|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading, Writing, and Altering Code Behaviours/Strategies** | | | | | |
| 1. Student reads the exercises in the code for the training routine, but does not read the code accurately.   S2, L**↻** 5, JR5…  “It’s the squats, running laps, jumping rope.” | | 1. Student accurately reads code for the training routine, but has difficulty writing code to alter the routine.   “Laps backward. I don’t know what the code is for that.” | | 1. Student accurately reads code for the training routine, but omits important information when writing code to alter the routine.   JJ, JR, L, L, C | |
| **Observations/Documentation** | | | | | |
|  | |  | |  | |
|  |  | |  | |  |
| 1. Student reads and writes code to alter the training routine and uses algebraic thinking to add movements so players can take breaks.   “If I use a ‘wait’ move for this player, then the other player can use the weights.” | | 1. Student reads and writes code to alter the training routine, then acts out the code to see if players finish at the same time.   “Last time, I finished earlier. Let’s act it out again.” | | 1. Student reads and writes code to alter the training routine and uses visualization and equality concepts to check the code.   “This player ‘waits’ when that player does crunches, so they finish at the same time.” | |
| **Observations/Documentation** | | | | | |
|  | |  | |  | |