Hurn 6th grade Math 3rd, 4th, 5th, 6th	Monday 11-3-14 A Day	Tuesday 11-4-14	Wednesday 11-5-14 Regular Schedule (Morning Sub)	Thursday 11-6-14 Regular Schedule	Friday 11-7-14 B Day
Objective	Content: (Short Class: 5rd and 6th) I can demonstrate application of comparison statements by correctly solving problems on the check up 1 #1.

(Long Class 5th and 6th): I can demonstrate knowledge of tape diagrams by completing the rotations.

Language: (5th and 6th) I can write to explain how to use a tape diagram to determine fractional parts using the frame, "If the 7th 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…" | No School | Content: I can demonstrate application of converting fractions to decimals by correctly solving the practice problems.

Language: I can write to explain what steps are needed to convert a fraction to a decimal using the frame, "To convert a decimal to a fraction you first need to…" | Content: I can demonstrate evaluation of converting fractions to decimals by correctly critiquing sample problems.

Language: I can write to explain two important things to remember when converting a fraction to a decimal using the frame, "One important thing to remember when converting a fraction to a decimal is… Another important thing to remember when converting a fraction to a decimal is…" | Content: (Short Class: 5rd and 6th) I can demonstrate application of ratio comparison statements by correctly solving problems on the check up 1 #1.

(Long Class 5th and 6th): I can demonstrate application of tape diagrams by correctly completing the rotations.

Language: (3rd and 4th) I can write to explain how to use a tape diagram to determine fractional parts using the frame, "If the 7th 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…" |
| Vocabulary | Ratio, fraction, decimal, percent, convert | | | | |
| Differentiated Instruction/ Class set-up | Short Class: Comparison statements

Long Class: (3rd and 4th)

1. Writing Prompt
2. Lesson w/Ms. Hurn Tape Diagrams
3. Partner Quiz Question #4
4. Pg. 30 # 19 | | Whole Group | Whole Group | Short Class: Comparison statements

Long Class: (3rd and 4th)

1. Writing Prompt
2. Lesson w/Ms. Hurn Tape Diagrams
3. Partner Quiz Question #4
4. Pg. 30 # 19 |
| 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… | | | | |