| Standard(s) | MGSE6.RP.3c Find a perce per 100 (e.g. $30 \%$ of a quan the quantity); given a perc involving finding the whole given the whole. | of a quantity as a rate ity means 30/100 times nt, solve problems given a part and the part | MGSE6.RP. 1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. MGSE6.RP. 2 Understand the concept of $a$ unit rate $a / b$ associated with $a$ ratio $a: b$ with $b \neq 0$ ( $b$ not equal to zero), and use rate language in the context of a ratio relationship. MGSE6.RP. 3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations. MGSE6.RP.3a Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. MGSE6.RP.3c Find a percent of a quantity as a rate per 100 (e.g. $30 \%$ of a quantity means $30 / 100$ times the quantity); given a percent, solve problems involving finding the whole given a part and the part given the whole. MGSE6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. $=2.54 \mathrm{~cm}$, how many centimeters are in 6inches? |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Essential questions Or "I Can..." statements | Monday <br> What are percentages? | Tuesday <br> How do I solve and interpret solutions of real-world percent problems? | Wednesday <br> - How can models be used to solve percent problems? <br> - How do I apply mental math strategies to solve percent problems? | Thursday <br> See unit plan | Friday See unit plan |
| Warm-up | \#37 | \#38 | \#39 | \#40 | \#41 |
| Opening | Return graded paper with fraction grade. How do you find your \%? | https://www.youtube.c om/watch?v=HM2RDtN h7Ak | http://www.mathplaygr ound.com/howto finds aleprice.html |  |  |
| Work Session | -intro to \% $-\%$, fraction, decimal chart | -Review homework and chart -finding percent of a number | -smart lesson (using percent proportion) -3 examples in notes | -review homework -3 versatile activity sheets | -continue 3 versatile activity sheets -\% problems matching puzzle (for anyone that finishes versatiles) |
| Homework | Weekly sheet 9 |  |  |  | Practice test due Wednesday |
| Closing | What relationship do fractions, decimals, and percents have with each other? | https://www.brainpop.c om/math/ratioproporti onandpercent/percents L | P 349 \#40 20\% children from club went to... |  | No school Monday, TEST is Wednesday! |
| Materials needed | Chart copied or put in smart lesson for students to create Homework copied |  |  | Versatile sheets and cases | Practice test copied |
| Assessment for understanding | Formative-calling students to the board to fill in boxes on the chart | Formative- checking students work | Formative- calling on students | Formative-versatiles are self-checking, but will be collected and reviewed |  |

Unit 2 plan https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-2.pdf

