**Math-in-CTE Lesson Plan Template**

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| Lesson Title: Measuring Practice-Enrichment Worksheet | | | Lesson # 9 |
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| Occupational Area: FACS-Food and Nutrition 1 | | | |
| CTE Concept(s): Equivalents and Measurements | | | |
| Math Concepts: Proportions, Equations and Fractions | | | |
| Lesson Objective: | Students will demonstrate ability to effectively recognizing equivalents when measuring dry and liquid ingredients.  State Standard1.3: Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques | | |
| Supplies Needed: | How Well Can You Measure? Enrichment Worksheet, Answer Key | | |

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| **The "7 Elements"** | **Teacher Notes**  **(and answer key)** |
| 1. **Introduce the CTE lesson.**   Let’s take a moment to review and practice adding fractions and finding common denominators. This will also help us review how to measure ingredients the most effectively.  We’re going to work on the How Well Can You Measure? Worksheet.  Let’s do number four together. The worksheet is read from left to right, not top to bottom. Remember, you may need to use the measuring cup more than once.  Number four asks you to measure 2/3 of a cup. Where would you place the X or X’s on this chart. | For math examples and teaching information, please reference Lesson #1-Halving and Doubling. All concepts are the same.  Pass out the worksheet. (The worksheet was created in PowerPoint. The answer key is on the second slide of the PowerPoint.)  Answer:  There should be 2 X’s placed in the 1/3 c. column. |
| **2. Assess students’ math awareness as it relates to the CTE lesson.**  After you are done with the worksheet, we will correct it together to make sure we all have the answers correctly. |  |
| **3. Work through the math example *embedded* in the CTE lesson.**  (Students will work through the embedded math examples by working on the worksheet.) |  |
| **4. Working through related, contextual math-in CTE examples**  (Students will work through the contextual math examples by working on the worksheet.) |  |
| **5. Work through *traditional math* examples.**  (Students will work through the traditional math examples by working on the worksheet.) |  |
| **6. Students demonstrate their understanding.**  (Students will demonstrate their understanding by completing the worksheet. The class will then review the answers on the worksheet to check for understanding.) |  |
| **7. Formal assessment.**  (The formal assessment is the worksheet itself.) |  |