

Common Core State Standards

6.RP.3b Solve unit rate problems including those involving unit pricing and unit speed.	6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g. by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
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Essential Question: *How do you use ratio concepts and ratio reasoning to solve problems?*

Monday Engage NY Lesson 1-21

Objective: Students use rates between measurements to convert measurement in one unit to measurement in another unit. They will manipulate and transform units appropriately when multiplying or dividing quantities.

Agenda:

1. Warm up: Ratio/Rate of the Day AND Video: <https://www.youtube.com/watch?v=XKCZn5MLKvk> and Metric System Rap <https://www.youtube.com/watch?v=hY6K5eNkxp8>
2. Classwork: Engage NY Lesson 21 Example 1 and Exercises 1 & 2
3. Exit Ticket: *Jordan and Sophie made 4 gallons of lemonade for their lemonade stand. How many quarts did they make? If they charge \$2.00 per quart, how much money will they make if they sell it all?*
4. Homework: Engage NY Lesson 21 Problem Set/Homework

Tuesday Engage NY Lesson 1-24

***Objective: Students will use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities

Agenda:

1. Warm up: Ratio/Rate of the Day AND Video:
2. Classwork: Engage NY Lesson 24 Example 1 and Exploratory Challenge
3. ***Exit Ticket: *Value Grocery Mart and Market City are both having a sale on the same popular crackers. McKayla is trying to determine which sale is the better deal. Using the given table and equation, determine which store has the better deal on crackers? (Equation and Table written on Exit Ticket)*
4. Homework: Engage NY Lesson 24 Problem Set/Homework

Thursday (1/2 Day) AM Schedule

Compass Learning

Agenda:

5. Warm up: Ratio/Rate of the Day AND Video:
6. Classwork: Compass Learning
7. Exit Ticket: *Ratio/Rate of the Day*
8. Homework: Compass Learning Extra Credit

Friday Engage NY Lesson 1-25

Objective: Students write a fraction and a decimal as a percent of a whole quantity and write a percent of a whole quantity as a fraction or decimal.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=kmVfZ9o-2gg>
2. Classwork: Engage NY Lesson 25 Example 1 & 2 and Examples 1-6
3. Exit Ticket: *Show all necessary work to support your answer: 1.) Convert 0.3 to a fraction and a percent 2.) Convert 9% to a fraction and a decimal 3.) Convert $\frac{3}{8}$ to a decimal and percent.*
4. Homework: Engage NY Lesson 25 Problem Set/Homework

Friday Engage NY Lesson 1-26

Objective: Students will find the percent of a quantity. Given a part and the percent, students solve problems involving finding the whole.

Agenda:

5. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=rR95Cbcjzus>
6. Classwork: Engage NY Lesson 26 Example 1-3 and Exercises
7. Exit Ticket: *1.) Find 40% of 60 using two different things, one of which must include a pictorial model or diagram. 2.) 15% of an amount is 30. Calculate the whole amount using two different strategies, one of which must include a pictorial amount.*
8. Homework: Engage NY Lesson 26 Problem Set/Homework

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: Ratio/Rate of the Day AND Videos: https://www.youtube.com/watch?v=XKCZn5MLKvk and Metric System Rap https://www.youtube.com/watch?v=hY6K5eNkxp8	Warm Up: Fraction/Percent of the Day AND Videos: https://www.youtube.com/watch?v=JeVSmq1Nrpw AND https://www.youtube.com/watch?v=rR95Cbcjzus	Warm Up: Fraction/Percent of the Day Video: https://www.youtube.com/watch?v=kmVfZ9o-2gg	Warm Up: Fraction/Percent of the Day	Warm Up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=rR95Cbcjzus
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 1-21 Exercises 1-2	Direct Instruction: Engage NY Lesson 24 Example 1 and Exercises 1-6	Direct Instruction: Engage NY Lesson 25 Example 1 & 2 and Examples 1-6	Compass Learning	Direct Instruction: Engage NY Lesson 26 Example 1-3 and Exercises
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 Ratio Notes and Homework: Engage NY Lesson 21 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 24 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 25 Problem Set/Homework	Student Ratio Notes and Homework: Compass Learning	Student Ratio Notes and Homework: Engage NY Lesson 26 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 Ticket and Teacher Observations	Exit Ticket and Teacher Observations	Exit Tickets and Teacher Observations	Exit Ticket 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 use rates between measurements to convert measurement in one unit to measurement in another unit. They will manipulate and transform units appropriately when multiplying or dividing quantities.	Students will understand that percents are related to a part-to-whole ratios and rates where the whole is 100. Students will model percents and write a percent as a fraction over 100 or a decimal to the hundredths place.	Students write a fraction and a decimal as a percent of a whole quantity and write a percent of a whole quantity as a fraction or decimal.	Students will work at their own level to complete activities, lessons and quizzes through Compass Learning.	Students will find the percent of a quantity. Given a part and the percent, students solve problems involving finding the whole.

Unit 2 Common Core State Standards

6.RP.3c Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g. by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Essential Question: How are Fractions, Decimals, and Percents Related?

Monday Engage NY Lesson 2-1

Objective: Students use visual models, such as fraction bars, number lines, and area models, to show the quotient of whole numbers and fractions to show the connection between them and the multiplication of fractions. Students divide a fraction by a whole number.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 2-1 Examples 1-3 and Exercises 1-6
3. Exit Ticket: *Write an equivalent multiplication expression. Then, find the quotient in its simplest form. Use a model to support your response. 1.) $\frac{1}{4}$ divided by 2 2.) $\frac{2}{3}$ divided by 6*
4. Homework: Engage NY Lesson 2-1 Problem Set/Homework

Monday Engage NY Lesson 2-2

Objective: Students use fraction bars, number lines, and area models to show the quotient of whole numbers and fractions and to show the connection between those models and the multiplication of fractions. Students understand the difference between a whole number being divided by a fraction and a fraction being divided by a whole number.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 2-2 Examples 1-2 and Exercises 1-5
3. Exit Ticket: *1.) Henry bought 4 pies, which he plans to share with a group of his friends. If there is exactly enough to give each member of the group one-sixth of the pie, how many people are in the group? 2.) Rachel finished $\frac{3}{4}$ of the race in 6 hours. How long was the entire race?*
4. Homework: Engage NY Lesson 2-2 Problem Set/Homework

Tuesday Engage NY Lesson 2-3

Objective: Students use fraction bars and area models to show the division of fractions by fractions with common denominators.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: http://www.youtube.com/watch?v=GOucLIm_vEc
2. Classwork: Engage NY Lesson 2-3 Examples 1-3 and Exercises 1-6
3. Exit Ticket: 1.) *Find the quotient. Draw a model to support your solution.* $9/4$ divided by $3/4$ 2.) $7/3$ divided by $2/3$
4. Homework: Engage NY Lesson 2-3 Problem Set/Homework

Wednesday Engage NY Lesson 2-4

Objective: Students use fraction bars and area models to divide fractions by fractions with different denominators. Students will make connections between visual models and multiplication of fractions.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=8Tv7WunDsLg>
2. Classwork: Engage NY Lesson 2-4 Examples 1-4 and Exercises 1-5
3. Exit Ticket: 1.) *Calculate each quotient. If needed, draw a model* $9/4$ divided by $3/8$ 2.) $3/4$ divided by $2/3$
4. Homework: Engage NY Lesson 2-4 Problem Set/Homework

Thursday (1/2 Day) AM Schedule

Compass Learning

Agenda:

9. Warm up: Ratio/Rate of the Day AND Video:
10. Classwork: Compass Learning
11. Exit Ticket: *Ratio/Rate of the Day*
12. Homework: Compass Learning Extra Credit

Thursday Engage NY Lesson 2-5 & 2-6

Objective: Students demonstrate further understanding of division of fractions by creating their own word problems. They will select a **partitive** division problem, draw a model, find an answer, choose a unit, and set up a situation.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=rRMKPzuotFs>
2. Classwork: Engage NY Lesson 2-6 Examples 1-2 and Exercises 1-2
3. Exit Ticket: *Write a story problem using the partitive interpretation of division for the following:* 25 Divided by $5/8 = 40$
4. Homework: Engage NY Lesson 2-6 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: Fraction/Percent of the Day	Warm Up: Fraction/Percent of the Day	Warm Up: Fraction/Percent of the Day AND Video: http://www.youtube.com/watch?v=GOucLIm_vEc	Warm up: Fraction/Percent of the Day AND Video: http://www.youtube.com/watch?v=GOucLIm_vEc	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: Engage NY Lesson 2-1 Examples 1-3 and Exercises 1-6	Direct Instruction: Engage NY Lesson 2-2 Examples 1-2 and Exercises 1-5	Direct Instruction: Engage NY Lesson 2-3 Example 1 and Exercises 1	Direct Instruction: Engage NY Lesson 2-4	Direct Instruction: Engage NY Lesson 2-6 Examples 1-2 and Exercises 1-2
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 Ratio Notes and Homework: Engage NY Lesson 2-1 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 2-2 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-3 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-4 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-6 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 	Warm Up: Fraction/Percent of the Day	Students use fraction bars, number lines, and area models to show the quotient of whole numbers and fractions and to show the connection between those models and the multiplication of fractions. Students understand the difference between a whole number being divided by a fraction and a fraction being divided by a whole number.	Students use fraction bars and area models to show the division of fractions by fractions with common denominators.	Students use use fraction bars and area models to divide fractions by fractions with different denominators. Students will make connections between visual models and multiplication of fractions.	Students demonstrate further understanding of division of fractions by creating their own word problems. They will select a partitive division problem, draw a model, find an answer, choose a unit, and set up a situation.