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| TOPIC: | Logo |
| SESSION DURATION: | 2 hours per week. |
| GROUP: | 30 KS pupils top set |
| PREVIOUS KNOWLEDGE: | Possibly at primary school level but presume nothing |
| EQUIPMENT: | Master Computer Computer which are networked Whiteboard Overhead projector LOGO software Paper with dot in matrix on Appropriate writing material Handout of the lesson with instructions on how to do the task. This is given at end of the lesson to be used to reinforce the lesson and thus aid their homework. Discs to store their classwork |
| MATERIAL: | Handout covering each task Questions and Answers |
| AIMS: | To understand the control process where Input cause Output after Processing |
| OBJECTIVES: | The children should be able to draw a shape on paper and divide the whole process into mini tasks - anatomy. The children should be able to translate command into common language for each mini task into COMMAND computer can understand. The children should be able to use repeat and procedures to complete the task. |
| KEY QUESTIONS: | 1. What is control? What is an input, output? What examples of computerised control can they give? 2. How would you teach a child to walk? How would you direct a foreign tourist to a certain place in London? 3. Why you have to type commands in the right order? Why you have to be specific and explain about misconceptions. |
| EVALUATION: | Evaluate what percentage of the class understand and were able to demonstrate their understanding of the lesson. In the next lesson recap to all children and in particular to those that did not understand the concepts of this lesson. Evaluate homework and if necessary reset homework. Evaluate whether there was enough time in the lesson to cover what you wanted. |

| TIME | TOPIC | CHILDREN | TEACHER | METHOD | RESOURCES |
|------|--|---|--|---|---|
| 5 | Register | If present individual verbally responds to register | Take register | Orally | Class register |
| 5 | General Introduction to Logo and briefly explain about 'Misconceptions'. A computer is basically stupid - it does not have a brain | Q & A | Q & A Guiding students Write answers on whiteboard | Q & A Demonstration Master Computer | Overhead Projector [to be used if necessary] White board Master computer Computers which are networked |
| 2 | On the whiteboard write the objectives of the lesson | Writing these in their exercise books | Whiteboard | Writing on Whiteboard | Logo software Paper with dot in matrix on |
| 8 | Intro two types of control & clarify On-Screen Control for lesson – drawing graphics | Listening and watching | Demonstration Observe and be prepared for questions on how I would do it. | Master Computer Q & A | Appropriate writing materials Handout of the lesson with instructions on how to do the tasks [this is given at the end of lesson which they can use to refer to for homework]] |
| 3 | Explain that some children may not have seen a plotter with a PU/PD and this is why they are doing this exercise | Join dots into a straight line & write down every move your hand made | Demonstration & observe Guide children Q & A | Q & A Master Computer Q & A | |
| 5 | Demonstration of Control procedure | Watch demonstration | Ask who would like to demonstrate and if necessary select a child [one that you know has achieved the aims of the task] Evaluate and observe demonstration and help where necessary | Master Computer zone in on their computer and display in on the projector White Board Observation Q & A Note taking | |

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|------------------|--|--|--|--|-----------|
| 5 | Demonstrate Input command and draw operation skills | Listening and watching Inserting the commands into the computer and test result | Demonstrate Q & A Guiding children | Whiteboard Whiteboard Prepared handout recapping this lesson | |
| 17 | Trial and correction | Working on task Watch demonstration | Ask who would like to demonstrate and if necessary select a child [one that you know has achieved the aims of the task] Evaluate and observe demonstration and help where necessary | Master Computer zone in on their computer and display in on the projector White Board Observation Q & A Note taking | |
| 2 | Refer back to Objectives of lesson | Listening and watching Writing | Whiteboard | Whiteboard Review of lesson Discussion | |
| 5 | Homework on drawing a pentagon on paper and annotating every movement in LOGO command. | Listening and writing in their exercise books. Q & A | Review of lesson Discussion Whiteboard with date on | | |
| 2 | Date for handing in of homework. Next lesson will be about procedure, repeat to make programs easy to read and maintain and neater + faster | Listening | Q & A Discussion | Whiteboard Q & A | |
| 1 | Explain at the beginning of next lesson you will recap and answer any questions | | | | |
| Total 60 mins | | | | | |

