Timed Agenda LAP 7 Day 1

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36 – 10:42 | * Enter room * Read problem introduction * Share guesses of what “E” means | * Starter: Display the introduction to problem #11 on the Elmo. Ask for a volunteer to read it aloud. Ask students what they think the “E” means. * Call on students to provide guesses * Confirm that “E” is in place of the 10. Write two examples on the board for them so that they understand | Per the curriculum, students need to understand how scientific notation appears on technology. “E” is used in some of the problems the students will be solving today, so I wanted to make sure that they were aware of what it means. |
| 10:42- 10:45 | * Listen to instructions | * Tell students that today they will get the chance to apply their scientific notation operation skills to the real world! * Hand out worksheet * Ask them to work in their groups to compete the problems * Put extension problems on a table for them | Scientific notation is a concept firmly rooted in the real world. In the beginning of the scientific notation part of the unit we talked about it in terms of the real world, but some of the context has been lost as we focused on the skills. This is an attempt to bring it back. |
| 10:45 – 11:28 | * Work on word problems * Extension: Write a written explanation of one of the word problems * Extension x 2: Illustrative Mathematics problems * Hand in word problems at the end of the period | * Circulate * Ask students to help each other if I see one student struggling and one student succeeding on the same problem. * Bring the class together and address concerns if all students are struggling with the same problem * Collect worksheets at the end of the period | Students will need independent time to make sense of the word problems and experiment with scientific notation operations. |