**Math modeling unit and activity** - example layout of description

Activity name: \_\_\_*Trip to the Amusement Park*\_\_\_\_

Big Idea(s)/ Concept(s)/major math area(s): \_\_*Application to linear equations*\_\_\_\_\_\_\_

Grade level(s): \_\_\_\_\_\_\_\_\_\_9-12\_\_\_\_\_\_

**Math (and science?) Standards included:** \_\_\_Math Al.L.4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Procedure overview/ teacher directions** ........................

**Lesson details**, expected timing, including: 45 minutes, this lesson will be presented after graphing lines from an equation (y = mx + b) and table

The lesson may consist of one or more sequential activities leading to and using the “big idea” of the lesson.

**Part 1** Initial whole group discussion – An amusement park charges a $5 entry fee per person and $3 for every ride ridden each time.

**Part 2** Student group activity/pre-activity (with/without whiteboard) – With whiteboards each group will:

* Define the variables
* Represent the given situation as a linear equation
* Represent the given situation as a graph (label axis and name the graph)
* Represent the given situation as a table with 5 x-values
* Write your equation using words

**Part 3** Student group activity (with/without whiteboard) – 20 minutes into the activity the groups will be directed to present their whiteboards to the class and questions can be asked

**Part 4** – A follow up worksheet will be handed out after whiteboard presentations

**Part 5 Final discussion** – teacher directed (how many rides would you have to ride for the all-inclusive package to be worth it?)