Hurn 6th grade Math 3rd, 4th, 5th, 6th	Monday 11-10-14 A Day	Tuesday11-11-14 B Day	Wednesday11-12-14 A Day	Thursday11-13-14 B Day	Friday11-14-14 ½ day (Regular Schedule)
Objective	Content: (Short Class: 3rd and 4th hour) I can demonstrate application of converting fractions to decimals by correctly solving the example problems. (Long Class 5th and 6th): I can demonstrate knowledge of converting fractions, decimals and percent's by correctly completing the rotations. Language (5th and 6th): I can write to describe how to convert a decimal to a fraction by completing the frame, "To convert a decimal to a fraction first, Then, Finally the decimal ___ is equal to the fraction____.	Content: (Short Class: 5rd and 6th hour) I can demonstrate application of converting fractions to decimals by correctly solving the example problems. (Long Class 3th and 4th): I can demonstrate knowledge of converting fractions, decimals and percent's by correctly the rotations. Language (3th and 4th): I can write to describe how to convert a decimal to a fraction by completing the frame, "To convert a decimal to a fraction first, Then, Finally the decimal ___ is equal to the fraction____.	Content: (Short Class 3rd and 4th) I can demonstrate application of converting fractions to a percent by correctly solving the example problems. (Long class 5th and 6th): I can demonstrate application of converting fractions, decimals, and percent's by correctly completing the rotations. Language: (5th and 6th) I can write to describe the three steps to converting a fraction to a decimal using the frame, "To convert a fraction to a decimal first,… Second you need to….Finally, the last step is…"	Content: (Short Class 5rd and 6th) I can demonstrate application of converting fractions to a percent by correctly solving the example problems. (Long class 5th and 6th): I can demonstrate application of converting fractions, decimals, and percent's by correctly completing the rotations. Language: (3rd and 4th) I can write to describe the three steps to converting a fraction to a decimal using the frame, "To convert a fraction to a decimal first,… Second you need to….Finally, the last step is…"	Content: I can demonstrate application of converting fractions, decimals and percent's by completing the quiz. Language: I can write to explain how a fraction, decimal, and percent can all be equal using the frame, "Fractions, decimals and a percent all describe_____. Since they all describe_____ it is possible for a fraction, decimal, and a percent to be equal. An example of a percent, decimal, and fraction that are equal would be _____. I can prove they are equal by…."
Vocabulary	Ratio, fraction, decimal, percent, convert				
Differentiated Instruction/ Class set-up	**Short Class:** converting f, d, p **Long Class:** Rotations (5th and 6th) 1: Writing Prompt 2. Lesson Writing Editing 3. Practice converting fractions to decimals. 4.Check up 2 #5-8	**Short Class:** converting f, d, p **Long Class:** Rotations (5th and 6th) 1: Writing Prompt 2. Lesson Writing Editing 3. Practice converting fractions to decimals 4. Checkup 2 #5-8	**Short Class:** converting f, d, p **Long Class:** Rotations (5th and 6th) 1: Writing Prompt 2. Lesson Writing Editing 3. Practice converting fractions to decimals. 4.Check up 2 #5-8	**Short Class:** converting f, d, p **Long Class:** Rotations (5th and 6th) 1: Writing Prompt 2. Lesson Writing Editing 3. Practice converting fractions to decimals. 4.Check up 2 #5-8	Whole Class Assessment
CCSS	6.RP.A. 1 Understand the concepts of a ratio and use ratio language to describe a ratio relationship between two quantities. 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. 6.NS.C.6 Understand a rational number as a point on the number line…				