

Skill 29: Use Numbers

Students will be able to (SWBAT):

1. Define the skill **Use Numbers** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill **Use Numbers**.

Provided Materials:

- Skill 29: **Use Numbers** – On the Job
- Skill 29: **Use Numbers** – Development Plan

Skill Definition: **Use Numbers** means applying mathematical and statistical tools in everyday life.

Warm Up Brainstorm (5-10 minutes): Write the provided skill definition on the board for students to copy and ask your class who they think uses math in real life. Provide a few examples to illustrate your point that everyone needs to use math at some point, and then ask students if they can think of any real-world examples of using numbers:

- Your boss tells you you're getting a 5% raise (or pay cut). Calculate what that means for your overall pay and what that means for your expenses in the coming months.
- You're taking a long car trip, and you need to make multiple stops for gas, so you need to plot a route with stops based on the miles per gallon of your car, requiring calculations.

Guided Activity (20-25 minutes): Give each student a copy of the handout **Skill 29: Use Numbers – On the Job** and assign each student a different occupation or role (you can duplicate professions if you want, and let students work in partners). Students should think of all the different ways/opportunities they would use numbers in the occupation or role you give them (they could add more bubbles if they have more ideas!). Circulate the room while they are doing this to give them ideas if/when they are stuck. When everyone is done, ask students to share some examples and post all of their papers on a wall or bulletin board to give them a visual idea of how many different ways numbers are used in real careers. Some answers could be somewhat generic (as in, everyone gets a paycheck so being able to balance their budget is something that everyone should be able to do) but some should be more role-specific (as in, teachers need to be able to calculate grades).

Conclude by reminding students that using numbers will be an important skill throughout their lives.

Here is a list of careers you could use for students to complete the handout:

- | | | |
|-----------------------------|--|------------------------|
| ▪ Teacher | ▪ Magazine editor/publisher | ▪ Novel/fiction writer |
| ▪ Nutritionist | ▪ Manager of a large store (like Target) | ▪ Mechanic |
| ▪ Campaign manager | ▪ Car salesman | |
| ▪ Lawyer | ▪ Military Officer | |
| ▪ Journalist | ▪ Truck Driver | |
| ▪ Mortgage broker | ▪ Nurse | |
| ▪ Jeweler | ▪ Small business owner | |
| ▪ Doctor | ▪ Engineer | |
| ▪ Major TV network employee | | |
| ▪ Fashion designer | | |



Independent Practice (5-10 minutes): Students complete the **Skill 29: *Use Numbers* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 29 in their initial **Student Skills Assessment**.

Extension Activities:

- Add components to your students' assignments that require them to do some mathematical calculations or to use numbers in some way, even if you are not their math teacher.

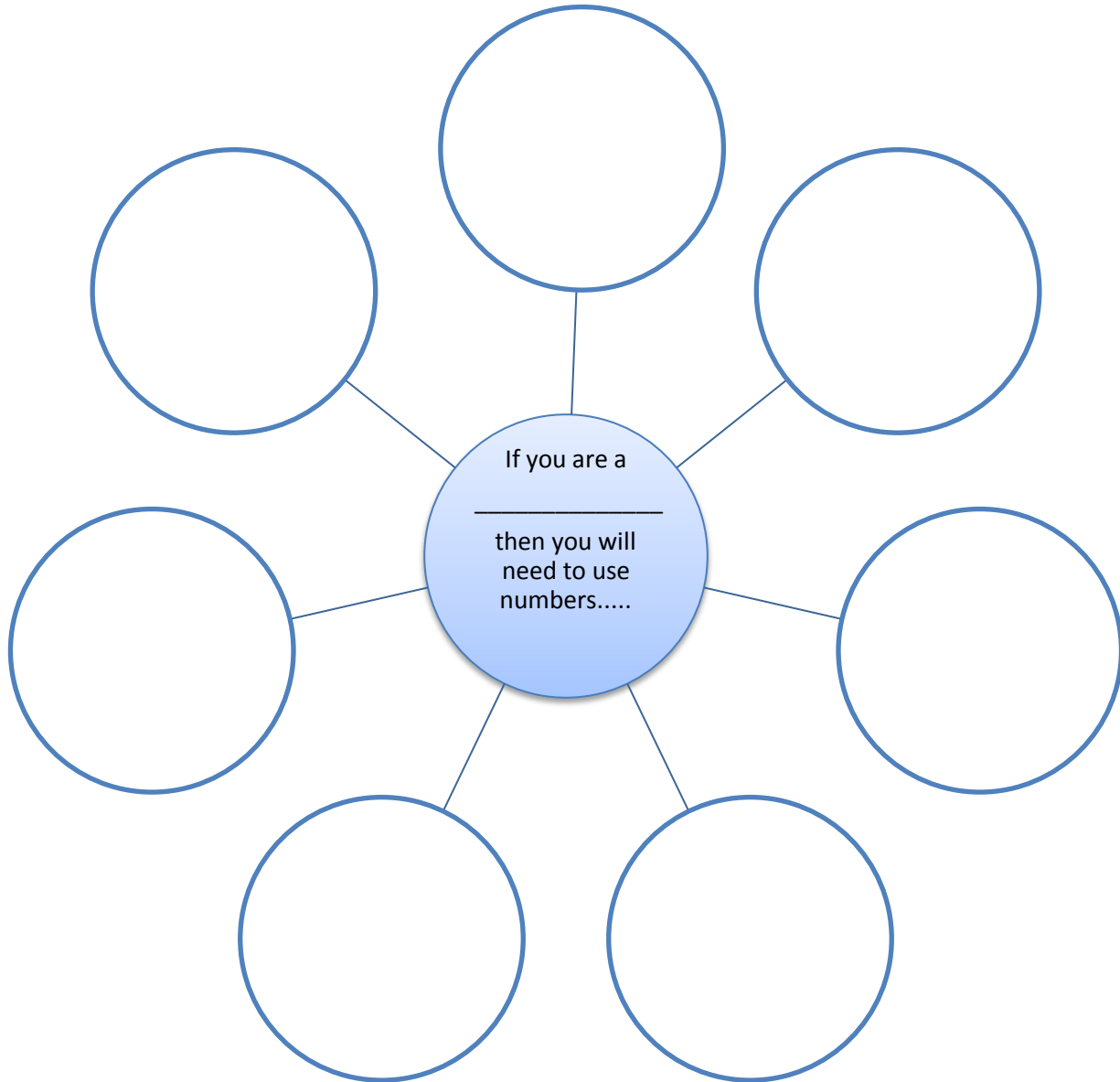


Skill 29: Use Numbers – On the Job

Name: _____

Date: _____

Directions: Fill in the bubbles below for the occupation or role that your teacher assigned you to be. Try to think of all the ways that math will be relevant in that occupation or role in the future.



Skill 29: *Use Numbers* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

