

Columbus County Schools
Common Core State Standards Curriculum Alignment

Subject: Math		Grade Level: 6th		Grading Period: 1 st Nine Weeks
CCSS: 6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4		Time Frame: Days 1-18		Domain (Unit): 6.NS The Number System
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>
<p>Chapter 3: Compute with Multi-Digit Numbers (Lessons 1, 3, 4, 5, 7, 8)</p> <p>Essential Question: How can estimating be helpful?</p> <p>Chapter 1: Ratios and Rates (Lesson 1)</p> <p>Essential Question: How do you use equivalent rates in the real world?</p> <p>Chapter 4: Multiply and Divide Fractions (Lessons 6, 7, 8)</p> <p>Essential Question: What does it mean to multiply and divide fractions?</p>	<p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>	See Daily Lesson Plans	<p>Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects</p> <p>Summative: Chapter Test, Benchmarks</p>	<p>Columbus County Schools website: Curriculum, 6-8 resources</p> <p>Glencoe website: www.connected.mcgraw-hill.com</p>

Columbus County Schools Common Core State Standards Curriculum Alignment				
Subject: Math		Grade Level: 6th		Grading Period: 1 st Nine Weeks
CCSS: 6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b, 6.RP.3c, 6.RP.3d		Time Frame: Days 19-38		Domain (Unit): 6.RP Ratios and Proportional Relationships
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>
<p>Chapter 1: Ratios and Rates (Lessons 2, 3, 4, 5, 6, 7)</p> <p>Essential Question: How do you use equivalent rates in the real world?</p> <p>Chapter 2: Fractions, Decimals, and Percents (Lessons 1, 2, 3, 4, 5, 7, 8)</p> <p>Essential Question: When is it better to use a fraction, a decimal, or a percent?</p> <p>Chapter 4: Multiply and Divide Fractions (Lesson 5)</p> <p>Essential Question: What does it mean to multiply and divide fractions?</p>	<ol style="list-style-type: none"> 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. 	See Daily Lesson Plans	<p>Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects</p> <p>Summative: Chapter Test, Benchmarks</p>	<p>Columbus County Schools website: Curriculum, 6-8 resources</p> <p>Glencoe website: www.connected.mcgraw-hill.com</p>

Columbus County Schools
Common Core State Standards Curriculum Alignment

<u>Subject:</u> Math		<u>Grade Level:</u> 6th		<u>Grading Period:</u> End 1 st Nine Weeks – Begin 2 nd Nine Weeks	
<u>CCSS:</u> 6.EE.1, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.3, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9		<u>Time Frame:</u> Days 39-68		<u>Domain (Unit):</u> 6.EE Expressions and Equations	
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>	
<p>Chapter 6: Expressions (Lessons 1, 2, 3, 4, 5, 6, 7)</p> <p>Essential Question: How is it helpful to write numbers in different ways?</p> <p>Chapter 7: Equations (Lessons 1, 2, 3, 4, 5)</p> <p>Essential Question: How do you determine if two numbers or expressions are equal?</p> <p>Chapter 8: Functions and Inequalities (Lessons 1, 2, 3, 4, 5, 6, 7)</p> <p>Essential Question: How are symbols, such as $<$, $>$, and $=$, useful?</p>	<ol style="list-style-type: none"> 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. 	See Daily Lesson Plans	<p>Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects</p> <p>Summative: Chapter Test, Benchmarks</p>	<p>Columbus County Schools website: Curriculum, 6-8 resources</p> <p>Glencoe website: www.connected.mcgraw-hill.com</p>	

Columbus County Schools Common Core State Standards Curriculum Alignment				
<u>Subject:</u> Math		<u>Grade Level:</u> 6th		<u>Grading Period:</u> Ending 2 nd Nine Weeks and Beginning 3 rd Nine Weeks
<u>CCSS:</u> 6.G.1, 6.G.2, 6.G.3, 6.G.4		<u>Time Frame:</u> Days 69-102		<u>Domain (Unit):</u> 6.G Geometry
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>
Chapter 9: Area (Lessons 1, 2, 3, 4, 5, 6) Essential Question: How does measurement help you solve problems in everyday life? Chapter 10: Volume and Surface Area (Lessons 1, 2, 3, 4, 5) Essential Question: How is shape important when measuring a figure?	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.	See Daily Lesson Plans	Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects Summative: Chapter Test, Benchmarks	Columbus County Schools website: Curriculum, 6-8 resources Glencoe website: www.connected.mcgraw-hill.com

Columbus County Schools
Common Core State Standards Curriculum Alignment

<u>Subject:</u> Math		<u>Grade Level:</u> 6th		<u>Grading Period:</u> 3 rd Nine Weeks
<u>CCSS:</u> 6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c, 6.SP.5d		<u>Time Frame:</u> Days 103-120		<u>Domain (Unit):</u> 6.SP Statistics and Probability
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>
<p>Chapter 11: Statistical Measures</p> <p>(Lessons 1,2,3,4,5)</p> <p>Essential Question: How are the mean, median, and mode helpful in describing data?</p> <p>Chapter 12: Statistical Displays</p> <p>(Lessons 1,2,3,4)</p> <p>Essential Question: Why is it important to carefully evaluate graphs?</p>	<ol style="list-style-type: none"> 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. 	See Daily Lesson Plans	<p>Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects</p> <p>Summative: Chapter Test, Benchmarks</p>	<p>Columbus County Schools website: Curriculum, 6-8 resources</p> <p>Glencoe website: www.connected.mcgraw-hill.com</p>

Columbus County Schools
Common Core State Standards Curriculum Alignment

<u>Subject:</u> Math		<u>Grade Level:</u> 6th		<u>Grading Period:</u> 4 th Nine Weeks
<u>CCSS</u> 6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8		<u>Time Frame:</u> Days 121-133		<u>Domain (Unit):</u> 6.NS The Number System
<u>Chapters:</u>	<u>Mathematical Practices:</u>	<u>Academic Vocabulary:</u>	<u>Assessment(s):</u>	<u>Additional Resources:</u>
Chapter 5: Integers and the Coordinate Plane (Lessons 1,2,3,4,5,6) Essential Question: How are integers and absolute value used in real-world situations?	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.	See Daily Lesson Plans	Formative: BellRinger, Exit Slip, Homework, Observation, Independent Practice, Oral Responses, SuccessMaker, ClassScape, Projects Summative: Chapter Test, Benchmarks	Columbus County Schools website: Curriculum, 6-8 resources Glencoe website: www.connected.mcgraw-hill.com

Day 1 Lesson: Ch. 3 Lesson 1	Day 2 Lesson: Ch. 3 Lesson 3	Day 3 Lesson: Ch. 3 Lesson 4	Day 4 Lesson: Assessment	Day 5 Lesson: Ch. 3 Lesson 5
Standards: 6.NS.3 Mathematical Practices: 1, 2, 3, 4, 5, 6 Academic Vocabulary: sum, difference, add, subtract, annex zeros	Standards: 6.NS.3 Mathematical Practices: 1, 3, 4, 5, 6 Academic Vocabulary: multiply, product, estimate	Standards: 6.NS.3 Mathematical Practices: 1, 2, 3, 4, 5, 6 Academic Vocabulary:	Standards: 6.NS.3 Mathematical Practices: Academic Vocabulary:	Standards: 6.NS. 2 Mathematical Practices: 1, 2, 3, 4, 5, 6 Academic Vocabulary: quotient, divisor, dividend, remainder, algorithm
Objective: Add and Subtract Decimals	Objective: Estimate and Find Products of Decimals and Whole Numbers	Objective: Multiply Decimals by Decimals	Objective: Assess Ch. 3 Lessons 1, 3, 4	Objective: Find Quotients of Problems Involving Multi-Digit Divisors
BellRinger: Real-World Link page 177 Guided Practice: page 180 Independent Practice: page 180-182 Exit Slip: Ticket Out the Door page 180 (see margin of teacher edition)	BellRinger: Real-World Link page 193 Guided Practice: page 196 Independent Practice: page 197-198 Exit Slip: Ticket Out the Door page 196	BellRinger: Real-World Link page 201 Guided Practice: page 204 Independent Practice: page 205-206 Exit Slip: Ticket Out the Door page 204	BellRinger: Teacher Choice Guided Practice: Independent Practice: Exit Slip: Teacher Choice	BellRinger: Vocabulary Start-Up and Real-World Link page 215 Guided Practice: page 218 Independent Practice: page 219-220 Exit Slip: Ticket Out the Door page 218
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 3 Chapter Quiz found online	Assessment: Exit Slip

Day 6	Day 7	Day 8	Day 9	Day 10
Lesson: Ch. 3 Lesson 7	Lesson: Ch. 3 Lesson 8	Lesson: Assess	Lesson: Ch. 1 Lesson 1	Lesson: Ch. 1 Lesson 1
Standards: 6.NS.3	Standards: 6.NS.3	Standards: 6.NS.2 and 6.NS.3	Standards: 6.NS.4	Standards: 6.NS.4
Mathematical Practices: 1, 3, 4, 5, 6	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices:	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices: 1, 3, 4, 5
Academic Vocabulary: compatible numbers (from Lesson 6)	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary: factor(s), common factors, GCF, prime, composite,	Academic Vocabulary: multiple(s), LCM
Objective: Divide Decimals by Whole Numbers	Objective: Divide Decimals by Decimals	Objective: Assess	Objective: Find the GCF of Two or More Numbers up to 100	Objective: Find the LCM of Two or More Numbers up to 12
BellRinger: Real-World Link page 231	BellRinger: Real-World Link page 239	BellRinger: Teacher Choice	BellRinger: Vocabulary Start-Up for GCF page 7	BellRinger: Vocabulary Start-up for LCM page 7
Guided Practice: page 234	Guided Practice: page 242	Guided Practice:	Guided Practice: page 10 (1, 2, 3, and 8)	Guided Practice: page 10 (4, 5, 6, 7)
Independent Practice: pages 235-236	Independent Practice: pages 243-244	Independent Practice:	Independent Practice: pages 11-12 (1, 2, 3, 4, 9, 10, 13, 15, 16)	Independent Practice: pages 11-12 (5, 6, 7, 8, 11, 12, 14)
Exit Slip: Ticket Out the Door page 234	Exit Slip: Ticket Out the Door page 242	Exit Slip: Teacher Choice	Exit Slip: page 14 (#27) Standardized Test Practice	Exit Slip: Ticket Out the Door page 10
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 3 Standardized Test Practice (found online)	Assessment: Exit Slip	Assessment: Exit Slip

Day 11 Lesson: Assess	Day 12 Lesson: Ch. 4 Inquiry Lab	Day 13 Lesson: Ch. 4 Lesson 6	Day 14 Lesson: Ch. 4 Inquiry Lab	Day 15 Lesson: Ch. 4 Lesson 7
Standards: 6.NS.4	Standards: 6.NS.1	Standards: 6.NS.1	Standards: 6.NS.1	Standards: 6.NS.1
Mathematical Practices:	Mathematical Practices: 1, 3, 4	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices: 1, 3, 4	Mathematical Practices: 1, 2, 3, 4, 5, 7, 8
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary: reciprocals	Academic Vocabulary:	Academic Vocabulary:
Objective: Assess GCF and LCM	Objective: Divide Whole Numbers by Fractions (using models)	Objective: Divide Whole Numbers by Fractions	Objective: Divide Fractions using Models	Objective: Divide Fractions
BellRinger: Teacher Choice	BellRinger: page 301 top of page Set Design	BellRinger: Vocabulary Start-Up and Real-World Link page 305	BellRinger: page 313 top of page Candy	BellRinger: Real-World Link page 317
Guided Practice:	Guided Practice: page 301 Investigation 1 page 302 Investigation 2, 3	Guided Practice: page 308	Guided Practice: page 313 Investigation 1 page 314 Investigation 2, 3	Guided Practice: page 320
Independent Practice:	Independent Practice: pages 303-304 Collaborate, Analyze	Independent Practice: pages 309-310	Independent Practice: pages 315-316 Collaborate, Analyze	Independent Practice: pages 321-322
Exit Slip: Teacher Choice	Exit Slip: page 304 Reflect	Exit Slip: Ticket Out the Door page 308	Exit Slip: page 316 Reflect	Exit Slip: Ticket Out the Door page 320
Assessment: Ch. 1 Lesson 1 Problem-Solving Practice (found online)	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 16 Lesson: Ch. 4 Lesson 8	Day 17 Lesson: Ch. 4 Review	Day 18 Lesson: Assess	Day 21 Lesson: Ch. 1 Lesson 2	Day 22 Lesson: Inquiry Lab
Standards: 6.NS.1 Mathematical Practices: 1, 2, 3, 4, 6, 7 Academic Vocabulary:	Standards: 6.NS.1 Mathematical Practices: Academic Vocabulary:	Standards: 6.NS.1 Mathematical Practices: Academic Vocabulary:	Standards: 6.RP.1 and 6.RP.3 Mathematical Practices: 1, 3, 4, 5 Academic Vocabulary: ratio	Standards: 6.RP.2, 6.RP.3, 6.RP.3b Mathematical Practices: 1, 3, 8 Academic Vocabulary:
Objective: Divide Mixed Numbers	Objective: Review Ch. 4	Objective: Assess Ch. 4	Objective: Express Ratios and Rates as Fractions	Objective: Explore Rates Using Models
BellRinger: Real-World Link page 325 Guided Practice: page 328 Independent Practice: pages 329-330 Exit Slip: Ticket Out the Door page 328	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 4 Test 3A for review (found online) Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 4 Standardized Test Practice (found online) Exit Slip: Teacher Choice	BellRinger: Real-World Link page 19 Guided Practice: page 22 Independent Practice: pages 23-24 Exit Slip: Ticket Out the Door page 22	BellRinger: page 27 top of page Rollerblading Guided Practice: Investigation 1 page 27 Investigation 2, 3 page 28 Independent Practice: Collaborate, Analyze pages 29-30 Exit Slip: Reflect page 30
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 4 Standardized Test Practice (found online)	Assessment: Exit Slip	Assessment: Exit Slip

Days 19 and 20 should be spent completing the Performance-Based Task for Chapter 3 (found online). The title of it is Calorie Counter.

Day 23 Lesson: Ch. 1 Lesson 3	Day 24 Lesson: Ch.1 Lesson 4	Day 25 Lesson: Ch. 1 Lesson 5	Day 26 Lesson: Assess and Ch. 1 PSI	Day 27 Lesson: Ch. 1 Lesson 6
Standards: 6.RP.2, 6.RP.3, 6.RP.3b	Standards: 6.RP.3, 6.RP.3a, 6.RP.3b	Standards: 6.RP.3, 6.RP.3a	Standards: 6.RP.2 and 6.RP.3	Standards: 6.RP.3, 6.RP.3b
Mathematical Practices: 1, 3, 4	Mathematical Practices: 1, 3, 4, 7, 8	Mathematical Practices: 1, 3, 4	Mathematical Practices: 1, 3, 4	Mathematical Practices: 1, 3, 4, 6, 7
Academic Vocabulary: rate, unit rate, unit price	Academic Vocabulary: ratio table, equivalent ratios, scaling	Academic Vocabulary: coordinate plane, origin, x-axis, y-axis, ordered pair, x-coordinate, y-coordinate, graph	Academic Vocabulary:	Academic Vocabulary:
Objective: Determine Unit Rates	Objective: Use Ratio Tables to Represent and Solve Problems Involving Equivalent Ratios	Objective: Graph Ordered Pairs in Ratio Tables to Solve Problems	Objective: Assess 6.RP.2 and 6.RP.3 and Solve Problems by Using the Four Step Plan	Objective: Determine if Two Ratios are Equivalent
BellRinger: Vocabulary Start-Up and Real-World Link page 31	BellRinger: Real-World Link page 39	BellRinger: Vocabulary Start-Up and Real-World Link page 47	BellRinger: Teacher Choice	BellRinger: Real-World Link page 59
Guided Practice: page 34	Guided Practice: page 42	Guided Practice: page 50	Guided Practice: Case #1 page 55 Case #2 page 56	Guided Practice: page 62
Independent Practice: pages 35-36	Independent Practice: pages 43-44	Independent Practice: pages 51-52	Independent Practice: Ch. 1 Chapter Quiz (found online) Case #3, Case #4, Case #5, and Case #6 page 57	Independent Practice: pages 63-64
Exit Slip: Ticket Out the Door page 34	Exit Slip: Ticket Out the Door page 42	Exit Slip: Ticket Out the Door page 50	Exit Slip: Teacher Choice	Exit Slip: Ticket Out the Door page 62
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 1 Chapter Quiz	Assessment: Exit Slip

Day 28	Day 29	Day 30	Day 31	Day 32
Lesson: Ch. 1 Lesson 7	Lesson: Ch. 1 Review	Lesson: Ch. 1 Assessment	Lesson: Ch. 2 Lesson 1	Lesson: Ch. 2 Lesson 2
Standards: 6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b	Standards: 6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b	Standards: 6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b	Standards: Preparation for 6.RP.3c	Standards: Preparation for 6.RP.3c
Mathematical Practices: 1, 3, 4, 5, 7	Mathematical Practices:	Mathematical Practices:	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices: 1, 3, 4, 5
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary: rational number	Academic Vocabulary: percent
Objective: Solve Problems Using Ratios and Rates	Objective: Ch. 1 Review	Objective: Ch. 1 Assessment	Objective: Write Decimals as Fractions or Mixed Numbers and vice versa	Objective: Write Percents as Fractions and vice versa
BellRinger: Real-World Link page 71	BellRinger: Teacher Choice	BellRinger: Teacher Choice	BellRinger: Real-World Link page 89	BellRinger: Real-World Link page 101
Guided Practice: page 74	Guided Practice:	Guided Practice:	Guided Practice: page 92	Guided Practice: page 104
Independent Practice: pages 75-76	Independent Practice: Ch. 1 Test 3A for Review (found online)	Independent Practice: Ch. 1 Standardized Test Practice (found online)	Independent Practice: pages 93-94	Independent Practice: pages 105-106
Exit Slip: Ticket Out the Door page 74	Exit Slip: Teacher Choice	Exit Slip: Teacher Choice	Exit Slip: Ticket Out the Door page 92	Exit Slip: Ticket Out the Door page 104
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 1 Standardized Test Practice	Assessment: Exit Slip	Assessment: Exit Slip

Day 33 Lesson: Ch. 2 Lesson 3	Day 34 Lesson: Ch. 2 Lesson 4	Day 35 Lesson: Ch. 2 Lesson 5	Day 36 Lesson: Ch. 2 Lesson 7	Day 37 Lesson: Ch. 2 Lesson 8
Standards: Preparation for 6.RP.3c	Standards: Preparation for 6.RP.3c	Standards: Preparation for 6.RP.3c	Standards: 6.RP.3, 6.RP.3c	Standards: 6.RP.3, 6.RP.3c
Mathematical Practices: 1, 3, 4, 5, 6	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices: 1, 2, 3, 4, 5, 6	Mathematical Practices: 1, 3, 4, 5	Mathematical Practices: 1, 2, 3, 4, 7
Academic Vocabulary:	Academic Vocabulary:	Academic Vocabulary: least common denominator (LCD)	Academic Vocabulary:	Academic Vocabulary: proportion, percent proportion
Objective: Write Percents as Decimals and vice versa	Objective: Write Percents Greater than 100% and Percents Less than 1% as Fractions and as Decimals and vice versa	Objective: Compare and Order Fractions, Decimals, and Percents	Objective: Find the Percent of a Number	Objective: Solve Percent Problems Involving Finding the Whole or Part
BellRinger: Real-World Link page 109	BellRinger: Real-World Link page 117	BellRinger: Vocabulary Start-Up and Real-World Link page 129	BellRinger: Real-World Link page 147	BellRinger: Vocabulary Start-UP and Real-World Link page 155
Guided Practice: page 112	Guided Practice: page 120	Guided Practice: page 132	Guided Practice: page 150	Guided Practice: page 158
Independent Practice: pages 113-114	Independent Practice: pages 121-122	Independent Practice: pages 133-134	Independent Practice: pages 151-152	Independent Practice: pages 159-160
Exit Slip: Ticket Out the Door page 112	Exit Slip: Ticket Out the Door page 120	Exit Slip: Ticket Out the Door page 132	Exit Slip: Ticket Out the Door page 150	Exit Slip: Ticket Out the Door page 158
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 38 Lesson: Ch. 2 Review	Day 39 Lesson: Ch. 2 Assessment	Day 40 Lesson: Ch. 4 Lesson 5	Day 41*** Lesson: Benchmark**	Day 44 Lesson: Ch. 6 Lesson 1
Standards: 6.RP.3 and 6.RP.3c Mathematical Practices: Academic Vocabulary:	Standards: 6.RP.3 and 6.RP.3c Mathematical Practices: Academic Vocabulary:	Standards: 6.RP.3d* Mathematical Practices: 1, 3, 4, 6 Academic Vocabulary: unit ratio, dimensional analysis	Standards: 6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4 6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b, 6.RP.3c, 6.RP.3d Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.1, 6.NS.3 Mathematical Practices: 1, 3, 4, 6, 8 Academic Vocabulary: base, exponent, powers, perfect square
Objective: Ch. 2 Review	Objective: Ch. 2 Assessment	Objective: Change Units of Measure in the Customary System	Objective:	Objective: Represent Numbers using Exponents
BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 2 Test 3A (found online) Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 2 Standardized Test Practice (found online) Exit Slip: Teacher Choice	BellRinger: Real-World Link page 289 Guided Practice: page 292 Independent Practice: pages 293-294 Exit Slip: Ticket Out the Door page 292	BellRinger: Guided Practice: Independent Practice: Course 1 Benchmark Test-First Quarter (found online) Exit Slip:	BellRinger: Vocabulary Start-Up and Real-World Link page 433 Guided Practice: page 436 Independent Practice: pages 437-438 Exit Slip: Ticket Out the Door page 436
Assessment: Exit Slip	Assessment: Ch. 2 Standardized Test Practice and Exit Slip	Assessment: Exit Slip	Assessment: Course 1 Benchmark Test-First Quarter	Assessment: Exit Slip

*6.RP.3d – The Glencoe book Ch. 4 Lesson 5 only addresses the customary system. Teachers will need to find material to cover the metric system.

**If we have a ClassScape benchmark or a benchmark from the central office then this benchmark does not need/have to be given.

***Days 42 and 43 should be spent completing the Performance-Based Task for Chapter 1 (found online). It is titled Community Party.

Day 45 Lesson: Ch. 6 Lesson 2	Day 46 Lesson: Ch. 6 Lesson 3	Day 47 Lesson: Ch. 6 Lesson 4	Day 48 Lesson: Ch. 6 Mid Ch. Review/Assessment	Day 49 Lesson: Ch. 6 Lesson 5
Standards: 6.EE.1 Mathematical Practices: 1, 2, 3, 4, 5 Academic Vocabulary: numerical expression, order of operations	Standards: 6.EE.2, 6.EE.2c, 6.EE.6 Mathematical Practices: 1, 2, 3, 4, 5, 6 Academic Vocabulary: algebra, variable, algebraic expression, evaluate	Standards: 6.EE.2, 6.EE.2a, 6.EE.2c, 6.EE.6 Mathematical Practices: 1, 2, 3, 4, 6 Academic Vocabulary:	Standards: 6.EE.1, 6.EE.2, 6.EE.2a, 6.EE.2c, 6.EE.6 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.3 Mathematical Practices: 1, 2, 3, 4, 5 Academic Vocabulary: properties, Commutative Properties, Associative Properties, Identity Properties, equivalent expressions
Objective: Find the Value of Expressions using the Order of Operations	Objective: Find the Value of Expressions using the Order of Operations	Objective: Write Verbal Phrases as Simple Algebraic Expressions	Objective: Assess and Review Ch. 6 Lessons 1-4	Objective: Use Properties to Simplify Expressions
BellRinger: Real-World Link page 441 Guided Practice: page 444 Independent Practice: pages 445-446 Exit Slip: Ticket Out the Door page 444	BellRinger: Vocabulary Start-Up and Real-World Link page 449 Guided Practice: page 452 Independent Practice: pages 453-454 Exit Slip: Ticket Out the Door page 452	BellRinger: Real-World Link page 461 Guided Practice: page 464 Independent Practice: pages 465-466 Exit Slip: Teacher Choice	BellRinger: Vocabulary Check (1,2) page 472 Guided Practice: page 472 (3, 4, 5, 6, 7, 8, 9) Independent Practice: Ch. 6 Chapter Quiz (found online) Exit Slip: Teacher Choice	BellRinger: Real-World Link page 473 Guided Practice: page 476 Independent Practice: page 477-478 Exit Slip: Ticket Out the Door page 476
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 6 Chapter Quiz and Exit Slip	Assessment: Exit Slip

Day 50 Lesson: Ch. 6 Lesson 6	Day 51 Lesson: Ch. 6 Lesson 7	Day 52 Lesson: Ch. 6 Review	Day 53 Lesson: Ch. 6 Assessment	Day 54 Lesson: Ch. 7 Lesson 1
Standards: 6.EE.3, 6.NS.4 Mathematical Practices: 1, 3, 4, 5, 6, 7, 8 Academic Vocabulary: Distributive Property, factor the equation	Standards: 6.EE.2, 6.EE.2b, 6.EE.3, 6.EE.4 Mathematical Practices: 1, 3, 4, 5, 7 Academic Vocabulary: term, coefficient, constant, like terms	Standards: 6.EE.1, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.3, 6.EE.4 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.1, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.3, 6.EE.4 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.5 Mathematical Practices: 1, 2, 3, 4, 7 Academic Vocabulary: equation, equals sign, solve, solution
Objective: Use the Distributive Property to Compute Multiplication Problems Mentally and to Rewrite Algebraic Expressions	Objective: Use Properties to Simplify Expressions	Objective: Review Ch. 6	Objective: Ch. 6 Assessment	Objective: Solve Equations by using Mental Math and the Guess, Check, and Revise Strategy
BellRinger: Real-World Link page 485 Guided Practice: page 488 Independent Practice: page 489-490 Exit Slip: Ticket Out the Door page 488	BellRinger: Vocabulary Start-Up and Real-World Link page 495 Guided Practice: page 498 Independent Practice: page 499-500 Exit Slip: Ticket Out the Door page 498	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 6 Test 3A (found online) Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 6 Standardized Test Practice (found online) Exit Slip: Teacher Choice	BellRinger: Vocabulary Start-Up and Real-World Link page 513 Guided Practice: page 516 Independent Practice: pages 517-518 Exit Slip: Ticket Out the Door page 516
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 6 Standardized Test Practice and Exit Slip	Assessment: Exit Slip

Day 55 Lesson: Ch. 7 Lesson 2	Day 56 Lesson: Ch. 7 Lesson 3	Day 57 Lesson: Ch. 7 Mid Ch. Review/Assess	Day 58 Lesson: Ch. 7 Lesson 4	Day 59 Lesson: Ch. 7 Lesson 5
Standards: 6.EE.5, 6.EE.7 Mathematical Practices: 1, 2, 3, 4, 5 Academic Vocabulary: inverse operations, Subtraction Property of Equality	Standards: 6.EE.5, 6.EE.7 Mathematical Practices: 1, 3, 4, 5 Academic Vocabulary: Addition Property of Equality	Standards: 6.EE.5, 6.EE.6, 6.EE.7 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.5, 6.EE.7, 6.RP.3 Mathematical Practices: 1, 2, 3, 4, 5 Academic Vocabulary: Division Property of Equality	Standards: 6.EE.5, 6.EE.7 Mathematical Practices: 1, 2, 3, 4, 7 Academic Vocabulary: Multiplication Property of Equality
Objective: Solve and Write Addition Equations	Objective: Solve and Write Subtraction Equations	Objective: Ch. 7 Mid Ch. Review and Assess	Objective: Solve and Write Multiplication Equations	Objective: Solve and Write Division Equations
BellRinger: Real-World Link page 525 Guided Practice: page 528 Independent Practice: pages 529-530 Exit Slip: Ticket Out the Door page 528	BellRinger: Real-World Link page 535 Guided Practice: page 538 Independent Practice: pages 539-540 Exit Slip: Ticket Out the Door page 538	BellRinger: Vocabulary Check (1, 2) page 546 Guided Practice: page 546 (3, 4, 5, 6, 7, 8, 9, 10, 11, 12) Independent Practice: Ch. 7 Chapter Quiz (found online) Exit Slip: Teacher Choice	BellRinger: Vocabulary Start-Up and Real-World Link page 551 Guided Practice: page 554 Independent Practice: pages 555-556 Exit Slip: Ticket Out the Door page 554	BellRinger: Real-World Link page 561 Guided Practice: page 564 Independent Practice: pages 565-566 Exit Slip: Ticket Out the Door page 564
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 7 Chapter Quiz and Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 60 Lesson: Ch. 7 Review	Day 61 Lesson: Ch. 7 Assessment	Day 62 Lesson: Ch. 8 Lesson1	Day 63 Lesson: Ch. 8 Lesson 2	Day 64 Lesson: Ch. 8 Lesson 3
Standards: 6.EE.5, 6.EE.6, 6.EE.7 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.5, 6.EE.6, 6.EE.7 Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.2, 6.EE.2c, 6.EE.9 Mathematical Practices: 1, 3, 4, 5 Academic Vocabulary: function, function rule, function table, independent variable, dependent variable	Standards: 6.EE.2, 6.EE.2c, 6.EE.6, 6.EE.9 Mathematical Practices: 1, 3, 4, 7 Academic Vocabulary:	Standards: 6.EE.9 Mathematical Practices: 1, 3, 4, 8 Academic Vocabulary: linear function
Objective: Ch. 7 Review	Objective: Ch. 7 Assessment	Objective: Complete Function Tables and Find Function Rules	Objective: Extend and Describe Arithmetic Sequences using Algebraic Expressions	Objective: Construct and Analyze Different Verbal, Tabular, Graphical and Algebraic Representations of Functions
BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 7 Test 3A (found online) Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 7 Standardized Test Practice (found online) Exit Slip: Teacher Choice	BellRinger: Real-World Link page 579 Guided Practice: page 582 Independent Practice: pages 583-584 Exit Slip: Ticket Out the Door page 582	BellRinger: Vocabulary Start-Up and Real-World Link page 587 Guided Practice: page 590 Independent Practice: pages 591-592 Exit Slip: Ticket Out the Door page 590	BellRinger: Vocabulary Start-Up and Real-World Link page 595 Guided Practice: page 598 Independent Practice: pages 599-600 Exit Slip: Ticket Out the Door page 598
Assessment: Exit Slip	Assessment: Ch. 7 Standardized Test Practice	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 65 Lesson: Ch. 8 Lesson 4	Day 66 Lesson: Ch. 8 PSI Make a Table	Day 67 Lesson: Ch. 8 Mid-Chapter Check/Review and Assess	Day 68 Lesson: Ch. 8 Lesson 5	Day 69 Lesson: Ch. 8 Lesson 6
Standards: 6.EE.9 Mathematical Practices: 1, 2, 3, 4 Academic Vocabulary:	Standards: 6.EE.9 Mathematical Practices: 1, 3, 4 Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:	Standards: 6.EE.5, 6.EE.8 Mathematical Practices: 1, 2, 3, 4, 6, 7 Academic Vocabulary: inequality	Standards: 6.EE.6, 6.EE.8 Mathematical Practices: 1, 3, 4, 5, 6 Academic Vocabulary:
Objective: Construct and Analyze Different Verbal, Tabular, Graphical and Algebraic Representations of Functions	Objective: Solve Problems by Making a Table	Objective: Ch. 8 Mid-Chapter Check/Review and Assess	Objective: Solve Inequalities by using Mental Math and the Guess, Check, and Revise Strategy	Objective: Write and Graph Inequalities
BellRinger: Real-World Link page 603 Guided Practice: page 606 Independent Practice: pages 607-608 Exit Slip: Ticket Out the Door page 606	BellRinger: Case #1 page 611 Guided Practice: Case #2 page 612 Independent Practice: Cases #3, 4, 5, 6 page 613 Exit Slip: Ticket Out the Door page 613	BellRinger: Vocabulary Check page 614 Guided Practice: Skills Check and Problem Solving page 614 Independent Practice: Ch. 8 Chapter Quiz (found online) Exit Slip: Teacher Choice	BellRinger: Vocabulary Start-Up and Real-World Link page 617 Guided Practice: page 620 Independent Practice: pages 621-622 Exit Slip: Ticket Out the Door page 620	BellRinger: Real-World Link page 625 Guided Practice: page 628 Independent Practice: pages 629-630 Exit Slip: Ticket Out the Door page 628
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 8 Chapter Quiz and Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

<u>Day 70</u> <u>Lesson:</u> Ch. 8 Lesson 7	<u>Day 71</u> <u>Lesson:</u> Ch. 8 Review	<u>Day 72*</u> <u>Lesson:</u> Ch. 8 Assessment	<u>Day 75**</u>	<u>Day 76**</u>	<u>Day 77**</u>
<u>Standards:</u> 6.EE.5, 6.EE.6, 6.EE.8 <u>Mathematical Practices:</u> 1, 3, 4 <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>			
<u>Objective:</u> Solve One-Step Linear Inequalities	<u>Objective:</u> Ch. 8 Review	<u>Objective:</u> Ch. 8 Assessment			
<u>BellRinger:</u> Real-World Link page 635 <u>Guided Practice:</u> page 638 <u>Independent Practice:</u> pages 639-640 <u>Exit Slip:</u> Ticket Out the Door page 638	<u>BellRinger:</u> Teacher Choice <u>Guided Practice:</u> <u>Independent Practice:</u> Ch. 8 Test 3A (found online) <u>Exit Slip:</u> Teacher Choice	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> Ch. 8 Standardized Test Practice (found online) <u>Exit Slip:</u> Teacher Choice			
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Ch. 8 Standardized Test Practice and Exit Slip			

*Days 73 and 74 should be spent completing the Performance-Based Task for Chapter 6 (found online). It is titled Cross-Country Tryouts.

**Days 75, 76, and 77 are just before Christmas break. Please plan accordingly.

Day 78 Lesson: Ch. 9 Inquiry Lab	Day 79 Lesson: Ch. 9 Lesson 1	Day 80 Lesson: Ch. 9 Inquiry Lab
Standards: 6.G.1	Standards: 6.G.1	Standards: 6.G.1
Mathematical Practices: 1, 2, 3, 5	Mathematical Practices: 1, 3, 4, 7	Mathematical Practices: 1, 3, 7, 8
Academic Vocabulary:	Academic Vocabulary: polygon, parallelogram, rhombus, base, height, formula	Academic Vocabulary:
Objective: Use Models to Find the Area of Parallelograms	Objective: Find the Areas and Missing Dimensions of Parallelograms	Objective: Use Models to Find the Area of Triangles
BellRinger: Are You Ready? page 656	BellRinger: Vocabulary Start-Up and Real-World Link page 661	BellRinger: Art page 669
Guided Practice: Investigation 1 page 657	Guided Practice: page 664	Guided Practice: Investigation 1 page 669
Investigations 2, 3 page 658	Independent Practice: pages 665-666	Investigation 2 page 670
Independent Practice: Collaborate page 659 Analyze page 660	Exit Slip: Ticket Out the Door page 664	Independent Practice: Collaborate pages 670-671
Exit Slip: Reflect page 660		Analyze page 672
		Exit Slip: Reflect page 672
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 81 Lesson: Ch. 9 Lesson 2	Day 82 Lesson: Ch. 9 Inquiry Lab Area of Trapezoids	Day 83 Lesson: Ch. 9 Lesson 3	Day 84 Lesson: Ch. 9 PSI Draw a Diagram	Day 85 Lesson: Ch. 9 Mid-Chapter Check/Review and Asses
Standards: 6.G.1 Mathematical Practices: 1, 3, 4, 8 Academic Vocabulary: congruent	Standards: 6.G.1 Mathematical Practices: 1, 3, 5, 7 Academic Vocabulary:	Standards: 6.G.1 Mathematical Practices: 1, 2, 3, 4, 7, 8 Academic Vocabulary:	Standards: 6.G.1 Mathematical Practices: 1, 4, 7 Academic Vocabulary:	Standards: 6.G.1 Mathematical Practices: Academic Vocabulary:
Objective: Find the Areas and Missing Dimensions of Triangles	Objective: Use Models to Find the Area of Trapezoids	Objective: Find the Area of Trapezoids	Objective: Solve Problems by Drawing a Diagram	Objective: Ch. 9 Mid-Ch. Check/Review and Asses
BellRinger: Real-World Link page 673 Guided Practice: page 676 Independent Practice: pages 677-678 Exit Slip: Ticket Out the Door page 676	BellRinger: Standardized Test Practice and Common Core Review page 680 Guided Practice: Investigation 1 page 681 Investigation 2, 3 page 682 Independent Practice: Collaborate page 683 Analyze page 684 Exit Slip: Reflect page 684	BellRinger: Real-World Link page 685 Guided Practice: page 688 Independent Practice: pages 689-690 Exit Slip: Ticket Out the Door page 688	BellRinger: Case #1 page 693 Guided Practice: Case #2 page 694 Independent Practice: Cases #3, 4, 5, 6 page 695 Exit Slip: Ticket Out the Door page 695	BellRinger: Vocabulary Check page 696 Guided Practice: Skills Check and Problem Solving page 696 Independent Practice: Ch. 9 Chapter Quiz (found online) Exit Slip: Teacher Choice
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 9 Chapter Quiz and Exit Slip

Day 86 Lesson: Ch. 9 Lesson 4	Day 87 Lesson: Ch. 9 Lesson 5	Day 88 Lesson: Ch. 9 Lesson 6	Day 89 Lesson: Ch. 9 Review	Day 90 Lesson: Ch. 9 Assessment
Standards: 6.G.1 Mathematical Practices: 1, 2, 3, 4, 7 Academic Vocabulary:	Standards: 6.G.1, 6.G.3, 6.NS.8 Mathematical Practices: 1, 2, 3, 4, 5, 7 Academic Vocabulary:	Standards: 6.G.1 Mathematical Practices: 1, 2, 3, 4, 6, 7 Academic Vocabulary: composite figure	Standards: Mathematical Practices: Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:
Objective: Determine Effects of Changing Dimensions on Perimeter and Area	Objective: Draw Polygons in the Coordinate Plane and Use Coordinates to Find Length	Objective: Find the Areas of Composite Figures	Objective: Ch. 9 Review	Objective: Ch. 9 Assessment
BellRinger: Real-World Link page 697 Guided Practice: page 700 Independent Practice: pages 701-702 Exit Slip: Ticket Out the Door page 700	BellRinger: Real-World Link page 705 Guided Practice: page 708 Independent Practice: pages 709-710 Exit Slip: Ticket Out the Door page 708	BellRinger: Vocabulary Start-Up and Real-World Link page 717 Guided Practice: page 720 Independent Practice: pages 721-722 Exit Slip: Ticket Out the Door page 720	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 9 Test 3A (found online) Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 9 Standardized Test Practice (found online) Exit Slip: Teacher Choice
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Ch. 9 Standardized Test Practice and Exit Slip

Day 91 Lesson: Benchmark	Day 92 Lesson: Ch. 10 Lesson 1	Day 93 Lesson: Ch. 10 Problem-Solving Investigation	Day 94 Lesson: Ch. 10 Inquiry Lab	Day 95 Lesson: Ch. 10 Lesson 3
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> 6.G.2 <u>Mathematical Practices:</u> 1,3,4,5,6,7 <u>Academic Vocabulary:</u> Three-dimensional figure Prism Rectangular prism Volume Cubic units	<u>Standards:</u> 6.G.2, 6.G.4 <u>Mathematical Practices:</u> 1,3,4 <u>Academic Vocabulary:</u>	<u>Standards:</u> 6.G.4 <u>Mathematical Practices:</u> 1,3,4 <u>Academic Vocabulary:</u>	<u>Standards:</u> 6.G.4 <u>Mathematical Practices:</u> 1,3,4,8 <u>Academic Vocabulary:</u> Surface Area
<u>Objective:</u>	<u>Objective:</u> Find the Volume of Rectangular Prisms	<u>Objective:</u> Solve Problems by Making a Model	<u>Objective:</u> Find the Surface Area of Rectangular Prisms using models and nets	<u>Objective:</u> Find the Surface Area of Rectangular Prisms
<u>BellRinger:</u> Teacher Choice <u>Guided Practice:</u> <u>Independent Practice:</u> *Course 1 Benchmark – Third Quarter (found online) <u>Exit Slip:</u> Teacher Choice	<u>BellRinger:</u> Vocabulary Start-Up and Real-World Link <u>Guided Practice:</u> Page 742 <u>Independent Practice:</u> Pages 743-744 <u>Exit Slip:</u> Ticket Out the Door Page 742	<u>BellRinger:</u> Case # 1 Page 755 <u>Guided Practice:</u> Case #2 Page 756 <u>Independent Practice:</u> Case #3,4,5,6 Page 757 <u>Exit Slip:</u> Ticket Out the Door page 757	<u>BellRinger:</u> Create a word map for net <u>Guided Practice:</u> Investigation #1 and #2 Page 759-760 <u>Independent Practice:</u> Collaborate and Analyze Pages 761-762 <u>Exit Slip:</u> Reflect page 762	<u>BellRinger:</u> Vocabulary Start-Up And Real-World Link Page 763 <u>Guided Practice:</u> Page 766 <u>Independent Practice:</u> Pages 767-768 <u>Exit Slip:</u> Ticket Out the Door Page 766
<u>Assessment:</u> Course 1 Benchmark – Third Quarter	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip

*Make sure you are giving the Course 1 Benchmark – **Third Quarter**. We are using the Course 1 Benchmark – **Third Quarter** because of the way we skipped around in the book. If we are given a Benchmark from the Central Office, this Benchmark will not need/have to be given.

Day 96 Lesson: Ch. 10 Lesson 3 continued	Day 97 Lesson: Ch. 10 Lesson 4	Day 98 Lesson: Ch. 10 Lesson 5	Day 99 Lesson: Ch. 10 Lesson 5 continued	Day 100 Lesson: Ch. 10 Review
Standards: 6.G.4 Mathematical Practices: 1,3,4,8 Academic Vocabulary: Surface Area	Standards: 6.G.4 Mathematical Practices: 1,2,3,4,6 Academic Vocabulary:	Standards: 6.G.4 Mathematical Practices: 1,3,4,6,7 Academic Vocabulary: Pyramid Vertex Base Lateral Face Slant Height	Standards: 6.G.4 Mathematical Practices: 1,3,4,6,7 Academic Vocabulary: Pyramid Vertex Base Lateral Face Slant Height	Standards: 6.G.4 Mathematical Practices: Academic Vocabulary:
Objective: Find the Surface Area of Rectangular Prisms	Objective: Find the Surface Area of Triangular Prisms	Objective: Find the Surface Area of Pyramids	Objective: Find the Surface Area of Pyramids	Objective: Ch. 10 Review
BellRinger: What is the mathematical formula for finding the surface area of a rectangular prism? Explain. Guided Practice: Review the lesson from the previous day. Independent Practice: Extra Practice pages 769-770 Exit Slip: Common Core Review page 770	BellRinger: Real-World Link Page 773 Guided Practice: Page 776 Independent Practice: Page 777-778 Exit Slip: Ticket Out the Door Page 776	BellRinger: Vocabulary Start-Up and Real-World Link page 783 Guided Practice: page 786 Independent Practice: pages 787-788 Exit Slip: Ticket Out the Door page 786	BellRinger: How do you use the area of a triangle to find the surface area of a triangular pyramid? Explain. Guided Practice: Lesson 5 Skills Practice Sheet Independent Practice: Extra Practice Pages 789-790 Exit Slip: Common Core Review Page 790	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 10 Test 3A (found online) Exit Slip: Teacher choice
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Form 3A test

Day 101 Lesson: Ch. 10 Assessment	Day 102 Lesson: Unit 4 Performance Task (found online) Family Land	Day 103 Lesson: Ch. 11 Inquiry Lab	Day 104 Lesson: Ch. 11 Lesson 1	Day 105 Lesson: Ch. 11 Lesson 2
Standards: 6.G.4 Mathematical Practices: Academic Vocabulary:	Standards: 6.G.1 and 6.G.3 Mathematical Practices: 1,2,4,5,6 Academic Vocabulary:	Standards: 6.SP.1, 6.SP.3 Mathematical Practices: 1,3,4 Academic Vocabulary: Statistical question	Standards: 6.SP.3 Mathematical Practices: 1,2,3,4,6 Academic Vocabulary: Mean Average	Standards: 6.SP.3, 6.SP.5b, 6.SP.5c Mathematical Practices: 1,3,4,5,6 Academic Vocabulary: Measures of Center Median Mode
Objective: Ch. 10 Assessment	Objective: Solve multi- step problems through reasoning, precision and perseverance.	Objective: Recognize a Statistical Question as one that anticipates and accounts for a variety of answers	Objective: Find the Mean of a Data Set	Objective: Find and Interpret the Median and Mode of a set of Data
BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 10 Standardized Test Practice (found online) Exit Slip: Teacher Choice	BellRinger: Teacher choice Guided Practice: Performance Task Part A Independent Practice: Performance Task Part B and C Exit Slip: Group discussions	BellRinger: How can surveys be created to collect and analyze data? Guided Practice: Investigations #1.2.3. Page 804-806 Independent Practice: Collaborate and Analyze Page 807-808 Exit Slip: Reflect page 808	BellRinger: Real-World Link Page 809 Guided Practice: Page 812 Independent Practice: Pages 813-814 Exit Slip: Ticket Out the Door Page 812	BellRinger: Vocabulary Start-up and Real –World Link Page 817 Guided Practice: Page 820 Independent Practice: Pages 821-822 Exit Slip Ticket Out the Door Page 820
Assessment: Ch. 10 Test	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 106 Lesson: Ch. 11 Problem-solving Investigation	Day 107 Lesson: Ch. 11 Mid-Chapter Check/Review/Assess	Day 108 Lesson: Ch. 11 Lesson 3	Day 109 Lesson: Ch. 11 Lesson 3 continued	Day 110 Lesson: Ch. 11 Lesson 4
Standards: 6.SP.1 Mathematical Practices: 1,3,4 Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:	Standards: 6.SP.3, 6.SP.5, 6.SP.5c Mathematical Practices: 1,2,3,4,5 Academic Vocabulary: Measures of Variation Quartiles First Quartile Third Quartile Interquartile Range Range Outliers	Standards: 6.SP.3, 6.SP.5, 6.SP.5c Mathematical Practices: 1,2,3,4,5 Academic Vocabulary: Measures of Variation Quartiles First Quartile Third Quartile Interquartile Range Range Outliers	Standards: 6.SP.5, 6.SP.5b, 6.SP.5c Mathematical Practices: 1,2,3,4,5,6 Academic Vocabulary: Mean Absolute Deviation (MAD)
Objective: Use logical reasoning to solve problems	Objective: : Ch.11 Mid-Ch. Check/Review and Asses	Objective: Find the measures of variation	Objective: Find the measures of variation	Objective: Find and interpret the mean absolute deviation of a data set
BellRinger: Case #1 Page 825 Guided Practice: Case #2 and Case #3 Page 826 Independent Practice: Cases # 3,4,5 and 6 Page 827 Exit Slip: Ticket Out the Door Page 827	BellRinger: Vocabulary Check Page 828 Guided Practice: Skill Check and Problem Solving Page 828 Independent Practice: Ch. 11 Chapter Quiz (found online) Exit Slip: Teacher Choice	BellRinger: Real-World Link page 829 Guided Practice: page 832 Independent Practice: pages 833-834 Exit Slip: Ticket Out the Door Page 832	BellRinger: Vocabulary review from Lesson 3 Guided Practice: Independent Practice: Pages 835-836 Exit Slip: What are the differences between measures of center and measures of variation? Explain.	BellRinger: Real-world Link Page 837 Guided Practice: Page 840 Independent Practice: Page 841-842 Exit Slip: Ticket Out the Door Page 840
Assessment: Exit Slip	Assessment: Chapter Quiz	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 111 Lesson: Ch. 11 Lesson 5	Day 112 Lesson: Ch. 11 Review	Day 113 Lesson: Ch. 11 Assessment	Day 114 Lesson: Ch. 12 Lesson 1	Day 115 Lesson: Ch. 12 Lesson 2
Standards: 6.SP.5, 6.SP.5c, 6.SP.5d Mathematical Practices: 1,3,4 Academic Vocabulary:	Standards: 6.SP.1, 6.SP.3, 6.SP.5 Mathematical Practices: Academic Vocabulary:	Standards: 6.SP.1, 6.SP.3, 6.SP.5 Mathematical Practices: Academic Vocabulary:	Standards: 6.SP.4, 6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c Mathematical Practices: 1,3,4 Academic Vocabulary: Line Plot, Dot Plot	Standards: 6.SP.4, 6.SP.5, 6.SP.5a, 6.SP.5b Mathematical Practices: 1,3,4,5,6 Academic Vocabulary: Histogram, Frequency Distribution
Objective: Choose an appropriate measure of central tendency	Objective: Ch. 11 Review	Objective: Ch. 11 Assessment	Objective: Construct and analyze line plots	Objective: Construct and Analyze Histograms
BellRinger: Real-World Link page 845 Guided Practice: Page 848 Independent Practice: Pages 849-850 Exit Slip: Ticket Out the Door page 848	BellRinger: Teacher Choice Guided Practice: Vocabulary check page 855 Independent Practice: Problem Solving page 857 Or Ch. 11 Test Form 3A (found online) Exit Slip: Reflect page 858	BellRinger: Teacher Choice Guided Practice: Independent Practice: Ch. 11 Standardized Test Practice (found online) Exit Slip: Teacher choice	BellRinger: Real-World Link page 863 Guided Practice: Page 866 Independent Practice: Pages 867-868 Exit Slip: Ticket Out the Door Page 866	BellRinger: Real-World Link Page 871 Guided Practice: Page 874 Independent Practice: Pages 875-876 Exit Slip: Ticket Out the Door Page 874
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Assessment	Assessment: Exit Slip	Assessment: Exit Slip

<u>Day 116</u> <u>Lesson:</u> Ch. 12 Lesson 3	<u>Day 117</u> <u>Lesson:</u> Ch. 12 Lesson 3 continued	<u>Day 118</u> <u>Lesson:</u> Ch. 12 Lesson 4	<u>Day 119</u> <u>Lesson:</u> Ch. 12 Review	<u>Day 120</u> <u>Lesson:</u> Ch. 12 Assessment
<u>Standards:</u> 6.SP.2, 6.SP.4, 6.SP.5, 6.SP.5b, 6.SP.5c <u>Mathematical Practices:</u> 1,2,3,4,7 <u>Academic Vocabulary:</u> Box Plot	<u>Standards:</u> 6.SP.2, 6.SP.4, 6.SP.5, 6.SP.5b, 6.SP.5c <u>Mathematical Practices:</u> 1,2,3,4,7 <u>Academic Vocabulary:</u> Box Plot	<u>Standards:</u> 6.SP.2, 6.SP.5, 6.SP.5d <u>Mathematical Practices:</u> 1,3,4,5,7 <u>Academic Vocabulary:</u> Distribution Symmetric Distribution Cluster Gap Peak	<u>Standards:</u> 6.SP.2, 6.SP.4, 6.SP.5 <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> 6.SP.2, 6.SP.4, 6.SP.5 <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u> Display and interpret data in box plots	<u>Objective:</u> Display and interpret data in box plots	<u>Objective:</u> Describe a data distribution by its center, spread, and overall shape	<u>Objective:</u> Ch. 12 Review	<u>Objective:</u> Ch. 12 Assessment
<u>BellRinger:</u> Real-World Link page 879 <u>Guided Practice:</u> Page 882 <u>Independent Practice:</u> Pages 883-884 <u>Exit Slip:</u> Ticket Out the Door Page 882	<u>BellRinger:</u> Extra Practice Pages 885-886 <u>Guided Practice:</u> Problem-solving Investigation Cases #1 and Case #2 page 888 <u>Independent Practice:</u> Cases #3 through #6 Page 889 <u>Exit Slip:</u> Ticket Out the Door Page 889	<u>BellRinger:</u> Vocabulary Start-Up and Real-World Link page 891 <u>Guided Practice:</u> page 894 <u>Independent Practice:</u> pages 895-896 <u>Exit Slip:</u> Ticket Out the Door page 894	<u>BellRinger:</u> Vocabulary Check page 921 <u>Guided Practice:</u> Key Concept Check Page 922 <u>Independent Practice:</u> Problem Solving Page 923 <u>Exit Slip:</u> Reflect page 924	<u>BellRinger:</u> Teacher Choice <u>Guided Practice:</u> <u>Independent Practice:</u> Ch. 12 Standardized Test Practice <u>Exit Slip:</u> Teacher Choice
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Ch. 12 Assessment

Day 121 Lesson: Ch. 5 Inquiry Lab	Day 122 Lesson: Ch. 5 Lesson 1	Day 123 Lesson: Ch. 5 Inquiry Lab	Day 124 Lesson: Ch. 5 Lesson 2	Day 125 Lesson: Ch. 5 Lesson 3
Standards: 6.NS.5, 6.NS.6,6.NS.6c Mathematical Practices: 1,3,4 Academic Vocabulary:	Standards: 6.NS.5, 6.NS.6a, 6.NS.6c Mathematical Practices: 1,3,4,5,7 Academic Vocabulary: Integer Positive Integer Negative Integer	Standards: 6.NS.5, 6.NS.7, 6.NS.7c, 6.NS.7d Mathematical Practices: 1,2,3,5 Academic Vocabulary:	Standards: 6.NS.6, 6.NS.6a, 6.NS.7, 6.NS.7c, 6.NS.7d Mathematical Practices: 1,2,3,4 Academic Vocabulary: Absolute value Opposites	Standards: 6.NS.7, 6.NS.7a, 6.NS.7b, 6.NS.7d Mathematical Practices: 1,2,3,4,5 Academic Vocabulary:
Objective: Use counters to represent integers	Objective: Use integers to represent real-world situations	Objective: Use a number line to explore the absolute value	Objective: Find the absolute value of a number	Objective: Compare and order integers
BellRinger: How can positive and negative values be represented? Guided Practice: Investigation page 343 Independent Practice: Collaborate page 344 Exit Slip: Reflect page 344	BellRinger: Real-World Link page 345 Guided Practice: page 348 Independent Practice: Pages 349-350 Exit Slip: Page 348	BellRinger: How can a number line help you find two integers that are the same distance from zero? Guided Practice: Investigation page 353 Independent Practice: Collaborate page 354 Exit Slip: Reflect page 354	BellRinger: Vocabulary Start-up and Real-World Link page 355 Guided Practice: Page 358 Independent Practice: Pages 359-360 Exit Slip: Ticket Out the Door Page 358	BellRinger: Real-World Link page 363 Guided Practice: Page 366 Independent Practice: Pages 367-368 Exit Slip: Ticket Out the Door Page 366
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 126 Lesson: Ch. 5 Problem-Solving Investigation	Day 127 Lesson: Ch. 5 Inquiry Lab	Day 128 Lesson: Ch. 5 Lesson 4	Day 129 Lesson: Ch. 5 Lesson 5	Day 130 Lesson: Ch. 5 Lesson 6
Standards: 6.NS.5 Mathematical Practices: 1,3 Academic Vocabulary:	Standards: 6.NS.6, 6.NS.6c, 6.NS.7 Mathematical Practices: 1,3,4 Academic Vocabulary:	Standards: 6.NS.6c, 6.NS.7a Mathematical Practices: 1,2,3,4,7,8 Academic Vocabulary: Terminating Decimal Repeating Decimal Bar Notation Rational Number	Standards: 6.NS.6, 6.NS.6c, 6.NS.7, 6.NS.7a, 6.NS.7b Mathematical Practices: 1,2,3,4,5,7 Academic Vocabulary:	Standards: 6.NS.6, 6.NS.6b, 6.NS.6c Mathematical Practices: 1,3,4,5,7 Academic Vocabulary: quadrants
Objective: Solve problems by using the work backward strategy	Objective: Model rational numbers	Objective: Express positive and negative fractions as decimals	Objective: Compare and order rational numbers	Objective: Locate ordered pairs
BellRinger: Case #1 page 371 Guided Practice: Case #2 page 372 Independent Practice: Cases #3,4,5,6 Exit Slip: Ticket Out the Door Page 373	BellRinger: Investigation #1 page 375 Guided Practice: Collaborate and Investigation #2 page 376 Independent Practice: Collaborate & Analyze pages 377-378 Exit Slip: Reflect page 378	BellRinger: Vocabulary Start-Up and Real-World Link page 379 Guided Practice: page 382 Independent Practice: pages 383-384 Exit Slip: Ticket Out the Door page 382	BellRinger: Real-World Link page 387 Guided Practice: Page 390 Independent Practice: Pages 391-392 Exit Slip: Page 390	BellRinger: Real-world Link page 395 Guided Practice: Page 398 Independent Practice: Pages 399-400 Exit Slip: Ticket Out the Door Page 398
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Exit Slip

Day 131 Lesson: Ch. 5 Inquiry Lab	Day 132 Lesson: Ch. 5 Chapter Review	Day 133 Lesson: Ch. 5 Test	Day 134 Lesson: BENCHMARK	Day 135 Lesson:
Standards: 6.NS.8 Mathematical Practices: 1,3,4 Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:	Standards: Mathematical Practices: Academic Vocabulary:
Objective: Find the distance between two points with the same first coordinate or the same second coordinate on a coordinate plane	Objective: Review Ch. 12	Objective: Ch. 12 Assessment	Objective: Benchmark Assessment	Objective:
BellRinger: What is the relationship between coordinates and distance? Guided Practice: Investigation #1 page 411 and Investigation #2 page 412 Independent Practice: Collaborate pages 412-413 Analyze page 414 Exit Slip: Reflect page 414	BellRinger: Vocabulary Check page 417 Guided Practice: Got It? page 418 Independent Practice: Problem Solving page 419 Exit Slip: Reflect page 420	BellRinger: Teacher choice Guided Practice: Independent Practice: Ch. 12 Standardized Test Practice Exit Slip: Teacher Choice	BellRinger: Teacher Choice Guided Practice: Independent Practice: 2 nd Quarter Benchmark Test (found online) Exit Slip: Teacher Choice	BellRinger: Guided Practice: Independent Practice: Exit Slip:
Assessment: Exit Slip	Assessment: Exit Slip	Assessment: Assessment	Assessment: Benchmark Assessment 2 nd Quarter	Assessment:

<u>Day 136</u> <u>Lesson:</u>	<u>Day 137</u> <u>Lesson:</u>	<u>Day 138</u> <u>Lesson:</u>	<u>Day 139</u> <u>Lesson:</u>	<u>Day 140</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 141</u> <u>Lesson:</u>	<u>Day 142</u> <u>Lesson:</u>	<u>Day 143</u> <u>Lesson:</u>	<u>Day 144</u> <u>Lesson:</u>	<u>Day 145</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 146</u> <u>Lesson:</u>	<u>Day 147</u> <u>Lesson:</u>	<u>Day 148</u> <u>Lesson:</u>	<u>Day 149</u> <u>Lesson:</u>	<u>Day 150</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 151</u> <u>Lesson:</u>	<u>Day 152</u> <u>Lesson:</u>	<u>Day 153</u> <u>Lesson:</u>	<u>Day 154</u> <u>Lesson:</u>	<u>Day 155</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 156</u> <u>Lesson:</u>	<u>Day 157</u> <u>Lesson:</u>	<u>Day 158</u> <u>Lesson:</u>	<u>Day 159</u> <u>Lesson:</u>	<u>Day 160</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 161</u> <u>Lesson:</u>	<u>Day 162</u> <u>Lesson:</u>	<u>Day 163</u> <u>Lesson:</u>	<u>Day 164</u> <u>Lesson:</u>	<u>Day 165</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 166</u> <u>Lesson:</u>	<u>Day 167</u> <u>Lesson:</u>	<u>Day 168</u> <u>Lesson:</u>	<u>Day 169</u> <u>Lesson:</u>	<u>Day 170</u> <u>Lesson:</u>
<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>	<u>Standards:</u> <u>Mathematical Practices:</u> <u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> Real-World Link page <u>Guided Practice:</u> page <u>Independent Practice:</u> pages <u>Exit Slip:</u> Ticket Out the Door page	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>	<u>BellRinger:</u> <u>Guided Practice:</u> <u>Independent Practice:</u> <u>Exit Slip:</u>
<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u> Exit Slip	<u>Assessment:</u>

<u>Day 171</u> <u>Lesson:</u>	<u>Day 172</u> <u>Lesson:</u>	<u>Day 173</u> <u>Lesson:</u>	<u>Day 174</u> <u>Lesson:</u>	<u>Day 175</u> <u>Lesson:</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>
<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>
<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>
<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>
<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>
<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>

<u>Day 176</u> <u>Lesson:</u>	<u>Day 177</u> <u>Lesson:</u>	<u>Day 178</u> <u>Lesson:</u>	<u>Day 179</u> <u>Lesson:</u>	<u>Day 180</u> <u>Lesson:</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>	<u>Mathematical Practices:</u>
<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>	<u>Academic Vocabulary:</u>
<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>	<u>Objective:</u>
<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>	<u>BellRinger:</u>
<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>	<u>Guided Practice:</u>
<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>	<u>Independent Practice:</u>
<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>	<u>Exit Slip:</u>
<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>	<u>Assessment:</u>