

Jan. 13th-Jan. 17th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	<p>Content: I can demonstrate application of rational numbers by locating points on the number line.</p> <p>Language: I can write to explain the meaning of opposite numbers by using the frame, "An opposite number is..."</p>	<p>Content: I can demonstrate knowledge of dividing fractions into whole numbers by using a visual model.</p> <p>Language: I can write to explain how to divide fractions using the frame, "To divide fractions, first..."</p>	Detailed subplans will be left.	<p>Content: I can demonstrate knowledge of dividing fractions by using the standard algorithm (steps).</p> <p>Language: I can orally explain how to divide fractions using the frame, "To divide fractions, first..."</p>	<p>Content: I can demonstrate application of dividing fractions by using the standard algorithm (steps).</p> <p>Language: I can orally explain how to divide fractions using the frame, "To divide fractions, first..."</p>
	Students will correctly answer 80% on the partner practice worksheet.	Students will correctly answer 80% on the independent practice worksheet.	Students will correctly answer 80% on the partner practice worksheet.	Students will correctly answer 80% on the review sheet.	Students will correctly answer 80% on the Post-test.
Weekly Vocabulary	Reciprocal, KCF (Keep, Change, Flip)				
Class Set-up	Whole Class/Small group	Whole Class/Small group	Whole Class/small group	Whole Class/Small group	Whole Class/Small group
CCS Covered and Strand	<p>6.NS.C.6 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>6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Problems 1, 2, 3, and 4.</p> <p>6.EE.A.2b 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. <i>Problem 1</i></p>				
Supplemental Class	Students will begin practicing dividing fractions on white boards, exact path, and google classroom.				