***Lesson Plan #3***

Title: **Setting a Price**

Concept / Topic to Teach: Various stages of pricing items.

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

Anticipatory Set (Lead-In - 5 minutes):

  What do these 7 little clue words suggest to you?

**Mean, stupid, allergic, tired, timid, healing, content**

**Answer: the 7 dwarfs**

Step-By-Step Procedures

1. (5 minutes) Ask for any questions from the previous day’s homework(Pg. 26) 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.
2. Have the students in groups and ask them to discuss Question #4b from page 27 on Unit Price. 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 answer in their own words.
3. (5 minutes) 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.(#1-5 on unit pricing)
4. (10 minutes) We will continue our discussion on what makes a good shopper. Ask the students if they consider themselves better shoppers after yesterday’s lesson and ask what they intend to do differently?
5. Ask the students if they know if the price they pay when they buy something is the same price that the stores buy it from the distributor? Why is this?
6. Put up the definition of **mark-up** and talk about them and have the students put these definitions and examples in their **foldables** which they put together in a previous lesson. Ask the students if they know what different markups there are? The list should include: **GST, PST, HST, profit.**
7. You can talk about how a markup to a price is a percent increase over the original price.
8. Ask the students if they could give the factors for price markups. They could include competition, availability, etc.
9. (10 minutes) Put up the examples of simple GST and PST from the smartboard notes and have the students work on them. After they are done ask the students to explain to the class they got their answers.
10. This is where you can then show them the shortcut way to find GST or PST by adding a 1 in front of the decimal equivalent of the GST, which eliminates the need for the adding step. **This would be done if someone has not done this in the examples already.**
11. (10 minutes) Drill and practice from duo-tangs.

* The next 20 questions

1. (10 minutes) You can give the students some word problems similar to the text so they get familiar such as:

* An appliance store in Vancouver is selling a dishwasher. The list price for the dishwasher is $1299.99. What will the total cost be, including GST and PST. The PST in British Columbia is 7%.

1. (30 minutes) Independent Practice

* Pg. 32 in MathWorks 10 - Questions #1-7
* Have the students work in groups to complete these questions

1. Cool Down Activity: