



## Sixth Grade Math Chapter 1 Unit Plan

*This Chapter does not address any 6<sup>th</sup> Grade Math Essential Standards*

Time: (Weeks/Days)		Chapter 1: Numerical Expressions and Factors <b>Essential Standards Lessons:</b> Not applicable		
Big Ideas:		Essential Question(s):		
<b>Standards for Mathematical Practice:</b> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.		<b>Student Learning Targets:</b>		
<b>Standards</b> <small>(Essential Standards are bold and underlined)</small>	<b>Vocabulary</b>	<b>Skills</b>	<b>Activities (Resources)</b>	<b>Assessment</b>
6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.			1.1: Whole Number Operations <ul style="list-style-type: none"> <li>• Textbook Activities pgs.2-3 (all)</li> <li>• Textbook Lesson pgs. 5-6 (3, 4)</li> <li>• Textbook Exercise pgs. 7-9 (21-26, 38, 44)</li> <li>• RPJ pgs. 6 (7-12)</li> </ul> <u>Additional Resources:</u> <ul style="list-style-type: none"> <li>• Resources by Chapter pgs. 5 (10-15, 18, 22), pgs. 6 (10-16,19), pgs. 7</li> </ul>	Common Summative Assessment: <ul style="list-style-type: none"> <li>• Assessment Book Chapter Test A (pgs. 7-8) or Chapter Test B (pg. 9-10)</li> </ul>

<p>6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.</p>			<p>1.2: Powers and Exponents</p> <ul style="list-style-type: none"> <li>• Textbook Activity pgs.10-11 (all)</li> <li>• Textbook Lesson pgs. 12-13 (all)</li> <li>• Textbook Exercises pgs. 14-15 (1-32, 37-38)</li> <li>• RPJ pgs. 7, 8, 10 (all)</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Resources by Chapter pgs. 11, pgs. 12 (1-20)</li> </ul>	
<p>6.NS.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</p>			<p>1.3: Order of Operations</p> <ul style="list-style-type: none"> <li>• Textbook Activities pgs. 16-17 (all)</li> <li>• Textbook Lesson pgs. 18-19 (2,3,4)</li> <li>• Textbook Exercises pgs. 20-21 (9-14, 18-19, 21, 23, 27-28)</li> <li>• RPJ pgs. 14 (4-5, 7, 9)</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Resources by Chapter pgs. 17 (5-6, 8-9, 12-14)</li> </ul>	
			<p>1.4: Prime Factorization (Preparing for 6.NS.4)</p> <ul style="list-style-type: none"> <li>• Textbook Activity pgs. 24-25 (all)</li> <li>• Textbook Lesson pgs. 26-27 (all)</li> </ul>	

<p>as a multiple of a sum of two whole numbers with no common factor.</p>			<ul style="list-style-type: none"> <li>• Textbook Exercises pgs. 28 (all)</li> <li>• RPJ pgs. 15-18 (all)</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Resources by Chapter pgs. 22, pgs. 23 (1-16, 19-21), pgs. 24 (1-9, 11-16, 20-22)</li> </ul> <p>1.5: Greatest Common Factor</p> <ul style="list-style-type: none"> <li>• Textbook Activity pgs. 30-31 (all)</li> <li>• Textbook Lesson pgs. 32-33 (1,2,4,5,7)</li> <li>• Textbook Exercises pgs. 34-35 (1-17, 20-22)</li> <li>• RPJ pgs. 19-22 (all)</li> </ul> <p><u>Additional Resources</u></p> <ul style="list-style-type: none"> <li>• Resources by Chapter pg. 28 (1-6); pg. 29 (1-11, 14-16, 21-22); pg. 30 (1-5, 7, 10, 13); pg. 32 (1-11)</li> </ul> <p>1.6: Least Common Multiple</p> <ul style="list-style-type: none"> <li>• Textbook Activity pgs. 36 (1a), pgs. 37 (3-6)</li> <li>• Textbook Lesson pgs. 38 (1)</li> </ul>	
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What adjustments should be made for the following year?