Suggestions and/or Directions for Implementing Extended Concept (2) Activities

Students will benefit from pencils with erasers, if possible since revisions are part of learning.
Students should be allowed to start on any page of these activities but try to keep on one page.
Students should use their existing and current textbook(s) as a literacy reference for concepts.
After completing Grouped Computation activities, students should assemble with team mates.
Individuals and teams investigate & collect definitions & examples for concepts, then discuss.
Students may revise their definitions and examples with improvement(s) after team discussion.
As teachers mingle among teams collaborating on definitions & examples, they should facilitate learning by challenging students to complete their assignments by using textbooks and each other.
Usually, stronger students finish first and they can revise their assignments with little or no help then as more challenged students finish, team leaders should discuss & revise with team mates.
These collaborative teams should be carefully selected with a strong student as leader and there should not be more than 2 or 3 students in a collaborative team. Leader & team mates!
Team Leaders should assist challenged students with revising and/or improving assignments.
If not enough students are strong enough to be leaders then challenged work with challenged?
Teachers mingle around classroom, when asked about a concept, suggest team mate's answer!
If all of the team mates can not answer the question(s) then back to the textbook for more work.
This will naturally and at first be a challenging and frustrating assignment however be persistent!
This creates an atmosphere of students helping students & teachers facilitating concept activities.
Completing, Discussing Activities, Revising Concepts, and Collaborating might need (2) periods.
If any students want to take an assignment home then suggest waiting until team decides on results.
Students may want to do them at home since parents will help or complete definitions & examples but only allow Parents involvement after the Team together has a chance to complete assignments!

Computational Activities alternate daily with Conceptual Activities. Every other Day!
Learning concepts is traditionally attempted with workbook exercises, classroom manipulatives, WWW exercises and manipulatives! Why not a "**Literacy Approach**" along with all the above?

Intermediate Numbers * Extended Concepts 2 A

Definitions should be re-stated or paraphrased textbook definitions not word for word!

After completing Conceptual Activities, Students gather in Teams and Collaborate! Provide or Receive Help!

These Conceptual Activities can be done Individual or in Collaborative Teams! But always facilitated!

1. Define and provide an example for Carrying while adding in Addition! Review PP Lecture!

2. Define and provide an example for Borrowing while subtracting in Subtraction! Review PP Lecture!

3. Define and provide example of Partial Products with Multiplication! (3 Digit X 2 Digit) Review PP Lecture!

4. Define and provide example of Remainder in Division with Mixed Number as Result! Review PP Lecture!

5. Define and provide an example for Numbers as Ideas or Values! Review PP Lecture!

6. Define and provide an example for Numerals as Symbols or Notations! Review PP Lecture!

7. Define and provide example(s) for Relations such as: (< = >)! Review PP Lecture!

8. Define and provide example(s) for Operations such as: (+, -, x, /)! Binary Operations! Review PP Lecture!

Intermediate Numbers * Extended Concepts 2 B

Definitions should be re-stated or paraphrased textbook definitions not word for word!

After completing Conceptual Activities, Students gather in Teams and Collaborate! Provide or Receive Help!

These Conceptual Activities can be done Individual or in Collaborative Teams! But always facilitated**!**

1. List (6) Fundamental Properties of Numbers. Use Acronym: CCAIID What is an Acronym? Review PP Lecture!

2. Using Even & Odd Numbers & (+)(-): Define & provide (4) examples of the Closure Property! Review PP Lecture!
   Examples and Counter Examples where Closure works and does not work!

3. Using Even & Odd Numbers & (+)(-): Define & provide (4) examples of Commutative Property! Review PP Lecture!
   Examples and Counter Examples where Commutative works and does not work!

4. Using Even & Odd Numbers & (+)(-): Define & provide (2) examples of Associative Property! Review PP Lecture!

5. Using Even & Odd Numbers & (+)(X): Define & provide (2) examples of Identify Property! Review PP Lecture!

6. Using Even & Odd Numbers & (+)(X): Define & provide (2) examples of Inverse Property! Review PP Lecture!

7. Using Even & Odd Numbers & (+)(X): Define & provide (2) examples of Distributive Property! Review PP Lecture!

8. Which (2) Properties seem to have more manipulative properties than others. Show examples! Review PP Lecture!

Intermediate Numbers * Extended Concepts 2 C

Definitions should be re-stated or paraphrased textbook definitions not word for word!

After completing Conceptual Activities, Students gather in Teams and Collaborate! Provide or Receive Help!

These Conceptual Activities can be done Individual or in Collaborative Teams! But always facilitated!

1. Define and provide (3) examples of Rounding with Whole Numbers! (Below, Halfway, Above) Review PP Lecture!

2. Define and provide (2) examples of Estimating with Whole Numbers! Using (+) & (X)! Review PP Lecture!

3. Define and provide an example for Scientific Notation using a Large Number! Review PP Lecture!

4. Define and provide an example for Scientific Notation using a Small Number! Review PP Lecture!

5. Define and provide (2) examples for Reducing Fractions to Lowest Terms! Review PP Lecture!

6. Define and provide (2) examples for Changing Fractions to a Specific Denominator! Review PP Lecture!

7. Define and provide an example for determining a Least Common Multiple (LCM)! Review PP Lecture!

8. Define and provide an example for determining Least Common Denominator (LCD)! Review PP Lecture!

Intermediate Numbers * Extended Concepts 2 D

Definitions should be re-stated or paraphrased textbook definitions not word for word!

After completing Conceptual Activities, Students gather in Teams and Collaborate! Provide or Receive Help!

These Conceptual Activities can be done Individual or in Collaborative Teams! But always facilitated!

1. Define and provide (4) example(s) of Higher Exponents with a Power of 3! Review PP Lecture!

2. Define and provide (4) examples with an Exponent of (2) with Bases of Fractions! Review PP Lecture!

3. Define and provide (4) examples with an Exponent (2) with Bases of Decimals! Review PP Lecture!

4. Define and provide (4) example(s) for Larger Radicals (Square Roots: 100 to 400)! Review PP Lecture!

5. Define and provide (4) examples with an Exponent of (2) with Bases of Fractions! Review PP Lecture!

6. Define and provide (4) examples with an Exponent (2) with Bases of Decimals! Review PP Lecture!

7. Define & provide example(s) for Number Facts (+, -, x, /) with Result Unknown! Review PP Lecture!

8. Define & provide example(s) for Algebra Facts (+, -, x, /) with Result Known! Review PP Lecture!

