

Lesson Plan

Lesson 5.2: Writing Constructors



Overview

This lesson explains the purpose of a **constructor**. Students will learn how to write a **no-argument constructor** and constructors which accept parameters. Students will also be challenged to write an entire **class**, including instance variables, constructors, and a print method.



Student Learning Objectives

ENDURING UNDERSTANDING

MOD-2: Programmers use code to represent a physical object or nonphysical concept, real or imagined, by defining a class based on the attributes and/or behaviors of the object or concept.

LEARNING OBJECTIVE

MOD-2.B: Define instance variables for the attributes to be initialized through the constructors of a class.

ESSENTIAL KNOWLEDGE

- MOD-2.B.1: An object's state refers to its attributes and their values at a given time and is defined by instance variables belonging to the object. This creates a "has-a" relationship between the object and its instance variables.
- MOD-2.B.2: Constructors are used to set the initial state of an object, which should include initial values for all instance variables.
- MOD-2.B.3: Constructor parameters are local variables to the constructor and provide data to initialize instance variables.
- MOD-2.B.4: When a mutable object is a constructor parameter, the instance variable should be initialized with a copy of the referenced object. In this way, the instance variable is not an

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Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N.

Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Resources in Education

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Innovative Teaching Methods in Introductory College Mathematics ,1977 Introductory Maternity and Pediatric Nursing Nancy T. Hatfield,2013-11-07 Written specifically for the LPN LVN student this Third Edition of Introductory Maternity and Pediatric Nursing provides clear well illustrated and clinically relevant coverage of pregnancy birth and pediatrics to help student s master key clinical and critical thinking skills and prepare for the NCLEX exam and successful practice This Third Edition is enhanced by new care plans in the clinical chapters new case studies a new art program a new pronunciation guide and more Online video clips of live births Cesarean delivery breastfeeding pediatric milestones the well child and the hospitalized child bring concepts to life in dynamic full color To ensure student mastery of key topics an integrated workbook at the end of each chapter includes NCLEX style questions many NEW to this edition study activities and critical thinking What Would You Do exercises **Catalog and Official Directory for ...** Missouri Montana. State University,Montana State University (Missoula, Mont.),1947 **Report** Commonwealth Shipping Committee,1913

Parliamentary Papers Great Britain. Parliament. House of Commons,1913 **Digital Teaching and Learning in Higher Education** Anselm Böhmer,Götz Schwab,Illie Isso,2023-11-02 Digital collaboration has been established in higher education for many years But when the Covid 19 pandemic struck digital learning and virtual mobility became of utmost importance for higher education In the international project Digital and International Virtual Academic Cooperation DIVA scholars from Israel Australia and Germany focused on intercultural learning and online collaboration Based on their findings they show how digital arrangements can be used in higher education how digital teaching can be theorized and what potential can be gained for post pandemic teaching **Catalogue Number for ...** Missouri Montana. State University,Montana State University (Missoula, Mont.),1946 **El-Hi textbooks in print** R. R. Bowker LLC,1983 *S.A.E. Transactions* Society of Automotive Engineers, *The American Mathematical Monthly* ,1894 Includes section Recent publications University of Illinois Bulletin ,1966 **The Publishers' Trade List Annual** ,1903 The Science Teacher ,1995

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