***Lesson Plan #11***

Title: **Deductions**

Concept / Topic to Teach: Money that is taken off your earnings

General Outcome(s): **Develop number sense and critical thinking skills**

Specific Outcome(s): **Number #2 – Demonstrate an understanding of income, including: wages, salary, contracts, commissions, piecework to calculate gross pay and net pay.**

Required Materials: Whiteboards, whiteboard markers, windows, smartboard

Anticipatory Set (Lead-In - 5 minutes): Have students look at questions and make guesses as to the solutions.

* What mathematical symbol can be put between 5 and 9, to get a number bigger than 5 and smaller than 9?

Answer: A Decimal Point 5.9 works nicely

* The following equation is wrong: 101 - 102 = 1  
  Move one numeral to make it correct.

Answer: Move the numeral 2 half a line up to achieve 101-102 = 1

Step-By-Step Procedures

1. Have students pickup their time sheets and fill in the date and the start time. Each Monday, they also choose a new occupation from the occupation cards and list the occupation and the wage on their time sheet.
2. Have students work in groups of 3-4 to brainstorm on what the money given for CPP. EI and taxes are used for. Have them make a poster showing the pro’s and con’s of contributing.
3. Define net pay from the Smart lesson and have them copy the definition down in their Foldable. Discuss taxable deductions from the notes and talk about other allowable deductions.
4. Using the Example Pay Stub sheet in the student notes, go through an example using the |Smart Lesson and have them fill in the notes and calculations for gross and net pay as you go over it in the lesson.
5. Hand out the deduction sheet and have the students pair up and work on the Deduction Sheet for about 10 mins. Then put the solutions up on the smart board ( in the lesson) and answer any questions. Tell them to make their own corrections and to put the Deduction Sheet and the Example Pay Stub in their binders.
6. Give students Home Work Sheet L10. Once they have completed these questions, they are to hand them in for marking.
7. Students fill in the end time and the total minutes for the class. If it is Friday, they also fill in the total minutes for the week and convert this to work hours using the ratio ten mins of class time equals 1 hour of work time.