

Bonus: You can also try this activity with **two** robot mice. This version is similar, except students program the mice to move simultaneously from either end of the board, meeting "in the middle!"

- Ask two students to skip count by twos, lining up the applicable number cards (2, 4, 6, 8, 10) in a row through 10. Next, have them skip count to these same numbers on the board, placing the mouse on 1 and programming the mouse to land on 6. Then, try placing the mouse at the other end of the board, on number 10. This time, have students subtract and program the mouse to move from 10 to 6. Students can either program the quickest route to the number or follow the arrowed path—the choice is theirs.
- Place the mouse on number 1. Call out a number ("6!"). Have students work together, adding up from 1 and programming the mouse to land on 6. Then, try placing the mouse at the other end of the board, on number 10. This time, have students subtract and program the mouse to move from 10 to 6. Students can either program the quickest route to the number or follow the arrowed path—the choice is theirs.
- 2. Ready, set, code!

2-Player Fun (board: shape side, number cards)

- Explain that the number board is set up as a ten-frame, numbers progressing from left to right in each row. Let students program the mouse to build numbers on the ten-frame. Place the mouse on number 1. Start small, with a number in the first row (3). Observe if students press *forward* twice, or if they build the number incrementally, one step forward at a time.
- When students are ready, continue with numbers greater than 5. Emphasize that since the numbers progress from left to right, the mouse will need to turn at the end of the first row to reach numbers in the second row. It may be simpler to have students break up the coding string, first programming the mouse to the end of the first row, and then programming a second set of commands to reach the target number in the second row. Let students work together to build the coding string, writing out steps on paper or using the coding cards to simplify the process. This is a strong test of their coding abilities!

Ten-Frame Math (board: ten-frame side)

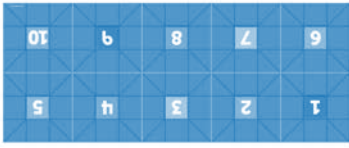
- Lay out number cards 0–10 side by side to form a number line, as shown.
- Place the mouse on the board's ten-frame side, in the number 1 space. Call out random numbers 2–10 for students to identify and then program the mouse to land on. Make sure to send the mouse back to 1 at some point!
- Match and add! As a continuation of the last activity, have students move the mouse to match up a different pair of shapes (i.e., squares). This time, help students add up both numbers printed on the shapes, announce the total, and find the matching number card.
- Younger students may first want to program the shortest path (forward twice, turn, forward) mouse to go from the blue triangle to the green triangle? Observe the path students program. Place the mouse on the board, over the blue triangle (number 1). Ask, "Can you program the mouse to reach the green triangle (number 5), then the red triangle (number 10)?"

Addition & Subtraction (number dice, operations die, number cards)

- Lay out number cards 0–10 side by side to form a number line. Roll both number dice and the operations die to get an equation (e.g., $4 + 1$ or $3 - 2$). Help students arrange the dice so that the larger number is first, then $+$ or $-$, then the smaller number. Start with the mouse below card 0. For addition, have students program the mouse forward the number of steps dictated by the larger addend (4), add the second addend in forward steps (1), and press the green GO button. The mouse should stop below the sum (5).
- To practice solving subtraction problems, the process is similar to the above, with a key difference. This time, program forward for the first number (5), but program *backward* for the second (2), and press GO to get the difference.

Measurement (ruler, board: either side)

- Measure the distance the mouse must travel to reach common objects (favorite toys, books, a ball). First, lay the board down on the floor. Place the mouse and object below the board and apart, aligning them with the board's near and far edges.
- Notice that the board's squares are the same length as the ruler. Therefore, to estimate the distance from mouse to object, either count the squares or move the ruler forward within the gridlines, counting each length. Verify the distance counted by programming the mouse forward to reach the object. Did the number of steps match?
- Now that students know how to estimate distance using the board as a guide, increase the challenge by removing the board and measuring using only the ruler. Place objects nearer or farther apart, one at a time, have students estimate the distance with the ruler, and then program the mouse to reach the objects. Place objects at square angles to the mouse to really raise the difficulty!



- Roll both number dice. Which number is greater? Starting with the mouse under card 0, have students program it to stop below the greater number.
- Lay out number cards 0–10 side by side to form a number line, as shown.
- Place the mouse on the board's ten-frame side, in the number 1 space. Call out random numbers 2–10 for students to identify and then program the mouse to land on. Make sure to send the mouse back to 1 at some point!
- Match and add! As a continuation of the last activity, have students move the mouse to match up a different pair of shapes (i.e., squares). This time, help students add up both numbers printed on the shapes, announce the total, and find the matching number card.
- Younger students may first want to program the shortest path (forward twice, turn, forward) mouse to go from the blue triangle to the green triangle? Observe the path students program. Place the mouse on the board, over the blue triangle (number 1). Ask, "Can you program the mouse to reach the green triangle (number 5), then the red triangle (number 10)?"



- Place the mouse on the board, over any shape. Call out the five pictured shapes, one at a time, and have students program the mouse to land on each one. Make sure to press *clear* each time before entering new steps!
- Place the mouse on the board, over the blue triangle (number 1). Ask, "Can you program the mouse to reach the green triangle (number 5), then the red triangle (number 10)?"

Geometry (board: shape side, number cards)

- Your robot mouse is used in all activities.
- Note: Components required to complete the activities in each skill area appear in parentheses below.
- Recharge their interest in math with the excitement of coding! An ideal companion to the Code & Go® Robot Mouse, this set has been designed with the mouse in mind, including a number board sized to its movements and number cards it can glide over. This cross-curricular experience combines the play that students love with the learning that makes them grow!

Activities:

- 1 Double-sided number board (front: ten-frame; reverse: number path with shapes)
- 1 Foam ruler (5")
- 11 Double-sided number cards (0–20)
- 1 Operations cube
- 2 Number cubes

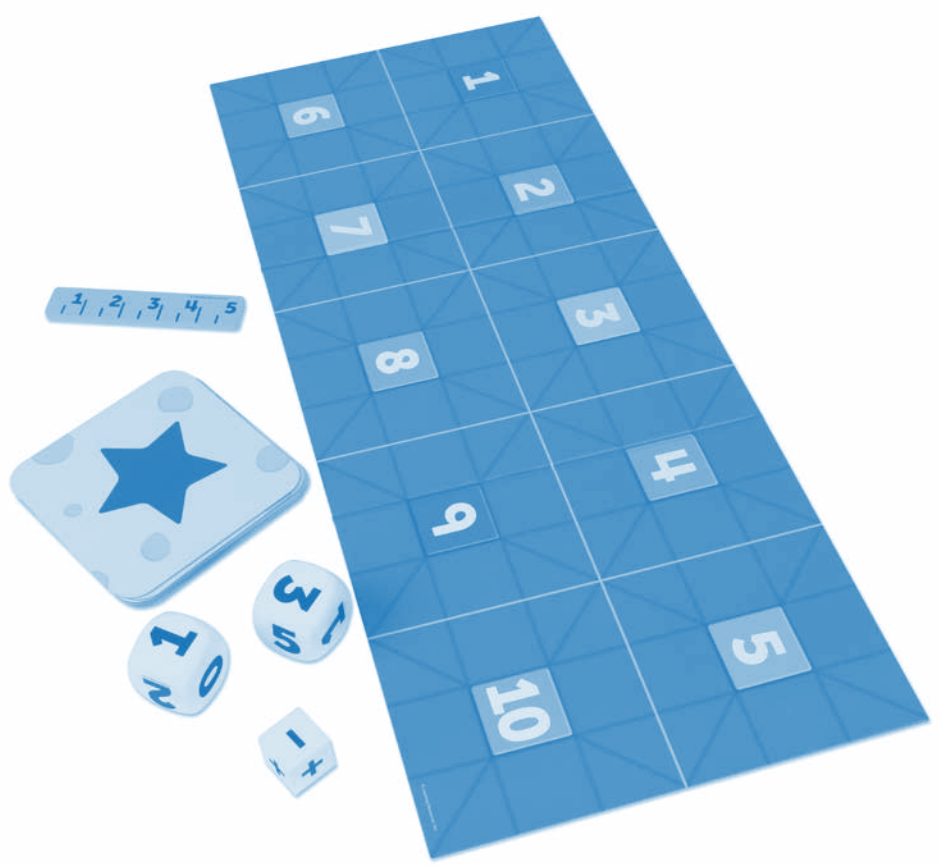
Includes:



LER 2861
ages 5+
años ans
jahre
grades K+

Code & Go® Robot Mouse
Math Pack

Pack de matemáticas para el Ratón robot • Jeu de maths pour souris robot • Mathe-Set für die Robotermaus



Activity Guide

Guía de actividades • Guide d'activités
Spielvorschläge

WARNING:
CHOKING HAZARD - Small parts.
Not for children under 3 years.

ATENCIÓN: PELIGRO DE ASFIXIA.
Piezas pequeñas. No se recomienda para menores de 3 años.
ATTENTION: RISQUE D'ÉTOUFFEMENT.
Petites pièces. Interdit aux enfants en dessous de 3 ans.
ACHTUNG: ERSTICKUNGSGEFÄHR.
Kleine Teile. Nicht geeignet für Kinder unter 3 Jahren.

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