



Unit Title:	Unit 2: Understanding the World Around Us Through Statistics
Unit Vocabulary:	Dividend, division, quotient, remainder, divide, multiply, subtract, bring down, repeat, check, digit, place value, multiple, factor, product, estimate, equal groups, fair share, distribute, left over, per, divisible
Upcoming Common Assessments (MasteryConnect):	Unit 2 Division Quiz: Friday Sep 5, 2025

	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			<u>NO SCHOOL - Labor Day</u>			
T U E S D A Y	Standard (write out): 6.DPSR.1.1 Identify the sample size for a numerical set of data in mathematical and real-world situations. 6.DPSR.1.2 Create box plots to represent numerical data sets in	Scholar Starter: Test Taking Strategies and Expectations/Mini Review if Needed	<u>Standards Based Materials & Resources:</u> AVID binders Mid Unit Statistics Assessment in Reveal Calculators <u>Content/Academic Vocabulary:</u> Data set, sample size, median, mode, range, box plot, quartile 1, quartile 2, interquartile range, outlier <u>ILAP/IEP/504 Scaffolds & Supports:</u> • Visual supports	Mid Unit Statistics Assessment in Reveal	<u>Reflective Prompt:</u> How do you feel about the outcome? TW discuss rules for NHIs and GFAs for retakes,	Annotating Test Questions AVID Binder for Applying Notes Reflective Closing Prompt

<p>mathematical and real-world situations.</p> <p>6.DPSR.1.3 Use the shape of the graph to determine whether median or mode best describes the data set.</p> <p>6.DPSR.1.4 Calculate and interpret the median, mode, range, interquartile range in mathematical and real-world situations</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can calculate the median, mode, range, and create box plots from numerical data by analyzing data sets and determining which measures of central tendency best describe the data to help</p>		<ul style="list-style-type: none"> • Chunking • Flexible timing • Word banks • Mid Unit Statistics Assessment with Accommodations in Reveal <p><u>Opportunities to SWRL:</u> S: discuss strategies during warm-up W: complete test answers and reflective prompt R: interpret questions and data sets L: listen to strategy discussion</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: Identify sample size, median, mode, range, Q1, Q3, and IQR. Level 2: Compare data sets, interpret shapes of graphs. Level 3: Decide which measure best describes the data, justify choice.</p> <p><u>Lesson Structure:</u></p> <ol style="list-style-type: none"> 1) Warm-Up Test Taking Strategies: model annotating key information and discuss strategies for approaching each question. 2) Finish Test 3) Early Finisher - work on any NHIs/GFAs or ALEKS 4) Closing 			
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	successfully complete my test.					
W E D N E S D A Y	<p>Standard (write out): 6.PAFR.3 Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find sums, differences, products, and quotients and to write equivalent expressions.</p> <p>Learning Objective Skill (what), Content (why), Product (how): I can divide multi-digit whole numbers by using the standard algorithm to help solve real-world and mathematical problems to help complete a worksheet.</p>	<p>Scholar Starter: Cycle 2 Day 1</p>	<p>Standards Based Materials & Resources: TW use Long Division Guided Notes during the lesson SW complete Long Division Worksheets SW have Long Division Anchor Chart for binder</p> <p>Content/Academic Vocabulary: Dividend, divisor, quotient, divide, multiply, subtract, check, bring down, remainder</p> <p>ILAP/IEP/504 Scaffolds & Supports: Sentence Starters that are in front of binder Long Division Guided Notes Visuals with labels Long Division Anchor Chart Color -coding steps Chunking material Check step with multiplication - build in consistent error-checking routine Checklists</p> <p>Opportunities to SWRL: S: choral response of steps, talking through guided practice, Think-Pair-Share, talking through division process W: guided notes with fill-in-the-blank steps, showing steps for all problems, exit ticket R: read definitions, anchor chart, math problems, reflection questions</p>	<p>Observation of students' work</p> <p>Exit Ticket</p>	<p>Exit Ticket:</p> <p>Solve 672/16 showing all steps.</p> <p>Reflect: What step is easiest for me right now?</p> <p>What step do I still need practice with?</p>	<p>Guided Notes using a Graphic Organizer</p> <p>Think-Pair-Share</p> <p>AVID Binder for Reference</p> <p>Exit Ticket</p>

			<p>L: listen to teacher think-aloud and model, listen to peer explanations, class chants of steps, listen to teacher directions</p> <p><u>Costa's Levels of Thinking/Questioning:</u></p> <p>Level 1: What are the steps in long division?</p> <p>Level 2: Why do we check our answer with multiplication?</p> <p>Level 3: How might long division help you solve a real-life problem?</p> <p><u>Lesson Structure:</u></p> <ol style="list-style-type: none"> 1) Scholar Starter 2) Long-Division Lesson Using Guided Notes <ol style="list-style-type: none"> a) Discuss vocabulary b) Label vocabulary on example c) Discuss steps for long division d) Guided practice using Think-Pair-Share 3) Independent Practice - Long Division Worksheets 4) Closing 5) Exit Ticket 			
T H U R S D A	<p>Standard (write out):</p> <p>6.PAFR.3</p> <p>Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find</p>	<p><u>Scholar Starter:</u></p> <p>Cycle 2 Day 2</p> <p>Review Day 1</p>	<p><u>Standards Based Materials & Resources:</u></p> <p>TW use Real World Application of Long Division during mini-lesson</p> <p>TSW complete Division Word Problem Practice Worksheets during partner work</p> <p>SW have Long Division Anchor Chart for</p>	<p>Observation of students work</p> <p>Partner work</p> <p>Exit Ticket</p>	<p><u>Solve the Problem and Show Work:</u></p>	<p>Real World Application Notes</p> <p>Partner Practice Worksheets</p> <p>AVID Binder for Reference</p>

Y	<p>sums, differences, products, and quotients and to write equivalent expressions.</p> <p><u>Learning Objective</u> Skill (what), Content (why), Product (how): I can divide multi-digit whole numbers by using the standard algorithm to help solve real-world and mathematical problems to help complete word problems using the RAISE protocol.</p>		<p>binder</p> <p><u>Content/Academic Vocabulary:</u> Dividend, division, quotient, remainder, divide, multiply, subtract, bring down, repeat, check, digit, place value, multiple, factor, product, estimate, equal groups, fair share, distribute, left over, per, divisible</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <ul style="list-style-type: none"> ● Sentence Starters that are in front of binder ● Long Division Guided Notes ● Visuals with labels ● Long Division Anchor Chart ● Color -coding steps ● Chunking material ● Check step with multiplication - build in consistent error-checking routine ● Checklists <p><u>Opportunities to SWRL:</u> S: partner discussions, think-aloud partner practice, discussing strategies W: showing all steps on worksheet, exit ticket, guided notes R: reading reference material or vocabulary, reading word problems L: listen to partner explanation, listen to teacher modeling, listen to peer strategies, listen to questions from other groups</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: What is the dividend and divisor</p>		<p>There are 728 students attending a school trip. Each bus can hold 36 students. How many buses are needed?</p> <p>SHOW ALL WORK</p>	
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			<p>in the problems?</p> <p>Level 2: Why is it important to identify the key numbers in a word problem before dividing?</p> <p>Level 3: If the divisor were doubled, how would the quotient change?</p> <p><u>Lesson Structure:</u></p> <ol style="list-style-type: none"> 1) Scholar Starter 2) Mini Lesson - Real World Application of Long Division <ol style="list-style-type: none"> a) Review steps and vocabulary b) Guided Practice using RAISE protocol 3) Division Word Problem Practice Worksheets - Partner Work 4) Closing - Review of Partner Work 5) Exit Ticket 			
F R I D A Y	<p>Standard (write out):</p> <p>6.PAFR.3</p> <p>Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find sums, differences, products, and quotients and to write equivalent expressions.</p> <p><u>Learning Objective</u></p>	<p><u>Scholar Starter:</u></p> <p>Cycle 2 Day 3</p> <p>Review Day 2</p>	<p><u>Standards Based Materials & Resources:</u></p> <p>AVID Binders</p> <p>SW have Long Division Anchor Chart for review</p> <p>Paper Copy of U2 Division Quiz</p> <p><u>Content/Academic Vocabulary:</u></p> <p>Dividend, division, quotient, remainder, divide, multiply, subtract, bring down, repeat, check, digit, place value, multiple, factor, product, estimate, equal groups, fair share, distribute, left over, per, divisible</p> <p><u>ILAP/IEP/504 Scaffolds & Supports:</u></p> <ul style="list-style-type: none"> • Extra time if necessary 	<p>U2 Division Quiz on paper</p> <p>Reflection Statements</p>	<p><u>Reflection Statements:</u></p> <p>The step I feel strongest about is _____ because _____.</p> <p>The step I still need to practice is _____ because _____.</p>	<p>Annotating Quiz Questions</p> <p>AVID Binders - applying notes to quiz</p> <p>Think-Pair-Share</p> <p>Reflection Statements</p>

	<p>Skill (what), Content (why), Product (how): I can divide multi-digit whole numbers by using the standard algorithm to help solve real-world and mathematical problems to help successfully complete my quiz.</p>		<ul style="list-style-type: none"> • Visual aids • Step-by-step instructions • Color-coded examples with labels • Sentence stems • Quiet workspace • U2 Division Quiz with Accommodations <p><u>Opportunities to SWRL:</u> S: Think-Pair-Share during review to explain long division steps W: show all steps for each problem, reflection question R: read the instructions carefully, read word problems L: follow teacher instructions, listen to review</p> <p><u>Costa's Levels of Thinking/Questioning:</u> Level 1: What is the dividend? The divisor? The quotient? Level 2: Explain why the “bring down” step is necessary in long division. Level 3: What does the remainder mean in the context of a word problem?</p> <p><u>Lesson Structure:</u></p> <ol style="list-style-type: none"> 1) Scholar Starter 2) Review of Long Division - Steps and Vocabulary 3) U2 Division Quiz 4) Closing - reflection statements 			
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