

**Unit 4 Common Core State Standards**

<b>6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents.	<b>6.EE.2</b> Write, read, and evaluate expressions in which letters stand for numbers.	<b>6.EE.2c</b> 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)	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions.	<b>6.EE.4</b> Identify when two expressions are equivalent (i.e. when the two expressions name the same number regardless of which value is substituted into them).
--	---	---	--	---

**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 Engage NY Lesson 4-7**

Objective: Students understand that a letter represents one number in an expression. When that number replaces the letter, the expression can be evaluated to one number.

Agenda:

1. Warm up: Fraction/Percent of the Day
2. Classwork: Engage NY Lesson 4-7
3. Exit Ticket: Rate/Evaluate how you performed in math class today.
4. Homework: Engage NY Lesson 4-7 Homework/Problem Set

### **Tuesday Engage NY Lesson 4-9 & 4-10**

Objective: Students write expressions that record addition and subtraction operations with numbers/. Students identify parts of an expression using mathematical terms for multiplication. They view one or more parts of an expression as a single entity.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://youtu.be/NybHckSEQBI>
2. Classwork: Engage NY Lesson 4-9 and 4-10
3. Homework: Engage NY Lesson 4-9 & 4-10 Problem Set/Homework

### **Wednesday Engage NY Lesson 4-11**

Objective: Students model and write equivalent expressions using the distributive property. They move from expanded form to factored form of an expression.

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Engage NY Lesson 4-11
6. Homework: Engage NY Lesson 4-11 Problem Set/Homework

### **Thursday Engage NY Lesson 4-12**

Objective: Students model and write equivalent expressions using the distributive property. They move from the factored form to the expanded form of an expression.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-12
3. Homework: Engage NY Lesson 4-12 Problem Set/Homework

# **Friday- No School- Mid Winter Break~**

# 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:	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 4-7	Direct Instruction: Engage NY Lesson 4-9 & 10	Direct Instruction: Engage NY Lessons 4-11	Direct Instruction: Engage NY Lesson 4-12 Examples 1-2 and Exercises 1-6	
<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 4-7 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-9 & 4-10 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-11 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-12 Problem Set/Homework	
<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	
<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	
<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 understand that a letter represents one number in an expression. When that number replaces the letter, the expression can be evaluated to one number.	Students write expressions that record addition and subtraction operations with numbers/. Students identify parts of an expression using mathematical terms for multiplication. They view one or more parts of an expression as a single entity.	Students model and write equivalent expressions using the distributive property. They move from the factored form to the expanded form of an expression.	Students model and write equivalent expressions using the distributive property. They move from the factored form to the expanded form of an expression.	

**Unit 4 Common Core State Standards**

<b>6.EE.1</b> Write and evaluate numerical expressions involving whole-number exponents.	<b>6.EE.2</b> Write, read, and evaluate expressions in which letters stand for numbers.	<b>6.EE.2c</b> 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)	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions.	<b>6.EE.4</b> Identify when two expressions are equivalent (i.e. when the two expressions name the same number regardless of which value is substituted into them).
--	---	---	--	---

**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 Engage NY Lesson 4-20**

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

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-20
3. Homework: Engage NY Lesson 4-20 Problem Set/Homework

### **Tuesday 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:

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

### **Wednesday Engage NY Lesson 4-22**

Objective: Students evaluate and write formulas involving exponents for given values in real-world problems.

Agenda:

7. Warm up: Fraction/Percent of the Day AND Video:
8. Classwork: Engage NY Lesson 4-22
9. Homework: Engage NY Lesson 4-22 Problem Set/Homework

### **Thursday 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

# **No School Friday- Mid Winter Break~**

# 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:	
<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 Lessons 4-20	Direct Instruction: Engage NY Lesson 4-21 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 4-22	Direct Instruction: Engage NY Lessons 4-23	
<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 4-20 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-21 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-22 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-23 Problem Set/Homework	
<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	
<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	
<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 develop expressions involving multiplication and division from real-world problems. Students evaluate these expressions for given values.	Students develop formulas involving multiplication and addition from real-world problems. Students evaluate these formulas for given values.	Students evaluate and write formulas involving exponents for given values in real-world problems.	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.	