

Title: Time to Get Dressed!

Educational level: 3rd grade 2nd cycle of Early Childhood Education (5 years old).

Curricular areas: Growing in Harmony.

Timing: a 45-minute lesson during the third term.



Summary

Through this activity children will create an algorithm to order the sequence of getting dressed properly, by means of using pictures displaying clothes. As the students' progress in the activity, the variable "weather" will also be included, which will have to be taken into account when developing the algorithm so as to order the pictures accordingly, as some of the garments are more suitable to be worn under specific weather conditions than others.

The teacher will ensure the students understand how to solve a problem that belongs in their daily routine, using a sequence of programmed actions.



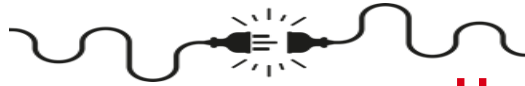
Aims



- Enhance their computational thinking.
- Understand the concept of variable.
- Develop communication and cooperation skills.
- Make quick decisions and solve problems in real-time.
- Analyze the sequence and identify errors (debugging).
- Develop critical thinking.

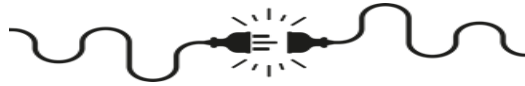
Key competencies to develop: linguistic, mathematic, science and technology, digital, personal, social, and learning-to-learn.





How do we do it?

1. **Prepare the printable flashcards with clothes:** t-shirt, a pair of socks, trousers, sweater, wellies, trainers, raincoat and a cap. Laminate the flashcards. **Print out two more flashcards representing sunny and rainy weather. Prepare several flashcards with arrows on them. Print out the human body.** It must be sized accordingly in order to enable the overlap of the garments' flashcards to represent the "dressing up" action.
2. **Explaining the activity and getting acquainted to the materials:** during the assembly, at the beginning of the session, the teacher will read a storybook related to the topic.
 - 2.1 Encourage students to identify the different steps during the action of getting dressed. It is important to ensure students identify the sequence correctly.
 - 2.2 After some practice, the students will be challenged by introducing the variable "weather" through the question "what do you wear when it's sunny/rainy?" they will then have to address the possible variations according to the different weather conditions presented. Once they have finished the reading and post reading activities, they will be presented with the materials they will be using during the pair-work (flashcards) and the teacher will explain the task. An example of the activity will be shown to ensure the students have understood the process.
3. **Pair-work coding/decoding:** the students will be sitting in pairs. A complete set of flashcards will be given to each pair. One student will be assigned with the task of "coding" and the other one will be assigned with the task of "decoding" and after some practice they will swap the roles.
 - 3.1. **Coding:** order the flashcards in order to get dressed (each garment will be followed by an arrow), the order will have to take into account the natural overlap of clothes when getting dressed. The variables will also have to be considered when coding.
 - 3.2. **Decoding:** the other student places the clothes' flashcards on the one with the body. After several turns, the variable weather will be introduced and the student will have to choose the suitable clothes when coding.



Suggestions

Once the group masters the coding and decoding activities, even with variables, the teacher can level up the challenge by adding random errors to the students' algorithms (such as placing the shoes before the socks, which would generate a mistaken overlap) and the students will have to debug the code, reviewing each step of the sequence and making the necessary changes.

On the other hand, during the presentation of the session in the assembly, in which a storybook is used, the teachers can utilize any other resource to create expectations and favour the information input (videos, songs, role-playing, etc.).

You can find an exciting storybook to be used during the presentation of the activity here: [How to Dress a Dragon](#)



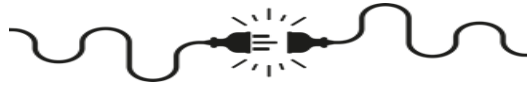
Resources

- **Personal:** teaching staff and students.
- **Materials:** a storybook related to the topic "getting dressed". Arrange the following materials per team: 2 sets of laminated flashcards representing clothes. 2 laminated flashcards representing a rainy and a sunny day. Arrow flashcards or plastic arrows. A laminated flashcard with a human body ready to get dressed.

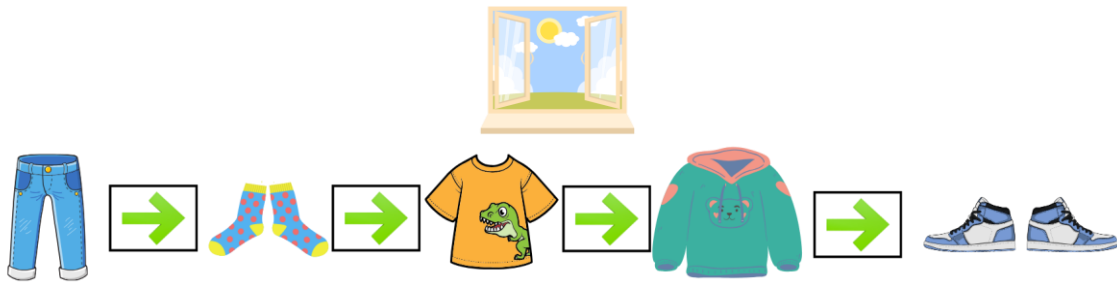


Spaces: class.

Type of activity: assembly and pair-work.



This would be an example of the coding activity, conducted by one of the students:



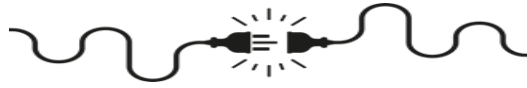
This would be an example of the decoding activity, conducted by the other student:



Click on the link below to obtain the resources:




[PRINTABLE FLASHCARDS](#)

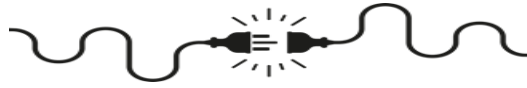




What have we learned?

This rubric will be used to evaluate the students' performance:

Assessment Criteria			
Orders the elements correctly.			
Identifies the variable and codes accordingly.			
Identifies the error and corrects it (debugging).			
Takes interest and participates actively in teamwork.			



Computational Thinking

Logic (prediction and analysis): thinking to make predictions, solve problems and take decisions based on available information.

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Decomposition (breaking down in smaller parts): breaking down problems into smaller and more manageable parts, which are easier to understand and solve.



More information

Scan the following QR codes in order to download the printable flashcards and access the storybook suggested to be read during the presentation of the activity:



How to Dress
a Dragon



Flashcards