

Day 11 March 30th

Math Self-Contained

Hunter

- Standards

5.NS.BT.7 Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.

Learning Objective: I, the student, will be able to perform mathematical operations that involve decimals based on tenths, hundredths and thousandths places.

- Essential questions

How do we perform mathematical operations to decimal problems ?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/184553>

- Activities to support learning

1. Students will view the module and answer all activity questions .
2. Students will construct a total of 12 decimal problems. Three of the problems will be based on each of the arithmetic operations of addition, subtraction, multiplication and subtraction.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

Students will be graded on the completion of the set of 12 problems that they create.

This will be written on paper.

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- Standards

6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations.

- Learning Objective I, the student, will be able to follow the formula and correctly solve equations that have one variable

- Essential questions

What are the correct order of steps that are needed to be followed to solve equations that have one variable?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/181741>

- Activities to support learning

1. Student will view and listen to the audio of the learning module involving basic equations.
2. Students will create 5 one variable equations and solve each while showing their work

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

1. The 5 student created equations that show the steps used in solving. Written

Day 13 Math April 1st Self-contained Hunter

- Standards

6.EE.7 Write and solve one-step linear equations in one variable involving nonnegative rational numbers for real-world and mathematical situations

Learning Objective

I, the student, will be able to correctly follow the formula and successfully solve one variable equations that require multiplication and division.

- Essential questions

How do we correctly follow each of the required steps in order to successfully solve basic equations that involve multiplication and division?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/182006>

- Activities to support learning

1. Completion of the audio/visual module that illustrates way to solve equations. Student will view and answer all question inside the module.
2. Student will create a total of 6 equation- 3 each of multiplication and division.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

1. Students will work each problem that they create showing the steps. This will be written down and turned in.

Day 14 and Day 15 Math April 2nd and April 3rd Self-contained Hunter

- Standards

7.DSP.3 Visually compare the centers, spreads, and overlap of two displays of data (i.e., dot plots, histograms, box plots) that are graphed on the same scale and draw inferences about this data.

- Learning Objective: I, the student, will internalize the way that charts and histograms to represent amounts of data.

- Essential questions

How are charts, graphs and histograms created in order to store and represent data and information?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/174842>

- Activities to support learning

1. Students will complete leaning module by viewing each activity and answering questions
2. Student will create a histogram that shows how much time they spend on life activities during a seven day period.
3. Students will create two additional histograms based on their own topic.

For example- One histogram could be based on their favorite hobby or activity.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

1. Student will turn in the three written histograms that they created.

- Standards being addressed

6.NS.5 Understand that the positive and negative representations of a number are opposites in direction and value. Use integers to represent quantities in real-world situations and explain the meaning of zero in each situation

- Learning Objective; I, the student, will be able to understand the value of numbers on a number line that fall on both sides of Zero.

- Essential questions

What are negative and Positive numbers? What are the rules involved in doing mathematical operations that pertain to negative and positive numbers?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/119151>

Activities to support learning

1. Students will listen to the audio/visual of the module involving negative and positive numbers. They will also answer all questions of the activities involved with the module.
 2. Students will create a number line that contains visual evidence eight addition problems that involve negative and positive numbers. The positive number should be higher than the negative number.
- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)
 1. The written number line and 8 problems that student created. Each problem must be represented on the number line.

Day 17 and 18 Math April 7th and April 8th Self Contained Hunter

- Standards being addressed

6.DS.2 Use center (mean, median, mode), spread (range, interquartile range, mean absolute value), and shape (symmetrical, skewed left, skewed right) to describe the distribution of a set of data collected to answer a statistical question.

- Learning Objective I, the student, will be able to calculate the mean, median, mode and range of a given set of numbers or values.

- Essential questions

What are the mean, median and mode and how do we calculate each value?

What are the benefits of knowing the mean, median, mode and range for people engaged in various activities ? These activities can include people making a budget.

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/163503>

- Activities to support learning

1. Student will view the learning module and complete all question based on the activities.
2. Students will interview family members and gather the ages of as many relatives as they can. Based on this data, students will establish a mean, median, mode, and range. Names are not necessary and student will figure up each measure.
3. Students, based on their own individual preference, will calculate the mean, median, mode and range of a set of at least 10 numbers.

Some examples could include a list of prices of their favorite things to eat.

Another example could be their grades from their first semester report card.

Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

Students will provide written calculations and descriptions of activity 2 and 3 listed above. These will be graded

Day 19th and 20th Math April 9th and April 10th

- Standards

6.EE.6 Write expressions using variables to represent quantities in real-world and mathematical situations. Understand the meaning of the variable in the context of the situation.

- Learning Objective I, the student, will be able to use variables in real-life situations.

I will also be able to grasp the basics of computer coding and understand how math is used in computer applications.

- Essential questions

1. What are variables and how are they use to solve real-life problems?
2. How does computer coding utilize variables and algebraic concepts?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/174762>

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/174786>

- Activities to support learning

1. Students will view and listen to each of the leaning modules. They will also answer all questions associated with the two modules.
2. Using what was learned in the modules about creating computer applications, students will decide on an application that they would like to create. Students will start the actual process of writing the code for their application.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

1. A 1 paragraph description of the application that they would like to create.
2. The writing of the actual beginning coded formulas that their application would need.
3. An explanation of how their application would make life easier for someone who uses their creation. This is a written paragraph or two.