

## Planning Notes

### Get Ready

- Review *part-to-part ratio*, *part-to-whole ratio*, and the different ways to write ratios (using ratio notation, as a fraction, in words).
- Remind students that they should always keep the ratios in the order that the question asks for them.
- Review how to find equivalent fractions and how to write fractions and ratios in lowest terms.
- Provide students with **BLM 4–1 Chapter 4 Problems of the Week** at the beginning of the chapter. Discuss solutions with the class as you progress through the chapter. Alternatively, you can use this blackline master as a review exercise at the end of the chapter. Have students try at least one question. Many of these problems require students to think creatively and try a variety of approaches. Students can take these problems home or work in class with other students when time permits.

### Math Link

- Begin with a discussion about building houses. Talk about the size of rooms and placement of closets, windows, doors, etc. How does a builder know how to build a house? Discuss the necessity of blueprints.
- Review unit conversions, such as  $1 \text{ m} = 100 \text{ cm}$ .
- Review the formula for area of a rectangle ( $\text{Area} = \text{length} \times \text{width}$ ) and the units to use for area ( $\text{cm}^2$ ,  $\text{m}^2$ , etc.).

### Foldable

- Use the front shutter of the Foldable to review ratios and proportion. This review is important, as students will need to understand these concepts to do enlargements and reductions, and to calculate scale factors.
- The layered book in the inside centre allows students to demonstrate their understanding of enlargements, reductions, and scale factors. They will model each of these concepts in more than one way. Discuss how each method is different and which method they prefer before they begin.
- Encourage students to draw their own examples when demonstrating the key words in Sections 4.1, 4.2, and 4.3. Check that they have correctly interpreted the meaning of each key word before having them proceed to the layered book.
- In the What I Need to Work On shutter, have students draw diagrams to help them identify areas of difficulty.