Review on Oppia Lessons – PLACE VALUE| Chapter 1 - WHAT IS PLACE VALUE

# Background

This document's purpose is to review Oppia lessons from a more comprehensive pedagogical perspective, and suggest improvements to close any learning gaps to ensure more understandability globally.

# Link to the lesson

<https://www.oppia.org/create/R7WpsSfmDQPV#/translation>

# Review

# **Reviewer name: BLESSING KAGBARA**

| **Screenshot of the card** | **Negative Notes**  *Please, state the problem you see in the card reviewed and why we should change it.* | **Suggestions**  *NOTE: Try to be specific as possible.* | **Addressed? (To be filled in by the Lesson Creation Team)**  *NOTE: You don’t need to fill in this column for this or the tables below. The lesson creation team will fill this in when they address the suggestions!* |
| --- | --- | --- | --- |
| Introduction | 1. I think the first thing is explain"What place and Value means"  2. Let the children recite numbers from 1-100 to refresh their memory. | 1. Add links to the words:   “Place Value” - (link to "place value" - Chapter 5; (how to name place value with a big number)  “Commutative Property of place value” - (link to Addition and Subtraction - Chapter 2; Basics of Addition)  \*\*I could not find a Concept Card with these. Do we have any?   1. Change “Commutative Property of Addition” to “Commutative Law”.      1. Change the text to “and find a quiet place to study.” | 1. Replaced with " how to name place value with big numbers\* 2. Replace with "before we start let's count from 1-100 as it will help you in your place value" |
| Story 1 | 1. I think we need to consider the names of the characters "Jaime" and "Jane " as it will sound different in other countries. 2. The word will "arcade" seems too complex for the kids. | 1. Change the name “jaime" to “James” and "Nic" and "Jane" 2. I think the Word "arcade" be changed to " Amusement park" or a the name of a game that is related by kids from other countries. |  |
|  | This is sentence should be rewritten. | We will follow Jaime as he competes and help him keep track of his scores.  Is he going to win the prize? |  |
|  |  |  |  |
|  | 1. "Arcade's annual competition can be rewritten.  2. The sentence " The winner would be able to exchange their points for a grand prize to take home" be rewritten. | 1. I suggest the " Arcade annual game competition" be replaced with " Annual Gaming competition"  2. The second paragraph can be rewritten as " The winner would be able to exchange their points for a grand prize". |  |
| [New card ] | 1. This card should come before the card below. 2. This first part of the card, should be used to define terms like;   Digits and Place value for kids to understand what these mathematicial word means as they go through the lesson. | 1. This card should be used to define the terms digits and Place value for the kids to understand what it means in mathematics.  2. On this card: Define the term digits as:  "Digits are the single numbers used to represent values in math".  Using a picture of 0, 1, 2, 3, 4, 5, 6, 7, 8, 9  [Image ]  Place value means ; "The value of each digit in a number".  Or " the position of a digit in a number to determine its value". |  |
|  | I. This card should remains the same | 1. Card remains the same here. |  |
|  |  |  |  |
|  | 1. Small changes in the text below to make it more coherent. 2. I think the second paragraph needs to be rewritten. 3. The number 359 in the second paragraph should carry a quotation mark to indicate emphasis. | 1. I suggest we use " The word, game over" in place of " The words, game over"  2. Second paragraph needs to be rewritten as " A kid beside Jaime and Nic shouted "Aw man!" as the word " GAME OVER" flashed on the screen before his score 359 appeared.  3. The numbers 359 should carry a quotation mark to give EMPHASIS.  Example: " 359" |  |
| Test 1 | 1. The discrimination box should be changed.  2. There should be a reaction from the kids showing that a comma" , " was added to the numbers which was not with the other questions. | 1. I suggest the word " Restaurant and Numbers of customers served should be replaced with a Happy child holding a placard with the incription, number of customers served 21,093".    Kids like pictures they can relate with and it will make them more interested in the lesson.  [Image]  2. Wow! Nic, I can see this number has a comma.  Yes, it does but don't worry about that Jaime, you just have to count the digits that are in the numbers like the previous.  Okay! Said Jaime I know the answer. |  |
|  | 1. I think the Pages should be rearranged. | The context and content are okay, only that this should be the first slide, the explanation comes first before the test. |  |
|  | 1. The second sentence part B.   " A Commas" should be changed.    2. Rewrite the first paragraph to reduce the sentence.  3. There is a lot of text in this slide, remove some explanation that will not be needed at this level.  4. Add other examples of numbers that has a comma. | 1. Change text to: “We add a comma to the numbers".   2. "When we write numbers with lots of digits, we add a comma to the number to help find the place value quicker.  3. Change sentence to : " Sometimes people prefer not to write the commas at all. Just know that, if you see commas, they are only there to make it easier to read the number."  4. I suggest we add other examples such as:  Here are other examples of numbers with commas  2, 356  1,121 |  |
|  | 1. Instead of writing texts we can replace with practical examples, charts or pictorials for better assimilations and kids love drawings and colors. | 1. We should use a place value chart which is a simple pictorial guide to support pupils’ understanding of digit value in a number.   The size and complexity of the place value grid will vary as a child progresses. |  |
|  | 1. I suggest the explanation should be edited. | 1. But, why do I need to know how many digits in a number, Why should I care?" Jaime asked.   Because, First each place has a different value. I know this is alot Jaime, "Nic said but if we can use the different values of each place to figure out the total value of the number. Then, we can find out how much your score is really worth!"  "Yes!" Jaime shouted.  Nic, drew out a table for Jaime with the place names. Here, as an example, Nic marked the place values for each digit in the number 82345, 100, and 5971. Going from right to left, the place names are:  ones, tens, hundreds, thousands, ten thousands. |  |
|  | 1. Merge First and second paragraph and reduce some text, so many texts can get the kids bored and confused. 2. Knowing that not all kids has the same assimilation capacity, revise the previous slides but on a gradual pace. | 1. Change to " There are so many numbers here! I'm confused", said Jaime.   "This can be a little confusing but I'll explain it to you. Look at this table again." Said Nic.   1. Remember that we have places such as;   (Then Allow him say what he sees on the table.)    Under these places are digits right? Said Nic.  Yes! I understand. |  |
|  | 1. Draw the kids attention to the numbers on the table above. 2. There is a full stop in the middle of the phrase, we need to remove it. 3. The Explanation of the table should not be complex. Make simple to understand. | 1. In the content tab, change “For each number” to " Jaime, Notice that" 2. So, you can see that in number, 82345, the digit 3 is at the hundreds place, which is coloured green on the table".   The number, 100, the digit 1 is at the hundreds place."  The number, 5971, the digit 9 is at the hundreds place." |  |
| Test | 1. Start by drawing the attention of kids to the previous example too. | 1. I suggest the sentence should start with "From the previous example on Hundred, Jaime"   Look at this table again. In the number 82345, what place is digit 2 in?" |  |
| Test | 1. There is no Hints | 1. Hints should be created if the kid chooses the wrong answer. |  |
| Test | 1. I think we should Start the text differently. | 1. "Jaime, let's see if you understand what you've been taught". 2. I suggest "when the child chooses the correct answer, rather than only " Good answer" we should can add some balloons flying." |  |
| TEST | 1. Change “Hang" to "Comprehend or understand" 2. Change the expression of Nic” to an "excitement and encouragement ”. | 1. Change “hang of” to “Comprehend or understand” 2. I suggest the sentence be written as ” Hurray! Said "Nic" I can see that you now understand this part, Good job! Jaime". |  |
| Hints | 1. The hint is complex and needs to simplified for the kids to understand how to answer this question. | 1. I suggest we explain as “ To determine the value of a digit within a number 2. or we label each colume with a title.   Before adding "Start from the "ONES PLACE" with the digit (9) all the way to the right. Match the place values with the digits in the number, one digit at a time".  Example:  The digit to the left of the ones place is in the tens place.  Keep going until you get to the digit 4. |  |
|  | 1. kids can get the answer but ( I suggest even if they give the correct answer, they should see it again in the next card!) | Text for second feedback: “Yes! this is quite right but have toTry again!” |  |
| TEST | 1. According to the question I think this is showing something new, but it's a good challenge for the kids. | 1. "Text and Question are okay". |  |
| TEST | 1. This exercise should start with a different statement. | 1. I suggest we start the sentence with: " I see you are catching up on the exercise and I am impressed, said Jamie". |  |
| TEST | 1. I think we should change the beginning of the sentence in this exercise. 2. The kids needs to revise with different examples. | 1. Change the first two words to: "Great job!" said Jane. 2. We also need to add more exercise. |  |
| TEST | 1. I think there should be Little changes in the text. | 1. Jaime! Let's try another exercise, remember you have to label each place with its name.   Also, Keep Counting until you get to the tens place. Then, enter the digit that is there as your answer. |  |
|  | 1. Change the name in the text. 2. Hints should be given for exercise. | 1. Change the name "Nic" to "Jane".   2. If you're stuck, take a look at the place names again (by going back to the previous card). Try to memorize them! |  |
|  | 1. Change the pictures in the exercise. | 1. I suggest we make some changes in the exercise by creating other images for the Test questions. |  |
|  | 1. Change the names of the characters.  2. The last paragraph would have been better to come start from the beginning of this test. | 1. Change the name: "Nic" as "Jane" and "Jaime" as "James"  2. The kids should have done the paragraph for the first test card, to make it easy for them to answer the questions.  Also use Hints like, "'If you're stuck, take a look at the place names again (by going back to the previous card). Try to memorize them"! |  |
| Revision | This card should be given a title like REVISION, which the aim is go through the important things they have learnt as seen in this card. | I suggest the card should be given to title like, "REVISION" |  |
|  | 1. The person refered to in the second paragraph was not carried along in the lesson, I think the sentence should be rewritten. | 1. Rewrite the second paragraph as; " |  |
|  | A hint should be given for help. | This is introducing a high number, I suggest a "Hint" might be necessary. |  |
|  | The accolade should be directly to Jaime, it will encourage him to study more. | I think we should write the sentence as, " Congratulations! Jaime you did a good on completing this lesson". Said Nic. |  |

## General Insights (optional)

### Strengths

1. The way we presented place value seems quite smooth and has good images to support students’ thinking.

### Inefficiencies

1. This lesson has a lot of tests.
2. To many texts on some cards.
3. Some hint will not be easy to understand.