

Hurn 6 <sup>th</sup> grade Math 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	Monday 10-27-14 A day	Tuesday 10-28-14 B Day	Wednesday 10-29-14 (A day)	Thursday 10-30-14 (B day)	Friday 10-31-14 Half Day (Halloween)
Objective	<p><b>Content:</b> (short class 3<sup>rd</sup> and 4<sup>th</sup>) I can demonstrate knowledge of tape diagrams by completing problem 1.4</p> <p>(Long class 5<sup>th</sup> and 6<sup>th</sup>) I can demonstrate knowledge of converting fractions, decimals and percent by participating in the rotations.</p> <p><b>Language:</b> (5<sup>th</sup> and 6<sup>th</sup>) I can write to explain how two fractions are equal using the following frame, "Two fractions are equal if..An example of two fractions that are equal would be ___ and ___. I know they are equal because..."</p>	<p><b>Content:</b> (short class 5<sup>th</sup> and 6<sup>th</sup>) I can demonstrate knowledge of tape diagrams by completing problem 1.4</p> <p>(Long class 3<sup>rd</sup> and 4<sup>th</sup>) I can demonstrate knowledge of converting fractions, decimals and percent by participating in the rotations.</p> <p><b>Language:</b> (3<sup>rd</sup> and 4<sup>th</sup>) I can write to explain how two fractions are equal using the following frame, "Two fractions are equal if..An example of two fractions that are equal would be ___ and ___. I know they are equal because..."</p>	<p><b>Content:</b> (Short Class: 3<sup>rd</sup> and 4<sup>th</sup>) I can demonstrate knowledge of converting fractions decimals and percent by completing the practice problems.</p> <p>(Long Class 5<sup>th</sup> and 6<sup>th</sup>): I can demonstrate knowledge of tape diagrams by completing the rotations.</p> <p><b>Language:</b> (5<sup>th</sup> and 6<sup>th</sup>) I can write to explain how to use a tape diagram to determine fractional parts using the frame, "If the 7<sup>th</sup> goal of \$450 is divided into 3 parts I know 1/3 of their goal is ___ and 2/3 of their goal is ___. I figured this out by..."</p>	<p><b>Content:</b> (Short Class 5<sup>th</sup> and 6<sup>th</sup> hour) I can demonstrate knowledge of tape diagrams by completing problem 1.4</p> <p>(Long Class 3<sup>rd</sup> and 4<sup>th</sup>): I can demonstrate knowledge of tape diagrams by completing the rotations.</p> <p><b>Language:</b> (3<sup>rd</sup> and 4<sup>th</sup>) I can write to explain how to use a tape diagram to determine fractional parts using the frame, "If the 7<sup>th</sup> goal of \$450 is divided into 3 parts I know 1/3 of their goal is ___ and 2/3 of their goal is ___. I figured this out by..."</p>	<p>Content: I can demonstrate knowledge of creating a bar graph by completing the Halloween activity.</p> <p>Language: I can write to describe what a bar graph can tell you by completing the frame, "The bar graph that we created tells us...."</p>
Vocabulary	Ratio, fraction, decimal, percent, convert				
Differentiated Instruction/ Class set-up	<p><b>Short Class:</b> Review on Equivalent fractions/ Rulers</p> <p><b>Long Class:</b> Rotations (5<sup>th</sup> and 6<sup>th</sup>)</p> <ol style="list-style-type: none"> <li>1: Writing Prompt</li> <li>2. Lesson W/Ms Hurn using rulers!</li> <li>3. Identify fractions on ruler</li> <li>4.Create Fraction Strips</li> </ol>	<p><b>Short Class:</b> Review on equivalent fractions /Rulers</p> <p><b>Long Class:</b> Rotations (3<sup>rd</sup> and 4<sup>th</sup>)</p> <ol style="list-style-type: none"> <li>1: Writing Prompt</li> <li>2. Lesson W/Ms Hurn using rulers!</li> <li>3. Identify fractions on ruler</li> <li>4.Create Fraction Strips</li> </ol>	<p>Short Class: Tape Diagrams</p> <p>Long Class: (5<sup>th</sup> and 6<sup>th</sup>)</p> <ol style="list-style-type: none"> <li>1. Writing Prompt</li> <li>2. Lesson w/Ms. Hurn Tape Diagrams</li> <li>3. Partner Quiz Question #4</li> <li>4. Pg. 30 # 19</li> </ol>	<p>Short Class: Tape Diagrams</p> <p>Long Class: (3<sup>rd</sup> and 4<sup>th</sup>)</p> <ol style="list-style-type: none"> <li>1. Writing Prompt</li> <li>2. Lesson w/Ms. Hurn Tape Diagrams</li> <li>3. Partner Quiz Question #4</li> <li>4. Pg. 30 # 19</li> </ol>	Whole Group
CCSS	<p>6.RP.A. 1 Understand the concepts of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>6.RP.A.3 Use ratios 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.</p> <p>6.NS.C.6 Understand a rational number as a point on the number line...</p>				