

Pre-AP 6th Grade Math Curriculum Bundle # 5

Title	Suggested Dates
Decimal and Fraction Computation – Addition and Subtraction	November 16 – December 4 (12 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 your answer.
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 to add or subtract fractions 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)	
Note: Time is allotted to continue adding and subtracting in bundle 6 (1 week)			
<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><i>Note: Before Bits and Pieces II, review adding and subtracting fractions with <i>like</i> denominators.</i></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>CMP2 Bits and Pieces II Pearson Investigations 1, 2</p>	<p>PH: Lessons 5-2 thru 5-5</p> <p>AIRR 6th grade Activity #64-69</p> <p>Accelerated Curriculum 6th Unit 3 Lessons 1, 2, 3, 4</p> <p>www.BrainPop.com Movie and quiz “Adding & Subtracting Fractions”</p> <p>Understanding Math Understanding Fractions: Topic 7, Topic 8</p>

Pre-AP 6th Grade Math Curriculum Bundle # 5

<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>	<ul style="list-style-type: none"> • use mixed numbers and fractions • use decimals • relate to real-world applications involving dimensions, measurement units, deposits, withdrawals, etc. 		<p>PH: Lessons 1-7, 5-2 thru 5-5</p> <p>Region IV: “Friendly Fractions” pp. 37-41, pp. 44-45</p> <p>Understanding Math Understanding Fractions: Topic 14</p> <p>www.BrainPop.com mixed numbers</p> <p>AIRR 6th grade Activity #70-73</p> <p>Closing the Distance 6th Lesson 6 pg. 95-116</p> <p>Accelerated Curriculum 6th Unit 3 Lessons 1, 2, 3, 4</p>
<p>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p> <p>7.2B use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals</p> <p>Note: Focus on addition and subtraction</p>	<ul style="list-style-type: none"> • use mixed numbers, proper, and improper fractions • use like and unlike denominators • connect to models • use problems that need to include answers as visual models • solve decimal problems with at least 2 digit divisors and 3 digit dividends without technology • solve decimal problems with at least 2 digits times 3 digits without technology • extract data from tables (may be in multiple forms) • Use multiple forms of numbers in a given problem 		<p>LTF: Limits of Numbers p. 128</p> <p>PH Textbook 7th grade Lessons 1-2, 3-1 thru 3-3</p> <p>AIRR 7th grade Activity #68, 72, 74</p> <p>Closing the Distance 7th Lesson 3 pg. 39-56</p>