Lab Framework

Text:CORD

Unit number and title: Unit 9 - Using Ratios and Proportions

Short Description: Students will create an ad for Missy's Pizza using scaled images.

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Lab Title
Run or Walk

LAB PLAN

TEACHER: Teacher Prep/ Lesson Plan

- **Lab Objective**
  Students will use ratios to determine the how fast they ran or walked around the track.
- **Statement of pre-requisite skills needed** (i.e., vocabulary, measurement techniques, formulas, etc.)

- **Vocabulary**

- **Materials List**
  Student handout, stop watch.
- **GLEs (State Standards) addressed**
  Math:
  1.1 Understand and apply concepts and procedures from number sense
  1.2 Understand and apply concepts and procedures from measurement
  1.3 Understand and apply concepts and procedures from algebraic sense
  Reading:
  Writing:
- **Leadership Skills**

- **SCAN Skills/Workplace Skills**
  Writing
  B. Records information completely and accurately.
  Math
  A. Performs basic computations.
  B. Uses basic numerical concepts such as whole numbers and percentages in practical situations

- **Set-up information**

- **Lab organization**(-Grouping/leadership opportunities/cooperative learning expectations; **-Timeline required)**
  Students will go out to the track and in groups of 10, run or walk around the track. The students' time will be recorded.
- **Teacher Assessment of student learning** (scoring guide, rubric)

Students will be assessed, on a percentage basis, on the accuracy of their calculations and their persuasive conclusion that must include a minimum of two statements of supporting data and meets the WASL standard for writing.

- **Summary of learning** (to be finished after student completes lab)
    - Students will share their conclusion and supporting data with the class.
    - The teachers should ask for possible career applications and discuss them. Examples are given below.
- **Optional activities**

  Students can graph the data to see if any correlation exists with the data.
- **Career Applications**

LAB TITLE: Run or Walk
STUDENT INSTRUCTIONS:

- **Statement of problem addressed by lab**
  How fast can you run or walk around the track?

- **Grouping instructions and roles**
  In groups of 10, students will be timed to see how long it takes them to walk or run around the track.
  Students will use their time and distance to calculate speed.

- **Procedures** – steps to follow/instructions
  1. Students go out to the track.
  2. In groups of 10, the students go around the track.
  3. A student is the timer and calls out times as students finish.
  4. Another student records the times called out.
  5. Once all students have completed the run or walk, we go back into the classroom.
  6. Students then calculate their rate of speed based on the time and distance traveled.
  7. Students share their findings with the class.

- **Outcome instructions**

- **Assessment instructions** (peer-teacher)
  Students will be assessed on the accuracy of their calculations and their conclusion to the lab. The conclusion should include supporting data from their lab as well as a persuasive answer.

Lab Data Collection

Student: _____ **Date:** _____

Unit: Unit 9 - Using Ratios and Proportions

Lab Title: Run or Walk

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)