

6th Grade Math Curriculum Bundle # 4

Title	Suggested Dates
Fraction Concepts	October 26 – November 13 (14 days)



Big Idea/Enduring Understanding	Guiding Questions
The value of a fraction is dependent upon the size of the whole.	<ol style="list-style-type: none"> 1. What are the different ways to model a fraction in relation to a real life situation? 2. Describe the properties of a fraction and how they relate to a given situation. (money, food, sports, etc) 3. How can equivalent forms of a fractional value be generated?
Benchmark fractions provide opportunities to estimate size, determine value, and compare and order fractions.	<ol style="list-style-type: none"> 1. How can benchmarks be used to compare values of given fractions? 2. What does the relationship between the numerator and denominator tell you about the value of a fraction in comparison to a benchmark fraction?

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>6.1 Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.</p> <p>6.1A compare and order non-negative rational numbers</p> <p>Note: Focus on Fractions and utilizing benchmarks</p>	<ul style="list-style-type: none"> • use the following forms of non-negative rational numbers: fractions with like & unlike denominators - unit, proper, improper, mixed numbers • arrange fractions from “least to greatest” and “greatest to least” • use a variety of forms in real world applications • arrange fractions on a number line 	<p>CMP2 Bits and Pieces I Pearson Investigations 1, 2 Note: Improper fractions to Mixed number conversion may need reinforcement from other resources.</p>	<p>PH: Lessons 1-6, 4-8, 4-9</p> <p>Understanding Math Understanding Fractions: Topic 1</p>

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<p>6.1 Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.</p> <p>6.1B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</p> <p>Note: Focus on Fractions - relate them to benchmarks</p>	<ul style="list-style-type: none"> • use the following forms of rational numbers and convert between equivalent forms of: <ul style="list-style-type: none"> o fractions o mixed numbers, proper and improper fractions • write remainders as a fraction in simplest form • use a variety of forms in real world applications • identify placement of fractions related to benchmarks (0, ¼, ½, ¾, 1) 		<p>PH: Lessons 4-5, 4-6, 4-8, 4-9, 7-6</p> <p>Understanding Math Understanding Fractions: Topic 2, Topic 3</p> <p>Region 4 Accelerated Curriculum 6: Unit 2 lesson 1 pgs 43-53</p> <p>AIRR: Activity 34</p> <p>Note: additional practice needed for renaming improper and mixed #</p>
<p>6.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.</p> <p>6.2D estimate and round to approximate reasonable results and to solve problems where exact answers are not required</p> <p>Note: This SE should be addressed throughout the year.</p>	<ul style="list-style-type: none"> • include problems where solutions are expressed as ranges • use strategies for estimation (compatible numbers, rounded numbers) • round all numbers in the set to largest place value of the smallest number in a series of numbers keeping the value of single digits • Present the information in various forms (tables, charts, etc.) 		<p>PH: Lessons 1-2, 1-7, 5-1, 5-3, 5-4</p>