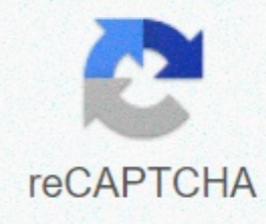




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## Code.org lesson 11 while loops answers

As long as students access this lesson, they should have a lot of practice using the loops that already repeat, so now is the time to mix things up. While loops extend loops that continue to repeat commands, a condition is met. While the loop is used when the programmer does not know that the exact number of commands must be repeated, know what position needs to be corrected to replicate the loop. For example, students will be working to fill holes and dig dirt into the farmer. They will not know the size of the holes or height of the mountains of dirt, but the students will know that unless the ground is leveled, they should keep filling the holes and digging the dirt. As the aim continues to deepen their knowledge of their students loops, they will come across problems where an order must be repeated, but it is unknown how often it needs to be repeated. This is where loops come in. In today's text, students will develop a beginner's understanding of condition-based loops and will also expand their knowledge of loops in general. Agenda Warm-up (10 minutes) Main Activity (30 minutes) Wrap (15 minutes) Extended Learning Bridging Activity (15 minutes) in front of students while in one sentence use. Ask the students what the word means. If you used to say while there's a hole, fill it with dirt what would they do? How long will they do it? When you use a like word while, you're relying on a condition to tell the computer how long the loop should run. One condition is a statement that is tested and found to be true or false. In the case above, the situation is if there is a hole. It is only possible for there to be a hole or there is not a hole, thus the statement is only ever true or wrong. Tell the students that they will be learning about a new kind of loop. Previously, students only used loops to replicate an order in a certain number. Here, they don't always know how many times to repeat the order, however, they'll know when to stop or when it's going. While loops allow programmers to repeat an order as long as a bet is still true. In the previous example, the position is the existence of a hole. If there is time, it would be useful for students to discuss other times using a loop a while. Examples include: running towards a ball while it's in front of you. Filling a glass while it has space for more liquid. Go ahead while there is a way forward. While loops aren't always a difficult concept for students to understand, but if you think your class might struggle with these puzzles, we recommend pair programming - student videos. It will allow students to bounce each other's thoughts before implementing the code. Pair programming works to increase confidence and understanding with topics like loops while programming. After students write about what they learned, why it's useful, and how they it can help to solidify any knowledge they receive today and build a review paper for them to look into the future. Journal hints: What was the lesson about today? How do you feel about today's lesson? What's the difference between a short loop and a normal repeat loop? Give an example of a puzzle where you'll use a loop a while, but don't use repeat loops. Can you give the example of a puzzle where you will use repeating loops, but not loops a while? Go out to a big playing field and the students facing you are standing in a line. Make sure every student can see you. While a couple of loops declare like: While my right hand is up, you can walk towards me while I cover my eyes, you can drop my side while my head has turned to the right, so you have to walk backwards to get to the first student to get you wins. If there is time, let other students be Simon in front of the classroom. This activity will help bring conditional to unplugged concepts with cards into the online world that students are going into. This will also help to bridge the concept of conditional to a new type of loop- while also looping. Choose one of the following to do with your class: Print unplugged activity using paper block prints and block and blank action from unplugged blocks (course C-F) - manipulative and drag a deck of cards. Ask Class to come up with a couple of conditional cards to use with the deck like they did in conditional with the card. This time, instead of using conditional in an if/other statement, they'll use it in a short loop. When conditionally the decision has been made on as a class, fill in the empty portion of the block with the various card groups that came with the children. Examples include even numbered, red cards or diamonds. Fill with the action the students came up with in the action blocks. Make sure students need to know that the action block is directly inside the block. Line blocks sequentially so students can see how it runs as a program. Below is an example. Now shuffle the deck of cards and play conditional again with cards. Flip through the deck card-by-card, react to the card if it is made conditional for. To maintain the authenticity for this during the loop experience, make sure you hold the selected card for a good long time so that students get time to react to multiple beats. Feel free to jump back on the last card to get that point across once you've left the loop a while, you continue moving and return to the last loop just because the conditions don't match again. Online Puzzle Preview Pull a puzzle from CSF Express Course - website, we recommend Puzzle 6. Ask the class what the farmer should do when he goes to a heap of dirt. The farmer should use conditional in the loop somewhere to check what is piled up. Use while someone /Block. Ask the class what the farmer should do if there is no pile. When should the farmer stop? If the farmer is piled up, 1 should be removed. While the loop will continue until there is a stack, your code is exhausted! Fill in the rest of the code and run. Discuss with the class why it worked. This list represents the opportunities in this text to support standards in other content areas. Common Core English Language Arts Standard L - Language 3.L6 - Obtaining and using the correct grades appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). SL - speaking and listening 3.SL.1 - engages effectively in a series of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' views and expressing their own clearly. 3.SL.3 - Ask and answer questions about information from a speaker, offering proper detail and detail. 3.SL.6 - Speak in full sentences when appropriate for work and status to provide requested details or explanations. Common Core Mathematics Standards MP.1 - Sense of problems and persevere in solving them MP.2 - Model with reason abstract and quantitative MP.4 - Math MP.5 - Use appropriate tools strategic MP.6 - Precision MP.7 - Look for and use the structure MP8 - look for and express regularity in repeated logic OA - Operational and Algebraic Thinking 3.OA.3 - use multiplication and division within 100 to solve word problems in situations involving similar groups, array, and measurement volume, For example, using pictures and equations with symbols of unknown numbers to represent the problem. 1 Next Generation Science Standard ETS - Engineering in Science ETS1 - Engineering Design 3-5-ETS1-2 - Generate and compare several possible solutions to a problem of how well likely each problem is to meet the criteria and constraints. We know loops allow us to work again and again, but now we're going to know how to use loops in which additional structures are right. These new structures will allow students to create code that is more powerful and dynamic. Objective At this point, students have become masters of loops. Today, they will learn about another loop commonly used in programming. Repeats a certain number of commands for loops, but it also keeps track of the values that are repeating it. For example, for loops that start from 4, end with 8, and its one step value will be repeated 4 times, but the values 4, 5, 6 and 7 will also be captured for use elsewhere. Using this structure with variables can create some pretty great schedules. Today, students will simply learn Next time to loop with them before diving into programming! Agenda Warm-up (20 minutes) Main Activity (20 minutes) Wrap Up (15 minutes) Evaluation (5 minutes) Extended Learning This lesson has a new and important word: for the loop - say it with me: to have loop loop loops that have a preset start, stop, and move value. For one and all the point that loops some loops that happen very often, for example, loops where you need to keep track of how often you've been through, you sometimes don't want to start with one, you don't want to be counted by people for loops give you a powerful way of keeping a counter when you want When you want, ends, and increases by whatever size steps that you want here, you can jump right into a sample of the game (example in English) sometimes we want to repeat things in a certain number, but we want to keep track of the values as we do. This is where one comes to loop in handy. When you use For Loop, you know from the beginning what your starting value is, what your final value is, and how much the price changes each time through the loop. Lesson Tip When you play this game, it looks like you're walking through such a loop (x=startValue; x &lt;= stopvalue; x = x + step) { Circle CurrentExvalue; Add current explot in roundscore; loop block for } (in English) Directions: Lesson tip if any of the rolled values are outside the range of the game (a starting value of 6 is like rolling. , but then rolling 2, 1, 2 for end value), the student rolls again to do everything. It may be difficult for young students to understand what typed in pseudo code, but it can be helpful for you to explain aloud (and perhaps with a diagram) what they will use as the content of the loop for them. To divide students into pairs to start the round, each student rolls three times: set the starting value of an x-three dice to set the step value for x-one to set the step value for X use one of the number lines provided to detect the loop that they have started at the starting value of the X-number count down the line. To die, stop circling the numbers at rolled intervals when you add all of the parikrama values to your score to get to the preset stop value, then the other player will take a turn to tip the best 2 lessons out of 3 big spark for flash chat questions thinking about how lessons are more and more related to the future of the world and students are intended. Use your knowledge of your class to decide whether you want to discuss these as a class, in groups, or with elbow-mates. What will be your interval if you want to count by threes from 4 to 13? What kind of things do you think you could do with for a loop? Can you reproduce using a normal loop for loops? What do you do Will need to? After writing about what students learned, why Useful, and how they feel about it can help solidify any knowledge they acquire today and build a review sheet for them to look into the future. Journal hints: What was the lesson about today? How do you feel about today's lesson? What is the loop for? Why would you use for loop instead of repeat loop or while loop? Get the evaluation worksheet out of hand and allow students to complete the activity independently after the instructions are well explained. It should feel familiar, thanks to past activities. Students use these activities to enhance learning. They can be used as out of class activities or other enrichment. Run it back to try this activity again, but this time the starting number is selected using three dice, and stop number with only one. Ensure a negative increment! Using hop scotch chalk, draw out a hop scotch diagram on blacktop numbers from bottom to top classes give students a starting class, off square to each other, and at a time they need to jump when the jumper is done, they have to loop down they just have to add extra activities to start to be done on each square. This list represents opportunities in this text to support standards in other content areas, it will add complexity to the written part. Common Core English Language Arts Standards L - Language 5.L6 - Acquire and use the right grade-appropriate general academic and domain-specific words and phrases, including the opposite, addition and other logical relationships (for example, however, similarly, in addition, besides). SL-Speaking and Listening 5.SL.1 - Engage effectively in a series of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on the views of others and expressing their own clearly. 5.SL.1.a - Come to ready discussions, read or study the required material; Clearly draw on known information about that preparation and other topics to explore the ideas under discussion. 5.SL.4 - Report on a subject or text or submit an opinion, logically index ideas and use appropriate facts and relevant, descriptive statements to support core ideas or topics; Speak clearly with the understandable pace. 5.SL.6 - Customize speech for various contexts and tasks using formal English when suitable for work and status. Common Core Mathematics Standards MP-Math Practices MP.1 - Make sense of problems and persevere in solving them MP.2 - Model with reason abstract and quantitative MP.4 - Math MP.6 - Participate in precision MP.7 - Look for and use structure OA - Operational and Algebraic Thinking 5.OA.2 - Simple expressions that write calculation records with numbers, And count records with numbers, and interpretation numbers without evaluating them for example express Add 8 and 7, then multiply by 2 × (8 +7). Identify that 3 × (18932+921) Three T Next Generation Science Standards ETS - Engineering in the Sciences ETS1 - Engineering Design 3-5-ETS1-1 - Define a simple design problem that reflects a need or need that includes specified criteria for success and constraints on materials, time or cost. Cost.

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