Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 6* / Grade 6 (Math Regional Curriculum)

Wednesday, October 31, 2012, 11:42AM

Standard/Module: Proficiency with Rational Numbers 6.NS.3 (Week 3, 4 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) 6.EE.1, 6.EE.4, 6.EE.5, 6.SP.5, 6.G.1, 6.G.2, 6.G.3, 6.G.4

6th Grade CCS Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 6th Grade , The Number System

6.NS Compute fluently with multi-digit numbers and find common factors and multiples.

- 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Enduring Understandings	Essential Questions
1. Understand the role of place value of decimals when using with multi-digit operations. 2. Any rational number can be added, subtracted, multiplied, or divided 3. Being able to identify when the standard algorithm is appropriate to use.	1. What is a rational number? 2. Why are rational numbers used? 3. When is it appropriate to use the standard algorithm for addition, subtraction, multiplication, and division?

Critical Content

1. Multi-digit decimals

a. Role of place value when solving problems

2. Standard algorithm for:

a. addition

b. subtraction

c. multiplication

d. division

3. Operations

a. basic facts for addition, subtraction, multiplication, and division

Skills	Vocabulary
1. Fluently use the standard algorithm for addition of decimals. 2. Fluently use the standard algorithm for subtraction of decimals. 3. Fluently use the standard algorithm for multiplication of decimals. 4. Fluently use the standard algorithm for division of decimals.	Tier 2: difference product remainder fluent digits Tier 3: addend sum factor divisor dividend quotient rational number

	algorithm

Stage 2: Assessment Evidence

Assessments

Skill based
Formative: Performance: Skill Demonstration

1. 242.134+308.02
2. 38.9–14.334
3. 11.82x2.81
4. 341.8÷1.2

Problem Task
Formative: Performance: Skill Demonstration

The school had a bake sale and raised $75.55. If each cookie cost $0.05, how many cookies were sold? Explain how you got your answer.

Stage 3: Learning Plan

Learning Activities	Resources
Place Value: Write digits from 0 to 9 on pieces of paper, and then put the digits in a container. Draw 3 digits from the container. Have your child write the least decimal from the digits. For example, the least decimal of the digits 9, 1, and 5 is 0.159. Have your child identify the place of each digit in the decimal number (1 is in the tenths place, 5 is in the hundredths, and 9 is in the thousandths). Challenge your child to write a decimal greater than 0.159, using the same 3 digits.	http://illustrativemathematics.org/standards/k8http://engageny.org/common-core/
	http://illustrativemathematics.org/
	www.livebinders.com/play/play/52180
	http://illuminations.nctm.org/
----------	http://www.mathsisfun.com/geometry/polyhedron.html
1-4. Connect students' knowledge of various strategies to the standard	

algorithm. 1-4. Have students look at student work that contains a common misconception and look at errors and discuss how to correct the error.	http://www.korthalsaltes.com/

Differentiation Opportunities

Provide grid paper to help students line up the decimals when adding and subtracting decimals.

Provide examples or the steps on assignments or classwork to give some aid.

Scaffold problems for class activities and homework.

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