

G6-M3 – Topic B

G6-M3-L7: Succeeding in much of this lesson & topic is predicated on deep understanding of fractions, mixed numbers, & decimals. To build conceptual understanding, ALWAYS default to whole number examples. Then, if students have the skill & understanding, they can apply this knowledge to fractions, mixed numbers, & decimals.

G6-M3-L8: For additional practice, consider this free worksheet:

<http://www.teacherbilldavidson.com/rational-numbers-ratios-percent-products/order-negative-numbers>

G6-M3-L9: For additional practice, consider this free worksheet:

<http://www.teacherbilldavidson.com/rational-numbers-ratios-percent-products/compare-negative-integers>

G6-M3-L10: Before teaching this lesson, consider delivering a short whiteboard exchange (no more than one minute), to informally assess student memory of the greater than/less than symbols (>,<). Provide examples with simple numbers, e.g.

T: (Write 3 ____ 100) Write a greater than/less than sign to make the inequality true.

S: (Write 3 < 100)

Repeat process with other obvious examples.

G6-M3-L11: The opening exercise begins with examples using fractions. To provide students with a sense of confidence, consider beginning with whole numbers instead. For additional scaffolded practice, consider this free worksheet:

<http://www.teacherbilldavidson.com/rational-numbers-ratios-percent-products/absolute-value>

G6-M3-L13: For struggling students, consider providing the attached subsets.