Corsica Stickney Curriculum Map

Unit: Number System Chapters 1.1, 1.2, 1.3, 1.4, 1.5	**Time:** August-September 2019

Standards Taught

- 6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.
- 6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10

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		to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Number sense in this portion of the unit is used often when finding rates, making harder math operations easier with breaking apart numbers. LCM can be used when buying multiple packages of goods but having the least common amount of each. Distributive Property can be used to break things into the greatest equal groups when placing trophies on shelves or cutting wood into the greatest equal pieces from one piece of wood.	common factor greatest common factor (GCF) least common multiple (LCM) prime factorization compatible numbers decimal dividend divisor prime number quotient	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How do you divide multi-digit numbers?
- How do you write the prime factorization of a number?
- How can you find the least common multiple of two whole numbers?
- What's the related multiplication problem?
- How can you use the strategy draw a diagram to help you solve problems involving the GCF and the Distributive Property?

Reflection

Lessons to the first part of this chapter went well. There is a lot of previously taught concepts with more emphasis on other strategies. It allows students to get moving on what they know and adds some more detail on things like the distributive property and how it can be used to model real world situations like going to store to buy sliced cheese and cracker packets to buy just enough to have the least equal amounts of each. Or cutting longer wood pieces into the greatest length pieces possible.

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Unit: Number System Chapters 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6. 2.7	**Time:** September-October

Standards Taught

Standards

- 6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- 6.NS.C.6c 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. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane
- 6.NS.C.7a Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- 6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
- 6.NS.A.1 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

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential

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		questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
All operations with decimals are used daily with grocery store shopping, buying gas, and to finding unit price or rates. Fraction operations are important used in baking, and construction.	multiplicative inverse reciprocal benchmark compatible numbers common denominator equivalent fractions mixed number simplest	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How do you add and subtract multi-digit decimals?
- How do you multiply multi-digit decimals?
- How do you divide decimals by whole numbers?
- How do you divide whole numbers and decimals by decimals?
- How can you convert between fractions and decimals?
- How can you compare and order fractions and decimals?
- How do you simplify fractional factors by using the greatest common factor?
- How can you use a model to show division of fractions?
- How can you use compatible numbers to estimate quotients of fractions and mixed numbers?
- How do you divide fractions?

Reflection

Overall this lessons went fairly well with a human number line of fractions and decimals and using the manipulatives to understand fraction division. Some more time understanding which operation to use would have been helpful for this group as that tends to be a struggle as we move on and comeback to review questions on these

concepts. Order of operations went well and a quick recap of adding and subtracting fraction is used in some lessons. Lessons went well and with the class size tends to take longer so activities get modified to get through faster. Students have pre conceived notions of fractions that they are hard. We incorporated plenty of math terminology in this chapter as it's important to know for future math classes.

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Units: Number System/Ratios and Rates Chapters 2.8, 2.9, 2.10, 3.1, 3.2,3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2	**Time:** October-November

Standards Taught

- 6.NS.A.1 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.
- 6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- 6.NS.C.6a 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. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
- 6.NS.C.6b 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. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- 6.NS.C.6c 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. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
- 6.NS.C.7a Understand ordering and absolute value of rational numbers. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- 6.NS.C.7b Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts.
- 6.NS.C.7c Understand ordering and absolute value of rational numbers. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
- 6.NS.C.7d Understand ordering and absolute value of rational numbers. Distinguish comparisons of absolute value from statements about order.
- 6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

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- 6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting..	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
The understanding of negative and positive numbers according to elevation, temperature, and bank accounts. Ordering these types of numbers are very helpful to see what debt	multiplicative inverse reciprocal benchmark compatible numbers common denominator equivalent fractions mixed number	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

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is greater or what temperature is warmer. Position in a coordinate plane helps with placement and later math skills.	simplest absolute value integers coordinate plane x-axis y-axis x-coordinate y-coordinate origin ordered pair line of symmetry line symmetry opposites quadrants rational number ratio rate unit rate	

Essential Questions

- How can you use a model to show division of mixed numbers?
- How do you divide mixed numbers?
- How can you use the strategy use a model to help you solve a division problem?
- How can you use positive and negative numbers to represent real-world quantities?
- How can you compare and order integers?
- How can you plot rational numbers on a number line?
- How can you compare and order rational numbers?
- How can you find and interpret the absolute value of rational numbers?
- How can you interpret comparisons involving absolute values?
- How do you plot ordered pairs of rational numbers on a coordinate plane?
- How can you identify the relationship between points on a coordinate plane?
- How can you find the distance between two points that lie on a horizontal or vertical line on a coordinate plane?
- How can you use the strategy draw a diagram to help you solve a problem on the coordinate plane?
- How can you model ratios?
- How do you write ratios and rates?

Reflection

Throughout this month the material we get through the position of many numbers and some deeper meaning. I believe the students have done well on this material and tend to like math a little more during this time. These concepts tend to give them a little more confidence moving forward into ratios and rates a little further.

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Unit: Ratios and Rates Chapters 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.4, 5.5,	**Time:** November-December

Standards Taught

- 6.RP.A.3a Use ratio 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. Make tables of equivalent ratios relating quantities with whole-number measurements, fi nd missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- 6.RP.A.3b Use ratio 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. Solve unit rate problems including those involving unit pricing and constant speed
- 6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b no equal to 0, and use rate language in the context of a ratio relationship.
- 6.RP.A.3c Use ratio 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. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together.

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		• Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Equivalent ratios can be used in several areas of life when mixing colors and recipes. Percents are seen and used in many areas of life like shopping and tips to different entities. As well as statistics that help different professions make decisions in their area of studies.	equivalent ratios percent	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How can you use a multiplication table to find equivalent ratios?
- How can you use the strategy find a pattern to help you compare ratios?
- How can you use tables to solve problems involving equivalent ratios?
- How can you use unit rates to make comparisons?
- How can you solve problems using unit rates?
- How can you use a graph to represent equivalent ratios?
- How can you use a model to show a percent?
- How can you write percents as fractions and decimals?
- How can you write fractions and decimals as percents?
- How do you find a percent of a quantity?
- How can you use the strategy use a model to help you solve a percent problem?

Reflection

I was on maternity leave for most of this month but I know from the past these concepts get difficult. There are many ways to think of percents it tends to get confusing. With this class size and the dynamics this portion would maybe have been better teaching students in groups according to how they learn. I would make this more of a focus to work on as it tends to be the hardest to stick with students.

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Unit: Ratios and Rates Chapters 5.6, 6.1, 6.2, 6.3, 6.4, 6.5	**Time:** December-January	
Standards Taught		
• 6.RP.A.3c Use ratio 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. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. • 6.RP.A.3d Use ratio 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. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		
Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete

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		practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Units of measure are used in many areas of life including construction, engineering, cooking, and farming. The different measuring systems customary and metric are helpful to understand for traveling to different countries and reading labels when shopping.	Conversion factor capacity	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How can you find the whole given a part and the percent?
- How can you use ratio reasoning to convert from one unit of length to another?
- How can you use ratio reasoning to convert from one unit of capacity to another?
- How can you use ratio reasoning to convert from one unit of weight or mass to another?
- How can you transform units to solve problems?
- How can you use the strategy use a formula to solve problems involving distance, rate, and time?

Reflection

This month I feel the students did okay with the units of measure. They would get hung up on having to show their work. They would rather just multiply or divide. I show how important it is to get units to cancel, but it is hard for them to see how it will get much harder with multiple conversions later in math and science classes. More research on my end needs to be done to show these concepts maybe differently.

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Unit: Expressions and Equations Chapters 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7	**Time:** January -February

Standards Taught

- 6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.
- 6.EE.2a Write, read, and evaluate expressions in which letters stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers.
- 6.EE.A.2b Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity
- 6.EE.A.2c Write, read, and evaluate expressions in which letters stand for numbers. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
- 6.EE.A.3 Apply the properties of operations to generate equivalent expressions
- 6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
- 6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true
- 6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- 6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q, and x are all nonnegative rational numbers.

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete	Students have their own desks facing the front of the classroom.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational

worksheets or tests in an alternate setting.	We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Students will be able to use concepts learned in these chapters to help with more algebra skills used in later math classes. It is the foundation of new terminology seen in all Algebra classes in later years. They will see how variables can stand for unknown numbers or numbers that can vary. Like finding quantities when shopping for items with shipping and taxes, or going to an amusement park and calculating cost per attendee,	Exponent Base Numerical expression Order of operations Evaluate Terms Coefficient Like terms Equivalent expressions Equation Solution of an equation Inverse operations	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

or membership costs and monthly fees.		

Essential Questions

- How do you write and find the value of expressions involving exponents?
- How do you use the order of operations to evaluate expressions involving exponents?
- How do you write an algebraic expression to represent a situation?
- How can you describe the parts of an expression?
- How do you evaluate an algebraic expression or a formula?
- How can you use variables and algebraic expressions to solve problems?
- How can you use the strategy use a model to combine like terms?
- How can you use properties of operations to write equivalent algebraic expressions?
- How can you identify equivalent algebraic expressions?
- How do you determine whether a number is a solution of an equation?
- How do you write an equation to represent a situation?
- How can you use models to solve addition equations?
- How do you solve addition and subtraction equations?
- How can you use models to solve multiplication equations?
- How do you solve multiplication and division equations?
- How can you use the strategy solve a simpler problem to solve equations involving fractions?

Reflection

I believe this month of math skills learned went well with being able to get an answer and check it. The concepts of doing inverse operations were new but again students didn't see the need to show work. As again this is the basis of skills used in later math classes it will help them in the long run.

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Unit: Expressions and Equations/Geometry and Statistics Chapters 8.8, 8.9, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5, 10.1, 10.2, 10.3, 10.4, 10.5	**Time:** February-March

Standards Taught

- 6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specifi ed set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specifi ed set makes an equation or inequality true.
- 6.EE.B.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infi nitely many solutions; represent solutions of such inequalities on number line diagrams.
- 6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
- 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting..	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities.

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		• Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Students are able to check answers to make sure it makes logical sense with the problem at hand. Then working on shapes and finding area helps with the idea of covering a surface with drywall and paint, or do flooring.	Inequality Solution of an inequality Independent variable Dependent variable Linear equation Area Parallelogram Congruent Trapezoid	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How do you determine whether a number is a solution of an inequality?
- How do you write an inequality to represent a situation?
- How do you represent the solutions of an inequality on a number line?
- How can you write an equation to represent the relationship between an independent variable and a dependent variable?
- How can you translate between equations and tables?
- How can you use the strategy find a pattern to solve problems involving relationships between quantities?
- How can you graph the relationship between two quantities?
- How can you translate between equations and graphs?
- How can you find the area of a parallelogram?
- What is the relationship among the areas of triangles, rectangles, and parallelograms?
- How can you find the area of triangles?
- What is the relationship between the areas of trapezoids and parallelograms?

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- How can you find the area of trapezoids?

Reflection:

With area you could see how students were not as familiar with what was going on. We worked quite a bit with identifying the type of shape and repetition on writing the formulas before finding the area. Again, an idea that was not well loved by many, but they will see benefits with expanding on area and volume concepts later.

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Unit: Geometry and Statistics Chapters 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7	**Time:** March-April

Standards Taught

- 6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems
- 6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities.

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		• Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Continuing the ideas needed to cover surfaces but in this case the amount of material needed to make a box or container as well as fill a tank with oil.	Regular polygon Composite figure Solid figure Net Surface area Lateral area Volume	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion

Essential Questions

- How can you find the area of regular polygons?
- How can you find the area of composite figures?
- How can you use the strategy find a pattern to show how changing dimensions affects area?
- How can you plot polygons on a coordinate plane and find their side lengths?
- How do you use nets to represent three-dimensional figures?
- What is the relationship between a net and the surface area of a prism?
- How can you find the surface area of a prism?
- How can you find the surface area of a pyramid
- What is the relationship between the volume and the edge lengths of a prism with fractional edge lengths?
- How can you find the volume of rectangular prisms with fractional edge lengths?
- How can you use the strategy use a formula to solve problems involving area, surface area, and volume?

Reflection

As now we are in the eLearning with finished up the previous chapter right before being dismissed. Students worked a lot on net, surface area and volume using my recorded power points on the web. The books log in for virtual examples and extra practice. They could work through each problem. As the transition was quick the communication was

difficult to make sure everyone was able to see what was going on. I noticed I had to revisit and give extra time for students to go back through concepts. With zoom meetings to receive extra help we could get through it.

Unit: Geometry and Statistics Chapters 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 13.1, 13.2, 13.3	**Time:** April-May

Standards Taught

- 6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- 6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- 6.SP.B.5a Summarize numerical data sets in relation to their context, such as by reporting the number of observations.
- 6.SP.B.5b Summarize numerical data sets in relation to their context, such as by describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- 6.SP.B.5c Summarize numerical data sets in relation to their context, such as by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/ or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- 6.SP.B.5d Summarize numerical data sets in relation to their context, such as by relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
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Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share." Students take notes and are involved in the lecture. They then practice with check and have the last portion of class to work independently.	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice.

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		• Introduce lessons with essential questions and vocab building activities. • Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Statistics is used in many areas of profession and really allows those professions to make decisions. It is a proper non biased data collection that helps see what averages are needed to set standards. Students can collect data and analyze it to make sure it fits the rest of the data. This really works on inference thinking and a great finish of the year.	Data Statistical question Dot plot Frequency Frequency table Relative frequency table Historgram Measure of center Mean Median Mode Outlier Lower quartile Upper quartile Box plot Mean absolute deviation	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion
Essential Questions • How do you identify statistical questions? • How can you describe how a data set was collected? • How can you use dot plots and frequency tables to display data? • How can you use histograms to display data? • How does the mean represent a fair share and balance point? • How does the mean represent a fair share and balance point? • How can you describe a set of data using mean, median, and mode?		

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- How does an outlier affect measures of center?
- How can you use the strategy draw a diagram to solve problems involving data?
- How can you describe overall patterns in a data set?
- How can you use box plots to display data?
- How do you calculate the mean absolute deviation of a data set?

Reflection

I feel for the most part what was received from students went quite well. Again the newness of e-learning made things difficult to judge what they totally grasped. There were continuing to do school. This information was easy calculation but lots of new vocabulary. I believe they worked hard to understand.

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Unit: Chapters 13.4, 13.5, 13.7, 13.8	**Time:** May	
Standards Taught		
• 6.SP.B.5c Summarize numerical data sets in relation to their context, such as by giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. • 6.SP.B.5d Summarize numerical data sets in relation to their context, such as by relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered • 6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. • 6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		
Differentiation/Assessment	**Classroom Management and Environment**	**What will the students be doing?**
Students who needed or extra help receive help from title teacher and teacher for independent working time. If appropriate, they complete worksheets or tests in an alternate setting.	Students have their own desks facing the front of the classroom. We push desks together for group work or "think-pair-share."	Students will be completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. To practice the math skills of this unit students complete: • Various Bell ringer activities for extra practice. • Introduce lessons with essential questions and vocab building activities.

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		• Reading Examples in lessons and going through together. • Have students try examples in the classroom. • Students take notes and use the notes to help complete practice and homework pages. • Independent Practice takes places for the last 10 to 20 minutes of class.
Relevance	**Vocabulary**	**Assessments**
Again strategizing plans and analyzing results with the effect on over all data is what is seen in these statistics concepts. The is a wonderful skill in problems solving and that is needed in everyday life.	Measures of variability Range Interquartile range Distribution	Daily workbook worksheets. Teacher observation Chapter Tests DIBELS Class Discussion
Essential Questions • How can you summarize a data set by using range, interquartile range, and mean absolute deviation? • How can you choose appropriate measures of center and variability to describe a data set? • How can you describe the distribution of a data set collected to answer a statistical question? • How can you use the strategy work backward to draw conclusions about a data set?		
Reflection The last parts of our statistics dealing with position was interesting and brought together previous concepts with the others. I believe it was a good stretch on their brains at the end but doable as they could reason their way as to what to choose and what information works better. They really were using inference skills that are helpful in all areas of study.		

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