C. Whiten, R. Fahnestock, H. White / Math /6th Grade / August 14th – August 18th

Standard(s)	MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100. a. Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example: 36 + 8 = 4(9 + 2) b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems. MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models.				
Essential questions Or "I Can…" statements	**Monday** I can find the GCF or LCM of two or more numbers.	**Tuesday** I can understand the difference between factors and multiples.	**Wednesday** How can the distributive property help me with GCF?	**Thursday** What are key words used in word problems to help me determine if I need to find the GCF or LCM?	**Friday** When dividing one number by another, do you always get a quotient smaller than the original number?
Warm-up	Do now #6	Do now #7	Do now #8	Do now #9	Do now #10
Opening	Go over warm-up Refresher on prime factorization	Go over warm-up Review homework	Go over warm-up Review homework	Go over warm-up Review homework	Go over warm-up Review homework
Work Session	-GCF and LCM -Discuss/show how prime factorization can be used to find GCF https://www.youtube.com/watch?v=2AhQKvoZYAA	-factors and multiples quiz -introduce distributive property -If time permits, show video https://www.brainpop.com/math/numbersandoperations/distributiveproperty/	-If not shown on Tuesday, https://www.brainpop.com/math/numbersandoperations/distributiveproperty/ -Factoring out the GCF	-GCF/LCM word problems (Powerpoint of key words and 5 examples first, then 16 problem handout)	-Dividing fractions -Examples as a whole group and independently
Homework	Monday night section	Tuesday night section	Wednesday night section	Thursday night section	None – enjoy your weekend!
Closing	What is the difference between GCF and LCM?	Why would you ever want to use distributive property over the regular order of operations?	How do you know when you're done factoring a number?	Teacher says words common of GCF/LCM, students respond with GCF or LCM.	Remember, just because you divide a number… that does NOT mean that your final answer will always be smaller than your original number – common misconception
Materials needed	Student success books Pencils Paper	Student success books Pencils Paper Copies of quiz	Student success books Pencils Paper	Student success books Pencils Paper	Student success books Pencils Paper
Assessment for understanding	Formative - observations	Formative – quiz grade/observations/HW	Formative – observations/HW	Formative – observations/HW	Formative – observations/HW
Accommodations /modifications	IEPs/504s as needed	IEPs/504s as needed	IEPs/504s as needed	IEPs/504s as needed	IEPs/504s as needed
Technology	☒ SMART Board ☐ Doc Camera ☐ Comp/Laptop ☐ Student Device ☐ Stud Response ☐ Other:	☒ SMART Board ☐ Doc Camera ☐ Comp/Laptop ☐ Student Device ☐ Stud Response ☐ Other:	☒ SMART Board ☐ Doc Camera ☐ Comp/Laptop ☐ Student Device ☐ Stud Response ☐ Other:	☒ SMART Board ☐ Doc Camera ☐ Comp/Laptop ☐ Student Device ☐ Stud Response ☐ Other:	☒ SMART Board ☐ Doc Camera ☐ Comp/Laptop ☐ Student Device ☐ Stud Response ☐ Other:
Co-teaching models	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.	Team Teaching Choose an item.
Teaching Strategies used with today's lesson:	**Higher order thinking skills required of the students:** Knowledge **Differentiation:** Scaffolding **Grouping:** Traditional Grouping	**Higher order thinking skills required of the students:** Comprehension **Differentiation:** Scaffolding	**Higher order thinking skills required of the students:** Comprehension **Differentiation:** Scaffolding	**Higher order thinking skills required of the students:** Application **Differentiation:** Scaffolding **Grouping:** Traditional Grouping	**Higher order thinking skills required of the students:** Application **Differentiation:** Scaffolding

		Grouping: Traditional Grouping	**Grouping:** Traditional Grouping		**Grouping:** Traditional Grouping

Unit plan https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-1.pdf