

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	ESSENTIAL KNOWLEDGE
MOD-2.B: Define instance variables for the attributes to be initialized through the constructors of a class.	<ul style="list-style-type: none">➤ 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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M Walker



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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

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Table of Contents Pre Cal Unit 5 Lesson 02 Student Page 1

1. Understanding the eBook Pre Cal Unit 5 Lesson 02 Student Page 1
 - The Rise of Digital Reading Pre Cal Unit 5 Lesson 02 Student Page 1
 - Advantages of eBooks Over Traditional Books
2. Identifying Pre Cal Unit 5 Lesson 02 Student Page 1
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Pre Cal Unit 5 Lesson 02 Student Page 1
 - User-Friendly Interface
4. Exploring eBook Recommendations from Pre Cal Unit 5 Lesson 02 Student Page 1
 - Personalized Recommendations
 - Pre Cal Unit 5 Lesson 02 Student Page 1 User Reviews and Ratings
 - Pre Cal Unit 5 Lesson 02 Student Page 1 and Bestseller Lists
5. Accessing Pre Cal Unit 5 Lesson 02 Student Page 1 Free and Paid eBooks
 - Pre Cal Unit 5 Lesson 02 Student Page 1 Public Domain eBooks

- Pre Cal Unit 5 Lesson 02 Student Page 1 eBook Subscription Services
- Pre Cal Unit 5 Lesson 02 Student Page 1 Budget-Friendly Options
- 6. Navigating Pre Cal Unit 5 Lesson 02 Student Page 1 eBook Formats
 - ePub, PDF, MOBI, and More
 - Pre Cal Unit 5 Lesson 02 Student Page 1 Compatibility with Devices
 - Pre Cal Unit 5 Lesson 02 Student Page 1 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Pre Cal Unit 5 Lesson 02 Student Page 1
 - Highlighting and Note-Taking Pre Cal Unit 5 Lesson 02 Student Page 1
 - Interactive Elements Pre Cal Unit 5 Lesson 02 Student Page 1
- 8. Staying Engaged with Pre Cal Unit 5 Lesson 02 Student Page 1
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Pre Cal Unit 5 Lesson 02 Student Page 1
- 9. Balancing eBooks and Physical Books Pre Cal Unit 5 Lesson 02 Student Page 1
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Pre Cal Unit 5 Lesson 02 Student Page 1
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Pre Cal Unit 5 Lesson 02 Student Page 1
 - Setting Reading Goals Pre Cal Unit 5 Lesson 02 Student Page 1
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Pre Cal Unit 5 Lesson 02 Student Page 1
 - Fact-Checking eBook Content of Pre Cal Unit 5 Lesson 02 Student Page 1
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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