

Notice Differentiation Strategies

Wonder the Effects for Equitable Classrooms

Activity Narrative

This activity introduces students to ratio language and notation through examples based on a collection of everyday objects. Students learn that a ratio is an association between quantities, and that this association can be expressed in multiple ways.



Activity

1. Think of a way to sort your teacher's collection into two or three categories. Record your categories in the top row of the table and the amounts in the second row.



Activity Narrative

In this activity, students continue to draw connections between a diagram and the ratios it represents. Students work in pairs to discuss different ways to use ratio language to describe discrete diagrams. They first identify statements that would cor



Activity

Elena mixed 2 cups of white paint with 6 tablespoons of blue paint.

Here is a diagram that represents this situation.



Activity Narrative

Students continue to use diagrams to represent the ratio of ingredients in a recipe as well as mixtures that contain multiple batches. They come to understand that a change in the number of



Activity

A recipe for one batch of cookies calls for 5 cups of flour and 2 teaspoons of vanilla.

1. Draw a diagram that shows the amount of flour and vanilla needed for two batches of cookies.



Activity Narrative

In this activity, students mix different numbers of batches of a color recipe to obtain a certain shade of green. They observe how multiple batches of the same recipe produce the same shade of green



Activity

Your teacher mixed milliliters of blue water and milliliters of yellow water in the ratio 5 : 15.

1. Doubling the original recipe:



Activity Narrative

In this activity, students identify what equivalent ratios have in common (a ratio equivalent to $a : b$ can be generated by multiplying both a and b by the same number) and generate equivalent ratios



Activity

The ratios 5 : 3 and 10 : 6 are **equivalent ratios**.

1. Is the ratio 15 : 12 equivalent to these? Explain your reasoning.

