

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).
--	---	---	--	---

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 4-32

Objective: Students analyze equations in two variables, choose an independent variable and dependent variable, make a table, and make a graph for the equation by plotting points in the table.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 4-32 Examples 1-2 and Exercises 1-3
3. Homework: Engage NY Lesson 4-32 Problem Set/Homework

Tuesday 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

Wednesday Review and MARS Assessment for Unit 4

Objective: MARS Assessment and Review of Unit 4 Standards

Agenda:

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

Thursday MARS Assessment and TEST for Unit 4

Objective: MARS Assessment and TEST for Unit 4

Agenda:

4. Warm up: Ways to Make a Number AND Video:
5. Classwork: Test
6. Homework: Unit 4 Test

Friday Unit 5 Vocabulary

Objective: Become familiar with the Unit 5 Vocabulary prior to beginning the unit

Agenda:

7. Warm up: Ways to Make a Number AND Video:
8. Classwork: Vocabulary Assignment
9. Homework: Finish any definitions that were not completed in class.

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: 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 4-32 Examples 1-2 and Exercises 1-3	Direct Instruction: Engage NY Lessons 4-34	Direct Instruction: Engage NY Lessons: Review	Direct Instruction: Engage NY Lessons: TEST	Direct Instruction: Engage NY Lessons: Unit 5 Vocabulary
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 4-32 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 4-34 Problem Set/Homework	Student Notes and Homework: Review	Student Notes and Homework: Compass Learning	Student Notes and Homework: Vocabulary
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 analyze equations in two variables, choose an independent variable and dependent variable, make a table, and make a graph for the equation by plotting points in the table.	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	MARS Assessment and Unit 4 TEST	Become familiar with the Unit 5 Vocabulary prior to beginning the unit

Unit 5 Common Core State Standards

6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and .accounts for it in the answers	6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	6.SP.3 Recognize that a measure of center for numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	6.SP.5 Summarize quantitative measures of center and variability, as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
--	--	---	---	--

Unit 5 Essential Questions:

- *What are the benefits of each type of data plot when analyzing the distribution of a given data set?*
- *What do the measurements of variation: range, interquartile range (IQR) and mean absolute deviation (MAD); represent with respect to a numerical data set and how do they help us understand it better?*

Number Sense:

- *Odd one out*
- *Ways to make a number*
- *Always, Sometimes, Never*

Monday Engage NY Lesson 6-12

Objective: Given a data set, students calculate the median of the data. Students estimate the percent of values above and below the median value.

1. Warm up: Ways to Make a Number AND Video:
2. Classwork: Engage NY Lesson 6-12 Examples 1-4
3. Homework: Engage NY Lesson 6-12 Problem Set/Homework

Tuesday Engage NY Lesson 6-13

Objective: Given a set of data, students describe how the data might have been collected. Students describe the unit of measurement for observations in a data set. Students calculate the median of the data. Students describe the variability in the data by calculating the interquartile range.

4. Warm up: Ways to Make a Number AND Video:
5. Classwork: Engage NY Lesson 6-13 Example 1 and Exercises 1-6
6. Homework: Engage NY Lesson 6-13 Problem Set/Homework

Wednesday Engage NY Lesson 6-14

Objective: Students construct a box plot from a given set of data

7. Warm up: Ways to Make a Number AND Video:
8. Classwork: Engage NY Lesson 6-14 Examples 1-2 and Exercises 1-11
9. Homework: Engage NY Lesson 6-14 Problem Set/Homework

Thursday Engage NY Lesson 6-15

Objective: Given a box plot, students summarize the stat by the 5-number summary (Min, Q1, Median, Q3, and Max). Students describe a set of stat using the 5-number summary and the interquartile range. Students construct a box plot from a 5-number summary.

10. Warm up: Ways to Make a Number AND Video:
11. Classwork: Engage NY Lesson 6-15 Examples 1-2 and Exercises 1-15
12. Homework: Engage NY Lesson 6-15 Problem Set/Homework

Friday Unit 6 Vocabulary

Objective: Become familiar with the Unit 6 Vocabulary prior to beginning the unit

Agenda:

10. Warm up: Ways to Make a Number AND Video:
11. Classwork: Vocabulary Assignment
12. Homework: Finish any definitions that were not completed in class.

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 Lessons: 6-12	Direct Instruction: Engage NY Lessons: 6-13	Direct Instruction: Engage NY Lessons: 6-14	Direct Instruction: Engage NY Lessons 6-15	Direct Instruction: Engage NY Vocabulary
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 6-12 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-13 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-14 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 6-15 Problem Set/Homework	Student Notes and Homework: Vocabulary
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 	Given a data set, students calculate the median of the data. Students estimate the percent of values above and below the median value.	Given a set of data, students describe how the data might have been collected. Students describe the unit of measurement for observations in a data set. Students calculate the median of the data. Students describe the variability in the data by calculating the interquartile range.	Students construct a box plot from a given set of data	Given a box plot, students summarize the stat by the 5-number summary (Min, Q1, Median, Q3, and Max). Students describe a set of stat using the 5-number summary and the interquartile range. Students construct a box plot from a 5-number summary.	Become familiar with the Unit 6 Vocabulary prior to beginning the unit