



Review & Enrichment

Week of April 6th

Grade 6

Student Name _____

Teacher Name _____

If possible, please return paper copies to drop boxes at food distribution sites or if using online access email teacher upon completion.

Flexible Instruction Day

Reading and ELA

4

Name _____

Flexible Instruction Day Date _____

Lesson Number _____

Period _____

Due Date _____

Please check off the completed pages
for Lesson #4

- Anticipation Guide page 592
- Predicting ABCs 593
- What's Happening in the USA? Page 596
- Close Reading Annotation page 598
- Close Reading Structure page 600
- Analyzing a Prompt page 606
- What's Your Point? page 607
- Grammar Games page 599
- Language Mini-Lesson page 594
- Is That a Fact? Page 601
- Sentence Transitions page 604
- Picking Up Punctuation page 605
- Reaction Guide page 603
- Text Based Response worksheet



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 th grade Reading and Language Arts			LESSON TITLE: Now You See it, Now You Don't	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context. CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence. CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. C.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand how an anticipation guide prepares them for reading.• Understand the difference between fact and fiction.• Be able to annotate text.• Be able to utilize context clues to determine the connotation of vocabulary.• Be able to complete a pre-writing activity.• Be able to distinguish between verb tenses as they fit into context.• Be able to identify the antecedent of a pronoun.• Be able to generate inferences and justify them.• Be able to organize thoughts and write appropriate notes for reading.• Be able to analyze text to determine the author's intended meaning for writing.• Be able to complete open ended responses utilizing the information provided in the text.				
STUDENT PARTICIPATION (Lesson steps): Students will: <ol style="list-style-type: none">1. Complete the <u>Anticipation Guide</u> for "Now You See it, Now You Don't" page 592.2. Complete <u>Predicting ABCs</u> prior to reading on page 593.3. Read "<u>What's Happening in The USA?</u>" on page 596, annotating as you read.4. Complete <u>Close Read Annotation</u> on page 598 using the information from the story.5. Use text evidence to complete <u>Close Reading Structure</u> on page 600.6. Utilize RAFT to analyze text and prepare a response to the text for <u>Analyzing a Prompt</u> on page 606.7. Determine the claims and the thesis for <u>What's Your Point?</u> on page 607.8. Identify the correct part of speech word based on the context of the passage to complete <u>Grammar Games</u> on page 599.9. Identify fragments and sentences while completing <u>Language Mini-Lesson</u> on page 594.10. Determine fact and inference based on the provided passage to complete <u>Is That a Fact?</u> on page 601.11. Utilize transition words to finish the <u>Sentence Transitions</u> on page 604.				

12. Differentiate between using parentheses, dashes, and hyphens to complete Picking Up Punctuation on page 605.
13. Analyze the author's purpose and cite text evidence to support your response using the Reaction Guide on page 603.
14. Complete the written responses for the Text Based Responses.
15. Assessment on page 172 will be given in class to evaluate understanding. – not included in student packet

ACCOMMODATIONS:**For struggling learners:**

- Have someone at home read the article to you.
- Shorter responses are accepted.
- Highlighting or underlining to cite text evidence.
- Eliminated multiple choice responses
- Elimination of the text based responses.

For advanced learners:

- Complete the accompanying TDA with the article.

HANDOUTS (*exact names of ALL accompanying handouts*) & **RESOURCES** (*materials, websites, books, etc.*)

- Anticipation Guide page 592
- Predicting ABCs 593
- What's Happening in the USA? Page 596
- Close Reading Annotation page 598
- Close Reading Structure page 600
- Analyzing a Prompt page 606
- What's Your Point? page 607
- Grammar Games page 599
- Language Mini-Lesson page 594
- Is That a Fact? Page 601
- Sentence Transitions page 604
- Picking Up Punctuation page 605
- Reaction Guide page 603
- Text Based Response worksheet
- Assessment page 608 – to be administered at a later time (not included in student packet.)

EVIDENCE OF LEARNING**Students will demonstrate their:**

- Understanding of skills reviewed throughout the lesson.
- By being able to complete Assessment on page 608.

LESSON 32

Name _____ Date _____

ANTICIPATION GUIDE

Directions: Before you read the article "Now You See It, Now You Don't," read the statements below. If you agree with a statement, put a checkmark next to it. If you disagree, put an X on the line.

- _____ 1. The popularity of tattoos is a fairly new phenomenon.
- _____ 2. Tattoos can create many different problems for people.
- _____ 3. A tattoo is a sign of respect.

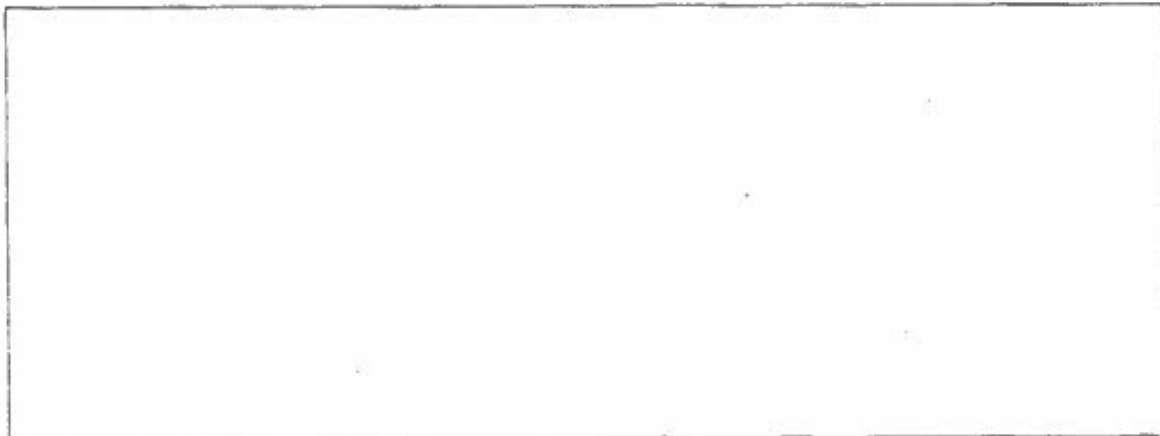
Once you have read and responded to the statements above, write in the section below why you agree or disagree with each statement.

- 1. _____

- 2. _____

- 3. _____

In the box below, draw a picture of what you think this article is about.



Name _____ Date _____

PREDICTING ABCs

Directions: The article you are going to read is about tattoos. See how many boxes you can fill in with words relating to this topic. For example, put the word *ink* in the G-I box. Put at least one word in every box, and then try to write a word for every letter.

A-C	D-F	G-I
J-L	M-O	P-R
S-T	U-V	W-Z

What's Happening

IN THE U.S.A.?

BY LAWRENCE GABLE
© 2014 What's Happening Publications

SUBJECT: SPORTS, ARTS and SELF-EXPRESSION

1 **P**eople around the world have gotten tattoos for thousands of years. In recent years they have become popular in America too. So has the desire to remove them. This is especially true among people who got them

as gang symbols. Now many cities will pay for treatments that remove those tattoos. In 2013 Walla Walla, Washington, joined them with a program called INK OUT.

2 For a long time scientists believed that the earliest tattooing was done in Egypt. Several female mummies had them on the tops of their thighs. However, the discovery of "The Iceman" in 1991 changed that belief. He lived in 3200 B.C., and he had fifty tattoos.

3 Tattoos have represented different things. In Peru and Chile women had tattoos related to childbirth. The Greeks and Romans used them to identify slaves, or to show membership in a religion. Some Native American tribes used tattoos to gain power and beauty. Two thousand years ago the Chinese marked criminals with tattoos.

4 Europeans became familiar with tattoos in the late 18th century. In 1771 the Englishman Captain Cook returned from Tahiti and New Zealand. He told about the islanders' use of tattoos. In fact, the English word "tattoo" comes from the Polynesian word "tatau."

5 Getting a tattoo in Europe then became fashionable. It was expensive, and royal families got them as a sign of their wealth. European and American sailors began getting tattoos in ports around the world. Some tattoos, of anchors, for example, served as symbols of protection from danger on the seas.

6 The popularity of tattoos grew in the U.S.

too. Even so, for most of the 1900s tattoos remained a symbol for outsiders like motorcyclists, rock musicians and gang members. Now, though, more than 45 million Americans have tattoos.

Throughout the years some people have wanted to get rid of their tattoos. The methods always were crude and painful. For example, people used to cut or scrape them off.

They also used acid to form a scar over the tattoo. One surgical method put skin grafts over the tattoos. However, now doctors use lasers to remove them.

People compare the pain to bee stings or being splattered with hot grease. It usually requires 6–12 treatments and can cost from \$250 to \$2,500.

Lasers shoot light into the skin. The light breaks the ink into particles. The body absorbs them slowly, so the treatments take place weeks apart. Each time the laser penetrates deeper and causes the tattoo to fade. In most cases a light shadow of the tattoo remains on the skin.

Tattoo removal programs began in the early 1990s. Like other programs around the U.S., Walla Walla's INK OUT program places certain requirements on participants. Former gang members cannot be older than 21 years old. The free treatments remove only tattoos that show. Participants must have a job or be in school. They also must perform community service.

As some people get older they want to cut their connections to a gang. However, their gang tattoos still mark them. Having such a tattoo usually makes getting a new start more difficult. Many large American cities, and now even smaller ones like Walla Walla, are happy to help them by making their visible tattoos invisible.

Now You
See It,
Now You
Don't!



CLOSE READING ANNOTATION

Third Reading—As you reread each paragraph in the article closely, answer the questions by annotating the text. Each numbered question corresponds to a paragraph in the article where the answer can be found. Write your brief answers in the space below each question.

1. What is the author's purpose in writing the first paragraph?

2. Why was the discovery of "The Iceman" so significant?

3. What does the author contrast, or show differences between, in paragraph 3?

4. From where did the word *tattoo* come?

5. Why did mostly royal families get tattoos in Europe?

6. How does the author define outsiders?

7. Why did the author tell the reader about early methods of removing tattoos?

8. What was the author's purpose for writing paragraph 8?

9. Which part of the article does the author refer back to in paragraph 9?

10. How do the last three words in the article make the writing interesting?

CLOSE READING STRUCTURE

Directions: Understanding the structure of a text is important for two reasons. First, understanding the structure of a selection can help you remember the main idea and important details. Second, most academic writing you will encounter uses text structures to organize ideas.

1. Writers often include a statement in the **introduction** that catches the reader's attention. Then, the writer tells what the article will be about. On the space provided, copy the last sentence of the introduction of this article.

2. On the space below, copy the sentence that best states what the author's **claim**, **main idea**, or **thesis** is for this article.

3. On the space below, copy the sentence that shows where the author introduces the other side's **opinions**, or **opposing claims**, about the popularity of tattoos.

4. Near the end of an article, a writer often restates the claim and summarizes the evidence. This is called the **conclusion**. On the space below, write the sentence that best shows where the conclusion to the article begins.

ANALYZING A PROMPT

Directions: Read the writing prompt in the box below. Then follow the directions to learn how to analyze and answer it.

You have been asked to help create a tattoo removal program for your town. You will create a brochure to explain that tattoos have historical significance but are sometimes abused by gangs and criminals. You need to show how tattoo-removal methods can be effective, and you need to help the community by giving reasons for people to use this program. Use information from the article.

1. A writing prompt begins with some background information known as the **set up**. Underline the sentences that set up this assignment.
2. Use the following R.A.F.T. technique to finish analyzing the prompt.

Role: What are you supposed to be to answer it? A student? A politician?

Write what you are here: _____

Audience: To whom are you writing? A friend? A particular group?

Write who it is here: _____

Format: Check to see what type of writing you are doing. Is it an essay, a letter, a speech, a story, a description, an editorial, or a report?

Write what it is here: _____

Task: Another sentence in the prompt will tell you what you must do, or your "task." Question words like **why**, **how**, or **what** may tell the task.

If the question word is **why**, you will *give the reasons* that something is done.

If the question word is **how**, you will *explain the way* that something is done.

If the question word is **what**, you will *identify the thing* that is done.

Below, copy the sentence or question that describes your task.

WHAT'S YOUR POINT?

When writing an essay it is important to have a strong claim. The **claim**, or **thesis statement**, states the main point the writer wants to get across. Once the thesis is introduced, the body of the essay should support that thesis with key points that provide evidence.

The information presented in the article "Now You See It, Now You Don't!" explains the history of tattoos and notes that some cities are starting tattoo-removal programs. The discussion also includes reasons why people currently are interested in removing their tattoos.

Directions: Which of these sentences provides the best **claim** for an essay on this topic? Circle the letter of your choice.

- a. Despite their rich cultural history, tattoos can be problematic for some people these days.
- b. Tattoos have a strong tradition in culture and are increasing in popularity.
- c. Some cities offer tattoo removal, but it is a long and painful process.

Now in the space below, explain what is weak or wrong about the other two statements.

1. _____

2. _____

GRAMMAR GAMES

Directions: Reread the paragraphs below. Words have been left out from the sentences. Think about the information from the article you have read and fill in words that make sense. The part of speech of each missing word is provided.

Tattoos have represented different things. In Peru

_____ Chile _____ had tattoos related to
(1. conjunction) (2. collective noun)

childbirth. The Greeks and Romans used _____ to identify
(3. pronoun)

slaves, or to _____ membership in a religion. Some Native
(4. verb)

American tribes _____ tattoos to gain power and beauty. Two
(5. verb)

thousand years ago _____ Chinese marked criminals
(6. article)

_____ tattoos.
(7. preposition)

Europeans _____ familiar with tattoos in the late 18th
(8. verb)

_____. In 1771 the Englishman Captain Cook returned from
(9. noun)

Tahiti and New Zealand. He told _____ the islanders' use of
(10. preposition)

tattoos. In fact, the English word "tattoo" _____ from the
(11. verb)

Polynesian _____ "tatau." Soon, getting a tattoo
(12. noun)

_____ fashionable.
(13. verb)

LANGUAGE MINI-LESSON

A **sentence** is a group of words that states a complete thought. When a group of words does not state a complete thought, it is called a **fragment**. Sometimes a fragment is missing a subject, sometimes it is missing a verb, and sometimes, it just doesn't make sense on its own. **Example**—"Because he wanted a tattoo." Even though there's a subject, *he*, and a verb, *wanted*, it is not a sentence, because it can't stand on its own—it's incomplete. "Because he wanted a tattoo" explains why something happened, but we don't know what it was that happened. "He went to the tattoo parlor because he wanted a tattoo" is a complete sentence.

Directions: For each number below, put an S in the blank if it's a complete sentence. Put an F in the blank if it's a fragment.

1. _____ Tattoos have represented many different things.
2. _____ For a long time, scientists believed tattooing began in Egypt.
3. _____ After "The Iceman" was discovered.
4. _____ Used to identify slaves.

A **run-on sentence** is two or more sentences written as if they were one sentence. **Example**—"Lasers shoot light into the skin the light breaks the ink into particles."

There are a number of ways to fix a run-on sentence. One way is to break it into separate complete thoughts. You can do this by adding a **period** (.) at the end of one thought and **capitalizing** the first letter of the next word. **Example**—"Lasers shoot light into the skin. The light breaks the ink into particles."

A second way to fix a run-on sentence is to join the parts using a **semicolon** (;). **Example**—"Lasers shoot light into the skin; the light breaks the ink into particles."

A third way to fix a run-on sentence is to join the parts using a conjunction. Common conjunctions are the words **and**, **but**, **nor**, and **or**. When using a conjunction to join two sentences, always put a comma at the end of the word before it. **Example**—"Lasers shoot light into the skin, and the light breaks the ink into particles."

Directions: The following sentence is a run-on. Below, rewrite it first by breaking it into two sentences. Then rewrite it again by joining the two thoughts with a conjunction.

Now doctors can remove tattoos people compare the pain to bee stings.

IS THAT A FACT?

Directions: Read the definitions of a fact and an inference below. Then read the paragraph that follows. At the bottom of the page, write an F on the blank if the sentence is a fact. Write an I if the sentence is an inference. Use the following definitions:

Fact—a statement that can be proven true from the paragraph

Inference—a guess as to what MIGHT be true, based on what you have read and what you already know about the subject

Tattoo removal programs began in the early 1990s. Walla Walla's INK OUT program began in 2013. Like the programs in other cities, it places requirements on participants. Former gang members cannot be older than 21 years old. Participants must have a job or be in school. They also must perform community service. As some people get older they want to cut their connections to a gang. However, their gang tattoos still mark them. Many large American cities are happy to help them by making their visible tattoos invisible.

- _____ 1. Some people are having second thoughts about their tattoos.
- _____ 2. There are some places that are now making tattoo removal available.
- _____ 3. People who are getting tattoos removed have to have a job or be in school.
- _____ 4. Cities use tattoo removal as a way of rehabilitating some people, especially gang members.
- _____ 5. Many cities are very eager to help people remove their tattoos.
- _____ 6. Some people feel that tattoos have a negative impact.

Name _____ Date _____

SENTENCE TRANSITIONS

An informational essay answers questions and provides information. Writers use transitional phrases to link ideas. Some transitional words and phrases include *to show*, *to prove*, *because*, *to explain*, *to verify*, *due to*, *instead of*, *furthermore*, *as a result*, and *in order to*.

Directions: Complete the following sentences using the phrases given.

Example: Some cities helped with tattoo removal. Some cities helped with tattoo removal *in order to help people start a new life*.

1. Walla Walla, Washington, started its INK OUT program *in order to*

2. Some people want to remove their tattoos *due to*

3. Tattoos became very popular in Europe *as a result of*

4. Royal families started wearing tattoos *to show*

5. As some people get older, they get their tattoos removed *because*

PICKING UP PUNCTUATION

Parentheses () are used in sentences to set off information that is related or connected in a small way to the rest of the sentence. **Example**—In South America (Peru and Chile especially), women had tattoos related to childbirth.

Dashes (—) are used to show a sudden change of thought from the rest of the sentence. **Example**—In 1771 the Englishman Captain Cook—who joined the merchant navy as a teenager—returned from Tahiti and New Zealand and told about the islanders' use of tattoos.

Hyphens (-) are used in a number of ways. See how they are used below.

1. Use a hyphen to break a word apart when it doesn't fit at the end of a line. Hyphens used this way must be placed in words that have two or more syllables (tattoo), be placed between two of the syllables (tat-too), and leave at least two letters on each line. **Example**—Captain Cook told of the islanders' use of **tat-toos**.
2. Use a hyphen in certain compound words. **Example**—*mother-in-law*
3. Use a hyphen in most spelled-out numbers greater than twenty and less than one hundred. **Example**—*twenty-one* (but thirty, forty, and so on)
4. Use a hyphen in spelled-out fractions unless the denominator already is hyphenated. **Example**—*one-half* and *three-fifths* (but one thirty-second)

Directions: Correctly place parentheses, dashes, and hyphens in the sentences below.

1. The Greeks used tattoos to identify slaves and to show membership in a religion.
2. Captain Cook the first European to see Australia was a self confident sailor who also sailed to New Zealand. At least three fourths of the natives had tattoos.
3. Former gang members cannot be older than twenty one to get the free treatments to remove tattoos.
4. Walla Walla, Washington famous for its sweet onions has a tattoo removal program called INK OUT.

REACTION GUIDE

Directions: Now that you have read and studied information about “Now You See It, Now You Don’t!,” reread the statements below, which you responded to before reading the article. Then think about how the author might respond to these statements. If you think the author would agree, put a checkmark on the line before the number. If you think the author would disagree, put an X on the line. Then below the statement, copy the words, phrases, or sentences from the article that provide evidence of the views stated by the author. Also note if there is no evidence to support the statement.

_____ 1. The popularity of tattoos is a fairly new phenomenon.

Evidence: _____

_____ 2. Tattoos can create many different problems for people.

Evidence: _____

_____ 3. A tattoo is a sign of respect.

Evidence: _____

Write a three paragraph essay using the reaction guide statements on page 603.

Use the R.A.C.E.S. format in each paragraph. Paragraphs should be at least 5 sentences long.

Restate and give "2" Answers from the text

Cite and Explain the first answer-



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 th Social Studies Ancient History		LESSON TITLE: Chapter 4 Review: Dynasties of Ancient China		
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 8.4.6.A 8.4.6.B				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand the similarities and differences between the different dynasties in Ancient China• Be able to distinguish characteristics of each dynasty				
STUDENT PARTICIPATION (Lesson steps): Students will: <ol style="list-style-type: none">7. Read/Review Chapter 4: Lesson 28. Complete Sequence Chart with characteristics of each dynasty by listing them with the correct description				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• For each column struggling learners are only required to list 2 or 3 characteristics from the list For advanced learners: <ul style="list-style-type: none">• Complete the "Talk About It" section below the sequence chart with a family member or friend and be prepared to share out in class.				
HANDOUTS (exact names of ALL accompanying handouts) & RESOURCES (materials, websites, books, etc.) <ul style="list-style-type: none">• Chapter 4: Lesson 2 "My Lesson Guide" worksheet pg. 48				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of the characteristics of the different dynasties in Ancient China• By being able to complete the sequence chart and be prepared to discuss in class				

My Lesson Guide

Directions: **Part 1** Complete the time line by writing the dynasties in correct time order. **Part 2** Match the descriptions below with the correct dynasty.

Dynasties

- Zhou dynasty
- Qin dynasty
- Shang dynasty
- Han dynasty

Descriptions

- Porcelain, paper, and ink were invented.
- Systems of money and weights and measures were standardized.
- Written records were first kept.
- The period was called the “golden age.”

Dynasties	Descriptions
↓	
↓	
↓	

Talk About It

With a partner, discuss the accomplishments of the ancient Chinese. Which of their accomplishments impressed you? What were some of their more interesting inventions or ideas? What do you think it would have been like to live in China in the past?



Notes for Home: Your child learned about the development of ancient Chinese civilizations.
Home Activity: Ask your child to relate what he or she thought was most interesting about ancient China. Discuss how some Chinese inventions (e.g., ink, paper, porcelain) are still used today.

FID (Flexible Instruction Days) Date: _____

6th Grade Math: Lesson 4 Percent of a Number

Name: _____

Period: _____

Math Teacher: _____



McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6TH GRADE/ MATHMATICS			LESSON TITLE: PERCENT OF A NUMBER	
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): Content Standards: <ul style="list-style-type: none"> ○ 6.RP.3 – Ratios & Proportional Relationships ○ 6.RP.3c – Ratios & Proportional Relationships 				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none"> • Understand when it is better to use a fraction, a decimal, or a percent • Be able to find the percent of a number. 				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none"> 1. Read and complete the Reteach Page (Lesson 7) Percent of a Number 3. Complete the Lesson 7 SkillsPractice – Percent of a Number 				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none"> • Show all work and/or explain your reasoning. Complete the odd numbered problems only. For advanced learners: <ul style="list-style-type: none"> • Show all work and explain your reasoning. 				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none"> • Lesson 7 Reteach – Percent of a Number • Lesson 7 Skills Practice – Percent of a Number 				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none"> • Understanding of percent, decimal, and fractions. • By being able to find a percent of a number. 				

Glencoe Math Series

Chapter 2 Lesson 7 Percent of a Number

- Reteach Lesson 7 page __
- Skills Practice Lesson 7 page __

Lesson 7 Reteach

Percent of a Number

Example 1

Find 25% of 260.

Method 1:

Write 25% as a fraction in simplest form.
Use the fraction in a multiplication problem.

$$25\% = \frac{25}{100} \text{ or } \frac{1}{4}$$

$$25\% \text{ of } 260 = \frac{1}{4} \times 260$$

$$= 65$$

So, 25% of 260 is 65.

Method 2:

Write 25% as a decimal.
Then write a multiplication problem.

$$25\% = 0.25$$

$$25\% \text{ of } 260 = 0.25 \times 260$$

$$= 65$$

Example 2

Find 175% of 56.

Method 1:

Write 175% as a fraction in simplest form.
Use the fraction in a multiplication problem.

$$175\% = \frac{175}{100} \text{ or } \frac{7}{4}$$

$$175\% \text{ of } 56 = \frac{7}{4} \times 56$$

$$= \frac{7}{\cancel{4}_1} \times \frac{5\cancel{6}^{14}}{1}$$

$$= 98$$

So, 175% of 56 is 98.

Method 2:

Write 175% as a decimal.
Then write a multiplication problem.

$$175\% = 1.75$$

$$175\% \text{ of } 56 = 1.75 \times 56$$

$$= 98$$

Exercises

Find the percent of each number.

1. 48% of 50

2. 40% of 95

3. 75% of 116

4. 8% of 85

5. 98% of 30

6. 0.3% of 460

7. 15% of 342

8. 350% of 60

9. 0.25% of 500

10. 2.7% of 110

Lesson 7 Skills Practice

Percent of a Number

Find the percent of each number.

1. 15% of 82
 2. 256% of 75
 3. 0.5% of 50
 4. 76% of 450
 5. 85% of 30
 6. 0.8% of 56
 7. 16% of 75
 8. 430% of 50
 9. 0.44% of 375
 10. 15% of 620
 11. 250% of 24
 12. 0.5% of 600
 13. 65% of 140
 14. 0.6% of 25
 15. 0.75% of 50
 16. 160% of 80
17. **YARDWORK** Mr. Simpson spent 5 hours working on his lawn. If he spent 25% of the time edging the flower beds, how much time did he spend edging?
18. **SHIPPING** Aurelia is buying a new computer. The shipping cost is 8% of the purchase price. If Aurelia's computer costs \$585, how much will it cost to have it shipped?

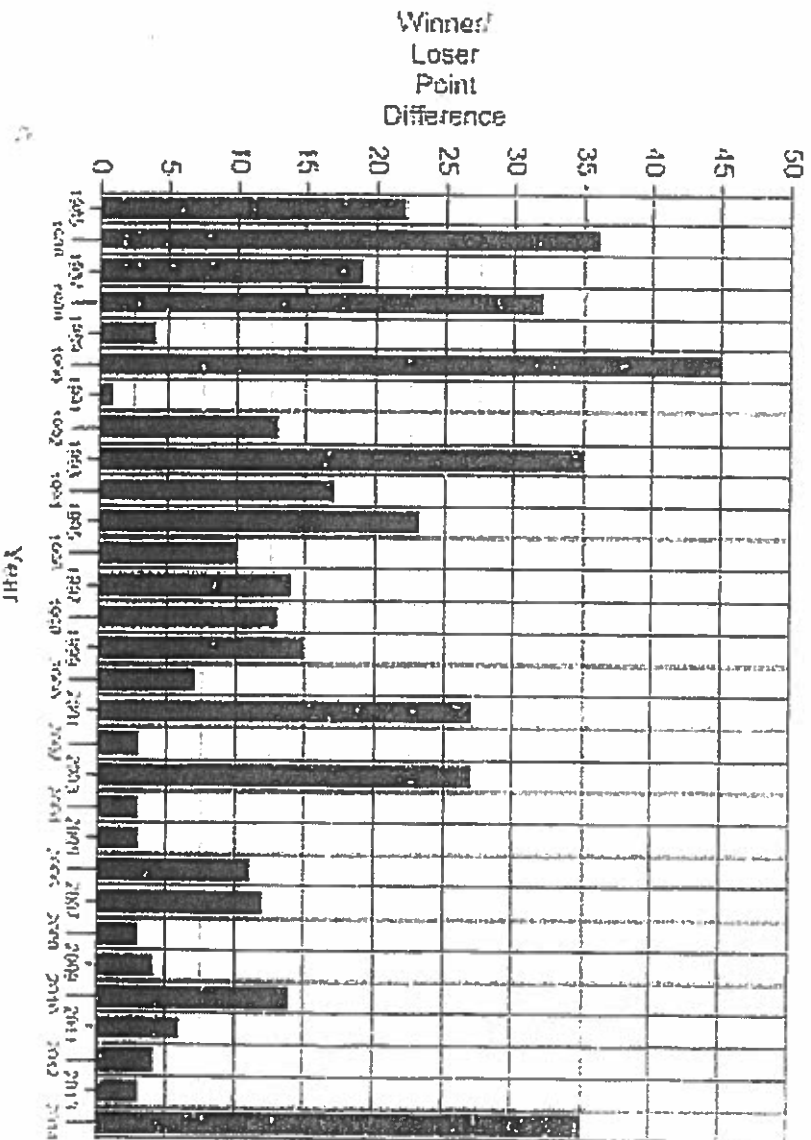


McKeesport Area School District
Flexible Instruction Days –Founders Hall Lesson Plan

GRADE/SUBJECT: 6 th Grade Science		LESSON TITLE: Graphing Part 1		
<input type="checkbox"/> LESSON 1: 1 st or 2 nd 9-Weeks	<input type="checkbox"/> LESSON 2: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 3: 2 nd or 3 rd 9-Weeks	<input checked="" type="checkbox"/> LESSON 4: 2 nd or 3 rd 9-Weeks	<input type="checkbox"/> LESSON 5: 3 rd or 4 th 9-Weeks
STANDARD(S): 3.2.6.A6				
INSTRUCTIONAL OUTCOMES: Students will: <ul style="list-style-type: none">• Understand graphing• Be able to analyze the graph by answering questions provided.				
STUDENT PARTICIPATION (<i>Lesson steps</i>): Students will: <ol style="list-style-type: none">1. Review the graph provided.2. Answer the questions using the data from the graph3. Students will show any mathematical work needed to answer the questions4. Complete the two graphs provided.				
ACCOMMODATIONS: For struggling learners: <ul style="list-style-type: none">• Complete the circled questions on the graphing papers For advanced learners: <ul style="list-style-type: none">• Complete all the questions on the graphing papers				
HANDOUTS (<i>exact names of ALL accompanying handouts</i>) & RESOURCES (<i>materials, websites, books, etc.</i>) <ul style="list-style-type: none">• Super Bowl Point Differences• Popular Super Bowl Food				
EVIDENCE OF LEARNING Students will demonstrate their: <ul style="list-style-type: none">• Understanding of graphs• By being able to analyze the data and answer questions correctly.				

Super Bowl Point Differences

1. Can you notice any trends in the winner/loser point spreads through the years?
2. How many more points did the winning team score in 1992?
3. The the losing team scored 6 points in 1999, how many points did the winning team score?
4. If the winning team scored 41 points in 2014, how many points did the losing team score?
5. In which years was the point difference exactly 24 points?



Popular Super Bowl Food

1. How many pounds of potato chips are consumed on Super Bowl Sunday?
2. How many pounds of guacamole are consumed on Super Bowl Sunday?
3. Every line on the graph increases the value by how much?
4. How many pounds of all types of chips are consumed on Super Bowl Sunday?
5. How many more pounds of potato chips are eaten than pretzels?

