

Unit 2 Common Core State Standards

6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	6.NS. 2 Fluently divide multi-digit numbers using the standard algorithm.	6.NS.3 Fluently add, subtract, multiply, and divide using the standard algorithm for each operation.	6.NS.3c Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part of a percent.	6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor
---	--	---	---	--

Unit 2 Essential Questions:

- *How are Fractions, Decimals, and Percents Related?*
- *How can the quotients of fractions be modeled?*
- *How can knowledge of operations with fractions be applied to operations with decimals and percents?*

Number Sense:

- *Ways to make a number*
- *Ways to solve a math problem mentally*

Monday Engage NY Lesson 2-17

Objective: Students apply divisibility rules, specifically for 33 and 99, to understand factors and multiples.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 2-17
3. Exit Ticket:
4. Homework: Engage NY Lesson 2-17 Problem Set/Homework

Tuesday Engage NY Lesson 2-18

Objective: Students find the least common multiple and greatest common factor and apply knowledge of factors to use the distributive property.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=Xg9NgvO8g6Q> AND <https://www.youtube.com/watch?v=31M99xiNqm4>
2. Classwork: Engage NY Lesson 2-18 Examples 1-2 Stations 1-4
3. Exit Ticket: 1.) *Find the LCM and GCF of 12 and 15* 2.) *Write two numbers, neither of which are 8, whose GCF is 8* 3.) *Write two numbers, neither of which is 28, whose LCM is 28. AND Complete the chart (located on the exit ticket print out)*
4. Homework: Engage NY Lesson 2-18 Problem Set/Homework

Wednesday Unit 2 Review and MARS Performance Task

Objective: Students will review and study all standards that were covered throughout Unit 2.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Student Review and Lancer Notes
3. Exit Ticket: Review
4. Homework: Review Sheet/Study Guide- Study for Unit 2 TEST Tomorrow!

Thursday & Friday Unit 2 Final TEST

Objective: Students will take an assessment on Unit 2.

Agenda:

5. Warm up: Fraction/Percent of the Day AND Video:
6. Homework: Compass Learning

Mrs. Rayman's Daily Instructional Plan- Grade 6 Math

	Monday	Tuesday	Wednesday	Thursday	Friday
Accessing Prior Knowledge - <i>Where</i> are your students headed? Where have they been? How will you make sure the students know where they are going?	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=_jcW-ZgpRbM	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:
Guided Practice - What events will help students <i>experience and explore</i> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Direct Instruction: Engage NY Lesson 2-17	Direct Instruction: Engage NY Lesson 2-18 Examples 1-2 Stations 1-4	Direct Instruction: Lancer Notes/Review Sheet for Unit 2	Unit 2 FINAL TEST and Make Corrections and Review Mid Unit 2 Test	Unit 2 FINAL TEST and Make Corrections and Review Mid Unit 2 Test
Independent Practice - How will you cause students to <i>reflect and rethink</i> ? How will you guide them in rehearsing, revising, and refining their work? How will students work together to ensure mastery for all?	Student Notes and Homework: Engage NY Lesson 2-17 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-18 Problem Set/Homework	Student Notes and Homework: Student Review and Lancer Notes	Student Notes and Homework: Compass Odyssey	Student Notes and Homework: Compass Odyssey
Assessing Knowledge - How will you help students to <i>exhibit and self-evaluate</i> their growing skills, knowledge, and understanding throughout the unit?	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations
Differentiation/Accommodation - How will you <i>tailor</i> and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments
Learner Outcome - How will students <i>demonstrate</i> , as a result of lesson, their level of mastery? <ul style="list-style-type: none"> • Understand • Know • Do 	Students apply divisibility rules, specifically for 33 and 99, to understand factors and multiples.	Students find the least common multiple and greatest common factor and apply knowledge of factors to use the distributive property.	Students will review and study all standards that were covered throughout Unit 2.	Students will take the Unit 2 Assessment.	Students will take the Unit 2 Assessment.

Unit 3 Common Core State Standards

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6.NS. 6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a numbers is the numbers itself, $-(-3)= 3$, and that 0 is its own opposite.	6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
---	---	--	---

Unit 3 Essential Questions:

- *How do graphing points on the coordinate system help in solving problems?*
- *How does absolute value help us to understand distance on a coordinate plane and support a deeper understanding of the relationship between positive and negative rational numbers?*

Number Sense:

- *Count around the room*
- *Ways to make a number*
- *Organic number line*

Monday Engage NY Lesson 3-13 OR 14 (See Pacing Guide)

Objective: Students apply understanding of order and absolute value when examining real-world scenarios. Students realize, for instance, that the depth of a location below sea level is the absolute value of a negative number, while the height of an object above sea level is the absolute value of a positive number.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=LxIIUeusDYY>
2. Classwork: Engage NY Lesson 3-13 Examples 1-2 and Exercises 1-6
3. Homework: Engage NY Lesson 3-13 Problem Set/Homework

Tuesday Engage NY Lesson 3-15

Objective: Students extend their understanding of the coordinate plane to include all four quadrants and recognize that axes (identified as the x-axis and the y-axis) of the coordinate plane divide the plane into four regions called quadrants. They identify the origin and locate points other than the origin, which lie on an axis. They can locate points in the coordinate plane that correspond to given ordered pairs of integers and other rational numbers.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=LxIIUeusDYY>
2. Classwork: Engage NY Lesson 3-15 Examples 1-3 and Exercises 1-6
3. Homework: Engage NY Lesson 3-15 Problem Set/Homework

Wednesday Engage NY Lesson 3-16

Objective: Students understand that two numbers are said to differ only by the signs if they are opposite of each other. Students recognize that when two ordered pairs differ only by the sign of one or both of the coordinates, then the locations of the points are related by reflections across one or both axes.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 3-16 Examples 1-2 and Exercises 1-2
3. Homework: Engage NY Lesson 3-16 Problem Set/Homework

Thursday Unit 3 MID Unit Assessment

Objective: Students will work on their own learning path on www.thelearningodyssey.com All students are expected to complete at least 3-4 activities and achieve an 80% or higher on each (if applicable)

Agenda:

1. Warm up: Fraction/Percent of the Day
2. Classwork: Compass Odyssey: www.thelearningodyssey.com
3. Exit Ticket: Rate/Evaluate how you performed in math class today.
4. Homework: Complete Compass Odyssey Extra Credit and/or Finish/Complete any unfinished work from this week.

Friday Engage NY Lesson 3-17

Objective: Students draw a coordinate plane on graph paper in two steps (1) Draw and label the horizontal and vertical axis; (2) Mark the number scale on each axis. Given some points as ordered pairs, students make reasonable choices for scales on both axes and locate and label the points on graph paper.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=1O12C9EcdFo> and <https://www.youtube.com/watch?v=r16l6LB2YbQ>
2. Classwork: Engage NY Lesson 3-17 Examples 1-4
3. Homework: Engage NY Lesson 3-17 Problem Set/Homework

Mrs. Rayman's Daily Instructional Plan- Grade 6 Advanced Math

	Monday	Tuesday	Wednesday	Thursday	Friday
Accessing Prior Knowledge - Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:	Warm up: Fraction/Percent of the Day AND Video:
Guided Practice - What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Direct Instruction: Engage NY Lessons 3-14	Direct Instruction: Engage NY Lesson 3-15 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 3-16 Examples 1-2 and Exercises 1-6	Direct Instruction: Unit 3 Mid Unit TEST	Direct Instruction: Engage NY Lessons 3-17
Independent Practice - How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work? How will students work together to ensure mastery for all?	Student Notes and Homework: Engage NY Lesson 3-14 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 3-15 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 3-16 Problem Set/Homework	Unit 3 Mid Unit Test	Student Notes and Homework: Engage NY Lesson 3-17 Problem Set/Homework
Assessing Knowledge - How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations	Exit Tickets and Teacher Observations	Unit 3 Mid Unit Test	Exit Tickets and Teacher Observations
Differentiation/Accommodation - How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments	Pre written vocabulary & notes, extended time, preferential seating, reduced assignments
Learner Outcome - How will students demonstrate , as a result of lesson, their level of mastery? <ul style="list-style-type: none"> ● Understand ● Know ● Do 	Students use ordered pairs to name points in a grid and to locate points on a map. Students identify the first number in an ordered pair as the <i>first coordinate</i> and the second number as the <i>second coordinate</i> .	Students extend their understanding of the coordinate plane to include all four quadrants and recognize that axes (identified as the x-axis and the y-axis) of the coordinate plane divide the plane into four regions called quadrants. They identify the origin and locate points other than the origin, which lie on an axis. They can locate points in the coordinate plane that correspond to given ordered pairs of integers and other rational numbers.	Students understand that two numbers are said to differ only by the signs if they are opposite of each other. Students recognize that when two ordered pairs differ only by the sign of one or both of the coordinates, then the locations of the points are related by reflections across one or both axes.	Students will take the Unit 3 Mid Unit Test that covers all standards that were covered throughout the first half of Unit 3.	Students draw a coordinate plane on graph paper in two steps (1) Draw and label the horizontal and vertical axis; (2) Mark the number scale on each axis. Given some points as ordered pairs, students make reasonable choices for scales on both axes and locate and label the points on graph paper.