

Big Idea	Curriculum expectations
<p>If units are related, you can use that relationship to predict “how many” of one unit, if you know “how many” of the other.</p> <p>If you use a bigger unit, you need fewer of them</p> <p>Proportional reasoning is about unitizing, grouping it, counting the groups and thinking of comparisons multiplicatively.</p>	<p><b>B2.9</b> represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts</p>
Learning Goals	Success Criteria
<p>Students will:</p> <ul style="list-style-type: none"> <li>- Think of comparisons multiplicatively</li> <li>- Understand that if units are related you can use that relationship to predict “how many” of one unit, if you know “how many” of the other.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make predictions to calculate rates and ratios</li> <li>• I can think of comparisons multiplicatively</li> </ul>
Minds On	

# Useful manipulatives

## Cuisenaire rods

- What single colour rods can make a line as long as 4 orange rods?



# Useful manipulatives

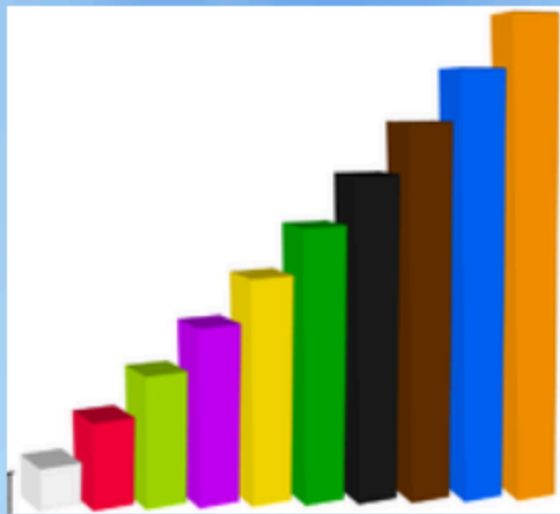
## Cuisenaire rods

- A line of 8 of one colour rod matches a line of 5 of another colour rod. What rods could you use?



# Problems we've tried

- A light green Cuisenaire rod is worth 9 (or 15).
- What should the other rods be worth?



Action

20 The rates for Internet use offered by three companies are shown below.

- Company A: \$6.00 for every 90 minutes of use
- Company B: \$2.75 for every 45 minutes of use
- Company C: \$3.00 for every 60 minutes of use

Which company offers the lowest rate per minute?

Show your work.

Company \_\_\_\_\_ offers the lowest rate per minute.

## Consolidation

- Using “The 5 Practices of Math Discourse” <https://www.curriculumassociates.com/blog/five-ways-to-promote-math-discourse>  
Consolidate the “Rates for internet” task.

## Independent Tasks / Assessment Opportunities

SEL Self-Assessments (French and [English](#)) and [Teacher Rubric](#)

Technology