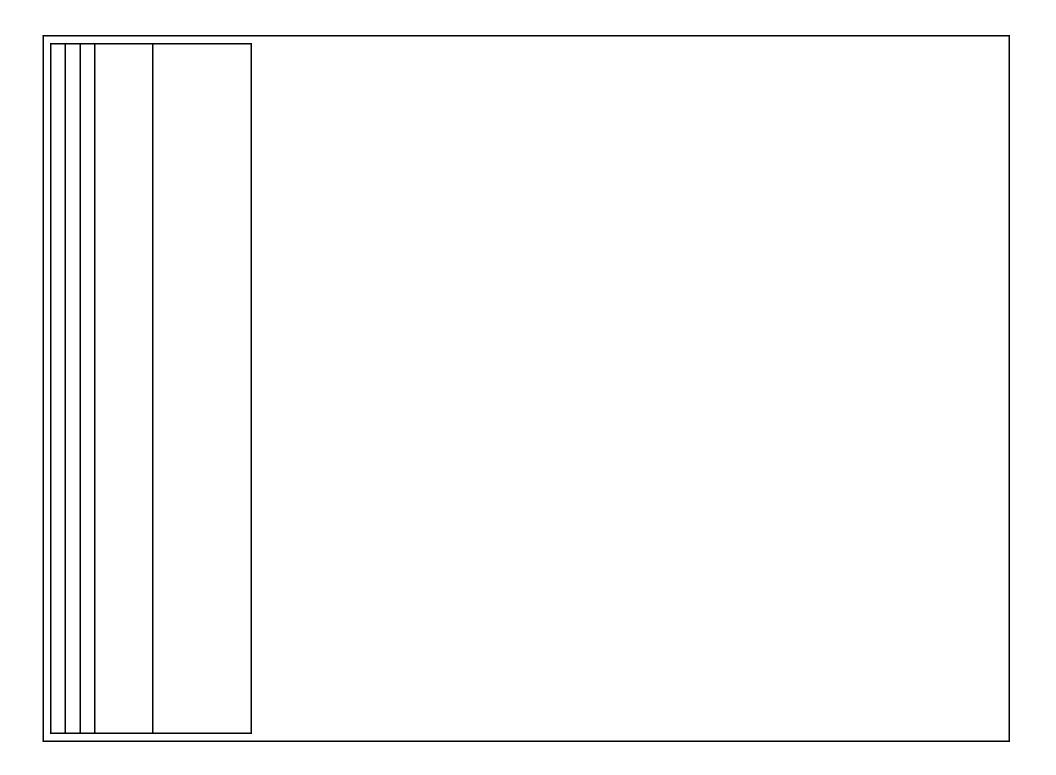# 6th Grade Math

Unit 1: Ratios and Proportions	Unit 2: Add, Subtract, Multiply and Divide Rational Numbers	Unit 3: Concepts in Geometry	Unit 4: Introduction to Rational Numbers	Unit 5: Expressions	Unit 6: Equations	Unit 7: Introduction to Statistics
6 weeks/30 days	3 weeks/15 days	4 weeks/20 days	5 weeks/25 days	5 weeks/25 days	5 weeks/25 days	3 weeks/15 days
6.RP.1	**6.NS.1**	6.G.1.	**6.NS.5**	**6.EE.1**	6.EE.5	6.SP.1
6.RP.2	6.NS.2	6.G.2	**6.NS.6 a, b, c**	**6.EE.2 a, b, c**	6.EE.6	6.SP.2
6.RP.3 a, b, c, d	6.NS.3	**6.G.3**	6.NS.7 a, b, c, d	6.EE.3	6.EE.7	**6.SP.3**
	6.NS.4	6.G.4	6.NS.8	6.EE.4	**6.EE.8**	6.SP.4
					6.EE.9	6.SP.5 a, b, c, d
Lessons 1-5	Lessons 6-11	Lessons 22-25	Lessons 12-14	Lessons 15-17	Lessons 18-21	Lessons 26-29

6th Grade Curriculum Map		

Unit 1: Understand ratio concepts and use ratio reasoning to solve problems.		Timeframe: **6 Weeks / 30 Days**

Concepts Developed in this Unit:	Prior Knowledge:	Standards for Mathematical Practice:
● Ratios ● Unit Rates ● Independent Variables ● Dependent Variables	● 6.NS.1 Quotients of fractions ● 6.NS.5 Positive and negative numbers	● Make sense of problems and persevere in solving them. ● Model with mathematics.

State Standards:
Understand ratio concepts and use ratio reasoning to solve problems.
6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."
6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
    ● 6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
    ● 6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
    ● 6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
    ● 6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
	Student Learning Targets:
	    ● **6.RP.1 I can understand ratio concepts.**
	    ● 6.RP.2 and 3 I can apply ratio and unit rate reasoning to real-world and mathematical problems.

Academic Vocabulary	Supporting Skills	Assessment

● Ratio ● Unit Rate ● Quotient ● Greatest Common Factor ● Least Common Multiple ● Prime Factorization ● Reducing ● Consecutive ● Equivalent	● Understand that a ratio compares two quantities ● Describe the ratio relationship between two quantities ● Describe a ratio relationship using unit rate ● Construct, compute, and compare tables of equivalent ratios ● Plot the pairs of values on the coordinate plane ● Solve unit rate problems ● Find the percent of a quantity ● Given a part and a percent, find the whole ● Use ratios to cover measurement units ● Compute quotients of fractions ● Find the GCF (greatest common factor) of two whole numbers less than or equal to 100 ● Find the LCM (least common multiple) of two whole numbers less than or equal to 12 ● Solve word problems involving quotients of fractions	

Learning Target	Lesson Info	Number Talk	Tasks	Resources
6.RP	5 day			https://teacher-toolbox.com/dam/jcr:2

.1 I can understand ratio concepts.	s-Ready Lesson1		aa09ee1-d62c-4110-9083-ae26b89cd279/INST_NO_G6_006.pdf **(write ratios)**

6.RP.2 and 6.RP.3 I can apply ratio	4 days-Ready Lesson 26 days-Ready		**https://teacher-toolbox.com/dam/jcr:b4a71115-e318-415f-9dbd-6dbf6028f5ea/INST_ALG6_003.pdf (visualizing unit rate)** **https://teacher-toolbox.com/dam/jcr:11ec1798-2a42-4cb1-9849-cfbe83c311fd/INST_ALG6_004.pdf (using ratio tables to solve problems)** **https://teacher-toolbox.co**

| and unit rate reasoning to real-world and the | Lesson 37 days - Ready Lesson 46 days - Ready Less | | [m/dam/jcr:af8143e5-b35c-41a1-ad93-9379d899b73b/INST_AL_G6_002.pdf](#) **(find the whole from a part and a percent)** [https://teacher-toolbox.com/dam/jcr:6b05eae7-2de5-498d-b5e7-e0768225b4e4/INST_AL_G6_001.pdf](#) **(finding percents)** [https://teacher-toolbox.com/dam/jcr:22c53b31-048c-4e52-b567-f26544f5eab5/INST_NO_G6_007.pdf](#) **(relate fractions and percents)** [https://teacher-toolbox.co](#) |

matical problems.	on 5		m/dam/jcr:9c43c73b-0880-4953-bf47-69fa67ffb0a4/INST_NO_G6_008.pdf **(write decimals and percents)**

Teacher/Team Reflection (be sure to note the timeline you used for the unit):

6th Grade Curriculum Map

Unit 2: Add, subtract, multiply and divide fractions and decimals	Timeframe: 3 Weeks / 15 Days

Concepts Developed in this Unit: ● Fractions--Multiplication and division ● Decimals--Multiplication and division ● Greatest Common Factor ● Least Common Multiple	**Prior Knowledge (**link to prior grades or content prior to unit)**:** ● 5.NBT.5 Multiplication of multi-digit whole numbers ● 5.NBT.6 Division of multi-digit whole numbers ● 5.NF.1-7 Add, subtract, multiply and divide fractions	**Standards for Mathematical Practice:** ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively.

State Standards: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. **6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi.** Compute fluently with multi-digit numbers and find common factors and multiples. 6.NS.2 Fluently divide multi-digit numbers using the standard algorithm. 6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. **6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).. and area 1/2 square mi?.**	**Student Learning Targets:** ● **6.NS.1 I can solve word problems with quotients of fractions** ● 6.NS.2 and 3 I can add, subtract, multiply and divide multi-digit numbers and decimals. ● **6.NS.4 I can find the greatest common factor (GCF) and least common multiple (LCM) of two whole numbers less than or equal to 100.**

Academic Vocabulary	**Supporting Skills**	**Assessment**
● Prime factorization	● Compute quotients of fractions	

	● Solve word problems involving quotients of fractions ● Fluently divide multi-digit numbers ● Fluently add, subtract, multiply, and divide multi-digit decimals ● Find the GCF (greatest common factor) of two whole numbers less than or equal to 100 ● Find the LCM (least common multiple) of two whole numbers less than or equal to 12 ● Using the GCF, express the sum of two whole numbers with the distributive property	
● Reducing ● Consecutive ● Least Common Multiple (LCD) ● Greatest Common Factor (GCF) ● Quotient ● Inverse operation		

Learning Target	Lesson Info	Number Talk	Tasks	Resources
6.NS.1 I can solve word problems with quotients of fractions	Ready Lessons 6, 7			
6.NS.2 and 3 I can add, subtract, multiply and divide multi-digit numbers and decimals.	Ready Lessons 8, 9, 10			
6.NS.4 I can find the greatest common factor (GCF) and least common multiple (LCM) of two whole numbers less than or equal to 100.	Ready Lesson 11			

6th Grade Curriculum Map

Unit 3: Solve real-world problems involving area, surface area and volume	Timeframe: **4 Weeks / 20 Days**

Concepts Developed in this Unit: ● Area ● Surface area ● Volume	**Prior Knowledge (**link to prior grades or content prior to unit)**:** ● 5.MD.3 Volume ● 5.MD.4 Volume using cubes ● 5.MD.5 Solving problems with volume using x and +	**Standards for Mathematical Practice:** ● Model with mathematics. ● Attend to precision.

State Standards (paste in full standard language with coding)**:** Solve real-world and mathematical problems involving area, surface area, and volume. 6.G.1 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. 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 6.G.3 - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these **techniques in the context of solving real-world and mathematical problems.** 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	**Student Learning Targets:** ● 6.G.1 I can find the area of a rectangle, square or parallelogram ● 6.G.2 I can find the volume of a 3D figure ● 6.G.3 I can draw and graph polygons on coordinate plane ● 6.G.4 I can use nets to find the surface area of 3D figures

Academic Vocabulary	**Supporting Skills**	**Assessment**
● Triangles ● Quadrilaterals ● Polygons ● Nets	● Find the area of a polygon by composing into rectangles or decomposing into triangles and other shapes ● Solve real-world mathematical problems	

	involving area of polygons using the areas of triangles and rectangles • Find the volume of a rectangular prism with fractional edge lengths by filling with unit cubes • Show that the volume obtained using unit cubes is equal to V=lwh and V=Bh • Apply the formulas V=lwh and V=Bh to solve real-world mathematical problems • Represent 3-dimensional figures with nets made up of rectangles and triangles • Use nets to find the surface area of 3-dimensional figures and use them in real world mathematical problems	
• Pyramid • Cube • Prism • Cube		

Learning Target	Lesson Info	Number Talk	Tasks	Resources
6.G.1 I can find the area of a rectangle, square or parallelogram	Ready Lesson 22			
6.G.3 I can draw and graph polygons on a coordinate plane	Ready Lesson 23			
6.G.4 I can use nets to find the surface area of 3D figures	Ready Lesson 24			
6.G.2 I can find the volume of a 3D figure	Ready Lesson 25			

6th Grade Curriculum Map

Unit 4: Solve and evaluate expressions with negative and positive numbers	Timeframe: **5 Weeks / 25 Days**

<table>
<tr>
<td colspan="2">Concepts Developed in this Unit:
● Negative and positive with rational numbers
● Absolute value
● Opposites
● Four quadrants of a coordinate plane
● Distance of points
● Inequalities</td>
<td>Prior Knowledge (link to prior grades or content prior to unit):
● 5.NF.6 Solving problems involving multiplication with fractions and mixed numbers
● 5.MD.2 Line Plot of measurement
● 5.NBT.1 Place value of decimals
● 5.G.1 graphing in quadrant 1</td>
<td>Standards for Mathematical Practice:
● Reason abstractly and quantitatively.
● Use appropriate tools strategically.</td>
</tr>
<tr>
<td colspan="3">State Standards (paste in full standard language with coding):
Apply and extend previous understandings of numbers to the system of rational numbers.
6.NS.5 - 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.
6.NS.6 - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
6.NS.7 - Understand ordering and absolute value of rational numbers.
6.NS.8 - Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</td>
<td>Student Learning Targets:

● 6.NS.5 I can use positive, negative and 0 to represent real-world numbers
● 6.NS.6 I can locate and plot integers and rational numbers on a number line and coordinate plane
● 6.NS.7 I can interpret and compare absolute value in a real-world situations
● 6.NS.8 I can solve real-world math problems by graphing points on the coordinate plane</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Supporting Skills</td>
<td colspan="2">Assessment</td>
</tr>
<tr>
<td>● Positive
● Negative
● Coordinate Plane
● Ordered Pair</td>
<td>● Understand the relationship between positive and negative numbers
● Use positive numbers, negative numbers, and 0 to represent real-world quantities</td>
<td colspan="2"></td>
</tr>
</table>

● Quadrant
● Reflection
● Inequality
	● Recognize positive and negative number as opposites on a number line
	● Understand which quadrant of the coordinate plane ordered pairs are located in
	● Recognize that when the signs change in an ordered pair that the points show a reflection
	● Locate and plot integers and rational numbers on a number line
	● Locate and plot ordered pairs on a coordinate plane
	● Using an inequality, interpret the position of the numbers on a number line
	● Given an inequality, represent the order of the numbers in a real-world context
	● Understand the meaning of absolute value
	● Interpret absolute value in a real world context
	● Compare absolute value and order in real-world situations
	● Solve real-world and math problems by graphing points in the coordinate plane
	● Find distances between points that have the same x or y coordinate
	   ● Given coordinates, draw a polygon in the coordinate plane
	   ● Find the length of a side by using the ordered pairs that have matching x or y coordinates	

Learning Target	Lesson Info	Number Talk	Tasks	Resources
6.NS.5 I can use positive, negative and 0 to represent real-world numbers	Ready Lesson 12			
6.NS.7 I can interpret and compare absolute value in a real-world situations	Ready Lesson 13			
6.NS.6 I can locate and plot integers and rational	Ready Lesson 14			

numbers on a number line and coordinate plane **6.NS.8** I can solve real-world math problems by graphing points on the coordinate plane			

6th Grade Curriculum Map

Unit 5: Apply and extend previous understandings of arithmetic to algebraic expressions.		Timeframe: 5 Weeks / 25 Days
Concepts Developed in this Unit: ● Write, read, and evaluate expressions with variables ● Identify parts of expressions using mathematical terms (sum, term, product, factor, quotient, coefficient) ● Evaluate expressions ● Equivalent Expressions ● Greatest Common Factor ● Least Common Multiple ● Distributive Property	**Prior Knowledge (**link to prior grades or content prior to unit)**:** ● 5.O.A.2 ● 5.NBT.5	**Standards for Mathematical Practice :** ● Make sense of problems and persevere in solving them. ● Model with mathematics. ● Use appropriate tools strategically.
State Standards (paste in full standard language with coding)**:** Apply and extend previous understandings of arithmetic to algebraic expressions. **6.EE.1 - Write and evaluate numerical expressions involving whole-number exponents.** **6.EE.2 - Write, read, and evaluate expressions in which letters stand for numbers.** 6.EE.3 - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. 6.EE.4 - 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.		**Student Learning Targets:** ● **6.EE.1 I can write and evaluate numerical expressions involving whole-number exponents** ● **6.EE.2 I can Write, read, and evaluate expressions in which letters stand for numbers.** ● 6.EE.3 I can apply the properties of operations to generate equivalent expressions. ● 6.EE.4 I can identify when two expressions are equivalent
Academic Vocabulary	**Supporting Skills**	**Assessment**
● Equation	● Write numerical expressions with whole-number	

- Expression - Coefficient - Product - Term - Quotient - Variable - Distributive - Equivalent - Exponent - Order of operations - Power - Simplify - Least Common Multiple (LCM) - Greatest Common Factor (GCF) - x-axis - y-axis - Ordered pairs - Quadrants	exponents. - Evaluate/solve numerical expressions with whole-number exponents. - Write an expression from mathematical vocabulary to letters and numbers. - Write/say expressions using correct math vocabulary - Identify the parts of an expression in more than one form using mathematical vocabulary - Substitute the appropriate number for the correct variable in a formula or real-world situation - Evaluate the expression using order of operations including when there are no parentheses to specify order - Apply the properties of operations to generate equivalent expressions - Identify when two expressions are equivalent			
Learning Target	**Lesson Info**	**Number Talk**	**Tasks**	**Resources**
6.EE.1 I can write and evaluate numerical expressions involving whole-number exponents	Ready Lesson 15			
6.EE.2 I can Write, read, and evaluate expressions in which letters stand for numbers.	Ready Lesson 16			
6.EE.3 I can apply the properties of operations to generate equivalent expressions.	Ready Lesson 17			

6.EE.4 I can identify when two expressions are equivalent				

6th Grade Curriculum Map

Unit 6: Write and understand one-step equations and inequalities	Timeframe: **4 Weeks / 20 Days**

Concepts Developed in this Unit:	Prior Knowledge (link to prior grades or content prior to unit):	Standards for Mathematical Practice:
● One step and two step equations ● Inequalities ● Graphing inequalities ● Independent Variables ● Dependent Variables	● 6.NS.5 Positive and negative numbers ● 6.NS.6 Rational numbers on number line and coordinate plane	● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively.

State Standards:	Student Learning Targets:
Reason about and solve one-variable equations and inequalities. 6.EE.5 - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. 6.EE.6 - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. 6.EE.7 - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **6.EE.8 - Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.** Represent and analyze quantitative relationships between dependent and independent variables. 6.EE.9 - Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem	● 6.EE.5 I can understand solving an equation or inequality as a process of answering a question. ● 6.EE.6 I can use variables to represent numbers and write expressions when solving a real-world or mathematical problem. ● 6.EE.7 I can solve real-world problems ● **6.EE.8 I can write and recognize the inequalities** ● 6.EE.9 I can use variables to represent two quantities in a real-world problems

involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.			

Academic Vocabulary	Supporting Skills	Assessment	
- Inequality - Infinity - Graphing - Greater than - Less than - Equal to	- Given a specified set of values, determine what values make the equation or inequality true - Write an expression to represent real world problems using variables and numbers - Write and solve an equation to represent real world problems - Write an inequality of the form x<c or x>c to represent real world situations - Understand that inequalities of the form x<c or x>c can have infinitely many solutions - Graph inequalities of the form x<c or x>c on the number line		

Learning Target	Lesson Info	Number Talk	Tasks	Resources
6.EE.5 I can understand solving an equation or inequality as a process of answering a question.	Ready Lesson 18, 19			
6.EE.6 I can use variables to represent numbers and write expressions when solving a real-world or mathematical problem.				
6.EE.7 I can solve real-world problems				
6.EE.8 I can write and recognize the inequalities	Ready Lesson 20			
6.EE.9 I can use variables to	Ready Lesson 21			

represent two quantities in a real-world problems				

6th Grade Curriculum Map

Unit 7: Develop an understanding of statistical variability	Timeframe: 2 Weeks / 10 Days

Concepts Developed in this Unit: ● Statistical questions ● Distributions have center, spread and overall shape ● Measures of center and variability ● Displaying data ● Summarizing data	Prior Knowledge (link to prior grades or content prior to unit): ● 5.MD.2 Line Plot of measurement	Standards for Mathematical Practice: ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning.

State Standards: Develop understanding of statistical variability. 6.SP.1 - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. **6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.** **6.SP.3 - Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.** Summarize and describe distributions. 6.SP.4 - Display numerical data in plots on a number line, including dot plots, histograms, and box plots. 6.SP.5 - Summarize numerical data sets in relation to their context.	Student Learning Targets: ● 6.SP.1 I can explain why numerical data and statistical questions need to involve variability ● **6.SP.2 and 6.SP.3 I can compare and contrast measures of center and measures of variability** ● 6.SP.4 I can make and analyze a dot plot, histogram and box plots ● 6.SP.5 I can describe the overall shape of data by locating examples of peaks, clusters, gaps and outliers.

Academic Vocabulary	Supporting Skills	Assessment

● Statistical ● Mean ● Median ● Mode ● Range ● Spread ● Center ● Shape ● Variability ● Data distribution	● Recognize that a statistical question can have many answers ● Understand that data has a center, spread and shape ● Understand that the center of a data set can be represented by a single number (ie: median) ● Understand that a set of data has a spread of values that can be represented by a single number (ie: range) ● Summarize numerical data sets by describing how the data was collected and what data was collected including units ● Summarize numerical data by finding mean, median, range, and describe any patterns including any unusual observations ● Choose which measures of center and spread best describe the data according to its shape			

Learning Standard	Lesson Info	Number Talk	Tasks	Resources
6.SP.1 I can explain why numerical data and statistical questions need to involve variability	Ready Lesson 26			
6.SP.2 and 6.SP.3 I can compare and contrast measures of center and measures of variability	Ready Lesson 27			
6.SP.4 I can make and analyze a dot plot, histograms and box plots	Ready Lesson 28			
6.SP.5 I can describe the overall shape of data by locating examples of peaks, clusters, gaps and outliers.	Ready Lesson 29			