Round Rock ISD – 2008-09 5E Lesson Plan

Teacher: 5th Grade

Date: 8/25/09-8/28/09

Subject area / grade level: Math 5th

Materials: Cans, ping pong balls, base ten blocks and cubes, paper, pencil

TEKS/SEs: 5.1A/ 5.4A/B

---3 day progression, where amounts of cans increase as place value discussion expands (final goal ending in billions).

Vocabulary: Place value, digit, value, expanded form, standard form.

Lesson objective(s): Recognizing value and place value, having students understand that no more than nine units per place value, that each place changes its value. A digit has to have a place to have a value.

Differentiation strategies to meet diverse learner needs:

Different size numbers

-Students who easily master concepts can begin making comparisons while journaling on their newfound math knowledge

Engagement

- Describe how the teacher will capture students' interest.
- What kind of guestions should the students ask themselves after the engagement?
- Begin will students throwing blank ping pong balls into 3 color coded cans with space between them, so they seem totally separate.
- Tell students the only rule is nine balls can fit into a can
- If there are more than nine balls thrown into a can ask "What are you going to do now?" "What can we do?"
- Wait for student to suggest to move ball to another can

Exploration

- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration
- Putting labels on the coffee cans and only ping pong balls.
- Some cars are more valuable than others KC.
- Asking "If there are 8 balls in this can labeled ones, what do you have, what is the value?" 8 x 100
- Writing out how many is in each can leading to the explanation of the value.

Explanation

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.
- A conversation describing how the values of the numbers are different (based on the numbers thrown).
- "What is the difference between this five and this five (assuming they are in different cars)?"—This practices concept of base 10's.
- Value vs Place Value and Digit / Keep in expanded form and random.

Elaboration

- Describe how students will develop a more sophisticated understanding of the concept.
- How is this knowledge applied in our daily lives? (Next week)
- Making expanded form to standard form ~ KC.
- "How could we bring these numbers together to make one complete value, one number?" / Adding cans/Base ten blocks.
- Starting with expanded form/bushing together to form standard form:
- Then, push buckets together and ask, "What number do we have now?"
- What are the different ways to write the numbers (Expanded, standard, etc.) Discuss that after three buckets, we need a comma

Evaluation:

- How will students demonstrate that they have achieved the lesson objective?
- -assessment/verbally compare each other's findings, journaling, writing spoken numbers

Teks G 8 D Lesson 10 5

Cicilia D. M. Putri, Ali Mustofa, Wendy Hakim, Galih Pradana, Danang Tandyonomanu

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Table of Contents Teks G 8 D Lesson 10 5

- 1. Understanding the eBook Teks G 8 D Lesson 10 5
 - The Rise of Digital Reading Teks G 8 D Lesson 10 5
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Teks G 8 D Lesson 10 5
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Teks G 8 D Lesson 10 5
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Teks G 8 D Lesson 10 5

- Personalized Recommendations
- Teks G 8 D Lesson 10 5 User Reviews and Ratings
- Teks G 8 D Lesson 10 5 and Bestseller Lists
- 5. Accessing Teks G 8 D Lesson 10 5 Free and Paid eBooks
 - Teks G 8 D Lesson 10 5 Public Domain eBooks
 - Teks G 8 D Lesson 10 5 eBook Subscription Services
 - Teks G 8 D Lesson 10 5 Budget-Friendly Options
- 6. Navigating Teks G 8 D Lesson 10 5 eBook Formats
 - o ePub, PDF, MOBI, and More
 - Teks G 8 D Lesson 10 5 Compatibility with Devices
 - Teks G 8 D Lesson 10 5 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Teks G 8 D Lesson 10 5
 - Highlighting and Note-Taking Teks G 8 D Lesson 10 5
 - Interactive Elements Teks G 8 D Lesson 10 5
- 8. Staying Engaged with Teks G 8 D Lesson 10 5
 - o Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Teks G 8 D Lesson 10 5
- 9. Balancing eBooks and Physical Books Teks G 8 D Lesson 10 5
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Teks G 8 D Lesson 10 5
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Teks G 8 D Lesson 10 5
 - Setting Reading Goals Teks G 8 D Lesson 10 5
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teks G 8 D Lesson 10 5

- Fact-Checking eBook Content of Teks G 8 D Lesson 10 5
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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