Timed Agenda LAP 7 Day 2

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| Time | What Students Will Do | What Teacher Will Do | Rationale |
| 10:36 – 10:45 | * Enter room
* Do starter
 | * Pass out calculators
* Starter: The approximate thickness of an iPhone 4s is 9.4 x 10-1. The approximate thickness of a standard deck of cards is 1.5 x 100.
1. Which one is thicker?
2. How much thicker is it?
3. How many times thicker is it?

\*\*\*#2 and #3 are different questions!! | This difference in wording is tricky and it comes up in PARCC/MCAS problems. Until now, students have only looked at “how many times bigger” problems. This starter shows them that there’s another similar question you can ask, and it can be solved using plain old subtraction. |
| 10:45 – 10:55 | * Share answers
 | * Call on volunteers to share answers
* Clarify the difference between #2 and #3
 | I anticipate that students will be confused by the different wording in #2 and #3, so this will be a chance for them to get clarification from each other. One of the word problems on yesterday’s worksheet included this same subtle wording, so this might make students rethink their answer. |
| 10:55 – 11: 10 | * Correct word problems using colored pencils
* Share answers to problems
 | * Pass out colored pencils
* Tell students that we’re going to review the word problems from yesterday
* Have student volunteers share answers
 | Even though students were able to check their answers yesterday if they finished early, I anticipate that most students didn’t get to that point. Going over the problems together gives all students a chance to see how they can apply the scientific notation and exponent rules to real-world problems. |
| 11:10 – 11:28 | * Play tapeball to review exponents and scientific notation
 | * Hand out white boards and markers
* Facilitate tapeball game to review different problems from unit
 | The students love tapeball, and this is a fun way to review with them before moving on.  |