

Coding arguments
Unplugged



OVERVIEW

Introduce arguments by having kids do a very 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 10 | Warm-up worksheet
 2. Lesson 10 | Worksheet 1
 3. Lesson 10 | Worksheet 2
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4. Laptops/Computers
5. Scratch paper grids
6. Small turtle cutout for each student
7. Magnetic turtle
8. Scratch paper grids
9. Pencils
10. Whiteboard



WARM-UP



Length: 10 minutes

Students solve a puzzle in a large pixelbot grid.

Prep:

- Draw the Pixel Bot image from Lesson 10 | Warm-up worksheet on the whiteboard
- Distribute Lesson 10 | Warm-up worksheet

| Teacher Actions | Student Actions |
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| <p>1 Individual work: Ask students to write code to create the image from Lesson 10 Warm-up worksheet. Remind students that this exercise is using the icon language that they learned in Lesson 1.</p> | <p>1 Students individually fill out the Lesson 10 Warm-up worksheet</p> |
| <p>2 Randomly call on one student at a time to provide each next line of code.</p> | <p>2 If called on, students provide the next line of code.</p> |
| <p>3 Discuss what made this particular picture difficult or frustrating to code?</p> <div><p>Possible answer: It required a lot of code because of the size of the grid.</p></div> | <p>3 Students raise their hands to provide an answer.</p> |



GOLF SWING AND DRILL BITS



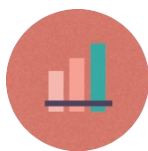
Length: 20 minutes

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

Prep: Distribute Lesson 10 | Worksheet 1

| Teacher Actions | Student Actions |
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| <p>1 Model a golf swing for students. Show how the same golf swing is used for different clubs. Show the Lesson 10 Worksheet 1 golf diagram on the board and walk students through it.</p> | |
| <p>2 Model using a drill for students. Show how the same drill motion is used for different drill bits. Show the Lesson 10 Worksheet 1 drill bit diagram on the board and walk students through it.</p> | |
| <p>3 Point students' attention to Lesson 10 Worksheet 1. Ask students to find what is similar</p> | <p>3 Students look at Lesson 10 Worksheet 1</p> |

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| about the two situations depicted. | |
| 4 Individual work: Ask students to write down an answer. | 4 Students individually write down their answers on the worksheet. |
| 5 With a partner, students discuss their findings. | 5 Students get with a partner and discuss their answers. |
| 6 As a whole class, discuss the similarities between the two situations. 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). | 6 Students raise their hands to offer answers. |



ARGUMENTS



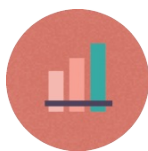
Length: 5 minutes

Explain how to use arguments through observation.

Prep: None

| Teacher Actions | Student Actions |
|--|---|
| <p>1 Point students back to the problem on the whiteboard from Lesson 1 Warm-up worksheet.</p> | |
| <p>2 Tell students that the elements can use an argument. An argument is extra information to customize the output of a function. The argument goes into the space to the right of the element</p> <div>Example: <code>→ 5</code></div> | |
| <p>3 Ask students what they think the argument will do in the case of the arrows?</p> | <p>3 Students raise their hand to provide an answer.</p> |

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| <p>Answer: The number controls how many spaces to move in that direction.</p> | |
| <p>6 Ask students how adding a number next to the arrow icon relates to changing clubs in the golf swing?</p> <p>Answer: In both examples, the action is the same (swing the golf club, paint the square) but the input can be changed to customize the output.</p> | <p>6 Students raise their hand to provide an answer.</p> |
| <p>7 Solve the warm up problem while narrating the steps out loud.</p> | <p>7 Students observe as the teacher demonstrates how to solve the problem using arguments.</p> |



CODING WITH ARGUMENTS



Length: 10 minutes

Students use arguments to solve coding challenges.

Prep:

- Distribute Lesson 10 | Worksheet 2

| Teacher Actions | Student Actions |
|---|--|
| <p>1 Individual work: Students work on the problems on Lesson 10 Worksheet 2. Remind students to use arguments to solve the problems more efficiently.</p> | <p>1 Students individually fill in their worksheet.</p> |