

INSTRUCTIONS FOR THE FACILITATOR:

1. MAKE A COPY OF THIS DOCUMENT
2. MAKE SURE SHARING PERMISSIONS ON YOUR COPY ARE SET SO YOUR PARTICIPANTS CAN ACCESS AND EDIT
3. UPDATE THE LESSON PLANNING JIGSAW LESSONS BASED ON THE ONES YOU CHOOSE FOR YOUR WORKSHOP
4. DELETE THESE INSTRUCTIONS :)
5. SHARE WITH PARTICIPANTS (THROUGH EMAIL, BIT.LY LINK, ETC)

Navigating this document:

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[Unit 2, Lesson ??](#)

[Unit 2, Lesson ??](#)

Useful Links

- [CSD Units](#)
- [Curriculum Guide \(aka Teal Book\)](#)

Schedule

2018 CS Discoveries

Unit 1 & 2

Academic Year Workshop

Breakfast

50 minutes	Workshop Opener	Kick off the workshop by reflecting on how things are going and generating a set of topics that participants need to talk about.
10 min Break		
60 minutes	TTL	Provide a brief overview of a handful of lessons that will be explore more deeply in later sessions
10 min Break		
20 min	TTL Q&A	Collect and organize questions about the lessons that need to be discussed
30 min	Assessment	Discuss how assessment is going in the classroom and share some strategies.
60 minutes	Lunch	
80 minutes	Lesson Jigsaw	Plan a lesson that was explore during TTL.
10 min Break		
30 minutes	Scenarios	Consider specific scenarios related to supporting and retaining students in your classroom
35 minutes	Unit 3 Preview	Start looking ahead to Unit 3
25 minutes	Wrap Up	Answer any outstanding questions and wrap up the day

Workshop Opener

Teaching Tips Live Q&A

Assessment

Lesson Planning Jigsaw

Instructions:

- Once you've formed your lesson planning group, scroll down to find your own lesson implementation guide (note that each guide spans 2 pages prior to filling it in). Claim a guide and fill in your group's information:
 - which lesson that was presented during the tour earlier in the day are you planning?
 - What type of lesson is it?
 - Who is in the planning group?
- **Get started planning!** Follow the instructions on the guide to get started with your implementation plan for this lesson.

Group 1

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

-
-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

-

Group 2

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

-
-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 3

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

-
-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 4

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

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-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 5

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

-
-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 6

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

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-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 7

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

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Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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Group 8

Unit & Lesson (Name and #)

Lesson Type (programming, widget, unplugged, etc)

People in the group (who is planning this lesson)

Step 1: Get familiar with the lesson

Goal

Understand what students will know after doing this lesson and what resources are available in the lesson

What to Do

- Reflect on what was shown during the Lesson Tour — what are the key elements of the lesson that you saw during the tour?
- Experiment with any tools, watch videos, practice activities.
- Talk through the key points of the lesson with someone else
- **Identify and resolve points of confusion about the lesson and resources. Don't worry about planning yet.**

Task: Once you feel good about your understanding of the lesson, write the out key elements and learning goals in the space below.

Key elements of the lesson:

-
-

Step 2: Make a Plan

Goal: You have thought about and made a detailed plan for how to teach the lesson in a way that leverages the instructional strategies

Task: Use the prompts below to reflect and make a plan for how you will teach this lesson.

What's happening

Where can this happen in the lesson?

Acting as a lead learner

Identify spots in the lesson where you might be triggered into wanting to tell students what to do but can instead respond as a lead learner.

-

Journaling

Where are there natural points in the lesson where students can reflect and record their thoughts?

-

Think-Pair-Share

How can you scaffold up the process of sharing during this lesson using the think-pair-share approach?

-

Peer Feedback

At what point in this lesson is there space for students to give one another feedback on their work? How will you structure that feedback?

-

Pair programming

Would you use pair programming here? How would you manage the role and process?

-

Debugging

Where do you think students might need to engage in debugging or problem solving during this lesson (think about specific levels or activities)? How can you support them with that work?

-

Assessing student learning in the lesson

How can you assess if students have learned what they need to learn during this lesson? *If you're a CS Principles teacher, consider the connection to AP.*

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