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

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| Lesson Title: Recipe Race Review Game-Enrichment Activity | | | Lesson # 6 |
| Author(s): | | Phone Number(s): | E-mail Address(es): |
| Laura Schiers | | 435-559-1344 | [lschiers@scmiddle.org](mailto:lschiers@scmiddle.org) |
| Valorie Black | | 435-628-5930 | [vblack@scmiddle.org](mailto:vblack@scmiddle.org) |
| Shelli Barnum | | 435-668-5602 | [sbarnum@dhms.washk12.org](mailto:sbarnum@dhms.washk12.org) |
| Tracy Anderson | | 435-668-8352 | [tanderson@dhms.washk12.org](mailto:tanderson@dhms.washk12.org) |
| MaryAnn Lindsey | | 435-673-7661 | [mlindsey@dmseagle.org](mailto:mlindsey@dmseagle.org) |
| Jeff Harrah | | 435-862-7277 | [jharrah@dmseagle.org](mailto:jharrah@dmseagle.org) |
| Occupational Area: FACS-Food and Nutrition 1 | | | |
| CTE Concept(s): Doubling and Halving recipes | | | |
| Math Concepts: Enhanced practice of multiplying by two to double a recipe. Multiply by ½ or divide by 2 to reduce recipe. Multiplying fractions and mixed numbers. Changing mixed numbers to improper fractions, and improper fractions to mixed numbers. | | | |
| Lesson Objective: | Students will be able to double a recipe.  Students will be able to half a recipe. | | |
| Supplies Needed: | Recipe Race Cards, Dry Erase Markers, Paper Towels or Dry Erasers Several Copies of Answer Key, Magnetic Surface (White Board) | | |

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| **The "7 Elements"** | **Teacher Notes**  **(and answer key)** |
| 1. **Introduce the CTE lesson.**   Today, we are going to play a fun game. This game is to practice your knowledge of fractions, and doubling and halving recipes.  To play this game, you will need a partner. You will also need a colored Starter Card and a dry erase marker.  Begin by writing each of your names on the blank side of the starter card with the dry erase marker. When I say “Go”, flip the card over and begin working on the calculations.  When finished with the calculations, place your Starter Card along the top of the white board to create your “Card Column.” All additional recipe cards you finish will be placed underneath your Starter Card.  If the answers on your Starter Card are incorrect, you will automatically lose all points from your other recipe cards. Be sure to double check your answers before moving on.  After your Starter Card is placed on the board, one partner will “race” to pick up one of the numbered recipe cards at the other side of the room. Take it back to your partner, and together, begin doubling and halving the measurements. Before you can place your recipe card in your “Card Column”, you will need to double check your answers with one of the answer keys. If you need to fix your answers, take them back to your partner, fix your answers and then place the card in your “Card Column”. Race to get another card and begin figuring out the calculations on the new card.  The object of the game is to have the most points, or the most cards, at the end of the review game. Some cards are worth more than one point, so it is in your best interest so get as many cards as possible. The game is over when there are no more cards left. | For math examples and teaching information, please reference Lesson #1-Halving and Doubling. All concepts are the same.  Pass out Starter Cards and Dry Erase Markers  Demonstrate where to place the Starter Cards and where to pick up the other recipe cards.  The following card numbers are worth 3 points each:  2, 15, 21, 27, 33, 44, 56, 61, 69, 73 |
| **2. Assess students’ math awareness as it relates to the CTE lesson.**  Let’s review a couple of practice problems on the board together before we begin the game.  1). What is one half of 3/4 c.?  2). What is 1/2 c. doubled?  3). What is half of an egg? Or How do you divide 1 egg? | Refer to Lesson #1-Halving and Doubling for more in-depth math explanations.  Answers:  1). 1/4 c. + 2 Tbsp.  2). 1 c.  3). 2 Tbsp. |
| **3. Work through the math example *embedded* in the CTE lesson.**  On your mark, get set, GO! | Begin the review game. |
| **4. Working through related, contextual math-in CTE examples**  (The students are working through these examples by playing the game.) |  |
| **5. Work through *traditional math* examples.**  (The students are working through these examples by playing the game.) |  |
| **6. Students demonstrate their understanding.**  (The students are demonstrating their understanding by playing the game and checking their answers with the answer keys.) |  |
| **7. Formal assessment.**  Let’s see which team won the game and review their game cards. Remember, some of the cards are worth more points, so let’s see which group has the most points. | The formal assessment is the review game. Double check the answers on the winning teams game cards to be sure they actually won. If they got any of the answers wrong, that card becomes disqualified. If any of their Starter Card answers are wrong, every card in their Card Colum is disqualified. If a team is disqualified, move on to the next team with the most points to find a winning team. |