Sarah Cramer

Exponents and Scientific Notation Unit

LAP 6 Reflection

 Because of time constraints, I cut this lesson down to half of a period and did not have students do the mixed review sheet. After finishing our discussion of comparing/dividing numbers in scientific notation, we moved onto multiplication. I used the football field starter to mark the transition to a new topic, even though we were halfway through a period. To get students engaged, I asked them about the difference between the dimensions of a soccer field and a football field, which they excitedly told me and looked up on the computer to confirm. I then read the starter aloud, but per your suggestion, had changed the numbers to easier numbers that students could multiply in their heads. Using calculators and mental math, students quickly saw that they got the same result using both methods. To make sure that they understood what they had just proved, I gave them the problem (3 x 4)(2 x 1) and asked them if that was the same as (3 x 1)(2 x 4). Again, they quickly saw that they were the same. They then transferred this understanding to rearranging the factors in scientific notation with surprising ease. I think that all their practice dividing numbers in scientific notation got them used to the idea of manipulating different factors, which then led them to grasp multiplication much more quickly than they grasped division. As such, they worked with confidence to complete almost an entire worksheet for the last five minutes of class.