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| **Writing Code for Concurrent Events Behaviours/Strategies** | | | | | |
| 1. Student describes the movement from one location to another on a grid, but code is not accurate. Code often contains one extra arrow, as student counts squares instead of steps.   Chart, bubble chart  Description automatically generated | | 1. Student describes the movement from one location to another on a grid and accurately writes code, but struggles to think about how their movements interact with a partner’s movements.   A picture containing shoji, crossword puzzle, building  Description automatically generated  Shape  Description automatically generated | | 1. Student uses guess and test strategies to add movements to their code so that both characters arrive at *Finish* at the same time.   “I added 2 steps, but I still goth there before you. Let’s try again.” | |
| **Observations/Documentation** | | | | | |
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| 1. Student uses algebraic thinking to add movements to their code so that both characters arrive at *Finish* at the same time.   “If I go up then down, that adds 2 moves but doesn’t actually move me anywhere.” | | 1. Student acts out movements on a grid to see if characters land on the same square at the same time.   “We landed on the same square again. Let’s change our codes and act it out again.” | | 1. Student visualizes movements and successfully writes code, ensuring that players do not land on the same square at the same time.   “I start 4 squares to the left of you. Looking at our codes, we never get really close to each other until the Finish.” | |
| **Observations/Documentation** | | | | | |
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