

Class/Section: - VIII Subject:-MATHS

Chapter: - 8- COMPARING QUANTITIES

No. of periods: - 20

Date of Commencement: -

Expected date of completion: -

Actual date of Completion: -

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
INTRODUCTION:- RATIOS AND PERCENTAGES	To understand that ratio is a comparison of two quantities which are in same units. Percentage means the quantity out of 100.	Recall the concept of ratios and percentages from the lower classes through different examples. If the no. of boys = 25 and no. of girls = 20 the ratio of no. of boys to no. of girls $\frac{25}{20} = \frac{5}{4}$ 5:4. $\frac{15}{100} = \frac{15}{100} \times 20 = 3$ If a boy got 28 marks out of 40 then the percentage of marks = $\frac{28}{40} \times 100 = 70\%$. Do more egs for getting practice.	1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test H/W (Qns from exercises)
INCREASE OR DECREASE PERCENT, DISCOUNT	To identify whether increase or decrease in the amount and how to find its percentage. Discount is reduction given on marked price.	Increase or decrease % = $\frac{\text{change in the amount}}{\text{initial amount (base)}} \times 100\%$ Discount = Marked price – Sale price Discount % = $\frac{\text{discount}}{\text{Marked price}} \times 100\%$ Demonstrate different problems to understand the formulae.	Oral test Dictation Class Test
COST PRICE, SELLING PRICE , LOSS %/ PROFIT %	To understand the relation between cost price, selling price and profit/loss and how to find the loss/profit %	Make the children understand that Profit = Selling Price – Cost Price = SP – CP and loss = CP – SP Profit % = $\frac{\text{profit}}{\text{CP}} \times 100$ and loss % = $\frac{\text{loss}}{\text{CP}} \times 100$ Explain the formula by doing different problems.	
SALES TAX/ VALUE ADDED TAX	To understand the difference between sales tax and value added tax (VAT)	The amount (a particular % of CP) is collected by the shopkeeper in addition to the SP for submitting to the govt is called the sales tax. In some situations the SP includes the tax, which is known as value added tax or VAT. Take different questions from the daily life.	H/W
COMPOUND INTEREST	To find the compound interest of a given amount with a given rate of interest for a particular period of time.	CI is calculated at the starting of each year by finding the simple interest on the amount = principal of the previous year + interest. The formula developed for finding the amount after n years = $P(1 + \frac{r}{100})^n$ where P = Principal, r = rate of interest per annum, n = the no. of full years. If the calculation is half yearly n becomes $\frac{n}{2}$ and r becomes $\frac{r}{2}$ CI = Amount – P The same formula can be used in the case of growth problems. For egs population In the case of depreciation the formula becomes $P(1 - \frac{r}{100})^n$ Demonstrate more examples in the class room.	Lab Activity LAT

Mathematics Grade 11 Term Lesson Plans

Ron Berger, Anne Vilen, Libby Woodfin



Mathematics Grade 11 Term Lesson Plans:

Mathematics Teaching and Professional Learning in sub-Sahara Africa Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renowned scholars in sub-Saharan Africa revolving around mathematics teaching and professional development programs for mathematics teachers. The research-based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners' errors and misconceptions. The book provides a comprehensive snapshot on mathematics teaching, learning, and effective professional development programmes for mathematics teachers in sub-Saharan Africa. It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa, Kenya, Rwanda, Uganda, Malawi, Namibia, Lesotho, Ethiopia, and Zimbabwe. **Resources in Education**, 2001-10 [AI Prompt Library for Teachers: 200+ Prompts for Lesson Planning, Quizzes, Parent Communication & Classroom Tools](#) ReguReady, 2025-09-07 The AI Prompt Library for Teachers gives you 200 ready-to-use prompts for everyday classroom tasks. Whether you're planning lessons, writing quizzes, or drafting parent newsletters, this book makes AI work for you. Each prompt includes clear instructions, customizable placeholders, and example outputs so you can start immediately. Inside you'll find Lesson Planning Tools, daily plans, unit outlines, warm-ups, exit tickets, Quizzes, Assessments, multiple choice tests, rubrics, peer reviews, reflection prompts, Parent Communication letters, behavior notes, newsletters, permission slips, Classroom Management job charts, checklists, schedules, and templates. This isn't theory; it's a practical AI companion for teachers, tutors, and homeschoolers who want to save time, reduce stress, and stay creative.

Research in Education, 1973 [Theory and Practice of Lesson Study in Mathematics](#) Rongjin Huang, Akihiko Takahashi, João Pedro da Ponte, 2019-05-28 This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of Lesson Study (LS). It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives. Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries, it enables the reader to take a comparative perspective. Finally, the book presents and discusses studies on key aspects of LS such as lesson planning, post-lesson discussion, guiding theories, connection between research and practice, and upscaling Lesson Study, which has originated in Asia as a powerful, effective professional development model that has spread globally. Although the positive effects of lesson study on teacher learning, student learning, and curriculum reforms have been widely documented, conceptualization of and research on LS have just begun to emerge. This book, including 38 chapters contributed by 90 scholars from 21 countries, presents a truly international collaboration on research on and adaptation of LS and significantly advances the development of knowledge about this process. Chapter 15: How Variance and Invariance Can Inform Teachers' Enactment of Mathematics Lessons of this book is available open access.

under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges Max Stephens Senior research fellow at The University of Melbourne It works Instruction improves learning improves Wide scale Enduring Deep impact Lesson study has it When something works as well as lesson study does while alternative systems for improving instruction fail or only succeed on small scale or evaporate as quickly as they show promise it is time to understand how and why lesson study works This volume brings the research on lesson study together from around the world Here is what we already know and here is the way forward for research and practice informed by research It is time to wake up and pay attention to what has worked so well on wide scale for so long Phil Dara A leading author of the Common Core State Standards of Mathematics in the U S

The Mathematical Education of Teachers II Conference Board of the Mathematical Sciences, 2012 This report is a resource for those who teach mathematics and statistics to PreK-12 mathematics teachers both future teachers and those who already teach in our nation's schools The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics It urges greater involvement of mathematicians and statisticians in teacher education so that the nation's mathematics teachers have the knowledge, skills, and dispositions needed to provide students with a mathematics education that ensures high school graduates are college and career ready as envisioned by the Common Core State Standards This report draws on the experience and knowledge of the past decade to Update the 2001 Mathematical Education of Teachers report's recommendations for the mathematical preparation of teachers at all grade levels elementary middle and high school Address the professional development of teachers of mathematics Discuss the mathematical knowledge needed by teachers at different grade levels and by others who teach mathematics such as elementary mathematics specialists special education teachers and early childhood educators Each of the MET II writers is a mathematician, statistician, or mathematics educator with substantial expertise and experience in mathematics education Among them are principal investigators for Math Science Partnerships as well as past presidents and chairs of the American Statistical Association Association of Mathematics Teacher Educators Association of State Supervisors of Mathematics Conference Board of the Mathematical Sciences and National Council of Teachers of Mathematics The audience for this report includes all who teach mathematics to teachers, mathematicians, statisticians, and mathematics educators and all who are responsible for the mathematical education of teachers, department chairs, educational administrators, and policy makers at the national, state, school district, and collegiate levels Summer Quarter University of Chicago, 1916

Pedagogy in Basic and Higher Education Kirsi Tirri, Auli Toom, 2020-02-19 This book takes a holistic approach to pedagogy and argues that the purpose of education is to educate the student's whole personality including

cognitive social and moral domains The four sections and twelve chapters address the current pedagogical challenges in basic and higher education in international contexts The authors describe the principles and practices through which meaningful education is promoted and enhanced in a variety of ways The challenges educators face in their profession as well as ways to overcome them are elaborated on both theoretically and empirically The book allows both researchers teachers and educational policy makers to reflect on current developments challenges and areas of development in educational institutions when aiming to support student growth and learning , Teachers' Thought Processes

Christopher M. Clark,1984 The Leaders of Their Own Learning Companion Ron Berger,Anne Vilen,Libby Woodfin,2019-10-01 A New Companion to Leaders of Their Own Learning Puts Students in Charge of Their Learning and Growth Five years after the publication of Leaders of Their Own Learning EL Education is back with a new companion guide to help you tackle the common challenges of student engaged assessment This unique student centered approach to assessment equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them EL Education has more than 25 years of experience supporting school transformation through student engaged assessment With their new book The Leaders of Their Own Learning Companion they have harvested the best tools and wisdom from schools across the country to help you hone student led assessment practices in your classroom and school Identifies the common challenges of implementing each of the eight interrelated student engaged assessment practices from Leaders of Their Own Learning and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox The Leaders of Their Own Learning Companion is designed for teachers and leaders of all grade levels and no prior knowledge of the original Leaders of Their Own Learning is necessary to make the most of this book **Psychology and Mathematics Education**

Gila Hanna,Laura Macchi,Karin Binder,Laura Martignon,Katharina Loibl,2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of

bounded rationality that is different from the one espoused by the heuristics and biases program In Simon's bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e.g. transitivity

The Best of Corwin: Differentiated Instruction in Literacy, Math, and Science Leslie Laud, 2011-09-28 Content specific DI guidance from the best minds in education The Best of Corwin series showcases key chapters from critically acclaimed Corwin publications for a powerful compilation of perspectives on important education issues and topics In this collection current research on the most effective differentiation practices for teaching students at all levels of proficiency in literacy mathematics and science is brought alive through the many strategies and classroom examples from prominent authors Topics covered include Reading and writing A comprehensive array of models for differentiating reading instruction an approach to gradual release of responsibility to accelerate progress and multi tiered writing instruction Mathematics Support for both low and high achieving students including interventions and challenges and the implementation of RTI in math instruction Science Models and methods for increasing student achievement through differentiated science inquiry From the differentiation of content to the differentiation of instructional methods to the pacing of material to meet different students needs everything you need to begin and master differentiated instruction is right here

Education for All and Multigrade Teaching Angela W. Little, 2007-09-25 This book based on original research explores the challenges and opportunities in multigrade teaching in Colombia England Ghana Malawi Nepal Sri Lanka Sudan Peru Turks and Caicos Islands and Vietnam It raises awareness among policymakers and practitioners in education of the realities of multigrade classes Moreover the book explores the implications for teachers teacher educators curriculum developers and educational planners

Trade and Industrial Education; Instructional Materials Ohio State University. Center for Vocational and Technical Education, 1972

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for

teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

Bulletin ,1916 **Proceedings Of The 14th International Congress On Mathematical Education (In 2 Volumes)** Jianpan Wang,2024-06-07 The International Congress on Mathematical Education ICME is the largest international conference on mathematics education in the world This quadrennial event is organized under the auspices of the International Commission on Mathematical Instruction ICMI This book the Proceedings of ICME 14 presents the latest trends in mathematics education research and mathematics teaching practices at all levels Each chapter covers an extensive range of topics in mathematics education Volume I consists of 4 Plenary Lectures 3 Plenary Panels 5 Lectures of Awardees 4 Survey Teams 62 Topic Study Groups 13 Discussion Groups 20 Workshops a Thematic Afternoon and an Early Career Researcher Day Plenary Lectures recognize substantial and continuing contributions to the growth of the field of Mathematics Education Plenary Panels address three major challenges currently facing mathematics educators across the globe The Survey Teams have a particular emphasis on identifying and characterizing important new knowledge recent developments new perspectives and emergent issues The Topic Study Groups provides a coverage of important topics in mathematics education Volume II consists of 50 invited lectures which present the work and reflections of both established and emerging researchers from around the world These lectures cover a wide spectrum of topics themes and issues that reflect the latest challenges and development in the field of mathematics education **Teaching to the Math Common Core State Standards** F. D. Rivera,2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by

rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers **Trade and Industrial Education** ,1972

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