

The **Mistake** is my **friend!**

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Lucia Giraffa
Margarete Santos



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Margarete Santos

The Mistake is my friend!

Dedicated to Kindergarten and Early Childhood teachers
who educate our children with so much love and affection!

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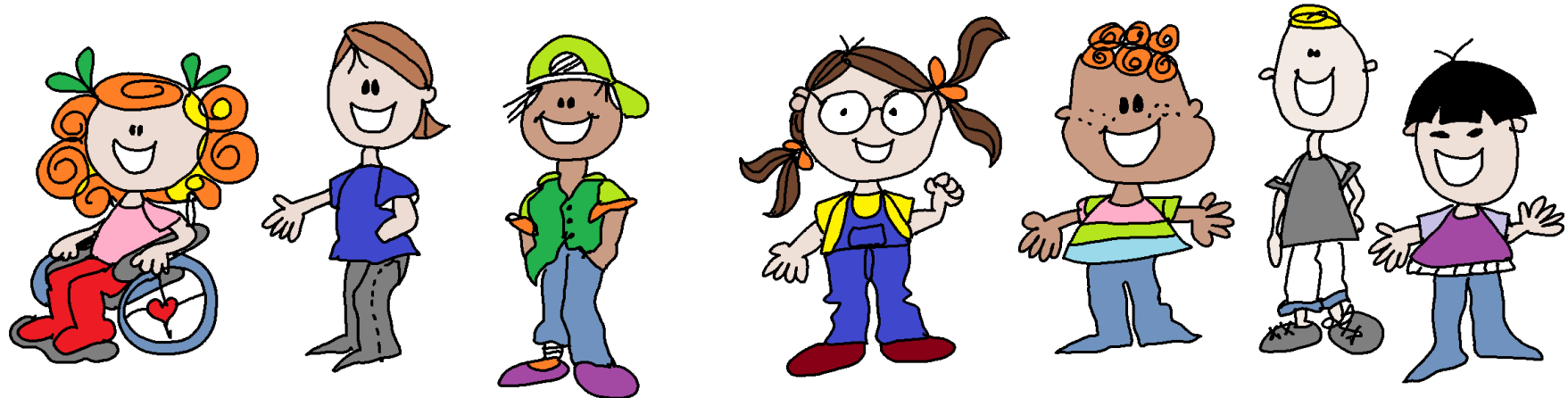
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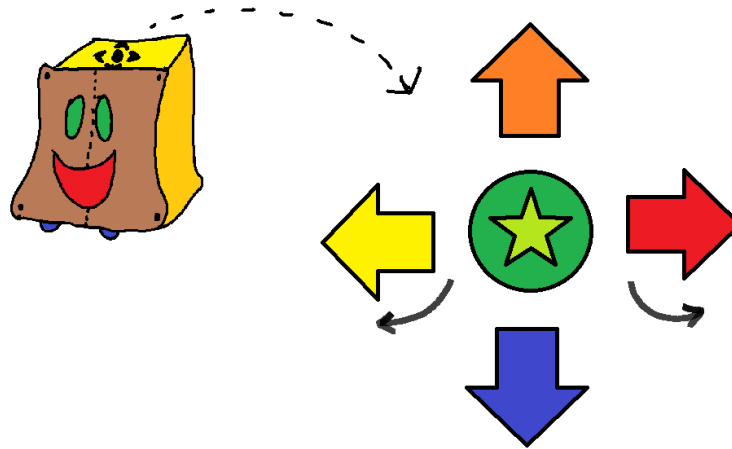
And it all starts in a classroom... with children and a teacher
who deeply loves her profession...



Our story begins when the teacher, **Ms. Doralinda**, introduces a novelty for her students to work with: the little robot called **Rope**.

Students were very excited about their new activity partner.

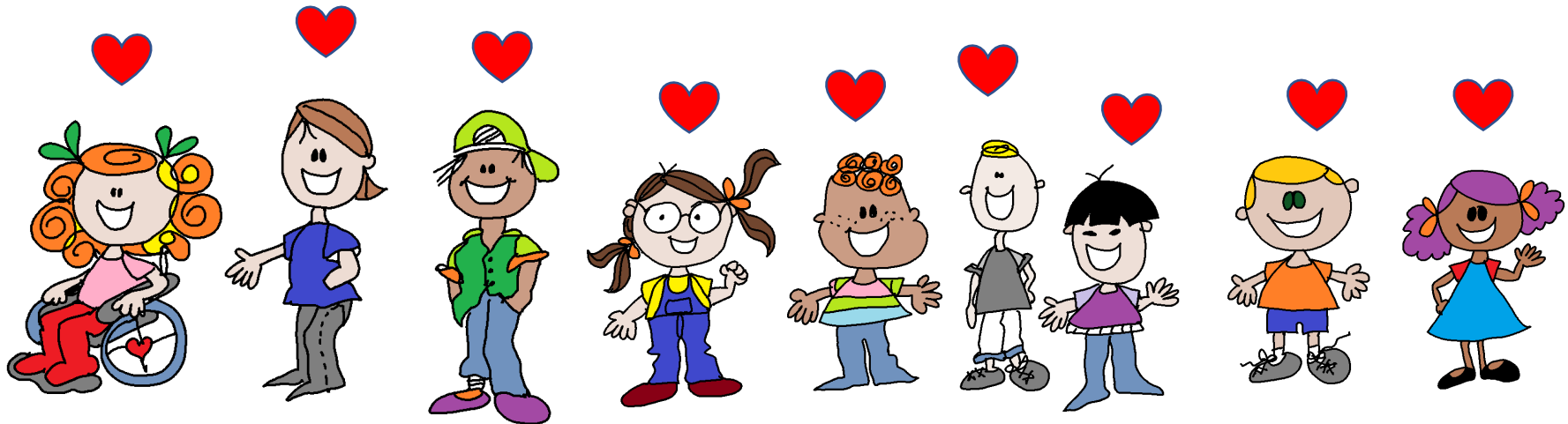


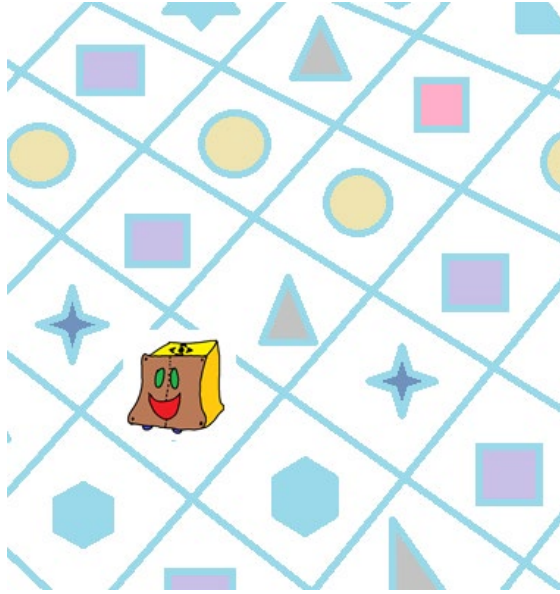


Ms. Doralinda

explained that **Rope** moves forwards, backwards, it rotates to the left and to the right, and that it can be programmed!!!

Students loved it, right away!





Ms. Doralinda

explained that she would use some “magic carpets” that would only work with students’ help.

These carpets had assignments on it and Rope (nicknamed Ropy by the children) would execute the programming set by the children.

As Rope rides, it shows the solutions programmed by the children!

Then, **Ms. Doralinda** divided the students in pairs and distributed several carpets with the activities to be accomplished.

Each carpet had a path to be taken by the little robot.

Children should use the buttons at **Ropy**'s top to make it move around.



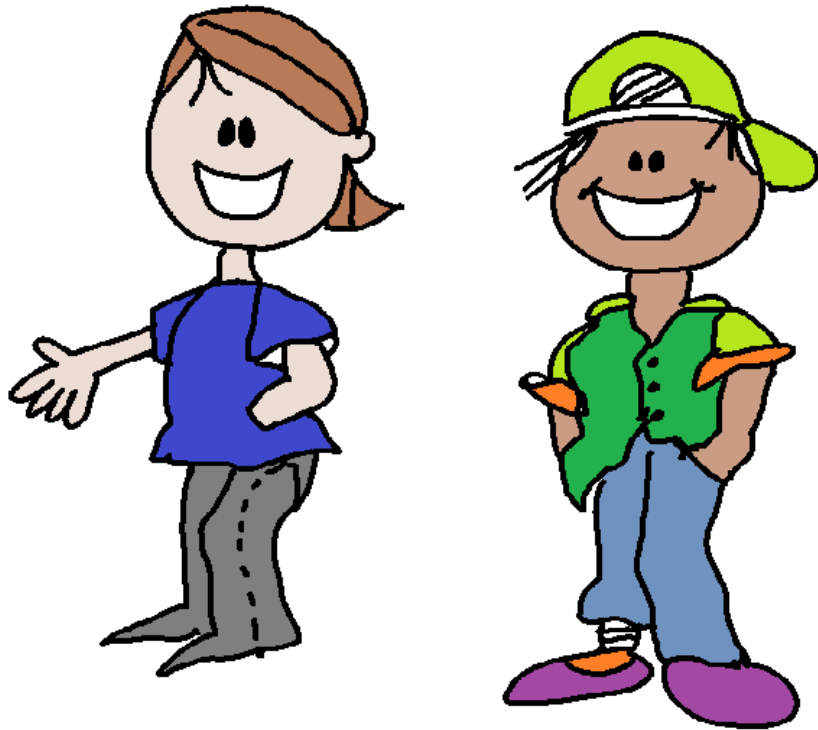
Luiza, who was very curious, asked what that middle button with a star on it was used for.



Toshi, joking with his friend, said: "it makes the little robot shine!!!"



Fábio and **Gui** laughed at Toshi's joke.



Theo Theo, with a beautiful smile on his face, said:

"Guys, let **Ms. Doralinda** explain!"





Ms. Doralinda started explaining that little robots, like Rope, need to receive a set of instructions in order to ride.

This set of instructions is called "programming".

In order to program Rope, you must...

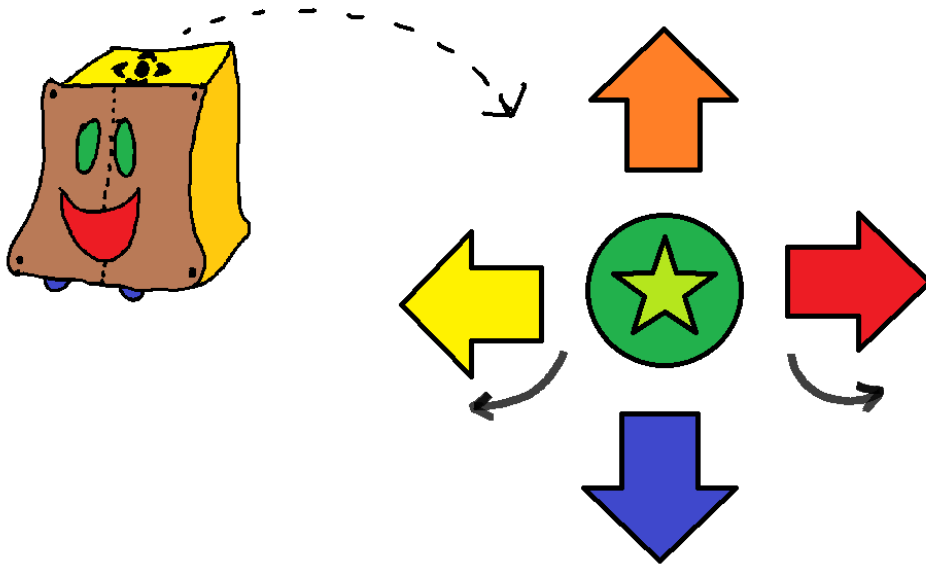
Press the **orange** arrow 1 time and the robot moves backwards 1 time. If you press the **blue** arrow 1 time, it moves forward 1 time.

If you want it to ride forward or backward more than once, press the keys as many times as you want the little robot to ride.

Use the **yellow** or **red** arrows to make the robot turn left or right.

It turns 90 degrees.

The teacher explained what it meant.





The teacher asked the students to practice how to move Ropy beforehand in order to better understand the effect of her instructions.

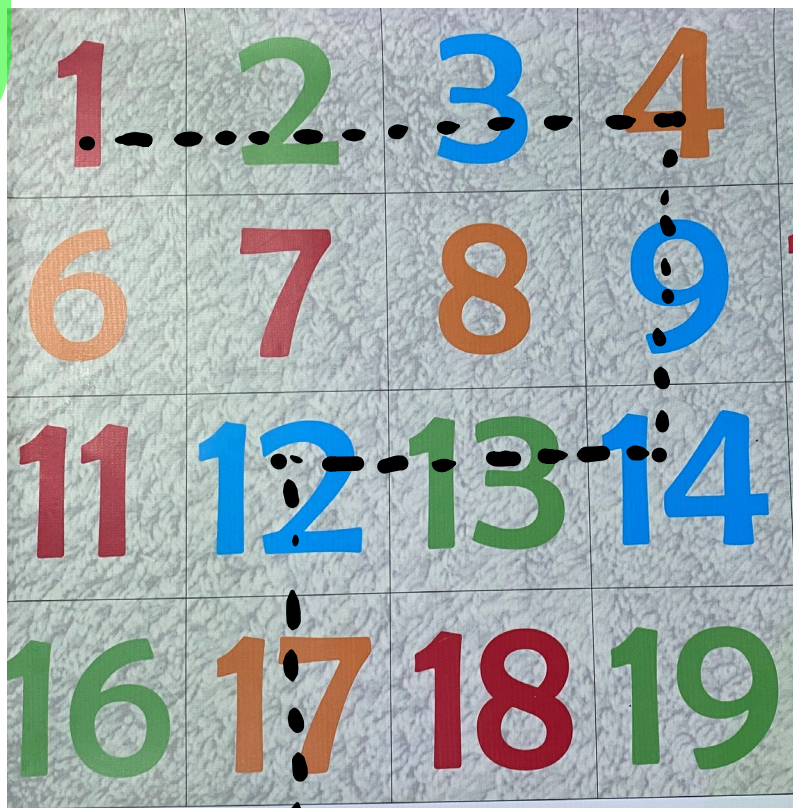
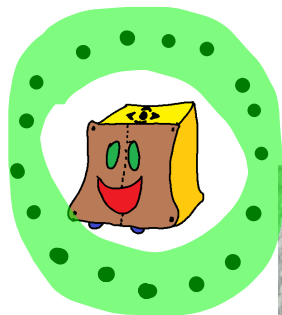
She emphasized that the little robot only rides (executes the programming) after one presses the button



Then, it moves!

I do not do anything by myself!
You decide how I should move.

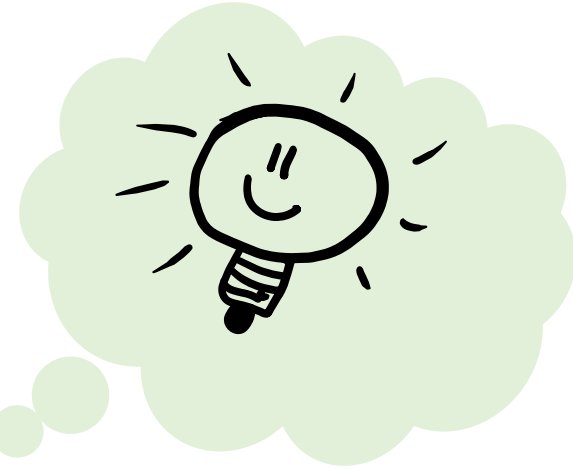
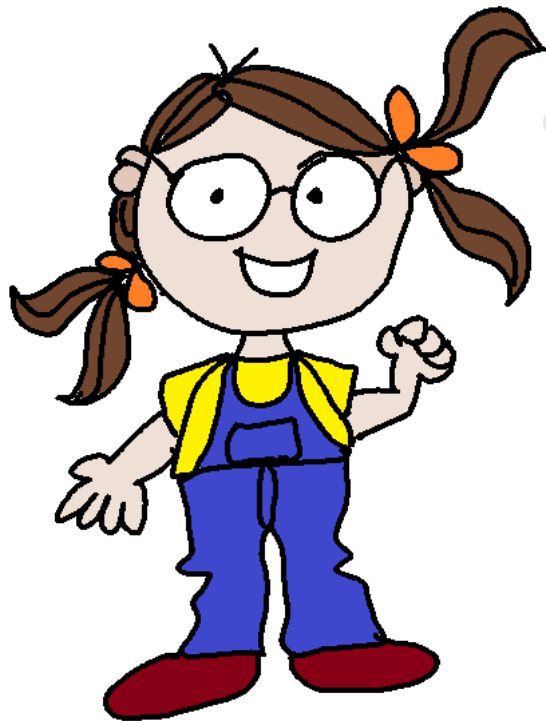




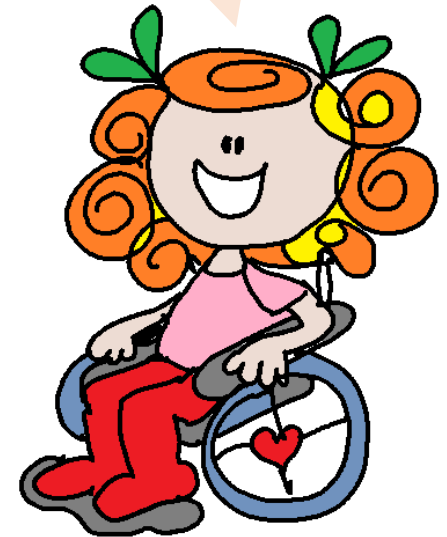
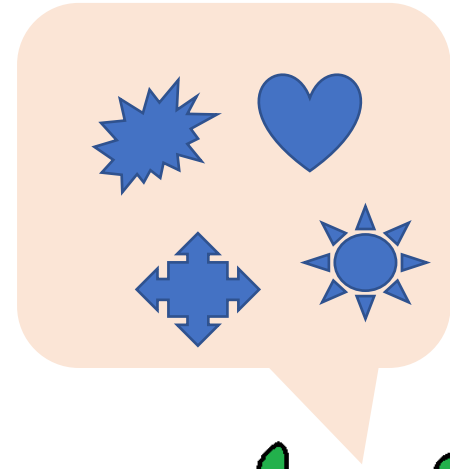
She chose the carpet of numbers, which has a path on it, in order to start the assignments.

Ms. Doralinda
said she would
give the **golden**
lollipop to all
pairs who made
the little robot
cross the route
marked on the
carpet!!!

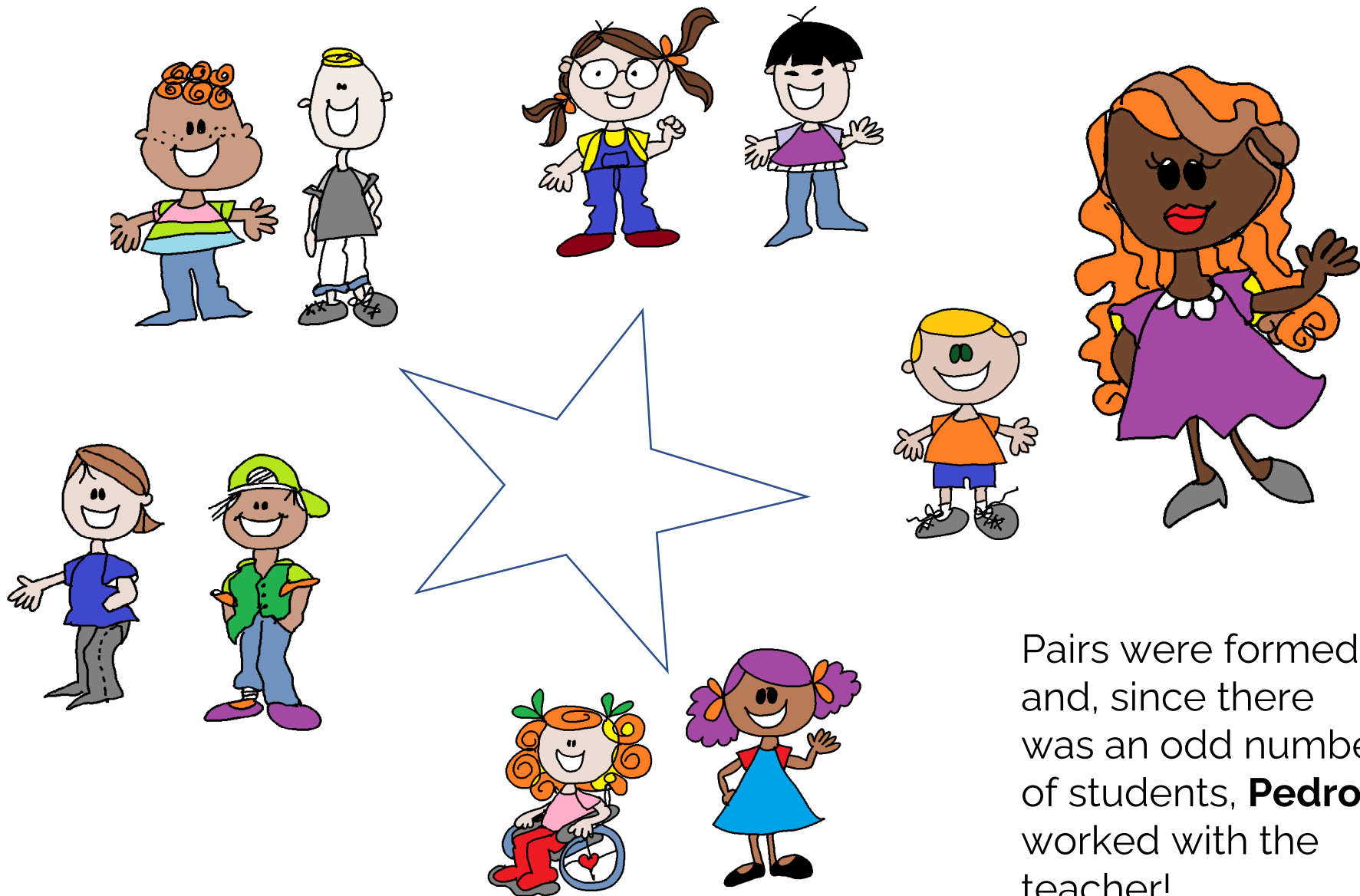




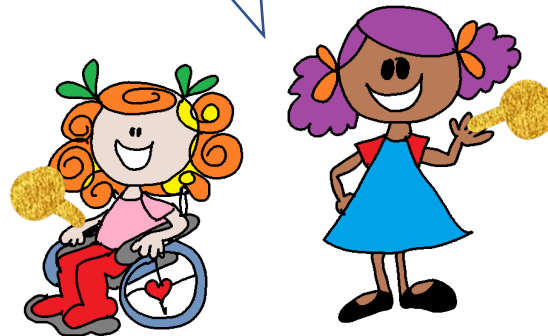
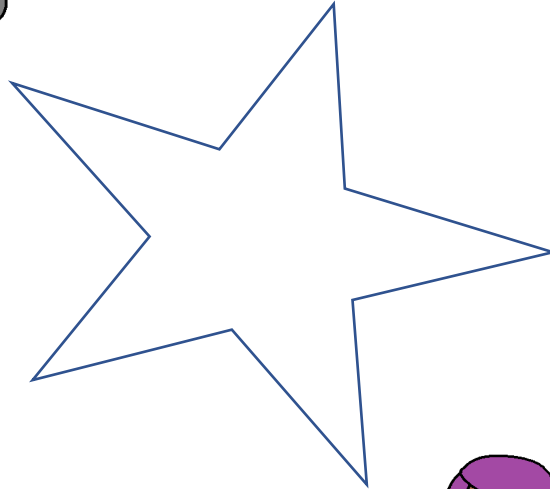
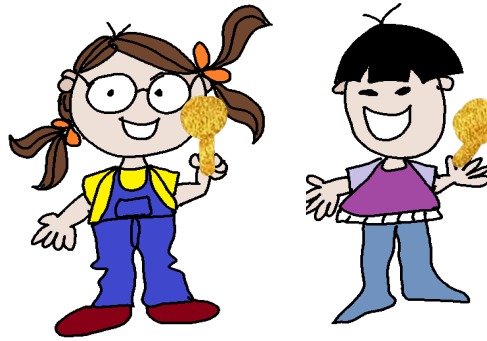
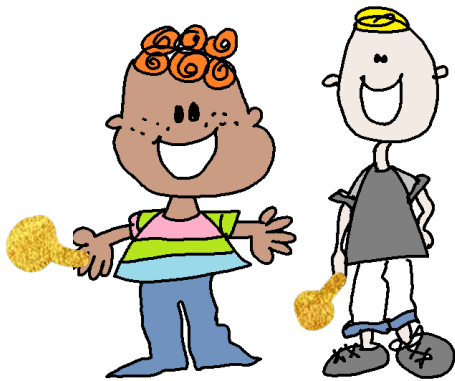
Bel, who was very curious,
started to have ideas...



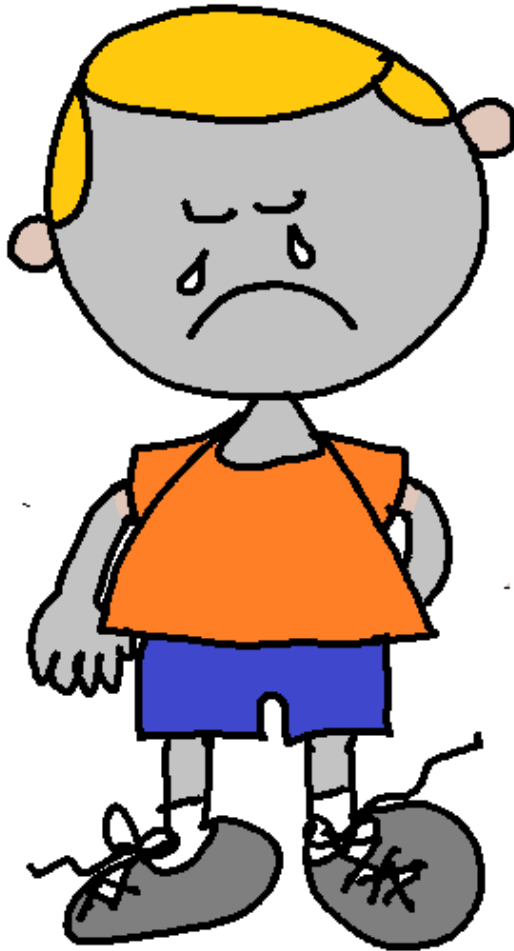
Tida also wondered about how she could
do it... and started talking about her ideas!!!



Pairs were formed and, since there was an odd number of students, **Pedro** worked with the teacher!



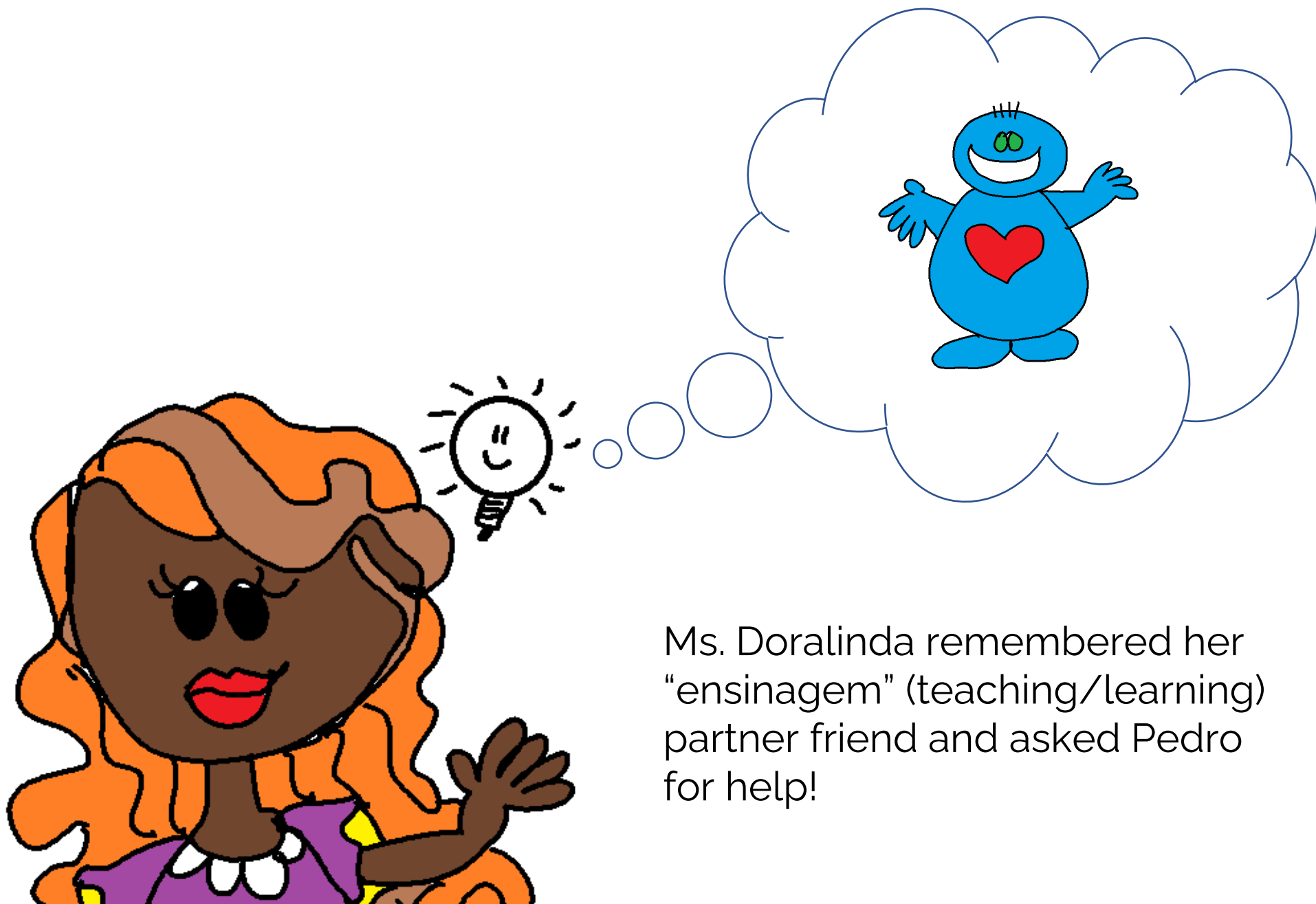
After a while,
everyone had their
golden lollipop...
except for **Pedro!**



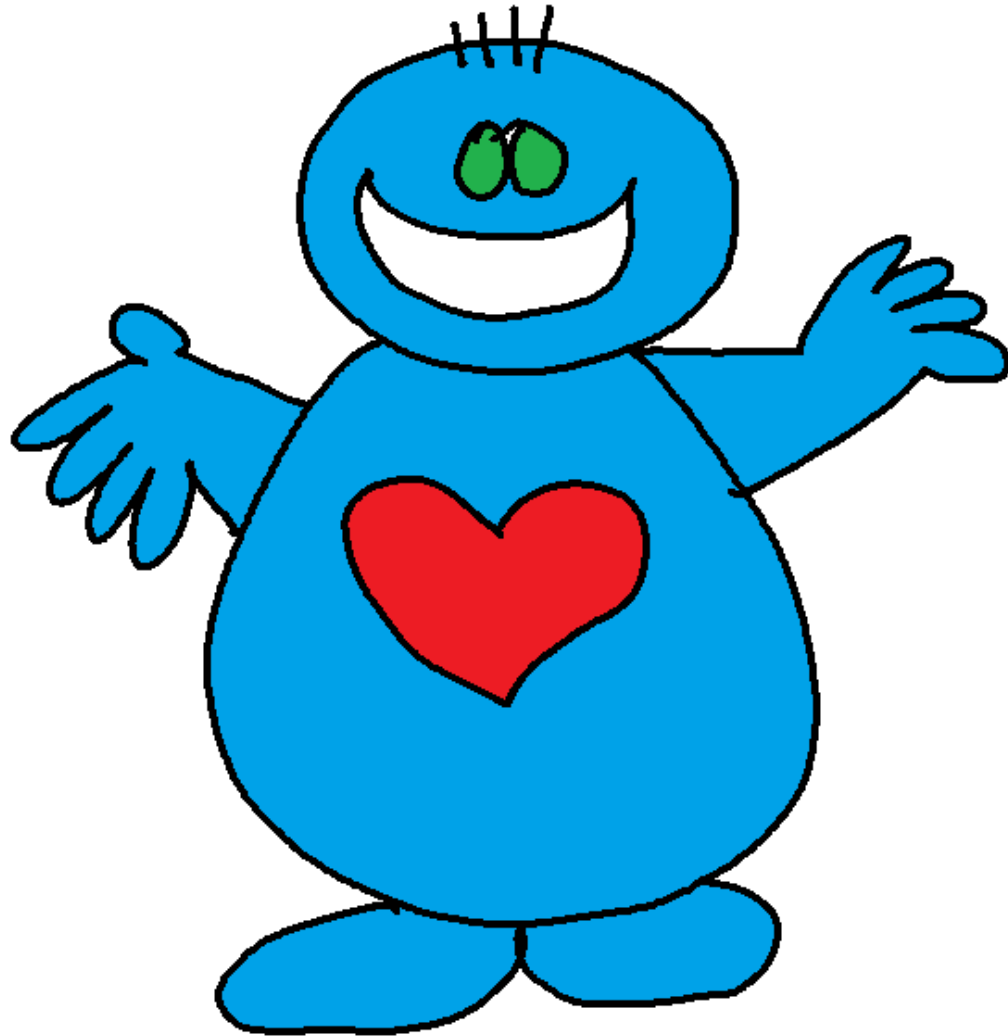
He was so sad that his skin color changed to gray!

The little robot was sad to see the boy's sadness and it also changed its color.





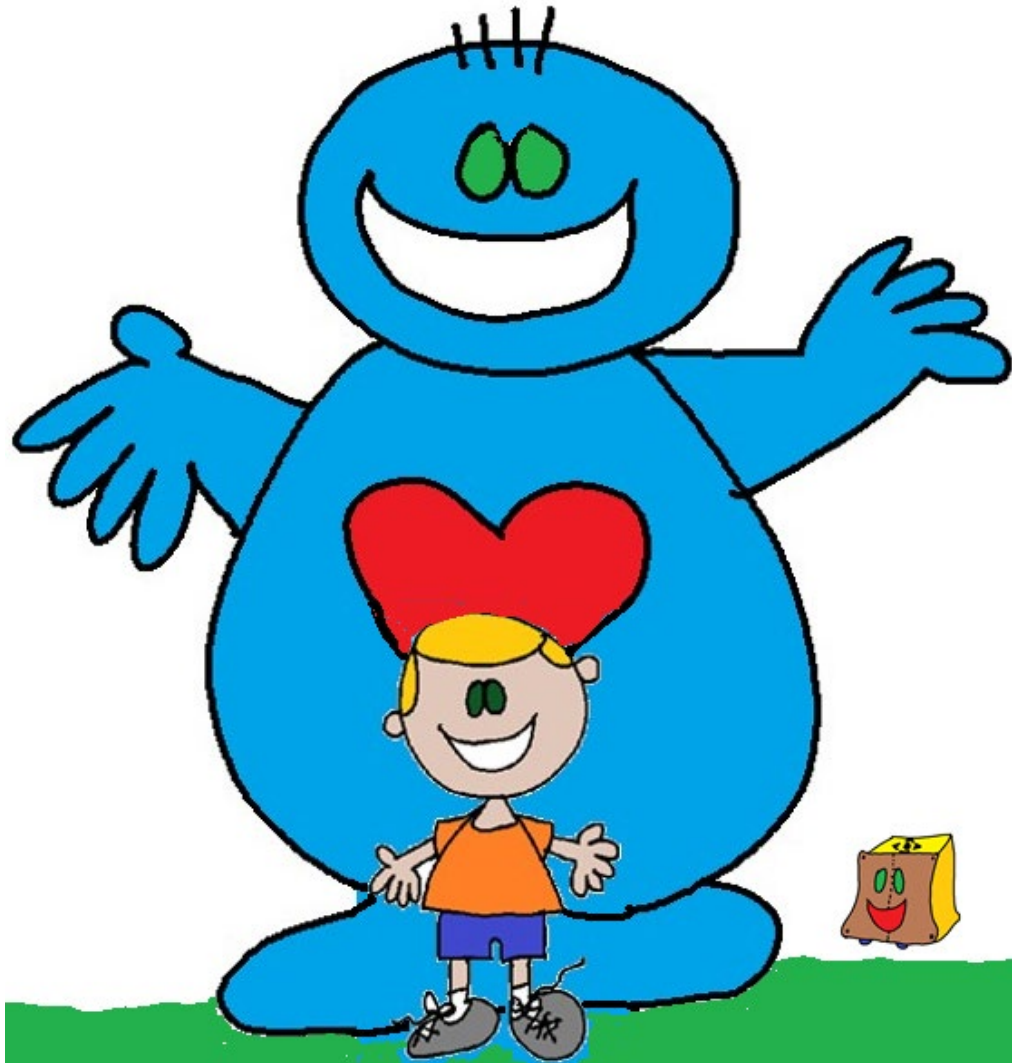
Ms. Doralinda remembered her “ensinagem” (teaching/learning) partner friend and asked Pedro for help!



She called her friend **Mistake**!!!

He has been her partner since she started teaching.

Mistake has always helped her students to understand the activities and to learn more.



Mistake helped Pedro to understand what had happened.

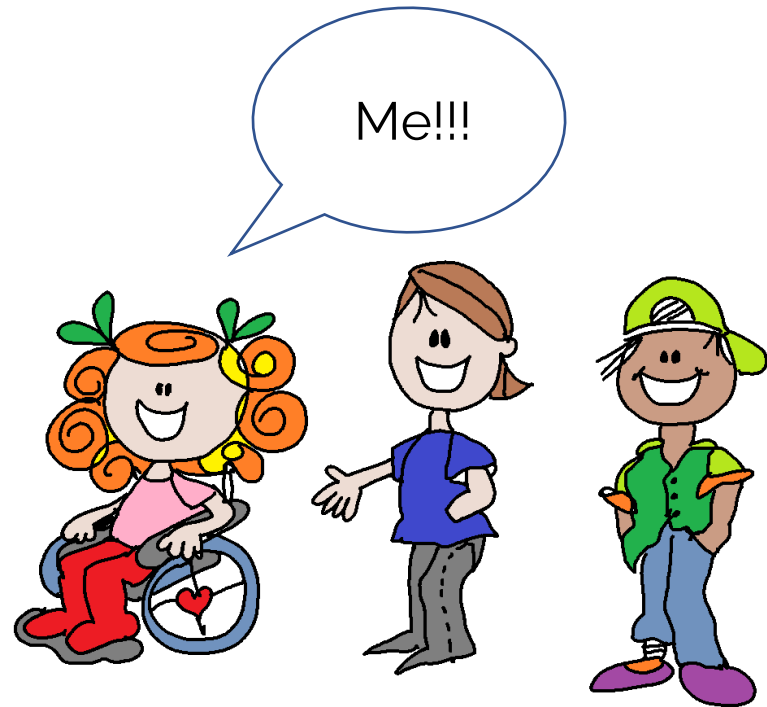
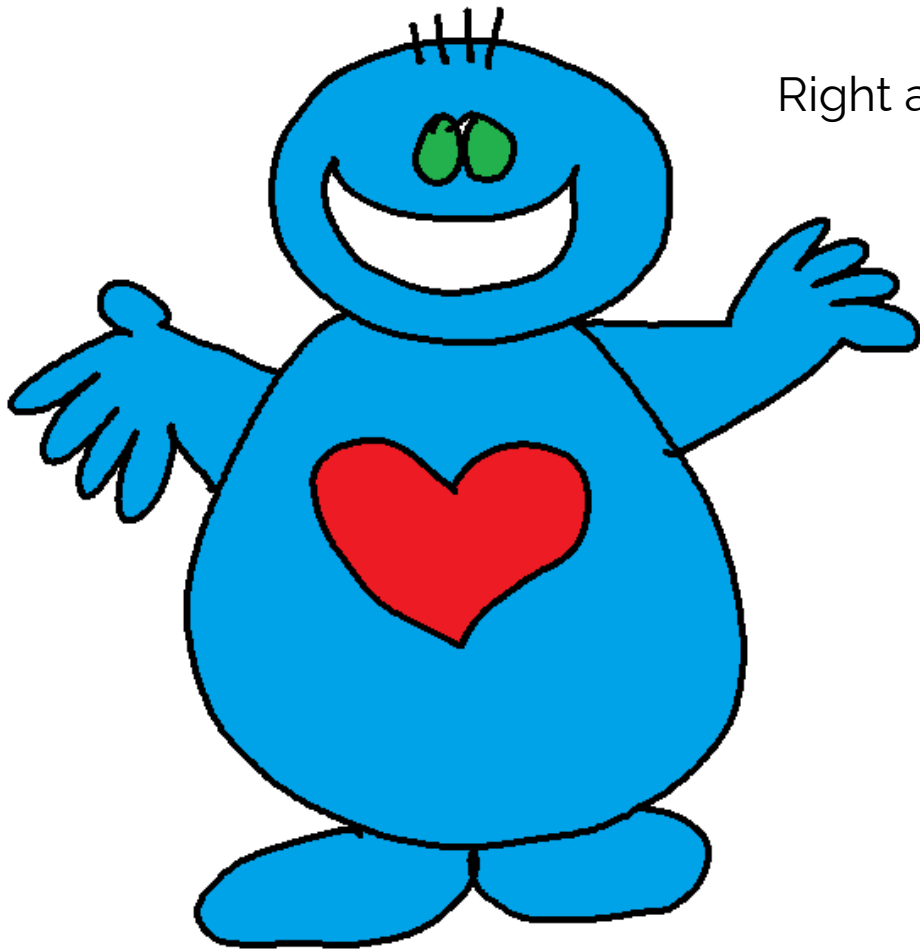
Pedro realized that he has mistaken the command to “turn left” with that to “turn right” and that it was the reason why Ropy was not able to ride as the teacher had asked!

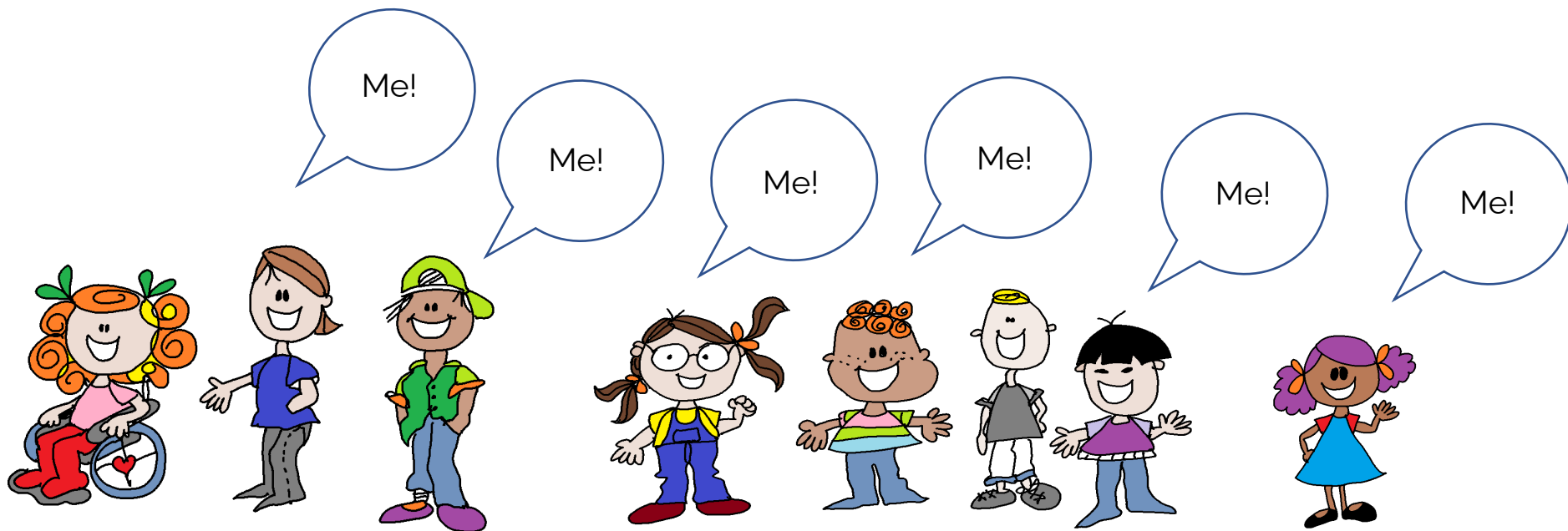
Things got easier after he understood what was “wrong”!

Programming was reorganized and... there went Ropy riding as the teacher had asked.

Mistake was very friendly and decided to talk to the class to find out whether they had ever made a mistake at the time to solve assignments at school.

Right away, Tida said:





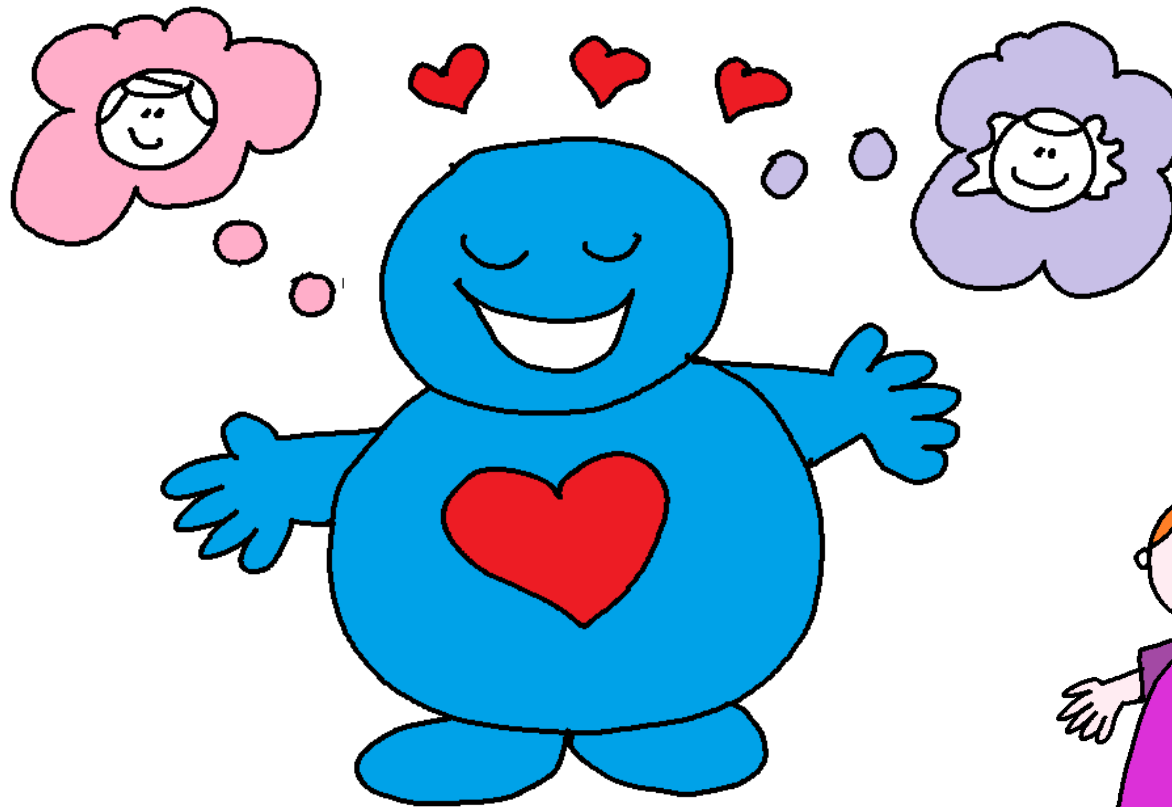
And to Pedro's surprise... All his classmates had already made mistakes!

Sadness went away and Pedro felt really good.

After all, making mistakes is part of learning.

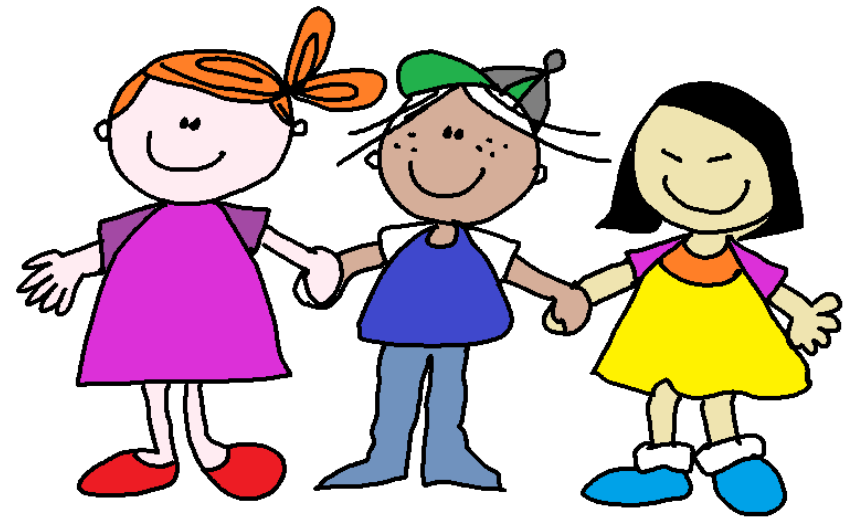
And there is nothing wrong with it.
Happy are the ones who learn from their mistakes.





Mistake remembered
all the children he had
helped... there were
many and he had lost
count of how many
they were!

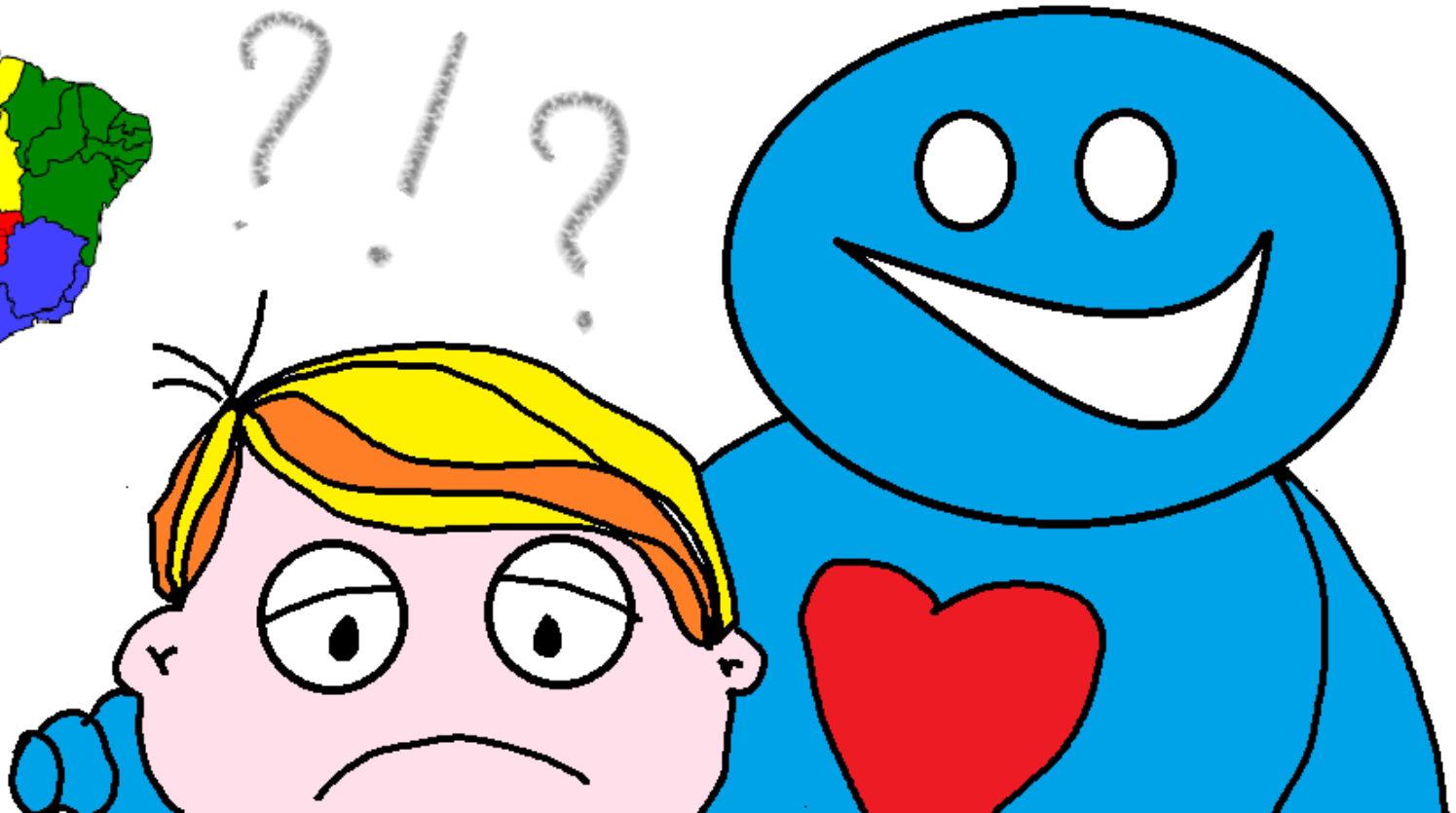
And it was not just in
programming!



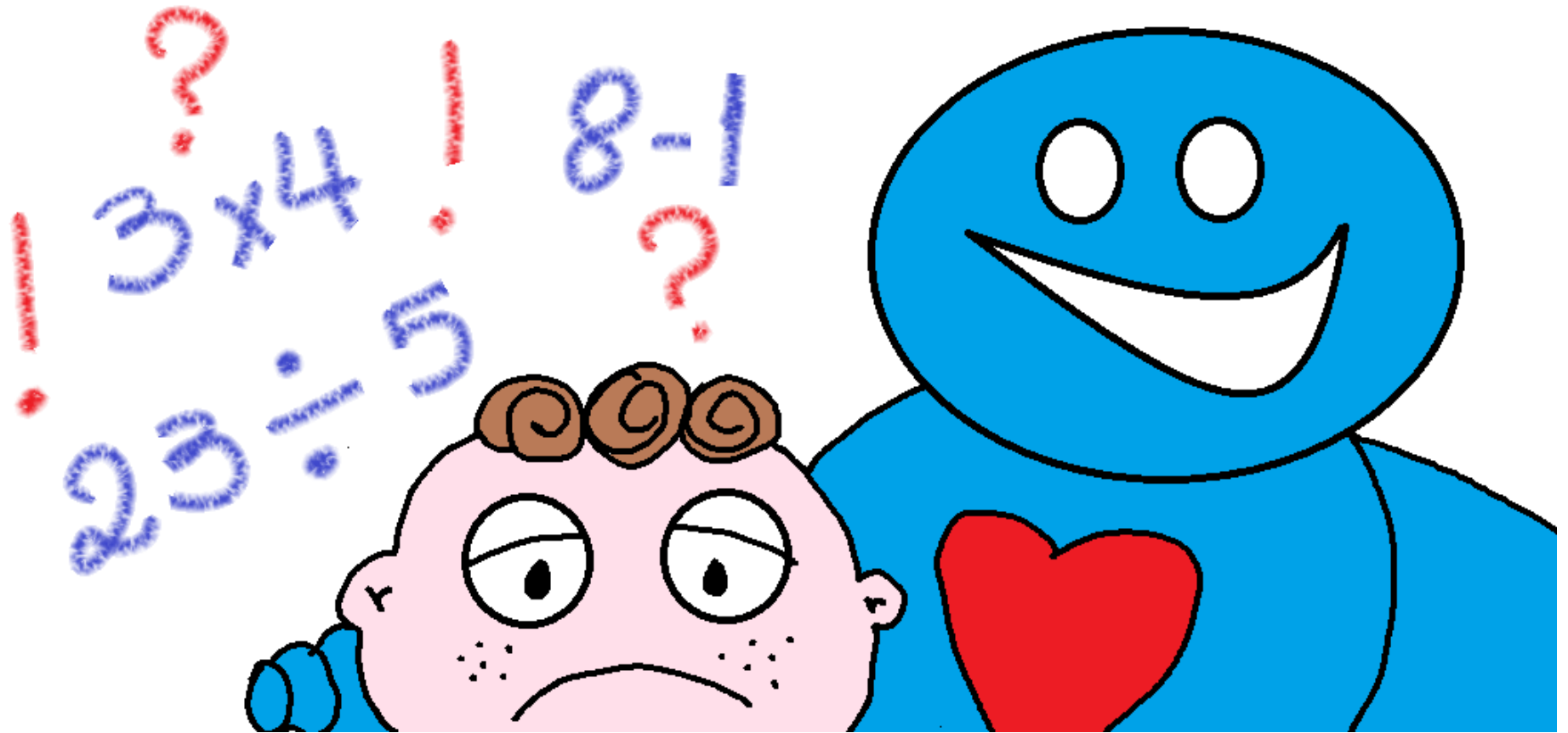
In Science!



In Geography!

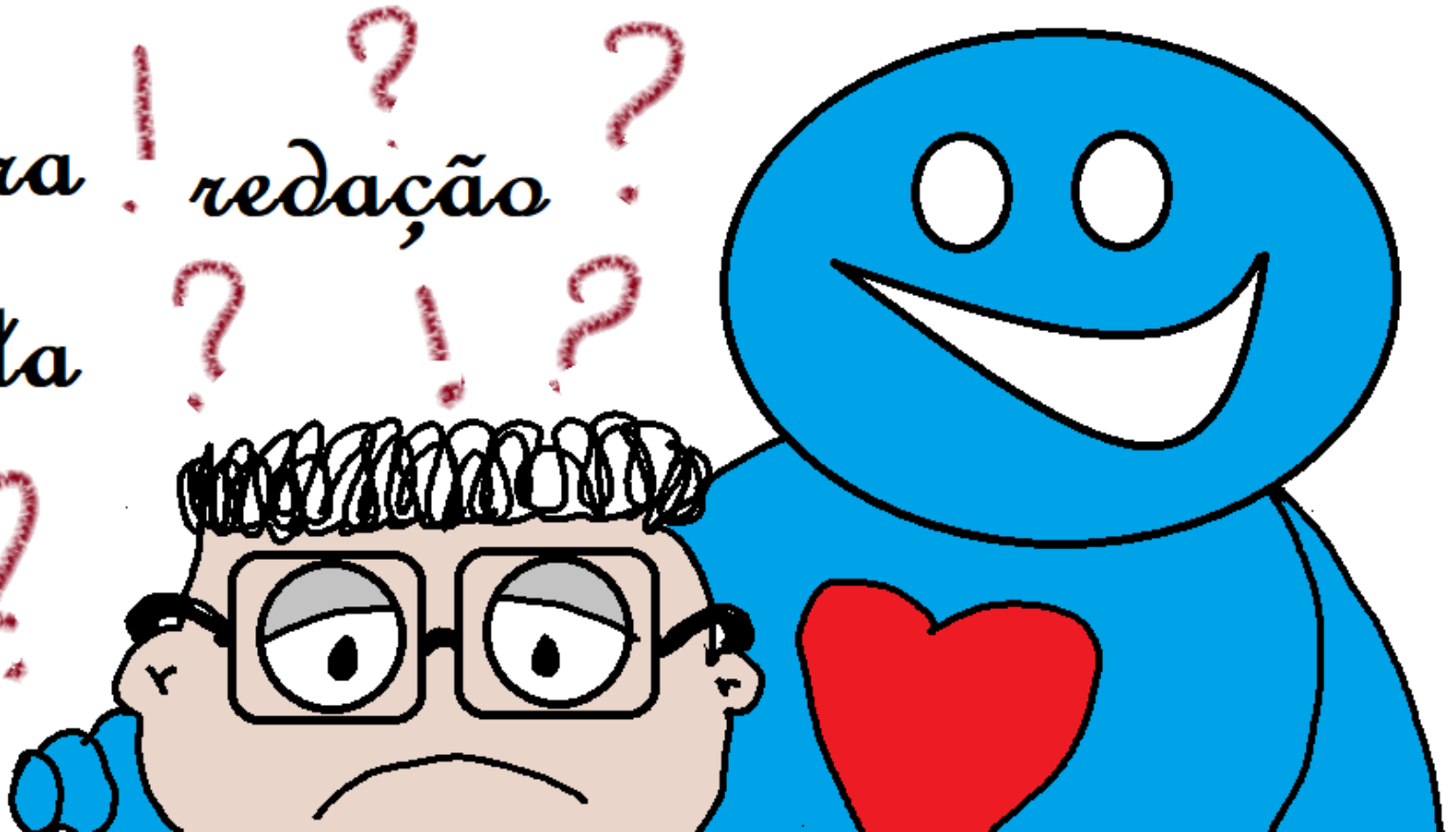


In Mathematics!



In Portuguese!

leitura ! redação ?
escrita ? ! ?
? ?





Historia



Filosofia

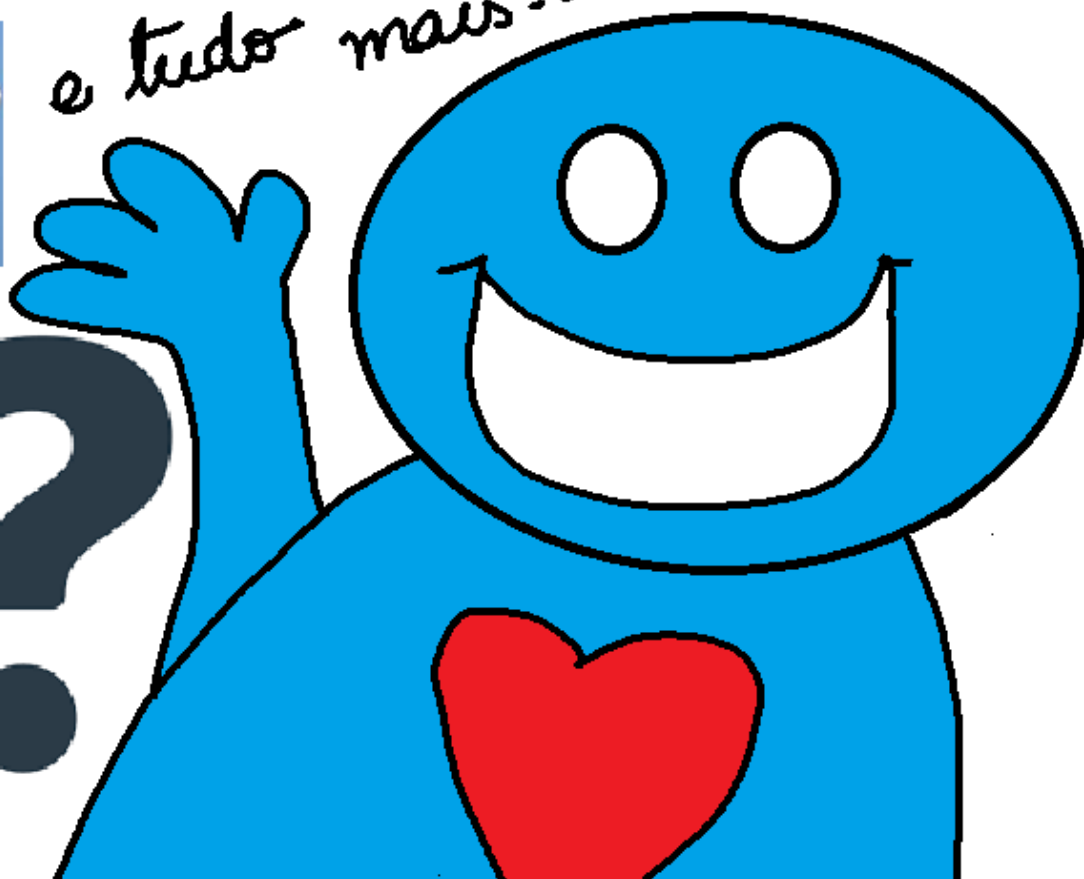
e tudo mais...



Inglês..



Espanhol..



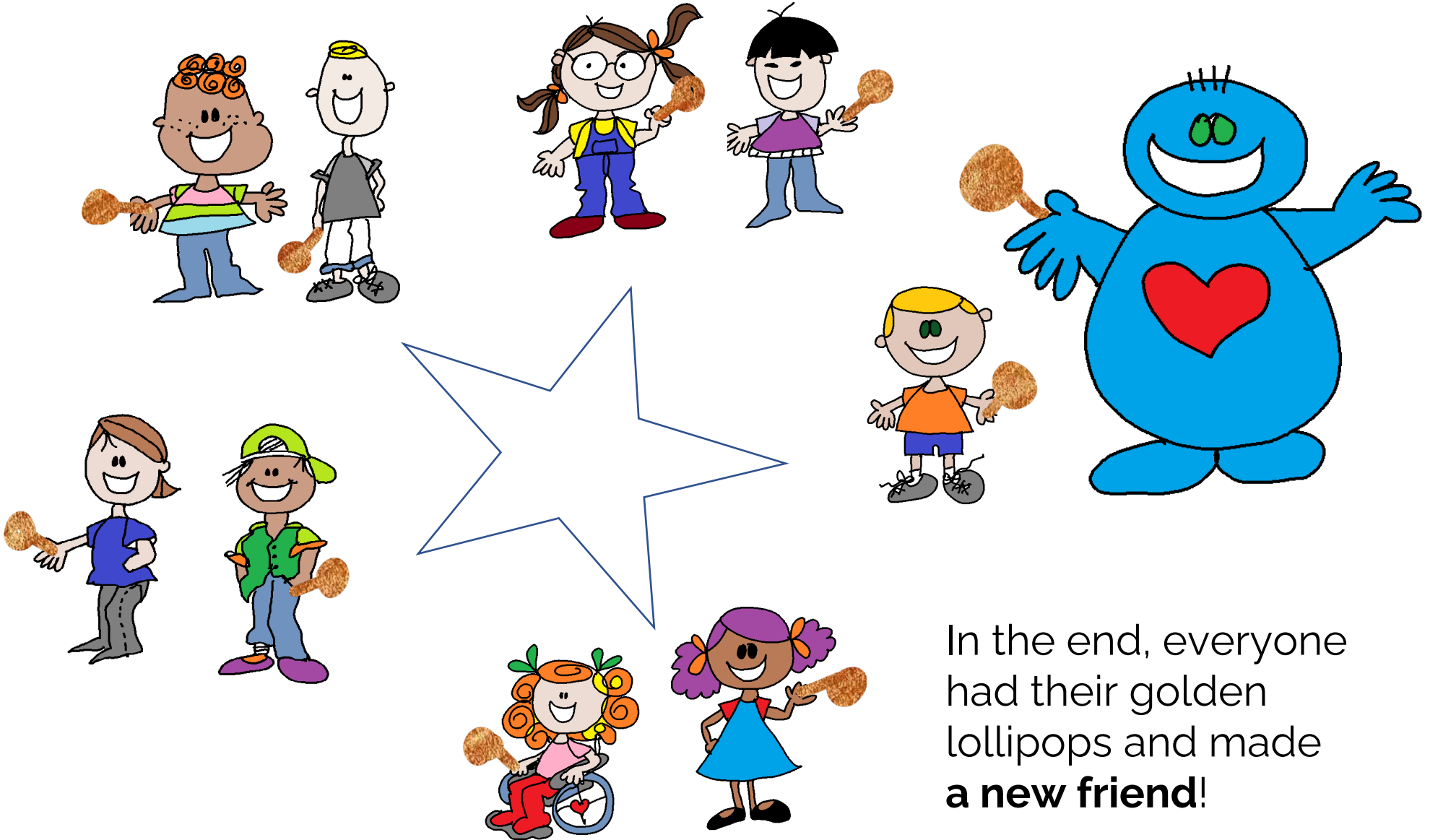


Ms. Doralinda took advantage of class' enthusiasm after students had talked to **Mistake**, so she gave them a new task.

Pairs were reorganized and more golden lollipops would be distributed among students.

Everyone talked about the little robot's programming and started to help each other; so, everything worked out, after all.

Mistake said that we learn a lot more when we interact with our classmates.



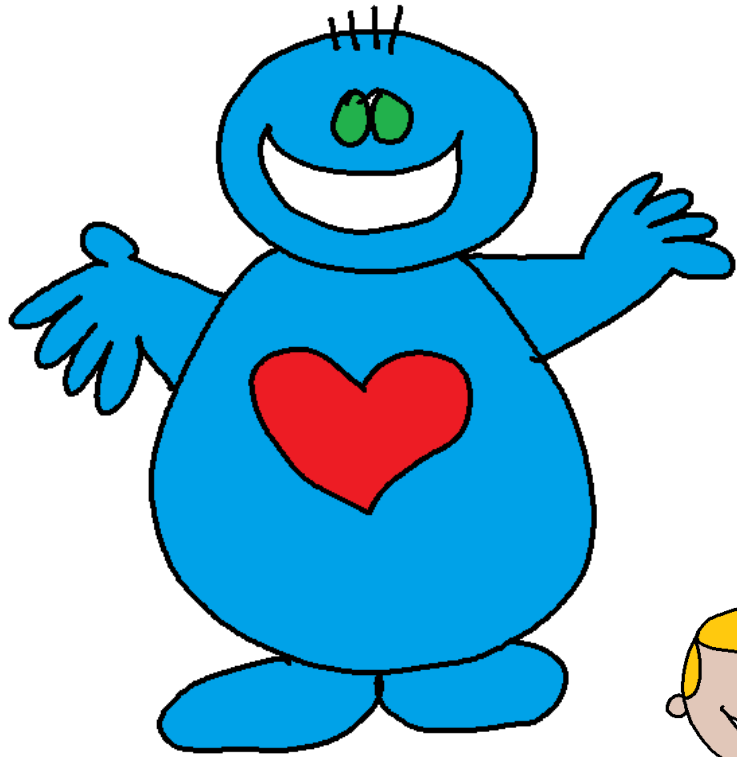
In the end, everyone
had their golden
lollipops and made
a new friend!



Pedro and his friends have
learned an important
lesson:

Mistake is our friend!

He helps us to learn better.



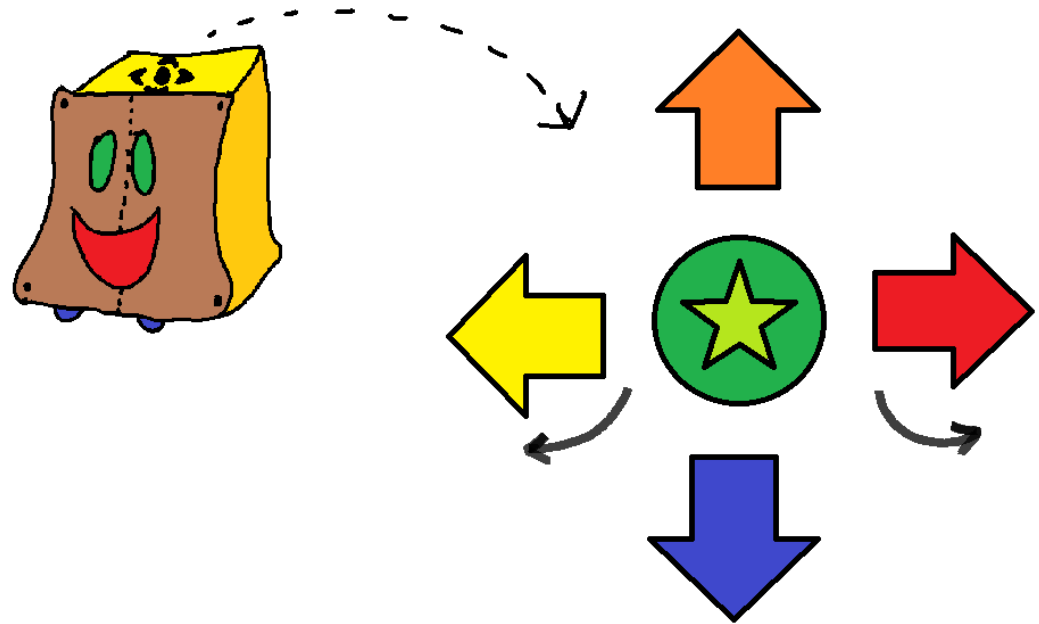
And
everyone
learned
happily
ever after!

The end

**Suggested activities to
carry out with students**

If you do not have a little robot, like Rope, perform activities with your students by using the physical space of the school and students' "body movements", as if they were the robot.

Create paths and make your students move on the "boards" drawn on the classroom floor.



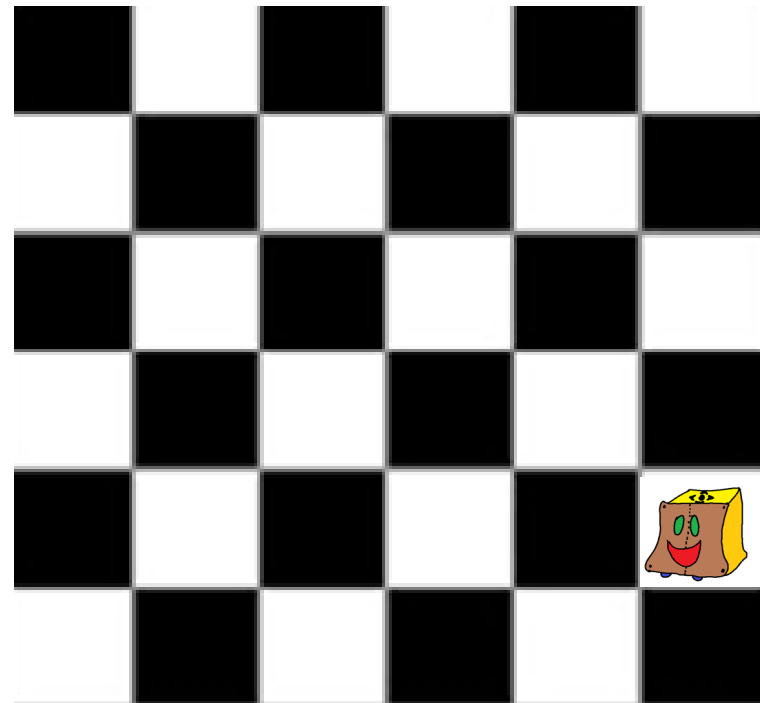
Use the robot's movements as basis!

The distance travelled can be one step (define the size of the step), chair displacement (in the case of wheelchair users) or any measure depending on the available physical space and on students' specificity type.

For example, build a grid like this!

Materials?

Paper, pieces of plastic, chalk, stickers... whatever is at hand!



You must create an entry sheet where students can write down the programming, in each developed activity.

It will enable them to exchange experiences and to test their **algorithms**.

Algorithm is the sequence of steps used to describe the solution to a given problem, by specifying what should be done at each step.

The activity cannot have incomplete, doubtful information (there can be no room for other interpretations) and it must be performed in a finite number of steps.

It should be clear, so that anyone can understand and perform the task in the same way, at the same amount of time!

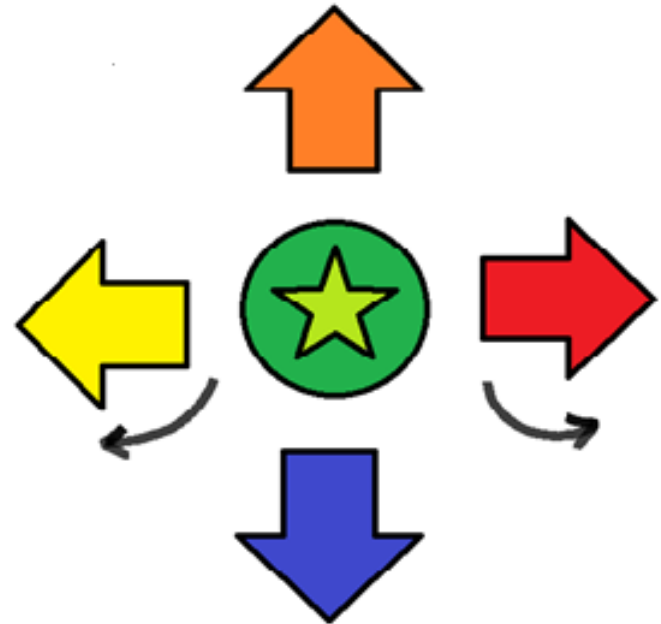
Activity with the first letter of your name

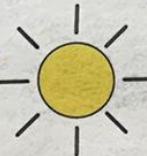
The first letter of children's first name is always the letter mostly recognized and written by them.

In this activity, students will identify the first letter of their names. They will travel the path towards the letter, by following the alphabet, until they reach the first letter of their name.

Students will use colored arrows to draw the path travelled by **RoPE** towards the letter on the record sheet.

They will always use the robot's movements.



A  ARCO-ÍRIS	B  BALEIA	C  CORAÇÃO	D  DADO	E  ELEFANTE	F  FLOR
G  GALINHA	H  HORTA	I  ILHA	J  JANELA	K  KIWI	L  LÁPIS
M  MELANCIA	N  NUVEM	O  ÓCULOS	P  PATO	Q  QUEIJO	R  RATO
S  SOL	T  TAPETE	U  UVA	V  VIOLÃO	W  WAFFER	X  XÍCARA
Letras abc nop		Y  YOGA	Z  ZEBRA	 Alfabeto V1 smartfunbrasil.com	

Suggested Record Sheet

Place of departure	Movements	Place of arrival
Uva (Grape)		Melancia (Watermelon)
Step 1	Turn left	
Step 2	Move two positions forward	
Step 3		



Step 1 depends on how the little robot is positioned: if it heads towards the **Heart (Coração)**, it must rotate; if it is already heading towards the **Sun (Sol)**, it does not need to rotate..

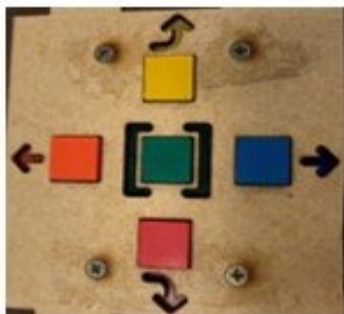
The variety of solutions allows students to explore several important concepts associated with laterality, among other concepts!

NOME: _____ ANO/TURMA: 1º _____

DATA: ____/____/____ PROF.ª _____

ATIVIDADE DE PORTUGUÊS

ESCREVA A LETRA QUE COMEÇA SEU NOME _____



Another record sheet template!

DESENHE AS FLECHINHAS DO RôPE NO TABULEIRO ABAIXO PARA
MOSTRAR O CAMINHO QUE VOCÊ PERCORREU ATÉ CHEGAR A LETRA
INICIAL DO SEU NOME.



Animal Classification Activity

Students will select an animal and record the path to be traveled in order to reach the selected one.

On the registration sheet, they will:

1. Draw the path traveled to get to the selected animal.
2. Write down the name of the animal.
3. Describe whether it lives in the country or in the city.
4. Say what it feeds on.



VACA



BALEIA



CACHORRO



CAVALO



PEIXE



COELHO



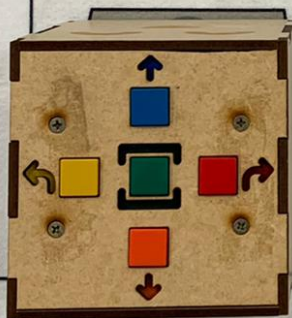
PORCO



GATO



RATO



GALINHA



ELEFANTE



PÁSSARO



Animais V1



smartfunbrasil.com



OVELHA

Record sheet template!

ANIMAIS DO CAMPO E ANIMAIS DA CIDADE

NOME: _____

TURMA: _____

FICHA TÉCNICA

NOME DO ANIMAL: _____

ELE VIVE NO CAMPO OU NA CIDADE: _____

ALIMENTAÇÃO _____

DESENHE O CAMINHO QUE FEZ PARA CHEGAR ATÉ O ANIMAL QUE ESCOLHEU
COM O RôPE.



Sources used for the current book...

Rope was created by Professor **André Raabe**
from Lite Laboratory at UNIVALI.

Yes, **Rope** exists, and it can be found at:
<http://ropebrasil.com>



Ensinagem (Teaching/Learning) is the term adopted by Léa das Graças Camargo Anastasiou, in 1994, to explain “both the action of teaching and that of learning”.

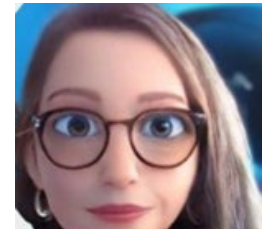
For further details, see:

ANASTASIOU, Léa das Graças Camargos; ALVES, Leonir Pessate. Estratégias de ensinagem. In: ANASTASIOU, Léa das Graças Camargos; ALVES, Leonir Pessate. (Orgs.). **Processos de ensinagem na universidade**. Pressupostos para as estratégias de trabalho em aula. 3. ed. Joinville: Univille, 2004. p. 67-100.

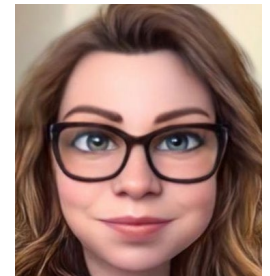


About the authors...

Lucia Giraffa is a teacher; she illustrated this book and created **Mistake**.



Margarete Santos she is a teacher who works with Computational Thinking in Early Childhood Education and in the early years of Elementary School. She uses Rope in activities carried out with her students and she elaborated the activities suggested in this book.



Both teachers wrote the plot of this story.



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