***Lesson Plan #6***

Title: **Wages and Salaries #1**

Concept / Topic to Teach: Wages and Salaries.

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):

 There is a pole in a lake. One-half of the pole is in the ground, another one-third of it is covered by water, and 9 ft is out of the water. What is the total length of the pole in ft?

Answer: 5/6 is in the water and the ground. 1/6 is equal to 9. Cross multiply and divide to get total length to be 54 ft.

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 Currency Exchange. 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. 47) 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. (15 minutes) Ask the students to stand and put their left hand on their head if they have a job or have ever had a job. Then ask those students how they are being paid for the work and put those examples on the smartboard. Ask the students to suit and then ask on each example if they can identify type of payment.
5. After you have gone through all the examples then pull out the one which is a wage and talk about what a wage is. You can then ask the students if they know what the minimum wage is in Alberta and then define that from the smartboard notes.

* Do you think that this wage is fair for you?
* Compare today’s minimum wage with the minimum wage when you were growing up, this will vary and talk about why it is different.

1. (5 minutes) Put up examples of how the calculate weekly earnings from an hourly wage and a number of hours.
2. (15 minutes) Have the students now take out their foldables and in one section they will be putting advantages of wages and salaries and in another section the disadvantages of each. Have them discuss these with their classmates.
3. (25 minutes) Independent Practice

* Pg. 60 in MathWorks 10 - Questions #1-6

1. (5 minutes) Cool Down Activity: