

Name: LaRie Hillman

Grade Level/ Subject: Pre-Algebra/Algebra I

Topic: Percents

Objectives (P.A.S.S.): Both the number sense and Data Analysis areas are addressed in this lesson for 8<sup>th</sup> grade (Pre-Algebra II.1.a,b & IV.2.b) and Algebra I (I.2.a & 3.1.a)

Introduction: Even though it is a children's book, "The New Kid on the Block" is still a popular book in the high school since cuttings from it are often used by speech students in the poetry division. The still seem to enjoy the childish outlook on many things and see great humor in many of the poems. The language level also seemed to be good to use with some of my ELL students who are still struggling to understand many higher level writings.

Instructional process: Students will be given a copy of two short poems, which can also be displayed in a power point presentation. We will discuss them briefly for meaning in case of misunderstandings by ELL students or others. Then we will begin the activity. Students will be asked to mark and count all the letters in the poem. Then they will be asked to carefully count all the vowels. To avoid discrepancies, I will ask them to count a, e, i, o, u, and y as vowels and all other letters as consonants. We will work together as they begin to fill out their worksheet. It will include a place to list the title of what they are examining, the total letters, vowels, consonants and then individual letters. We will also discuss how our counts can be turned into percentages. After they have completed one poem, we will repeat the process with the second poem. Then as homework they will be asked to compare to paragraphs of at least five lines in their math book with two paragraphs of an essay in their English books. Then they will be asked to compare the percentages they discover in each. They will finally be asked to evaluate if whether or not there is any real difference in the results they found between the different items. If they find a difference, they are asked to explain why they think it occurs.

Closure: We will discuss what they have decided about their results. We will also discuss if our items are large enough to reflect the same results that would be found if larger works or even whole books were compared.

Assessment: The way they work in class, the worksheet, and the completion of the homework will all be a part of the final grade on this project.

Modifications/Accommodations: These may be worked individually or in groups depending on your students. The length and/or subject matter of the poems could change for different abilities.

Reflection: I haven't tried this yet because I am not teaching Algebra I this year and we haven't really focused on percentages yet in Pre-Algebra, but I do hope to use this next semester.

Title / Book / Page

Total Letters

Vowels

Consonants

A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M  
N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z

Title / Book / Page

Total Letters

Vowels

Consonants

A  
B  
C  
D  
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