



Unit Title:	Understand and Use Percentages
Unit Vocabulary:	Percent, per hundred, ratio, fraction, decimal, equivalent, convert, benchmark percent, percent of a number, base, rate, part, percent increase, percent decrease, estimate, proportion, probability, event, outcome, experiment, sample space, certain, impossible, likely, unlikely, equally likely, fair, complement, simple event, predict
Upcoming Common Assessments (MasteryConnect):	

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELlevation Strategies (aligned with learning objective)
M O N D A Y	Standard (write out): 6.NR.1.1 Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200. Learning Objective Skill (what), Content (why), Product (how): I can understand that percentages are ratios per 100	Scholars will practice multiplication facts, then will partner up and check each other's work. Scholars will write a sentence using this sentence stem: "When you multiply _____ and _____, the answer is _____"	Standards Based Materials & Resources: Introduction to Percents and Percent Greater Than 100 Guided Notes to follow along with lesson. Introduction to Percents Notes Answer Key and Percent Greater Than 100 Answer Key during lesson. Independent Worksheet where scholars will practice writing percents from shaded models and problems with percents greater than 100 . Fractions, Decimals, and Percents Anchor Chart to put into their AVID Binder. - Math Packets -Aleks/IXL Programs Content/Academic Vocabulary: Percent, per hundred, ratio, fraction ILAP/IEP/504 Scaffolds & Supports:	Teacher observation during small group discussion Math Packets Exit Ticket	Exit Ticket-IXL Practice 6-U.1 Shaded Percents	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids

	by completing my notes and practice.		<p>Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments</p> <p><u>Opportunities to SWRL:</u></p> <p>S-TPS, Small Group Instruction</p> <p>W-Scholar Starter, Math Packets, Showing their work</p> <p>R-Math Packets,</p> <p>L- TPS, Small Group Instruction</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1:</p> <p>Level 2:</p> <p>Level 3:</p> <p><u>Class Structure:</u></p> <p>1-Begin with Scholar Starter</p> <p>2-Introduce Percents</p> <p>3-Small Groups: A: Worksheet//B: Math Packets//C: IXL work independently</p> <p>4-Exit Ticket</p>			
T U E S D A Y	<p>Standard (write out):</p> <p>6.NR.1.1</p> <p>Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200.</p> <p><u>Learning Objective</u></p> <p>Skill (what), Content (why), Product (how):</p> <p>I can connect percentages over</p>	<p>Scholars will practice multiplication facts, then will partner up and check each other's work.</p> <p>Scholars will write a sentence using this sentence stem:</p> <p>"When you multiply _____ and _____, the answer is _____"</p>	<p><u>Standards Based Materials & Resources:</u></p> <p>Percent Greater Than 100 Guided Notes to follow along with lesson.</p> <p>Percent Greater Than 100 Answer Key during lesson.</p> <p>Independent Worksheet where scholars will practice writing percents from shaded models and problems with percents greater than 100.</p> <p>Fractions, Decimals, and Percents Anchor Chart to put into their AVID Binder.</p> <p>-Math Packets</p> <p>-Aleks/IXL Programs</p> <p><u>Content/Academic Vocabulary:</u></p> <p>Percent, per hundred, ratio, fraction</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p>	<p>Teacher observation during small group discussion</p> <p>Math Packets</p> <p>Exit Ticket</p>	<p>Exit Ticket-IXL Practice 6-U.1 Shaded Percents</p>	<p>Think-Pair-Share</p> <p>Exit Ticket</p> <p>Sentence Starters</p> <p>Word Banks</p> <p>Visual Aids</p>

	100 to fractions by completing my notes.		<p>Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments</p> <p><u>Opportunities to SWRL:</u> S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: Level 2: Level 3:</p> <p><u>Class Structure:</u> 1-Begin with Scholar Starter 2-Percentages greater than 100 3-Small Groups: A: Worksheet//B: Math Packets//C: IXL work independently 4-Exit Ticket</p>			
W E D N E S D A Y	<p>Standard (write out): 6.NR.1.1 Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p>	<p>Scholars will practice multiplication facts, then will partner up and check each other's work.</p> <p>Scholars will write a sentence using this sentence stem: "When you multiply _____ and _____, the answer is _____"</p>	<p><u>Standards Based Materials & Resources:</u> -IXL Factors Lesson and Practice -Math Packets -Aleks/IXL Programs</p> <p><u>Content/Academic Vocabulary:</u> Percent, per hundred, ratio, fraction</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u> Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments</p> <p><u>Opportunities to SWRL:</u> S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: Level 2: Level 3:</p>	<p>Teacher observation during small group discussion</p> <p>Math Packets</p> <p>Exit Ticket</p>	<p>Exit Ticket-IXL Practice 4-G.4 Identify Factors</p>	<p>Think-Pair-Share</p> <p>Exit Ticket</p> <p>Sentence Starters</p> <p>Word Banks</p> <p>Visual Aids</p>

	I can identify factors of numbers by practicing in small groups		<u>Class Structure:</u> 1-Begin with Scholar Starter 2-Introduce factors 3-Small Groups: A: Practice finding factors//B: Math Packets //C: Independent Fast Facts or IXL work 4-Exit Ticket			
T H U R S D A Y	Standard (write out): 6.NR.1.1 Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200. <u>Learning Objective</u> Skill (what), Content (why), Product (how): I can show my understanding of addition and subtraction fact families by completing a small group activity	Scholars will practice multiplication facts, then will partner up and check each other's work. Scholars will write a sentence using this sentence stem: "When you multiply _____ and _____, the answer is _____"	<u>Standards Based Materials & Resources:</u> - Math Packets -Aleks/IXL Programs <u>Content/Academic Vocabulary:</u> Percent, per hundred, ratio, fraction <u>ILAP/IEP/504 Scaffolds & Supports:</u> Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments <u>Opportunities to SWRL:</u> S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Level 2: Level 3: <u>Class Structure:</u> 1-Begin with Scholar Starter 2-Introduce Fact Families 3-Small Groups: A: Addition and subtraction fact families//B: Math Packets //C: Independent Fast Facts or IXL work 4-Exit Ticket	Teacher observation during small group discussion Math Packets Exit Ticket	Exit Ticket-IXL Practice 2-Y.4 Fact Families	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids
F R I D A Y	Standard (write out): 6.NR.1.1 Convert positive rational numbers into equivalent	Scholars will practice multiplication facts, then will partner up and check each	<u>Standards Based Materials & Resources:</u> - Math Packets -Aleks/IXL Programs <u>Content/Academic Vocabulary:</u> Percent, per hundred, ratio, fraction	Teacher observation during small group discussion Math Packets	Exit Ticket-IXL Practice 4-G.4 Identify Factors	Think-Pair-Share Exit Ticket Sentence Starters

<p>A Y</p>	<p>forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how):</p> <p>I can show my understanding of multiplication and division fact families by completing a small group activity</p>	<p>other's work.</p> <p>Scholars will write a sentence using this sentence stem: "When you multiply _____ and _____, the answer is _____"</p>	<p><u>ILAP/IEP/504 Scaffolds & Supports:</u> Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments <u>Opportunities to SWRL:</u> S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction <u>Costa's Levels of Thinking/Questioning:</u> Level 1: Level 2: Level 3:</p> <p><u>Class Structure:</u> 1-Begin with Scholar Starter 2-Review fact families 3-Small Groups: A: Multiplication and division fact families//B: Math Packets//C: Independent Fast Facts or IXL work 4-Exit Ticket</p>	<p>Exit Ticket</p>		<p>Word Banks</p> <p>Visual Aids</p>
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