

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Math/Number operations/Decimal fractions	6	1st	32 Days
TEKS/Student Expectations		Examples/Specifications:	
<p>(6.1) Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare and order non-negative rational numbers; (B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals (D) write prime factorizations using exponents; (E) identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and (F) identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers. <p>6.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (B) use addition and subtraction to solve problems involving fractions and decimals (D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and <p>(6.7) Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions.</p> <p>The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.</p> <p>(6.11) Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other</p>		<p>Whole numbers, decimals, fractions, chapter 3</p>	

<p>disciplines, and activities in and outside of school.</p> <p>The student is expected to:</p> <p>C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and</p>	<p>Work backwards 3-6 Make an organized list 4-4</p>		
<p>Language of Instruction:</p>	<p>Instructional Resources/Textbook Correlations:</p>		
<table border="0"> <tr> <td data-bbox="88 613 871 1047"> <p>Chapter 3 Greatest common factor Simplifying fractions Mixed numbers/improper fractions Least common multiple/denominator Prime factors Powers and exponents Clustering Equivalent decimals Expanded form Front-end estimation Standard Form</p> </td> <td data-bbox="871 613 1423 1047"> <p>Chapter 4 Common multiples Equivalent fractions Multiples Simplest form Venn Diagram</p> </td> </tr> </table>	<p>Chapter 3 Greatest common factor Simplifying fractions Mixed numbers/improper fractions Least common multiple/denominator Prime factors Powers and exponents Clustering Equivalent decimals Expanded form Front-end estimation Standard Form</p>	<p>Chapter 4 Common multiples Equivalent fractions Multiples Simplest form Venn Diagram</p>	<p>Glencoe Mathematics: Chapter 3 Chapter 4 Chapter 1, lesson 1.2 and 1.3 Prime number grid</p> <p>Weblinks/Other Resources:</p> <p>Practice worksheet Study Guide and Intervention worksheet Cuisenaire rods Decimal blocks Decimal grids Foldables 0-49 Gamee G is for Google 100's Chart United Streaming</p>
<p>Chapter 3 Greatest common factor Simplifying fractions Mixed numbers/improper fractions Least common multiple/denominator Prime factors Powers and exponents Clustering Equivalent decimals Expanded form Front-end estimation Standard Form</p>	<p>Chapter 4 Common multiples Equivalent fractions Multiples Simplest form Venn Diagram</p>		
<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>		

Chapter quizzes

Chapter tests

Chap. 3- 9 days

Chapter 1—3 days

Chapter 4- 19 days