TOWNSHIP OF UNION PUBLIC SCHOOLS

Grade 6 Mathematics

Adopted: September 4, 2020

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit Title: Mathematics – Quotients of Fractions Ratio and Rate Reasoning – Unit 1 – Module A

Grade level: Grade 6	Timeframe: 21 days

Rationale

Grade 6 – Quotients of Fractions Ratio and Rate Reasoning – Unit 1, Module A

Unit 1 begins with the additional work of the grade as grade 6 learners build on previously learned concepts of performing operations on decimals to the hundredths and multi-digit whole numbers using concrete models or drawings, place value strategies and properties of operations. The major focus of the unit quotients of fractions, ratios, and unit rates. Learners interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. They understand the concept of a ratio, use ratio language to describe a ratio relationship, and use rate language in the context of a ratio relationship. The unit concludes as learners use ratio and rate reasoning to solve real-world and mathematical problems. They reason about tables of equivalent ratios, solve unit rate problems, find a percent of a quantity as a rate per 100, solve problems involving finding the whole, given a part and the percent, and use ratio reasoning to convert measurement units.

Essential Questions

How do we divide multi digit numbers?
How do we add, subtract, multiply, and divide decimals? How is it similar to operations with whole numbers? How is it different?
What is a reciprocal?
How do we divide fractions? How can I use tape diagrams to divide fractions?
What does a quotient mean given a scenario?

Standards

Standards (Taught and Assessed):

6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

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. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (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?*

Key:	Major Cluster	Supporting Cluster	Additional Cluster

Highlighted Career Ready Practices and 21ₛₜ Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)
Pre-Assessment	

The 5th grade summer packet which has the skills in Unit 1 Module A

	and Reflections
	Individualized as needed

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
6.NS.B.2 – WALT divide multi-digit numbers using the standard algorithm working towards accuracy and efficiency	• recall the distributive property to help multiply multi digit numbers • Use "Thinking Bubble" to show multiplication scrap • Use estimation to help decide factors	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Use the computation shown below to find the products. 16)3024 189 16 142 128 144 144 0 a. 189×16 b. 80×16 c. 9×16	Define what a standard dividing algorithm is. Provide notes and direct instruction on how to divide multi digit numbers. Practice: Individual and/or Group Resources: Multi Digit Division practice 6.NS.B.2 Review the distributive property and explain how it can help multiply numbers.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.NS.B.3 – WALT add, subtract, multiply, and divide multi-digit decimals	• Apply previous knowledge of basic operations • Recall that the first step of adding and subtracting	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample:	Review decimal place value and numerical operations. Provide notes and	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a

Standard / WALT	Learning Activities	Assessment / Scenario	Differentiation / Scaffolds
using the standard algorithm for each operation, working towards accuracy and efficiency	decimals is ALWAYS to line up the decimals. • Use arrows to count spaces/loops/place values in each decimal factor and apply in the product. • Recall that a divisor can never be a decimal and use arrows to count place value movements. • Use estimation as a tool to see if your answer is reasonable	Thomas buys a case of bottled water. A case contains 36 bottles of water and $4.69. Thomas will sell each bottle of water for $0.75 at a school event. How much profit, in dollars, will Thomas earn if he sells all the bottles of water? Resources: *Reasoning about Multiplication and Place Value: 6.NS.B.3* Practice: Individual and/or Group	direct instruction on how to conduct addition, subtraction, multiplication and division with multi digit decimals. bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.NS.A.1 – WALT compute quotients of fractions	• Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Use song about dividing fractions to help remember to multiply by the fractions reciprocal • Students look for and uncover patterns while modeling quotients of fractions to ultimately discover the relationship between multiplication and division.	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Dan observes that	Define what a quotient is. Review fraction components. Provide notes and direct instruction on how to compute quotients of fractions. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.NS.A.1 – WALT interpret quotients of fractions	• Tape diagrams and models.	He says, *I think that if we are dividing a fraction by a fraction with the same denominator, then we can just divide the numerators.* Is Dan's conjecture true for all	Use word problems and real life application scenarios to interpret the result of dividing fractions. Practice: Individual **ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed

| 6.NS.A.1 – WALT solve word problems involving division of fractions by fractions using visual models and equations | • Underline key words in word problem that will guide the division expression
• Teacher Observation
• Do Now& Exit Tickets
• Sample:
You are stuck in a big traffic jam on the freeway and you are wondering how long it will take to get to the next exit, which is 112 miles away. You are timing your progress and find that you can travel 23 of a mile in one hour. If you continue to make progress at this rate, how long will it be until you reach the exit? Solve the problem with a diagram and explain your answer as given a magnet in Science class today. Each magnet weighed 16 of a pound. If there were 28 students in your class, how much did all of the magnets weigh together? | | |
| | | | |

fractions? Explain how you know.

and/or Group

Resources:

<u>Dividing by a Fraction is the Same as Multiplying by its Reciprocal: 6.NS.A.1</u>

• Short constructed responses

Define what visual models and equations are.

Review how to dissect a word problem to pull out relevant information.

Provide notes, visuals and direct instruction on how to solve word problems involving division of fractions by fractions.

Practice: Individual and/or Group

Resources:

Traffic Jam: 6.NS.A.1

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ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

SPED/504/at risk: Individualized as needed

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Multi-Digit Decimal Operations Assessment	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
	GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	SPED/504/at risk: Individualized as needed

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Modeling Multiplying & Dividing Fractions | Assessment

ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

SPED/504/at risk: Individualized as needed

Summative Assessments (add rows as needed)

Summative Assessment

Cumulative Test	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
	GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	SPED/504/at risk: Individualized as needed

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
• Open Ended/ Extended Constructive Response Questions – Students will be provided with a real life scenario. Students will be asked to analyze and provide detailed explanation on their conclusions. • Population – Students will use multi digit division to find the number of people per square mile in the countries/regions discussed in Social Studies. • Find the Mistake -Students will be given 3 responses to a problem. Students are to identify the correct answer & method as well as analyze & describe the errors done in the 2 incorrect responses.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed

Unit I Module B

Unit Title: Mathematics – Quotients of Fractions Ratio and Rate Reasoning – Unit 1 – Module B

Grade level: Grade 6

Timeframe: 45

Rationale

Grade 6 – Quotients of Fractions Ratio and Rate Reasoning – Unit 1, Module A

Unit 1 begins with the additional work of the grade as grade 6 learners build on previously learned concepts of performing operations on decimals to the hundredths and multi-digit whole numbers using concrete models or drawings, place value strategies and properties of operations. The major focus of the unit quotients of fractions, ratios, and unit rates. Learners interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. They understand the concept of a ratio, use ratio language to describe a ratio relationship, and use rate language in the context of a ratio relationship. The unit concludes as learners use ratio and rate reasoning to solve real-world and mathematical problems. They reason about tables of equivalent ratios, solve unit rate problems, find a percent of a quantity as a rate per 100, solve problems involving finding the whole, given a part and the percent, and use ratio reasoning to convert measurement units.

Essential Questions

What is a ratio? How is a ratio used?
What is a unit rate and how do you find it?

Every fraction is actually an _____ problem?

What is an equivalent ratio? How can you tell if two ratios are equivalent? What are two equivalent ratios called?

What is a coordinate plane? How do we use the ordered pair to help us graph a line?

Standards

Standards (Taught and Assessed):

■ **6.RP.A.1.** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

■ **6.RP.A.2** Understand the concept of a unit rate a/b associated with a ratio *a:b* **with b ≠ 0, and use rate language in the context of a ratio** relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*

■ **6.RP.A.3** 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.

a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

c. 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.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Key: ■ Major Cluster   ☐ Supporting Cluster   ◎ Additional Cluster

Highlighted Career Ready Practices and 21. Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
5 question pre-assessment from 5 standards below	Individualized as needed

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				
6.RP.A.1 – WALT explain the concept of a ratio through definition.	• Recall that ratios can be expressed in 3 different ways: fraction, colon, and using words • Understand and use "to" when comparing refers to a ratio.	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: The students in Mr. Hill's class played games at recess. 6 boys played soccer 4 girls played soccer 2 boys jumped rope 8 girls jumped rope. Afterward, Mr. Hill asked the	Define what a ratio is. Explain how to use ratio language appropriately. Review simplifying fractions to aid in correctly setting up ratios. Provide notes and direct instruction on how to write a ratio to compare two quantities.	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. GT: Provide enrichment activities
6.RP.A.1 – WALT use ratio language to describe a relationship				

between two quantities.		students to compare the boys and girls playing different games. Mika said, "Four more girls jumped rope than played soccer." Chaska said, "For every girl that played soccer, two girls jumped rope." Mr. Hill said, "Mika compared the girls by looking at the difference and Chaska compared the girls using a ratio." 1. Compare the number of boys who played soccer and jumped rope using the difference. Write your answer as a sentence as Mika did. 2. Compare the number of boys who played soccer and jumped rope using a ratio. Write your answer as a sentence as Chaska did. 3. Compare the number of girls who played soccer to the number of boys who played soccer using a ratio. Write your answer as a sentence as Chaska did.	**Practice:** Individual and/or Group Resources: <u>Games at recess 6RPA1</u>	to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.RP.A.2 – **WALT** construct a unit rate (a/b) from a given ratio ($a:b$) **6.RP.A.2 –** **WALT** explain a unit rate (a/b) associated with a ratio ($a:b$)	• Use everyday language to help you decide if its price per gallon or gallon per price. Does the wording make sense? • Read "per" as a unit rate. • Recall unit rates are ratios so it can be written as a fraction • Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample:	We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger. The grocery store sells beans in bulk. The grocer's sign above the beans says, 5 pounds for $4. At this store, you can buy	Define what a unit rate is. Explain how a unit rate is related to a ratio as well as identify the difference between the two. Review simplifying fractions to aid in correctly setting up ratios. Provide notes and direct	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities

6.RP.A.2 – WALT express a ratio relationship using rate language	• Recall that unit rates requires a "unit" of measurement since it has the word UNIT in its name.	or using a colon this same rate, and all prices include tax. any number of pounds of beans at **Resources:** _Price per pound and price per dollar 6RP.A2_	instruction on find a unit rate provide a ratio scenario using the appropriate ratio language. Use higher level questioning techniques in class and on assessments. **Practice:** Individual and/or Group **SPED/504/at risk:** Individualized as needed to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
6.RP.A.3 – WALT represent and solve rate and ratio real-world and mathematical problems by using tables, tape diagrams, double number line diagrams, and equations	• Underline /Circle key words in word problems to help set up a procedure. • Use color/shading to construct tape diagrams. • Use colored pencils to show the difference in both lines in double number line diagrams. • Box out the variable in the equation to help isolate the variable. • Use grid paper to help construct tape diagrams and double number line diagrams.	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Give students a real life example and have them solve it using any method they want: tables, tape diagrams, double number line diagrams, and equations	Define what tape diagrams and double number line diagrams are. Demonstrate how to use tables, tape diagrams, double number line diagrams and equations to predict and solve real life rate and ratio problems. Review basic one step equations to aid in using them to predict/solve the rate and ratio real life problems. Provide notes and direct instruction on how to use multiple models: tables, tape diagrams, double number lines diagrams, and equations to solve real life rate/ratio problems. Discuss real world unit rates scenario and how modeling tape diagrams & double number lines will help in solving the problems.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed

Standard / WALT	Objectives	Assessment / Sample	Instruction / Resources	Differentiation
6.RP.A.3a. – **WALT** create tables of equivalent ratios and find missing values with whole number measurements	• Use prior knowledge of simplifying fractions • Use arrows to show how each cell in the ratio table either get multiplied or divided by the same number. • Recall customary units of measurement equivalence	• Teacher Observation • Do Now & Exit Tickets • Sample: Enrique is making cakes. | Cakes	2	4	6	7
Eggs	8	16	24	? | Based on the table, how many eggs will Enrique need to make 7 cakes?	Practice: Individual and/or Group Resources: Voting for Three 6RPA3 Define what equivalent ratios are. Demonstrate how to use equivalent ratio tables to find missing values. Provide notes and direct instruction on how to create tables of equivalent ratios and find missing values with whole number measurements. Practice: Individual and/or Group Resources: Equivalent ratio tables 6RPA3.a	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.RP.A.3a. – **WALT** plot pairs of values, in the coordinate plane, from a atio table to compare ratios	• Recall X & Y coordinates/coordinate plane • Plot points using "walk across" the X axis and move up or down the Y axis "elevator"	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Have the class stand and move in the way they would plot the ordered pairs. Look and see which child/children are going in the wrong direction.	Define ordered pairs and the coordinate plane. Use visuals of the coordinate plane to demonstrate how to plot pairs of values. Review how to use a ratio table to read ordered pairs. Provide notes and direct	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities

6.RP.A.3b. –				
	• Underline KEY	• Short constructed responses	Define unit pricing and constant	ELL: Model and

instruction on how to plot pairs of values in a coordinate plane and how to obtain these ordered pairs from ratio tables.

Discuss real world unit rates scenario and how modeling tape diagrams & double number lines will help in solving the problems.

Resources: iready

Practice: Individual and/or Group

to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

SPED/504/at risk: Individualized as needed

ELL: Model and

WALT / Standard	Activities / Notes	Differentiation
WALT solve unit rate problems, including unit pricing and constant speed	• Teacher Observation • Do Now & Exit Tickets • Sample: **Part A** – How many miles per hour did Chad drive? Chad drove 168 miles in 3 hours. **Part B** – Chad will drive 672 more miles. He continues to drive at the same rate. How many hours will it take Chad to drive the 672 miles? **Part C** – Chad stopped and filled the car with 11 gallons of gas. He had driven 308 miles using the previous 11 gallons of gas. How many miles per gallon did Chad's car get? If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	Review how to find a unit rate. Provide notes and direct instruction on how to solve unit rate problem involving unit pricing and constant speed. Practice: Individual and/or Group Resources: <u>Solve problems with Ratios and unit rates. 6RP.A.3b</u> speed. Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
• Recall that "per" refers to unit rates		
Use words in word problems/ scenarios to help translate the problem		
6.RP.A.3c.– WALT find the part, whole, and percent of a quantity in real-world problems	• Use is = part, of = whole to help set up problems • Apply the percent proportion, when application: is/of = %/100 • Recall that "of" translates to multiplication • Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Selina bought a shirt on sale that was 20% less than the original price. The sale price was $5 more than the original price? Explain or show work.	Define and label Part, Whole, and Percent of a given quantity. Provide notes and direct instruction on how to find the part, whole, and percent of a quantity in real-world problems. Practice: Individual and/or **ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide

Standard / WALT	Objectives	Assessment / Sample	Group / Modifications
	• Recall decimal to percent conversion diagram.	**Group** Resources: - Anita brings 6 dolls to her grandma's house. These dolls represent 20% of Anita's doll collection, as shown in the diagram. Shirt sale 6RPA3.c	enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed
6.RP.A.3d. – WALT unit ratios can be used to manipulate and transform units accurately **6.RP.A.3d. – WALT** convert measurement units utilizing ratio reasoning	• Recall customary units of measurement equivalence ie. 12 inches/1 foot • Recall Metric System conversions & use base ten and decimal loops to convert. • Set up & solve proportions to find new converted unit • Use equivalent ratios to find new converted unit.	• Short constructed responses • Teacher Observation • Do Now & Exit Tickets • Sample: Alberto said, "The ratio of the number of dollars to the number of pounds is 4:5. That's $0.80 per pound." Beth said, "The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar." Are Alberto and Beth both correct? Explain.	Define units of measurement. Use visuals/charts to show measurement equivalency. Provide notes and direct instruction on how to convert measurement units and transform units accurately. Practice: Individual and/or Group Resources: <u>solve measurement conversion 6.RP.A3d</u>

| | | | **ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.

GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

SPED/504/at risk: Individualized as needed |

Assessment	ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
reading, writing, interpreting, rates, ratios, and unit rates	**GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	SPED/504/at risk: Individualized as needed

Benchmark Assessment

Benchmark Assessment 2

	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Explain the relationship of two quantities in given ratio using ratio language. Create and complete tables of equivalent ratios to solve real world and mathematical problems using ratio and rate reasoning that include making tables of equivalent ratios, solving unit rate problems, finding percent of a quantity as a rate per 100.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
	GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	SPED/504/at risk: Individualized as needed

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Cumulative Test	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
	GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	SPED/504/at risk: Individualized as needed

Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
• **Esperanza Rising** - Using a map of Mexico & California, students will be able to use the scale and proportions to find the actual distance that Esperanza and her family traveled on their journey. Students will read the novel in English. • **Metric System** – Students will learn how to convert between metrics in Math by multiplying/dividing by base 10. Students will discuss and use the Metric System in Science to gather data. Find the Mistake -Students will be given 3 responses to a problem. Students are to identify the correct answer & method as well as analyze & describe the errors done in the 2 incorrect responses. • **Open Ended/ Extended Constructive Response Questions** – Students will be provided with a real life scenario. Students will be asked to analyze and provide detailed explanation on their conclusions.	**ELL:** Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary. **GT:** Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. **SPED/504/at risk:** Individualized as needed