HW 11: The Penultimate

1. **Activity 5C (p. 99 of Activity book)**

2. **IMAP Video 09: Megan and Donna**
   a. **BEFORE Watching**
   Compare 4.7 and 4.70
   Which is larger or are they equal? How do you know?

   The two short parts to this video clip are drawn from a decimal assessment of two "average" fifth-grade students from a high-performing school. During an earlier part of the interview, not included on this video clip, the girls successfully compared decimal numbers by adding zeros to "square off" the numbers. For example, they knew that 5.8 is larger than 5.73 because they changed 5.8 to 5.80 and then compared 5.80 and 5.73.

   b. **AFTER Watching**
   What picture do you think the interviewer was hoping the kids would make with the base-ten blocks (think about the activities we have done in class)? How did the girls answer not connect to the meaning of decimals/fractions?

   c. Many people, including students, teachers, and especially policy makers, equate right answers with understanding. Can you think of a time when you learned to attain right answers without developing deeper underlying conceptual understanding? Were you aware that you did not have the deeper understanding, or did you assume that correct answers indicated understanding?

3. **Textbook Section 5.1 (p. 200)**
   3, 4, 11 (it might help write an area/array problem), 14