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| Name: Erica Bach | Subject: Math | | | Grade: 7 |
| **Lesson Title:** Ratio and Proportions with Menu Boards | | | | |
| **Big Idea**: How do I solve a problem using ratio and proportion? | | | | |
| Grouping:   * Whole group * Small group * **Peer partners** * **Individual** * Homogeneous * Heterogeneous | | Differentiation:   * **Content** * Process * Product | Student Learner Elements:   * **Readiness** * Interest * Learning Profile | |
| **Objectives:**  Know: What is a ratio and a proportion  Understand: When to use ratios and proportions to find unknown values  Be Able To: Use ratio and proportion to solve problems | | | | |
| **Pre-Assessment:**  Although this activity is differentiated on readiness, students will choose their own activities. Because the students will be choosing tasks, it is not necessary for me to give a formal pre-assessment. I will use this activity as a formative assessment to use when planning future lessons and activities. As students work, I will observe the tasks they choose and the ease with which they solve problems. This will give me an understanding of which students may be able to compact out of this activity and which students need more support. | | | | |
| **Differentiation Strategy:**  This activity uses a menu board to differentiate for readiness. Students must choose at least one task from each section (appetizer, entrée, dessert) of the menu. Each task has a point value, easier questions are fewer points and difficult questions are more points. Students must earn at least twenty points, but can earn their points in any way they choose. Unless they choose the highest value items, students will need to complete more than one activity from some, or all, or the sections. Each menu section has a different type of problem that can be solved using ratios and proportions. | | | | |
| **Activities:**    Students will receive menus and receive instructions and expectations. Students will take a few minutes to read over their options and decide what tasks they will complete. Students will need time to add up different point values to determine the best way for them to earn their twenty points. After time to brainstorm, students will circle or mark the tasks they will complete. Students will also write a very brief explanation of why they chose their tasks. They may complete the tasks in any order, and may work individually or with a friend, assuming their partner is working on the same task. This activity is meant to take one class period to complete. | | | | |
| **Resources:**  Self-Created | | | | |
| **Materials:**  Menus | | | | |