

PAP 6th Grade Curriculum Bundle #6

Title	Suggested Dates
Fraction Computation –Multiplying and Dividing	December 7 – December 18 (10 days)

Big Idea/Enduring Understanding	Guiding Questions
Multiplication does not always make a larger quantity. Division does not always make a smaller quantity.	<ol style="list-style-type: none"> 1. Does multiplication always result in a product larger than either factor? Explain. 2. Does division always result in a quotient smaller than the dividend and divisor? Explain. 3. Do fractional pieces have to be the same size to multiply and divide fractions like when you add and subtract fractions? Why or why not?

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: May continue adding and subtracting from bundle 5 (1 week)			
<p>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p> <p>7.2A represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers</p> <p style="color: blue;">Note: Focus on multiplying and dividing fractions</p>	<ul style="list-style-type: none"> • EMPASIZE models • write or select the correct expression • use mixed numbers, proper and improper fractions • Use like and unlike denominators 	<p>CMP2 Bits and Pieces II Pearson Investigations 3.1, 3.2, 3.4, 3.5, 4</p>	<p>PH Textbook: Chapter 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>LTF Area Model for Multiplication of Fractions (new available on-line)</p> <p>PH Textbook- 7th Grade Labs and Lessons 3-4 and 3-5</p> <p>AIRR 7th grade Activity #52-57, 62, 63</p> <p>Closing the Distance 7th Lesson 3 pg. 39-56</p> <p>Understanding Math Understanding Fractions: Topic 10, Topic 11</p>
<p>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts,</p>	<ul style="list-style-type: none"> • use mixed numbers, proper, and improper 		<p>Region IV - Multiplication of Fractions Lesson</p>

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<p>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 multiplication and division of fractions</p>	<p>fractions</p> <ul style="list-style-type: none"> • use like and unlike denominators • connect to models • use problems that need to include answers as visual models • extract data from tables (may be in multiple forms) • Use multiple forms of numbers in a given problem 		<p>PH Textbook 7th grade Lessons 1-2 thru 1-4 and Lessons 3-2 thru 3-5</p> <p>AIRR 7th grade Activity #71, 75</p> <p>Closing the Distance 7th Lesson 3 pg. 39-56</p> <p>LTF Limits a Physical Approach (new – available on-line)</p>
<p>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p> <p>7.2F select and use appropriate operations to solve problems and justify the selections</p>	<ul style="list-style-type: none"> • recognize correct steps in order to solve problem • choose correct expression/equation for a problem situation 		<p>AIRR 7th grade Activity #108-111</p> <p>Closing the Distance 7th Lesson 5 pg. 73-92</p>
<p>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p> <p>7.2G determine the reasonableness of a solution to a problem</p>	<ul style="list-style-type: none"> • solve problems and identify answer in terms of “between” ranges of data (ex. between 5.2 and 6.3) • use mathematical reasoning to justify solution • use of estimation throughout process • multi-step problems 		<p>AIRR 7th grade Activity #112-115</p> <p>Closing the Distance 7th Lesson 5 pg. 73-92</p>