

Remember Remember – Sheet 1

Introduce the activity

Ask the pupils to recall what is special about squares.
Ask them about other four-sided shapes such as rectangles, rhombus, etc.
What is a Quadrilateral?
What is the sum of the internal angles of the square?
Is there a way of measuring the internal angles?

Recall

Ask if they can remember previous experiences using floor turtles and possibly turtling software.
Ask what they did.
What sort of commands did they use and what happened?
How would they make the floor turtle draw a square?
Can they remember the commands they used?

e.g. (FD 3 RT 90 FD 3 RT 90 FD 3 RT 90 FD 3)

If a floor turtle is available then use this in conjunction with the discussion to determine the commands used to produce the square.

If you have access to a large display or whiteboard you can introduce the turtling software as a demonstration. Relate the movements of the turtle on screen to those of the floor turtle. Some children may be confused about moving the turtle forward when visually is moving 'up' the screen.

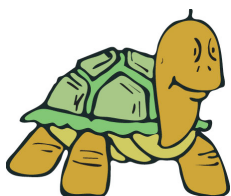
Demonstrate what would happen if the same commands and units, used for the floor turtle, are used by the screen turtle.

Note: Screen turtles generally require larger input values for movements forwards and backwards. A 'screen turtle' unit is usually equal to one screen pixel, rather than the length of the turtle as is the case with a floor turtle. In some logo software the distance the turtle moves for a single unit is configurable by the teacher.

In order to draw a square with the screen turtle you might have to use;

FD100 RT 90 FD 100 RT 90 FD100 RT 90 FD 100 RT 90

Whilst you are demonstrating and discussing these commands you can also highlight the need for spaces between the commands and the use of longhand and shorthand notation i.e. forward and FD.



Unit 4E: Modelling Effects on Screen Extension

2

Explain that if they want to start drawing with a clear screen, they must first issue the *clear screen* command and then *home* the turtle.

CS or **CLEAR** will remove any drawing from the logo screen.

HOME returns the turtle to its original starting position; this is usually the centre of the screen.

Working in pairs the children could be given a worksheet with a number of command line sequences on it to try out for themselves. Before they enter the command line instructions ask them to predict what the turtle is going to draw.

Try some of these:

```
FD 100 RT 90 FD 100 RT 90 FD 100 RT 90 FD 100 RT 90
```

```
FD 120 RT 90 FD 120 RT 90 FD 120 RT 90 FD 120 RT 90
```

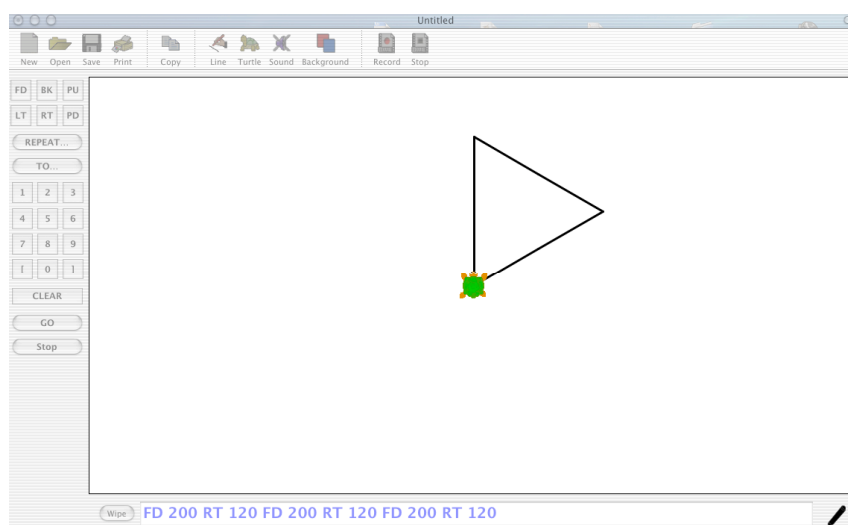
```
FD 200 RT 90 FD 100 RT 90 FD 200 RT 90 FD 100 RT 90
```

```
FD 150 RT 90 FD 300 RT 90 FD 150 RT 90 FD 300 RT 90
```

```
RT 30 FD 200 RT 60 FD 200 RT 120 FD 200 RT 60 FD 200
```

```
FD 200 RT 120 FD 200 RT 120 FD 200 RT 120
```

You could let the children experiment with numbers of their own. Mistakes are often down to not leaving the correct spaces between commands.



Terry the Turtle 2

