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| **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. |