

Dash on Planet X

Summary

Dash is trapped on Planet X with an unknown alien.

Over the course of **6 challenges**, your students will **add to a program** that will enable Dash to sense the location of the alien using distance sensors. The **Wait for** block allows students to set a condition for a subsequent action or sound, e.g., **object behind, clap or picked up**. These cues will trigger **pre-programmed sounds**. In the **Drive** control, your students will learn how to program movement **forward, backward, left** and **right**. Students will dramatize Dash's reaction to various scenarios, **turning in a 360° circle, head shaking** and programming **Eye Pattern** lights to make Dash smile. Students will be happy to learn that in the final challenge, Dash is rescued by the student as a friendly alien!

Concepts Covered

- **Distance Sensors** - students will learn that Dash can recognize objects when programmed in **front** and in **back** with infrared lights.
- **Add to program** - students will learn how to drag and drop blocks as commands in a program.
- **Start** - students will learn that the **Start** button in the left hand corner of the screen is used to initiate a program.
- **Sound** - students will learn that the **Say** block can be used to add pre-programmed sounds and words, e.g., **"Uh-oh!"** or **sigh of relief**.
- **Look** - students will learn to program a **head shake** by editing the Look block, left, right and forward.
- **Drive** -
 - students will learn how to program Dash turn left or right.
 - students will learn to program Dash to turn in a 360° circle
 - students will learn how to program Dash to move forward.
- **Wait for** - students will recognize that a **Wait for** block puts a hold on the program until a new cue or command is introduced, e.g., object behind, clap, picked up.
- **Eye Pattern** - students will learn to turn lights on or off to resemble a facial expression for Dash e.g., smile.

Vocabulary:

Control: to use power to manage or command

Drive: to control the movement or direct the course of Dash

Light: a form of energy that makes it possible for the eye to see

Eye Pattern: an arrangement of lights

Look: to face a certain direction

Sensors: a device that detects and responds to changes within the environment

Sounds: anything that can be heard by your ears

Start: the beginning of or to begin the program that was created

Wait for: putting a hold on the program until a new cue or command is introduced

Reflection Questions:

1. In which direction does a program proceed sequentially? *Left to right? Right to left? Top to bottom? Bottom to top?* What other objects or materials in your world can be connected in one direction. (Example: Legos, a plug into a wall)
2. In Challenge 3, Dash **turns** right to face the alien! How many degrees does Dash need to turn?
3. In Challenge 4, Dash turns right in a 360° circle. Can add to the program to make Dash turn left in a 360° circle?
4. What would happen if you programmed Dash to turn right 90° 4 times?
5. What would happen if you deleted all of the Wait for blocks? How does that affect the program?

Activity Extensions

1. Dash the Actor

Tell students that Dash is all ready for his big moment in Hollywood. It's time for Dash's screen test. Challenge students to program Dash's Eye Pattern lights to resemble various expressions. How can you make Dash Frown? Look surprised? Shocked? Angry? CCSS.MATH.PRACTICE.MP1

2. Dashing Data

Research creatures in nature that make use of sensors and sounds as protection from predators. Compare them to Dash's sensors and sounds. Evaluate and determine the ways in which the creature's sensors are more or less effective. Dash's head turns just in time to see the alien's tentacle. Research a creature in nature that can turn their heads 180 or 360 degrees. How does this capability impact the creature's survival? Based on these two features, select one creature with the best chance of survival on Planet X. Create a Google slideshow to share your data and explanation as a multimedia presentation. Include images and sounds. Digital Presentation Resource: <http://www.wix.com/>

CCSS.ELA-LITERACY.W.5.7; CCSS.ELA-LITERACY.W.4.7; CCSS.ELA-LITERACY.W.3.7;
CCSS.ELA-LITERACY.W.2.7; CCSS.ELA-LITERACY.W.1.7; K-ESS2-2; K-ESS3-1; 3-LS4-3

3. Acting Out

In this activity, students will act out individual blocks commands, enacting the Planet X program. First Assign a block command to each student. Have students create a label for their block and tape to shirt. Example: Backward 30 cm. fast. Students will experiment with rearranging the sequence of commands, and the speed and distance of the forward and backward commands using a ruler and timer. Discuss how these changes affect the program and Dash's escape from the alien's tentacles. Which one change might best improve Dash's escape and survival? CCSS.ELA-LITERACY.SL.1.1; CCSS.ELA-LITERACY.SL.2.1; CCSS.ELA-LITERACY.SL.3.1; CCSS.ELA-LITERACY.SL.4.1; CCSS.ELA-LITERACY.SL.5.1

4. Alien Movie

Use your iPad and iMovie App to record Dash's performance of the Planet X puzzle as an exciting Sci-Fi movie trailer. Write a dramatic narrative script explaining what is happening and have one member record it in iMovie. Give it a title. Select an appropriate theme and background music to build excitement and tension. Director's Cut: Include a final chapter in which you, as the director, explain the following math concepts and how they played a part in "directing" Dash's daring performance in the Planet X puzzle: symmetry, rotation, angle, variables, measurement. CCSS.ELA-LITERACY.W.1.6; CCSS.ELA-LITERACY.W.2.6; CCSS.ELA-LITERACY.W.3.6; CCSS.ELA-LITERACY.W.5.6;

Solutions

Challenge 1

When Dash detects an alien's giant tentacle coming too close for comfort, Dash says, "Uh-oh!" Try out the program by tapping **Start** and putting your hand or foot in front of Dash!

The screenshot shows the Dash robot programming interface. On the left is a vertical menu with categories: Start, Drive, Look, Light, Sound, Animations, Control, Variables, and Accessory. The main workspace contains a script with three blocks: a 'When Start' block, a 'Wait For Dash Obstacle In Front' block, and a 'Say Uh oh!' block. At the bottom, there is a 'START' button, a 'Need a hint?' button, and a 'Reset' button. A hint box at the bottom reads: "When Dash detects an alien's giant tentacle coming too close for comfort, Dash says 'Uh-oh!' Try out the program by tapping **Start** and putting your hand or foot in front of Dash!"

Challenge 2

Add to the program to make Dash back away fast saying, "Uh oh!" Then Dash should do a head shake and look forward.

The image shows a Scratch code editor with the following blocks in the script area:

- When Start
- Wait For Dash Obstacle In Front
- Say Uh oh!
- Backward 30 fast
- Look left 90
- Look right 90
- Look forward 0

At the bottom of the editor, there is a "Need a hint?" button and a "Reset" button. Below the editor, there is a "START" button and a progress bar with a left and right arrow.

Challenge 3

The danger isn't over! **Add more to the program.** Make Dash **wait for** an alien tentacle sneaking up from **behind**. Make Dash say, "Uh-oh!" then move **forward** and **turn** around to face the alien!

The image shows a Scratch code editor with a sequence of blocks for a character named Dash. The blocks are as follows:

- When Start
- Wait For Dash Obstacle In Front
- Say Uh oh!
- Backward 30 fast
- Look left 90
- Look right 90
- Look forward 0
- Wait For Dash Object Behind
- Say Uh oh!
- Forward 30 fast
- Turn Right 180

Below the code editor, there is a "Need a hint?" button and a hint box that reads: "The danger isn't over! **Add more to the program.** Make Dash **wait for** an alien tentacle sneaking up from **behind**. Make Dash say, "Uh-oh!" then move **forward** and **turn** around to face the alien!"

At the bottom of the editor, there is a "START" button, a left arrow button, a right arrow button, and a "Reset" button.

Challenge 4

There's a thunderstorm brewing on Planet X. **Add blocks** to make Dash **wait for a clap**, say "Huh" and **turn** around in a **360 degree circle**.

Scratch code editor showing a sequence of blocks for Dash the robot:

- Wait For Dash Obstacle In Front
- Say Uh oh!
- Backward 30 fast
- Look left 90
- Look right 90
- Look forward 0
- Wait For Dash Object Behind
- Say Uh oh!
- Forward 30 fast
- Turn Right 180
- Wait For Dash Hear Clap
- Say Huh?
- Turn Right 360

Need a hint?

The danger isn't over! **Add more to the program.** Make Dash **wait for** an alien tentacle sneaking up from **behind**. Make Dash say, "Uh-oh!" then move **forward** and **turn** around to face the alien!

Challenge 5

It's finally time to rescue Dash. You are now a friendly giant alien. **Add to the program** so that Dash **waits for** rescue. When you **pick up** Dash, the robot should **sigh** in relief.

Backward 30 fast

Look left 90

Look right 90

Look forward 0

Wait For Dash Object Behind

Say Uh oh!

Forward 30 fast

Turn Right 180

Wait For Dash Hear Clap

Say Huh?

Turn Right 360

Wait For Dash Picked Up

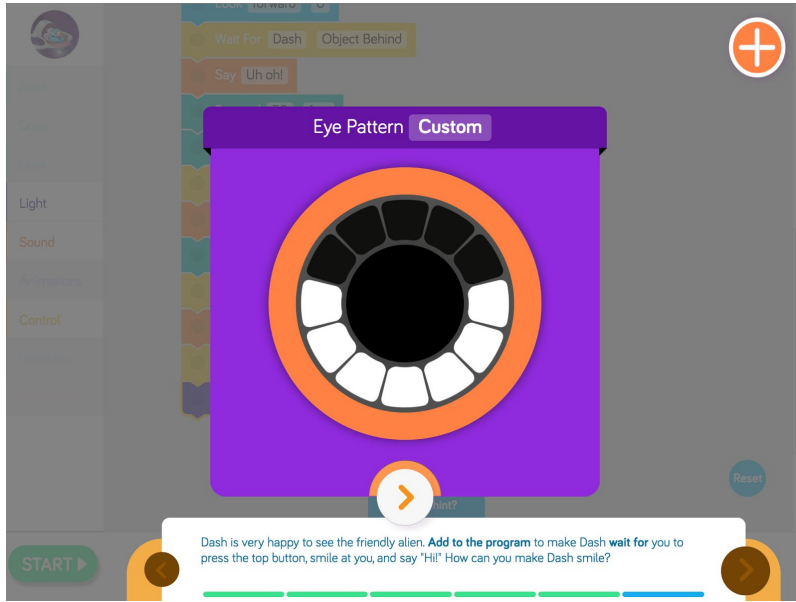
Say Sigh..

Need a hint?

It's finally time to rescue Dash. You are now a friendly giant alien. **Add to the program** so that Dash **waits for** rescue. When you **pick up** Dash, the robot should **sigh** in relief.

Challenge 6

Dash is very happy to see the friendly alien. **Add to the program** to make Dash **wait for** you to press the top button, smile at you, and say, "Hi!" How can you make Dash smile?



**Customized Eye Pattern: Turn off top half of lights to create a smile effect.*



Educational Standards

CC Mathematical Practices:

1, 2, 4, 5, 6, 7, 8

CC Math Standards:

1.MD.A.2, 2.MD.A.2, 3.MD.B.4, 4.MD.A.1, 5.MD.A.1
4.MD.C.5, 4.MD.C.5.A, 4.MD.C.5.B, 4.MD.C.6
5.OA.B.3

CSTA K-12 Computer Science Standards

- CT.L1:3-03. Understand how to arrange information into useful order
- CT.L1:6-01. Understand and use the basic steps in algorithmic problem-solving.
- CT.L1:6-02. Develop a simple understanding of an algorithm
- CPP.L1.3-04. Construct a set of statements to be acted out to accomplish a simple task.
- CPP.L1:6-05. Construct a program as a set of step-by-step instructions to be acted out.
- CT.L2-03. Define an algorithm as a sequence of instructions that can be processed by a computer.
- CT.L2-06. Describe and analyze a sequence of instructions being followed.

NGSS Science and Engineering Practices

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-PS3-2 - Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.
- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. *This standard applies to Dashing Data Activity Extension.
- K-ESS3-1 - Represent the relationship between the needs of different plants and animals (including humans) and the places they live. *This standard applies to Dashing Data Activity Extension.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. *Applicable to Dashing Data Activity Extension.

