

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.	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.
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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*

Monday Sub Plans/Packet- Review Plotting Points on a Coordinate Plane

Tuesday Sub Plans/Packet- Review Plotting Points on a Coordinate Plane

Wednesday Engage NY Lesson 4-18

Objective: Students use variables to write expressions involving addition and subtraction from real-world problems. Students evaluate these expressions when given the value of the variable.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-18 Examples 1-2 and Exercises 1-6
3. Homework: Engage NY Lesson 4-18 Problem Set/Homework

Thursday Engage NY Lesson 4-19

Objective: Students develop expressions involving addition and subtraction from real-world problems. Students evaluate these expressions for given values.

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Engage NY Lesson 4-19 Examples 1-2 and Exercises 1-9
6. Homework: Engage NY Lesson 4-19 Problem Set/Homework

Friday- NO SCHOOL- MID WINTER BREAK!

Mrs. Rayman's Daily Instructional Plan- Grade 6 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:	No School Mid Winter Break
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:	Direct Instruction: Engage NY	Direct Instruction: Engage NY Lessons 3-18	Direct Instruction: Engage NY Lesson 4-19	
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:	Student Notes and Homework:	Student Notes and Homework: Engage NY Lesson 3-18 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-19 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	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	
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 variables to write expressions involving addition and subtraction from real-world problems. Students evaluate these expressions when given the value of the variable.	Students develop expressions involving addition and subtraction from real-world problems. Students evaluate these expressions for given values.	

*Mrs. Rayman's 6th Grade Advanced Math
Weekly Lesson Plans*

Date: Week of February 17, 2019

Unit 4 Common Core State Standards

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.	6.EE.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations)	6.EE.3 Apply the properties of operations to generate equivalent expressions.	6.EE.4 Identify when two expressions are equivalent (i.e. when the two expressions name the same number regardless of which value is substituted into them).
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Unit 4 Essential Questions:

- *How can one use algebraic symbols to write equations and inequalities representing real-world situations?*
- *How can one solve one-step equations and use substitution to determine if a given value is a solution?*

Number Sense:

- *Ways to make an equivalent expression*
- *Ways to make a solution*
- *Always, sometimes, never*
- *What's my rule?*

Monday Sub Plans/Packet- Review Plotting Points on a Coordinate Plane

Tuesday Sub Plans/Packet- Review Plotting Points on a Coordinate Plane

Wednesday Engage NY Lesson 4-21

Objective: Students develop formulas involving multiplication and addition from real-world problems. Students evaluate these formulas for given values.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-21
3. Homework: Engage NY Lesson 4-21 Problem Set/Homework

Wednesday Engage NY Lesson 4-23

Objective: Students explain what the equality and inequality symbols including =, <, >, represent. They determine if a number sentence is true or false based on the given symbol.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-23
3. Homework: Engage NY Lesson 4-23 Problem Set/Homework

Thursday Engage NY Lesson 4-24

Objective: Students identify values for the variables in equations and inequalities that result in true and false number sentences.

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Engage NY Lesson 4-24
6. Homework: Engage NY Lesson 4-24 Problem Set/Homework

Thursday Engage NY Lesson 4-25

Objective: Students learn the definition of solution in the context of placing a value into a variable to see if that value makes the equation true.

Agenda:

7. Warm up: Fraction/Percent of the Day AND Video:
8. Classwork: Engage NY Lesson 4-25
9. Homework: Engage NY Lesson 4-25 Problem Set/Homework

Friday- NO SCHOOL- MID WINTER BREAK!

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:	Direct Instruction:	Direct Instruction: Engage NY Lesson 4-21 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 4-24 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 4-25
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:	Student Notes and Homework:	Student Notes and Homework: Engage NY Lesson 4-21 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-24 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-25 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	Exit Tickets and Teacher Observations	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 develop formulas involving multiplication and addition from real-world problems. Students evaluate these formulas for given values.	Students identify values for the variables in equations and inequalities that result in true and false number sentences.	Students learn the definition of solution in the context of placing a value into a variable to see if that value makes the equation true.