

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

Grade 6 Mathematics Unit 8 Lesson 1

G Orfield



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Mathematics Unit Planning in a PLC at Work®, Grades 3--5 Sarah Schuhl, Timothy D. Kanold, Jennifer Deinhart, Matthew R. Larson, Mona Toncheff, 2020-03-24 Build collaborative teacher teams committed to fostering student self efficacy and increasing achievement in mathematics Part of the Every Student Can Learn Mathematics series this practical resource provides a framework for collectively planning a unit of study in grades 3 5 Grade level teams will learn how to work together to perform key tasks from unwrapping standards and creating team unit calendars to determining academic vocabulary and designing robust fraction units Help your team identify what students need to know by the end of each unit and build student self efficacy Understand how to collaboratively plan thematic units in grades 3 5 Study the seven unit planning elements and learn how to incorporate each in essential unit design Review the role of the PLC at Work process in enhancing collaborative student learning and teacher collaboration Observe three model fraction units one for each grade level Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in Grades 3 5 Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Fraction Unit Examples Grades 3 5 Chapter 3 Grade 3 Unit Fraction Understanding Chapter 4 Grade 4 Unit Fraction Equivalence Addition and Subtraction Chapter 5 Grade 5 Unit Fraction Addition and Subtraction Epilogue Mathematics Team Organization Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning References and Resources **Math Trailblazers, K-5**, 2002 *Everyday Mathematics 4 Grade Teacher's Lesson Guide Volume 2* Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific *Nurturing Math Curiosity With Learners in Grades K-2* Chepina Rumsey, Jody Guarino, 2024-05-21 Building students confidence and conceptual understanding early sets a solid foundation for reasoning and exploration *Nurturing Math Curiosity With Learners in Grades K 2* offers educational tools and strategies teachers can use to integrate mathematical argumentation in early elementary classrooms allowing space for students natural wonder and curiosity to shine while at the same time providing opportunities for students to see mathematics content in a new light This book will help K 2 teachers Discover ways to explore early mathematical concepts Integrate classroom community building teacher tools and instructional strategies to nurture an environment of playful exploration Read real examples from teachers who have implemented argumentation in their classrooms Follow the layers of argumentation through an in depth concrete example Reflect as mathematics learners with features that activate prior knowledge Contents Introduction Part 1 Nurturing Our Classroom Community and Growing Our Teacher Toolbox Chapter 1 Creating a Vision Chapter 2 Nurturing a Classroom

Community Chapter 3 Growing Our Teacher Toolbox Chapter 4 Connecting the Classroom Environment and Teacher Toolbox Through Routines Part 2 Growing the Layers of Argumentation Chapter 5 Exploring the First Layer Notice Wonder and Beyond Chapter 6 Exploring the Second Layer Conjecturing Chapter 7 Exploring the Third Layer Justifying Chapter 8 Exploring the Fourth Layer Extending Part 3 Growing More Mathematical Ideas Chapter 9 Finding Opportunities for Argumentation Chapter 10 Using Children's Literature to Engage in Argumentation Epilogue Appendix A Blank Template Appendix B Choral Counting Appendix C Number of the Day Appendix D Number of the Day With Annotations Appendix E True or False Appendix F Mathematical Ideas Across Chapters References and Resources Index

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