Oct. 7th-Oct. 11th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	3.1 Content: I can demonstrate knowledge of prime factorization by completing problem 3.1. Language: I can orally explain how to find the prime factorization using the frame, "To find the prime factorization first…" Assign Weekly Practice #4	3.2 Content: I can demonstrate knowledge of exponents by completing prime factorization problems. Language: I can explain what an exponent is using the frame, "An exponent is _____"	3.3 Content: I can demonstrate application of prime factorization by successfully completing the Exit Card. Language: I can write to explain how to find the prime factorization of a number by using the frame, "To find the prime factorization first…"	Content: I can demonstrate application of GCF, LCM and Prime Factorization by completing the review questions. Language: I can orally explain how to find the greatest common factor by using the frame, "To find the greatest common factor of 4 and 16 I need to…" Collect Weekly Practice #4	Content: I can demonstrate application of GCF, LCM and Prime Factorization by participating in the review game. (Kahoot) Language: I can orally explain how to find the least common multiple by using the frame, "To find the least common multiple of 5 and 7 I need to…"
Measurable Outcome	Students will correctly answer 80% on problem 3.1	Students will correctly answer 80% on prime factorization problems.	Students will correctly answer 80% on exit card.		Students will correctly answer 80% on Kahoot
Weekly Vocabulary	common multiple, least common multiple (lcm), common factor, greatest common factor				
Class Set-up	Whole class/small group	Whole class/small group	Small group/partners	Independent	Small group

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CCS Covered and Strand	Standards covered over the unit. **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.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **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. **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *Problems 1, 2, and 5* **6.RP.A.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. *Problems 1, 2, and 5* **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. *Problems 1, 2, 3, 4, and 5* **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. *Problems 1, 2, 3, 4, and 5* **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. *Problem 3*				
Supplemental Class	Students will work on their multiplication facts on xtramath.org and focus on finding the GCF and LCM when given a set of numbers.				