

Date: 10/5/15 – 10/9/15

Grade: 6th

Subject: Math

**CCGPS: MGSE6.NS.1**

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem

**Essential Question:**

How do you find the Greatest Common Factor? How do you find the least common multiple?

**Preview Skill / Vocabulary:**

GCF greatest common factor, LCM least common multiple, denominator, numerator, common denominator, and least common denominator, reciprocal, multiplicative inverse, simplest form, simplify, reduce

**Activating Learning Strategies:**

- LINK
- KWL
- Survey
- First Word
- Word Map
- Word Splash
- KWL Plus
- Structured Notes
- Possible Sentence
- Concept Map
- Frayer Model
- Anticipation Guide
- Draw and Picture
- Directed Rdg/Thinking Act
- 5-3-1
- Think-Pair-Share
- Vocab. Overview
- Brainstorm
- Brainstorm & Category
- Circle Map
- Other

**Cognitive Teaching Strategies (the actual lesson):**

- Lecture
- Reading
- Model
- Mind Map
- Other
- Graphic Organizer
- Pictograph
- Diagram
- Visual Chain
- Poems, Rhymes, Lyrics
- Acronyms/Word Links
- Hands-on

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Procedural Content - Application / Activity</b>	<p>Block 2 - Begin lesson 3-2 on Least Common multiples – go over examples of real life application</p> <p>Skip counting Macarena – explain multiples are like skip counting with a Number</p> <p>Block 3 – pull some students for reteaching of GCF.</p>	<p>Computer Lab Day</p> <p>Students will complete <a href="http://www.fun4thebrain.com/beyondfacts/lcmsnowball.html">http://www.fun4thebrain.com/beyondfacts/lcmsnowball.html</a> practice with LCM.</p> <p>Then students will work on Moby Max for independently targeted lessons based on pre-assessment.</p> <p>Students will also be working to complete any missing work or redo activities with low scores.</p>	<ul style="list-style-type: none"> <li>- LMC worksheet</li> <li>- Block 2 – reading strategies, practice A and selected practice problem solving</li> <li>- Block 3 – practice B, challenge, and problem solving.</li> </ul> <p>IPAD – 5 dice game (15 minutes –multiple operations game</p>	GCF and LCM Review and Assessment	<p>Lesson 3.2 Hands on Task</p> <p>Model division using tape diagrams.</p>

**Reteaching, Enrichment, Acceleration:**, small group reteach as

**Assessment:**

**Differentiation:** level worksheet,

needed, Challenge and extension worksheets/activities	<input type="checkbox"/> Rubric <input type="checkbox"/> Other <input checked="" type="checkbox"/> Lab Analysis	<input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Informal	<b>differentiated teaching strategies, modified number range</b>
<b>Summarizing:</b>	<input checked="" type="checkbox"/> Ticket Out the Door <input type="checkbox"/> The Important Thing	<input type="checkbox"/> Study Cards <input type="checkbox"/> Exit Cards	<input type="checkbox"/> 3-2-1 <input type="checkbox"/> Learning Log <input type="checkbox"/> + - Interesting Questions <input type="checkbox"/> Pass out of class <input type="checkbox"/> Teacher Questions <input type="checkbox"/> Other
<b>Extending and Refining:</b>	<input type="checkbox"/> Cause and Effect <input type="checkbox"/> Classifying <input type="checkbox"/> Abstracting	<input type="checkbox"/> Compare and Contrast <input type="checkbox"/> Writing Prompt <input type="checkbox"/> Constructing Support	<input checked="" type="checkbox"/> Analyzing <input checked="" type="checkbox"/> Error Analysis <input type="checkbox"/> Other <input type="checkbox"/> Inductive Reasoning <input type="checkbox"/> Deductive Reasoning