Whiten/Parker/White/Fahnestock/ Math 6 / Feb 19-23 --- Week 3-7

| Standard(s) | MGSE6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths ( $1 / 2 \mathrm{u}$ ), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V=$ (length) $\times$ (width) $\times$ (height) and $V=$ (area of base) $\times$ (height) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. <br> MGSE6.G.1 Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <br> MGSE6.G. 4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. <br> Friday: MGSE6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. |  |  |  |  |
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| Essential questions Or "I Can..." statements | Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  | How can I use formulas to determine the volume and/or surface area of right rectangular prisms? <br> How can I break composite figures into rectangles, triangles, and trapezoids to find the area? | How can I use formulas to determine the volume and/or surface area of right rectangular prisms? <br> How can I break composite figures into rectangles, triangles, and trapezoids to find the area? |  | How can I recognize when a question is statistical or not? |
| Warm-up |  | \#120 | \# | \#121 | \#122 |
| Opening |  | Review "is it a cube?" | Collect practice test | Discuss common mistakes made on the test | Collect signed tests |
| Work Session | NO SCHOOL | -Questions about practice test -formula sheet -area of composite figure review | Unit 5 test | Return graded tests, review, and discuss. <br> What is a statistical question? <br> https://www.illustrative mathematics.org/conte nt- <br> standards/6/SP/A/1/tas ks/703 | What is a statistical question? <br> Statistical question sorting activity |
| Homework | Practice test |  | NONE | Get test signed | NONE |
| Closing |  |  |  |  |  |
| Assessment for understanding |  | Formative-calling on students, monitoring around the room | Summative-grade unit 5 assessment for accuracy | Formative-gather information through discussion with students | Formative-checking the questions to be sure they are sorted correctly |

Unit 5 plan: https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-5.pdf

Unit 6 plan: https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-6.pdf

