

DAY 9: Party Planning & Basketball

Materials

Copies:

- 9.1 Party Planning Spreadsheet
- 9.2 Party Planning Coupons (1 copy and then sets cut out for each pair)
- 9.3 Basketball Rules
- 9.4 Basketball Problems (teacher copy only)
- Percent Final Unit Assessment

Supplies:

- Calculators (1 per student)
- 9.2 Party Planning Coupons cut-out: 1 set per pair
- Small Basketball
- Mini whiteboards, pens and erasers

Objective

Students will use coupons for different stores to decide what items to buy for a party to deepen their understanding of percents in the real world.
Students will increase mastery of solving percent problems through practice.

Student Talk Strategy

Report to a partner for 9.1.

Academic Language Use

Percent- “out of 100”. In this unit, percent will be understood as the number of boxes colored out of 100. Percent will be understood as an “elastic” number, meaning that the actual amount of a percent changes depending upon what the whole is.

Activity Notes

30 minutes: Party Planning

Pass out activity sheet 9.1. Give the students 2 minutes to read the directions silently. Question them to check for understanding. Ask, “How much money do you have to spend on the party?” “What do you need to buy?” “How many people do you need to buy for?” “Do you have to buy everything from the same store?”
Put up 1 copy of activity sheet 9.2. Model the thought process of deciding from where to hire the DJ. Ask the class which store they think they want to hire the DJ from. While some may say Store Cool, point out that Store Best has a 10% off DJ coupon. Ask the students how much 10% off the DJ at Store Best would be. Also remind them that some stores have a coupon to use at the end for the TOTAL order. Note: there is not a right or wrong answer for just the DJ. Pick Store Best for this example and record the work in the table on activity sheet 9.1 as shown below.

| Item Name | Store | Original Price | Coupon/Discount & Calculations | Final Price |
|-----------|------------|----------------|--|--------------------|
| DJ | Store Best | \$220 | <div style="display: flex; justify-content: space-between; width: 100%;"> 0% 20% 100% </div> <div style="border: 1px solid black; width: 100%; height: 20px; margin: 5px 0;"></div> <div style="display: flex; justify-content: space-between; width: 100%;"> 0 x \$220 </div> $\frac{20}{x} = \frac{100}{220}$ $x = \$44$ | \$220 - 44 = \$166 |

Once you are confident the students understand, put the students into groups of 2 and pass each pair a set of coupons (activity sheet 9.2 cut out). Give them the remaining time to work. When there are about 10 minutes left, let them know they HAVE to make a choice and begin on the final math. Let them know that the groups who spend the least amount of money will receive Gotcha tickets (or some other reward that matters to the students). If any groups finish early, have them draw a sketch of how they would set up their party.

20 minutes: Modified Basketball Review

Put students into groups of 4 and pass out a whiteboard, markers and erasers to each group. Pass out activity sheet 9.3. Give them 2 minutes to read the rules and then question them to make sure they understand: “Who gets to shoot?” “How do you earn points?” Have all students turn over sheet 9.3 and let them know they need to record the work for each problem, unless they are holding the whiteboard. 1 person will hold the whiteboard for each team, and the board will rotate after each problem.

Put up question number 1 from activity sheet 9.4. Give the students 2 minutes to solve (they may be talking with their group during this time). When the 2 minutes are up, have each group hold up their board. Reward each correct group with a point. All students who are holding up the correct answer will come to the shooting line. Each of the students can pick if they wish to shoot a 1, 2 or 3-pointer. If they make the basket, award the team that number of points. When all correct teams have shot, have the groups rotate the whiteboard and put up problem #2. If you notice a problem many students struggle with, stop and have a student explain. Continue play until the time is done.

10 minutes: Final Unit Assessment

Pass out the Unit assessment and scratch paper. Collect their assessments when they are done.