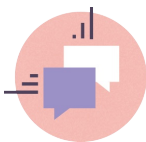


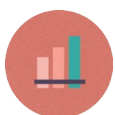
Coding arguments

Unplugged



OVERVIEW

Introduce arguments by having kids do a repetitive task.



OBJECTIVES

1. Students will be able to explain the advantage of using arguments
2. Students will be able to call functions with an argument



AGENDA

Length: 45 minutes

1. Warm-up - Large pixel bot grid
2. Arguments Analogies - Explore arguments using golf swing and drill bit analogies.
3. Pixel bot challenge - Solve pixel bot challenges with arguments



VOCAB

Argument - Specific value supplied to a function call



MATERIALS

1. [Lesson 7 | Warm-up worksheet](#)
2. [Lesson 7 | Worksheet 1-1](#)

3. [Lesson 7 | Worksheet 1-2](#)
4. [Lesson 7 | Worksheet 1-3](#)
5. [Lesson 7 | Worksheet 2](#)
6. Scratch paper grids
7. Small pixel bot cutout for each student
8. Magnetic pixel bot
9. Scratch paper grids
10. Pencils
11. Whiteboard



WARM-UP



Length: 10 minutes

Students solve a puzzle in a large pixelbot grid.

Prep:

- Draw the Pixel Bot image from [Lesson 7 | Warm-up worksheet](#) on the whiteboard
- Distribute [Lesson 7 | Warm-up worksheet](#)

Teacher Actions	Student Actions
<div>1</div> <div>Individual work: Ask students to write code to create the image from [Lesson 7 Warm-up worksheet] [warm-up].</div>	<div>1</div> <div>Students individually fill out the [Lesson 7 Warm-up worksheet][warm-up]</div>
<div>2</div> <div>Randomly call on one student at a time to provide each next line of code.</div>	<div>2</div> <div>If called on, students provide the next line of code.</div>
<div>3</div> <div>Discuss what made this particular picture difficult or frustrating to code.</div> <div>Possible answer: It required a lot of code because of the size of the grid.</div>	<div>3</div> <div>Students raise their hands to provide an answer.</div>



GOLF SWING AND DRILL BITS



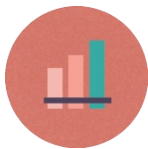
Length: 20 minutes

Explore golf swing and drill bit analogies that help students arrive at concept of parameters/arguments.

Prep: Distribute [Lesson 7](#) | [Worksheet 1-1](#)

Teacher Actions	Student Actions
1 Individual work: Ask students to fill out [Lesson 7 Worksheet 1-1] [worksheet1-1].	1 Students fill out Lesson 7 Worksheet 1-1.
2 As a whole class, pool students' ideas.	2 Students share ideas.
3 Individual work: Hand out [Lesson 7 Worksheet 1-2] [worksheet1-2] and ask students to give it a try.	3 Students fill out [Lesson 7 Worksheet 1-2] [worksheet1-2].
4 Discuss how to write the proper syntax for the golf and drill bit programs. Write	4 Students predict the teacher's code.

<p>a few examples of the syntax on the board and ask students to predict how far the ball would go or how big the hole would be.</p>	
<p>5 Individual work: Hand out the next [Lesson 7 Worksheet 1-3] [worksheet1-3] Cont'd and ask students to map these ideas over to pixel bot.</p>	<p>5 Students fill out next part of [Lesson 7 Worksheet 1-3] [worksheet1-3].</p>
<p>6 Discuss students' ideas for Question 6. Answer: The process is exactly the same (the golf swing never changes; the drill and the drill motion never change), but we can customize the output by changing the inputs (golf club, drill bit).</p>	<p>6 Students raise their hands to provide answers</p>



ARGUMENTS



Length: 5 minutes

Explain how to use arguments through observation.

Prep: None

Teacher Actions	Student Actions
<div>1</div> <p>Point students back to the problem on the whiteboard from Lesson 1 Warm-up worksheet.</p>	
<div>2</div> <p>Tell students that the elements can use an argument. An argument is extra information to customize the output of a function. The argument goes in between the parenthesis that follow the name of the function.</p> <p>Example: <code>up(5)</code></p>	
<div>3</div>	<div>3</div>

<p>Ask students to say once again what the argument will do in the case of the movements?</p> <p>Answer: The number controls how many spaces to move in that direction.</p>	<p>Students raise their hand to provide an answer.</p>
<p>4 Add <code>paint('blue')</code></p>	
<p>5 Ask students what they think the argument will do in the case of the paint icon?</p> <p>Answer: the argument controls what color the turtle will paint</p>	<p>5 Students raise their hand to provide an answer.</p>
<p>6 Ask students how changing the color next to the icon relates to changing clubs in the golf swing? Answer: In both examples, the action is the same (swing the golf club, paint the square) but the input can be</p>	<p>6 Students raise their hand to provide an answer.</p>

changed to customize the output.	
<div>7</div> <div>Solve the warm up problem while narrating the steps out loud.</div>	<div>7</div> <div>Students observe as the teacher demonstrates how to solve the problem using arguments.</div>



CODING WITH ARGUMENTS



Length: 10 minutes

Students use arguments to solve coding challenges.

Prep:

- Distribute [Lesson 7 | Worksheet 2](#)

Teacher Actions	Student Actions
<div>1</div> <p>Individual work: Students work on the problems on [Lesson 7 Worksheet 2] [worksheet2]. Remind students to use arguments to solve the problems more efficiently.</p>	<div>1</div> <p>Students individually fill in the problems on their worksheet.</p>