

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 Engage NY Lesson 4-6

Objective: Students evaluate numerical expressions. They recognize that in the absence of parentheses, exponents are evaluated first.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=S3IEeCyUWWA>
2. Classwork: Engage NY Lesson 4-6
3. Homework: Engage NY Lesson 4-6 Problem Set/Homework

Tuesday 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

Wednesday 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

Thursday 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:

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

Friday 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

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:	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 4-6 Examples 1-2 and Exercises 1-6	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
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 4-6 Problem Set/Homework	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
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 evaluate numerical expressions. They recognize that in the absence of parentheses, exponents are evaluated first.	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

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 Engage NY Lesson 4-27

Objective: Students solve one-step equations by relating an equation to a diagram. Students check to determine if their solutions make the equations true.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-27 Examples 1-2 and Exercises 1-2
3. Homework: Engage NY Lesson 4-27 Problem Set/Homework

Tuesday Engage NY Lesson 4-28

Objective: Students calculate the solutions of two-step equations by using their knowledge of order of operations and the properties of equality for addition, subtraction, multiplication, and division. Students employ tape diagrams to determine if their solutions make the equations true.

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Engage NY Lesson 4-28 Examples 1-3 and Exercises 1-6
6. Homework: Engage NY Lesson 4-28 Problem Set/Homework

Wednesday Engage NY Lesson 4-34

Objective: Students recognize that inequalities where a variable and is a fixed number, have infinitely many solutions when the values of come from a set of rational numbers.

Agenda:

1. Warm up: Ways to Make a Number AND Video:
2. Classwork: Engage NY Lesson 4-34 Examples 1-2 and Exercises 1-2
3. Homework: Engage NY Lesson 4-34 Problem Set/Homework

Thursday Review and MARS Assessment for Unit 4

Objective: MARS Assessment and Review of Unit 4 Standards

Agenda:

4. Warm up: Ways to Make a Number AND Video:
5. Classwork: Review
6. Homework: Review Packet and Study for Unit 4 Test

Friday Compass Odyssey and Unit 4 Final 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.

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: Ways to Make a Number of the Day AND Video: :	Warm up: Ways to Make a Number 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 Lesson 4-26 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lessons 4-27	Direct Instruction: Engage NY Lesson 4-28 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lessons 4-34	Direct Instruction: Engage NY Lessons: Review
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 4-26 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-27 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-28 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-34 Problem Set/Homework	Student Notes and Homework: Review
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 solve one-step equations by relating an equation to a diagram. Students check to determine if their solutions make the equations true.	Students solve one-step equations by relating an equation to a diagram. Students check to determine if their solutions make the equations true.	Students calculate the solutions of two-step equations by using their knowledge of order of operations and the properties of equality for addition, subtraction, multiplication, and division. Students employ tape diagrams to determine if their solutions make the equations true.	Students recognize that inequalities where a variable and is a fixed number, have infinitely many solutions when the values of come from a set of rational numbers.	MARS Assessment and Review of Unit 4 Standards