# Kenilworth Public Schools

## Curriculum Guide

Content Area: Math
Grade: 6
BOE Approved: 8/13/12

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Submitted by: Lora Kaprowski
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# Math- Grade 6 Scope and Sequence

| Unit 1- Fractions, Number Systems & Integers | Unit 2- Fractions, Number Systems & Integers | Unit 3- Ratios, Proportions & Percent | Unit 4- Geometry | Unit 5- Statistics & Probability |
|---|---|---|---|---|
| Weeks 1-9 | Weeks 10-18 | Weeks 19-27 | Weeks 28-33 | Weeks 34-38 |
| *Unit Description:* All students will develop numerical reasoning skills that involve the fluency and manipulation of numbers. | *Unit Description:* All students will use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates and analyzing simple drawings, students connect their understanding of multiplication and division with ratios and rates. Students solve a wide variety of problems using ratios, rates, and percent. | *Unit Description*: All students will understand the use of variables in mathematical expressions in order to write expressions and equations that correspond to given situations. Students will understand that expressions in different forms can be equivalent. Students know that the solutions of a given equation are the values of the variables that make the equation true. | *Unit Description:* All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena. | *Unit Description:* All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data. |
| *Unit Targets:*<br>• Write a number as a product of prime numbers.<br>• Find the GCF and LCM of two or more numbers.<br>• Write equivalent fractions.<br>• Compare and order fractions, mixed numbers, and integers. | *Unit Targets:*<br>• Write and compare ratios.<br>• Use rates to compare two quantities with different units.<br>• Find the slope of a line.<br>• Solve proportions using equivalent ratios and algebra.<br>• Solve proportions using | *Unit Targets:*<br>• Write variable expressions and equations.<br>• Simplify variable expressions.<br>• Solve addition and subtraction equations.<br>• Solve multiplication and division equations.<br>• Solve two step equations | *Unit Targets:*<br>• Identify transformations and symmetry in figures.<br>• Plot points on a coordinate grid.<br>• Find the area of parallelograms, trapezoids, and triangles.<br>• Classify and sketch solids | *Unit Targets:*<br>• Find probabilities.<br>• Use tree diagrams and counting principle to find possible outcomes.<br>• Find the probability that either of two events occurs.<br>• Find the probability of dependent events |

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| • Write fractions as decimals and decimals as fractions.<br>• Add and subtract fractions, mixed numbers, and integers.<br>• Multiply and divide fractions, mixed numbers, and integers. | cross products.<br>• Use proportions with scaled drawings.<br>• Use a fraction to find the percent of a number.<br>• Use proportions to solve percent problems.<br>• Write percent as decimals and decimals as percent.<br>• Use equations to solve percent problems.<br>• Use percent to interpret and make circle graphs.<br>• Find a percent of change in a quantity.<br>• Find discounts, mark-ups, sales tax, and tips. | • Write and solve inequalities.<br>• Write and evaluate function rules.<br>• Graph functions in a coordinate plane.<br>• Apply properties of operations to generate equivalent expressions.<br>• Identify when two expressions are equivalent.<br>• Write and solve equations to represent a word problem.<br>• Write equations by using independent and dependent variable correctly. | and identify their parts.<br>• Find the surface area and volume of rectangular prisms.<br>• Convert customary units. | • Describe data using mean, median, and mode.<br>• Create and interpret dot plots, box-and-whisker-plots, and histograms.<br>• Choose an appropriate display for a data set. |

# Math- Grade 6 Unit 1

**Unit title:** Fractions, Number Systems & Integers

**Unit summary:** All students will develop numerical reasoning skills that involve the fluency and manipulation of numbers.

**Primary interdisciplinary connections:** Social Studies, Art

**21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy

## Learning Targets

**NJSLS Standards:** 6.NS.1-8

**Technology Standards:** 8.1.5.A.1

**Content Statements:**

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| 1 | Apply and extend previous understanding of multiplication and division to divide fractions by fractions. |
| 2 | Compute fluently with multi-digit numbers and find common factors and multiples. |
| 3 | Apply and extend previous understandings of numbers to the system of rational numbers. |

**Big Idea:** Numeric reasoning involves fluency and the manipulation of numbers.

**Unit Essential Questions**

- How can we compare and contrast numbers?
- How do operations affect numbers?
- How do mathematical representations reflect the needs of society across cultures?

**Unit Enduring Understandings**

- Numerical fluency includes both the understanding of the ability to appropriately use numbers.
- Computational fluency includes understanding the meaning and appropriate use of numerical operations.
- In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.

**Unit Learning Targets**

*Students will…*

- Find the GCF and LCM of two or more numbers as well as use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.
- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals.

- Plot integers on a number line.
- Understand absolute value.
- Compare and order fractions, mixed numbers, and integers.
- Graph ordered pairs on a coordinate plane.
- Write fractions as decimals and decimals as fractions.
- Add and subtract fractions and mixed numbers.
- Multiply and divide fractions and mixed numbers.

## Evidence of Learning

**Summative Assessment:** Chapter 1, 2, and 3/Unit Tests

**Formative Assessments:**

- Exit slips
- Quizzes
- Notebook check
- Teacher observation
- Class participation
- Problem of the day

## Lesson Plans

| *Activities* | *Timeframe* |
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| • Modeling decimals and fractions through illustrations.<br>• Students will divide multi-digit numbers.<br>• Students will use real life word problems to find LCM and GCF.<br>• Compare and order fractions and decimals with decimal squares and fraction bars.<br>• Red and yellow counters to make zero pairs and aid the understanding of integers.<br>• Use number lines to graph integers, their opposites, and absolute values.<br>• Use coordinate grids to graph ordered pairs.<br>• "The Giant Inch" to show fractional parts of a whole.<br><br>Students with Disabilities, English Language Learners, and Gifted & Talented Students:<br><br>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in | 9 Weeks |

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| multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.<br><br>Examples of Strategies and Practices that Support Students with Disabilities:<br>• Use of visual and multisensory formats<br>• Use of assisted technology<br>• Use of prompts<br>• Modification of content and student products<br>• Testing accommodations<br>• Authentic assessments<br><br>Examples of Strategies and Practices that Support Gifted & Talented Students:<br>• Adjusting the pace of lessons<br>• Curriculum compacting<br>• Inquiry-based instruction<br>• Independent study<br>• Higher-order thinking skills<br>• Interest-based content<br>• Student-driven instruction<br>• Real-world problems and scenarios<br><br>Examples of Strategies and Practices that Support English Language Learners:<br>• Pre-teaching of vocabulary and concepts<br>• Visual learning, including graphic organizers<br>• Use of cognates to increase comprehension<br>• Teacher modeling<br>• Pairing students with beginning English language skills with students who have more advanced English language skills<br>• Scaffolding<br>•word walls<br>•sentence frames<br>•think-pair-share<br>•cooperative learning groups<br>•teacher think-aloud | |
| *Teacher Resources* | *Teacher Note* |
| • Go Math teacher texts for chapters 1, 2, and 3<br>• Go Math resource materials<br>• Grade 6 Reference Sheet<br>• Red and Yellow Counters<br>• Fraction Bars | |

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| • Grab-and-Go Centers Kit<br>• Think Central resources<br>• My Personal Math Trainer | |

# Math- Grade 6 Unit 2

**Unit title:** Ratios, Proportions & Percent

**Unit summary:** All students will use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates and analyzing simple drawings, students connect their understanding of multiplication and division with ratios and rates. Students solve a wide variety of problems using ratios, rates, and percents.

**Primary interdisciplinary connections:** Social Studies

**21st Century Themes:** Civic Literacy, Financial, Economic, Business and Entrepreneurial Literacy

## Learning Targets

**NJSLS Standards:** 6.RP.1-3

**Technology Standards:** 8.1.5.A.1

**Content Statements:**

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|---|---|
| 1 | Students will understand ratios, rates, and unit rates |
| 3 | Students will make tables of equivalent rations and solve rate problems |
| 4 | Students will solve problems using percent as a rate per 100 |

**Big Idea:** All students will use reasoning about multiplication and division to solve ratio and rate problems about quantities.

**Unit Essential Questions**

- How can ratios and proportions help us make sense of the world around us?
- How can ratios and proportions be used to solve problems?
- How are percents used in our daily lives?

**Unit Enduring Understandings**

- Use ratios and rate reasoning to solve real world math problems.
- Ratios and proportions can be used to make sense of phenomena.
- Percents are used in high frequency in situations involving money.

**Unit Learning Targets**

*Students will…*

- Write and compare ratios.
- Use rates to compare two quantities with different units.
- Solve proportions using equivalent ratios and algebra.
- Solve proportions using cross products.
- Use a fraction to find the percent of a number.
- Use proportions to solve percent problems.

- Write percents as decimals and decimals as percents.
- Use equations to solve percent problems.
- Use percents to interpret and make circle graphs.
- Find a percent of change in a quantity.
- Use proportions of convert standard units of measure.

## Evidence of Learning

**Summative Assessment:** Chapters 4, 5, and 6/ Unit Tests

**Formative Assessments:**

- Exit slips
- Quizzes
- Notebook check
- Teacher observation
- Class participation
- Problem of the day

## Lesson Plans

| *Activities* | *Timeframe* |
|---|---|
| • Using a real-life ratio of boys to girls in the classroom, students will create and solve a proportion for a new quantity of students.<br>• Given a pictorial representation, students will recognize the percent of a shaded region and given a percent, students can represent using a picture.<br>• Students will bring in advertisements from local grocery stores and compute unit rate for various items.<br>• Students will find the percent of a number using real life situations.<br>Students with Disabilities, English Language Learners, and Gifted & Talented Students:<br><br>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.<br><br>Examples of Strategies and Practices that Support Students with Disabilities: | 9 Weeks |

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| • Use of visual and multisensory formats<br>• Use of assisted technology<br>• Use of prompts<br>• Modification of content and student products<br>• Testing accommodations<br>• Authentic assessments<br><br>Examples of Strategies and Practices that Support Gifted & Talented Students:<br>• Adjusting the pace of lessons<br>• Curriculum compacting<br>• Inquiry-based instruction<br>• Independent study<br>• Higher-order thinking skills<br>• Interest-based content<br>• Student-driven instruction<br>• Real-world problems and scenarios<br><br>Examples of Strategies and Practices that Support English Language Learners:<br>• Pre-teaching of vocabulary and concepts<br>• Visual learning, including graphic organizers<br>• Use of cognates to increase comprehension<br>• Teacher modeling<br>• Pairing students with beginning English language skills with students who have more advanced English language skills<br>• Scaffolding<br>•word walls<br>•sentence frames<br>•think-pair-share<br>•cooperative learning groups<br>•teacher think-aloud | |
| *Teacher Resources* | *Teacher Note* |
| • Go Math – chapters 4, 5 and 6 teachers' manuals<br>• Go Math resource materials<br>• Grade 6 Reference Sheet<br>• Newspaper advertisements<br>• Grab-and-Go Centers Kit<br>• Think Central resources<br>• My Personal Math Trainer | |

# Math- Grade 6 Unit 3

**Unit title:** Expressions & Equations

**Unit summary:** All students will understand the use of variables in mathematical expressions in order to write expressions and equations that correspond to given situations. Students will understand that expressions in different forms can be equivalent. Students know that the solutions of a given equation are the values of the variables that make the equation true.

**Primary interdisciplinary connections:** Technology

**21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy

## Learning Targets

**NJSLS Standards:** 6.EE1-9

**Technology Standards:** 8.1.5.A.1

**Content Statements:**

| | |
|---|---|
| 1 | Apply and extend previous understandings of arithmetic to algebraic expressions |
| 2 | Reason about and solve one-variable equations and inequalities |
| 3 | Represent and analyze quantitative relationships between dependent and independent variables. |

**Big Idea:** Algebra provides the language through which we communicate the patterns in mathematics.

**Unit Essential Questions**

- How can change be best represented mathematically?
- How can functions be used as tools to best describe and help explain real life situations?
- How are patterns of change related to the change of functions?

**Unit Enduring Understandings**

- The symbolic language of algebra is used to communicate and generalize in mathematics.
- Algebraic representation can be used to generalize relationships.
- Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.

**Unit Learning Targets**

*Students will…*

- Write and evaluate variable expressions and equations involving whole number exponents.
- Simplify variable expressions.
- Solve addition and subtraction equations.
- Solve multiplication and division equations.
- Solve two step equations.

- Write and solve inequalities.
- Write and evaluate function rules.
- Apply properties of operations to generate equivalent expressions.
- Identify when two expressions are equivalent.
- Identify identity, commutative, associative and distributive properties.
- Write and solve equations to represent a word problem.
- Write equations by using independent and dependent variable correctly.

## Evidence of Learning

**Summative Assessment:** Chapter 7, 8, and 9/Unit Tests

**Formative Assessments:**

- Exit slips
- Quizzes
- Notebook check
- Teacher observation
- Class participation
- Problem of the day

## Lesson Plans

| *Activities* | *Timeframe* |
|---|---|
| • Students will use algebraic properties to identify equations.<br>• Students will write and solve problems with exponents.<br>• Students will write and solve algebraic expressions and equations.<br>• Students will combine like terms.<br>• Given a function, students will create input and output tables.<br>• Students will use algebra tiles to represent and solve equations.<br>• Students will generate and solve equations from word problems<br>• Students will graph inequalities using number lines.<br><br>Students with Disabilities, English Language Learners, and Gifted & Talented Students:<br><br>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is | 9 Weeks |

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| measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.<br><br>Examples of Strategies and Practices that Support Students with Disabilities:<br>• Use of visual and multisensory formats<br>• Use of assisted technology<br>• Use of prompts<br>• Modification of content and student products<br>• Testing accommodations<br>• Authentic assessments<br><br>Examples of Strategies and Practices that Support Gifted & Talented Students:<br>• Adjusting the pace of lessons<br>• Curriculum compacting<br>• Inquiry-based instruction<br>• Independent study<br>• Higher-order thinking skills<br>• Interest-based content<br>• Student-driven instruction<br>• Real-world problems and scenarios<br><br>Examples of Strategies and Practices that Support English Language Learners:<br>• Pre-teaching of vocabulary and concepts<br>• Visual learning, including graphic organizers<br>• Use of cognates to increase comprehension<br>• Teacher modeling<br>• Pairing students with beginning English language skills with students who have more advanced English language skills<br>• Scaffolding<br>•word walls<br>•sentence frames<br>•think-pair-share<br>•cooperative learning groups<br>•teacher think-aloud | |
| *Teacher Resources* | *Teacher Note* |
| • GO Math chapters 7, 8, and 9 teacher manuals<br>• Textbook resource materials<br>• Grab-and-Go Centers Kit<br>• Think Central resources | |

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| • My Personal Math Trainer<br>• Grade 6 Reference Sheet<br>• Algebra tiles | |

# Math- Grade 6 Framework

| Unit Four: Geometry | |
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| **Big Idea:** Spatial sense and geometric relationships are means to solve problems and make sense of a variety of phenomena. | |
| **Unit Essential Questions**<br>• How can spatial relationships be described by careful use of geometric language?<br>• What situations can be analyzed using transformations and symmetries?<br>• How can we best represent and verify geometric/algebraic relationships?<br>• How can measurements be used to solve problems? | **Unit Enduring Understandings**<br>• Geometric properties can be used to construct geometric figures.<br>• Shape and area can be conserved during mathematical transformations.<br>• Coordinate geometry can be used to represent and verify geometric/algebraic relationships.<br>• Everyday objects have a variety of attributes, each of which can be measured in many ways. |

# Math- Grade 6 Unit of Study

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| **Unit title:** Geometry | |
| **Unit summary:** All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena. | |
| **Primary interdisciplinary connections:** Science, Technology | |
| **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy | |
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| **Learning Targets** | |
| **NJSLS Standards:** 6.G.1-4 | |
| **Technology Standards:** 8.1.5.A.1 | |
| **Content Statements:** | |
| 1 | Find the area of triangles, special quadrilaterals and polygons. |
| 2 | Find the volume of a right rectangular prisms |
| 3 | Draw polygons in the coordinate plane |
| 4 | Represent three-dimensional figures using nets made up of rectangles and triangles, use the nets to find surface areas |
| | |
| **Big Idea:** Spatial sense and geometric relationships are means to solve problems and make sense of a variety of phenomena. | |

| **Unit Essential Questions** | **Unit Enduring Understandings** |
|---|---|
| • How can spatial relationships be described by careful use of geometric language?<br>• What situations can be analyzed using transformations and symmetries?<br>• How can we best represent and verify geometric/algebraic relationships?<br>• How can measurements be used to solve problems? | • Geometric properties can be used to construct geometric figures.<br>• Shape and area can be conserved during mathematical transformations.<br>• Coordinate geometry can be used to represent and verify geometric/algebraic relationships.<br>• Everyday objects have a variety of attributes, each of which can be measured in many ways. |

**Unit Learning Targets**
*Students will…*

- Find the area of parallelograms, trapezoids, and triangles
- Classify and sketch solids and identify their parts.
- Find the surface area of rectangular and triangular prisms using nets.
- Find the surfaced area of pyramids.
- Find the volume of rectangular prisms with fractional side measurements.

## Evidence of Learning

**Summative Assessment:** Chapters 10 and 11/Unit Tests

**Formative Assessments:**

- Exit slips
- Quizzes
- Notebook check
- Teacher observation
- Class participation
- Problem of the day

## Lesson Plans

| *Activities* | *Timeframe* |
|---|---|
| • Fold 2-dimensional nets into 3-dimensional shapes.<br>• Deconstruct a rectangular prism to find surface area.<br>• Use a floor plan to determine area and perimeter.<br>• Use a coordinate grid to draw shapes and find their side lengths.<br><br>Students with Disabilities, English Language Learners, | 6 Weeks |

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| and Gifted & Talented Students:<br><br>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.<br><br>Examples of Strategies and Practices that Support Students with Disabilities:<br>• Use of visual and multisensory formats<br>• Use of assisted technology<br>• Use of prompts<br>• Modification of content and student products<br>• Testing accommodations<br>• Authentic assessments<br><br>Examples of Strategies and Practices that Support Gifted & Talented Students:<br>• Adjusting the pace of lessons<br>• Curriculum compacting<br>• Inquiry-based instruction<br>• Independent study<br>• Higher-order thinking skills<br>• Interest-based content<br>• Student-driven instruction<br>• Real-world problems and scenarios<br><br>Examples of Strategies and Practices that Support English Language Learners:<br>• Pre-teaching of vocabulary and concepts<br>• Visual learning, including graphic organizers<br>• Use of cognates to increase comprehension<br>• Teacher modeling<br>• Pairing students with beginning English language skills with students who have more advanced<br>English language skills<br>• Scaffolding<br>•word walls<br>•sentence frames<br>•think-pair-share<br>•cooperative learning groups<br>•teacher think-aloud | |

| *Teacher Resources* | *Teacher Note* |
| --- | --- |
| • Go Math chapters 10 and 11 teacher books<br>• Go Math resource materials<br>• Protractors<br>• Coordinate planes<br>• Grab-and-Go Centers Kit<br>• Think Central resources<br>• My Personal Math Trainer<br>• Grade 6 Reference Sheet<br>• Net punch-outs<br>• 3-dimensional shapes | |

# Math- Grade 6 Unit 5

**Unit title:** Statistics & Probability

**Unit summary:** All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

**Primary interdisciplinary connections:** Social Studies, Technology, Microsoft Excel, Science, Current Events

**21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy

## Learning Targets

**NJSLS Standards:** 6.SP.1-5

**Technology Standards:** 8.1.5.A.1

**Content Statements:**

| | |
|---|---|
| 1 | Develop understanding of statistical variability |
| 2 | Summarize and describe distributions |

**Big Idea:** All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

**Unit Essential Questions**

- How can the collection, organization, interpretation, and display of data be used to answer questions?
- How can experimental and theoretical probabilities be used to make predictions or draw conclusions?
- How can visual tools such as networks (vertex edge graphs) be used to answer questions?

**Unit Enduring Understandings**

- The message conveyed by the data depends on how the data is collected, represented, and summarized.
- Results tend to approach theoretical probabilities after a large number of trials.
- Algorithms can effectively and efficiently be used to quantify and interpret discrete information.

**Unit Learning Targets**

*Students will…*

- Recognize a statistical question as one that anticipates variability.
- Understand that a set of data collected to answer a statistical question has a distribution.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number.
- Display numerical data in plots on a number line (dot plots, histograms, and box plots)

- Summarize numerical data sets in relation to their context.

## Evidence of Learning

**Summative Assessment:** Chapters 12 and 13/Unit Tests

**Formative Assessments:**

- Exit slips
- Quizzes
- Notebook check
- Teacher observation
- Class participation
- Problem of the day

## Lesson Plans

| *Activities* | *Timeframe* |
|---|---|
| • Interactive Smart Board Experiments to determine theoretical vs. experimental probability.<br>• Survey grade level and choose appropriate graphs based on the data.<br>• Students will gather data and then use the data to find measures of central tendency as well as the appropriate graph to display the data.<br><br>Students with Disabilities, English Language Learners, and Gifted & Talented Students:<br><br>Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways. By providing appropriately challenging learning, teachers can maximize success for all students.<br><br>Examples of Strategies and Practices that Support Students with Disabilities:<br>• Use of visual and multisensory formats<br>• Use of assisted technology<br>• Use of prompts<br>• Modification of content and student products<br>• Testing accommodations<br>• Authentic assessments | 5 Weeks |

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| Examples of Strategies and Practices that Support Gifted & Talented Students:<br>• Adjusting the pace of lessons<br>• Curriculum compacting<br>• Inquiry-based instruction<br>• Independent study<br>• Higher-order thinking skills<br>• Interest-based content<br>• Student-driven instruction<br>• Real-world problems and scenarios<br><br>Examples of Strategies and Practices that Support English Language Learners:<br>• Pre-teaching of vocabulary and concepts<br>• Visual learning, including graphic organizers<br>• Use of cognates to increase comprehension<br>• Teacher modeling<br>• Pairing students with beginning English language skills with students who have more advanced<br>English language skills<br>• Scaffolding<br>•word walls<br>•sentence frames<br>•think-pair-share<br>•cooperative learning groups<br>•teacher think-aloud | |
| *Teacher Resources* | *Teacher Note* |
| • Go Math Chapters 12 and 13 teacher textbooks<br>• Go Math resource materials<br>• Smart Board<br>• Spinners<br>• Pennies<br>• Dice<br>• Grab-and-Go Centers Kit<br>• Think Central resources<br>• My Personal Math Trainer | |