

Hurn 6 th grade Math 2 nd , 3 rd 4 th , 5 th , 6 th	Monday 12-10	Tuesday 12-11 Half day	Wednesday 12-12	Thursday 12-13	Friday 12-14
Objective	<p>Content: I can demonstrate knowledge of using the standard algorithm for long division by solving the exit ticket correctly.</p> <p>Language: I can orally explain a rule to follow when multiplying numbers with decimals using the sentence starter, "To multiply decimals you need to remember to..."</p>	<p>Content: I can demonstrate knowledge of dividing numbers with decimals by solving the practice problems with 80% accuracy.</p> <p>Language: I can orally explain the rule for dividing decimals using the sentence starter, "To divide decimals..."</p>	<p>Content: I can demonstrate application of decimal operations by writing the type 3, doing practice problems with a partner and creating a graphic organizer.</p> <p>Language: I can write to explain how adding and subtracting is different than multiplying and dividing decimals using the sentence starter, "Adding and subtracting decimals is different because..."</p>	<p>Content: I can demonstrate application of decimal operations by writing the type 3, doing practice problems with a partner and creating a graphic organizer.</p> <p>Language: I can write to explain the four steps to dividing whole numbers using the sentence stem, "To divide whole numbers first..."</p>	<p>Content: I can demonstrate application of decimal operations by writing the type 3, doing practice problems with a partner and creating a graphic organizer.</p> <p>Language: I can write to explain how to divide decimals using the sentence starter, "To divide 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