|  |
| --- |
| **Teacher: Tayla Frizell** |
| **Date: June 17-18, 2014**  |
| **Subject / grade level: Ratios and Proportions / 6th-7th grade** |
| **Materials:** Pencils, handouts, scratch paper, white board, markers, construction paper, tape, scissors, and sales papers |
| **NC SCOS Essential Standards and Clarifying Objectives** |
| **Lesson objective(s):** * The 6th – 8th grade students will learn the definition of ratios and proportions and how to relate them to calculating unit prices in the classroom by the end of the class period.
* The 6th – 8th grade students will identify if two ratios are a proportion by using cross multiplication in the classroom by the end of the class period.
* The 6th – 8th grade students will solve proportions for unknown quantities in the classroom by the end of the class period.
 |
| **Differentiation strategies to meet diverse learner needs:** |
| **ENGAGEMENT*** I will start by defining and identifying the differences between ratios and proportions.
* The student will then identify the ways ratios and proportion can be written and solved.
* I will then give the students the steps to solve the problems efficiently.
 |
| **EXPLORATION*** The students will be allowed to come to the board and help solve the problem while the students in their seats still assist with it.
* The questions for the students will be “why are ratios and proportions important ” and “ what can I use proportions for in my everyday life? ” to help them notice how much they use ratios and proportions without noticing it.
* The student will take a sales paper, select an item and solve for the unit price using a method of their choice.
 |
| **EXPLANATION*** I will ask questions such as “did you follow each step?”’ to make sure the student is on track to correctly solve the problem.
 |
| **ELABORATION*** By the end of the lesson the student would have learned how to identify ratios and proportions and solve for proportions.
* We use ratios in our everyday lives to divide food equally among people, comparing miles the number of gallons in a car, etc.
 |
| **EVALUATION*** The students will be given homework on the subject.
* This should be embedded throughout the lesson as well as at the end of the lesson.
 |