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## Lesson 17-1 understanding ratios answers

Next, I'll use the proportions that my students have just simplified to dig a little deeper into what the ratio concept means. I'll do this by giving each rate an anchor script: As in the previous section, I will present 15/27 a comparison of girls: students in a class, but we'll discuss it as the girl-to-boys ratio (15:12) 12/30 will be presented as a lily pad ratio: frogs in a 32/40 pond will be bikers-to-skateboarders in an X-Games competition I'll simplify each ratio, emphasizing how the ratio continues to describe the relationship between numbers. For example, the 12/30 ratio simplifies to 2:5. This shows us that for every 2 pieces of lily, there are 5 frogs. When I make this point, I will ask my students to think about the pros and cons of simplifying rates from certain data. To help my students build a mental picture of what happens when we simplify rates, I will create a model as we discuss each scenario. For example, I will draw pieces of lily and frog and consider how to simplify the proportions by evenly distributing the frogs (MP2, MP4). To make this more interactive, I wanted to use clip art and prepare a PowerPoint slide that allows students to move images if they want to share how they think about simplifying problems. After showing how to determine the ratio between 2 different quantities, then I will demonstrate the different ways a rate can be presented. In this presentation, I need to make sure that students understand the following (MP7). The ratio that may be a part ratio may be a part-to-all ratio may be that the entire part ratio may not be correct (e.g., the full segment) is the ratio, but the ratio is not part The difference between a segment and a ratio The ratio compares any positively reasonable numbers, even tithing, mixed numbers, and partitions Simplify the useful ratio for communicating and solving problems, so it is useful to present them in the simplest form Watch my Understanding Rate video for more detailed information on how I present this information to my students. Next Generation Learning StandardsCommon CoreTeacher/Leader EffectivenessVideo Professional Development Library Professional Development SeriesProfessional Development Kits for Teacher TrainingProfessional Development Kits for Network TrainingPrincipalTraining Calendar for Network Teams2015 Network Team InstitutesNetwork Team InstitutesNet Team Institute: March 17-20 20152014 Network Team InstitutesNetwork Team Institutes2013 Network Team InstitutesNetwork Team Institutes2012Network Team Institute: February 8-10, 2012Network Team Institute: March 12-14, Team Institute: April 16-18, 2012Network Team Team May 14-17, 2012Network Team Institute: June 5-7, 2012Network Team Institute: July 9-13, 2012Network Team Institute: August 13-17, 2012Network Team Institute: 12-13 September 2012Network Team Institute: 10-11 October 2012Network Team Institute: 26-2 November 9, 20122011 Network Team InstitutesParents and Families Next, I will use the proportions that my students have just simplified to dig a little deeper into what the proportional concept means. I'll do this by giving each rate an anchor script: As in the previous section, I will present 15/27 a comparison of girls: students in a class, but we'll discuss it as the girl-to-boys ratio (15:12) 12/30 will be presented as a lily pad ratio: frogs in a 32/40 pond will be bikers-to-skateboarders in an X-Games competition I'll simplify each ratio, emphasizing how the ratio continues to describe the relationship between numbers. For example, the 12/30 ratio simplifies to 2:5. This shows us that for every 2 pieces of lily, there are 5 frogs. When I make this point, I will ask my students to think about the pros and cons of simplifying rates from certain data. To help my students build a mental picture of what happens when we simplify rates, I will create a model as we discuss each scenario. For example, I will draw pieces of lily and frog and consider how to simplify the proportions by evenly distributing the frogs (MP2, MP4). 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The goal of this lesson is to show you how to write proportions using some situations or examples you encounter daily. Things don't always have the same size. So a natural need arises to compare quantities using parts to see how much larger a quantity is when compared to each other. For example, look at the top two piles made of red apples and apples you may not be satisfied just to know that there are more red apples. Comparing red apples with green apples using parts can help to see how many red apples there are. There are 9 red apples and 3 green apples. We can do a ratio of red apples to green apples as shown below: Trade or the answer to the above ratio equals 3 and we can completely explain the answer. It means that there are 3 times more red apples than green apples. For example, you are in a classroom. In the classroom, there are 3 males and 6 females. The male-to-female ratio is 3/6 That means that there are half of boys compared to girls in the classroom. However, the ratio of girls to boys is 6/3 6/3 equal to 2 and that means there are twice as many girls as boys in the classroom. You can also do the following ratios: The ratio of girls to the number of students in the class: 6 / 9 The ratio of boys to the number of students in the class: 3 / 9 The percentage of students in the class with girls: 9 / 6 The percentage of students in the class with boys: 9 / 3 At this time you may notice that the order is very important when determining the ratio. The number that comes after ' of ' is your number and the

number that comes after ' is your number pattern. A ratio is a comparison of two figures using division. The ratio a to b is  $a/b$  with a ratio of  $b \neq 0$ . A is a pair of numbers arranged in order, written a:b, with  $b \neq 0$ . As you can see there are many ways to express the ratio. For example, if you have 6 pencils and 2 pens all of the following are good ways to show the ratio of pen to pencil. 2:6 From each also means a ratio. For example, the number of gas miles as 50 miles per 4 gallons means 50/4. Salary as 25 dollars per hour means 25/1. The ratio of three or more quantities is called the continuing ratio. The ratio from 4 to 8 to 12 is the ratio of continuing 4:8:12. We get the ratio to continue above by combining 3 ratios. 4:8, 8:12, and 4:12. When implementing the ratio, make sure that the quantity is in the same unit first. Ratio 24 inches to 6 feet. Since 1 foot = 12 inches, 6 feet =  $6 \times 12$  inches = 72 inches. Now, you can do the ratio of 24 inches to 72 inches. It can be useful to simplify a rate sometimes such as the one immediately above. Just divide both the number and the number sample by the most common element. A small problem from: A class has 50 students and the male-to-female ratio is 2-3. How many students are women? 2 to 3 is the same thing as 20 to 30.  $20 + 30 = 50$ . So there are 30 women in this class. Take the test below to see how well you understand the lesson on this page. HomePre-a digital lessons. Ratio and proportion. Ratios. November 18, 2015. PM. Top-notch introduction to physics. A resource that stops to deeply understand important concepts in physics. Read more new math lessons. Your email is safe with us. We will only use it to inform you of new math lessons. Post.

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