

GRADES 6&7 WEEK PLAN

The following is an example of a combined grades six and seven plan for a week focusing on percents concepts including representing, comparing and ordering percentages, percentage discounts (grade 6) and relationships between fractions, decimals and percentages (grade 7). Connections will also be made to financial literacy literacy standards for context and problem-solving experiences with percentages. Although instruction in a combined class is generally planned for the whole class, assessment is grade-based and is focused on the learning standards for each grade.

LEARNING FOCUS: INVESTIGATING PERCENTAGES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Share a sales flyer with % sales discount either printed out for table groups or projected on screen. What do you notice? What do you wonder? discussion</p> <p>Open Question: When is a 50% a lot of something? When is it not? Teacher encourages students to represent their thinking using concrete, pictorial, and symbolic forms and make math connections to self and the world.</p> <p>Closing discussion: Have students brainstorm all the different ways that percentages are used in their lives and to communicate information.</p>	<p>Math Routine: <u>Same but Different</u> image 210% and 2.1</p> <p>Math Workshop: -Choice of math problems involving percentages, financial transactions. -Using digital tools, represent different percentages. -Comparing and ordering fraction circle and bar pieces, recording with symbolic notation for corresponding percentages. Small group instruction: Percentage discount calculations</p> <p>Closing circle with students sharing what they did, what they learned and what they want to practice next as they learn more about percentages. Record some of their goals or questions for inspiration for tomorrow's lesson.</p>	<p>In table groups, have students discuss what they know about how fractions, decimal numbers, and percentages are related.</p> <p>Invite students to investigate the connections between fractions, decimal numbers and percentages through materials. Offer Unifix cubes, clay, Cuisenaire rods, Numicon Shapes, ten frames and counters, hundred grids, base ten blocks and drawing materials as choices. Have students consider how they will share what they have found out.</p> <p>Closing circle: Using an artefact or record of learning, invite students to share what materials they used and how they helped them make connections to percentages in new ways.</p>	<p>Math Routine: Clothesline with fractions, decimal numbers and percentages represented in different forms.</p> <p>Math Workshop: -Put collection of ten fraction, decimal and percentage cards in order with a partner -Provide a collection of sales flyers and have students pose problems for each other to solve that include percentages -Print off Number Talk Images for students to label with percentages for different parts of the image Small group instruction: Percentage discount calculations</p> <p>Closing discussion: Invite students to share strategies and tools that are supporting their thinking about percentages. Record ideas using both words and visuals.</p>	<p>Math Routine: Fraction Talk <u>with square image</u> - determine percentage of area for each shape within square</p> <p><u>Unusual Baker problem</u> (cost and percentage of each piece of cake): collaborative problem solving in groups of 3 on whiteboards, pause part way through to do gallery walk, select two groups to share their strategies</p> <p>Closing circle: Teacher selects a few students to share some of their learning and connections about percentages from this week.</p>