**Lesson : 1-4 Proportional Reasoning**

**Concept/Title**: Unit Price

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

**Specific Outcome(s):** Number #1 – Solve problems that involve unit pricing and currency exchange, using proportional reasoning.

**Required Materials:** Whiteboards, whiteboard markers, windows, smartboard

**Corresponding Text:** *Lesson 1-2 Unit Price* Page 23- 33.

**Anticipatory Set** (Lead-In - 5 minutes maximum):

  How can you use six toothpicks and any mathematical operation(s) to make twelve?

Answer: 11 and 11/11

**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. Take up Homework Sheet Lesson 1 solutions with the students and have them make their corrections as you go through each question. Be sure to emphasize the steps and work that needs to be shown.
3. Have the students in groups and ask them to discuss what was the previous day’s lesson was (Proportional Reasoning). They can look on their notes if they need to. After about 3-4 minutes, pick one group and get the spokesperson to give the rest of the class a rundown of the lesson in their own words. Encourage them to use their own language and include whatever they want (definitions, examples at the smartboard, etc.).
4. Ask for any questions(1-2 questions) from the previous day’s homework(Pg. 21) and lead them through to the answer either having the students come up to the board and put down the answer as the rest of the class helps or have them lead you through the answer.
5. Have the students get their duo-tangs from the shelf and work on some extra drill and practice questions to enrich the learning from the previous day.(#16-20)
6. Start the lesson by asking the students to think of the last time they **shopped** for anything. Ask if they know what a good shopper is and what do they do to become a good shopper? Do they consider themselves good shoppers after hearing some of the reasons?
7. What matters to them when they go shopping? Start a list on the smartboard and have the students contribute to the list by coming up writing their answers on the list. The list should include the following and maybe more: **Price, Brand, Store, Convenience, etc.**
8. From the smart board notes take the 3 pictures of music players and their prices which will be covered and ask the students which one they would choose and why. Then uncover the prices and again ask which one and why? After discuss with the students about prices and how that is a large motivation for purchasing anything.
9. Now put up 3 items from the grocery store and again their prices which will be covered and ask which of these they would purchase. Uncover the prices and ask which one is the best price and why?
10. Put up on the smartboard the definition of **unit price** and have the students take it down in their foldables. Talk about how unit pricing could make it easier and more efficient system of purchasing products.
11. Go through some examples of how unit pricing could be used in some trades:
    * Comparing prices to save companies money
    * Getting the most product for the money(different sizes of product)
12. Have the students figure out the unit price of the 3 grocery items and see if their first choice was the best choice.
13. Have the students work through 3 examples of unit pricing from the smartboard notes and share their answers.
14. Independent Practice : Have students complete HW sheet Lesson 2 and hand it in for marking. Bonus Sheet 1 can be done by any student wishing an extra challenge. (Or for extra credit)
15. They can continue to work in their Duotangs Pg 1-2 #1-20 to the end of the class. Note: Duotangs need to be marked on a regular basis to ensure students are understanding the concepts. Any errors they make can be fixed and then handed back for re-marking. Students should be able to achieve a 100% on all their Duotang work.

1. 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.