

# Making Salsa: Proportional Reasoning Activity

## Substitute Guide



DOCTRIVA LEARNING

Thank you for being here! The activity you will be leading today has options that make it doable by 6th to 8th graders. The activity itself is two double-sided pages on paper and/or may be uploaded in the school's learning management system and is designed to fit into a 50-minute period. You may need to adjust to fit actual class times.

This guide will help you through introducing, monitoring, and ending the activity. Note any specific instructions from the teacher. Your goal today is to make sure that the classes run smoothly and the students are productively engaged.

If you feel comfortable offering help and guidance, feel free, but do not feel like you need to. If they are struggling with decimals, encourage them to round to easier numbers to work with. The goal is for the students to think through what they need to do and how they do it. Their "grade" for this will be based on their explanations of their thinking. No one who works and tries will fail. You may remind them of this as needed.

There is a **substitute report** to help streamline your feedback for the teacher at the end of this document

### Before Classes Begin

Collect copies. Get a feel for the room. Desks in rows best for individual work. Desks in groups best for group work. Identify easy paths through the classroom. Note which desks or groups are more isolated. Review activity to get a feel for it. Plan how you will pass out and collect papers and/or monitor online work. Note special instructions from the teacher if there are any. Unless directed to by the teacher to allow them, **calculators** will not be used in this activity.

### Schedule Outline (Assuming 50-minute Period - Adjust as needed)

**First 10 Minutes:** Class business (e.g. attendance), introduce activity

**10-40 Minutes:** Adjust this time to reflect the actual length of the period.

**Last 10 minutes:** Students should work on the Evaluation (page 4) individually.

## **Introducing the Activity: Please read or summarize the following.**

*“Today you are going to do an activity built around a recipe for Salsa. There are four parts. You are expected to fully complete Parts 1 and 2. Many of you will also complete Part 3. In the last 10 minutes of this period, you will all move on to Part 4 on the back page. Throughout the parts you will be asked to perform some calculations and explain what you did and why.*

*You will not be using calculators.*

*(Or if teacher directs) You may use calculators*

*The explanations of your thinking are just as, if not more important than the accuracy of your calculations in determining your grade for this activity. You are expected to work the entire period. Any questions?”*

Address serious questions, but don't get pulled off balance by silly ones.

Having everyone **start individually** for 5 or 10 minutes can help settle everyone into the work. Do your best. See who is settling in, who is struggling, and who is trying to rush through. Moving through the classroom establishes your presence and helps you figure out who might need a little extra attention.

**Group work** means students can talk with each other and share ideas. Everyone should be writing their own explanations. If class loses its focus, return them to individual work. A little noise can be a fair trade for engaged work.

**Part 1 Scaling Activity:** Students can multiply or add to do the scaling. Those struggling with fractions can look at the graphic showing the relationship between fractions and wholes to help them figure it out. Stronger students should be guided to the 2.5 times option.

**Part 2 Shopping Activity:** The students are being asked to consider both the cost of the different ingredients and the amount of leftover ingredients they will have. Students, especially more advanced ones, may be thinking in terms of unit prices or unit rates. Others may just focus on the cost for the containers and the waste option. There are many ways of approaching this and several different reasonable answers. As they write their explanations remind them to include the reasons for their choices while referring to their calculations.

**Part 3 More Proportional Reasoning:** There are three options with increasing complexity. Older or more advanced students should be pushed to more difficult options. Weaker students should be encouraged to work on the easier ones first. If they have time, they are welcome to try one of the more challenging ones as well. Some may not complete the option but they should be engaged with it the whole time. Students who finish one option can be encouraged to start another if they have time. Point out that the Explanation for Part 3 is on the next page.

## **Approaching the Evaluation Time**

Please watch the class time carefully. Give a couple of reminders as the last 10 minutes of class approach (5 and 2 minutes before for example).

**Part 4:** Read or summarize the following to the class.

*“We’re at 10 minutes to the end of class. Please stop your work on Part 3. Remember, it’s OK if you haven’t finished. Turn your attention to Part 4. The first question asks you to rate yourself on your effort, your confidence in the accuracy of your calculations and the degree to which you feel you challenged yourself. The explanation of your work today is the most important part. There are some words there for you to use if you know how to use them. If not, don’t worry. You can still do well without using them. Any questions?”*

Let them know how you want to collect the work. Options include: handing them to you as they finish, putting them in a basket as they finish, or having them hand them to you on their way out of the classroom to their next class. As they work, move around the classroom reminding them of the expectations as needed and double-checking with any students you might have a concern about that their names are on their papers.





## Substitute Teacher Report Form – Making Salsa

Substitute Name \_\_\_\_\_

Date \_\_\_\_\_

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class:

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class:

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class:

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class:

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class:

Class or Period \_\_\_\_\_

Please rate the class for the following:

Activity Completion:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Engagement:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Student Behavior:      ☐ Low      ☐ Okay      ☐ Good      ☐ Excellent

Notes on this Class: