Week 23	6 7.3 A BP III 5.2	7 7.11 A, 7.11 B give circle graph and inference	8 7.3A % of change	9 Review	10 Test on BP III

Bits and Pieces III
Investigation 5, Problem 5.2
How Much Can We Spend?

Mathematical Goals	**State Standards**
• Use percents in estimating or computing taxes, tips, and discounts. • Solve problems using percents. **Vocabulary:** **Materials:**	7.3B

1. LAUNCH (10 minutes)

Set the scene with your students by describing the situation. Ask the students how this differs from the kinds of problems they have solved before in this investigation. Help them to articulate that now you know the final amount and need to find the original cost of the food.

This is a good problem for a Think-Pair-Share grouping. This gives students time to think on their own and then talk with a partner and finally share across two pairs of partners.

Teacher Notes

2. EXPLORE (20 minutes)

As the students are working, help those struggling by suggesting they represent the problem with a percent bar and ask questions to be sure they are thinking of both the differences and the similarities between this problem and earlier ones.

Teacher Notes

3. SUMMARIZE (15 minutes)

Ask a student to show his/her solution and explain the strategy used to solve the problem. Ask for additional solutions to be discussed with the class until you have all strategies displayed and talked about. Ask students to analyze the strategies used by different students and think about how efficient the strategy is and whether it is an approach or a way of thinking that can be used in different circumstances. In other words, is the strategy able to be generalized beyond this particular problem?

Teacher Notes

7.11 A and 7.11 B

Mathematical Goals	**State Standards**
A) select and use an appropriate representation for presenting and displaying relationships among collected data, including circle graph (B) make inferences and convincing arguments based on an analysis of given or collected data. **Vocabulary:** Circle Graph **Materials:** handouts, markers	7.11 A and 7.11 B

1. LAUNCH (10 minutes)	**Teacher Notes**
I will start by giving the students clickers and asking them what their favorite animal is. We will create a circle graph based on the data.	Type to make sure that the numbers are workable if not, have students use their cell phones to calculate the percent.

2. EXPLORE (20 minutes)	**Teacher Notes**
The students will then be given handouts and we will solve one together. They will then have to work with their partners to draw another circle graph. We will do a think pair share on an 7.11 B activity. This will allow the students to have to think for themselves on their convincing arguments.	

3. SUMMARIZE (15 minutes)	**Teacher Notes**
We will go over the handouts and discuss what the students made as arguments for the circle graphs	**Give students a homework assignment on 7.11 B**

7.3 B Percent of Change

Mathematical Goals	State Standards
• Use percents to fine the amount of change in a set of numbers • Solve problems using percents. **Vocabulary:** **Materials:**	7.3 B

1. LAUNCH (10 minutes)

Teacher Notes

The students will start by looking at an add and discussing the amount of change there is in the sale price and the original price. The students will have to use problem solving to determine the change the problem had.

2. EXPLORE (20 minutes)

Teacher Notes

I will give the students STAAR like questions that are related to this.

5. Which of the following best represents the greatest percent of change?
A Increasing your test score from 80 to 85.
B Getting a raise from $5 an hour to $6 an hour
C Buying a pair of shoes that regularly cost $40 that is on sale for $30.
D A plant growing from 5 inches to 8 inches

We will give problems similar to this to practice this skill

3. SUMMARIZE (15 minutes)

Teacher Notes

The students will discuss what they have learned today. I will give the students a ticket out the door that has the STAAR like question that is listed above

Review For Bits and Pieces III Test

Mathematical Goals	**State Standards**
• Use percents in estimating or computing taxes, tips, and discounts. • Solve problems using percents. **Vocabulary:** **Materials: CPS Clickers, Mobis, Powerpoint, Dry Erase Boards**	7.3 B, 7.11 A and 7.11 B

1. LAUNCH (10 minutes)	**Teacher Notes**
The students will be told to get their clickers out as well as pick up a dry erase board	

2. EXPLORE (20 minutes)	**Teacher Notes**
The students will review the TEKS they are going over for the test. The questions will be a great way to have the students ready for their test.	

3. SUMMARIZE (15 minutes)	**Teacher Notes**

The students will look at the scores at the end of the review. We will talk about how if you did not do well on the review it is really important to make sure that you are ready for the exam tomorrow.