

Learning Scenario title

“Matching pairs”

Educational level / Age group	1st grade
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Learning objectives / aspirations

- Search and match word with picture with the help of the Matatalab robot.
- Program the robot to walk forward, to the side and backwards
- Program the robot in a sequenced path from A to B
- Programming for language/Norwegian/Concept learning



Narrative overview

The learning scenario is designed as a game in which students must draw a card and match it with the corresponding picture. To do so they will have to look for the matching word on the Matatalab board.

The aim is programming the Matatalab robot to go to the corresponding word and match all the pairs. After testing the Matatalab robot, this activity offers pupils a first attempt at creating their first sequenced path on their own.



Approach to teaching and learning

Approach to teaching and learning	Playful learning, testing, and exploration
Approach to assessment	Guidance is a part of the roadmap to learning.



Roles

Teachers	The teacher introduces the activities and then acts as motivator and facilitator of learning
Learners	Students get engaged in the activities as players and team workers
Others	Assistants help and assist some of the pupils



Learning environment

First grade classes in Norway are sometimes divided into 2 groups of about 16 pupils with 2 teachers and some assistants. They have their own dedicated space with several rooms, classroom and team rooms for various activities.

First grade students often collaborate as one group and every Wednesday they have stations where they alternate in groups of 4 to 6. Each station will last for about 30 minutes. Students have already experienced other group work activities and are familiar with classroom working routines, such as station/rotations, standing in line, taking care of their equipment (laptops, pencils), working in groups.



Learning activities

The station/rotation routine with the Matatalab learning tools starts with an introduction to the task. Students are required to match the pictures with the words and get the robot to walk over to the word. They alternate from the station where they have to draw pictures to the one where they have to find the corresponding word. The activity finishes when the pupil is done with matching his/her pairs.

Teachers can help students perform the task through some reflective questions to gather their previous knowledge and experience.

Examples of possible guiding questions:

- Can you remember how to get the robot to move forwards?
- And what if the robots needs to turn?
- Is this way right or left?
- What way should the eyes of the Matatalab robot face?
- Can it go backwards?
- Is there more than one way to get to the word that matches with the picture?
- If it is difficult to find the word, can you remember the first letter?
- Can you find words that start with that letter, so we can explore/deduct if one of the words could be the correct one?"



Possible challenges

Understanding and remembering the way the robot moves.

The difference between left and right

Spelling of the words.



Resources

Norwegian National Framework of Competence Goals and Assessment

<https://www.udir.no/lk20/nor01-06/kompetanemaal-og-vurdering/kv116>



Literature to support

Norwegian curriculum: <https://www.udir.no/in-english/>



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