

Standard(s)	<p>MGSE6.EE.1 Write and evaluate expressions involving whole-number exponents. MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. MGSE6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$. MGSE6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. MGSE6.EE.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$. MGSE6.EE.4 Identify when two expressions are equivalent. For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p>				
Essential questions Or “I Can...” statements	<p><u>Monday</u></p> <p>I can evaluate expressions containing exponents to solve mathematical and real world problems. How is the order of operations used to evaluate expressions?</p>	<p><u>Tuesday</u></p> <p>How is the order of operations used to evaluate expressions?</p>	<p><u>Wednesday</u></p> <p>How are the properties (Identify, Associative and Commutative) used to evaluate, simplify and expand expressions?</p>	<p><u>Thursday</u></p> <p>How do the properties help you solve problems mentally?</p>	<p><u>Friday</u></p>
Warm-up	#45	#46	#47	#48	#49
Opening	Show two different responses to the same problem and ask class which followed order of operations.	Discuss why we “lost limbs” yesterday? Why is PEMDAS not a good way to remember the order of operations?	https://www.youtube.com/watch?v=-oot7KC-ADM	Discuss misconceptions from yesterday...like () mean it’s associative.	
Work Session	-Dr. Math activity Needbody copied, scissors, bandaids, markers	Cell phone sheet of order of operations Could also do the extra activity below –time permitting	-Discuss properties of addition and multiplication -Robots don’t panic	-cut and paste properties (this can be edited to differentiate, I suggest making the same number of expressions for each property for lower level learners)	-write an expression from words -combine like terms https://www.youtube.com/watch?v=pYkRfzXi80Y P 40 #12-20 P 44 #7-10
Homework	Weekly sheet (week 11)				none
Closing	Why is order of operations important?		Have students restate the standards covered today.	https://my.hrw.com/math06_07/nsmedia/lesson_videos/msm1/player.html?contentSrc=5991/5991.xml	
Assessment for understanding	Formative-students work, how the “body” looks	Formative-calling on students, walking around to check for accuracy	Formative-check robots don’t panic to see if they understand properties	Formative-check cut & paste for accuracy	

Do nows #45,46,and 48 have good stuff we should go back and do at some point.

Unit 3 plan: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-3.pdf>

Extra: p69 from interactive notebook: evaluate expressions...cut & solve & paste in order!