Timed Agenda LAP 5 Day 2

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36-10:55 | * Enter room * Do starter * Share answers | * Hand out “Comparing in Scientific Notation” starter and calculators * Tell students that “compare” for #1 and #3 means find how many times one number is greater than the other, but “compare” for the bottom problems means write > or < * Ask students to only use the calculators for the decimals, not the exponents * Call on volunteers to share answers | Students are just getting used to comparing numbers in scientific notation, and this starter gently eases them back into the topic from yesterday. It also gets them working with negative exponents, which they will be exploring more throughout the lesson. |
| 10:55 – 11:02 | * For the four bottom problems on the starter, calculate how many times bigger the numbers are | * Ask students to revisit the four problems on the bottom of the sheet and now figure out how many times bigger the numbers are | Students need to practice using the exponent subtraction rule in order to achieve mastery |
| 11:02 – 11:10 | * Share answers * Show work on Elmo or board | * Call on students to share answers | Seeing how other students solved the problems may clear up any misconceptions that students have, or confirm that they know what they’re doing. |
| 11:10-11:12 | * Hand in starters * Listen to instructions | * Collect starters * Hand out “Comparing with Fun Facts” sheet * Tell students that after they fill in the table, they need to compare at least three different pairs of numbers (i.e. determine which number is greater and by how many times) by the end of the period | Students will see how scientific notation is used to represent real-world numbers as they practice converting to scientific notation and comparing numbers. |
| 11:12-11:28 | * Complete worksheet * Hand in at end of period | * Circulate * Collect worksheet at end of period | By collecting the worksheet and the starter, I can assess student progress and understanding. |