Sept. 9th- Sept. 13th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	Pre-Test Primtime 1.1 Content: I can demonstrate knowledge of factors by successfully participating in the factor game (lesson 1.1) Small groups will complete problem 1.1 Language:I can write to describe how to find the greatest common factor of two whole numbers using the sentence starter: The greatest common factor of ___ and ___ is _____. I know this because first I…	Primetime 1.2 Content: I can demonstrate application of prime and composite numbers by completing table (problem A1) in Lesson 1.2 Language: I can orally explain If I were player A in the factor game which number I would choose first and why using the stem, "If I were player A I would first choose ___. I would pick this number first because..."	Primetime 1.3 Content:I can demonstrate knowledge of multiples by successfully participating in the product game (lesson 1.3) Language: I can write to describe how to find the multiples of a number using the stem, "To find the multiples of ___ first I..."	Primetime 1.4 Content: I can demonstrate knowledge of square numbers by successfully completing Problem 1.4. Language: I can orally describe a square number using the frame, "An example of a square number is.. I know this number is square because."	NWEA FALL TEST: DAY 1
Weekly Vocabulary	Divisor, composite number, prime number, factor, factor pair, multiple, prime number, proper factors, square number				
Class Set-up	Whole Class/Small group	Whole Class/Small group	Whole Class/Small group	Whole class/ Independent (quiz)	
CCS Covered and Strand	**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, and 4* **6.EE.A.2a** Write expressions that record operations with numbers and with letters standing for numbers. *Problem 4* **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. *Problem 4* **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *Problem 4*				
Supplemental Class	Students will learn how to play the factor game, create an anchor chart of factors and multiples and discuss what square numbers are.				