## G6-M1 - Topic B

G6-M1-L9: Consider doing a 2-3 minute review fluency activity like the one below, leading into the lesson.

Use the value of the ratio to determine which ratios are equivalent to 2:11.
a. 4:22
b. $3: 22$
c. $14: 77$
d. 22:110

G6-M1-L10: Consider these remediated Exercise 1 tables.

| Hours | Pay in Dollars |
| :---: | :---: |
| 3 | 11 |
| 5 | 55 |
| 7 | 77 |
| 10 | 101 |


| Blue | Yellow |
| :---: | :---: |
| 1 | 5 |
| 4 | 20 |
| 8 | 30 |
| 10 | 50 |

G6-M1-L11: See alternative Example 1 table below:

Write a ratio to describe the relationship shown in the table.

| Hours | Number of pizzas sold |
| :---: | :---: |
| 2 | 22 |
| 5 | 55 |
| 6 | 66 |
| 10 | 110 |

Michael

| Minutes | 3 | 5 | 7 | 9 |
| :--- | :--- | :--- | :--- | :--- |
| Words | 90 | 150 | 210 | 270 |

Jenna

| Minutes | 2 | 4 | 6 | 8 |
| :--- | :--- | :--- | :--- | :--- |
| Words | 80 | 160 | 240 | 320 |

Maria

| Minutes | 3 | 6 | 9 | 10 |
| :--- | :--- | :--- | :--- | :--- |
| Words | 150 | 300 | 450 | 500 |

## Alternative Exercise 2 Problem

Laredo's Juice

| Water | Juice | Total | Water | Juice | Total | Water | Juice | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 8 | 2 | 10 | 6 | 2 | 8 | 10 | 5 | 15 |
| 12 | 3 | 15 | 15 | 5 | 20 | 14 | 7 | 21 |
| 20 | 5 | 25 | 30 | 10 | 40 | 20 | 10 | 30 |

G6-M1-L12: This lesson is worth spending extra days with. Connecting ratio tables to the double number line is vital for students to learn more complicated topics moving forward.

G6-M1-L13: For Exercise 1, a cube drawing should suffice, i.e. linker cubes aren't necessary.

G6-M1-L14: For two or three days leading up to this lesson, consider projecting the first quadrant of a coordinate plane with a few coordinates plotted. Ask students to name the ordered pairs to match the coordinates. Hopefully, this will activate prior knowledge so that lesson 14 content runs more smoothly.

G6-M1-L15: This lesson is very much a Topic B review. Consider building reviews into a fluency \& problem solving section each day leading up to this lesson. Otherwise, it might be necessary to spend two days with this lesson.

## G6-M1-L14 Subset

1) Write the ordered pair next to each coordinate.
2) Label the $x$-axis, $y$-axis, \& origin.

3) Fill in the table for the equation $y=2 x$. Then, create a double number line to show the relationship.

| x | y | Ordered Pair |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 2 |  | 1 | , | ) |
| 3 |  | 1 | , | ) |
| 4 |  | 1 | , | ) |
| 8 |  | 1 |  | ) |



1) Label the $x$-axis, $y$-axis, \& origin.
2) Plot the following coordinates on the coordinate plane: $(1,3)(5,8)(11,2)(0,7)(15,0)$

3) Fill in the table for the equation $y=2 x$. Then, create a double number line to show the relationship.

| $\mathbf{y}$ | $\mathbf{x}$ | Ordered Pair |
| :---: | :---: | :--- |
| 1 | 50 | $\left(\begin{array}{l},\end{array}\right)$ |
| 2 | 100 | $\left(\begin{array}{l},\end{array}\right)$ |
| 3 | 150 | $()$, |

