

## Standard: AP.A.01 Grade: 3

Standard AP.A.01
Develop and compare multiple <b>algorithms</b> for the same task.

Essential Skills
Compose (independently or collaboratively) two or more algorithms for the same task.
Examine the differences among <b>algorithms</b> for the same task.

Essential Questions
What are some strategies to create different <b>algorithms</b> for the same task?
Why is it important to consider multiple algorithms for the same task?

Explanation
Students develop two or more <b>algorithms</b> for the same task. They confirm that the algorithms complete the desired task and modify them to be efficient and error free. Given the task at hand, who or what is performing the task, and other constraints or considerations (such as time), students compare and evaluate their algorithms to determine which is most useful and appropriate.

Think of this as similar to....
When you get dressed for school you can put your clothes on in a variety of different sequences. Why might you put your pants on before you put your shirt on? Why put your socks on before you put your pants on?

## Implementation Examples—What would this look like in the classroom?

Title	Description	Link	Content Connection & Notes
<b>Functions with Artist</b>	<p><b>Grade 3</b>-- Using the Code.org Artist puzzles, students learn how to code different shapes. When students get to puzzles 9 and 10 they should work with a partner to create more than one algorithm to recreate the shapes. They can compare the algorithms they have created and find the advantages and disadvantages of each.</p> <p><b>Grade 4</b>--By working together and examining the algorithms others have created, students should modify their algorithms. They should try to make them quicker or more efficient using functions, loops or other features.</p>	<a href="#">Functions with Artist</a>	
<b>Card Castles</b>	<p><b>Grade 3</b>--Read the first six pages of How to Code a Sandcastle and then small groups of students make castle out of playing cards. Each group writes an algorithm detailing how they made their structure. Each group should compare their algorithm with at least one other group's algorithm.</p> <p><b>Grade 4</b>--Each group should try at least one other group's algorithm and suggest modifications for improvement.</p> <p><b>Grade 5</b>--Compare the algorithms across groups. Each group should decide which algorithm worked best for them and explain why.</p>	<a href="#">How to Create a Sandcastle</a>	ELA SL3.1, SL4.1, SL5.1
<b>Create and compare algorithms</b>	<p><b>Grade 3</b>--Students create two or more algorithms that describe how to get ready for school (or any other routine such as playing a game, getting to the nurse's office from the classroom, preparing for dismissal, etc.). Students compare and contrast the algorithms.</p> <p><b>Grade 4</b>--Modify the different algorithms to support different constraints but still accomplish the same goal. Therefore, getting ready for school may include a variety of different steps along the way. Examples can include caring for a pet, making sure there is time to talk with a friend before classes start, or taking a longer route to school to accompany a younger sibling to their school first.</p> <p><b>Grade 5</b>--Students evaluate the algorithms and determine which best completes the task. Write an opinion piece, justifying with reasons their selected algorithm is most appropriate to achieve the goal.</p>		ELA W.5.1

Standard: AP.A.01 Grade: 3

These annotations are a collaboration between [Maryland Center for Computing Education](#) and the [Maryland State Department of Education](#).