***Lesson Plan #5***

Title: **Currency Exchange Rates**

Concept / Topic to Teach: How to convert between currencies.

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):

 At a family reunion were the following people: one grandfather, one grandmother, two fathers, two mothers, four children, three grandchildren, one brother, two sisters, two sons, two daughters, one father-in-law, one mother-in-law, and one daughter-in-law. But not as many people attended as it sounds. How many were there, and who were they?

Answer: 7 people – 2 little girls and a boy, their parents and their father’s parents

Step-By-Step Procedures

1. (10 minutes) Have the students in groups and ask them to discuss the lesson from yesterday’s lesson which was On Sale. 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.
2. Ask for any questions from the previous day’s homework(Pg. 37) 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.
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.
4. (20 minutes) Ask the students if any of them have travel to a different country outside of Canada. The students who have their hands on their heads can be then asked if they know what was the name of money that they was used in that country?
5. Talk about different things that were used as money throughout history. For example:

* Huge rocks that had a doughnut shape to them were used in the Yap Island in the Pacific.
* Cigarette packages were used as money in the prisoner’s camps during WWII.
* Seashells were used as [money](http://www.beginnermoneyinvesting.com/html/so_is_silver_the_same_as_money.htm) in ancient China, all around the Pacific and also between the Native Americans.
* Do the students know what else could have been used as money?
* This also where you could show the students different types of money from around the world if you have access to a couple of different forms.
* Ask the students what is a common theme of current world currency?

1. (15 minutes) Put up the definition of **currency and exchange rates** included in the smartboard notes.
2. Put up the examples of currency exchange 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.
3. (10 minutes) Put up the definition of **selling rate and buying rate** – discuss what the difference is between the 2 by asking the students first.

* Why would there be 2 and why would these be important to someone?

1. Give examples of exchange questions from the smartboard notes and have the students explain how they got their answers.
2. (20 minutes) Independent Practice

* Pg. 47 in MathWorks 10 - Questions #1-6

1. (5 minutes) Cool Down Activity: