

## 6<sup>th</sup> Grade Math Curriculum Bundle # 2

<b>Title</b>	<b>Suggested Dates</b>
Statistics Continued, and Numbers and Operations (Additional time may be needed to complete Bundle #1 activities)	September 14 – October 2 (14 Days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Number sense can be strengthened through the study of properties of whole numbers such as prime factorizations and factors and multiples.	<ol style="list-style-type: none"> <li>1. How do prime and composite numbers relate to factors and multiples?</li> <li>2. How can properties of whole numbers, such as greatest common factors, be used to develop strategies that give you a distinct advantage in real life situations?</li> </ol>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p><b>6.7 Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions.</b></p> <p>6.7 The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p> <p><i>Note: Introduce with whole #s &amp; revisit w/ rational #s after bundle 5.</i></p>	<ul style="list-style-type: none"> <li>• use only first quadrant</li> <li>• use a variety of grids (<u>using different incremental units</u>)</li> </ul>	<p><b>CMP2 Data About Us</b> Pearson Investigation 2.3, 2.4</p>	<p><b>PH:</b> Lesson 11-8</p> <p><b>AIRR:</b> Activity 169-172, revisit 173</p>
<p><b>6.1 Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.</b></p> <p>6.1E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers</p> <p><i>Note: identifying factors now, common factors and GCF will be covered in Bundle 3</i></p> <p><i>Note: Review solving one step equations using fact families (doing and undoing operations)</i></p>	<ul style="list-style-type: none"> <li>• use a set of at least 3 integers</li> <li>• use numbers greater than 10</li> <li>• include real world applications</li> </ul>	<p><b>CMP2 Prime Time</b> Pearson Investigation 1</p>	<p><b>PH:</b> Lessons 4-3, 4-4, 7-1</p>

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<p><b>6.12 Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.</b></p> <p>6.12A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models</p> <p><a href="#">Note: Ongoing throughout every bundle</a></p>	<ul style="list-style-type: none"> <li>process skill to be addressed with relevant content</li> </ul>		<p><b>PH:</b> Lessons 1-6, 2-1, 3-1, 3-2, 3-5</p>
<p><b>6.12 Underlying processes and mathematical tools. The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.</b></p> <p>6.12B evaluate the effectiveness of different representations to communicate ideas</p> <p><a href="#">Note: Ongoing throughout every bundle</a></p>	<ul style="list-style-type: none"> <li>process skill to be addressed with relevant content</li> </ul>		<p><b>PH:</b> Lessons 2-4, 2-6, 2-7</p>