

Sept. 23rd-Sept. 27th	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Content Objective</b>	<p><b>Product Game Day. Primetime 1.3</b></p> <p>Content: I can demonstrate knowledge of multiples by successfully participating in the product game (lesson 1.3)</p> <p>Language: I can write to describe how to find the multiples of a number using the stem, "To find the multiples of ___ first I..."</p>	<p><b>Content:</b> I can demonstrate knowledge of square numbers by successfully completing Problem 1.4.</p> <p><b>Language:</b> I can orally describe a square number using the frame, "An example of a square number is.. I know this number is square because..."</p>	<p><b>Content:</b> I can demonstrate knowledge of factors and multiples by completing the study guide</p> <p><b>Language:</b> I can explain what a composite and prime number are (Partner share).</p>	<p><b>1/2 Day Product Game Day. Primetime 1.3</b></p> <p><b>Content:</b> I can demonstrate application of prime, composite, factors, and multiples by passing the quiz.</p> <p><b>Language:</b> I can write to describe how I know that I have all the factors of a number using the frame, "To be sure I have all the factors of 24, I..."</p>	<p><b>Content:</b> I can demonstrate application of prime, composite, factors, and multiples by passing the quiz.</p> <p><b>Language:</b> I can write to describe how I know that I have all the factors of a number using the frame, "To be sure I have all the factors of 24, I..."</p>
<b>Weekly Vocabulary</b>	Divisor, composite number, prime number, factor, factor pair, multiple, prime number, proper factors, square number				
<b>Class Set-up</b>	Independent	Whole class/Small group	Whole class/Small group	Whole class small group	Whole class/Small group
<b>CCS Covered and Strand</b>	<p><b>6.NS.B.4</b> 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, and 4</i></p> <p><b>Essential for 6.EE.A.2a</b> Write expressions that record operations with numbers and with letters standing for numbers. <i>Problem 4</i></p> <p><b>Essential for 6.EE.A.2b</b> 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 4</i></p> <p><b>6.EE.A.3</b> Apply the properties of operations to generate equivalent expressions. <i>Problem 4</i></p>				
<b>Supplemental Class</b>	Students will play the factor game, product game and will log onto <a href="http://xtramath.org">xtramath.org</a> to begin tracking their results with multiplication and division facts.				