

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 4-21

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

Tuesday Engage NY Lesson 4-22

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

Agenda:

4. Warm up: Fraction/Percent of the Day AND Video:
5. Classwork: Engage NY Lesson 4-22
6. Homework: Engage NY Lesson 4-22 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

Friday 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

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 4-21 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 4-22	Direct Instruction: Engage NY Lessons 4-23	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 <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 4-21 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	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 <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 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.	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.

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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 6-3

Objective: Students create a dot plot of a given data set. Students summarize a given data set using equal length intervals and construct a frequency table. Based on a frequency table, students describe the distribution.

Agenda:

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

Tuesday Engage NY Lesson 6-4

Objective: Students construct a frequency histogram. Students recognize that the number of intervals may affect the shape of a histogram.

Agenda:

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

Wednesday Engage NY Lesson 6-6

Objective: Students define the center of data distribution by a “fair share” value called a mean. Students connect the “fair share” concept with a mathematical formula for finding the mean.

Agenda:

1. Warm up: Ways to Make a Number AND Video:
2. Classwork: Engage NY Lesson 6-6 Examples 1-3 and Exercises 1-4
3. Homework: Engage NY Lesson 6-6 Problem Set/Homework

Thursday Engage NY Lesson 6-7

Objective: Students characterize the center of a distribution by its mean in the sense of a balance point. Students understand that the mean is a balance point by calculating the distances of the data points from the mean and call the distances, deviations.

Agenda:

4. Warm up: Ways to Make a Number AND Video:
5. Classwork: Engage NY Lesson 6-7 Examples 1-6
6. Homework: Engage NY Lesson 6-7 Problem Set/Homework

Friday Engage NY Lesson 6-8

Objective: Students interpret the mean of a data set as a “typical” value. Students compare and contrast two small data sets that have the same mean but different amounts of variability.

Agenda:

7. Warm up: Ways to Make a Number AND Video:
8. Classwork: Engage NY Lesson 6-8 Examples 1-3
9. Homework: Engage NY Lesson 6-8 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: Ways to Make a Number 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:	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 6-3 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lesson 6-4 Examples 1-4	Direct Instruction: Engage NY Lesson 6-6 Examples 1-2 and Exercises 1-6	Direct Instruction: Engage NY Lessons 6-7	Direct Instruction: Engage NY Lessons: 6-8
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 6-3 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-4 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-6 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-7 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-8 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 create a dot plot of a given data set. Students summarize a given data set using equal length intervals and construct a frequency table. Based on a frequency table, students describe the distribution.	Students construct a frequency histogram. Students recognize that the number of intervals may affect the shape of a histogram.	Students define the center of data distribution by a "fair share" value called a mean. Students connect the "fair share" concept with a mathematical formula for finding the mean.	Students characterize the center of a distribution by its mean in the sense of a balance point. Students understand that the mean is a balance point by calculating the distances of the data points from the mean and call the distances, deviations.	Students interpret the mean of a data set as a "typical" value. Students compare and contrast two small data sets that have the same mean but different amounts of variability.