

Sixth Grade

Mathematical Processes, Number and Operations, Algebra, Geometry and Measurements, Data Analysis & Probability

GLE	SPI	Checks for Understanding	Lessons/Activities	Websites	Textbook	Nine Weeks
0606.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.						
0606.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.	0606.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.	0606.1.2 Recognize when an estimate is more appropriate than an exact answer in a variety of problem situations. 0606.1.3 Recognize errors generated by rounding.	SuperSource-Base 10 “Nearest 10” pg. 58	NCTM Illuminations Activities “Primary Krypto” (3-5 & 6-8) http://illuminations.nctm.org/ActivityDetail.aspx?ID=173 MathLine http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 NCTM “Figure It” http://figurethis.org/challenge/s/challenge_index.htm	<i>Chapter 1 Lesson 2</i>	<i>First</i>
0606.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	0606.1.4 Select the representation that models one of the arithmetic properties (commutative, associative, or distributive).					
0606.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	0606.1.3 Use concrete, pictorial, and symbolic representation for integers.	0606.1.5 Illustrate properties of operations by showing that two expressions are equivalent in a given context (e.g., using an area model for distributive property, and grouping/set models for commutative and associative properties).	NCTM – Navigating Through Algebra (3-5) “Squares Cubed” “That’s Odd” “Triangle Rule Machine”	National Library of Virtual Manipulatives: “Color Chips” (6-8) http://nlvm.usu.edu/ “Working with Algebra Tiles” http://mathbits.com/MathBits/AlgebraTiles/AlgebraTiles.htm		

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0606.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	0606.1.1 Make conjectures and predictions based on data.	0606.1.4 Describe how changes in one quantity or variable result in changes in another. 0606.1.6 Model situations by devising and carrying out experiments and simulations. 0606.1.7 Formulate questions, design studies, and collect real world data. 0606.1.8 Determine an appropriate sample to test an hypothesis.	Mathline: “We’re All Tuned In” (6-8) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100		<i>Chapter 12 Lessons 1 & 2</i>	<i>Fourth</i>
0606.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.						
0606.1.7 Recognize the historical development of mathematics, mathematics in context, & the connections between math & the real world.		0606.1.9 Use age-appropriate books, stories, and videos to convey ideas of mathematics.	“Math Curse”, “How Much Is a Million?”, “On the Day You Were Born”, “Anno’s Magic Seeds”, “Beasts of burden”, “Esio Trot”, “A Remainder of One”, “What’s Smaller Than a Pygmy Shrew?”, “Fantastic Book of 1001 Lists”, “The Warlord’s Puzzle”, “Sam Johnson & the Blue Ribbon Quilt”, “Grandfather Tang’s Story”, “One Hundred Hungary Ants” http://sci.tamucc.edu/~eyoung/Literature%20webpages/HundredAnts.html , “Two Ways to Count to Ten”, “Is a Blue Whale the Biggest Thing There Is?”, “The \$1.00 Word Riddle Book”, “Spaghetti & Meatballs for All”, “If the World Were a Village” Video – Walt Disney “Donald in Mathemagic Land”			
0606.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	0606.1.5 Model algebraic expressions using algebra tiles.	0606.1.1 Recognize different conventions used in calculator & computer spreadsheets (e.g., *for multiplication, ^ for exponents), but use mathematical notation in written work. 0606.1.10 Use various methods (such as dynamic geometry software) to explore properties of triangles & quadrilaterals. 0606.1.11 Model algebraic expressions with manipulatives, technology, & pencil & paper.		“Working with Algebra Tiles”: http://mathbits.com/MathBits/AlgebraTiles/AlgebraTiles.htm Geogebra (Dynamic Geometry Software): http://www.geogebra.org/cms/		

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0606.2.1 Understand and explain the procedures for multiplication and division of fractions, mixed numbers, and decimals.	0606.2.1 Solve problems involving the multiplication and division of fractions. 0606.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers. 0606.2.3 Solve problems involving the addition, subtraction, multiplication, and division of decimals.	0606.2.2 Use area models to represent multiplication of fractions. 0606.2.3 Create and solve contextual problems that lead naturally to division of fractions.	SuperSource – Base 10 “Closest to 1” pg. 30 SpringBoard Middle School Math I “Egg Cartons” “I’ll Take, You’ll Take” “Cooking with Andre”	National Library of Virtual Manipulatives: “Fractions – Rectangle Multiplication” http://nlvm.usu.edu/en/nav/fra_mes_asid_194_g_3_t_1.html?from=category_g_3_t_1.html	<i>Chapter 3</i> <i>Lesson 3,4, 5, 6, 7, 8, 10</i> <i>Chapter 4</i> <i>Lesson 2,, 8, 9</i> <i>Chapter 5</i> <i>Lessons 1, 2, 3, 7, 8, 9, 10</i>	<i>First</i>
0606.2.2 Solve multi-step mathematical, contextual and verbal problems using fractions, mixed numbers, and decimals.	0606.2.4 Solve multi-step arithmetic problems using fractions mixed numbers, and decimals.		Mathline: “Is It Really News?” (6-8) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100			
0606.2.3 Understand and use ratios, rates and percents.	0606.2.6 Solve problems involving ratios, rates and percents.	0606.2.4 Understand ratio as a fraction used to compare two quantities by division. 0606.2.5 Recognize a:b, a/b, and “a to b” as notations for ratios. 0606.2.6 Recognize common percentages as ratios based on fractions whose denominators are 2, 3, 4, 5, or 10. 0606.2.7 Connect ratio and rate to multiplication and division.	NCTM Illuminations: “Bean Counting & Ratio” http://illuminations.nctm.org/LessonDetail.aspx?id=L722 Mathline: “Alphabits” (6-8) http://www.pbs.org/teachers/mathline/lessonplans/pdf/msmp/alphabits.pdf “How Many Noses Are in Your Arm?” http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 SpringBoard Middle School Math I “Penny Stacking” Super Source Kit – Tangrams “Architan” pg. 18 SuperSource Kit – Color Tiles “The S-Shaped Figure” pg. 74		<i>Chapter 8</i> <i>Lesson 1, 2, 3, 6, 9</i>	<i>Second</i>
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0606.2.4 Understand and convert between fraction, decimal, and percent forms of rational numbers.	0606.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers).	0606.2.8 Recognize that a terminating decimal equals a fraction with a denominator that is a power of ten. 0606.2.9 Recognize that the decimal form of a rational number either terminates or repeats.	Mathline: “Is It Really News?” (6-8) http://www.pbs.org/teachers/mathline/lessonplans/pdf/msmp/news.pdf “Fantasy Baseball – Part I & Part II” (6-8) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 Kathy Dillard’s “FDP BINGO” Algebra Cubed Project List 07-08 “Using Ratio to Taste the Rainbow” http://www.ms.uky.edu/algebracubed/lessons/skittles.pdf	NCTM Illuminations Activities: “Fractions Model I” http://illuminations.nctm.org/ActivityDetail.aspx?ID=11 “Fractions Model II” http://illuminations.nctm.org/ActivityDetail.aspx?ID=44 Fractions Model III” http://illuminations.nctm.org/ActivityDetail.aspx?ID=45	Chapter 4 Lessons 4, 6, 7	Second
0606.2.5 Develop meaning for integers; represent and compare quantities with integers.	0606.2.7 Locate positive rational numbers on the number line. 0606.2.8 Locate integers on the number line.	0606.2.1 Efficiently compare and order fractions, decimals and percents; determine their approximate locations on a number line. 0606.2.10 Explore contexts that can be described with negative numbers (such as money, elevation, and temperature).	SpringBoard Middle School Math I “Integer Games”	Interactivate – “Equivalent Fraction Finder” http://www.shodor.org/interactivate/activities/EquivFractionFinder/?version=1.5.0_11&browser=MSIE&vender=Sun_Microsystems_Inc “Equivalent Fraction Pointer” http://www.shodor.org/interactivate/activities/EquivFractionPointer/ “Boulder Fraction Finder” http://www.shodor.org/interactivate/activities/BoundFractionFinder/ “Boulder Fraction Pointer” http://www.shodor.org/interactivate/activities/BoundFractionPointer/ National Library of Virtual Manipulatives: “Circle Zero” http://nlvm.usu.edu/en/nav/frames_asid_122_g_3_t_1.html?open=instructions&from=categor_g_3_t_1.html “Circle 21” http://nlvm.usu.edu/en/nav/frames_asid_188_g_3_t_1.html “Circle 3” http://nlvm.usu.edu/en/nav/frames_asid_187_g_3_t_1.html?open=instructions&from=categor_g_3_t_1.html “Circle 99” http://nlvm.usu.edu/en/nav/frames_asid_187_g_3_t_1.html?open=instructions&from=categor_g_3_t_1.html	Chapter 9 Lesson 1, 2	Third

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				mes.asid.269.g.3.t.1.html?open=instructions&from=categov.g.3.t.1.html		
GLE	SPI	Checks for Understanding	Lessons/Activities	Websites	Textbook	Nine Weeks
0606.3.1 Write and solve two-step equations and inequalities.	0606.3.1 Represent on a number line the solution of a linear inequality. 0606.3.6 Solve two-step linear equations using number sense, properties, and inverse operations.	0606.3.2 Write and solve one-step inequalities corresponding to given situations (non-negative numbers only). 0606.3.1 Write and solve two-step linear equations corresponding to given situations (non-negative numbers only)	NCTM Illuminations: “Geology Rocks Equations” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L786	National Library of Virtual Manipulatives: “Balance Scale” (Algebra 9-12) http://nlvm.usa.edu/	<i>Chapter 2</i> <i>Lessons 3, 4, 5, 6, 7</i> <i>Chapter 12</i> <i>Lessons 1, 2, and Extension pp. 76-77</i>	<i>Third</i>
0606.3.2 Interpret and represent algebraic relationships with variables in expressions, simple equations and inequalities.		0606.3.3 Recognize the use of juxtaposition (such as $3x$, ab) to stand for multiplication, and the convention in these cases of writing numbers before letters. 0606.3.5 Use the commutative, associative and distributive properties to show that two expressions are equivalent. 0606.3.7 Move fluently between different representations (such as verbal, tabular, numerical, algebraic, and graphical) of equations and expressions. 0606.3.8 Represent patterns using words, graphs, and simple symbolic notation.	Navigating Through Algebra (3-5): “Tiling a Patio” NCTM Illuminations: “One Grain of Rice” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L713 “Golden Ratio” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L658 “Fibonacci Trains” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L736 “Exploration of a Balance - Maintaining the Balance” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L184 “Bouncing Tennis Balls” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L246 Marilyn Burns “Tons of Tiles”	“Working with Algebra Tiles”: http://mathbits.com/MathBits/AlgebraTiles/AlgebraTiles.htm	<i>Chapter 2</i> <i>Lessons 3, 4, 5, 6, 7</i>	<i>Third</i>
0606.3.3 Extend order of operations to include grouping symbols and exponents.	0606.3.2 Use order of operations and parentheses to simplify expressions and solve problems		“Twenty-Four” Game Tammy Parsons “Order of Operations Partners” SpringBoard “A Fairly Ordered Operation” NCTM Illuminations: (6-8) “Order of Operations BINGO” http://illuminations.nctm.org/LessonDetail.aspx?id=L730	NCTM Illuminations Activities “Primary Krypto” (3-5 & 6-8) http://illuminations.nctm.org/ActivityDetail.aspx?id=173	<i>Chapter 1</i> <i>Lesson 4</i>	<i>First</i>
0606.3.4 Use expressions, equations and formulas to solve problems			Gateway Training: “Express Yourself” “Chain Reaction” SpringBoard Middle School Math I “Batter Up First Inning” “Batter Up Second Inning”		<i>Chapter 2</i> <i>Lessons 1, 2, 3</i>	<i>Third</i>

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0606.3.5 Use multiple representations including symbolic algebra to model and/or solve contextual problems that involve linear relationships.	0606.3.3 Write equations that correspond to given situations or represent a given mathematical relationship. 0606.3.4 Rewrite expressions to represent quantities in different ways. 0606.3.5 Translate between verbal expressions/sentences and algebraic expressions/equations. 0606.3.8 Select the qualitative graph that models a contextual situation (e.g., water filling then draining from a bathtub).	0606.3.6 Use equations to describe simple relationships shown in a table or graph. 0606.3.9 Write a contextual story modeled by a given graph.	NCTM Illuminations “Everything Balances Out in the End - Balancing Shapes ” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?ID=L642 “Everything Balances Out in the End- Balancing Algebraic Understanding ”(6-8) http://illuminations.nctm.org/LessonDetail.aspx?ID=L64 Mathline “Snake Patterns-s-s-s” (3-5) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 SuperSource (Patterns & Functions 7-8) “Table for 63, Please” pp. 68-72 NCTM – Navigating Through Algebra Book (3-5) “Graphic Stories” pp. 31-32 & 77-78 “Squares Cubed” pp.64-66 & 86-88 “That’s Odd!” pp. 61-63 “Triangle-Rule Machine” pp. 58-60 & 84-85 “Tiling a Patio” pp. 18-26 Marilyn Burns – “Tons of Tiles” NCTM Navigating Through Algebra (3-5) “Squares Cubed” “Triangle Rule Machine” “That’s Odd” “Tiling a Patio”	NCTM Activities: “Chairs” http://illuminations.nctm.org/ActivityDetail.aspx?ID=144	<i>Chapter 12</i> <i>Lessons 1, 2, 3, 4, 5, 6, 7</i>	<i>Third</i>
0606.3.6 Understand and use the Cartesian coordinate system.	0606.3.7 Use algebraic expressions and properties to analyze numeric and geometric patterns. 0606.3.9 Graph ordered pairs of integers in all four quadrants of the Cartesian coordinate system.	0606.3.4 Generate data and graph relationships concerning measurement of length, area, volume, weight, time, temperature, money, and information. 0606.3.10 Understand that in an ordered pair (x,y), the x represents horizontal location and y represents vertical location. 0606.3.11 Identify the quadrant of	NCTM Illuminations “Equations of Attach” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L782 “Line ‘Em Up” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L617 Texas Instruments: “Cutting the Great Pumpkin Down to Size” http://education.ti.com/educationportal/activityexchange/Activity.do?cid=US&al	Interactivate: Maze Game http://www.shodor.org/interactivate/activities/MazeGame/?version=1.6.0_10&browser=MSIE&vendor=Sun_Microsystems_Inc.&flash=10.0.12	<i>Chapter 9</i> <i>Lesson 3</i> <i>Chapter 6</i> <i>Lesson 6</i>	<i>Third</i>

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		the coordinate system in which a point lies.	d=8617 SuperSource Kit – Tangrams “Hit or Miss” pg. 42 SuperSource Kit – Geoboards “Geoboard Peg Capture” pg. 62 SuperSource Kit – Cuisenaire Rods “Hidden Rods” pg. 50			
GLE	SPI	Checks for Understanding	Lessons/Activities	Websites	Textbook	Nine Weeks
0606.4.1 Understand and use basic properties of triangles, quadrilaterals and other polygons.	0606.4.1 Identify, define or describe geometric shapes given a visual representation or a written description of its properties. 0606.4.2 Find a missing angle measure in problems involving interior/exterior angles and/or their sums. 0606.4.3 Solve problems using the Triangle Inequality Theorem.	0606.4.3 Verify the basic properties of triangles and quadrilaterals using a protractor and ruler. 0606.4.4 Classify triangles by side lengths (scalene, isosceles, and equilateral) and angle measure (acute, right, obtuse, isosceles and equiangular). 0606.4.1 Investigate the sum of the angles in a triangle and a quadrilateral using various methods. 0606.4.2 Relate the sum of the angles in a triangle to the sum of the angles in polygons. 0606.4.6 Use the properties of interior and exterior angles of polygons to solve problems. 0606.4.5 Model and use the Triangle Inequality Theorem.	Mathline: “What’s Your Angle?” http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 SpringBoard Middle School Math I “What’s My Name?” “When Were You Born?” SuperSource – Tangrams “Around the Quad” pg. 26 “It’s What’s Inside That Counts” pg. 46 “Ready, Set, Go!” pg. 50 “Same or Similar” pg. 54 “Tangram Recipe” pg. 78 “What’s Your Angle” pg. 86 SuperSource – Pattern Blocks “Angles of Polygons” pg. 22 “Building Hexagons” pg. 26 “Don’t Break the Wagon” pg. 38 “Fill the Hexagon” pg. 42 “How Many Angles” pg. 54 “Looking For Symmetry” pg. 62 “Pattern Block Angles” pg. 66 “Reach Into the Bag” pg. 74 SuperSource – Geoboard “Constructing Polygons” pg. 18 “Inscribed Triangles” pg. 50 “Possible, Impossible” pg. 66 “Shape Riddles” pg. 70 “What’s Isosceles?” pg. 86 “Finding Shapes With Symmetry” p. 30 SuperSource –Cuisenaire Rods “Blue Prints” pg. 18 “Planning Playgrounds” pg. 66 “Making Triangles” pg. 54 “Place the Mirror” pg. 62 “Possible Perimeter” pg. 70 “Sculptures Big & Small” pg. 74 SuperSource – Snap Cubes “Master Builder” pg. 34 “Painted Cubes” pg. 46		<i>Chapter 7</i> <i>Lessons 1, 2, 3, 4, 5, 6, 7, 11</i> <i>Chapter 10</i> <i>Lessons 8, 9</i>	<i>Second</i>

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			Algebra Cubed Project List 08-09 “Which Triangles Are Right?” http://www.ms.uky.edu/algebracubed/lessons/which_triangles_are_right.pdf NCTM Illuminations - “Inequalities in Triangles” http://illuminations.nctm.org/LessonDetail.aspx?id=L6816-8 “Rectangles & Parallelograms” http://illuminations.nctm.org/LessonDetail.aspx?id=L350			
GLE	SPI	Checks for Understanding	Lessons/Activities	Websites	Textbook	Nine Weeks
0606.4.2 Use the concepts of translation, rotation, reflection, and symmetry to understand congruence in the plane.		0606.4.7 Work with transformations in a plane and explore their meanings through drawings and manipulatives. 0606.4.8 Understand scaling, dilation and their relation to similarity. 0606.4.9 Analyze the differences between congruence and similarity. 0606.4.10 Describe the effect of a transformation on a 2-dimensional figure and the resulting symmetry.	SuperSource Kit – Tangrams “Take a Bite” pg. 66 SuperSource Kit – Snap Cubes “Pentacubes 11” pg. 54 Marilyn Burns Math & Literature (6-8) – “What’s Smaller Than a Pygmy Shrew?”		<i>Chapter 7</i> <i>Lessons 10, 11</i> <i>Chapter 12</i> <i>Lessons 3, 4, 5</i>	<i>Fourth</i>
0606.4.3 Develop and use formulas to determine the circumference and area of circles, and the area of trapezoids, and develop strategies to find the area of composite shapes.	0606.4.4 Calculate with circumferences and areas of circles.	0606.4.11 Relate the circumference of a circle with the perimeter of a polygonal figure. 0606.4.12 Derive the meaning of Pi using concrete models and/or appropriate technology. 0606.4.13 Understand the relationships among the radius, diameter, circumference and area of a circle, and that the ratio of the circumference to the diameter is the same as the ratio of the area to the square of the radius and that this ratio is called Pi. 0606.4.14 Relate the area of a trapezoid to the area of a parallelogram.	NCTM Illuminations: “The Giant Cookie Dilemma” (6-8) http://illuminations.nctm.org/LessonDetail.aspx?id=L772 SpringBoard Middle School Math I “The Dot Game” “Play Area” SuperSource Kit – Tangrams “Form the Formula” pg. 38 SuperSource Kit – Base 10 “A Problem of Perimeter” pg. 18 Algebra Cubed Project List 06-07 “Discovering Pi” http://www.ms.uky.edu/algebracubed/lessons/DiscoveringPi.pdf	Illuminations Activities: “Computing Pi” http://illuminations.nctm.org/ActivityDetail.aspx?ID=161	<i>Chapter 10</i> <i>Lesson 1, 5</i>	<i>Second</i>

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0606.4.4 Develop and use formulas for surface area and volume 3-dimensional figures.	0606.4.5 Determine the surface area and volume of prisms, pyramids and cylinders. 0606.4.6 Given the volume of a cone/pyramid, find the volume of the related cylinder/prism or vice versa.	0606.4.15 Find lengths given areas or volumes, and vice versa. 0606.4.16 Solve contextual problems involving area and circumference of circles, surface areas and volumes of prisms, pyramids, cones, and cylinders. 0606.4.17 Use manipulatives to discover the volume of a pyramid is one-third the volume of the related prism (the heights and base areas are equal). 0606.4.18 Use manipulatives to discover the volume of a cone is one-third the volume of the related cylinder (the heights and base areas are equal).	Algebra Cubed Project List 07-08 “Dissecting the Cube” http://www.ms.uky.edu/algebracubed/lessons/Dissecting_the_Cube_lesson.pdf Algebra Cubed Project List 07-09 “Why are Bubbles Spheres?” http://www.ms.uky.edu/algebracubed/lessons/Why_are_Bubbles_Spheres.pdf		<i>Chapter 10</i> <i>Lesson 7, 8, 9</i>	<i>Second</i>

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0606.5.1 Understand the meaning of probability and how it is expressed.	0606.5.1 Determine the theoretical probability of simple and compound events in familiar contexts.	0606.5.1 Understand that the probability of an event is a number between zero and one that expresses the likelihood of its occurrence. 0606.5.2 Identify the probability of an event as the ratio of the number of its actual occurrences to the total number of its possible occurrences. 0606.5.3 Express probabilities in different ways. 0606.5.4 Understand the difference between probability and odds. 0606.5.5 Analyze a situation that involves probability of an independent event. 0606.5.6 Estimate the probability of simple and compound events through experimentation or simulation. 0606.5.7 Apply procedures to calculate the probability of complimentary events.	Mathline: “Chances Are – Part I” (3-5) http://www.pbs.org/teachers/mathline/lessonplans/pdf/esmp/chancesare.pdf “Remove One” (6-8) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 SpringBoard Middle School Math I “In a Whirl” SuperSource Kit – Tangrams “Crazy Darts” pg. 34 SuperSource Kit – Color Tiles “2/3 Blue” pg. 78		Chapter 11 Lessons 1, 2, 3, 4, 5, 6	Second

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0606.5.2 Interpret representations of data from surveys and polls, and describe sample bias and how data representations can be misleading.	0606.5.2 Identify features of graphs that may be misleading. 0606.5.3 Determine whether or not a sample is biased.	0606.5.8 Connect data sets and their graphical representations (such as bar graphs, circle graphs, and stem-and-leaf plots). 0606.5.9 Determine the sample space for a given situation. 0606.5.10 Distinguish between a random and nonrandom sample. 0606.5.11 Select the appropriate measure of center to describe a data set. 0606.5.12 Predict the characteristics of a population based on the analysis of sample data.	<u>"If the World Were a Village"</u> Mathline: "Wet Heads" (6-8) http://www.pbs.org/teachers/search/results.html?q=mathline&x=25&y=9&num=100 SuperSource - Snap Cubes "Match No Match" pg. 38 "What's the Chance" pg. 86 SpringBoard "When Were You Born?" "Taking a Class Picture" NCTM Illuminations: "Assessing & Investigating Population Data: (3-5)" http://illuminations.nctm.org/LessonDetail.aspx?ID=L238	NCTM Activities: "Bar Grapher" http://illuminations.nctm.org/ActivityDetail.aspx?ID=63 "Canada Data Map" http://illuminations.nctm.org/ActivityDetail.aspx?ID=175 "Circle Grapher" http://illuminations.nctm.org/ActivityDetail.aspx?ID=60 "Circle Tool" http://illuminations.nctm.org/ActivityDetail.aspx?ID=116	<i>Chapter 6</i> <i>Lesson 2, 3, 4, 5, 7, 9</i>	<i>First</i>