



## Differentiated Instruction

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#### Auditory/Visual

Stress the importance of reading a real-life problem and determining what question is being asked. Have students use colored pencils or markers to circle or underline key words, numbers, and units that are needed to solve the problem. Ask why it is important to identify these words. Show students how to check their work when they write an expression for a real-life problem.

*Available for every lesson in the Teaching Edition.*

*Big Ideas Math* helps you in each of the **Four Steps to Planning for Differentiated Instruction**.

- Know Your Students
- Have a Repertoire of Teaching Strategies
- Identify a Variety of Instructional Activities
- Identify Ways to Assess Student Progress

### Reteaching and Enrichment Strategies

If students need help . . .	If students got it . . .
Resources by Chapter <ul style="list-style-type: none"> <li>• Practice A and Practice B</li> <li>• Puzzle Time</li> </ul> Record and Practice Journal Practice Differentiating the Lesson Lesson Tutorials Skills Review Handbook	Resources by Chapter <ul style="list-style-type: none"> <li>• Enrichment and Extension</li> </ul> Start the next section

*Available for every lesson in the Teaching Edition.*

### Chapter 4 Chapter Overview

#### Sections 4.1–4.2

This differentiated lesson on percents, decimals, and fractions focuses on the **kinesthetic learning style** and is provided at 2 levels. Each is defined as follows.

#### Lesson 1A: Using a Model to Write Whole Number Percents as Fractions or Mixed Numbers

Lesson 1A is designed for students with no previous exposure to percents and who demonstrate a need for additional examples and practice in a hands-on kinesthetic learning style. Students work with base ten blocks to model whole number percents, percents greater than 100, and fractions whose denominators are a factor of 100. No fractional percents are encountered.

#### Lesson 1B: Using a Model to Write Whole Number Percents as Decimals and Decimals as Percents

In Lesson 1B, the connection is made between base ten block models and decimals. Students continue to use the blocks as necessary. Lesson 1B continues to support kinesthetic learners and those who may not have a solid understanding of decimal place value. To preserve the use of only whole number percents, decimals do not extend beyond the hundredths place.

#### Lesson 2A: Using a Model to Write Percents with Decimal Parts of a Percent as Fractions and Decimals

Lesson 2A is for students who have had some exposure to percents, or who learn quickly, but still benefit from a kinesthetic learning style. It can also serve as a review and extension for students who have shown success with whole number percents in Lesson 1 and are ready to move on. In Lesson 2A, the majority of percent work is done with base ten blocks. Students begin with a few whole number percents and percents greater than 100, but quickly move to percents with decimal or fractional parts. Lesson 2A supports students in their work with student text Exercises 7, 10, 12, 14, 15, and 40 of Section 4.1 and Exercises 9, 10, 13, 14, 17, 18, 22, 25, 26, 29, and 30 of Section 4.2, by providing a stronger understanding of modeling percents whose equivalent decimal place values extend beyond the hundredths place.

*Available for every chapter in the Differentiating the Lesson ancillary.*