


6th Grade Math Curriculum Bundle # 7

Title		Suggested Dates
Adding and Subtracting Fractions		January 5 – January 29 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
Combining fractions requires that each addend be broken into the same size pieces, which is indicated by common denominators.	1. What role does renaming fractions play in adding and subtracting? Justify these changes.
Combining fractions can always be modeled visually, but an algorithm may be a more efficient tool.	1. Give an example of a situation, where you would prefer to use a model rather than an algorithm? and vice versa? 2. $\frac{1}{4} + \frac{1}{2}$ does not equal $\frac{2}{6}$. Justify using a model, algorithm, or verbal description.

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>6.1F identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers</p>	<ul style="list-style-type: none"> • connect the LCM to the LCD • find a common denominator in fractions using LCM, LCD, prime factorization <ul style="list-style-type: none"> ○ when given the denominator or when given a set of fractions. 	<p>CMP2 Bits and Pieces II Pearson Investigations 1, 2</p>	
<p>6.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.</p> <p>6.2A model addition and subtraction situations involving fractions with objects, pictures, words, and numbers</p> <p style="color: blue;">Note: Before Bits and Pieces II, review adding and subtracting fractions with <i>like</i> denominators.</p>	<ul style="list-style-type: none"> • use mixed numbers and fractions • model with like and unlike denominators <ul style="list-style-type: none"> ○ fraction strips, circle models, etc. • write or select the correct equation or expression • stress identifying the correct value to represent the denominator (whole). 	<p>PH: Lessons 5-2, 5-3, 5-5</p> <p>AIRR: Activity 64-65 “Modeling Fractions and Sums and Differences”</p> <p style="color: blue;">www.BrainPop.com Movie and quiz “Adding & Subtracting Fractions”</p> <p>Understanding Math Understanding Fractions: Topic 7, Topic 8</p>	

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<p>6.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.</p> <p>6.2B use addition and subtraction to solve problems involving fractions and decimals</p> <p>Note: Focus on Fractions</p>	<ul style="list-style-type: none">• use mixed numbers and fractions• relate to real-world applications involving dimensions, measurement units, deposits, withdrawals, etc.		<p>PH: Lessons 1-7, 5-2, 5-4, 5-5</p> <p>Region IV: “Friendly Fractions” pp. 37-41, pp. 44-45</p> <p>Kamico I: “Going Up and Down”</p> <p>Region 4 Accelerated Curriculum: Unit 3 Lessons 1-3</p> <p>www.BrainPop.com mixed numbers</p>
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