

**Unit 2 Common Core State Standards**

<b>6.NS.1</b> 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.	<b>6.NS. 2</b> Fluently divide multi-digit numbers using the standard algorithm.	<b>6.NS.3</b> Fluently add, subtract, multiply, and divide using the standard algorithm for each operation.	<b>6.NS.3c</b> Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part of a percent.	<b>6.NS.4</b> 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
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**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*

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**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

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Accessing Prior Knowledge</b> - <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: <a href="https://www.youtube.com/watch?v=_jcW-ZgpRbM">https://www.youtube.com/watch?v=_jcW-ZgpRbM</a>	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:
<b>Guided Practice</b> - 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
<b>Independent Practice</b> - 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
<b>Assessing Knowledge</b> - 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
<b>Differentiation/Accommodation</b> - 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
<b>Learner Outcome</b> - How will students <i>demonstrate</i> , as a result of lesson, their level of mastery? <ul style="list-style-type: none"> <li>• Understand</li> <li>• Know</li> <li>• Do</li> </ul>	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**

<b>6.NS.5</b> 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.	<b>6.NS. 6</b> 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.	<b>6.NS.6a</b> 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.	<b>6.NS.6c</b> 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.
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**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*

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**Monday Engage NY Lesson 3-18**

Objective: Students compute the length of horizontal and vertical line segments with integer coordinates for end points in the coordinate plane by counting the number of units between end points and using absolute value.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=CARkStA-QSc>
2. Classwork: Engage NY Lesson 3-18 Examples 1-3
3. Homework: Engage NY Lesson 3-18 Problem Set/Homework

## **Tuesday Engage NY Lesson 3-19**

Objective: Students solve problems related to the distance between points that lie on the same horizontal or vertical line. Students use the coordinate plane to graph points, line segments, and geometric shapes in various quadrants and then use the absolute value to find the related points. Students will review all standards for Unit 3 and go through a series of questions to study for the Unit 3 Test

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: [https://www.youtube.com/watch?v=\\_QsR8xPCgc](https://www.youtube.com/watch?v=_QsR8xPCgc)
2. Classwork: Engage NY Lesson 3-19 Exercises 1-7
3. Homework: Engage NY Lesson 3-19 Problem Set/Homework

## **Wednesday: Unit 3 Review**

Objective: Students will review all of the standards that they have learned throughout Unit 3 and work on a Unit 3 Review to study and reinforce standards learned.

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Unit 3 Review
6. Homework: Compass Learning for Extra Credit

## **Thursday AND Friday: Unit 3 MARS Assessment and Unit 3 Assessment**

Objective: Students will take the Unit 3 Assessment to determine what they have learned throughout unit 3.

Agenda:

7. Warm up: Fraction/Percent of the Day AND Video:
8. Classwork: MARS Assessment and Unit 3 Review
9. Homework: Compass Learning for Extra Credit

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Accessing Prior Knowledge</b> - <b>Where</b> 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:
<b>Guided Practice</b> - What events will help students <b>experience and explore</b> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Direct Instruction: Engage NY Lesson 3-18	Direct Instruction: Engage NY Lessons 3-19	Direct Instruction: Unit 3 Review	Direct Instruction: Unit 3 TEST	Direct Instruction: Unit 3 TEST
<b>Independent Practice</b> - How will you cause students to <b>reflect and rethink</b> ? 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 3-18 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 3-19 Problem Set/Homework	Student Notes and Homework: Student Work Pages	Student Notes and Homework: Student Work Pages	Student Notes and Homework: Student Work Pages
<b>Assessing Knowledge</b> - How will you help students to <b>exhibit and self-evaluate</b> 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
<b>Differentiation/Accommodation</b> - How will you <b>tailor</b> 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
<b>Learner Outcome</b> - How will students <b>demonstrate</b> , as a result of lesson, their level of mastery? <ul style="list-style-type: none"> <li>● Understand</li> <li>● Know</li> <li>● Do</li> </ul>	Students compute the length of horizontal and vertical line segments with integer coordinates for end points in the coordinate plane by counting the number of units between end points and using absolute value.	Students solve problems related to the distance between points that lie on the same horizontal or vertical line. Students use the coordinate plane to graph points, line segments, and geometric shapes in various quadrants and then use the absolute value to find the related points.	Students will review all of the standards that they have learned throughout Unit 3 and work on a Unit 3 Review to study and reinforce standards learned.	Students will take the Unit 3 Assessment to determine what they have learned and if they have mastered all of the objectives taught throughout unit 3.	Students will take the Unit 3 Assessment to determine what they have learned and if they have mastered all of the objectives taught throughout unit 3.