071 The coordinate plane

510

Characters:

T $Tutor

S $Strong

W $Weak

[Where the difficulty may lie? Do you think this assignment is not challenging for strong students? What kind of questions could be appropriate for strong students? Any suggestion?T:S can get benefit from same type of decimal or fraction, but larger number]

T And now, we’ll evaluate an expression. . Write the statement for No 8 in your notebooks.

T What would be our order of operations?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T The first operation, in parentheses, the second, multiplication, the third, addition.

T Mark the order of operations.

[What is the purpose to call different students for different steps? And which students to be called for this activity? T: A/W: give them chance to work alone later after his/her board work. And later when students want to review then they can use their notes for references.]

T What numbers are we adding?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T 7.3 and – 7.9

T Are the summands with the same sign or with different signs?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T With different ones.

T To add numbers with different signs, how do we need to act?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T We find a number, the absolute value of which is greater. Then, in front of the result we put the sign of the number with greater absolute value. From the greater absolute value we subtract the lesser absolute value.

T What did we get?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T -0.6

T The second operation at the board is completed by a different student.

[Is this familiar to students?T:Yes]

T Please note: this operation involves a mixed number and a decimal number. What do we do in such cases?

[It seems a little sorry for a student who fails , is there any way to encourage a student at the board? T: just ask nicely to try more]

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T We put the numbers in the same form.

[How can we convince students about the convenience to change fraction to decimals , are students familiar with them? T: Yes. For simple fraction, they understand this will be more convenient.]

T Let us turn to decimals, because farther down we have addition, which is more convenient to do if you operate decimals. Represent 6 2/5 as a decimal number. What will you do? Please answer this question.

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T We need to divide 2 by 5

T It means that the number 6 2/5 is the equivalent of what decimal number?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T 6.4

T Write down what numbers will you have to multiply now. Instead of 6 2/5, write 6.4.

T We multiply numbers with the same sign or with different signs?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T With different signs.

T How do we multiply these two numbers?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T We put the «-» sign in front of the result and multiply the absolute values of these numbers.

T What did you get?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T -3.84

T And now, the last operation.Who wants to do it?

T What numbers are we adding?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T 27 and – 3.84

T How will you act?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T We need to find the number, the absolute value of which is greater. It is 27. The number 27 is positive. It means that the result will be positive, but we will leave out the plus sign. From the greater absolute value we’ll subtract the lesser, i.e. from 27 we’ll subtract 3.84.

T What shall we get?

[submit clicked, medium]

correct []

[level 1]

incorrect [anything else]

[go to “no response”]

no response

T 23.16

T Don’t forget to write this in the answer of your source problem .