

Area/Skill - Mathematics	Cognitive Skill Level - Application	Correlation to Framework - 05.01	Lesson Number - 40
<p>Activity Title - Parting Ways</p> <p>Goal/Objective</p> <p>To provide practice in figuring percents.</p> <p>Lesson Outline Introduction</p> <p>Use the students in the classroom as data to figure percentages. An example would be to have all of the students stand up. Have all of the women move to one side of the room and all of the men to the other side of the room. Provide the students with examples of how to figure percentage based on the number of women versus men, the total number of women versus the total number of students, etc.</p> <p>Activity</p> <p>Divide the class into four groups by having students count off. Provide two index cards to each group. Have each group develop two questions, such as “How many people in the class are under 5 foot, 5 inches in height?” The students write their questions on the index cards. Mix up the cards and let each group select two. Have each group compute the percentage to answer the question correctly.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students share their results with the class.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Index cards • Paper and pencils • Calculators • Chart paper/board and markers 	
<p>Real-Life Connection</p> <p>Discuss the use of surveys in real-life and how percentages are often used to display numbers. An example would be that a certain percentage of voters in a specific county are Democratic. Have students brainstorm all of the different ways that percentages are used in their workplace, in their community, and in their homes. Write down the students' ideas.</p>		<p>Extension Activity</p> <p>Have students change fractions into percentages and percentages into decimals. Discuss the need for understanding equivalencies.</p> <p>ESE/ESOL Accommodations</p> <p>Pair students so that peer tutors can be accessed to help in any calculations needed.</p> <p>Provide students with a written “cheat” sheet on how to figure out percentages. Students may wish to use the graphic organizer - percentage boxes.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - Parting Ways			
Introduction			
<i>Say:</i> Today, we are going to use ourselves as data in order to figure percentages. First, please all stand up. Now, I need all of the women to go to the right side of the room and all of the men to the left side of the room.			
<i>Ask:</i> Out of the ten people in the room, how many are women? Share the formula to find percent with the students.			
Main Activity			
<i>Say:</i> Please count off into four groups. Each group has two index cards. On these cards, write two different questions that require the calculation of percentage and are based on the data of “the people in the classroom.” A sample question may be - “How many people in the class are under 5 foot, 5 inches in height?”			
When the students have finished writing their questions on the two index cards, mix up the cards and let each group select two. Have each group compute the percentage to answer the question correctly.			
Debriefing/Evaluation Activity			
<i>Say:</i> Please report your findings to the class. You may either report orally or draw a diagram of the results.			
Follow-up Lessons/Activities			
Have students brainstorm all of the different ways percentages are used in their jobs, their communities, or their home environments. An example might be to determine what percentage of individuals in a specific area belong to each political party or to a specific club, etc.			
Write down the students' ideas. Discuss how percentages provide easy to understand data.			