Grade 6 Math M-6.1	**KAS Standard:** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Fluently add and subtract multi-digit decimals using the standard algorithm.		
What does the student need to know to begin? (pre-requisite skills) link fraction skills to decimals, add and subtract multi-digit whole numbers, add and subtract with/without regrouping.		
What will the student be able to do? (student outcomes) Add and subtract multi-digit decimals		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) base 10 materials, manipulatives, part to whole relationship, place value, use estimation to approximate decimals, instructional use of calculator, instructional use of graphic organizer, instruction using base 10 materials and manipulatives.		
What materials will be needed? Base 10 materials, manipulatives, graphic organizer or graph paper used to line up digits and decimal points, calculator.		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		

Grade 6 Math M-6.2	**KAS Standard:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Use positive and negative numbers to represent quantities in real world contexts.		

What does the student need to know to begin? (pre-requisite skills) one to one correspondence to count, numeric value, left/right direction, understand the meaning of zero.

What will the student be able to do? (student outcomes) Based upon the problem give, student will be able to determine the appropriate equation using positive and negative numbers to correctly solve for the answer.

How will you task analyze the skill?

How will you teach this? (SDI, strategies) using a number line, concepts of counting money or measuring temperatures, using timelines, foot ball, temperature above/below zero, above/below sea level, credits and debits, minus/negative, teach using color coded counters to represent positive and negative.

What materials will be needed? Number line, counters, thermometer, football grid, check book balance sheet, graphic organizers to show positive and negative (money earned or spent, rise or fall in temperature, yards gained or lost in football).

What will daily checks for understanding look like? (formative assessment)

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 6 Math M-6.3	**KAS Standard:** Write and evaluate numerical expressions involving whole- number exponents.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Evaluate numerical expressions involving whole number exponents.		
What does the student need to know to begin? (pre-requisite skills) multiplication, geometric shapes, addition and subtraction.		
What will the student be able to do? (student outcomes) Student will be able to solve expressions with whole number exponents. Student will be able to apply order of operations to solve expressions with whole number exponents.		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) teach exponent applies to immediate base, teach use of geometric shapes to teach exponential concepts, teach order of operations (PEMDAS), teach squares using graph paper, Rubik's cube, 100 block from base 10 set.		
What materials will be needed? Rubik cube, geometric shapes, calculator, graphic organizer and manipulatives for breaking down exponents, graph paper.		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		

Grade 6 Math M-6.4	**KAS Standard:** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Identify when two expressions are equivalent.		
What does the student need to know to begin? (pre-requisite skills) addition and multiplication		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) use manipulatives to show equalities, use multiple variables and multiple scales		
What materials will be needed?		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		

Grade 6 Math M-6.5	**KAS Standard:** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Find the area of polygons by composing into rectangles or decomposing into other shapes, (e.g. triangles) in the context of solving real-world problems.		
What does the student need to know to begin? (pre-requisite skills) shapes, units of measure, able to determine perimeter, rote counting and one-to-one correspondence.		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) geo boards, unifix cubes, tangram pieces, graphing exercises, real-world connections.		
What materials will be needed?		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		

Grade 6 Math M-6.6	**KAS Standard:** Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Display numerical data in plots on a number line and histograms.		
What does the student need to know to begin? (pre-requisite skills) determine units of measurement of a given plot, familiar with multiple models, solve problems using addition and subtraction, number value.		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) multiple histograms to display data, unit blocks, graph paper, online resources.		
What materials will be needed?		
What will daily checks for understanding look like? (formative assessment)		
What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		