



<b>Unit Title:</b>	Unit 4: Understand and Use Percentages
<b>Unit Vocabulary:</b>	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
<b>Upcoming Common Assessments (MasteryConnect):</b>	Unit 4 Test: Oct 31, 2025

	<b>Standard(s) + Learning Objective</b>	<b>Activating Experience</b> (Opening, may include "Scholar Starter")	<b>Learning Experience</b> (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	<b>Formative or Summative Assessment(s)</b>	<b>Summarizing Experience</b> (Closing)	<b>WICOR, AVID and/or ELlevation Strategies</b> (aligned with learning objective)
<b>M O N D A Y</b>	<b>Standard (write out):</b> 6.DSPR.2.1 Given the probability of a random event, expressed as a number from 0 to 1, state the likelihood of the event.  6.DPSR.2.2 Find the probability of simple events in mathematical and real-world situations. Limit denominators to 2, 4, 5, 8, 10, 25, and 100.		<b>SUB DAY</b>  <b>Lesson Structure:</b> <ol style="list-style-type: none"> <li>1) TSW complete <a href="#">Simple Probability and Complement Notes</a> from an EdPuzzle.</li> <li>2) TSW also answer questions in the EdPuzzle to check their understanding of the content.</li> </ol>	Completing of Notes  Answers from EdPuzzle		

	<p>6.DPSR.2.3 Given the probability of an event, identify and calculate the complement of that event.</p> <p><u>Learning Objective</u> <b>Skill (what), Content (why), Product (how):</b> I can describe and find the probability of simple events and their complements so that I can understand how likely different outcomes are in real-life situations by taking notes and completing practice questions while watching the EdPuzzle video.</p>					
T U E			FIELD TRIP - ROPER MOUNTAIN			

S D A Y						
W E D N E S D A Y	<p><b>Standard</b> (write out):</p> <p>6.DSPR.2.1 Given the probability of a random event, expressed as a number from 0 to 1, state the likelihood of the event occurring.</p> <p>6.DPSR.2.2 Find the probability of simple events in mathematical and real-world situations. Limit denominators to 2, 4, 5, 8, 10, 25, 50, and 100.</p> <p>6.DPSR.2.3 Given the probability of an event, identify and calculate the complement of that event.</p> <p><u>Learning Objective</u></p>	<p><b>Scholar Starter:</b></p> <p><a href="#">Cycle 5 Day 6</a></p> <p>Review Day 5</p>	<p><b>Standards Based Materials &amp; Resources:</b></p> <p>TW use <a href="#">Simple Probability and Complements Notes</a> during lesson while TS follows along with guided notes.</p> <p>TSW complete a <a href="#">Simple Events Coloring Worksheet</a> where they will write their answers as fractions, decimals, and percents.</p> <p>TSW have a <a href="#">Probability and Complement Anchor Chart</a> in binder.</p> <p><b>Content/Academic Vocabulary:</b></p> <p>Probability, event, outcome, likely/unlikely/certain/impossible, complement, fraction/decimal/percent, sample space</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b></p> <p>Visual Aids Guided Notes Color Coding Model Think-Alouds Sentence Stems Small-Group and Partner Practice Calculators Extra Time Chunked Instructions Oral Responses</p>	<p>Scholar Starter</p> <p>Observations during lesson</p> <p>Independent Worksheet</p>	<p><b>Reflection Quick-Write:</b></p> <p>Write one thing you learned about probability and compliments.</p>	<p>AVID Binder</p> <p>Guided Notes</p> <p>Turn-and-Talk</p> <p>Visuals</p> <p>Sentence Stems</p>

	<p><b>Skill (what), Content (why), Product (how):</b> I can find and describe the probability and complement of simple events using fractions, decimals, and percents to understand how likely events are in real life by completing guided notes, practice problems, and a coloring worksheet.</p>		<p><b><u>Opportunities to SWRL:</u></b> S: turn and talk to explain how to find probability and complement W: guided notes R: read and interpret probability scenarios L: follow teacher explanations and peer reasoning</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1:</b> What is probability? <b>Level 2:</b> How is finding a complement like finding “what’s left”? <b>Level 3:</b> How can understanding probability help you make decisions in real life?</p> <p><b><u>Lesson Structure:</u></b></p> <ol style="list-style-type: none"> <li>1) Scholar Starter</li> <li>2) Lesson: Simple Probability and Complements using Guided Notes <ol style="list-style-type: none"> <li>a) TW explain probability, simple probability, and complement by showing definitions and examples.</li> <li>b) TW do a few examples showing how probability can be shown as a fraction, decimal, and percent.</li> <li>c) TSW will help with the rest of the examples.</li> </ol> </li> <li>3) TSW work with a partner to complete a worksheet where they</li> </ol>			
--	---	--	---	--	--	--

			<p>will answer probability questions as fractions, decimals, and percents. TSW then use their answers to color the picture on the other side.</p> <p>4) Closing</p> <p>5) Exit Ticket</p>			
<b>T H U R S D A Y</b>	<p><b>Standard</b> (write out):</p> <p>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>6.PAFR.2.8 Solve ratio and rate problems in real-world situations.</p> <p>6.DSPR.2.1 Given the probability of a random event, expressed as a number from 0 to 1, state the likelihood of the event occurring.</p>	<p><b>Scholar Starter:</b></p> <p><a href="#">Cycle 5 Day 7</a></p> <p>Review Day 6</p>	<p><b>Standards Based Materials &amp; Resources:</b></p> <p><a href="#">Unit 4 Study Guide</a></p> <p><b><u>Content/Academic Vocabulary:</u></b></p> <p>Fraction, decimal, percent, equivalent, denominator, numerator, ratio, rate, unit rate, proportion, per, event, outcome, sample space, likelihood, complement, chance, convert, simplify</p> <p><b><u>ILAP/IEP/504 Scaffolds &amp; Supports:</u></b></p> <p>Visuals Color-Coding Sentence Stems Calculators Multiplication Charts Anchor Charts Chunk Study Guide Guided Examples Oral Explanations Brain Breaks Reflection Pauses Extended Time</p> <p><b><u>Opportunities to SWRL:</u></b></p> <p>S: Turn and talk to explain steps to solve problems on each section</p> <p>W: short-answer explanations for each</p>	<p>Scholar Starter</p> <p>Observations during Review</p>	<p><b>Exit Ticket:</b></p> <p>Explain one connection between fractions, decimals, and percentages that helps you solve real-world problems. Then describe how probability relates to ratios.</p>	<p>AVID Binder</p> <p>Turn and Talk</p> <p>Student Generated Questions</p> <p>Color-Coding</p> <p>Annotating Word Problems</p> <p>Visuals</p>

<p>6.DPSR.2.2 Find the probability of simple events in mathematical and real-world situations. Limit denominators to 2, 4, 5, 8, 10, 25, 50, and 100.</p> <p>6.DPSR.2.3 Given the probability of an event, identify and calculate the complement of that event.</p> <p><u>Learning Objective</u> <b>Skill (what), Content (why), Product (how):</b> I can convert fractions, decimals, and percents and solve real-world problems with ratios and probability so that I can understand how numbers and</p>		<p>part of the study guide R: word problems and scenario problems L: teacher modeling think-alouds and peer explanations</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1:</b> What fraction is equivalent 0.4? What is the probability of rolling a 2 on a six-sided die? <b>Level 2:</b> How can you prove that <math>\frac{3}{5}</math> and 60% are equivalent? <b>Level 3:</b> How can probability help you make decisions in real-life situations (like predicting weather or winning a game)?</p> <p><b><u>Lesson Structure:</u></b></p> <ol style="list-style-type: none"> <li>1) Scholar Starter</li> <li>2) Whole Group Review Study Guide <ol style="list-style-type: none"> <li>a) TW go over each problem on the study guide and review all concepts. This will be done in parts so that the material is chunked</li> <li>b) TSW follow along and jot down questions as we go through each part.</li> <li>c) Closing</li> </ol> </li> </ol>			
--	--	--	--	--	--

	chances work in everyday life, by completing and explaining my student guide review problems.					
<b>F R I D A Y</b>	<p><b>Standard</b> (write out):</p> <p>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>6.PAFR.2.8 Solve ratio and rate problems in real-world situations.</p> <p>6.DSPR.2.1 Given the probability of a random event, expressed as a number from 0 to 1, state the likelihood of the event occurring.</p>	<p><b>Scholar Starter:</b></p> <p>Review Test Taking Strategies</p>	<p><b>UNIT 4 TEST</b></p> <p><b>Standards Based Materials &amp; Resources:</b>  <a href="#">Unit 4 Test Paper Copy</a>  <a href="#">ML Unit 4 Test Paper Copy</a></p> <p><b>Content/Academic Vocabulary:</b>  Decimal, fraction, percent, equivalent, convert, simplify, ratio, rate, unit rate, proportion, per, event, outcome, sample space, complement, likelihood, impossible, certain, greater than, less than, equal to, most likely, least likely</p> <p><b>ILAP/IEP/504 Scaffolds &amp; Supports:</b>  Real-Aloud Directions  Simplify Directions  Chunk Test  Word Wall  Visuals  Scratch Paper  Extended Time  Verbal Responses  Calm Environment  Short Movement Breaks  Positive Affirmations  Calculator</p>	Unit 4 Test	<p><b>Reflection:</b></p> <p>What was one question you felt confident about today and why?</p>	<p>AVID Binder</p> <p>Post-Test Reflection</p> <p>Test on Paper before MasteryConnect</p> <p>Annotating each question</p> <p>Sentence Stems</p> <p>ML version of Test</p>

<p>6.DPSR.2.2 Find the probability of simple events in mathematical and real-world situations. Limit denominators to 2, 4, 5, 8, 10, 25, 50, and 100.</p> <p>6.DPSR.2.3 Given the probability of an event, identify and calculate the complement of that event.</p> <p><u>Learning Objective</u> <b>Skill (what),</b> <b>Content (why),</b> <b>Product (how):</b> I can convert between fractions, decimals, and percentages, and solve problems with ratios, rates, and probability, by showing my work so that I can</p>	<p>Color Coding</p> <p><b><u>Opportunities to SWRL:</u></b> S: partner pep talk before test to help explain strategies W: reflection at the end of test, showing work for all problems R: read, underline, and circle key terms and numbers in test questions L: teacher read-alouds of instructions and any clarifications</p> <p><b><u>Costa's Levels of Thinking/Questioning:</u></b> <b>Level 1:</b> In Mr. Whitener’s class, 7 out 35 students play middle school basketball. What percent of students in Mr. Whitener’s class play middle school basketball? <b>Level 2:</b> If the probability of it raining tomorrow is <math>P(\text{rain}) = 0.35</math>, what is the probability that it will not rain? <b>Level 3:</b> Study the table. What percent is 16 out of 25, and why?</p> <table><tr><td>Part</td><td>Whole</td></tr><tr><td>16</td><td>25</td></tr><tr><td>?</td><td>100</td></tr></table> <p><b><u>Lesson Structure:</u></b> 1) Unit 4 Test a) On paper first showing all</p>	Part	Whole	16	25	?	100				
Part	Whole										
16	25										
?	100										



	successfully complete my test.		<p>work.</p> <p>b) Show to the teacher, get code, and put into MasteryConnect.</p> <p>2) Early Finisher:</p> <p>a) Complete any missing classwork.</p> <p>b) Complete any NHIs.</p> <p>c) ALEKS</p>			
--	-----------------------------------	--	---	--	--	--