

## Major Learning Targets for This Grade

### Reasoning with Ratios and Rates

Students will use reasoning of ratios, rates, and percentages.

"I can read a word problem and represent the situation with a ratio."

"I can use a ratio to find the associated rate, the unit rate, and equivalent ratios."

"I can model ratios, rates (associated and unit rates), and percentages."

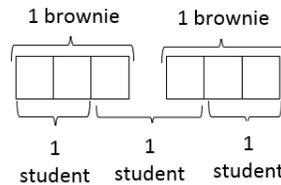
*Example Task:*

**Situation:** You baked brownies for your whole class, but you didn't bake enough. You baked 24 brownies, and there are 36 students in your class.

**Represent as a Ratio:**  
24 brownies: 36 students  
or  
2:3

**Interpret Ratio:**  
There are 2 brownies for every 3 students.

**Make a Visual Model:**



**Find the Unit Rate:**  
Each student gets  $\frac{2}{3}$  of a brownie.

How many brownies should you give to the table that has 6 students sitting at it?

### Expressions and Equations

Students will write, interpret, and evaluate expressions and equations.

"I can make sense of the parts within algebraic expressions and equations (factor, product, term, etc.)."

"I can read, write and evaluate expressions and equations in which letters stand for numbers."

$2x + 1$  (Expression,  $x$  can be any value)  
 $4x - 3 = 9$  (Equation,  $x = 3$ )

"I can write an inequality to represent a real-world situation, in the form  $x > c$  or  $x < c$ ; for example, our class needed to raise at least \$100 to go on the school trip ( $x \geq 100$ )".

*Example Task:*

Meagan spent \$56.58 on three pairs of jeans. If each pair of jeans costs the same amount, write an equation that represents this situation and solve it to determine the price of one pair of jeans.

\$56.58		
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### Number System

Students will understand and use negative numbers, divide fractions, and perform decimal operations.

"I can fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm."

"I can solve real-world and mathematical problems by graphing in all four quadrants of the coordinate plane ( $x/y$  grid)."

"I can divide fractions by whole numbers and divide fractions by fractions using a visual fraction model."

(see example below)

*Example Task:*

Manny has  $\frac{1}{2}$  of a yard of fabric with which he intends to make bookmarks.  
Each bookmark is made from of  $\frac{1}{8}$  a yard of fabric.

How many bookmarks can Manny make?





# Parent Guide for Grade 6 Math

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## Expected Behaviors in Math Class

Students will...

- Consider available tools to help them solve problems and deepen understanding (including hands-on tools and technology).
- Look for patterns and connections.
- Explain their thinking and their process for solving a problem.
- Make predictions and estimations.
- Decide if an answer is reasonable.
- Justify conclusions.
- Communicate ideas clearly verbally and in writing, using math vocabulary when appropriate.
- Apply mathematics to solve problems in everyday life.

## How Can I Support My Student in This Course?



### Access Google Classroom Regularly (if Applicable)

- ⇒ Look at the Stream for daily announcements and a weekly schedule.
- ⇒ View the Classwork for assignment information and support.



### Encourage Multiple Strategies and Representations of the Problem

- ⇒ Ask your student to solve the problem in different ways.
- ⇒ Encourage the use of different representations (e.g., symbols, words, or pictures/visuals), and have them make connections between representations.



### Ask Questions & Encourage Your Student to Ask Questions

- ⇒ When your student is stuck, don't simply tell them the correct answer. Ask questions like:
  - "What is the question in the problem/task?"
  - "What do you understand/know from the task?"
  - "How do you know?" Listen while your student explains their mathematical reasoning and ask, "Does your answer make sense?" based on the context of the problem or task.
- ⇒ Encourage your student to write down questions to bring to their teacher or peer the next day.



### Value Mistakes

- ⇒ Students are learning when they are making mistakes; create an environment where your student feels comfortable making a mistake and learning from it.



### Acknowledge Effort over Answers and Speed

- ⇒ Celebrate how hard your student is working, whether their answer is correct or not.
- ⇒ When your student is stuck, remind them that learning can be challenging, and if they continue to practice and work hard, they will improve.

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For more information, visit [scusd.edu/math](https://scusd.edu/math) or contact [Mikila-Fetzer@scusd.edu](mailto:Mikila-Fetzer@scusd.edu), Director of PL, Science, EdTech, PE, & Mathematics  
SCUSD's Equity & Access Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*