**Lesson: 1-6**

**Concept / Topic**: Sale pricing.

**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.

**Corresponding Text:** Lesson 1.4 On Sale Page 34-38

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

**Anticipatory Set**: A supervisor for a cabinet building company has a job which he thinks an apprentice can handle. The pile of 2x4’s on the far side of the shop need to be cut in half. He tells the two apprentices to do the job and then heads off to a job site. One of the apprentices, Jim, who thinks the other apprentice, Fred, is kind of lazy, says he is doing another job in the yard right now and that he will get to it later. Fred thinks this is fine because he also has another job A supervisor for a cabinet building company has a job which he thinks an apprentice can handle. The pile of 2x4’s on the far side of the shop need to be cut in half. He tells the two apprentices to do the job and then heads off to a job site. One of the apprentices, Jim, who thinks the other apprentice, Fred, is kind of lazy, says he is doing another job in the yard right now and that he will get to it later. Fred thinks this is fine because he also has another job to do.

Fred finishes his job and decides to start on cutting the pile of 2x4’s in half because he knows Jim thinks he is lazy and wants to show him that he is a good worker. Fred actually is a good worker and finishes the cutting quite quickly. He then decides to go to go to Timmy’s and get a coffee.

While he is gone, Jim comes in to the shop. He has completed his job in the yard and when he looks around the shop and doesn’t see Fred, he is not surprised. He imagines that Fred has found a quiet place for a nap somewhere. Jim quickly gets to the job the supervisor gave in the morning. He cuts the entire pile of 2x4’s in half.

When the supervisor returns, is he happy with the two apprentices? If the original length of the 2x4’s was 12 feet, how long are they now? What is the ratio of the new length of the lumber to the original length?

 to do.

Answer: The supervisor is not happy. The 2x4’s are all 3 feet long. The ratio is 3:12 or 1:4 instead of 1:2.

**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. Return Homework Sheet Lesson 3 and go through the common errors that students made.
3. Duotang Practice: Page 4, Finding Percentage of a number #1- 10.
4. Ask the students if they get excited when they see something on sale? How do you go about finding when there are sales going on?
5. Talk about different ways that something could go on sale. For example:
* Save the GST
* Buy one and get one free
* Something added to the product for free
* What else?
1. Why do stores have sales and not just sell the products at the lower price?
* Get people in the store
* Get rid of older stock
* What else?
1. Put up the definition of **promotion** and talk about how GST and PST are applied when a sale price is involved
2. Put up the examples of sale pricing from the smartboard notes and work though them with the students.
3. Have the students stand up and grab a whiteboard marker and find a spot in the classroom where they can see the smartboard. After they find their spot put this question from the smartboard notes and have them solve this mentally.
* Shopping for a new phone, Greg is looking at the new Iphone 4G. The list price for the phone is $495.00 and is being marked down 20%. Approximately what price do you estimate the sale price will be?
* Have the students write down their answers and go back to their seats.
* Walk around and discuss the answers and what strategies would they use to help them do some quick math to figure out sale prices in the store when they are shopping.
1. Independent Practice: Homework Sheet Lesson 4

Bonus Sheet 3 can be done by any student wishing an extra challenge. (Or for extra credit)

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.