



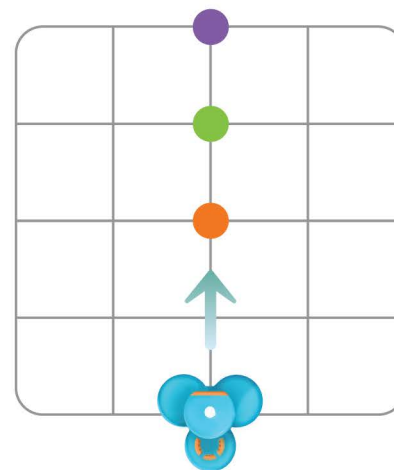
Dash the Collector

Dash is at the beach and sees a lot of beautiful seashells. Let's help Dash collect some!

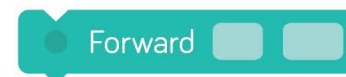


Materials: 3 seashells or small toys

1. Put the **Bulldozer** on Dash.
2. Place **3 seashells** or **small toys** in a **straight line** on the floor.



3. Use **1 Forward** block to help Dash **collect** all the seashells.



4. **Record** a "Whoopee!" **sound** using the **My Sounds** block to help Dash celebrate.



Dash the Collector

Time: 10 minutes

Hints

- If you don't have a **Bulldozer**, use the **Building Block Connectors** to create your own.
- Tap the **Forward** block and drag the **arrow up** or **down** to change how far Dash moves.
- You can record your own sound by tapping on the **My Sounds** block. Then press **Record a New Sound**, choose a number slot, and tap the microphone to record your sound.

B | 1.1
Sequences

Materials: 3 seashells or small toys

1. Put the **Bulldozer** on Dash.
2. Place **3 seashells** or **small toys** in a **straight line** on the floor.

3. Use **1 Forward** block to help Dash **collect** all the seashells.

4. **Record** a "Whoopie!" sound using the **My Sounds** block to help Dash celebrate.

Suggested Solution:



Discussion Questions

1. How would you need to change the program if there were **5 seashells** instead of 3?
2. What if you wanted Dash to make a sound after each seashell was collected? What would you need to add to the program? What would you need to change?

Cross-Curricular Connections

MATH

- Have students measure out the distance between each seashell before they decide how far Dash should move forward. (CCSS.MATH.MD.A.2)

ELA

- Have students complete the challenge using a grid on the floor (e.g., gridded mat or a grid made out of masking tape). Then have them turn the grid into a map, adding features like a key and compass. (CCSS.ELA.RI.K.7)
- Have students write their own version of the challenge using a different story and objectives. (CCSS.ELA.W.1.7)

NOTES:

B

1.2

Sequences



It's Candy Time!

The party piñata has spilled candy all over the floor! Help Dash collect some candy, and you may just get a treat!



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B

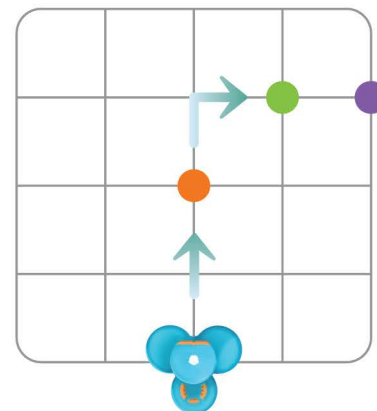
1.2

Sequences

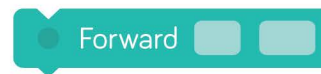


Materials: 3 pieces of candy or small toys

1. Put the **bulldozer** on Dash.
2. Place **3 pieces of candy or small toys** on the floor like in the picture below.



3. Use **Forward** and **Turn Right** blocks to help Dash collect all the candy.



4. Then **record** a "Yum, yum, yum!" **sound** using the **My Sounds** block to play after Dash collects all the candy.



It's Candy Time!

Time: 15 minutes

Hints

- If you don't have a **Bulldozer**, use the **Building Block Connectors** to create your own.
- Use your finger to trace the path that you want Dash to take. What's the first block you'll need to get Dash started on the path? Is it a **Forward** block or a **Turn Right** block?
- You can **record** your own sound by tapping on the **My Sounds** block. Then press **Record a New Sound**, choose a number slot, and tap the microphone to record your sound.

B 1.2 Sequences

Materials: 3 pieces of candy or small toys

1. Put the **bulldozer** on Dash.
2. Place **3 pieces of candy or small toys** on the floor like in the picture below.

3. Use **Forward** and **Turn Right** blocks to help Dash collect all the candy.

Forward

Turn Right

4. Then **record** a "Yum, yum, yum!" **sound** using the **My Sounds** block to play after Dash collects all the candy.

My Sounds

Suggested Solution:



Discussion Questions

1. How would you need to change the program if Dash were facing a different direction at the start of the path?
2. What if you wanted Dash to make a sound after each piece of candy was collected? What would you need to add to the program? What would you need to change?

Cross-Curricular Connections

MATH

- Have students measure out the distance between each piece of candy before they decide how far Dash should move forward. (CCSS.MATH.MD.A.2)

ELA

- Have students complete the challenge using a grid on the floor (e.g., gridded mat or a grid made out of masking tape). Then have them turn the grid into a map, adding features like a key and compass. (CCSS.ELA.RI.K.7)
- Have students write their own version of the challenge using a different story and objectives. (CCSS.ELA.W.1.7)

NOTES:

B

1.3

Sequences



B

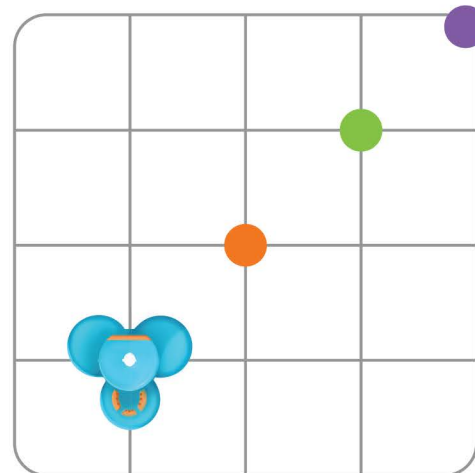
1.3

Sequences



Materials: 3 small toys

1. Put the **Bulldozer** on Dash.
2. Place **3 small toys** on the floor like in the picture below. These are the bird's eggs.



3. Program Dash to **move** and **collect** the 3 eggs.



Add more eggs for Dash to collect.

Egg Help!

Oh no! Some eggs fell out of a bird's nest. Let's use Dash to help collect all of the eggs.

Egg Help!

Time: 15 minutes

Hints

- On a piece of paper, draw the path that you want Dash to take. What blocks could you use to make Dash move that way?
- Dash needs to use **Forward** and **Turn Right** blocks. In order to collect all the eggs, how far forward does Dash need to move? How much does Dash need to turn?
- Use tape to mark Dash's starting spot and each toy's location. Remember to put Dash back at the starting spot each time you start the program.
- If you don't have a **Bulldozer**, use the **Building Block Connectors** to create your own.

Suggested Solution:

B | 1.3
Sequences

Materials: 3 small toys

1. Put the **Bulldozer** on Dash.
2. Place **3 small toys** on the floor like in the picture below. These are the bird's eggs.

3. Program Dash to **move** and **collect** the 3 eggs.

Add more eggs for Dash to collect.

