

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 1-25

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

Monday 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

Tuesday Engage NY Lesson 1-27

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

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=rR95Cbcjzus> AND <https://www.youtube.com/watch?v=Hxh0tsCva8E>
2. Classwork: Engage NY Lesson 27 Example 1 and Exercises 1
3. Exit Ticket: *Jane paid \$40 for an item after she received a 20% discount. Jane's friend says this means that the original price of the item was \$48. A. How do you think Jane's friend arrived at this amount? B. Is her friend correct? Why or why not?*
4. Homework: Engage NY Lesson 27 Problem Set/Homework

Tuesday Engage NY Lesson 1-28

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

Agenda:

5. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=bYU3X8A0dRM>
6. Classwork: Engage NY Lesson 28 Example 1 and Exercise 1
7. Exit Ticket: *1. Write one problem using a dollar amount of \$420 and a percent of 40%. Provide the solution to your problem. 2. The sale price of an item is \$160 after a 20% discount. What was the original price of the item?*
8. Homework: Engage NY Lesson 28 Problem Set/Homework

Wednesday Engage NY Lesson 1-29

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

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video:
2. Classwork: Engage NY Lesson 29 Exploratory Challenges 1 & 2
3. Exit Ticket: *Angelina received two discounts on a \$50 pair of shoes. The discounts were taken off one after the other. If she paid \$30 for the shoes, what was the percent discount for each coupon? Is there only one answer to this question?*
4. Homework: Engage NY Lesson 29 Problem Set/Homework

Thursday Unit 1 Final Assessment

Objective: Students will apply all information learned about Ratios and Proportions while taking the Unit 1 Assessment. Students will utilize all test taking procedures and skills taught.

Agenda:

1. Warm up: Ratio/Rate of the Day
2. Unit 1 Final Assessment and MARS Unit 1 Performance Task
3. Exit Ticket: *Reflect on what you accomplished in math class today...*
4. Homework: Compass Learning

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 Video: https://www.youtube.com/watch?v=kmVfZ9o-2gg	Warm Up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=rR95Cbzjus	Warm Up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=rR95Cbzjus AND https://www.youtube.com/watch?v=Hxh0tsCva8E	Warm Up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=bYU3X8A0dRM	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 25 Example 1 & 2 and Examples 1-6	Direct Instruction: Engage NY Lesson 26 Example 1-3 and Exercises	Direct Instruction: Engage NY Lesson 27 Example 1 and Exercises 1	Direct Instruction: Engage NY Lesson 28 Example 1 and Exercise 1	Direct Instruction: Engage NY Lesson 29
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 25 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 26 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 27 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 28 Problem Set/Homework	Student Ratio Notes and Homework: Engage NY Lesson 29 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 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 find the percent of a quantity. Given a part and the percent, students solve problems involving finding the whole.	Students will find the percent of a quantity. Given a part and the percent, students solve problems involving finding the whole.	Given a part and the percent, students find the percent of a quantity and 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 2-6

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 $\frac{5}{8} = 40$*
4. Homework: Engage NY Lesson 2-6 Problem Set/Homework

Monday Engage NY Lesson 2-7

Objective: Students formally connect models of fraction division to multiplication and the invert-and-multiply rule, in particular.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=PCPst0eW2Jk>
2. Classwork: Engage NY Lesson 2-7 Examples 1-3
3. Exit Ticket: 1.) *Write the reciprocal of the following numbers: $\frac{7}{10}$ $\frac{1}{2}$ 5 2.) Rewrite this division expression as an equivalent multiplication expression: $\frac{5}{8}$ divided by $\frac{2}{3}$ 3.) Solve problem 2 and draw a model to support your solution.*
4. Homework: Engage NY Lesson 2-7 Problem Set/Homework

Tuesday Engage NY Lesson 2-8

Objective:

Agenda:

5. Warm up: Fraction/Percent of the Day AND Video:
6. Classwork: Engage NY Lesson 2-8
7. Exit Ticket:
8. Homework: Engage NY Lesson 2-8 Problem Set/Homework

Wednesday Engage NY Lesson 2-9 (NOTE- SUPPLEMENT- OPTIONAL)

Objective: Students relate decimals to mixed numbers and round addends, minuends, and subtrahends, to whole numbers in order to predict reasonable answers. They use their knowledge of adding and subtracting multi-digit numbers to find the sums and differences of decimals. Students will understand the importance of place value and solve problems in real-world contexts.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: <https://www.youtube.com/watch?v=8Tv7WunDsLg>
2. Classwork: Engage NY Lesson 2-9 Examples 1-2 and Exercises 1-5
3. Exit Ticket: *Solve each problem. Show that placement of the decimal is correct through either estimation or fraction calculation.* 1.) $382 \frac{3}{10} - 191 \frac{87}{100}$ 2.) $594 \frac{7}{25} + 89 \frac{37}{100}$
4. Homework: Engage NY Lesson 2-9 Problem Set/Homework

Tuesday Engage NY Lesson 2-10

Objective:

Agenda:

9. Warm up: Fraction/Percent of the Day AND Video:
10. Classwork: Engage NY Lesson 2-10
11. Exit Ticket:
12. Homework: Engage NY Lesson 2-10 Problem Set/Homework

Friday Engage NY Lesson 2-11

Objective: Students use estimation and place value to determine the placement of the decimal point in products and to determine that the size of the product is relative to each factor. Students will discover and use connections between fraction multiplication and decimal multiplication.

Agenda:

1. Warm up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=_jcW-ZgpRbM
2. Classwork: Engage NY Lesson 2-11 Exploratory Challenge and Exercises 1-4
3. Exit Ticket: 1.) *Calculate the product: 78.93×32.45* 2.) *Paint costs \$29.95 per gallon. Nikki needs 12.25 gallons to complete a painting project. How much will Nikki spend on paint? Remember to round to the nearest penny.*
4. Homework: Engage NY Lesson 2-11 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 AND Video:	Warm Up: Fraction/Percent of the Day AND Video:	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:	Warm up: Fraction/Percent of the Day AND Video: https://www.youtube.com/watch?v=_jcW-ZgpRbM
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 2-6 Examples 1-2 and Exercises 1-2	Direct Instruction: Engage NY Lesson 2-7 Examples 1-3	Direct Instruction: Engage NY Lesson 2-8	Direct Instruction: Engage NY Lesson 2-9 Examples 1-2 and Exercises 1-5	Direct Instruction: Engage NY Lesson 2-11 Exploratory Challenge Examples 1-4
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 2-6 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-7 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-8 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-9 Problem Set/Homework	Student Notes and Homework: Engage NY Lesson 2-11 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 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.	Students formally connect models of fraction division to multiplication and the invert-and-multiply rule, in particular.		Students relate decimals to mixed numbers and round addends, minuends, and subtrahends, to whole numbers in order to predict reasonable answers. They use their knowledge of adding and subtracting multi-digit numbers to find the sums and differences of decimals. Students will understand the importance of place value and solve problems in real-world contexts.	