASK:

- Arrange the cards according to the given scheme.
- The teacher marks the starting point.
- The child builds 4 different paths, each leading to a specific digit, following the correct sequence of the number series.
- After gathering all the numbers in the correct order, the child takes off the numbers from the cards.
- The child reads the word they collected.

SAMPLE SOLUTION:

- 1.
- 2.
- 3.
- 4.



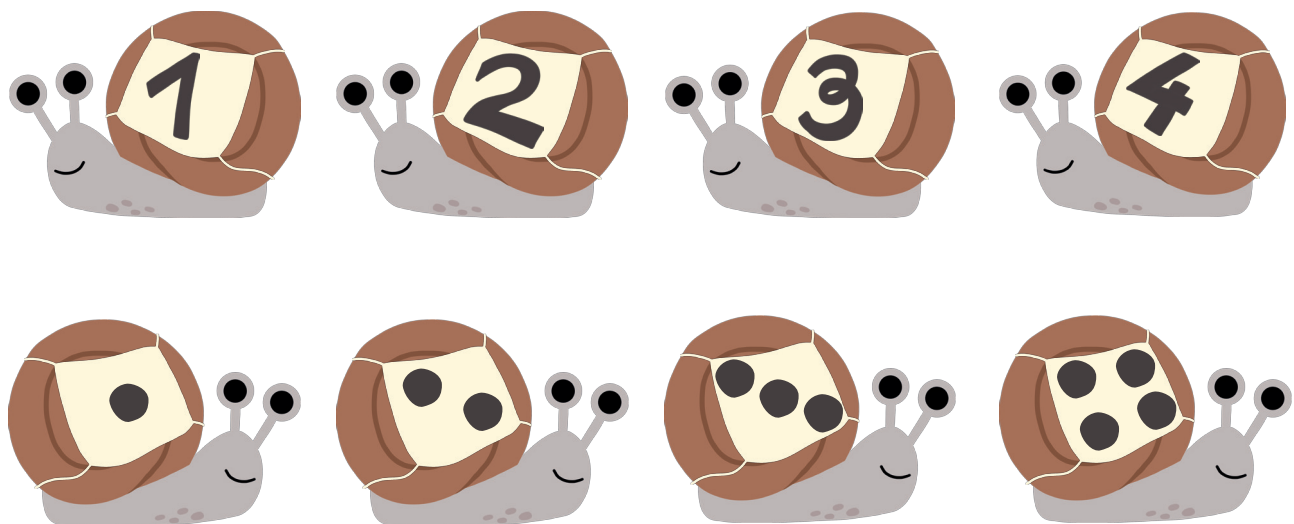
THINK OF WORDS STARTING WITH
THE LETTERS HIDDEN IN THE GRID.



In Czechia, preschoolers learn counting using dots or items, and they also begin to guess the initial letter of a word during their early education.

TASK:

- Place the START card on any empty space on the grid.
- There are hidden letters K,L,M,S under each card on snails number 1-4.
- Children programme paths to the cards in the right order.
- Children reveal the top card to discover a picture with an initial letter.
- Each child in the group tries to come up with another word beginning with the same letter.



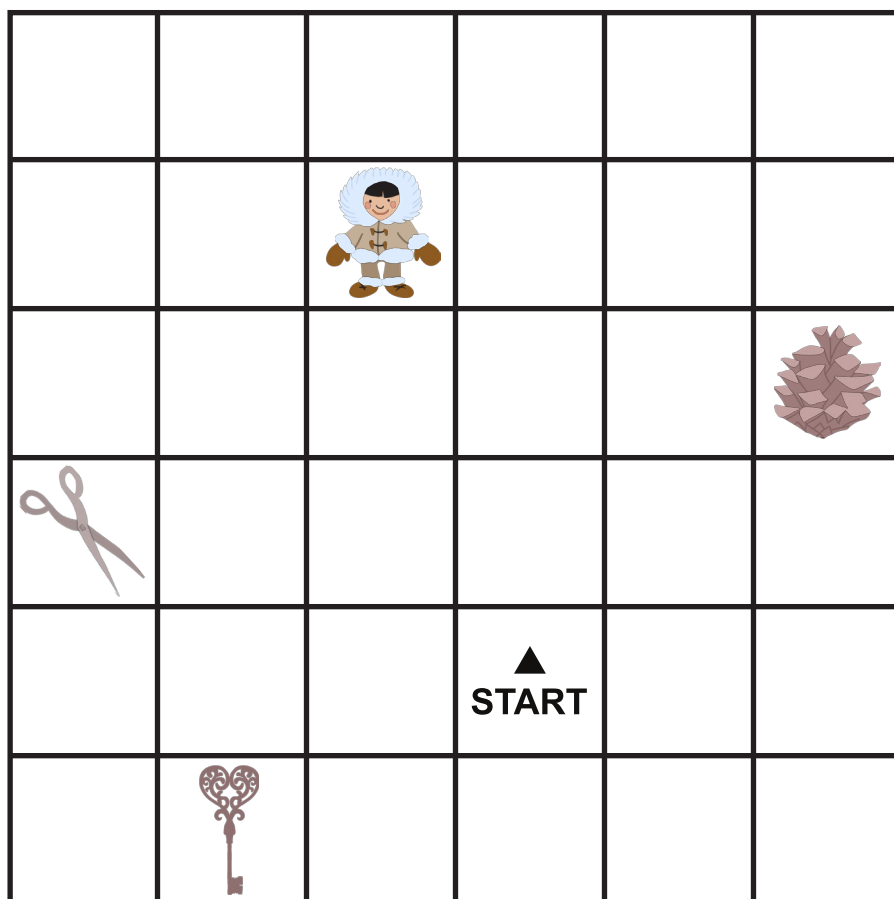


IN CZECH ONLY



Find a path to the pictures that make up my name in Czech:

ŠNEK



Use a coloured pencil to mark the path on the worksheet, and then write it down in a row using arrows .

Š

--	--	--	--	--

N

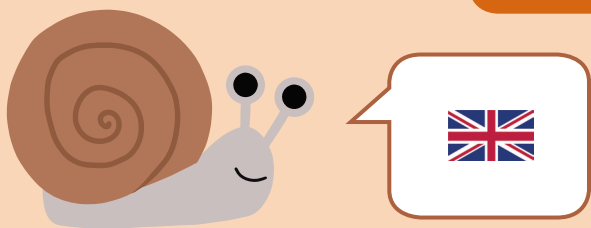
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E

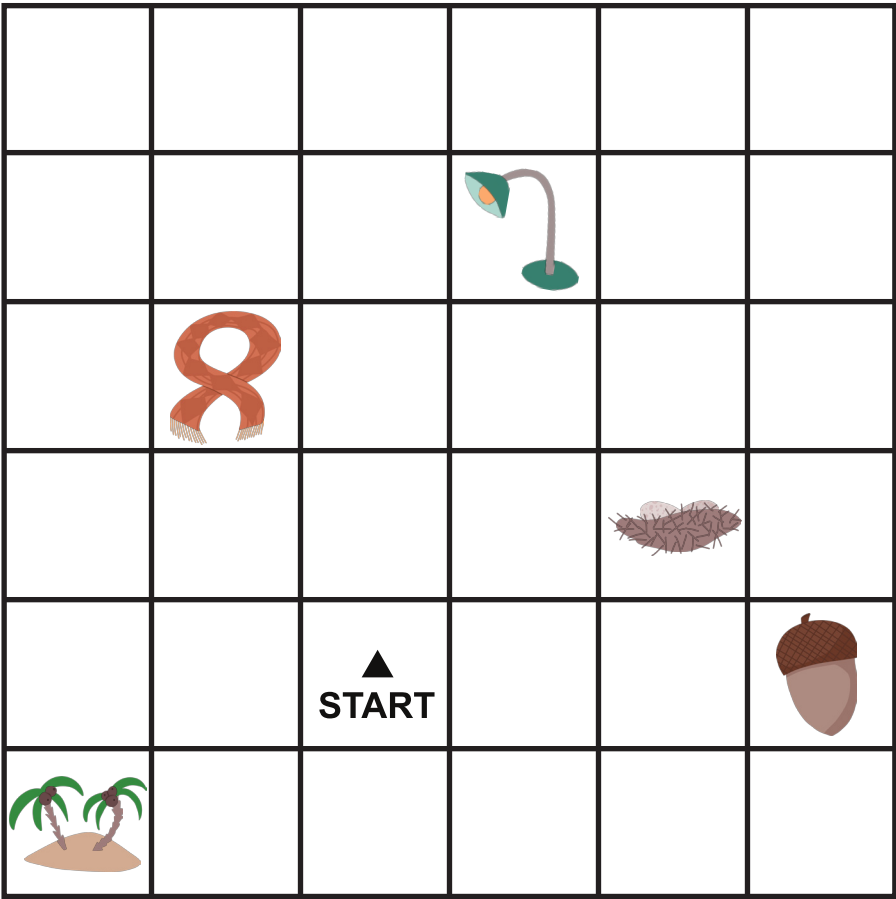
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K

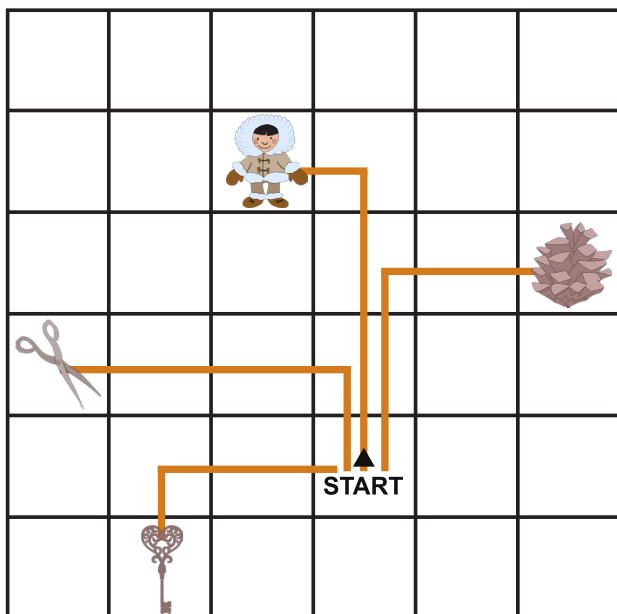
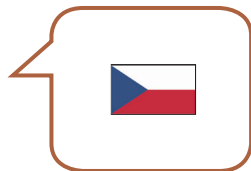
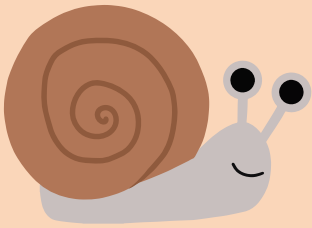
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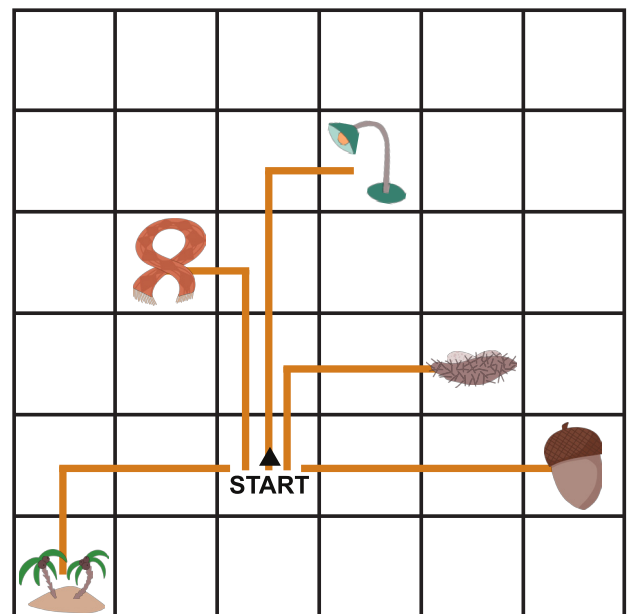
Find a path to the pictures that make up my name in English:
SNAIL



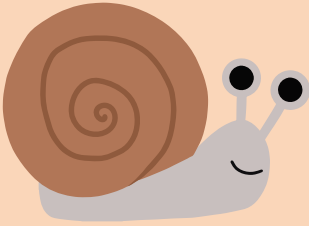
S				
N				
A				
I				
L				



Š ↑ ↑ → ↑ ↑
 N ↑ ← ↑ ↑ ↑
 E ↑ ↑ ← ↑ ↑
 K ← ↑ ↑ ← ↑



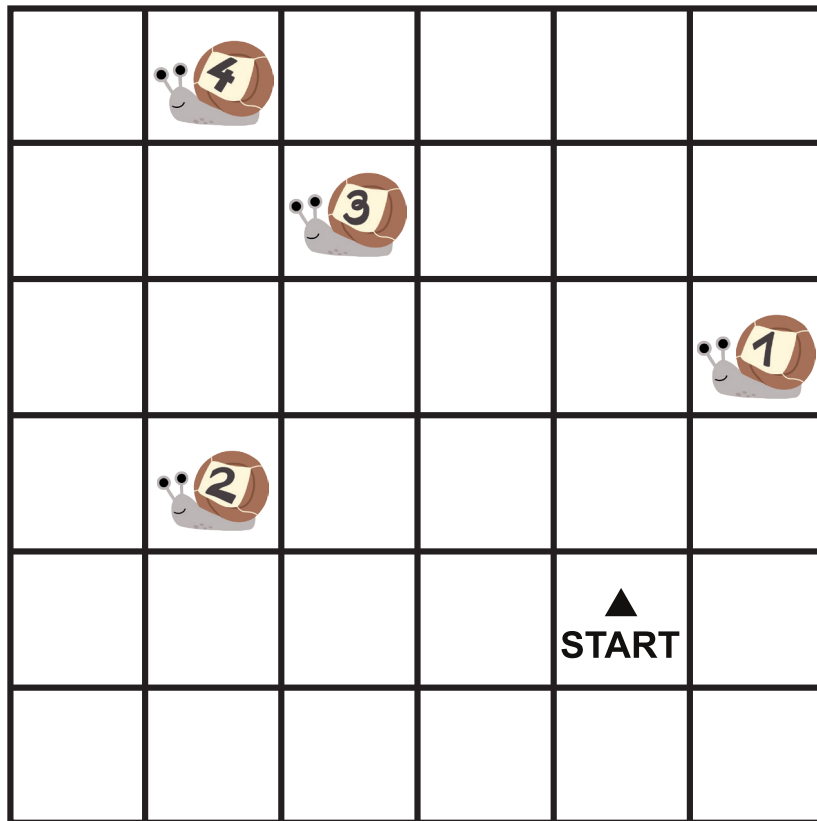
S ↑ ↑ ← ↑
 N ↑ → ↑ ↑
 A → ↑ ↑ ↑
 I ← ↑ ↑ ← ↑
 L ↑ ↑ ↑ → ↑






SNAIL & NUMBERS

Find and write down a path to each snail in the correct order.

Watch out, you must not step on any snail.



Which way did you find?

Use a coloured pencil to mark the path on the worksheet, and then write it down in a row using arrows   .



--	--	--	--

or

--	--	--	--	--



--	--	--	--	--	--

or

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or

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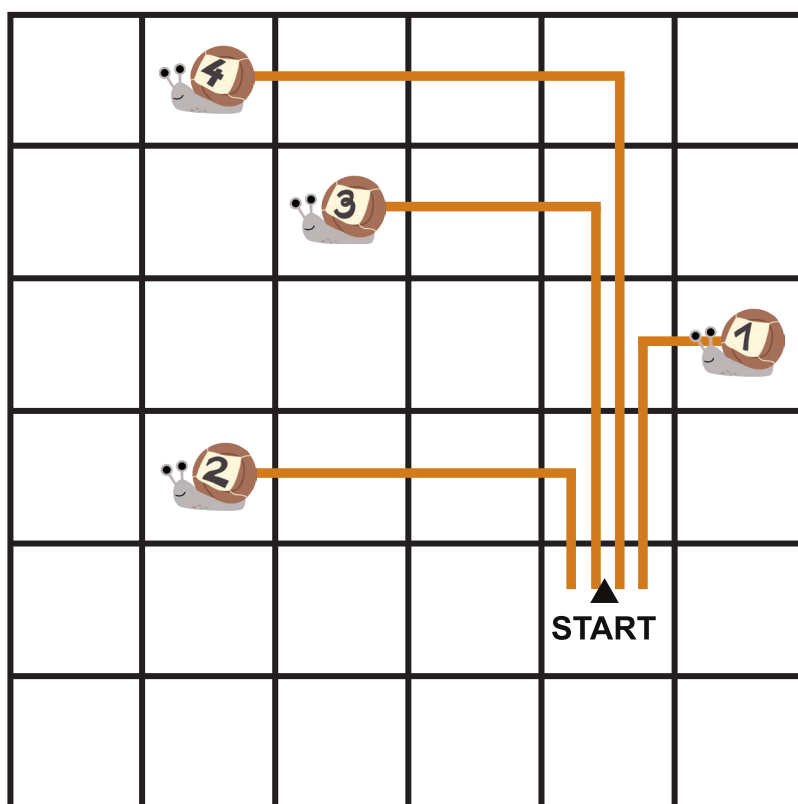


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SNAIL & NUMBERS

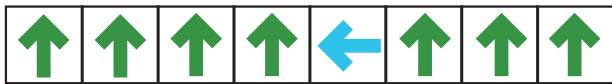
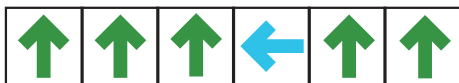
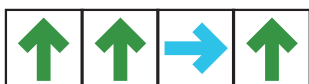
THIS SOLUTION INCLUDES ONLY THE SHORTEST PATHS.



TEACHERS' NOTE:

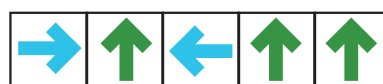
There are multiple solutions for this task.

The shortest way



or

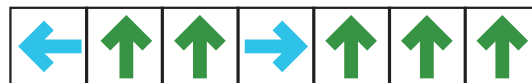
Another possible solution

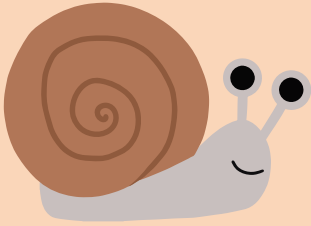


or

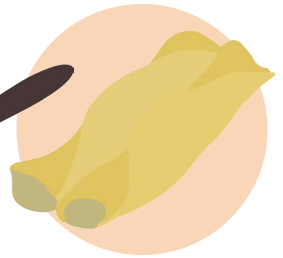
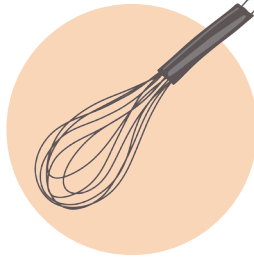
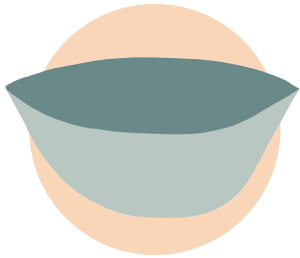


or





PANCAKES

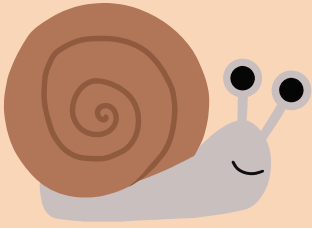


PANCAKE RECIPE

Ingredients:

- 2 cups all-purpose flour
- 2 cups milk
- 1 egg
- 1 tbsp vanilla sugar
- Salt
- Oil

- Add a pinch of salt to the milk.
- Whisk together with sugar and an egg.
- Gradually, stir in the flour.
- Stir or whisk until well combined and set aside for about 10 minutes.
- On a preheated pan, cook thin pancakes from on sides until golden brown.
- Can be decorated with anything sweet, e.g. apple or banana.



MAKING PANCAKES

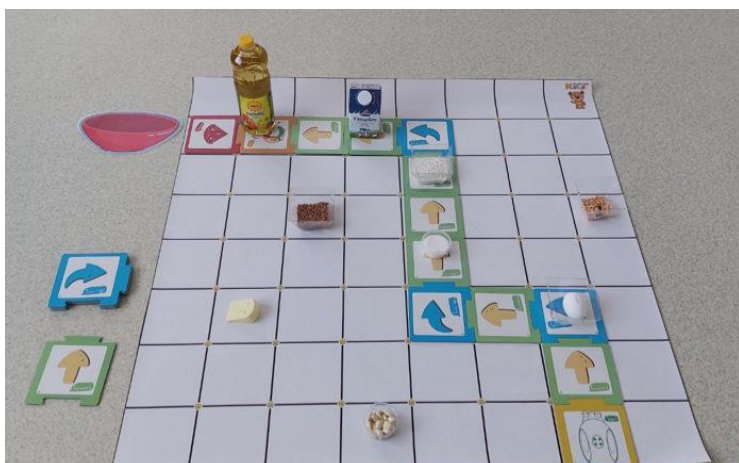
TASK:

Help me collect all the ingredients necessary for making pancakes.

TEACHERS' NOTE:

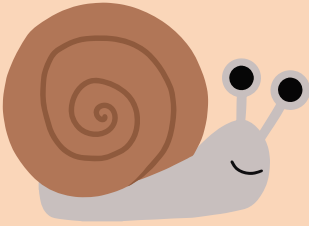
- In advance, buy ingredients to make pancakes (oil, an egg, flour, milk and sugar), and also some items that are not part of the recipe.
- Place all the ingredients randomly in the grid.
- Children build a path through all the ingredients according to the recipe.
- In the end, put all the ingredients in a bowl and stir well to create a pancake batter.

SAMPLE SOLUTION:



VIDEO
MAKING PANCAKES

PROGRAMMING WITH A CONDITION



DECORATE YOUR PANCAKE.

TASK:

Snail has made pancakes.

How will it decorate them? With an apple 🍏 or a banana 🍌?

- If it's an apple 🍏, the snail will dance.
- If it's a banana 🍌, it will turn purple.



PROGRAMMING WITH A CONDITION:

Build the path according to the instructions.

Use the following programming cards:



TASK PREPARATION



SOLUTION





DO YOU KNOW THESE SPRING FLOWERS?



crocus



snowflake



snowdrop



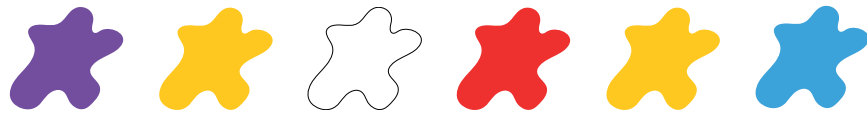
cowslip



daffodil



DURING WHAT SEASON OF THE YEAR
DO THESE FLOWERS BLOOM?



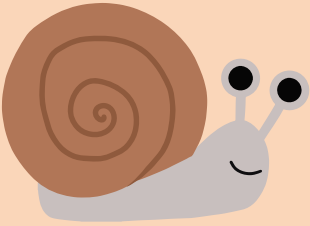
	▲ START				

TASK:

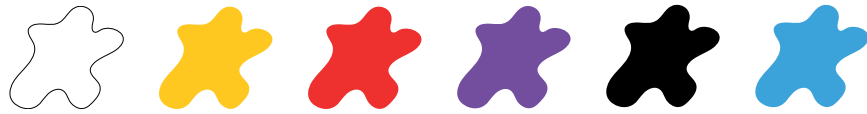
Place the spring flowers to the correct square
in the grid according to the colour.



WORKSHEET



DETERMINE, WHETHER A FLOWER BLOOMS IN SPRING OR IN WINTER AND WHAT COLOUR IT IS. ACCORDING TO THAT, FIND THE CORRECT SPACE FOR THE FLOWER IN THE GRID.



SPRING



WINTER



▲ START					

Use a coloured pencil to mark the path on the worksheet, and then write it down in a row using arrows ← ↑ →.



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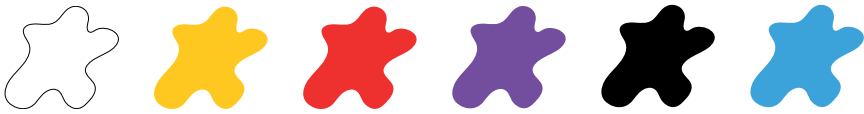


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SOLUTION



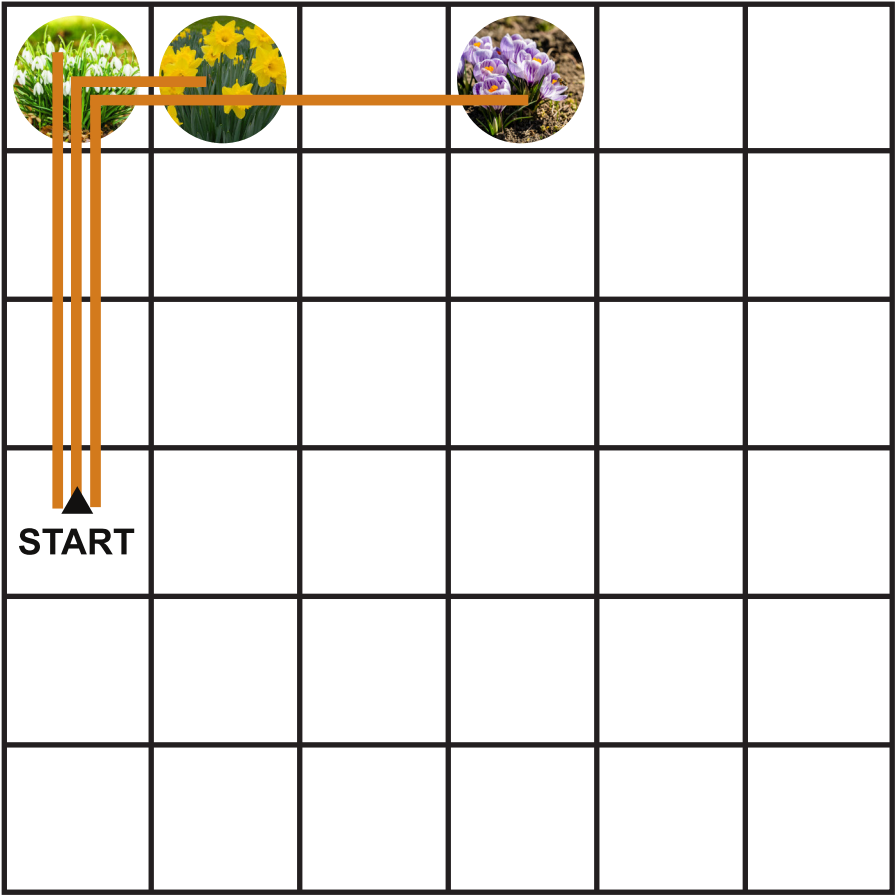
SPRING FLOWERS



SPRING

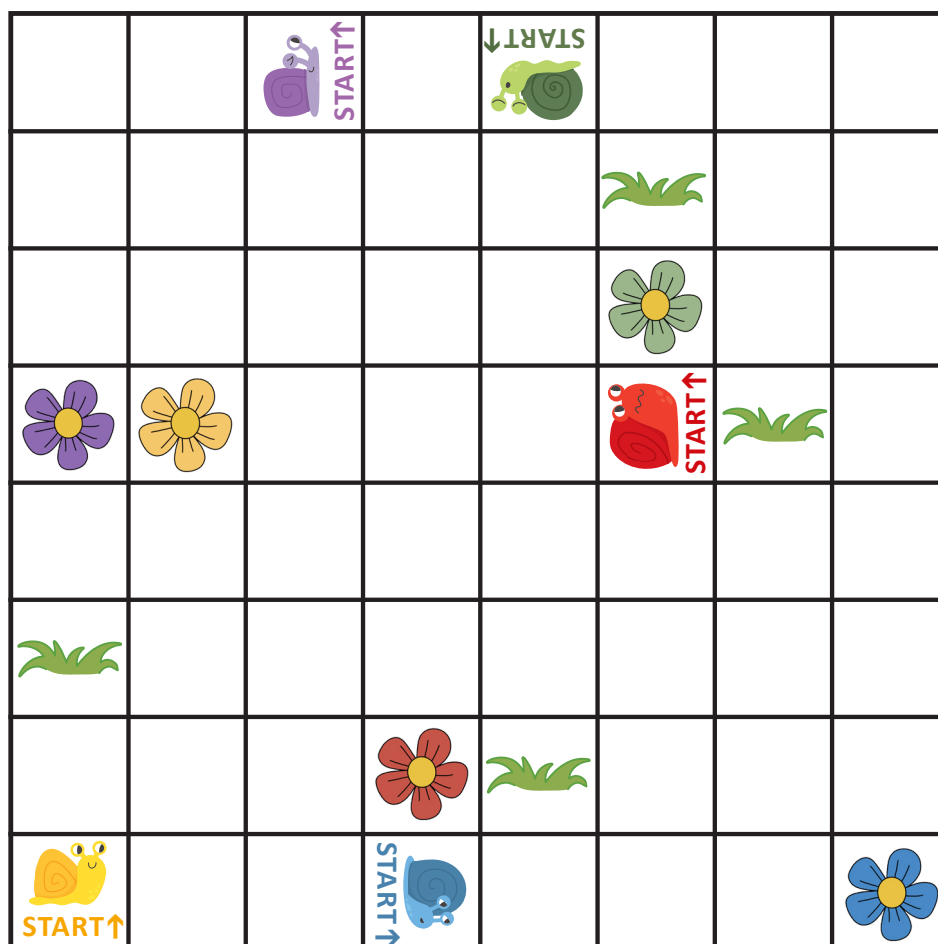


WINTER





SNAIL AND HIS FRIENDS



Use a coloured pencil to mark the path on the worksheet, and then write it down in a row using arrows .



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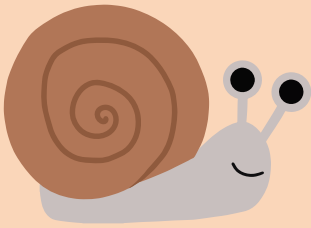


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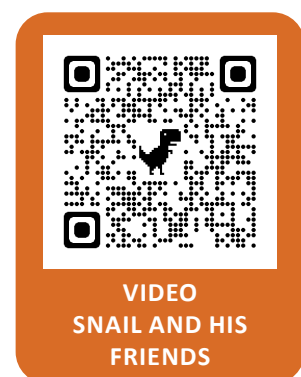
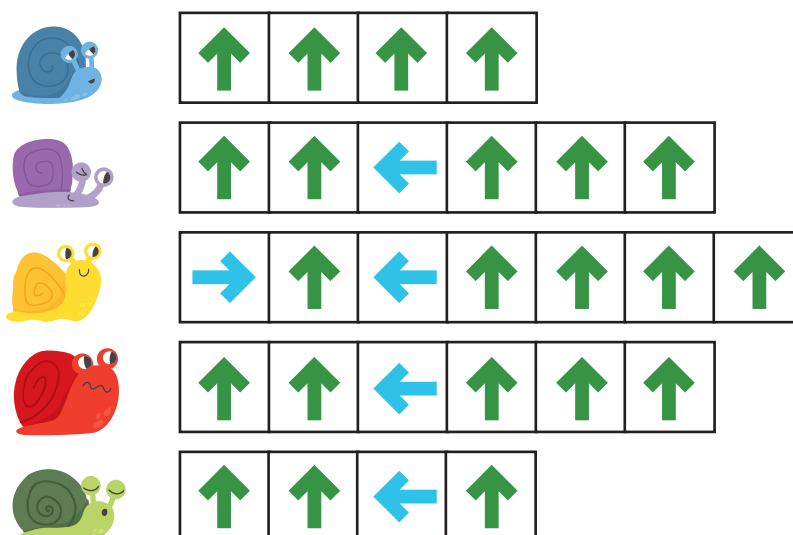
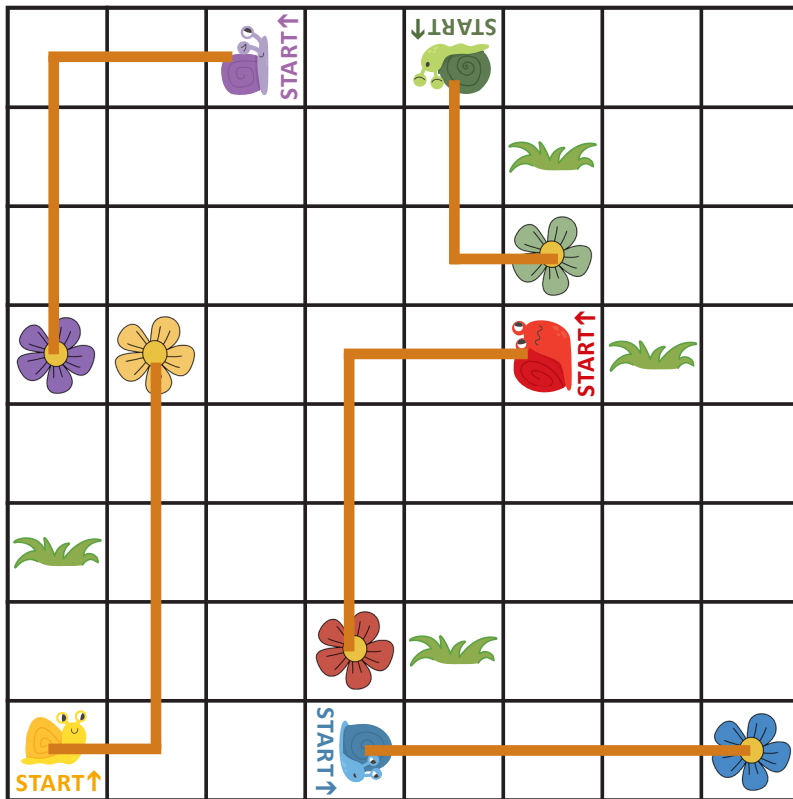


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SOLUTION



SNAIL AND HIS FRIENDS





DO YOU KNOW THESE TRAFFIC SIGNS?



Crossroads



Railway level crossing without gate or barrier ahead



No bicycles



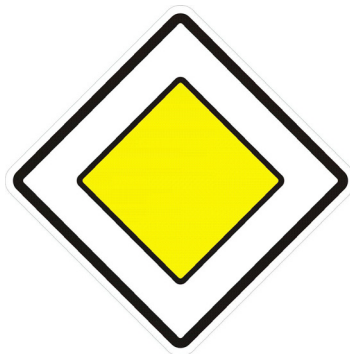
No pedestrians



Bicycles and pedestrians only



Zebra crossing ahead



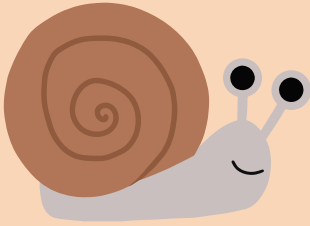
Main road



Road work ahead

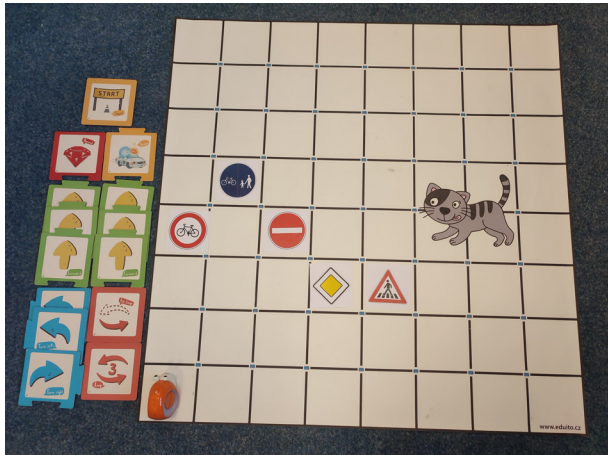


No entry



SNAIL ON THE ROAD

TASK PREPARATION



SOLUTION



TASK:

- Prepare the traffic signs in the grid, and next to it, place the selected programming cards as shown in the preparation photo.
- Create a program for the robotic snail to navigate past all the traffic signs.
- Scan the program and observe at which signs the snail wails like a police siren.


TEACHERS' NOTE:

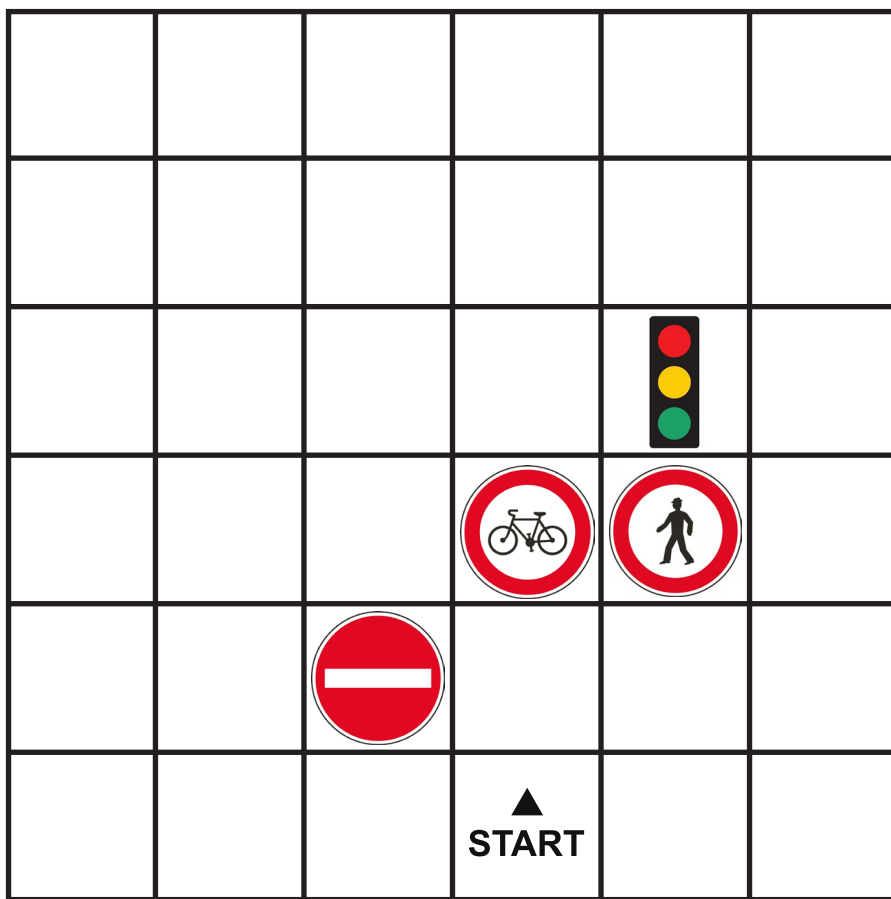
This task is focused on working with a sequence and the use of the LOOP 3x card and END LOOP card.






ROAD SAFETY WITH SNAIL

Do you know what these signs indicate    ?

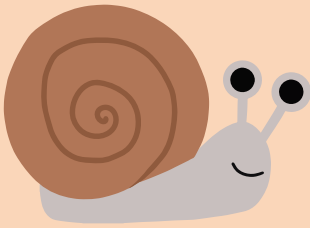
Write down a program using arrows to guide the snail, ensuring it avoids all the prohibitory signs and safely reaches the traffic light .



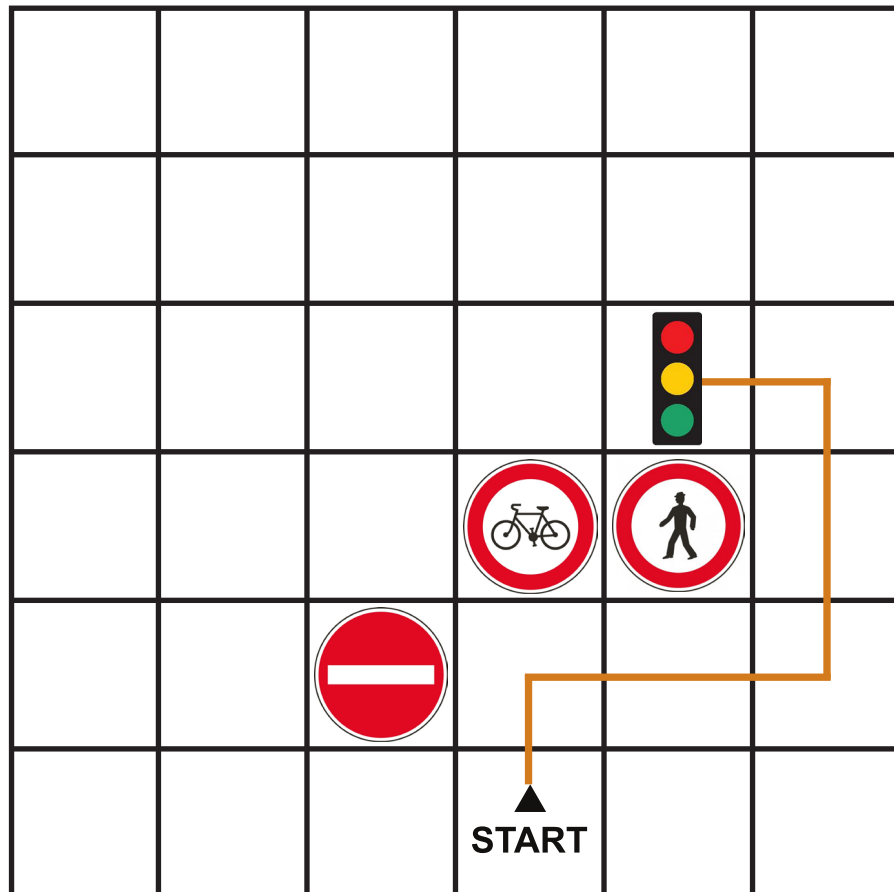
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Use a colored pencil to mark the path on the worksheet, and then write it down in a row using arrows   .

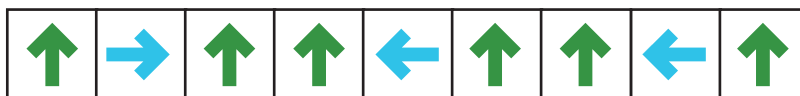
SOLUTION



ROAD SAFETY WITH SNAIL

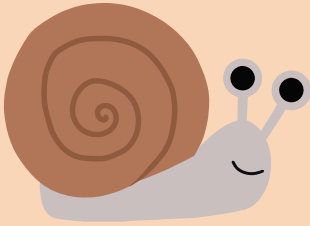


SOLUTION:



TEACHERS' NOTE:

Multiple solutions are possible for this task.



PLAYDOUGH SNAIL

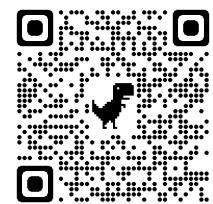
TASK:

I'm so lonely... Will you collect all the playdough and make a friend for me?

TEACHERS' NOTE:

- Create a plan on how to model a snail.
- Bring enough playdough.
- Have children place pieces of playdough in the grid.
- Then they build a path for the robotic snail to collect all the playdough.
- Finally, let the children model a snail following the provided plan.







SAMPLE SOLUTION:









VIDEO
PLAYDOUGH SNAIL














A PICTURE STORY ABOUT TWO FRIENDS – THE SNAIL AND KARUKE THE BEAR

The  goes to visit his friend  KARUKE. “Ouch, ouch,” complains the . The  feels pain in his . “Karuke, what would make you feel better?” asks the .











“Only  can help me.” “I’ll find  on the meadow over the  and I’ll bring you .





 And so, the  sets out for the .

The  goes through the  and finds a  on the . But the  don’t want to give him  just for free. The  is shining on their hive. It’s a very hot day. The  ask the  to bring them , to cool down their .

The  crosses the  finds a  and asks the  to give him .

The birds want the  to  and  for them in return. So the snail  and  and gets  from the .

The  brings  to the  on the  over the . The  exchange  for . And with  in hand, runs the shortest way to his friend .

Karuke eats  and he feels better immediately. The friends the  and   happily together.



TALK ABOUT THE STORY

When answering, allow all children to vote by showing the number of fingers corresponding to each option.



Who is Karuke the bear's friend?

1.  2.  3. 

What hurt the bear?

1.  2.  3. 

What can be used to heal the bear?

1.  2.  3. 

Who can give honey to the bear?

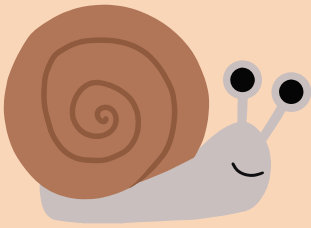
1.  2.  3. 

What did the bees want from the snail?

1.  2.  3. 

What did the birds want in return for their feathers?

1.  2.  3. 



PLAY OUT THE STORY

Arrange the attached cards in the right correct order for the story about two friends – the snail and Karuke the bear, and then narrate the story.

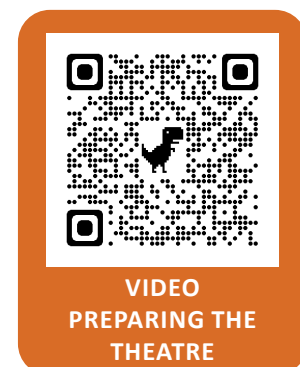
SOLUTION:



THEATRE

Cut out the characters from the story, glue them on sticks and perform the story as a theatrical play.

The character cutouts for the paper theatre are included at the back of the booklet.



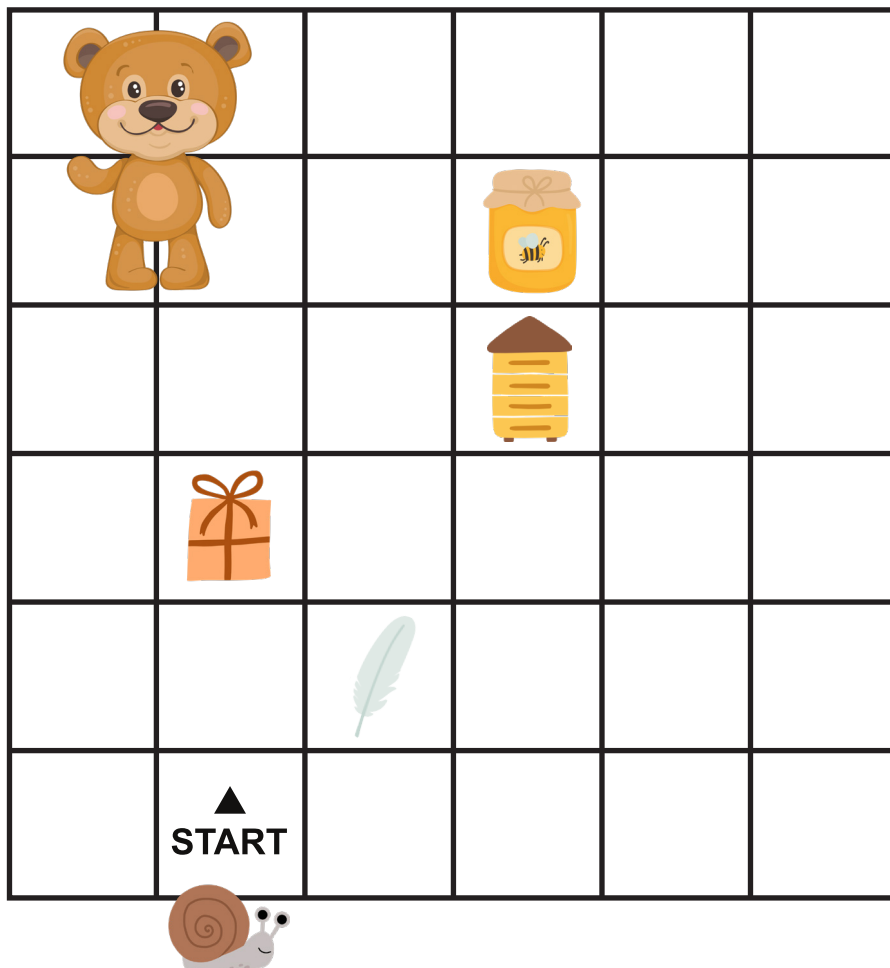


THE STORY ABOUT THE SNAIL
AND KARUKE THE BEAR

What did the snail bring to Karuke the bear to heal his ear?

Does the snail get honey from the bees immediately?

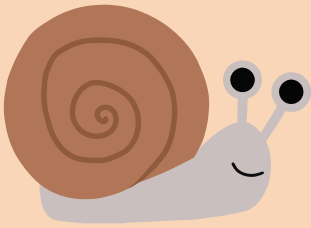
Come up with a path for the snail to bring the bees what they need, enabling him to then bring honey to the bear.



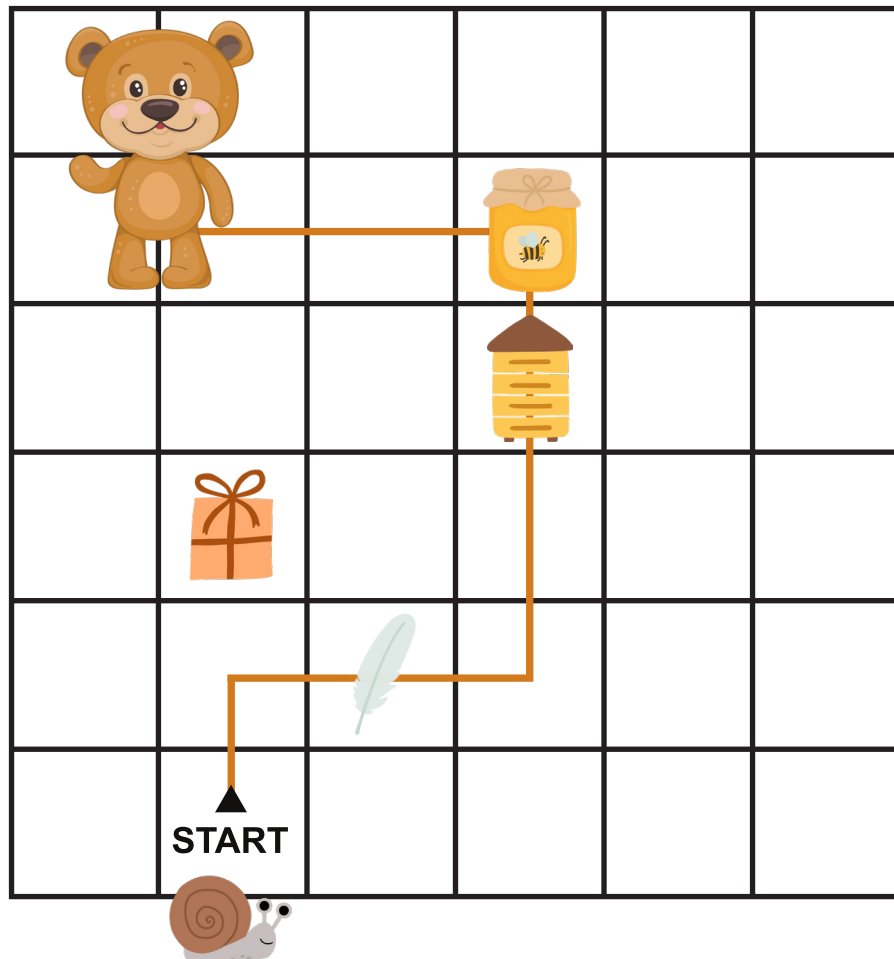
Use a coloured pencil to mark the path on the worksheet, and then write it down in the row using arrows ← ↑ → .

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SOLUTION



THE STORY ABOUT THE SNAIL AND KARUKE THE BEAR



SOLUTION:



VIDEO THEATRE



FAREWELL TO DEAR FRIENDS

PLEASE EVALUATE THE ASSETS OF THIS TEACHERS BOOKLET.

Scan your answers and send them to: info@mtuni.cz

Thank you very much for your answers.

1. I found the concept of this booklet.

 interesting


 average

 below average

2. The booklet helped me with using the robotic snail to teach children programming.

 helped a lot


 helped a bit

 didn't help

3. The booklet inspired me.

 a lot

 a bit

 not at all, I knew everything already



We succeeded in creating a fine team of teachers with international scope. Experiences from different cultural background have been interchanged along with various views on the education of children that enriched the daily work of all participants.

The collaboration on this booklet has been not only entertaining, but it also inspired many new activities and projects that we will continue to carry out together. We managed to create firm professional relations and genuine friendships.

We are looking forward to future get-togethers and joint work.

Do you have any comments or observations regarding the booklet? Would you be interested in collaborating with us on a European or any other project? Contact us at info@mtuni.cz.

Thank you very much.

ALL WORKSHEETS ARE AVAILABLE IN A FREE PRINTABLE VERSION
at the link: www.mtuni.cz/snail-qobo



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