Wilder Week at a Glance Week 35

One Team. One Vision.

Content: Course 1

Week of: May 24-28

Grade: 6th

Teacher: Ms. Henry

I am demonstrating learning main topics of course 1: data and statistics, equations, inequalities, fractions/decimals/percents
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- Review is a necessary skill for preparing for the Standards of Learning Test. Students should be aware of their weaknesses as a result of tracking their performance using the student checklists.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Stations choice board- Cumulative review (TEST GRADE)** **imagine Math** Review/exit activity: **Reflection**	**In Person MATH SOL at school** **Everyone else Asynchronous-** **Stations choice board- Cumulative review (TEST GRADE)** **imagine Math** Review/exit activity: **Reflection**	**Virtual students MATH SOL at school** **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **Stations choice board- Cumulative review (TEST GRADE)** independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **Stations choice board- Cumulative review (TEST GRADE)** **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **Stations choice board- Cumulative review (TEST GRADE)** **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 34

One Team. One Vision.

Content: Course 1

Week of: May 17-21

Grade: 6th

Teacher: Ms. Henry

I am demonstrating learning main topics of course 1: data and statistics, equations, inequalities, fractions/decimals/percents
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- Review is a necessary skill for preparing for the Standards of Learning Test. Students should be aware of their weaknesses as a result of tracking their performance using the student checklists.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **-review Lesson on data and statistics and then** 6.10 recap **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **-review Lesson on variables/one-step equations and then** 6.13 Recap **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **CER** independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** **-review lesson on inequalities and then 6.14 Inequalities recap** **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **-review Lesson on fraction/decimal/percents and then** 6.2 Recap **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 33

One Team. One Vision.

Content: Course 1 **Week of: May 10-14**				**Grade:** 6th **Teacher:** Ms. Henry
I am demonstrating learning: **6.7 The student will** **a) derive π (pi);** **b) solve problems, including practical problems, involving circumference and area of a circle; and**  On the state assessment, items measuring this objective are assessed WITH the use of a calculator. Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.				• Measurement concepts are used frequently in life. Objects have certain measurable attributes they can be quantified. Calculating circumference, perimeter and area is an application of these unit measurements. • Circles are present in objects that we may not realize. For example, the windshield wiper of a car rotates in a circular fashion, but does not necessarily rotate a full • 180°. Due to this, deciding which length wiper to replace on a car is an application of measurements of a circle. • Triangles and quadrilaterals can come in a variety of shapes and sizes, each of which has unique properties. These special properties are utilized when creating things such as floor plans, artwork, sculptures, logos, web design, etc.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Area and Perimeter** Reviewing the FOrmula sheet **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Area and Perimeter** **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **CER: Area and perimeter** independent practice: **imagine Math**	NO SCHOOL- Students should work on make up work.	Attendance/warmup: **Number sense Routine** **Area and Perimeter** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 32

One Team. One Vision.

Content: Course 1 **Week of: May 10-14**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am demonstrating learning:

6.7 The student will

a) **derive π (pi);**

b) **solve problems, including practical problems, involving circumference and area of a circle; and**

 On the state assessment, items measuring this objective are assessed WITH the use of a calculator.

Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

- Measurement concepts are used frequently in life. Objects have certain measurable attributes they can be quantified. Calculating circumference, perimeter and area is an application of these unit measurements.
- Circles are present in objects that we may not realize. For example, the windshield wiper of a car rotates in a circular fashion, but does not necessarily rotate a full
- 180°. Due to this, deciding which length wiper to replace on a car is an application of measurements of a circle.
- Triangles and quadrilaterals can come in a variety of shapes and sizes, each of which has unique properties. These special properties are utilized when creating things such as floor plans, artwork, sculptures, logos, web design, etc.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Student Growth measure assessment, part 1** **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Finish Student Growth measure assessment, part 1** **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **Read aloud videos: Sir Cumference** independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** Circles review and practice independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Circumference and area task Review/exit activity: **Reflection**

Wilder Week at a Glance Week 31

One Team. One Vision.

Content: Course 1 **Week of: April 26-30**				**Grade:** 6th **Teacher:** Ms. Henry
I am demonstrating learning: **6.7 The student will** **a) derive π (pi);** **b) solve problems, including practical problems, involving circumference and area of a circle; and** On the state assessment, items measuring this objective are assessed WITH the use of a calculator. Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.				• Measurement concepts are used frequently in life. Objects have certain measurable attributes they can be quantified. Calculating circumference, perimeter and area is an application of these unit measurements. • Circles are present in objects that we may not realize. For example, the windshield wiper of a car rotates in a circular fashion, but does not necessarily rotate a full • 180°. Due to this, deciding which length wiper to replace on a car is an application of measurements of a circle. • Triangles and quadrilaterals can come in a variety of shapes and sizes, each of which has unique properties. These special properties are utilized when creating things such as floor plans, artwork, sculptures, logos, web design, etc.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Circles (Pi) Discovering Circumference and Vocab **Choice work** **Small group:** accessing prior know **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Circumference Formula. - Intro of Formula (FlipChart Tuesday) Practical Problems **Read aloud videos: Sir Cumference** independent practice: choice work and **imagine Math** **Review station: inequalities** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days **Read aloud videos: Sir Cumference** independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** Discovering Area CER: What ways did Sir Cumference discover Pi? independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Area Formula- video notes and practice Week 27 test remediation Review/exit activity: **Reflection**

Wilder Week at a Glance Week 30

One Team. One Vision.

Content: Course 1

Week of: April 19-23

Grade: 6th

Teacher: Ms. Henry

I am demonstrating learning:

6.11 The student will

a) **represent the mean of a data set graphically as the balance point; and**

b) **determine the effect on measures of center when a single value of a data set is added, removed, or changed.**

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

Measures of center are used to describe sets of data. Different measures of center can be used to interpret sets of data and make sense of how data is distributed. Batting averages, median home prices, and frequency tables all use measures of center to describe data and can be used to predict outcomes.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Introduction Measures of center are used to describe sets of data. Different measures of center can be used to interpret sets of data and make sense of how data is distributed. Batting averages, median home prices, and frequency tables **Choice work** **Small group:** accessing prior know	Attendance/warmup: **Number sense Routine** 6.11a- **represent the mean of a data set graphically as the balance point;** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - DELTA MATH to improve previous marking periods and/or any missing work from previous days independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** 6.11b- **determine the effect on measures of center when a single value of a data set is added, removed, or changed.** independent practice: choice work and **imagine Math** Review/exit activity:	Attendance/warmup: **Number sense Routine** 6.11b- **determine the effect on measures of center when a single value of a data set is added, removed, or changed.** **Take a quic assessment on the means as balance point"** Review/exit activity: **Reflection**

imagine Math Review/exit activity: **Reflection**			**Reflection**	

Wilder Week at a Glance Week 29

One Team. One Vision.

Content: Course 1

Week of: April 12-16

Grade: 6th

Teacher: Ms. henry

I am demonstrating learning:

6.10 The student will

a) **represent data in a circle graph;**
b) **make observations and inferences about data represented in a circle graph; and**
c) **compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.**

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

- Circle graphs are used in everyday life to help people easily organize information as parts of a whole to help make decisions or comparisons.
- In many practical situations in a variety of areas such as business and science, observational data is gathered and graphed so that a unifying model can be determined to make predictions about unobserved input values. These predictions assist researchers in making important decisions about the situation of study. Therefore, it is also important that the reasonableness of predictions be addressed.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Introduction to circle graphs and relating to other graphs students	Attendance/warmup: **Number sense Routine** 6.10a- **represent data in a circle graph;** independent practice:	Wellness Wednesday **Asynchronous** - Finish any and all missing work or complete assignments available to	Attendance/warmup: **Number sense Routine** 6.10b- **make observations and inferences about data represented in a circle graph;**	Attendance/warmup: **Number sense Routine** **6.10c- compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.**

have worked with previously. **Choice work** **Small group:** accessing prior know **imagine Math** Review/exit activity: **Reflection**	choice work and **imagine Math** Review/exit activity: **Reflection**	replace low grades independent practice: **imagine Math**	independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Post-assessment** of knowledge gained on SOL 6.10abc throughout the week and compared to pre-assessment prior to Spring Break. Review/exit activity: **Reflection**

Wilder Week at a Glance Week 28

One Team. One Vision.

Content: Course 1

Week of: March 29-April 2

Grade: 6th

Teacher: Ms. Henry

I am demonstrating learning:

6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

6.14 The student will

a) represent a practical situation with a linear inequality in one variable; and

b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

I can demonstrate real world situations with inequalities and equations, also understand and relate that inequalities can be used to express a range of values that can be acceptable in a given situation and graphing allows us to visualize these values.

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense Routine** **Focus Lesson:** **<u>Study guide</u>** for equations and inequalities **Small group:** small group remediation on 6.12c/d- proportional reasoning from WMS part of the 27 wk test **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **<u>Skills assessment</u> to compare to beginning of the year.** Complete Study guide independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - Finish any and all missing work or complete assignments available to replace low grades independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** **<u>Take and complete</u> the** HCPS part 1- 27 wk assessment(6.13&14 equations and inequalities) independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **<u>complete</u> the** HCPS part 1- 27 wk assessment(6.13&14 equations and inequalities) and or Skills Assessment Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 27</u>

One Team. One Vision.

Content: Course 1 **Week of: March 22-26**	**Grade:** 6th **Teacher:** Ms. Henry

I am demonstrating learning:

6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

6.14 The student will

c) represent a practical situation with a linear inequality in one variable; and

d) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the

I can demonstrate real world situations with inequalities, also understand and relate that inequalities can be used to express a range of values that can be acceptable in a given situation and graphing allows us to visualize these values.

solution on a number line.  On the state assessment, items measuring this objective are assessed WITH the use of a calculator. Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Review equations and expressions, especially models and solving independent practice: choice work and **imagine Math** **Small group:** remediate from data on 3/19 Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Study guide** for WMS part of the 27 wk test, proportional reasoning independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Wellness Wednesday **Asynchronous** - Finish any and all missing work, test corrections 22.5 wks, or complete assignments available to replace low grades independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** **Work with peers and/or teacher for completing and understanding the study guide for the 27 week test(WMS part)** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Take and complete the** Aappling part 2- 27 wk assessment(6.12bcd-proportional reasoning mostly) Review/exit activity: **Reflection**

Wilder Week at a Glance Week 26

One Team. One Vision.

Content: Course 1 **Week of: March 15-19**	**Grade:** 6th **Teacher:** Ms. Henry

I am demonstrating learning: **6.14 The student will** **a) represent a practical situation with a linear inequality in one variable; and** **b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.** 🖩 On the state assessment, items measuring this objective are assessed WITH the use of a calculator. Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.	**I can** demonstrate real world situations with inequalities, also understand and relate that inequalities can be used to express a range of values that can be acceptable in a given situation and graphing allows us to visualize these values.			
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Solving and graphing inequalities, multiple solutions not just one like an equation independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Plot practice *given a solution create a graph *given a graph write the solution independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Asynchronous** - Finish test corrections from 22.5 week benchmark independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** - Match Graph to inequality and Possible solution sets independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus lesson:** Equation and inequality review(inc models) Cer: inequalities vs equations independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 25

One Team. One Vision.

Content: Course 1 **Week of: March 8-12**				**Grade:** 6th **Teacher:** Ms. Henry
I am demonstrating learning: **6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.** **6.14 The student will** **a) represent a practical situation with a linear inequality in one variable; and** **b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.** On the state assessment, items measuring this objective are assessed WITH the use of a calculator. Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.				**I can** demonstrate that Equations give us a precise way to represent many situations that arise in the world. As such, solving equations allows us to answer questions about those situations. Computers, the internet, and social media rely on solving equations to determine which search results and outcomes are best for you. Equations are used in construction to determine the amount of material required. Bankers and business workers use equations to calculate interest and determine profit. Pharmacists and doctors use equations to determine dosage of medicine. These fundamental solving skills are built upon in all future mathematics courses to address an even wider variety of practical situations. AND understand and relate that inequalities can be used to express a range of values that can be acceptable in a given situation and graphing allows us to visualize these values.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Focus Lesson:** Equations and expressions in the real world, applying them and/or finding them independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Equations and Models Equations and Solving -Real World Video and practice CER: equations independent practice: choice work and **imagine Math**	Attendance/warmup: **Number sense Routine** **Asynchronous** - Finish test corrections from 22.5 week benchmark independent practice: **imagine Math**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** - Access prior knowledge of inequalities and understand using real world examples like having to be a certain height to ride a roller coaster, that tall or taller works	Attendance/warmup: **Number sense Routine** **Focus lesson:** Solving and graphing inequalities, multiple solutions not just one like an equation independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**

	Review/exit activity: **Reflection**		independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	

Wilder Week at a Glance Week 24

One Team. One Vision.

Content: Course 1

Week of: March 1st-5th

Grade: 6th

Teacher: Ms. Henry

I am demonstrating learning:

By representing a proportional relationship between two quantities, including those arising from practical situations; and making connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

I can demonstrate that Proportional reasoning involves thinking about relationships and making comparisons of quantities or values. People use proportional reasoning to calculate best buys, taxes and investments, to work with drawings and maps, to measure or exchange money, to adjust recipes, or to create various concentrations of mixtures and solutions.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Group work:** **Review/complete 22.5 Study Guide**	Attendance/warmup: **Number sense Routine** **Group work:** **Review/complete 22.5 Study Guide**	Attendance/warmup: **Number sense Routine** **Asynchronous**	Attendance/warmup: **Brain Dump** **Focus Lesson:** **22.5 Week Assessment**	Attendance/warmup: **Brain Dump** **Focus lesson:** **22.5 Week Assessment**

Review/exit activity: **Reflection**	Review/exit activity: **Reflection**	- **Review Proportional Reasoning** - **Coordinate plane** independent practice: **imagine Math** Review/exit activity: **Reflection**	independent practice: **imagine Math** Review/exit activity: **Reflection**	independent practice: **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 23

One Team. One Vision.

Content: Course 1

Week of: February 22-26

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am demonstrating learning:

6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

I can demonstrate that Equations give us a precise way to represent many situations that arise in the world. As such, solving equations allows us to answer questions about those situations. Computers, the internet, and social media rely on solving equations to determine which search results and outcomes are best for you. Equations are used in construction to determine the amount of material required. Bankers and business workers use equations to calculate interest and determine profit. Pharmacists and doctors use equations to determine dosage of medicine. These fundamental solving skills are built upon in all future mathematics courses to address an even wider variety of practical situations.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus Lesson:**	Attendance/warmup: **Number sense Routine** Equations and Models	Attendance/warmup: **Number sense Routine** **Asynchronous**	Attendance/warmup: **Number sense Routine** **Focus Lesson:**	Attendance/warmup: **Number sense Routine** **Focus lesson:**

Expressions Vocabulary drag n drop Focus: Tile Models Modeling FLipchart independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Use models to assist in solving. Desmos equation activity Daily Vocab Review independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Remediation 18 WK 6.5A Mixed Numbers. Multiplying+Dividing practical - Independent Nearpod independent practice: **imagine Math** Review/exit activity: **Reflection**	Equations and Models -Vocab review - Quick REview of Equations vs. Expressions - 6 with group, then rest in **small group** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	One step -Jamboard Practice: Equations and Expressions independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 22

One Team. One Vision.

Content: Course 1 **Week of: February 15-19**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am demonstrating learning:

6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.

On the state assessment, items measuring this objective are assessed WITH the use of a calculator.
Grades 6 mathematics assessments will include a Desmos scientific calculator on the section of the test in which a calculator is allowed.

I can demonstrate that Equations give us a precise way to represent many situations that arise in the world. As such, solving equations allows us to answer questions about those situations. Computers, the internet, and social media rely on solving equations to determine which search results and outcomes are best for you. Equations are used in construction to determine the amount of material required. Bankers and business workers use equations to calculate interest and determine profit. Pharmacists and doctors use equations to determine dosage of medicine. These fundamental solving skills are built upon in all future mathematics courses to address an even wider variety of practical situations.

Monday	Tuesday	Wednesday	Thursday	Friday

Snow day	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Intro to vocabulary Frayer model/**Notes** **Remediation -** X and / Mixed numbers and practical problems **CUBES** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Vocabulary Review-Start modeling -Use balance Scale Model independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Snow day	Snow day

Wilder Week at a Glance Week 21

One Team. One Vision.

Content: Course 1 **Week of: February 8-12**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield
I am demonstrating learning: **6.12d-make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.**	**I can** Make connections between and among multiple representations of the same proportional relationship using verbal descriptions, ratio tables, and graphs. Unit rates are limited to positive values. (d)

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense Routine** **Focus Lesson:** Proportional reasoning - **Using tables to create a graph** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Proportional reasoning **-using verbal descriptions to create tables** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Proportional reasoning **A mix of creating tables and graphs given the other, or a verbal description** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Proportional reasoning **-creating grapha, tables, and verbal descriptions given one of the other representations of a proportional relationship** **QUIZ: proportional representations** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Task: real life proportional relationships and representations** More 18 wk test remediation with small groups Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 20</u>

One Team. One Vision.

Content: Course 1 **Week of: February 1-5**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am demonstrating learning: **Proportional reasoning in tables and graphs.**	**I can** Make connections between and among multiple representations of the same proportional relationship using verbal descriptions, ratio tables, and graphs. Unit rates are limited to positive values. (d)

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**

Routine	Routine	Routine	Routine	Routine
Focus Lesson: Proportional reasoning - **Scenarios** - **Using tables to match a graph** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Focus Lesson:** Proportional reasoning **-using graphs to match a scenario** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Focus Lesson:** Proportional reasoning **-connecting unit rate to proportional tables and graphs, and creating a table** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Focus Lesson:** Proportional reasoning **-creating graphs from tables** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	18 wk test review of commonly missed problems and supporting students needs to remediate Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 19</u>

One Team. One Vision.

Content: Course 1 **Week of: January 25-29**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield
I am demonstrating learning: **Various SOLs including, but not limited to fraction/decimal/percents, equivalent ratios, proportions, and operations with fractions.**	**I can** recall information from the prior 17 weeks of learning in course 1 math. I can demonstrate this on my HCPS 18 wk assessment, and WMS section.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**

Assessment: HCPS course 1 checkpoint 4 (18 wk) assessment, sections 1&2 (10 questions) Review/exit activity: **Reflection**	**assessment:** Aappling WMS course 1 18 week checkpoint part 2 (8 questions) independent practice: elapsed time asynchronous work, and **imagine Math** Review/exit activity: **Reflection**	**Focus Lesson:** Proportional reasoning independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Async learning Imagine Math/elapsed time folder independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Async learning Imagine Math/elapsed time folder **independent practice**: finish 60 minutes of imagine math for the week and the elapsed time work, including submitting a snip of practice problems Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 19</u>

One Team. One Vision.

Content: Course 1 **Week of: January 25-29**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield
I am demonstrating learning: **Various SOLs including, but not limited to fraction/decimal/percents, equivalent ratios, proportions, and operations with fractions.**	**I can** recall information from the prior 17 weeks of learning in course 1 math. I can demonstrate this on my HCPS 18 wk assessment, and WMS section.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine** **Focus Lesson:**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**

Assessment: HCPS course 1 checkpoint 4 (18 wk) assessment, sections 1&2 (10 questions) Review/exit activity: **Reflection**	**assessment:** Aappling WMS course 1 18 week checkpoint part 2 (8 questions) independent practice: elapsed time asynchronous work, and **imagine Math** Review/exit activity: **Reflection**	Proportional reasoning independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Async learning Imagine Math/elapsed time folder independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Async learning Imagine Math/elapsed time folder **independent practice**: finish 60 minutes of imagine math for the week and the elapsed time work, including submitting a snip of practice problems Review/exit activity: **Reflection**

Wilder Week at a Glance Week 18

One Team. One Vision.

Content: Course 1 **Week of: January 18-22**			**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield	
I am learning/reviewing: **Various SOLs including, but not limited to fraction/decimal/percents, equivalent ratios, proportions, and operations with fractions.**		**I can** recall information from the prior 17 weeks of learning in course 1 math. If I can't recall it, I will work with my teacher to understand those topics.		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Martin Luther King Jr DAY, holiday for students, faculty, and staff.	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Practical Problems With Decimals	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Ratio and proportion review	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine** #1- Modeling Integer Operations like -11 - 4=

	independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Classwork: #1- 6.2 FDP-converting and comparingDesmos #2- 6.1 Equivelent Ratios- independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	#2 multiplying and dividing Fractions with Mixed numbers **independent practice**: review work and finish 60 minutes of imagine math for the week Review/exit activity: **Reflection**

Wilder Week at a Glance Week 17

One Team. One Vision.

Content: Course 1 **Week of: January 11-15**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning/reviewing:

6.5 The student will

a) **multiply and divide fractions and mixed numbers;***
b) **solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and**
c) **solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.**

I can

Apply: I can **solve** single-step and multistep practical problems that involve multiplication and division with fractions and mixed numbers and put my answer in simplest form.
Analyze: I can **model** division of fractions and mixed numbers.
Understand: I can **divide** fractions and mixed numbers and put my answer in simplest form.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:	Attendance/warmup:

Number sense Routine **Focus Lesson:** Visuals of mixed numbers and the concept of dividing with fractions independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Number sense Routine** **Focus Lesson:** turning dividing into multiplying by the reciprocal independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Number sense Routine** **Focus Lesson:** multiplying/dividing with mixed numbers and fractions practice independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Number sense Routine** Classwork: Single and multistep practical problems with all operations (+-x/) with mixed numbers, fractions and decimals independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	**Number sense Routine** ****Review in small Groups from 13.5 wk test data** **independent practice**: 13.5 wk test review work and finish 60 minutes of imagine math for the week Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 16</u>

One Team. One Vision.

Content: Course 1 **Week of: January 4-8**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning/reviewing: **6.5 The student will** **d) multiply and divide fractions and mixed numbers;***	**I can** **Apply**: I can **solve** single-step and multistep practical problems that involve multiplication with fractions/mixed numbers and put my answer in simplest form. **Analyze**: I can **model** multiplication of fractions and mixed numbers on a number line and using manipulatives. **Understand**: I can **multiply** fractions and mixed numbers and put my answer in simplest form.

Monday	Tuesday	Wednesday	Thursday	Friday

Attendance/warmup: **Number sense Routine** **Focus Lesson:** Visuals of mixed numbers correlating to improper fractions, and converting independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** modeling multiplying mixed/improper independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Focus Lesson:** Modeling-multiplying fractions and mixed numbers independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Classwork: multiplying practice and remediate with small groups independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** ****Review in small Groups from 13.5 wk test data** **independent practice**: complete 13.5 wk test review work and finish 60 minutes of imagine math for the week Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 15</u>

One Team. One Vision.

Content: Course 1 **Week of: December 14-18**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning/reviewing: **6.2 The student will** **a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents;* and** **b) compare and order positive rational numbers.***	**I can** I can **represent** and **determine** equivalencies among decimals, percents, fractions (proper and improper) and mixed numbers. I can **represent** ratios as fractions (proper and improper), mixed numbers, decimals, and/or percents. I can **determine** the decimal and percent equivalents for numbers written in fraction form.

		I can **compare** two percentages using pictorial representations and symbols. I can **order** positive rational numbers expressed as fractions (proper and improper), mixed numbers, decimals, and percents in ascending or descending order.		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Whole Group: Fraction, decimal, Percent** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Group Work:** Study Guide ; Testing Strategies Review/exit activity: **Reflection**	Attendance/warmup: **Brain Dump** independent practice: **13.5 TEST -24 questions** Review/exit activity: **Reflection on TEST strategies**	Attendance/warmup: **Brain Dump** independent practice: **13.5 TEST -24 questions** **WMS Part 2: 2187763** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** independent practice: **FDP Picture Reveal** **Holiday Picture Practice** Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 14</u>

One Team. One Vision.

Content: Course 1 **Week of: December 7-11**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning/reviewing: **6.2 The student will** **a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents;***	I can **represent** and **determine** equivalencies among decimals, percents, fractions (proper and improper) and mixed numbers. I can **represent** ratios as fractions (proper and improper), mixed numbers, decimals, and/or percents.

and **b) compare and order positive rational numbers.***	I can **determine** the decimal and percent equivalents for numbers written in fraction form. I can **compare** two percentages using pictorial representations and symbols. I can **order** positive rational numbers expressed as fractions (proper and improper), mixed numbers, decimals, and percents in ascending or descending order.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Whole Group: Nearpod Equivelent Measurements** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection** Homework: 15 minutes Imagine Math Asynchronously	Attendance/warmup: **Number sense Routine -Integer Models** **Mini Lesson: Order of Operations Review.** independent practice: **Quizzizz** choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **Fraction Decimal Investigation** Guided Math: What's common? Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **COmparing Percents-** independent practice: Battery Fraction Decimal Percent Desmos Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** -Todays Pattern **Whole Group:** 13.5 Quizzizz game- to determine remediation groups for monday. choice work: **Ordering Rational Numbers Clothes line or Compare and Ordering** SMALL GROUP: Compare and ordering Integers Review/exit activity: **Reflection**

Wilder Week at a Glance Week 13

One Team. One Vision.

Content: Course 1

Week of: November 30-December 4

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning/reviewing: **6.1 The student will represent relationships between quantities using ratios, and will use appropriate notations, such as $\frac{a}{b}$, *a* to *b*, and *a*:*b*.** **6.12 The student will** **b) determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table;** **c) determine whether a proportional relationship exists between two quantities; and**	**I can use ratios to represent relationships between parts, wholes, and other parts.** **I can complete a ratio table and prove it is proportional or not.**

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **6.1 Ratios - What is it and the forms** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1 Ratios - Simplify** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1&5.9 Ratios - Equivalent** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1 Ratios - Part to Part find Part to Whole and vice versa** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.12 - Ratio Tables** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 12

One Team. One Vision.

Content: Course 1	**Grade:** 6th

Week of: November 23rd and 24th	**Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield
I am learning/reviewing: **6.12 The student will** **b) determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table;**	I can **make** a table of equivalent ratios to represent a proportional relationship when given a ratio. I can **make** a table of equivalent ratios to represent a proportional relationship when given a real world situation. I can **make** connections between and among verbal descriptions, ratio tables, and graphs.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus Lesson: Task #1- Unit Rate discovery** independent practice: **Desmos- Click Battle** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** independent practice: choice work and **Finish Click Battle** **Unit Rate Practice** **Order of Operations TURKEY review** Review/exit activity: **Reflection**			

Wilder Week at a Glance Week 11

One Team. One Vision.

Content: Course 1	**Grade:** 6th

Week of: November 16-20			**Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield
I am learning/reviewing: **6.1 The student will represent relationships between quantities using ratios, and will use appropriate notations, such as $\frac{a}{b}$, *a* to *b*, and *a*:*b*.**		**I can use ratios to represent relationships between parts, wholes, and other parts.**	

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **6.1 Ratios - What is it and the forms** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1 Ratios - Simplify** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1&5.9 Ratios - Equivalent** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.1 Ratios - Part to Part find Part to Whole and vice versa** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** **6.12 - Ratio Tables** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**

Wilder Week at a Glance <u>Week 10</u>

One Team. One Vision.

Content: Course 1 **Week of: November 9-13**		**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo,

			Ms. Henry, Mr. Wingfield	
I am learning/reviewing: **6.3 The student will** **a) identify and represent integers;** **b) compare and order integers; and** **c) identify and describe absolute value of integers.** **6.4 The student will recognize and represent patterns with whole number exponents and perfect squares.** **6.6 The student will** **a) add, subtract, multiply, and divide integers;*** **b) solve practical problems involving operations with integers** **c) simplify numerical expressions involving integers.***		**I can show knowledge gained over the first nine weeks.**		
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Attendance/warmup: **Number sense Routine** **Review and prepare for nine weeks test** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Section 1 of 9 weeks test	Attendance/warmup: **Number sense Routine** Section 2 of 9 weeks test	Attendance/warmup: **Number sense Routine** (Optional) Test Day 3 Finished Activities -Imagine Math - Integer Levels	**Student/staff Holiday-** no school

Wilder Week at a Glance <u>Week 9</u>

One Team. One Vision.

Content: Course 1

Week of: November 2-6

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning:

6.8 The student will

a) **identify the components of the coordinate plane; and**

b) **identify the coordinates of a point and graph ordered pairs in a coordinate plane.**

I can:

Remember: I can **identify** and **label** the axes, origin, and quadrants of a coordinate plane.
Remember: I can **identify** the quadrant or the axis on which a point is located.
Remember: I can **graph** ordered pairs in the four quadrants and on the axes of a coordinate plane.
Remember: I can **identify** ordered pairs represented by points in the four quadrants and on the axes of the coordinate plane.
Apply: I can **relate** the coordinates of a point to the distance from each axis.
Apply: I can **relate** the coordinates of a single point to another point on the same horizontal or vertical line.
Apply: I can **draw** polygons in the coordinate plane given coordinates for the vertices.
Apply: I can **use** coordinates to determine the length of a side joining points.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus lesson: intro to the coordinate plane** Coordinate Plane Notes **Identify parts of the coordinate plane - label axis and quadrants** Small-group: **Remediate integer models and operations** independent practice: choice work and **imagine Math**	Election Day! Get out and vote	Attendance/warmup: **Number sense Routine** **Focus lesson: intro to the coordinate plane** Coordinate Plane Notes **GRAPHING POINTS** Small-group: **Remediate integer models and operations** independent practice: **Choice work and Imagine Math**	Attendance/warmup: **Number sense Routine** **identifying ordered pairs** **Focus Lesson:** Locations in the Coordinate Plane Small-group: & independent practice: Locating points and remediating integer operations Review/exit activity:	Attendance/warmup: **Number sense Routine** Introduce distance on the coordinate plane Review/exit activity: **Reflection -Journaling**

Review/exit activity: **Reflection**		Review/exit activity: **Reflection**	**Reflection**	

Wilder Week at a Glance Week 8

One Team. One Vision.

Content: Course 1

Week of: October 26-30

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning:

6.6 The student will

c) simplify numerical expressions involving integers.*

I can:

Apply: I can **use** the order of operations to **simplify** numerical expressions.

Apply: I can **apply** the properties of real numbers to **simplify** numerical expressions.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** **Focus lesson: intro to order of operations and recall prior knowledge of GEMDAS, now including exponents** Small-group: **Integer operations with real world situations** independent practice: choice work and **imagine Math**	Attendance/warmup: **Number sense Routine** Focus Lesson: New aspects of order of operations, including grouping symbols of absolute value and a fraction bar Small-group & independent practice: **Modeling integer operations and order of operations**	Attendance/warmup: **Number sense Routine** Focus Lesson: **Order of operations song and video of fraction bar in order of op** Small-group: **remediate integer operations** independent practice: **Choice work and**	Attendance/warmup: **Number sense Routine** Whole-group: Begin breakout box!! Small-group: & independent practice: **Breakout box of integer operation** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Whole-group: Finish breakout box!! Small-group: & independent practice: **Breakout box of integer operation** Review/exit activity:

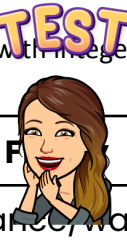
Review/exit activity: **Reflection**	Review/exit activity: **Reflection**	**Imagine Math** Review/exit activity: **Reflection**		**Reflection put a gif of how you feel about order of operations**

Wilder Week at a Glance Week 7

One Team. One Vision.

Content: Course 1 **Week of: October 19th -October 23rd**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning:	**I can:**
6.6 The student will **a) add, subtract, multiply, and divide integers;*** **b) solve practical problems involving operations with integers**	**Apply**: I can **model** multiplication of integers using pictures and manipulatives. **Apply**: I can **model** division of integers using pictures and manipulatives. **Understand**: I can **multiply** and **divide** two integers. **Apply**: I can **solve** practical problems involving multiplication, and division with integers.



Monday	Tuesday	Wednesday	Thursday	F
Attendance/warmup: **Number sense Routine** **Focus lesson: intro to multiplication**	Attendance/warmup: **Number sense Routine** Focus Lesson:	Attendance/warmup: **Number sense Routine** Focus Lesson:	Attendance/warmup: **Number sense Routine** Whole-group:	Attendance/warmup: **Number sense Routine**

Multiplication Patterns Small-group: **Modeling multiplication** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Division rules with integers Small-group & independent practice: **Modeling division** Review/exit activity: **Reflection**	**Multiplying and dividing with integers** Small-group: **add/subtract review** independent practice: **Choice work and Imagine Math** Review/exit activity: **Reflection**	Mixed operations with integers discussion and review Small-group: & independent practice: Practical problems(real-world) Review/exit activity: **Reflection**	6.5 week assessment Review/exit activity: **Reflection** **-Journaling**

Wilder Week at a Glance Week 6

One Team. One Vision.

Content: Course 1 **Week of: October 12th -October 16th**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Ms. Lalani

I am learning: **6.6 The student will** **a) Add integers;*** **b) solve practical problems involving operations with integers**	**I can:** **Apply:** I can **model** zero pairs using pictures and manipulatives. **Apply:** I can **model** addition and subtraction of integers using pictures and manipulatives. **Understand:** I can **add** and **subtract** two integers. **Apply**: I can **solve** practical problems involving addition and subtraction of integers.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**

Focus Lesson: **Hot & Cold:** Flipchart Small-group: **Modeling integer addition** independent practice: choice work and **imagine Math** Review/exit activity: **Reflection**	Focus Lesson: Modeling Integer Operations Small-group & independent practice: **Integer addition** Review/exit activity: **Reflection**	Focus Lesson: **Modeling Subtracting of Integers with Counters** Small-group: **modeling integer subtraction** independent practice: **Choice work and Imagine Math** Review/exit activity: **Reflection**	Whole-group: Modeling Subtraction of Integers with Number Lines Small-group: & independent practice: **Addition and subtraction integer models** Review/exit activity: **Reflection**	independent practice: **Choices with both addtion and subtraction** Small Group: **picture reveal** Review/exit activity: **Reflection** **-Journaling**

Wilder Week at a Glance Week 5

One Team. One Vision.

Content: Course 1

Week of: October 5th -October 9th

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Ms. Lalani

I am learning:

6.3 The student will

a) **identify and represent integers;**
b) **compare and order integers; and**
c) **identify and describe absolute value of integers.**

I can:

I can **compare** and **order** integers using a number line.
I can **compare** integers using mathematical symbols.
I can **identify** and **describe** the absolute value of an integer.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**	Attendance/warmup: **Number sense**

Routine Focus Lesson: **Understanding INTEGERS** Small-group: **Compare and Order Integers** independent practice: **imagine Math** Review/exit activity: **Reflection**	**Routine** Focus Lesson: **Compare and Ordering Integers** Small-group & independent practice: **Integer Sort** Review/exit activity: **Reflection**	**Routine** Focus Lesson: **Absolute Value Practice** Small-group: **Absolute Value** independent practice: **Identify Absolute Value and Imagine Math** Review/exit activity: **Reflection**	**Routine** Whole-group: **Compare and Ordering with Absolute Value** Small-group: & independent practice: **Quizziz and Khan Academy review with tutor** Review/exit activity: **Reflection**	**Routine** **PULSE CHECK -** independent practice: **REVIEW in schoology-** Small Group: **Individual conferences;** **Make up Work** Review/exit activity: **Reflection -Journaling**

Wilder Week at a Glance <u>Week 4</u>

One Team. One Vision.

Content: Course 1 **Week of: September 28th- October 2nd**	**Grade:** 6th **Teacher:** Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Ms. Lalani

I am learning:

6.3 The student will

a) **identify and represent integers;**
b) **compare and order integers; and**
c) **identify and describe absolute value of integers.**

I can:

- I can **use** real world situations to model integers.
- I can **model** integers.
- I can **identify** an integer represented by a point on a number line.
- I can **compare** and **order** integers using a number line.
- I can **compare** integers using mathematical symbols.

Monday	Tuesday	Wednesday	Thursday	Friday

No School-	Attendance/warmup: **Number sense Routine** Focus Lesson: **Integer Pictures** and **Understanding Integers** Small-group & independent practice: **Choice Board** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Focus Lesson: **Intro to integers with counters** independent practice: **Hot Cold Activity** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** Whole-group: **Integer Matching** Small-group: & independent practice: **Review Quizziz and Brain Dump** Review/exit activity: **Reflection**	Attendance/warmup: **Number sense Routine** independent practice: **4.5 Week Assessment** Review/exit activity: **Reflection -Journaling**

Wilder Week at a Glance <u>Week 3</u>

One Team. One Vision.

Content: Course 1

Week of: September 21st-25th

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Ms. Lalani

I am learning:

6.4 The student will recognize and represent patterns with whole number exponents and perfect squares.

I can:

- I can **recognize** powers of 10 with whole number exponents by examining patterns in place value.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**	Attendance/warmup: **Number sense Routine**

Whole-group: **PRE-TEST (baseline assessment)** Small-group & independent practice: **Imagine Math** Review/exit activity: **Reflection**	Whole-group: **Focus Lesson: Powers of 10** Small-group & independent practice: **A-MAzing- powers of 10** Review/exit activity: **Reflection**	Small-group: **Powers of 10 Discussion** :independent practice: **Choice Board Activities** Review/exit activity: **Reflection**	Whole-group: **CER Template** Small-group: **CER Fun** & independent practice: **Choice board Activities** Review/exit activity: **Reflection**	Whole-group: **Skills Assessment - 10 minutes** Small-group & independent practice: **Choice Board Activities** Review/exit activity: **Reflection**

Wilder Week at a Glance Week 2

One Team. One Vision.

Content: Course 1

Week of: September 14th -18th

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning:

- **SOL 6.4 The student will recognize and represent patterns with whole number exponents and perfect squares.**

I can:

- I can **model** patterns of perfect squares with manipulatives and grid paper.
- I can **recognize** patterns of perfect squares.

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: **Number sense Routine** Whole-group: **Intro to**	Attendance/warmup: **Number sense Routine** Whole-group:	Attendance/warmup: **Number sense Routine** Small-group: **Mini**	Attendance/warmup: **Number sense Routine** Whole-group:	Attendance/warmup: **Number sense Routine** Whole-group:

Imagine Math Small-group & independent practice: **Imagine Math Benchmark** Review/exit activity: **Reflection**	**Perfect Squares** Small-group & independent practice: **Choice Board Activities** Review/exit activity: **Reflection**	**lesson on Perfect squares** :independent practice: **Choice Board Activities** Review/exit activity: **Reflection**	**Desmos- Perfect square sides** Small-group & independent practice: **Choice Board Activities** Review/exit activity: **Reflection**	**Exponents Open Middle Activity** Small-group & independent practice: **Choice Board Activities** Review/exit activity: **Reflection**

Wilder Week at a Glance WEEK 1

One Team. One Vision.

Content: Course 1 **Week of: September 8th-September 11th**	**Grade:** 6th **Teacher:** Ms. Henry

I am learning:
• List SOLs & content here
  ○ First week-setting goals.
	I can:
	• List I Can statements here
	  ○ Identify my role as a scholar on virtual learning in Math
	  ○ Navigate through schology and upload materials
	  ○ Understand the HCPS code of Conduct

Monday	Tuesday	Wednesday	Thursday	Friday
LABOR DAY	Attendance/warmup: NSR Whole-group: Get to know your teacher	Attendance/warmup: NSR Whole-group: Norms for Whole Group instruction NEARPOD	Attendance/warmup: NSR Whole-group: Norms for independent work.	Attendance/warmup: Whole-group: Norms for small group working with teacher

	Small-group & independent practice: Name Tents Desmos Review/exit activity: Post card- Writing about your teacher	Small-group & independent practice: Name Tents Desmos Review/exit activity:	Small-group & independent practice: Choice Board Start Review/exit activity:	Small-group & independent practice: Choice Board Start Review/exit activity:

Wilder Week at a Glance

One Team. One Vision.

Content: Course 1

Week of: September 8th-September 11th

Grade: 6th

Teacher: Mr. Hutter, Ms. Monaghan, Mr. Mayo, Ms. Henry, Mr. Wingfield

I am learning:
- List SOLs & content here

I can:
- List I Can statements here

Monday	Tuesday	Wednesday	Thursday	Friday
Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:	Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:	Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:	Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:	Attendance/warmup: Whole-group: Small-group & independent practice: Review/exit activity:
