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In this lesson, students continue to explore ways to use conditional statements to take the user's input. In addition to the simple `keyDown()` command learned yesterday, students will learn about a few other keyboard input commands as well as ways to take mouse input. Purpose Students have learned to make simple, conditional decisions. Sometimes, however, we want to make decisions based on whether the condition we originally asked was false or we want to make a decision based on multiple conditions that are true. This is where more complex statements and conditions come in. Other statements are a second statement that is attached to a statement yes. Other statements run when the sentence if attached is false. You can think of it as if something is true do the 1 thing more do the thing 2. This concept is introduced alongside several new key and mouse input commands, allowing students to gradually build programs that they introduce in different ways. Agenda Warm-up (5 minutes) Activity (40 minutes) Wrap Up (5 minutes) Observations Today we will pick up today where we left yesterday – using conditional to write programs that respond to the user's input. Let's refresh what we learned yesterday. Question: What is a Boolean? (e.g. a true/false value) What is the relationship between a boolean and a conditional one? (for example, a conditional asks a boolean question and runs code if the answer is true) What are some examples of comparison operators giving rise to a boolean? (`p >`, `<`, `==`) What is the difference between `=` and `==`? (e.g. `=` is used to assign a value, `==` is used to check if two values are equal) Video: Watch the conditional video together as a class. It will be a review of whether to file tax returns and introduce some new concepts as well. Transition: Send students to Code Studio Share: The final program of this lesson asks students to expand a program to use conditional for user input in new and interesting ways. Let your students share their projects with the class, which has led them to explain how they used conditional in their programs. CSTA K-12 Computer Science Standards (2017) AP - Algorithms and Programming 2-AP-11 - Create clearly named variables that represent different types of data and perform operations on their values. 2-AP-12 - To design and develop programs that combine control structures, including nested and conditional compound loops. 2-AP-13 - Break down problems and subproblems in parts to facilitate the design, implementation and review of programs. 2-AP-16 - Incorporate existing code, media and libraries into original programs, and give attribution. 2-AP-17 - and systematically refine programs using a number of test cases. 2-AP-19 - Document programs in order to make them easier to follow, test and debug. Students will practice while practicing loops, up to loops, and if / in case of statements. All these blocks use conditional. Practicing all the students will learn how to write complex and flexible code. Purpose The practice of using conditional conditions in different scenarios helps to develop a student's understanding of what conditional can do. In the previous lesson, students only used conditional to move around a maze. In this lesson, students will use conditional to help the farmer know when to harvest crops. New patterns will emerge and students will use creativity and logical thinking to determine the conditions under which the code should be executed and repeated. Warm Up Agenda (5 min) Main Activity (30 min) Wrap Up (15 min) Students should not need as much introduction to today's concepts because they have had practice with them in the previous lesson. Instead, you can share the collector's story. The harvester is trying to collect crops such as pumpkins, lettuce and corn. However, the farmer has forgotten where he planted these crops, so he must check each plant before harvesting. Students will continue to work with yes/more statements while looping, and even loops. These puzzles are a little harder, however, so encourage students to stick with them until they can describe what should happen for each program. Let students write about what they have learned, why it is useful, and how they feel about it can help solidify the knowledge they have gained today and build a review sheet for them to look to in the future. Journal Prompts: What was today's lesson? How do you feel about today's lesson? How can you see that conditioners are useful in programs? What if people only spoke in yes/else statements? What would be some advantages and disadvantages of this? CSTA K-12 Computer Science Standards (2017) AP - Algorithms and Programming 1B-AP-11 - Break down (break down) problems in smaller and manageable subproblems to facilitate the program development process. This list represents opportunities for this lesson to support standards in other content areas. Common Core English Language Arts Standards L - Language 3.L.6 - Accurately acquire and use conversational, general and domain-specific words and phrases, including those indicating spatial and temporal relationships (for example, after dinner that night we went to look for them). SL - Speaking & Listening 3.SL.1 - Participate effectively in a series of collaborative discussions (one by one, in group and directed by the teacher) with various partners on grade 3 topics and texts, based on the ideas of others and clearly expressing their own ideas. 3.SL.3 - Ask and answer questions about a speaker's information, offering adequate elaboration and detail. - Speak in full sentences when appropriate from the task and situation in order to provide requested detail or clarification. Common Core Math Standards MP - Math Practices MP.1 - Make sense of the problems and persevere in solving them MP.2 - Abstract and quantitative reason MP.4 - Model Model MP.5 Mathematics - Use the right tools strategically MP.6 - Assist mp.7 accuracy - Find and make use of mp.8 structure - Search and express regularity in repeated reasoning OA - Operations and algebraic thinking 3.OA.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, matrices, and measurement amounts, for example, by using drawings and equations with a symbol for the unknown number to represent the problem.1 Next Generation Science Standards ETS - Engineering in SCIENCES ETS1 - Engineering Design 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and limitations of the problem. I can find out the answers on my own, however, surely it would be nice to have a key. Also, some of the questions are a little vague. An answer key would help you understand what the author of the question is looking for. 1 What lessons do you mean? I am finding answer keys to many of the activity guides that have a definitive answer. Some of the activity guides are asking more thoughtful questions. Are you a verified teacher for the curriculum Code.org curriculum? In A Little Bit About Pixels Activity Guide, the lesson plan link takes me to the code study. Hello @brewerke I agree. I am currently working on a study guide for all units of Code.org which led me to wonder about the answers to the activity guides. If tokens are part of the lesson, then the teacher must have some kind of answer key to make sure that students are learning and collecting the key concepts. Each activity guide must have some kind of key. Especially for those of us who are new to computing. 3 I like @batavia_yost activity guides have keys. But the keys are only visible to verified teachers. Keys are in Code Studio on the first page of the lesson (see image). They are usually placed inside a blue teacher-only box as shown in this snap shot. I don't see it when I sign in. And my account is designated as a master account. Here's a link to becoming a verified teacher: go here and try this to make sure it's verified. If this doesn't work, please post a picture of what the page looks like for Unit 1 Lesson 5. I'm a verified teacher and I still don't have the answer key at the bottom of these pages. Hello, @paige.parker! I just checked your account and should have access to the account associated with your fresnounified.org'e-mail. you can start by checking to make sure it is the with what you've connected with? Then head here: you should display a reply key at the bottom (check the sangeeta screenshots above for an example of how you should look. it's not working please let me know! Hi Brook and thanks for replying so quickly! I can see the answer key for lesson 5, but I don't see any in the other lessons. Specifically I was looking for answers to the questions of lesson 7, because my students have contradictory arguments and I don't know who is right. If you still don't see the answer keys to lesson 7, contact support@code.org actually.sorry for the misunderstanding here, @paige.parker and @terence.stone25. there is no worksheet response key for lesson 7, so there is nothing in the list at level 1. paige.si you are looking for answers to the check to understand the questions that come to the end of the lesson, these are shown directly at the level at which the question is displayed in the code study. for example, this is the first question in the check your understanding for lesson 7: note that the answer to the question is displayed in the blue box at the bottom of the page. these evaluation questions either have direct answers (as is the case here) or some comment for the teacher to look for in the answer. hope this helps! -brook I need a response key for Unit 5 Lesson 8 Activity Guide – Flowcharts. I can't find him anywhere. I'm a verified teacher. Help!!! Hi, @brook can tell me if my account has been verified. Trying to get some answer keys for some lessons. Thank you Hello @russell.brown, please contact support@code.org and we will be able to determine whether it is verified or not (and verify your account if it is not yet!) still!

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