

6th Math Percent PreInt

Speaker 1: We just finished learning about finding percentages of numbers and taking percent's and moving them to decimals and fractions, finding the equivalent. We're just doing things like what is 50% of 500? I figured that has no relevance to them, so I thought what we would do today is we would find ... I'm giving them a menu and they're going to choose what they want to eat, and it's from Assagio's because it's good stuff over there and they're going to find the tax; how much their meal would cost. I'm going to give them a coupon so they have to find a discount. Then they would figure out how much tip they would leave for their server. I wanted to put some relevance to what we've been learning.

The main idea is how to find percentages of numbers; and that percent always means part of a hundred. In terms of money, it's always five cents out of one dollar or twenty cents out of one dollar. I wanted them to be able to make that connection to what we learned in class to what their parents are doing when they go to a restaurant. Or how they can figure out if they want to buy a shirt and it's on sale, how can I figure out how much it's going to cost me? Realizing that what we're doing in class isn't just numbers, it actually has some value to it and they can use it in the real world. [00:02:00]

What we did yesterday was we actually made ... I gave them an overview of what we're going to be doing today and then they came up with the rubric on how they felt they should be scored for the assignment. I'm going to have the rubric up on the board for them and then, "Remember, you guys came up with this yesterday, so you said you had to have labels and you have to show your work, so make sure you guys do that for your lesson." They're actually going to turn in a worksheet to me that hopefully shows all their work on it and their steps. I found that when they come up with the rubric ... We come up with it together. I always guide them along and try and get in there what I want, too; but when they come up with it or they think they come up with it on their own, they tend to put more value in it and make sure they do it. Like, "Oh I forgot, I have to show my work. Oh yeah, I have to put labels." We've been doing that, maybe about two quarters now. They've really put some value in it.

They're getting really good at writing their own rubrics and then figuring out how does it apply to this new one? Sometimes you don't have word problems and you just have to show your work, understanding what needs to go into a rubric, and what's considered advanced versus proficient. If you want to be advanced then you have to go beyond. So they add in things that show that they're going beyond what's asked of them.

I always try and have the materials ready for them. It's more accessible to them. I have stuff on their desk already when they come in so they know, oh, this is what we're going to be working on today. I make sure things are readily available to them. [00:04:00] Then just at the very beginning we talk about reminding them what was on the rubric so they know what is expected of them. Then it's just a matter of me walking, maintaining, them seeing me around the classroom and then knowing that they need to stay on task. I think that's just vicinity, being near the kids and visible so they know that they're there.

So I'll be walking around and making sure that they're mostly on task and figuring out what they need to do.

What I've been working on lately is having the students question each other. We talk about, "Well what would Miss Kato say? What would Miss Kato ask you?" And they're like, "You always say why. Prove it. Is there another way to solve it?" That's what I want them to focus on today because they're actually working together in pairs, so I want them to be able to question each other, not just say, "Oh, that's your answer. Okay, let me just copy it. Well how did you get that? Why does that work? Is there another way we can do it?" When they have to present and share, they can work with each other and use those types of questions that they hear me say all the time and they can use them with each other.

Of course, whenever they get to work with a partner or a group, they tend to be more engaged in the lesson. I hope that that's the case today. Use a menu from an actual restaurant. I actually had a menu from a text that I had before and the food was really cheap. It must've been a really old menu. [00:06:00] When we were talking about leaving tip and stuff, and they're like, "Yeah, when you're at Assagio's, then your server is way better, so you should tip them more." I was like, I should get a menu from Assagio's.

That's what I did. I just went online and printed up their menu and gave them a smaller version of it. If you've ever been to Assagio's, they have like ten pages of food, which would just confuse them. So I got them a miniature version of an Assagio's menu. Just for them to choose the food themselves, they get really excited about that because they kind of have a say on what numbers they're going to use. It's not just Miss Kato says use these numbers and I'm going to add them together. They get to figure it out for themselves. Then they can always use it when they go out with their family, too. They can see the relevance there.

Definitely, they can find the relevance in it. They're going to see, "Oh, I can use this on maybe when I go out with my parents. I can tell them how much tip they should leave." Or, "Hey mom, you're leaving too much." Or, "That's not enough for the server." Just knowing that they have a scale that they can use later on, or even now; they're old enough to do it now. They can bring out their phones, find their calculator and figure it out for their ... Not just use the app, but actually use the calculator and figure it out, or a pen and pencil. We've been talking about leaving tip; how tip is a preference of the patron. Most people, if they figure, ten percent is \$7.35 ... I said, "Do you ever see your parents leaving 35 cents on the table?" Like, "No, they just leave dollar bills." It's like, "Okay, well, even though it's not 10%, what's a reasonable amount. Just talking about the reasonableness of numbers [00:08:00] and going forth that way.