Programming for Preschoolers

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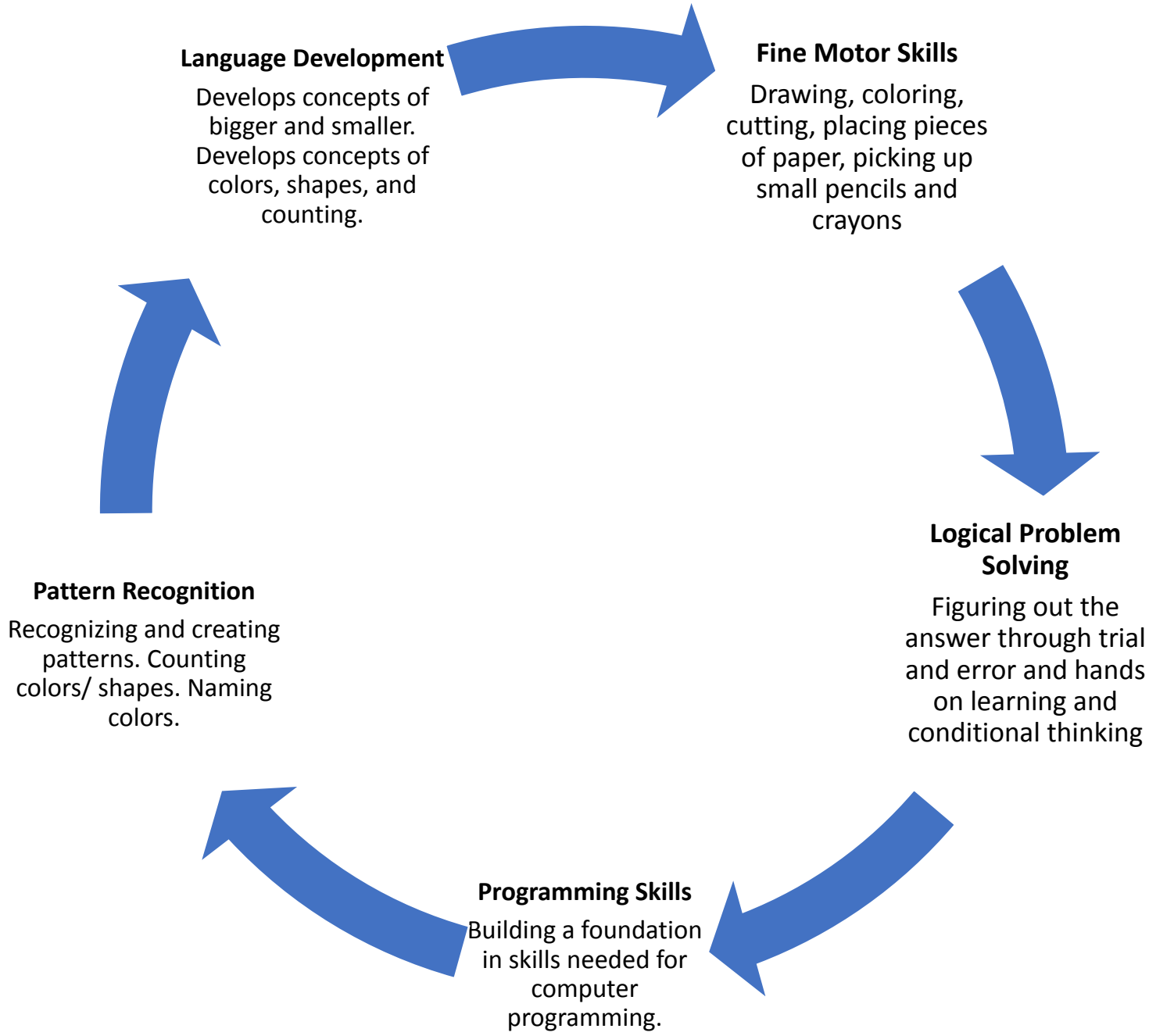


Sugar


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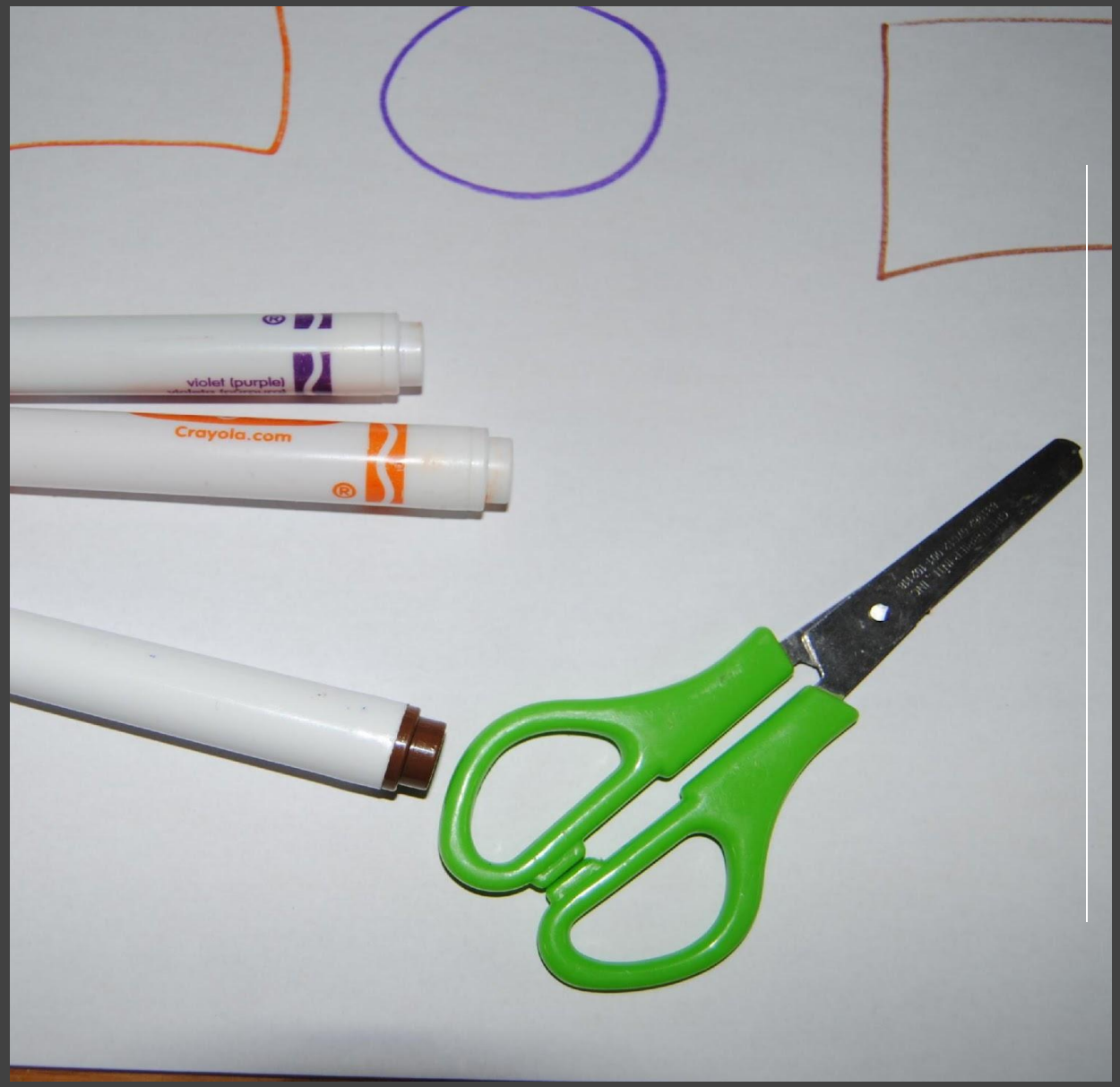
Want to Start Programming? It's easy!

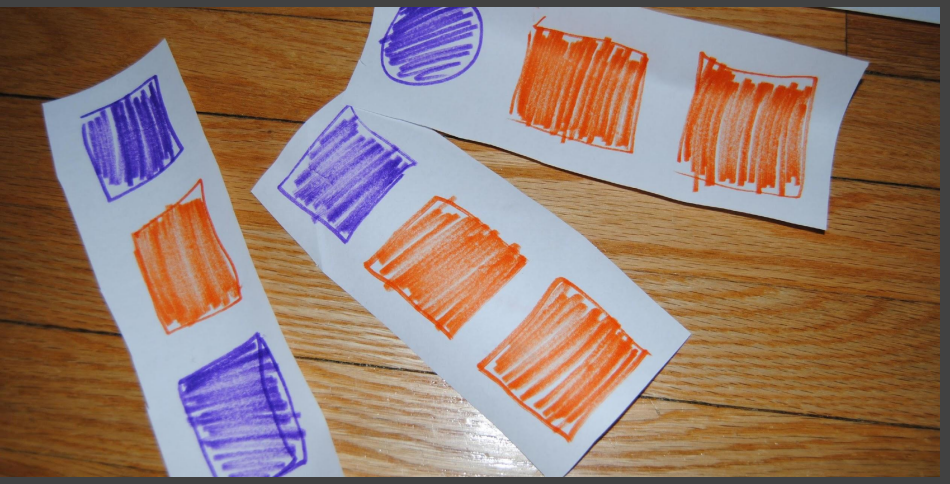
- Practice finding and creating patterns! Patterns are super important for programming. If you want to make your own games some day you will need to know patterning.
- Special patterns in programming are called an ALGORITHM. These patterns tell the toy or electronic what to do.
- Patterns can also make things happen automatically that would normally take a long time to do.
- Patterns are also how calculators and computers figure out math problems!

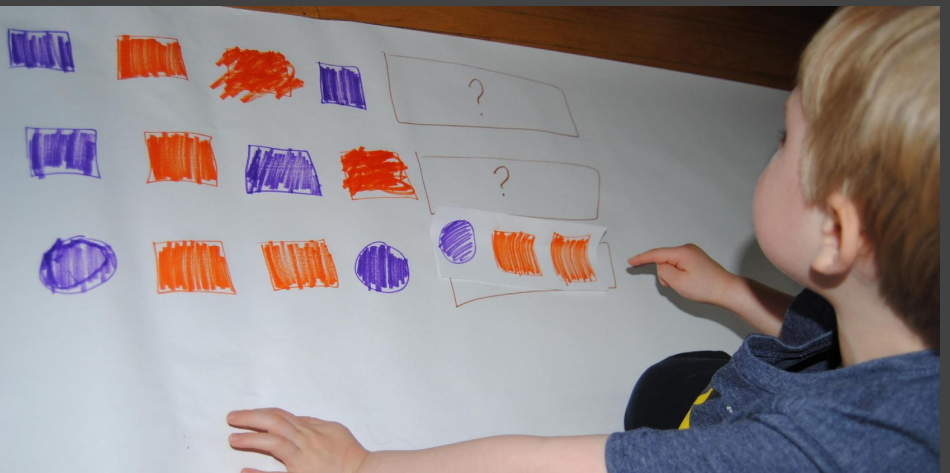
- Something else you can do to start learning program is start sorting things! You can sort things by size, color, or shape!
- When programs sort things they use if/else statements. This is a way that the computer can decide where things belong. If you want a computer to tell you if a monkey is bigger or smaller than an elephant you can use an if/else statement.
- If/else statements are needed for every type of programming!



Materials

-Paper or cardboard
-Markers
-Pencil crayons/ crayons/ sticks of various sizes
-Scissors





Pattern Recognition

1. Draw some sequences of shapes and colors (eg. orange square, purple circle, orange square, purple circle…)
2. Have your learner color the shapes in.
3. Cut out some rectangles of paper about 3 shapes wide
4. Add the remaining pattern shapes and colors to the rectangles (eg. purple square, orange square, purple square)
5. Let your learner match the rectangles with the correct sequence.

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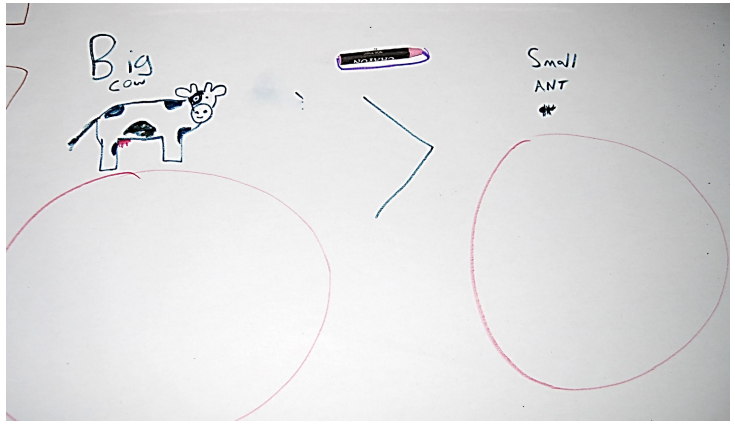
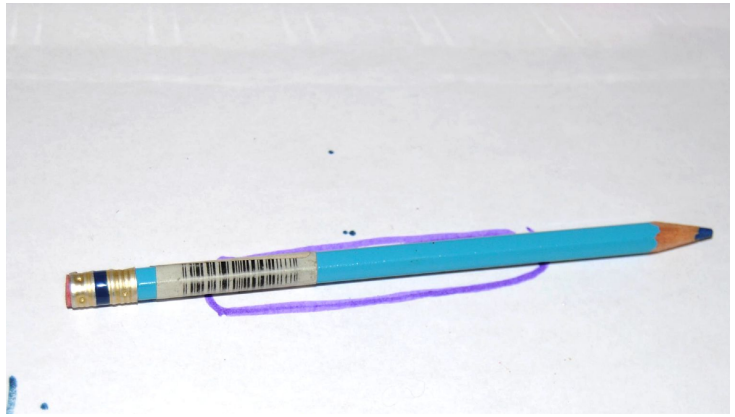
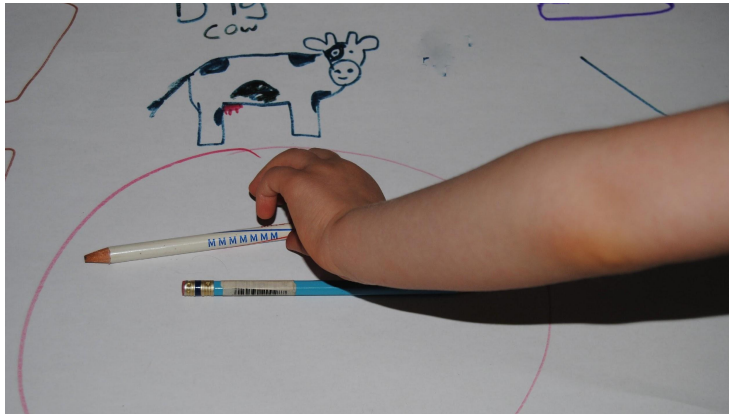
To extend this activity: cut the rectangle of shapes apart so that each shape is on its own separate square. Let you child match the individual shapes with the patterns, or let your child create their own pattern!

Conditional Logic







1. Collect a pile of different sized items such as sticks, crayons, or pencils.
2. Place one of the items on a piece of paper and trace it.
3. Draw two circles. Above one write big, above the other write small.
4. Ask your learner to come up with a big animal, draw that next to the word big. Ask your learner to think of a small animal. Draw that next to the word small.
5. Have your learner compare each item to the outline. Ask them if it is bigger than the outline. If it is bigger put it in the circle labeled big, or else put it in the circle labeled small.
6. Have your learner repeat “If it is bigger, place it here (under the large object). Else place it here (under the small object)
7. Ask them where should you place an object that is not bigger or smaller?

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