

Oct. 14th-Oct. 18th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	Content: I can demonstrate application of GCF, LCM and Prime Factorization by passing the Unit Test.	Pre-test Content: I can demonstrate knowledge of ratios/ equivalent fractions by completing problem 1.1 Language: I can orally explain whether each claim is true using equivalent fractions and ratios.	Content: I can demonstrate knowledge of ratios by completing problem 1.2 Language: I can orally explain how each goal was broken up using 10 segments on the thermometer chart.	Content: I can demonstrate comparing ratios by using fraction strips. 1.3 Language: I can orally explain how to use fraction strips to find the total on the thermometer chart	Content: I can demonstrate application of equivalent fractions/ ratios by completing problem 1.4. Language: I can orally explain benchmarks on a number line from 0 to 1.
Measurable Goal	Students will correctly answer 80% of their questions on the test.	Record Post-test scores on student graph.	Record Pre-test scores on student graph.		
Weekly Vocabulary	Ratio, Proportion, Equivalent Fraction				
Class Set-up	Independent	Whole Class/Small Group	Whole Class/Small Group	Whole Class/Small Group	Independent
CCS Covered and Strand	<p><u>Standards covered over the Primetime unit.</u></p> <p>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.</p> <p>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</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.</p> <p>6.RPA.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>Problems 1, 2, and 5</i></p> <p>6.RPA.2 Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>Problems 1, 2, and 5</i></p> <p>6.RPA.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. <i>Problems 1, 2, 3, 4, and 5</i></p> <p>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. <i>Problems 1, 2, 3, 4, and 5</i></p> <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. <i>Problem 3</i></p> <p><u>Common Core Standards addressed in CBP INY1</u></p> <p>6.RPA.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>Problems 1, 2, and 5</i> 6.RPA.2 Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>Problems 1, 2, and 5</i></p> <p>6.RPA.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. <i>Problems 1, 2, 3, 4, and 5</i></p> <p>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. <i>Problems 1, 2, 3, 4, and 5</i></p> <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. <i>Problem 3</i></p>				
Supplemental Class	Students will continue to work on multiplication facts, xtramath.org , and will practice factors using prime factorization.				

