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CSTA-MN + Code Savvy MeetUp agenda January 15, 2019

Where: SmartFactory, classroom space within the building owned by Live Front

4:30 - 4:40 Intros

4:40-4:50 Intro to / General info about CSTA-MN and Code Savvy

Twitter - https://twitter.com/CSTA MN?lang=en

Website - https://sites.google.com/view/csta-mn/home

Google Group - https://groups.google.com/forum/#!forum/cstamn

Unplugged Activities

4:50 - 5:10 Stand and Talks (Kaitie)

- Participate in the activity
 - What do you notice? What do you wonder? Talk for 2 mins with a partner (10 steps away from your chair, nothing in your hands).
 - Activity document
- Describe how I translate this into notes
- Consider strengths and weaknesses
- Discussion
 - Safe space to ask questions
 - Turn and Talk connections
 - Common language "notice, wonder" across ages

5:15-5:35 Divide & Conquer Unplugged Activity (Andrea)

- Participate in the activity
- Discuss application ideas for K-12 classrooms
- Consider strengths / weaknesses
- Discussion
 - Desmos >polygraph (guess who for math)
 - Randomize animal pictures on a grid, work with a partner through chat
 - Slideshows
 - How did you solve? location/features/letters
 - <u>Teaching convergent and divergent thinking</u>
 - o K12 CS framework
 - o ISTE Computational Thinking
 - ISTE Competencies

5:35-6pm - Discussion/Brainstorm

How do you incorporate "unplugged" activities into your classes?

- What is your favorite "unplugged" activity you do?
- What are the hallmarks of a "good" unplugged activity? Alternatively, what are the hallmarks of a bad unplugged activity?
 - Alternative topic: How do you get students to move in class/
- San Fran PreK-12 Comp Sci Scope and Sequence
- Code Savvy Cohort-Created Database

FYI

• One Click Timer Chrome Extension

PD Opportunities!

- Join our CIRCL Educators' Book Club -happening now!!! Coding as a Playground
- MN Codes Summit May 16, 2019 <u>mncodesummit.org</u> (watch for presentation proposals at the end of the month!)
- On Twitter #MNCodes
- SIGCSE https://sigcse2019.sigcse.org/