


Hurn 6 <sup>th</sup> grade Math 2 <sup>nd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	Monday 11-13	Tuesday 11-14	Wednesday 11-15	Thursday 11-16	Friday 11-17 Half Day
Objective	<p>Content: I can demonstrate knowledge of comparing fractions and percents by converting fractions and percents and placing them on the number line.</p> <p>Language: I can orally explain how to convert a fraction to a percent using the sentence starter, "to covert a fraction to a percent."</p>	<p>Content: I can demonstrate knowledge comparing percents and decimals by placing them on the number line.</p> <p>Language: I can write to explain where percents belong on the number line using the starter, "Percents belong on the number line..."</p>	<p>Content: I can demonstrate application of placing rational numbers on the number line by creating a number line with fractions, decimals, and percents.</p> <p>Language: I can orally explain why a mark on the number line has at least three different numbers with the frame, "A mark on the number line has at least three numbers because..."</p>	<p>Content: I can demonstrate application of comparing fractions decimals and percents by plotting these numbers on the number line.</p> <p>Language: I can write to explain how to convert a fraction to a decimal using the frame, "To convert a fraction to a decimal..."</p>	
Vocabulary					
Differentiated Instruction/ Class set-up	Partner Whole Group Individual	.AB partners Whole Group	AB partners Whole Group	AB partners Whole Group	Individual
CCSS	6.NS.C.6 Understand a rational number as a point on the number line... 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.				
6 <sup>rd</sup> hour Supplemental Math	Student connect-checking grades Missing assignments Extra credit Work on Homework	Projects	Workbook	Games	Free Choice