

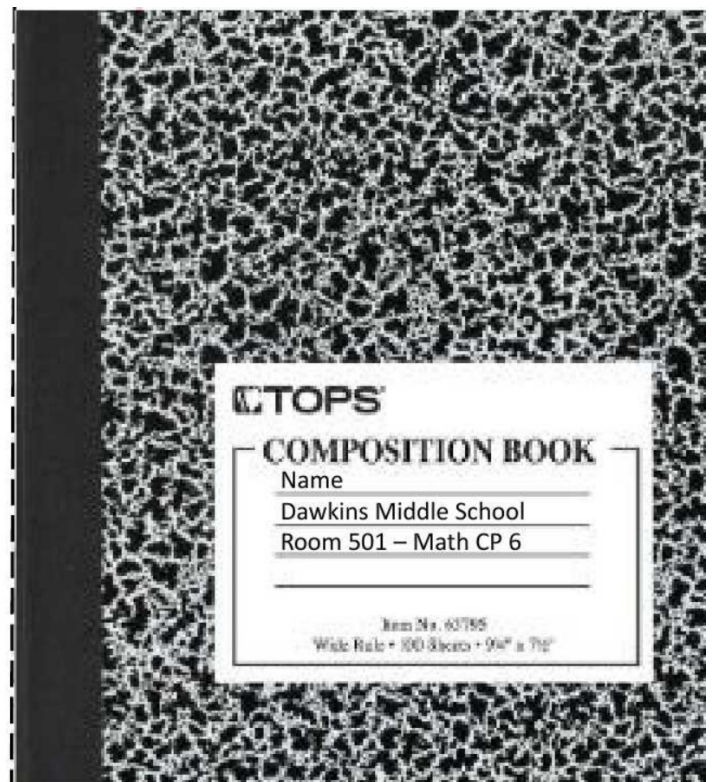
Use  
permanent  
marker on  
cover

Name

Dawkins Middle School

Room 501 – Math CP 6

Instructions in **RED** are not to be copied





## ISN Set Up

1. Left pages are always Odd Numbered
2. Right pages are always Even Numbered
3. Note pages contain:
  - Module-Topic-Lesson Number and title
  - Date
  - Textbook page numbers
  - "I can" statement
  - Vocabulary with definitions and examples
  - Notes and foldables

i

## Classroom Expectations

1. Respect others, your school, and yourself.
2. Be prepared for class: ISN, Textbook, Pencil, a "can do" Attitude.
3. No eating in classroom, water bottles are allowed.
4. Be on time.
5. Sit on chairs or carpeted area.
6. Do YOUR Best!
7. Lights OUT – All STOP!!!

ii

## Classroom Materials

1. Only use your assigned computers or calculator.
2. Report any malfunctions Immediately.
3. Turn off computers using Start>Shut Down option.
4. At the end of every class:
  - Plug in computers
  - Return materials to their correct location
  - Pick up any scrapes from floor

iii

## Grading

Homework – 10%

Classwork – 20%

Quizzes – 30%

Tests – 40%

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 - F

iv

## Glue district Calendar from Mrs. Darstein

2018		2019	
<b>JULY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		<b>2018-2019 CALENDAR</b> <b>AUGUST 2018</b> 13-17 Staff Development Days 20 First Day of School <b>SEPTEMBER</b> 3 Labor Day Holiday 17 Intern Reports (All Schools) <b>OCTOBER</b> 17 End of 1st Grading Period 19 Report Cards 22 End of 45 Days 26 Staff Development/Make-Up Day <b>NOVEMBER</b> 6 Election Day Holiday 16 Intern Reports (All Schools) 21-23 Thanksgiving Holidays <b>DECEMBER</b> 21 End of 1st Semester (All Schools) Half Day (All Students) 24-31 Christmas/Winter Holidays (Teachers & Students) <b>JANUARY 2019</b> 1-3 New Year's/Winter Holidays Staff Development/Make-Up Day 4 Students Return Report Cards Issued (All Schools) 14 End of 90 Days 21 Martin Luther King Jr. Holiday <b>FEBRUARY</b> 8 Intern Reports (All Schools) 18 Staff Development/Make-Up Day <b>MARCH</b> 15 End of 3rd Grading Period 18 Report Cards Issued 20 End of 135 Days 29 Staff Development/Make-Up Day <b>APRIL</b> 9 Spring Holidays 26 Intern Reports (All Schools) <b>MAY</b> 1-5 Memorial Day Holiday 30 Half Day for Students 31 Last Student Day/Half Day Report Cards Issued <b>JUNE</b> 3 Staff Development/Make-up Day	
<b>AUGUST</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		<b>JANUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
<b>SEPTEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		<b>FEBRUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
<b>OCTOBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		<b>MARCH</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
<b>NOVEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		<b>APRIL</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
<b>DECEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		<b>MAY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 (31)	
<b>JUNE</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		<b>JUNE</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

## Glue Course Outline

### CP Math 6 – Course Outline 2018-2019

- Module 1 – Composing and Decomposing
  - Topic 1 – Factors and Area (5 lessons)
  - Topic 2 – Positive Rational Numbers (3 lessons)
  - Topic 3 – Decimals and Volume (4 lessons)
- Module 2 – Relating Quantities
  - Topic 1 – Ratios (6 lessons)
  - Topic 2 – Percents (3 lessons)
  - Topic 3 – Unit Rates & Conversions (3 lessons)
- Module 3 – Determining Unknown Quantities
  - Topic 1- Expressions (5 lessons)
  - Topic 2 – Equations (4 lessons)
  - Topic 3 – Graphing Quantitative Relationships (4 lessons)
- Module 4 – Moving Beyond Positive Quantities
  - Topic 1 – Signed Numbers (3 lessons)
  - Topic 2 – The Four Quadrants (3 lessons)
- Module 5 – Describing Variability of Quantities
  - Topic 1 – The Statistical Process (3 lessons)
  - Topic 2 – The Numerical Summaries of Data (4 lessons)





## Resources & Passwords

Mrs. Darstein Room 501      Planning Periods: 1 and 6  
 Dawkins Middle School  
 1300 East Blackstock Road  
 Moore, SC 29369      Tutor Times: 7:30 – 8:00 am  
 864-576-8088 x 6071      3:00 – 3:30 pm  
 Website – [www.darstein.weebly.com](http://www.darstein.weebly.com)  
 Email – darsteinm@spart6.org

Calculator Number: # \_\_\_\_\_      Computer #: \_\_\_\_\_

Program or Website	Username	Password
Computer Log in		
District 6 email		Dormangmail (reset after 1 <sup>st</sup> log in)
Google Classroom		
ItsLearning		
MathiaX (Carnegie)	Glue in from Mrs. Darstein	
Prodigy Math		
Reflex Math		
Star Testing		
Sumdog		
USATestPrep		



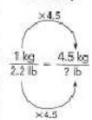
Glue in from Mrs. Darstein

**Problem Types You Will See**

**WORKED EXAMPLE**

Determine the quantity in pounds that is equivalent to 4.5 kilograms.

Scaling Up



Unit Analysis

$$4.5 \text{ kg} \left( \frac{2.2 \text{ lb}}{1 \text{ kg}} \right) = 9.9 \text{ lb}$$

$$\frac{4.5 \text{ kg}}{1} \left( \frac{2.2 \text{ lb}}{1 \text{ kg}} \right) = 9.9 \text{ lb}$$

$$\frac{1 \text{ kg}}{2.2 \text{ lb}} = \frac{4.5 \text{ kg}}{9.9 \text{ lb}}$$

$$4.5 \text{ kg} = 9.9 \text{ lb}$$

**Worked Example**

**When you see a Worked Example:**

- Take your time to read through it.
- Question your own understanding.
- Think about the connections between steps.

**Ask Yourself:**

- What is the main idea?
- How would this work if I changed the numbers?
- Have I used these strategies before?

**Thumbs Up**

**When you see a Thumbs Up icon:**

- Take your time to read through the correct solution.
- Think about the connections between steps.

**Ask Yourself:**

- Why is this method correct?
- Have I used this method before?

**Thumbs Down**

**When you see a Thumbs Down icon:**

- Take your time to read through the incorrect solution.
- Think about what error was made.

**Ask Yourself:**

- Where is the error?
- Why is it an error?
- How can I correct it?

Christopher and Max want to determine the number of miles in 31,680 feet using unit analysis.

Max

$$31,680 \text{ ft} \left( \frac{1 \text{ m}}{3,280 \text{ ft}} \right) = 9.6 \text{ m}$$

Christopher

$$31,680 \text{ ft} \left( \frac{5,280 \text{ ft}}{1 \text{ mi}} \right) = 6,000 \text{ mi}$$

Glue in from Mrs. Darstein

**Who's Correct**



**When you see a Who's Correct icon:**

- Take your time to read through the situation.
- Question the strategy or reason given.
- Determine correct or not correct.

**Ask Yourself:**

- Does the reasoning make sense?
- If the reasoning makes sense, what is the justification?
- If the reasoning does not make sense, what error was made?

Tim and Dan love cereal, but don't want to spend a lot of money. After scanning the aisle in the grocery store for the lowest prices, the boys make the following statements.

- Tim says, "I found Sweetie Oat Puffs for \$0.14 per ounce. That's the cheapest cereal in the aisle!"
- Dan replies, "It's not cheaper than Sugar Hoops! The unit price for that is 6.25¢ per ounce!"

Who is correct? Explain your reasoning.

Glue in From Mrs Darstein

**Module 1**

**Composing & Decomposing**

Topic 1

Factors

&

Area

Commutative Property -  $a + b = b + a$  for addition  
 $a \times b = b \times a$  for multiplication

Does not work for subtraction or division

$2+3=3+2$

Associative Property **Grouping**

$(a + b) + c = a + (b + c)$  for addition

$(a \times b) \times c = a \times (b \times c)$  for multiplication

**Groups are in parenthesis.**

Does not work for subtraction or division

Skills Practice at end of textbook  
Page 1 and 2 with 1 partner.

orde

Ways to represent basic ope

addition +

Subtraction -

Multiplication

$2 \times 3$   $2 \cdot 3$   $2a$   $ab$   $2(3)$

Division

$6/2$

$\frac{6}{2}$

$6 \div 2$

$2 \overline{)6}$



1.1.1 Taking Apart Numbers & Shapes 9/5  
Expressions & Distributive Property

I can write, read, and find the value of numeric expressions.

I can find the adjacent sides of a rectangle. Next to  
I can identify the product and factors in an expression.

I can write equivalent numeric expressions for the area of a rectangle.

I can apply the distributive property to rewrite the product of two factors.

Numeric Expression - a mathematical phrase that contains numbers and operations.

Ex:  $2 + 4$        $5 \times 7$        $2(10+1)$       **no =**

Equation - a mathematical sentence with an equal sign

Distributive Property of multiplication over addition states for numbers  $a, b, c$        $a(b+c) = (axb) + (axc)$

Ex:  $5(10+2) = (5 \times 10) + (5 \times 2)$       **give out**

Remember! The area of a rectangle = length x width

Remember Order of Operations! Please Excuse My

Dear Aunt Sally

**PEMDAS**

9

$2+4-5=$

**1**

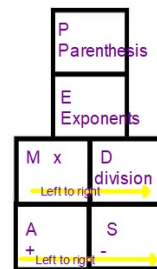
$5 \times 2 + 1 =$

**11**

$7(2+1) =$

**$7(3)=21$**

$0 + 1 \times 1 + 0 + 1 \times 1 + 1 - 1 \times 1 =$  | **2**



$5 \times 1 + 4 / 4 =$   **$5+1=6$**

$2 + 1 \times 0 + 12 =$

**$2+0+12=14$**

$2 \times 1 + 0 + 12 =$

**$2+0+12 = 14$**



**a is adjacent to b**

10

1.1.2 & 3 Area of Rectangles & Triangles  
Composite figures 09/10-12/18

I can find the area of polygons using

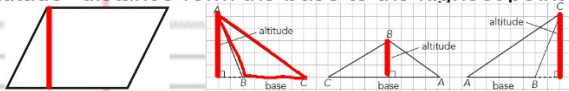
- rectangles and triangles.

parallelogram - a special rectangle with two pairs of parallel sides and opposite sides that are equal in length.

*Squished rectangle*



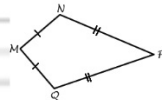
altitude - distance from the base to the highest point *height*



variable - a letter or symbol used to represent a number  
trapezoid - a quadrilateral with two parallel bases.



Kite - A quadrilateral



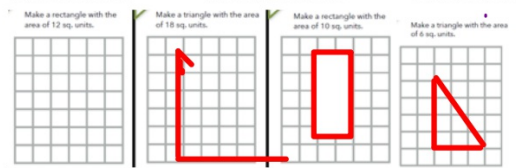
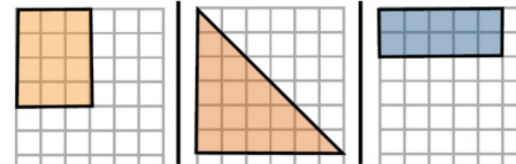
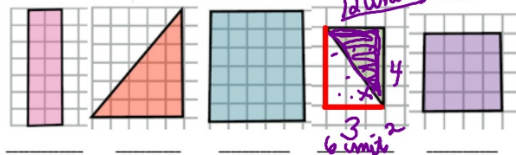
11 Area of a parallelogram =  $bh = A_{\square}$

Area of a triangle =  $\frac{1}{2}bh = A_{\triangle}$

Area of a trapezoid =  $\frac{1}{2}(b_1 + b_2)h = A_{\text{trapezoid}}$

Handout from Mrs.

How many square units is each shape?



one dimension - a line (left to



two dimensions - a square (left/right/up/



three dimensions - a cube - l/r/u/d/ from



## 1.1.4-5 Factors & Multiples

I can find common factors and multiples.

Common Factor - a number that divides evenly into other numbers *No Remainder whole # No Decimals*

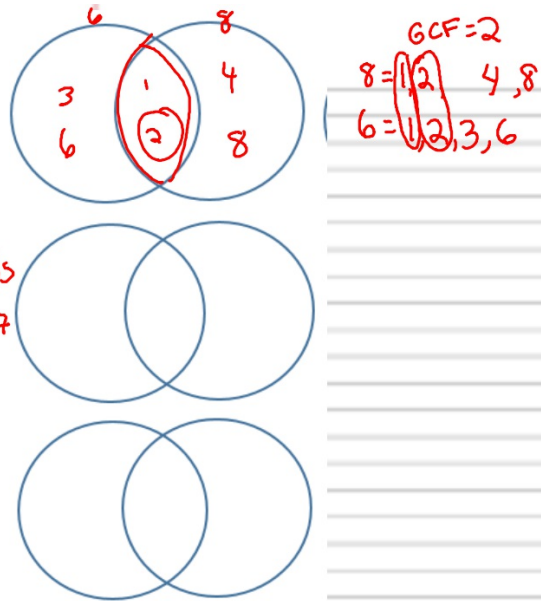
Relatively Prime - a number that can only be divided by 1 and itself evenly. *7=1 7*

Greatest common factor (GCF) - the biggest number that goes into other numbers

Multiple - product of a given whole number and any other whole number.

ex:  $12$ ,  $12 \times 2 = 24$ ,  $12 \times 3 = 36$   $12 \times 4 = 48$

Least common Multiple - the smallest multiple shared by two numbers



13

$$\begin{array}{r} 5 \overline{) 12} \\ \underline{10} \phantom{0} \\ 20 \\ \underline{15} \\ 50 \\ \underline{45} \\ 50 \\ \underline{45} \\ 50 \end{array}$$

$12 \times 1 = 12$   
 $48$   
 $12$   
 $60$

14

September 18, Tuesday  
Classwork

**Module 1 - Topic 1  
Review Sheet**

You may work with  
**ONE** partner if  
you work quietly

These questions are  
the **SAME** kind of  
questions that will  
be on a test on  
**THURSDAY!!!**

You may bring 1/2  
of a notecard to the  
test with notes on 1  
side.

## Topic 2 Schedule

September 24 - TI- 15 Training

1.2.1 Identify & Order

September 25 - 1.2.2 & 1.2.3

Multiplying & Dividing

September 26 - 1.2.1 - 1.2.3 Stations

Part I

September 27 - 1.2.1-1.2.3 Stations

Part II

September 28 - Topic 2 On-line Practice

15

Assessments for Topic 2 will take place informally every day! Students will be expected to answer 2-3 questions on the previous day's topic until they demonstrate mastery.

15

## MODULE 1 Composing and Decomposing

### TOPIC 2

*Positive*

*Rational*

*Numbers*

Glue in from Mrs. D.

Decorate for judging on 9/25

16



## 1.2.1 - Identifying & Ordering Rational Numbers

Page 71

9/24/2018

I can identify counting numbers, fractions, and decimals as rational numbers.

I can use models for rational numbers.

I can compare & order rational numbers.

positive rational number- a number that can be written in the form  $a/b$ , where  $a$  and  $b$  are both whole numbers greater than 0.

Any decimal greater than 0 that has a **limited** number of nonzero digits after the decimal point (like 0.5) or whose digits **repeat** in a pattern (like 0.3333 . . . ) is a positive rational number.

benchmark fraction- common fractions you can use to estimate the value of fractions. (ex: 0, 1/2, 1/1)

17

Reminder - Whole numbers are the counting number (1,2,3...) plus 0

Fractions are ratios and represent parts of a whole or division .

Decimals represents part of a whole in multiples of 10 ex: 1/10, 1/100, 1/1000

I7

I8

17

18

1.2.2 Multiplying and Dividing Fractions p. 83 9/25/2018

I can model & interpret multiplication and division of fractions.

Warm up page 83.

Complex Fraction - a fraction that contains a fraction ex:

Reciprocal - a fraction that has been flipped over reciprocal of  $\frac{3}{4}$  is  $\frac{4}{3}$

Multiplicative inverse - the reciprocal

Multiplicative inverse property

19

