

*Firing... from previous page*

we teach and learn. Papert emphasized that the true potential would be reached if the technology inspired educators to come up with interesting contexts that promoted children's learning, and he saw Logo as one (but not the only) example of an effective vehicle to do that.

My own version of "technocentricity" came out in an interesting way. Before I was married, I used to do my budget using a spreadsheet program. (At first, I tried to do it with Logo, but quickly gave up when I saw what spreadsheets could do.) It worked reasonably well until I had to work with two incomes. Then it became increasingly difficult for me to handle. For a while, I persevered. After listening to me describe my frustration, someone suggested to me a program called *MacMoney*. At first, I resisted what I considered a canned, less creative solution to my problem, but when I discovered what it could do, I was hooked.

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## USING THE APPROPRIATE TOOL IS THE KEY.

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The program empowered me to handle my finances better than ever (and spend more money, but that's another story). Now, I'm not suggesting that you trade in your Logo or spreadsheet for something "better". What I am saying is that you should use those tools that not only empower you to be more productive, but also get you excited about using them! That's what this organization is trying to encourage you to do with technology in your classroom...fire your children's imaginations!

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In this issue we will first look at some activities that might help you in teaching mathematics. The first activity "Doing the Standards: Estimating Heights" compares two approaches to presenting an idea and challenges you to think about how you "do the Standards". In the second article Robert Berkman shares an activity using LCSi's Microworlds that helps his students learn about integers in an interesting way. In the third article Robert and I share some insights about problem solving with spreadsheets. In the Logo corner our president Lew Romagnano contributes some interesting Logo activities. □

## CLIME Grapevine

**We're sorry!** We made some mistakes in the last issue of Clime Connections - 7.1. Here are the corrections:

- Lew Romagnano's e-mail address is: Rmagnal@mscd.edu

- The Logo Foundation's address is 250 W. 57th Street - Suite 2228, New York, NY10107

### *In the news*

- Accolades to Doug Clements and Michael Battista for their excellent article in the Mathematics Teacher "Geometry and Proof" (V 88, No. 1, 1/95).

- Robert Berkman and Ihor Charischak collaborated on the article "Exploring Random Events with Logo Software" which appeared in the journal Mathematics Teaching in the Middle School (Jan.-Mar., 1995).

### *In-service...from previous page*

Connections for ways to obtain this program), we dove into a series of activities. (See "Turtle Algebra" on page 10.)

Looking back, I am struck by two things. First, during the "this is the turtle; now type FD 50" part of the workshop it became clear to me that some of these people knew a lot of Logo. They knew some bells and whistles that I did not. However, it did not take much Logo to get to mathematical issues that quickly equalized the group.

For example, after typing FD 50 RT 90 FD 100 the group spent about 20 minutes offering and testing ways (aside from typing HOME) to get the turtle back to the starting point. One teacher offered this conjecture. "This is a right triangle we're trying to make, so the other two angles must add up to 90 degrees. The

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