



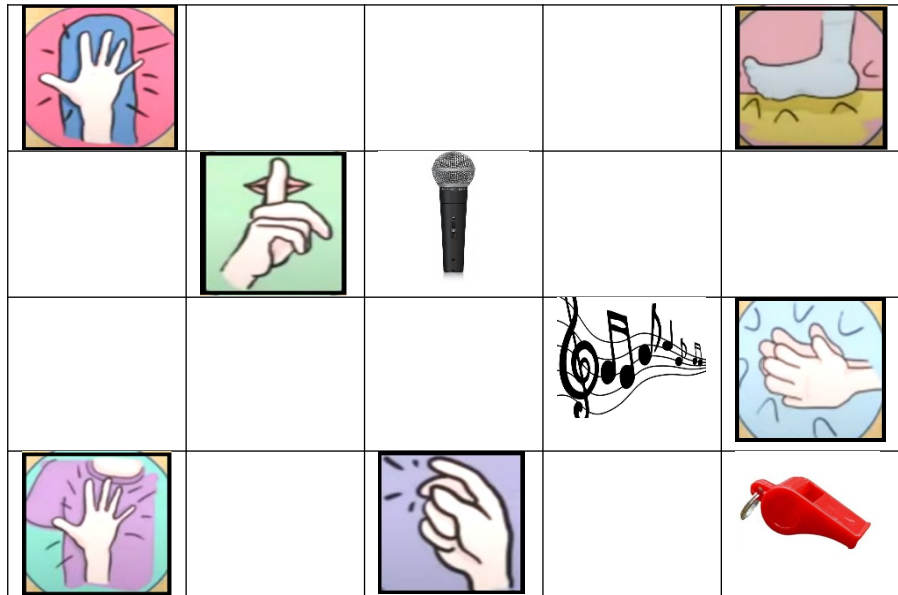


Follow the rhythm

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| Follow the rhythm | |
| AGE RANGE | 3-4 |
| Activity for... | Group with robot |
| Author | Mine Güntaş, Melisa Kızılkaya, Dilara Oral, Tefik Fikrett Kindergarten, Turkey. |
| DURATION / TIMING: | 30-40 minutes |
| REQUIRED MATERIALS: | <ul style="list-style-type: none"> ● 5 pieces of all kinds of picture rhythm cards and 1 piece of pattern cards are prepared. (5 sets of cards with rhythm visuals) <p>Picture Rhythm Cards:</p>  <p>Pattern Cards:</p>  <ul style="list-style-type: none"> ● A mat of sufficient size for the cards to be placed on top (could be hook and loop board, mat, styrofoam or blackboard). <div style="background-color: #FFD700; border-radius: 15px; width: 450px; height: 60px; margin: 10px auto;"></div> <ul style="list-style-type: none"> ● Robot Doc, |



- The platform prepared according to Robot Doc at the activity.



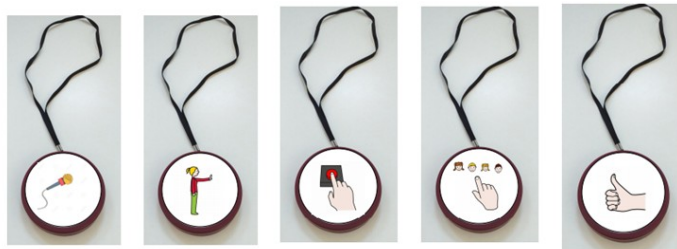
- Two boxes, green and red, in which the cards will be placed (ready pattern cards are placed in the red box, cards with rhythm visuals are placed in the green box.)

Green Box with Picture Rhythm cards:

Red Box with Pattern cards:



- Medals to distribute roles in groups (speaker, director, player, coach and referee)





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| | <ul style="list-style-type: none"> ● Empty table to place happy faces. <table border="1" data-bbox="596 329 927 577"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | |
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| <p>PREPARATION OF THE ENVIRONMENT:</p> | <p>Children should be in an empty space suitable for the activity environment outside the classroom under the guidance of the teacher.</p> | | | | | | | | | | | | | | | | |
| <p>DETAILED DESCRIPTION: How the activity is implemented?</p> | <ul style="list-style-type: none"> ● The teacher stands against the group of 5 people. ● The cards inside the box are examined so that children become familiar with the cards. Simple patterns are created with cards. <p>1st Stage:</p> <ul style="list-style-type: none"> ● A pattern game with rhythm is played with cards. ● Cards with rhythm visuals are distributed to children. ● Cards are randomly distributed to children. Each child gets 5 cards. ● The teacher selects a pattern card with rhythm visuals from the red box. ● The child with the card at the beginning of the pattern starts the game. (If more than one person has this card, the first to notice starts, the other takes action when it's their turn in the pattern.) ● The child shows the card by making the rhythm in the visual. Behind him/her, the child with the card that needs to be lined up in the pattern shows his/her card and makes the rhythm on the card. The game continues in this way until the cards in their hand are exhausted. ● When the pattern is finished, the rhythm pattern is animated | | | | | | | | | | | | | | | | |





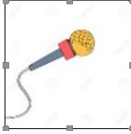



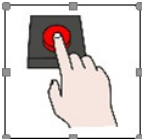
together.

- After animation, a pattern is created on the hook and loop board.
- After the game is played for 1 round depending on the interests and wishes of the children, the teacher can collect the cards and distribute them again.

2nd Stage

- After the children gain experience with the previous activities, the teacher distributes the materials to the children to give the roles. Accordingly, children enter the roles of coach, referee, director, speaker and player.
- The teacher lays the platform on which the robot will be used. The visuals on the platform are examined.
- Children are told that the starting point of the robot is the whistle visual.
- Then the roles are explained to the children.
- The **Speaker** tells a pattern by looking at the visuals on the Platform.
- The **Player** will be the person to guide the robot to sort the pattern the speaker tells. (For example, the speaker told the pattern of 'clapping, tapping the knee, snapping fingers...', the player will repeat the pattern 3 times in accordance with the pattern and go over the visuals of 'clapping, tapping the knee, snapping fingers...'.)
- The **Coach** will ask a child in the group to find the rhythm cards with which the player moves on the platform with the robot from inside the green box and will be the person who will ask them to put these rhythm cards on the board in accordance with the rule of the pattern. The selected person will animate the pattern suitable for the visuals after sorting the pattern.
- The **Referee** will be the person who will say whether the selected cards (cards on the board) are correct or if the group needs to reconsider the choices. The activity will continue until the pattern variations within the platform are finished.
- The **Director** will make sure everyone is doing their part and maintain order.
- During the activity, if the player comes across the note or



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| | <p>microphone visuals on the platform during a coding,</p> <p>If the robot comes here,  it must melodiously say the name of a friend in the group.</p> <p>If the robot comes here,  it must form a pattern with 3 different features of a friend in the group. (helpful, smiling, blue-eyed...)</p> <ul style="list-style-type: none"> ● Evaluation is made by the referee placing a smile on the happy face board. |
| <p>ROLES of the CHILDREN</p> | <ul style="list-style-type: none"> ● Speaker  ● Director  ● Coach  ● Referee  ● Player  |
| <p>ROLE of the TEACHER:</p> | <ul style="list-style-type: none"> ● He/she provides materials. ● In the 1st stage, he/she explains the rules of the game to the children |



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| | <p>and distributes the cards.</p> <ul style="list-style-type: none"> ● In the 2nd stage, he/she provides the distribution of roles, clarifies the tasks related to each role. ● It strengthens the activity process and cooperation between children. |
| EXTRA RESOURCES | |
| Other remarks / Hints for the implementation | <p>EVALUATION:</p> <ul style="list-style-type: none"> ● How did you feel when we made patterns with the sounds? ● Which rhythm pattern did you like the most? ● If you wanted to create a different pattern, what would be the rhythm you would like to add? ● What else can we use other than rhythm to create a pattern? |
| References, if any | |