

Hurn 6 <sup>th</sup> grade Math 2 <sup>nd</sup> , 3 <sup>rd</sup> 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup>	Monday 12-3	Tuesday 12-4	Wednesday 12-5	Thursday 12-6	Friday 12-7
Objective	<p>Content: I can demonstrate knowledge of multiplying decimals by scoring 80% or better on the practice.</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>	See Sub Plans	<p>Content: I can demonstrate application of multiplying decimals by solving story problems involving multiplying decimals with 80% accuracy.</p> <p>Language: I can orally explain what key words to use that would signify to multiply using the stem, "The key words that would indicate multiplication are..."</p>	<p>Content: I can demonstrate knowledge of dividing whole numbers by solving the practice problems with 80% accuracy.</p> <p>Language: I can write to explain the four steps to dividing whole numbers using the sentence stem, "To divide</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 multiply and divide 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 <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?.</i></p>				
6 <sup>rd</sup> hour Supplemental Math	Homework help	Project on Google Classroom	Workbook I ready practice	Math games Boys vs girls continued	Study Hall Friday