

HOLIDAY WITH CINNAMON PACKING LIST (T1)

S15
T1
D11
L1 P3



Focus on:

- Language consciousness (D11)

Task 1: Make a 4 seasons tree

How do you dress in summer and winter?

No wrong solution!

Any tools or materials can be used! You can use the ideas and materials suggested in the Idea Bazaar, use your own ideas or let the children find a solution using their creativity.



Idea bazaar – some ideas:

- They can use recycled materials, textiles, coloured paper, cardboard, glue (I1)
- Make an agamograph (I1)

Details of the different solutions can be found on the Ideas Sheets.

Developmental fields:

In focus:

- Social competences
- fine motor skills
- creativity

In addition:

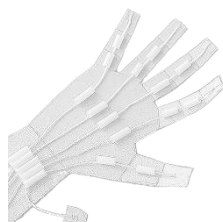
- Life skills
- subject – geography
- Talent development



Task 2: Make your own travelling suitcase! Make a packing list!

There is no wrong solution!

Any tool or material can be used! You can use the ideas and materials suggested in the Idea Bazaar, use your own ideas or let the children find a solution using their creativity.



Idea bazaar – some ideas:

- They can use recycled materials, textiles, boxes, cardboard, glue, etc. (I3)
- Fold paper airplane (I5)
- Make a model of a human hand (I10)

Details of the different solutions can be found on the Ideas Sheets.

Take photos of the constructions in progress and finished.

Developmental fields:

In focus:

- Social competences
- fine motor skills
- Spatial orientation
- creativity

In addition:

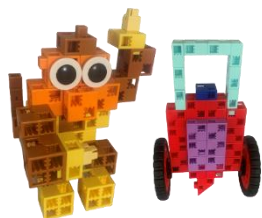
- Life skills
- subject – art, technic
- Talent development

How to manage output:

Hang the pictures on the wall, on a big poster, and ask the children to arrange them according to a rule they decide. Store the objects in a wardrobe, to protect them from falls. Attach a label with the name of the group!

HOLIDAY WITH CINNAMON PACKING LIST (T1)

S15
T1
D11
L2 P3



Packing list

"Hurray!" We're going to fly during the summer holidays!", Cinnamon cheered and excitedly jumped all over the apartment." And where are we actually flying to?" "We're flying to Greece," I replied. The monkey cheered and began to sing a song:

"I'm Cinnamon,
the monkey,
No one has fur like
Cinnamon the monkey."

"Come, Cinnamon. Help me pack," I told him after he finished singing and went to my room. Then the bell rang. Bukta and Málna arrived.

"Listen up! We're going on holiday with Ropi and his parents by plane!" he announced happily. "When are we leaving?" he asked impatiently. "Tomorrow," I replied. Cinnamon opened the suitcase and threw in everything he could get his paws on. Randomly, he tossed in half the contents of the cupboard, the calendar, the photograph, the potted cactus, the three small biscuits he had taken from my schoolbag. He ran out into the hall and returned with three pairs of shoes. "Cinnamon, there's no space left in the suitcase," Bukta tried to stop him. "Ah, that's all right. You've got another bag, haven't you, Ropi?" "We'll probably have to get a luggage carrier to take everything to the airport." The monkey raised his paws and exclaimed: "Abraka - dabraka!" and a huge plane appeared in the middle of the park. "The plane is here, we can pack up. Bukta, help me close the suitcase." "Dad came into the room and said, "Cinnamon, now we have to walk to the sea." "Then this was not a good idea. I'll get the plane out of here right away. "He raised his paws and shouted, "Abraka - dabraka!" The plane disappeared.

"What next? The plane is sent back to the airport, but how do we get this huge suitcase there?" "Dad interrupted, "Cinnamon, take only the necessities for your holiday. Is there a bathing suit in the suitcase? And some clothes in case of bad weather?" "Packing is a responsibility!" "You need to think in advance about what you need for your holiday. It's best to make a list," Emma advised. "Don't forget soap, toothpaste, toothbrush, ..." "You're right," Cinnamon shamed herself. Later that evening we wrote a list of essentials and packed up Cinnamon nicely. During breakfast, the monkey had a thought: "Ropi! You know we forgot something? The notebook where I'll write down all the clever things I've learned." "I'll run and get it and write down all the important things I learned yesterday." As he said, he,

Focus on:

- Language consciousness (D11)

Goals of the lesson:

- text comprehension
- Problem solving
- Decision making
- organising group work



Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- Use the Table or the Mind Map template!
- For beginners, use the PCS text version.
- Complete the Character Card in the target language.

character	features	actions
Cinnamon	friendly fairytale naughty mischievous	packing Cast a spell jumping Make notes
Ropi Málna Bukta	dutiful	Giving advices
pilot	clueless	running around

How to use the character card:

Each student fills in his/her own Character card:

- writes the name of the character
- their features, movements, reactions, etc.
- collects the elements of the environment, other accessories, things to be built
- thinks over the phases, tools and materials of the robot's building

Students can use more pieces of each part of the Character card if needed!


 Your name: _____
 I am building: _____


 Your name: _____
 Make sure your robot is able to: _____


 Your name: _____
 There also should be: _____


 Your name: _____
 Think over: _____

Cinnamon the monkey
Ropi and his friends
suitcase

packing
Cast a spell
jumping
opening

room
wardrobe
plane

The main actions of the story
Divide the text segment into pieces
Make a list about things needed
Media files needed

S15
T1
D11
L3-4
P4



- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least Studuino motherboard, 2 DC motors, wheels, 1 servo motor, 1, 2 or 5 Touch sensor, 1 IR Photoreflector)
- Character cards and Robotic task card template
- Pencil

- Discuss with children how people move, how animals move
- Discuss how means of transport move on land, water and in the air
- Observe the movement of the paper airplane
- Build a plane with moving parts from ArTeC cubes

- Problem solving
- Decision making
- body image

- Choose the robot's activity and the complexity of the program to match the child's abilities, based on the character card, the developmental aspect and the programming level.
- If necessary (e.g. for clarification or differentiation), additional robot cards can be filled in.
- Design the robot with several ways of building/programming!
- Complete the robot cards in the target language!
- Not all columns of the table need to be filled in, only those relevant to the robot's specific operation.
- Based on each row of the table, describe the robot's operation in the target language using grammatically correct sentences.

- Programming DC motor (2.a, 2.b)
- Programming servo motor (3.a, 3.b)
- Testing and programming IR Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector for detecting an object (7.d, 7.e)
 - Maze walking robot (7.h)
- Sound sensor testing and programming (9.a)
 - Activating robot with sound (9.b)
- Using LED (5.a)
 - Blinking (5.b)

The name of my robot: _____

The parts I need for my robot:

*Use head sensor when you see:
Blue action
Green: starting
Find robotics
yellow: outside
in the technique
Corner!*

This is how I build and program my robot:

What do I want?	When will it start?	What? (Sensors)	How? (Motors)	To what? How long? How many times?	When will it stop?

This is how my robot will work: *Write it in complete sentences using the table above!*

PROG1

PROG2

PROG3

PROG4

HOLIDAY WITH CINNAMON PACKING LIST (T1)

S15
T1
D11
L3-4
P5

Ideas for robots on different programming levels

Ropi, Cinnamon, Málna, Bukta, parents, pilot, suitcase with movable figures „puppet theatre”

PROG1

Suitcase opens and closes with servo motor, Cinnamon's hand moves, eyes light up, pilot looks left and right

PROG2

Cinnamon "runs" to the suitcase, the suitcase closes, and then Cinnamon "runs" for something else

PROG3

Cinnamon follows a line between suitcase and wardrobe. The pilot is controllable and makes a sound. Robot arm lifts the object

PROG4



Cinnamon, Ropi and their friends, the plane and its pilot

P1 Puppet theatre

Building the characters from the scene

- Head, arm, suitcase top can be moved axially, wardrobe door opens
- All the characters are movable

P2 Monkey makes magic

a.) Building the characters in the scene as in P1

- The suitcase opens, closes
- Red LED instead of monkey's eye

b.) Rised hand, lighting LED

- The monkey raises his hand, then his eyes light up (he casts a spell)

P3 monkey in a packing

- a.) Building the room and its furnishings, the monkey and the suitcase like in P2 a.)
- Place the monkey on the robot base so that it can turn with the help of a servo motor, 1 IR Photoreflexor is placed on the front of the robot
- When the pre-installed IR Photoreflexor detects the suitcase Cinnamon stops and turns
- b.) Building a monkey that goes back and forth
- The structure is the same as in P3 a), except that it has an IR at the back and a touch sensor
- The robot starts at the push of the touch sensor, stops at the suitcase, the monkey turns and the robot moves backwards. If IR 2 detects the suitcase, it stops.
- You can turn the head by adding a servo

P4 The pilot is walking cluelessly

a.) The pilot is placed on a robotic platform. It continues to function as a remote controlled robot.

Controlled by 5 touch sensor

- the robot moves forward
- the robot moves backwards
- the robot turns right
- the robot turns left
- the robot stops

b.) The robot makes desperate noises to signal its dislike

- We have mounted a buzzer on the pilot

c.) Building a robot arm with 4 push buttons 3 servo motors

