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| **SI SESSION PLAN** | |  |  |  |  | | --- | --- | --- | --- | | SI Leader: | Alex Iacob | Session Date: | 1/30/23 | | Week #: | 3 | Session Letter: | A | | Course & Section: | CSCI 141 Section 2 | Course Instructor: | Polak | | Planning Date: | 1/30/23 | Planning Time: | 3:15 – 3:30 | |

**Beginning reminders:**

Is the room set up in a way conducive to collaborative learning?

Is the agenda posted to the board for participants to see?

Do you have your attendance sheet up to record your attendance?

Do you have any other documents/resources up and ready to go for your session?

If you are all set with the reminders, then go have fun and good luck!

**Is there a study strategy you want to focus on? (If so, what is it? Otherwise, leave blank.)**

**Main concepts student should feel more comfortable with:**

Recursion

Turtle movement

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity\*** | **Process to use** | **Time** | **After Session Thoughts** |
| **Opener:**  Chess/sudoku | Do a round of blitz chess or an easy killer sudoku | 10-15 | We did some fun chess, but the guy that I was facing off against just decided that he didn’t want to move for his entire time, so we went on to play an easy killer sudoku.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  |   Would have been higher if the dude actually played the match |
| **Recursion with rabbits** | “Create a recursive function that simulates the rabbit population, such that I take the previous population and multiply it by 4, then subtract one.”  The base case is kind of up to everyone else, whether n == 1, n == 0, return 1, return 0, etc. Objectively, it doesn’t matter.  Since I remember stuff from old exams, what does this function look like after running it?  def rabbits (n):  if n == 1:  return 1  else:  return 4 \* rabbits(n - 1) - 1  After we write the function, what would a substitution trace look like for  Rabbits(3):  Rabbits(3) = 4 \* rabbits(3 – 1) – 1  4 \* (4 \* rabbits(2 - 1) - 1) - 1  4 \* (4 \* (1) - 1) - 1  11  If there is more time, we can change rabbits() to have different numbers to make another trace off of. | 45-50 | Well this turned out to be harder than expected, keeping track of all of the parenthesis and actually understanding concept of rabbits(2) is equal to (4 \* rabbits(1) - 1) and how we have to carry over the 4 \* () – 1 from the previous trace. It started off pretty rough, but they seemed to understand.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  | |
| **Closer:**  **Checkups** | Check ups are important for students |  | Got to hear about some other classes that my students are taking, it was pretty nice. One student talked about how his situation screwed him over last semester since he had to drop CS1 previously, then also leading to having to retake Calculus.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ☹ | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | ☺ | |  |  |  |  |  |  |  |  |  |  | |

*\*See the* [*Activity Database*](https://docs.google.com/spreadsheets/d/1Oc6uAX2Uaq2Ym6M1FQjivRI_ryA_T9k1AcEKi__3Ml4/edit?usp=sharing) *and* [*SI Share*](https://drive.google.com/drive/folders/1WKkkRXpRW6_OVdc4eFVgAkDRt7y8E_VT?usp=sharing) *for ideas.*

**Ending reminders:**

Did you mark down attendance on your attendance sheet?

Did you remind everyone of the next session and any upcoming tests or quizzes or due dates?

Did you fill in the after session thoughts?

**Optional Notes and Comments:**

**Bi-Weekly Question:** Have you meet with your faculty partner? If not, do you plan to chat with them before next week? What did you or what do you plan to discuss?

I haven’t really met one-on-one with Prof. Polak, though we talk enough during the lab sessions. There aren’t really many things that I want to discuss with Polak, since she is very supportive of SI and understands what we do.