

| Hurn 6 th grade Math 2 nd , 3 rd 4 th , 5 th , 6 th | Monday 11-26 | Tuesday 11-27 | Wednesday 11-28 | Thursday 11-29 | Friday 11-30 |
|---|--|--|---|---|--|
| Objective | <p>Content: I can demonstrate knowledge of decimal operations, rational numbers on the number line, and fraction operations by doing my best on the pre-test.</p> <p>Language: I can orally explain what the operations are using the sentence stem, "Operations are.."</p> | <p>Content: I can demonstrate knowledge of decimal and percent equivalents by completing double number lines with 80% accuracy.</p> <p>Language: I can write to explain how a double number line shows equivalency between decimals and percent.</p> | <p>Content: I can demonstrate knowledge of decimal operations by completing the practice problems with 80% accuracy.</p> <p>Language: I can orally explain the steps to add and subtract decimals using the sentence starter, "To add or subtract decimals first.."</p> | <p>Content: I can demonstrate application of decimal operations by completing the story problems with decimal operations with 80% accuracy.</p> <p>Language: I can write to explain how to decide the operation to use in a story problem using the sentence starter, "To decide what operation to use look for..."</p> | <p>Content: I can demonstrate application of decimals on the number lines and decimal operations by passing the quiz with 80% accuracy or better.</p> <p>Language: I can write to explain how to add and subtract decimals using the sentence starter, "To add or subtract decimals first.."</p> |
| Vocabulary | Operations, Decimals, Fractions, Number line, Rational Number, Negative Number | | | | |
| Differentiated Instruction/ Class set-up | Whole Group | Whole Group | Whole Group | Whole Group | Whole Group |
| CCSS | <p><u>CCSS.MATH.CONTENT.6.NS.B.3</u> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><u>CCSS.MATH.CONTENT.6.NS.C.6</u> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p><u>CCSS.MATH.CONTENT.6.NS.A.1</u> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?.</i></p> | | | | |
| 6 rd hour Supplemental Math | Homework help | Project on Google Classroom | Workbook I ready practice | Math games Boys vs girls continued | Study Hall Friday |