

Lab Framework

Text: Cord

Unit number and title: Unit 2 Estimating

Short Description: This is an activity designed to give a practical example of how estimating can help when painting a room

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Lab Title

House Painters, Inc.

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**

Make rough estimates

Estimate answers to problems that involve several steps

- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

Working understanding of the concept of rounding numbers

Working with numbers without the use of a calculator

Area; ratio; proportions; compare/contrasts, estimating

Student handouts

Pencils, scratch paper

- **GLEs (State Standards) addressed**

Math: 3.3.1 Understand how to justify results using evidence 1.1.8

Understand number sense, 1.2.6 Understand how to estimate in measurement situations

Reading: 1.2.2 Apply strategies to comprehend words and ideas

Writing: (Writing)

- **Leadership Skills**

Individual skills: 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcome of related decisions.

- **SCAN Skills/Workplace Skills**

Basic workplace skills

- **Set-up information**

This lab should occur shortly after the students are introduced to the process of making estimates. It is an excellent chance for them to apply new learning

- **Lab organization** (-Grouping/leadership opportunities/cooperative learning expectations; -**Timeline required**)

Time: 55 minutes

See attached student handout

- **Teacher Assessment of student learning** (scoring guide, rubric)
 - Observation
 - Comparison of estimates with final answer
- **Summary of learning** (to be finished after student completes lab)
 - discuss real world application of learning from lab
 - opportunity for students to share/present learning
- **Optional activities**
 - N/A
- **Career Applications**
 - Applies to any career field in which making estimates of material needs is important.

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LAB TITLE: _____
STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**
- **Grouping instructions and roles**
- **Procedures** – steps to follow/instructions
- **Outcome instructions**
- **Assessment instructions** (peer-teacher)

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Lab Data Collection

Student: _____ **Date:** _____

Unit: _____

Lab Title: _____

Criteria: Write the problem/objective in statement form

Data Collection: Record the collected/given data

Calculations: Complete the given calculations to solve for an answer(s)

Summary Statement: _____

Other Assessment(s) _____

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