

Hurn 6 <sup>th</sup> grade Math 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	Monday 1-5-15 A Day	Tuesday 1-6-15 B Day	Wednesday 1-7-15 A Day	Thursday 1-8-15 B Day	Friday 1-9-15 A Day
Objective	<p>Content: I can demonstrate comprehension of area and perimeter by correctly solving Problem 1.1 in Covering and Surrounding.</p> <p>Language: I can orally explain what, designs can be created using the same number of tiles in Problem 2 pg. 8, using the frame, "The designs with the same floor tiles are..."</p>	<p>Content: I can demonstrate analysis of area and perimeter by correctly answering problem 1.2 in Covering and Surrounding.</p> <p>Language: I can write to explain if a rectangular floor space has a fixed area, which rectangle will have the greatest perimeter using the frame, "The rectangle with the greatest perimeter would be a..."</p>	<p>Content: I can demonstrate application of area and perimeter using the formula by correctly answering Problem 1.3 in Covering and Surrounding.</p> <p>Language: I can orally explain when the perimeter is fixed which rectangle will have the greatest area using the frame, "When the perimeter is fixed the rectangle with the greatest area is..."</p>	<p>Content: I can demonstrate application of perimeter and area by completing the Check-up 1 questions 1 and 2</p> <p>Language: I can write to explain how two different formulas for perimeter can be used using the frame, "The two way to find the perimeter are..They both work because.."</p>	<p>I can demonstrate application of perimeter and area by completing the Check- up 1 question 3</p> <p>Language: I can write to explain which rectangle shelter will fit the most children with a perimeter of 20 using the frame, "The shelter that will fit the most children with a perimeter of 20 is...I know this is correct because..."</p>
Vocabulary	Area, perimeter				
Differentiated Instruction/ Class set-up	<p>Short Class: 3<sup>rd</sup> and 4<sup>th</sup></p> <ol style="list-style-type: none"> <li>Lesson 1.1(whole group)</li> </ol> <p>Long Class: (5<sup>th</sup> and 6<sup>th</sup> )</p> <ol style="list-style-type: none"> <li>Start Lesson 1.1</li> <li>Pre-Test on Covering and Surrounding</li> </ol>	<p>Short Class: 5<sup>th</sup> and 5<sup>th</sup></p> <ol style="list-style-type: none"> <li>Lesson 1.2(whole group)</li> </ol> <p>Long Class: (5<sup>th</sup> and 6<sup>th</sup> )</p> <ol style="list-style-type: none"> <li>Pre-Test on Covering and Surrounding</li> <li>Problem 1.2</li> </ol>	<p>Short Class: 3<sup>rd</sup> and 4<sup>th</sup></p> <ol style="list-style-type: none"> <li>Lesson 1.3 (whole Group)</li> </ol> <p>Long Class: 5<sup>th</sup> and 6<sup>th</sup></p> <ol style="list-style-type: none"> <li>Lesson 1.3</li> <li>Type 3 Writing</li> </ol>	<p>Short Class: 5<sup>rd</sup> and 6<sup>th</sup></p> <ol style="list-style-type: none"> <li>Check- up 1 (small Groups)</li> </ol> <p>Long Class: 3<sup>rd</sup> and 4<sup>th</sup></p> <ol style="list-style-type: none"> <li>Check-up 1 (small groups)</li> <li>Type 3 Writing</li> </ol>	<p>Short Class: 5<sup>rd</sup> and 6<sup>th</sup></p> <ol style="list-style-type: none"> <li>Check- up 1 (small Groups)</li> </ol> <p>Long Class: 3<sup>rd</sup> and 4<sup>th</sup></p> <ol style="list-style-type: none"> <li>Check -up 2 (small groups)</li> <li>Notes on area of triangle</li> </ol>
CCSS	<p>6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane...</p> <p>6.EE.A.3 Apply properties of operations to generate equivalent expressions</p> <p>6.EE.C.9 Use variables to represent two quantities in real-world problems that change in relationship to one another; write an equation to express one quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>				