Fraction Operations and Integer Concepts

Lesson	Resources
CCSS: 5.NF.1, 5.NF.4, 6.NS.1, 6.NS.4, 6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8 **TEKS:** 5.3g, 5.3i, 6.2b, 6.2c, 6.2e, 6.3a, 6.3c, 6.4g, 6.11	
Unit Prep (pgs. 7 – 13)	• Weekly Warm Up Sheet • Exit Tickets • Lesson Plan Template
(1) Equivalent Fractions and Simplest Form (pgs. 14 – 28)	• Four Warm Ups • LCM and GCF Notes (2 pages) • LCM and GCF Practice Worksheet • Equivalent Fractions and Simplest Form Notes • Equivalent Fractions Guided Notes • Equivalent Fractions and Simplest Form Practice Worksheet (2) • Equivalent Fractions Flip Book • Equivalent Fractions Matching Activity • Four Exit Tickets
(2) Adding and Subtracting Fractions and Mixed Numbers (pgs. 29 – 40)	{Review Lesson} • Four Warm Ups • Adding & Subtracting Fractions and Mixed Numbers Notes • Adding Fractions and Mixed Numbers Practice • Subtracting Fractions and Mixed Numbers Practice • Adding and Subtracting Fractions Steps Organizer. • Adding and Subtracting Mixed Numbers Steps Organizer. • Adding and Subtracting Fractions and Mixed Numbers Word Problems Practice • Adding and Subtracting Mixed Numbers Partner Practice • Four Exit Tickets
(3) Multiplying Fractions and Mixed Numbers (pgs. 41 – 50)	{Review Lesson} • Three Warm Ups • Multiplying Fractions and Mixed Numbers Notes • Multiplying Fractions and Mixed Numbers Steps Organizer • Multiplying Fractions and Mixed Numbers Practice • Multiplying Fractions and Mixed Numbers Word Problems Practice • Multiplying Fractions and Mixed Numbers Puzzle • Three Exit Tickets
(4) Dividing Fractions and Mixed Numbers by Fractions (pgs. 51 – 69)	• Four Warm Ups • Dividing Fractions and Mixed Numbers Notes (2 pages) • Dividing Fractions and Mixed Numbers Practice • Dividing Fractions Word Problems Practice • Multiplying and Dividing Fractions and Mixed Numbers Steps Organizer • Fraction Operations Mini Book • Dividing Fractions Pairs Check • Operations with Fractions and Mixed Numbers Quiz • Four Exit Tickets

Fraction Operations and Integer Concepts

Lesson	Resources
(5) Understanding Integers (pgs. 70 – 78)	• Two Warm Ups • Understanding Integers Notes • Understanding Integers Fold and Flip Notes • Understanding Integers Practice • Integers on a Number Line Practice • Comparing Integers Practice • Two Exit Tickets
(6) Absolute Value (pgs. 79 – 90)	• Two Warm Ups • Absolute Value Notes • Absolute Value Fold and Flip Notes • Absolute Value Practice • Number System Activity – War Card Game • Two Exit Tickets
(7) Plotting in a coordinate plane (pgs. 91 – 101)	• Two Warm Ups • Coordinate Planes Notes (2 pages) • Coordinate Planes Fold and Flip Notes • Coordinate Planes Practice • Coordinate Planes Real World Practice • Two Exit Tickets
End of Unit (pgs. 102 – 106)	• Study Guide • Unit Exam

6TH GRADE CURRICULUM PACING CALENDAR

Unit 2 : Fraction Operations and In

Day 1	Day 2
Topic: Unit Prep **Resources:** • Unit 1 Review Activity {teacher choice – Suggested Activity: Decimal Operations Spin to Solve Game} • Unit 2 Pre Assessment	**Topic:** Equivalent Fractions and Simplest Form **Resources:** • L1 Warm Up 1 • Equivalent Fractions and Simplest Form Notes (2 pages) • Equivalent Fractions and Simplest Form Practice Worksheet 1 • Exit Ticket 1
Day 4	**Day 5**
Topic: Equivalent Fractions and Simplest Form **Resources:** • L1 Warm Up 3 • Equivalent Fractions and Simplest Form Practice Worksheet 2 • Equivalent Fractions Matching Activity • Exit Ticket 3	**Topic:** Adding and Subtracting Fractions and Mixed Numbers **Resources:** • L2 Warm Up 1 • Adding and Subtracting Fractions and Mixed Numbers Notes • Adding and Subtracting Fraction Steps Organizer • Exit Ticket 1

6TH GRADE CURRICULUM PACING CALENDAR

Unit 2 : Fraction Operations and Integer Concepts

Day 10	Day 11	Day 12
Topic: Multiplying Fractions and Mixed Numbers **Resources:** • L3 Warm Up 2 • Multiplying Fractions and Mixed Numbers Practice • {insert choice activity – Suggested Activity: Multiplying Fractions and Mixed Numbers Coloring Worksheet} • Exit Ticket 2	**Topic:** Multiplying Fractions and Mixed Numbers **Resources:** • L3 Warm Up 3 • Multiplying Fractions and Mixed Numbers Word Problems Practice • Multiplying Fractions and Mixed Numbers Puzzle Practice • Exit Ticket 3	**Topic:** Dividing Fractions and Mixed Numbers **Resources:** • L4 Warm Up 1 • Dividing Fractions and Mixed Numbers Notes (2 pages) • Multiplying and Dividing Fractions and Mixed Numbers Steps Organizer • Exit Ticket 1
Day 13	**Day 14**	**Day 15**
Topic: Dividing Fractions and Mixed Numbers **Resources:** • L4 Warm Up 2 • Fraction Operations Mini Book • Dividing Fractions Practice • Exit Ticket 2	**Topic:** Dividing Fractions and Mixed Numbers **Resources:** • L4 Warm Up 3 • Dividing Fractions Word Problems • Dividing Fractions Pairs Check • Exit Ticket 3	**Topic:** Dividing Fractions and Mixed Numbers **Resources:** • L4 Warm Up 4 • Operations with Fractions and Mixed Numbers Quiz(2 pages) • Exit Ticket 4

6TH GRADE CURRICULUM TALKING POINTS

Unit 2 : Fraction Operations and Integer Concepts

	Tips and Talking Poi
LESSON 1 Equivalent Fractions and Simplest Form	• Ask students to compare and contrast the fracti they've made their observations share with ther fractions and 1/2 is the simplified version of 8/16. • Equivalent fractions can be found by multiplying fractions in simplest form occurs when the nume are divided by the greatest common factor. • Common Mistakes – Students may forget that b denominator need to be multiplied/divided by t writing equivalent fractions and simplifying.
ESSON 2 Subtracting ed Numbers	• Some teachers want students to re-write mixed fractions before adding. This is up to you (and y make things easier for students. Even if you do th idea of adding and subtracting the whole numb must be able to understand the idea of borrowi dents will often forget to bers with a common d denominators too.

6TH GRADE CURRICULUM TALKING POINTS

Unit 2 : Fraction Operations and Integer Concepts

	Tips and Talking Points
LESSON 4 Dividing Fractions and Mixed Numbers	• Review dividing whole numbers that have fractional quotients (8 divided by 6) and dividing fractions and whole numbers. • Use models to help students visualize breaking a fraction into smaller pieces. • Common Misunderstandings – Students believe that division makes things smaller. With fractions, division could product a quotient larger than the dividend. • Students may forget to flip the second fraction before multiplying.
LESSON 5 Understanding Integers	• Enforce the differences between rational numbers and integers. Students tend to think they are the same. Discuss the similarities and differences between the two. • Common Misunderstandings – When using integers to describe real world situations most misunderstandings come from flipping up/down, spend/earn, etc. Encourage students to really think about what is happening in the situation.
LESSON 6 Absolute Value	• Don't just tell students that "absolute value is always a positive number drive home the idea that absolute value represents the distance from zero. Discuss how it is not possible to be a "negative" distance from anything. Set up an object in the room and have two students stand 5 steps on either side of the object. Have students make observations about their distance. • Common Misconceptions – Students may confuse the terms "opposite" and
LE Plo Coord	they see it – label (x+ or x- and y+ or y-) until they have it! Have them label the quadrants each time as well.

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Teacher Resources

Name_____

Date _____

WARM UP #1

Lesson 1 : Equivalent Fractions and Simples

Skill : Finding the Least Common Denominator

1. Find the least common denominator. $\frac{5}{6}, \frac{1}{3}$	2. Find the least common denc $\frac{2}{5}, \frac{3}{4}$
3. Find the least common denominator. $\frac{1}{5}, \frac{1}{2}$	4. Find the least common denc $\frac{1}{10}, \frac{2}{3}$
5. Find the least common denominator. $\frac{1}{2}, \frac{3}{7}$	6. Find the least common denc $\frac{5}{8}, \frac{3}{5}$

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Lesson 1 : Equivalent Fractions and Simples

Skill : Equivalent Fractions

1. Are the two fraction equivalent? $\frac{1}{6}$ *and* $\frac{2}{12}$	2. Are the two fractions equiva $\frac{20}{10}$ *and* $\frac{1}{2}$
3. Are the two fraction equivalent?	4. Write a fraction equivalent t

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WARM UP #1

Lesson 4 : Dividing Fractions & Mixed Numbers

Skill : Adding and Subtracting Fractions and Mixed Numbers

1. Find the sum. Simplify your answer if necessary. $4\frac{1}{2}+6\frac{1}{5}$	2. Find the sum. Simplify your a necessary. $3\frac{4}{5}+8\frac{1}{3}$
3. Find the difference. Simplify your answer if necessary. $7\frac{7}{10}-6\frac{4}{5}$	4. Find the difference. Simplify necessary. $\frac{11}{12}-\frac{5}{6}$

Name_____

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WA

Lesson 4 : Dividing Fractions & Mixed N

Skill : Multiplying Fractions and Mixed Numbers

1. Simplify your answer if necessary. $2\frac{1}{3}\cdot 1\frac{4}{5}$	2. Simplify your answer if nece $6\frac{2}{5}\cdot\frac{1}{4}$
3.	4. Simplify your answer if nece $\frac{11}{15}\cdot\frac{5}{6}$

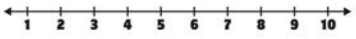
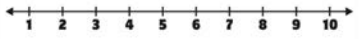
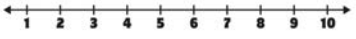
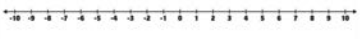
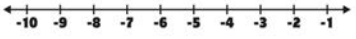
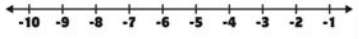
Name_____

Date _____

WARM UP #1

Lesson 5 : Understanding Integers

Skill : Locating Rational Numbers on a Number Line

1. Identify the location of 4.5 on the number line. 	2. Identify the location of 8 on the number line. 
3. Identify the location of 0.5 on the number line. 	4. Identify the location of ⁻0.5 on the number line. 
5. Identify the location of ⁻1.5 on the number line. 	6. Identify the location of ⁻4 on the number line. 

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WARM UP #2

Lesson 5 : Understanding Integers

Skill : Integers in the Real World

1. Write an integer to represent a 14 inch snowfall.	2. Write an integer to represent writing a check for $42.50.
er to represent climbing a untain.	4. Write an integer to represent a treasure buried 8.5 feet below the surface.

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WARM UP #3

Lesson 2 : Adding & Subtracting Fractions & Mixed Numbers

Skill : Subtracting Fractions and Mixed Numbers with Unlike Denominators

1. Find the difference. Simplify your answer if necessary. $\frac{7}{8}-\frac{1}{3}$	2. Find the difference. Simplify your answer if necessary. $\frac{4}{5}-\frac{1}{2}$
3. Find the difference. Simplify your answer if necessary. $12\frac{1}{5}-6\frac{11}{12}$	4. Find the difference. Simplify your answer if necessary. $2\frac{3}{4}-1\frac{1}{2}$
5. Find the difference. Simplify your answer if necessary. $8\frac{5}{6}-3\frac{1}{3}$	6. Find the difference. Simplify your answer if necessary. $3\frac{3}{4}-1\frac{1}{5}$

Name_____

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WARM UP #4

Lesson 2 : Adding & Subtracting Fractions & Mixed Numbers

Skill : Adding & Subtracting Fractions and Mixed Numbers

1. Find the sum. Simplify your answer if necessary. $2\frac{1}{3}+4\frac{5}{12}$	2. Find the difference. Simplify your answer if necessary. $\frac{11}{12}-\frac{4}{5}$
3. Find the difference. Simplify your answer if	4. Find the sum. Simplify your answer if

$5\frac{}{3}-1\frac{}{4}$ $1\frac{}{4}+6\frac{}{5}$

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Warm Ups

Name_____
Date _____

EXIT TICKET 3

Equivalent Fractions and Simples

1. Are the fractions equivalent? $\frac{8}{40}$ and $\frac{1}{5}$	2. Are the fractions equivalent $\frac{12}{36}$ and 3
3. Write a fraction equivalent to the one given. $\frac{2}{16}$	3. Write a fraction equivalent $\frac{2}{3}$
5. Re-write the fraction in simplest form. $\frac{22}{33}$	6. Re-write the fraction in simp $\frac{40}{55}$

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Name_____
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EXIT T

Equivalent Fractions and Simples

1. Are the fractions equivalent? $\frac{8}{40}$ and $\frac{1}{5}$	2. Are the fractions equivalent $\frac{12}{36}$ and 3
3. Write a fraction equivalent to the one given.	3. Write a fraction equivalent

Name_____
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EXIT TICKET 1

Multiplying Fractions & Mixed Numbers

1. Simplify your answer if necessary. $\frac{3}{8} \cdot \frac{1}{2}$	2. Simplify your answer if necessary. $\frac{7}{10} \cdot \frac{6}{5}$
3. Simplify your answer if necessary. $\frac{2}{7} \cdot \frac{5}{9}$	4. Simplify your answer if nec $\frac{3}{4} \cdot \frac{4}{5}$

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Name_____
Date _____

EXIT T

Multiplying Fractions & Mixed Nu

1. Simplify your answer if necessary. $5\frac{1}{3} \cdot \frac{4}{9}$	2. Simplify your answer if nec $\frac{3}{8} \cdot 1\frac{4}{5}$
3.	4. Simplify your answer if nec $1\frac{1}{4} \cdot \frac{3}{2}$

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EXIT TICKET 3

Adding & Subtracting Fractions & Mixed Numbers

1. Find the sum. Simplify your answer if necessary. $\frac{1}{6} + 4\frac{5}{6}$	2. Find the sum. Simplify your answer if necessary. $4\frac{1}{5} + \frac{1}{4}$
3. Find the difference. Simplify your answer if necessary. $4\frac{1}{2} - 3\frac{1}{7}$	4. Find the difference. Simplify your answer if necessary. $5\frac{3}{4} - 2\frac{2}{5}$

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EXIT TICKET 4

Adding & Subtracting Fractions & Mixed Numbers

1. Find the sum. Simplify your answer if necessary. $5\frac{1}{3} + \frac{3}{4}$	2. Find the sum. Simplify your answer if necessary. $3\frac{3}{5} + \frac{1}{2}$
nce. Simplify your answer if	4. Find the difference. Simplify your answer if necessary. $4\frac{1}{-}\frac{8}{-}$

Name_____
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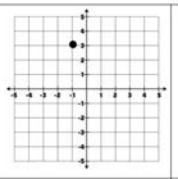
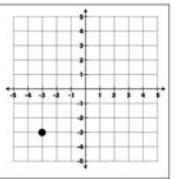
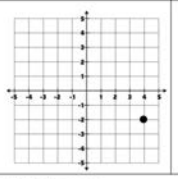
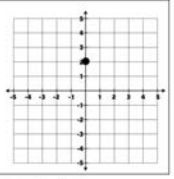
EXIT TICKET 1

The Coordinate Plane

1. Identify the coordinates of the point. 	2. Identify the coordinates of the point. 
3. Identify the coordinates of the point. 	4. Identify the coordinates of the point. 

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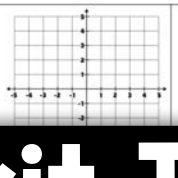
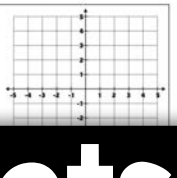
Name_____
Date _____

EXIT TICKET 2

The Coordinate Plane

1. Plot a point at (-4, 0). 	2. Plot a point at (-3, -3). 

Exit Tickets

Name_____

Date _____

Adding and Subtracting Fractions and Mixed Numbers

Adding and Subtracting with LIKE Denominators :

1. Add or subtract the _____.
2. Keep the _____ the same.
3. _____ the answer if necessary.

Adding and Subtracting with LIKE Denominators Guided Practice	
$\frac{5}{12}+\frac{11}{12}$	$2\frac{1}{3}-\frac{2}{3}$

Name_____

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Adding and Subtracting Fractions STEPS ORGANIZER

First :	Subtraction	First :
Second :		Second :
Last :		Then :
		Last :

Dividing Fractions & Mixed Numbers NOTES

Guided Practice

A piece of ribbon is 4½ feet long. It needs to be cut into ¾ foot sections. How many sections will there be?

Steps	Show your work!
1. Write a division problem.	
2. Re-write the second number as the reciprocal and change the division symbol to multiplication.	
3. Multiply straight across.	
4. Reduce your answer if necessary.	

Naomi has 8¼ cups of sugar. She needs 1½ cups for a dozen cookies. How n cookies can she make?

Steps	Show your work!

Name_____

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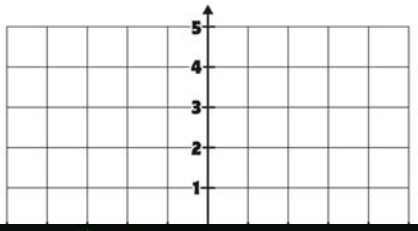
Coordinate Plane NOTES

Points on a Coordinate Plane : The Steps

1. Identify the x-coordinate of the point. If it is positive, you will move _____. If it is negative, you will move _____.
2. Beginning at the center of the coordinate plane, called the _____, move according to the x-coordinate.
3. Identify the y-coordinate of the point. If it is positive, you will move _____. If it is negative, you will move _____.
4. Beginning at the value of the x-coordinate that you arrived at in Step 2, move according to the y-coordinate.
5. Place a point wherever you stop.

Plotting Points on a Coordinate Plane Guided Practice :

Plot the point (-2, -3).



Fraction Operations & Integer Concepts STUDY GUIDE

OPERATIONS WITH FRACTIONS

ADDING AND SUBTRACTING	MULTIPLYING	DIVIDING
1. Change mixed numbers to improper fractions. 2. Find the least common denominator of the fractions. 3. Re-write each fraction using the common denominator. Don't forget to change the numerator as well, by multiplying by the same factor used to take that denominator to the LCD. 4. Add or subtract the numerators and keep the denominators the same. 5. Simplify the answer if necessary. This means, reduce fractions and re-write improper fractions as mixed numbers.	1. Turn any mixed numbers into improper fractions. 2. Multiply the numerator by the numerator. 3. Multiply the denominator by the denominator. 4. Simplify your answer.	1. Turn any mixed nu into improper fracti 2. Find the reciprocal divisor. The divisor is second number. 3. Replace the divisio symbol with a multiplication symb 4. Multiply the numer the numerator. 5. Multiply the denom by the denominato 6. Simplify your answe

• Is : th ero.

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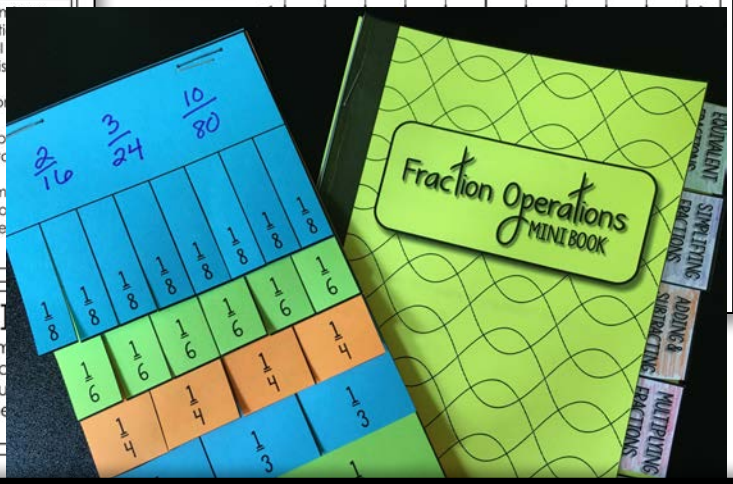
EQUIVALENT FRACTI

When you multiply the nu and denominator of a frac the same number, the resu fraction is equivalent to the original.



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Notes

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dealing with
temperature, height

Name _____

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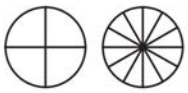
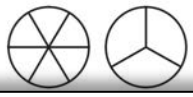
Equivalent Fractions & Simplest Form PRACTICE

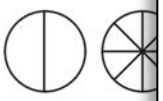
Directions : Shade each fraction wheel so it matches the given fractions. Determine the two fractions are equivalent. If they are not equal, circle the larger

1. 

$\frac{3}{4}$ and $\frac{10}{12}$

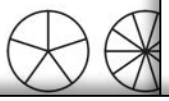
equal or not equal

2. 

5. 

$\frac{1}{2}$ and $\frac{4}{8}$

equal or not equ

6. 

Name _____

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Subtracting Fractions & Mixed Numbers PRACTICE

Directions : Find each difference. Show your work and write your answer in simplest form.

1) $\frac{2}{5}-\frac{3}{10}$	2) $6\frac{4}{5}-1\frac{1}{4}$
3) $8\frac{2}{3}-3\frac{4}{5}$	4) $\frac{10}{3}-1\frac{3}{4}$
	6) $5\frac{2}{4}-2\frac{7}{10}$

Name _____

Name _____

Adding & Subtracting Mixed Numbers PAIRS PRACTICE

Directions : Each partner will spin the spinner once. The number each partner lands on will identify which mixed numbers will be added or subtracted. Record the largest mixed number in the table first!

Record the mixed numbers and sums or differences in the table on this page.

1	2	3	4
$1\frac{1}{3}$	$4\frac{5}{8}$	$3\frac{3}{4}$	$5\frac{2}{3}$
5	**6**	**7**	**8**
$6\frac{3}{5}$	$2\frac{1}{2}$	$\frac{9}{10}$	$2\frac{11}{12}$

Mixed #	+	Mixed #	=	Sum/Dif
	+		=	
	−		=	

Name _____

Date _____

Coordinate Planes in the Real World PRACTICE

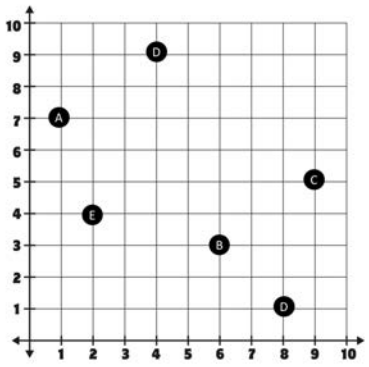
This coordinate plane represents the layout of a small town. Each point is a different landmark. List the coordinates of each place.

A. Elementary School _____

B. Middle School _____

C. Movie Theater _____

D. Grocery Store _____



rdinates of each landmark on the line next to each name.

he grid represents a street. Explain how you would give someone directions from the

e Middle School.

ou would give someone directions from the Elementary School to the Movie Theater.

is being built three units left of the dog park. Place a point to represent the location hool. What will the coordinates be for the high school once it is built?

Name _____

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Absolute Value PRACTICE

1. What is the absolute value of 22?

2. What is the absolute value of -35?

3. What is the absolute value of -8½?

4. What is the absolute value of 8?

5. What is the absolute value of 2.80?

6. What is the absolute value of -44?

7. $|-5| =$

8. $|1.75| =$ _____

9. $-15| =$ _____

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Worksheets

Name_____

Date _____

PRE-ASSESSMENT

Fraction Operations and Integer Co

Solve each problem. Show your work on a separate sheet of po

1) Write your answer in simplest form. $3\frac{5}{6}+2\frac{9}{10}$	2) Write your answer in simplest $2\frac{1}{3}-\frac{12}{10}$
3) Write your answer in simplest form. $5\frac{1}{2}\div\frac{3}{5}$	4) Write your answer in simplest $2\frac{3}{5}\cdot1\frac{1}{2}$

Name_____

Date _____

Operations with Fractions & Mixed Numbers

QUIZ

1. Write three fractions that are equivalent to $\frac{2}{3}$.
2. Write three fractions that are equivalent to $\frac{1}{4}$.
3. Write $\frac{10}{12}$ in simplest form.
4. Write $\frac{15}{20}$ in simplest form.

a mixed number.

6. Re-write $2\frac{3}{5}$ as an improper fraction.

: Read each problem carefully. Write all answers as fractions in simplest form.

8. $7\frac{3}{4}-5\frac{1}{6}$

Name_____

Date _____

Fraction Operations & Integer Concepts

UNIT EXAM

Directions : Show your work whenever possible.

1) Write your answer in simplest form. $\frac{8}{10}\cdot3\frac{2}{3}$	2) Write your answer in simplest form. $4\frac{1}{4}+2\frac{2}{3}$
3) Write your answer in simplest form. $3\frac{1}{2}\div2$	4) Write your answer in simplest form. $9\frac{1}{2}-4\frac{3}{5}$
5) Write your answer in simplest form. $5\frac{3}{4}-\frac{11}{10}$	6) Write your answer in simplest $2\frac{4}{5}\cdot\frac{12}{3}$
7) Write your answer in simplest form. $\frac{4}{5}\div2\frac{1}{3}$	8) Write your answer in simplest $2\frac{9}{10}\div1\frac{1}{3}$

FRACTION OPERATIONS AND INTEGER CONCEPTS UNIT EXAM

11) Write two fractions that are equivalent to $\frac{3}{7}$.	12) Write two fractions that are equivalent to $\frac{10}{3}$.
13) What is the absolute value of 4? Use the number line to prove your answer.	14) What is the absolute value of $^-3.5$? Use the number line to prove your answer.
s absolute value and opposites e because the absolute value of e opposite of $^-5$ is 5. Is he lain why or why not.	16) Nick has four pieces of licorice that are $2\frac{5}{6}$ inches long each. What is the total length of licorice?
rant would each point be	18) Jonah divided $\frac{15}{20}$ by $\frac{3}{4}$. He got an answer of $\frac{45}{80}=\frac{9}{16}$. Is he correct? Explain.

UNIT EXAM

19) Write an integer to represent a drop of 40 feet.	20) Write an integer to represent withdrawing $30 from the bank.
21) Write an integer to represent a descent of 100 meters.	22) Write an integer to represent spending $25 at the grocery store.
23) Describe a real world scenario for the number $^-80$.	24) Describe a real world scenario for the number 15.

25) Id on the number line.

D: _____ E: _____

C

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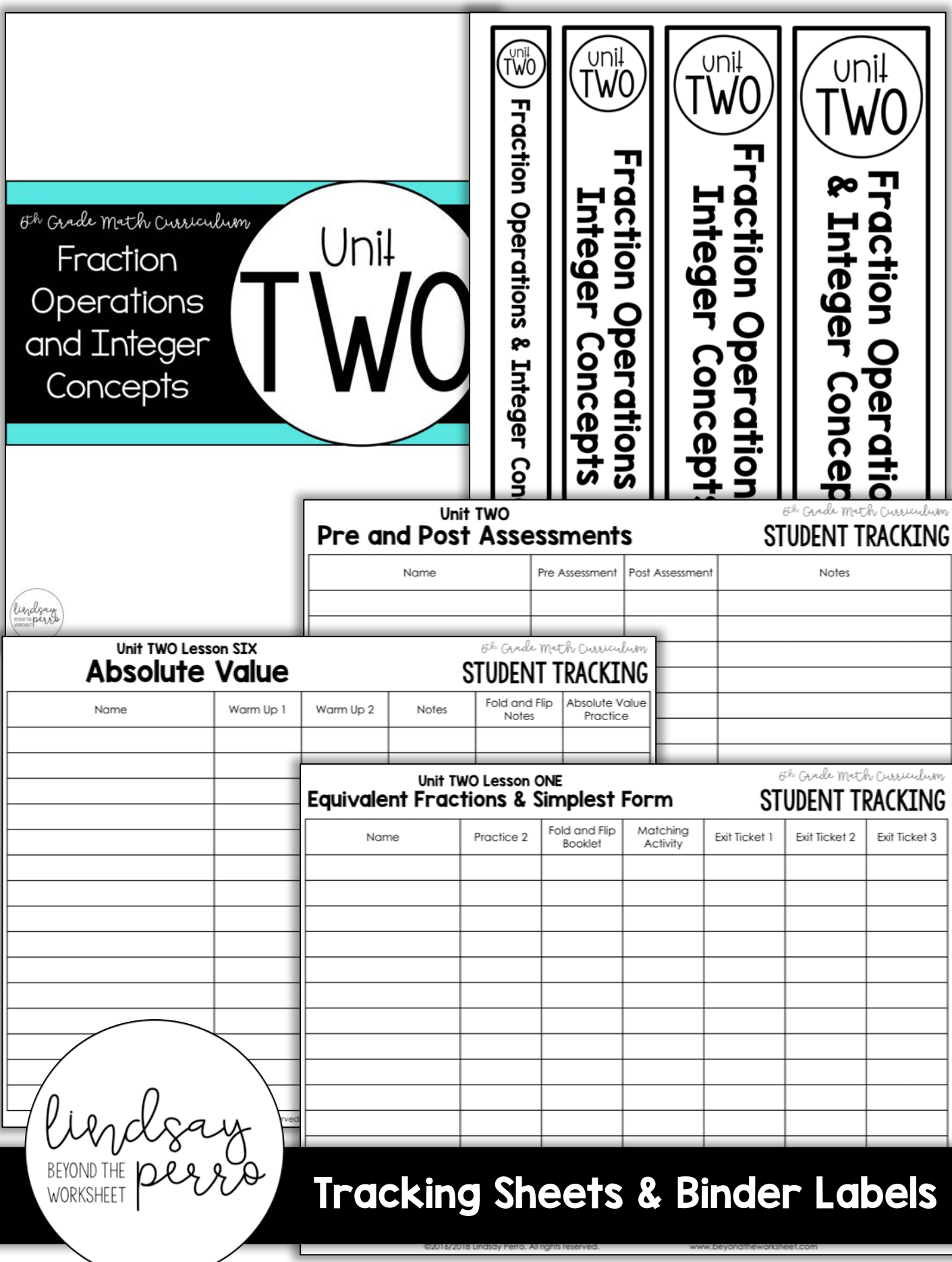
Assessments


6th Grade Math Curriculum
Fraction Operations and Integer Concepts
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Unit TWO
Pre and Post Assessments
6th Grade Math Curriculum
STUDENT TRACKING
Name
Pre Assessment
Post Assessment
Notes
Unit TWO Lesson SIX
Absolute Value
6th Grade Math Curriculum
STUDENT TRACKING
Name
Warm Up 1
Warm Up 2
Notes
Fold and Flip Notes
Absolute Value Practice
Unit TWO Lesson ONE
Equivalent Fractions & Simplest Form
6th Grade Math Curriculum
STUDENT TRACKING
Name
Practice 2
Fold and Flip Booklet
Matching Activity
Exit Ticket 1
Exit Ticket 2
Exit Ticket 3
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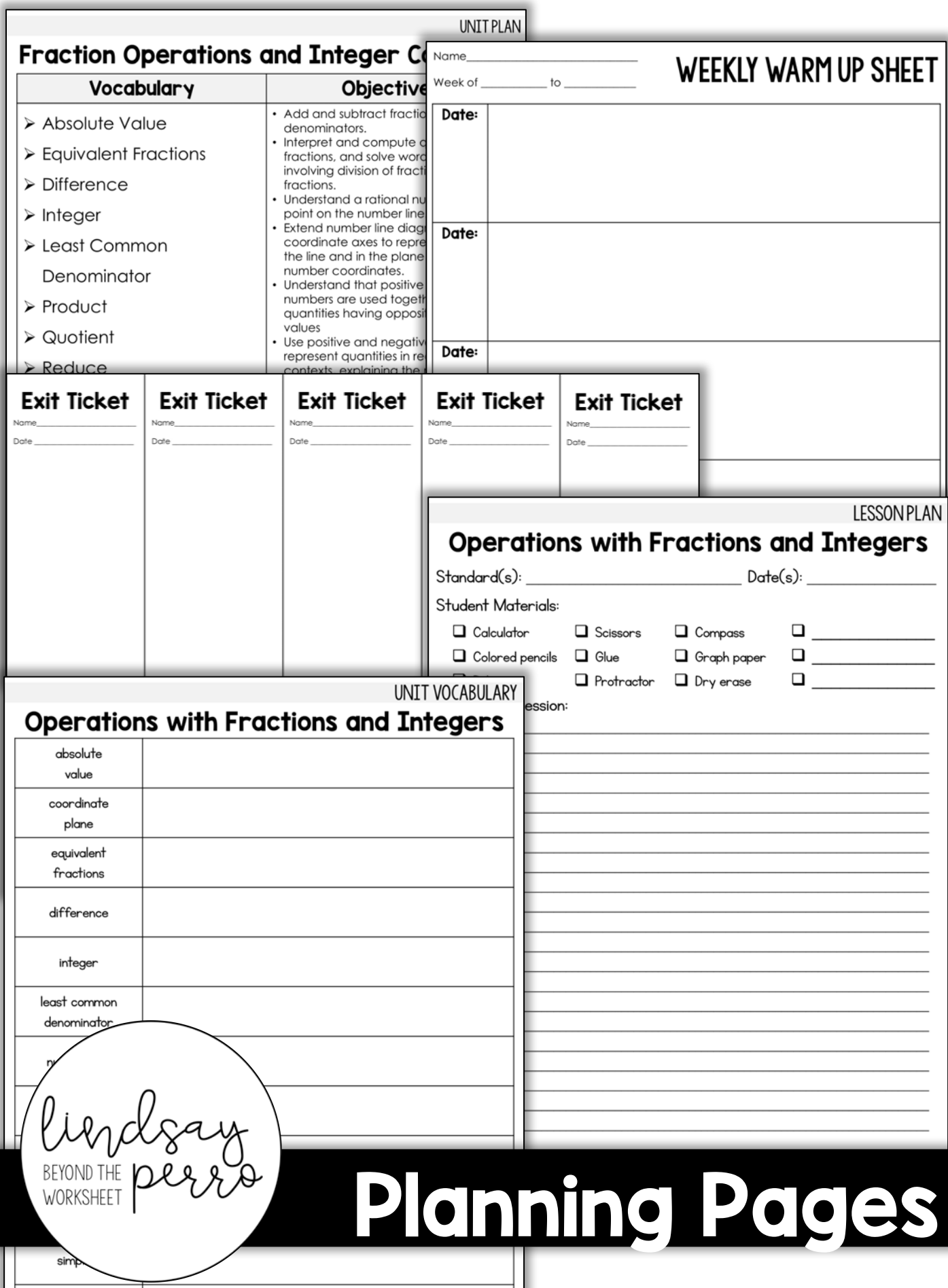
UNIT PLAN
Fraction Operations and Integer C
Vocabulary
Objective
Absolute Value
Equivalent Fractions
Difference
Integer
Least Common Denominator
Product
Quotient
Reduce
Add and subtract fracti denominators.
Interpret and compute fractions, and solve word involving division of fracti fractions.
Understand a rational nu point on the number line
Extend number line diag coordinate axes to repre the line and in the plane number coordinates.
Understand that positive numbers are used togeth quantities having opposi values
Use positive and negativ represent quantities in re
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WEEKLY WARM UP SHEET
Date:
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Exit Ticket
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LESSON PLAN
Operations with Fractions and Integers
Standard(s):
Date(s):
Student Materials:
Calculator
Colored pencils
Scissors
Glue
Protractor
Compass
Graph paper
Dry erase
UNIT VOCABULARY
Operations with Fractions and Integers
absolute value
coordinate plane
equivalent fractions
difference
integer
least common denominator
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BEYOND THE WORKSHEET
Planning Pages