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UNIT 4 LESSON 9

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| AIM: | SWBAT graph ratios on a coordinate plane |

**THINK ABOUT IT!**

This table shows the relationship between the weights of various bunches of grapes and the number of grapes in the bunch.

|  |  |
| --- | --- |
| **Number of Grapes** | **Weight (ounces)** |
| 6 | 1 |
| 12 | 2 |
| 18 | 3 |
| 24 | 4 |
| 30 | 5 |

Using the graph below, place a point that represents each ratio from the table and connect the points starting at the origin.

**Weight**

**(in ounces)**

**Number of Grapes**

6

12

18

24

30

36

1

2

3

4

5

6



Why do you think the graph you created is a straight line? Explain.

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Even though (0,0) is not in the table, does it make it make sense that it is a point on the line? Why?

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Key Point

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| A graph of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ratios is a straight line that passes through the \_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Interaction with New Material**

Ex.1) Kelly is traveling by train with her soccer team from Yonkers, NY to Morgan town, WV for a tournament. The total trip will take 8 hours and the train takes two hours to travel every 100 miles. The train schedule is provided below.

Graph the relationship between the amount of time it takes to go between each destination and the distance the team will travel to each town listed.



What does the point (6, 300) represent?

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Kelly’s team went one more stop past Morgantown, WV after their soccer game. Could the point (10, 500) represent the next stop? Why?

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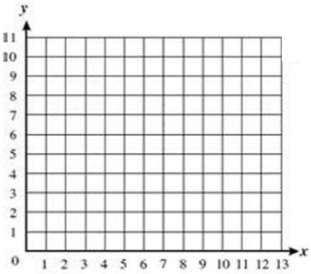
**PARTNER PRACTICE**

CFS for top quality work

* + Problem is annotated with margin notes to provide additional meaning
  + Ratio table or double number line diagram is drawn accurately and are clearly labeled
  + Coordinate pairs are identified
  + Axes and coordinate pairs on coordinate plane are clearly labeled
  + Answer statement is written

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| *Bachelor Level* |

1. Graph the ratios in the table below.



Explain why the ratios form a straight line when graphed.

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Why does it make sense that the graph passes through the origin?

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| *Master Level* |

1. The table below shows the relationship between the number of ounces in various sized boxes of Cheerios and the number of Cheerios in the box.

|  |  |
| --- | --- |
| Weight (in ounces) | Number of Cheerios |
| 15 | 4,500 |
| 20 | 6,000 |
| 5 | 1,500 |
| 10 | 3,000 |

Using the template below, make a graph showing the relationship between the number of ounces in a box of Cheerios and the actual number of Cheerios in the box.



1. What does the point (14, 4,500) represent? How do you know?

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1. Are the ratios in the table equivalent? Provide two reasons for how you know.

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**INDEPENDENT PRACTICE**

CFS for top quality work

* + Problem is annotated with margin notes to provide additional meaning
  + Ratio table or double number line diagram is drawn accurately and are clearly labeled
  + Coordinate pairs are identified
  + Axes and coordinate pairs on coordinate plane are clearly labeled
  + Answer statement is written

|  |
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| *Bachelor Level* |

1. Dominic works on the weekends and on vacations from school mowing lawns in his neighborhood. For every lawn he mows, he charges $12. Complete the table. Then determine ordered pairs, and create a labeled graph.



* 1. How many lawns will Dominic need to mow in order to make $120?
  2. What does the point (6, 72) represent in the context of the problem?

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* 1. Does it make sense that the graph of the points is a straight line? Why?

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| *Master Level* |

1. Leroy’s Kitchen serves 3 hamburgers for every 4 chicken sandwiches daily. Create a double number line diagram that shows how many chicken sandwiches they will sell if they sell 6 hamburgers, 9 hamburgers or 12 hamburgers. Then, graph the relationship.



* 1. What does the point (6, 8) represent?
  2. What coordinate pair represents how many hamburgers Leroy’s would sell if they sold 56 chicken sandwiches?
  3. Would the coordinate pair (24, 36) be on the graph? Why?

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1. Three oranges cost $2.00. Anna has $16.00. How many oranges could she buy for $16.00? Use the graph below to solve the problem.



* 1. Name three other points that would fall on the graph above. Explain how you know.

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| *PhD Level* |

1. Write a story context that would be represented by the ratio 1:4. Then, create a table of values and graph to match the context.



**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

CFS for top quality work

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  + Ratio table or double number line diagram is drawn accurately and are clearly labeled
  + Coordinate pairs are identified
  + Axes and coordinate pairs on coordinate plane are clearly labeled
  + Answer statement is written

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EXIT TICKET**

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| Self-assessment | I mastered the learning objective today. | I am almost there. | Need more practice and feedback. |
| Teacher feedback | You mastered the learning objective today. | You are almost there. | You need more practice and feedback. |

1. At a restaurant, for every 13 people that come in, they always push together 3 tables. How many tables will they use to seat 13, 26, 39 and 52 people? Make a ratio table and graph of equivalent ratios on a labeled graph.



1. What does the point at (39,9) represent in the context of the problem?

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1. Why does it make sense that the line you graphed is straight given what you know about equivalent ratios?

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1. Why does it make sense that the line passes through the origin in the context of the problem? (Write your answer on the next page)