

# MARTY TEACHER GUIDE

Prompts and Questions to Support Delivery of Lessons



## An Argument with Marty

### Vocabulary

The word argument is one with which learners will likely be familiar, just not in this context. The narrative and presentation aim to address both definitions. Take time to reinforce the argument from a programming perspective. Arguments are crucial to writing efficient code, particularly with block based programming: setting all arguments to 1 for blocks requires a great many of them.

### Take time to plan

The drama element of the lesson should not be ignored. Have learners explore how they can move their bodies and how Marty might be able to move theirs. The connection between where the joints move on their bodies and on Marty's will support future movement planning and programming.

### Argument experimentation

The argument block is not limited to forward, back and side movements. Have learners explore other blocks that can have their values changed. Perhaps having the sound block playing 5 or 6 times is not the wisest idea...

Here is the comparison for the two code examples. One program has 4 walk forward blocks and 3 waves arm blocks. The other has 1 walk forward block (with 4 as the argument) and 1 wave arm block (with 3 as the argument). They amount to the same thing, it is effectively  $1 + 1 + 1 + 1 = 4 \times 1$ .

