

6th Grade EDM Support for Focus Strand: Functions and Relationships

Purpose of the GLE Strand Reference Guide:

The purpose of the Everyday Math (EDM) /Grade Level Expectation (GLE) strand reference guide is to offer teachers easy access to remediation materials in the Everyday Math Program for not only the specific strand, but also for specific GLEs.

Below you will find:

- Power Lessons that emphatically teach to specific GLEs in either Part 1 or Part 2 of the lesson.
- Projects that target a GLE within the strand are listed by the GLE that is addressed
- Games listed by GLE addressed
- Open Response item listed by GLE addressed
- Minute or 5-Minute Math activities that target the strand
- Assessment Disk assessment/practice problems that could be used to assess the strand
- Reinforcement Suggestions from *Maintaining Concepts and Skills* in the Differentiation Handbook

Power Lessons:

F&R:-1 & 2: 3.6, 3.10, 8.1, 8.4

F&R-5: 3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 6.8, 9.3, 9.6, 9.11

Projects:

Project 6: *Anthropometry project: Formulas for Body Height and Neck Circumference* (F&R-5)

Games:

Algebra Election (F&R-5; Unit 6)

First to 100 (F&R-5; Unit 8)

Solution Search (F&R-5; Unit 6)

Open Response Items: (Assessment Handbook):

Unit 3: *Representing Rates* (F&R-1)

Unit 4: *Making a Wooden Rack* (F&R-5)

5 Minute Math - Algebra

Algebra: 66-78, Moderate 150-164, Difficult 231-246

Assessment Assistant:

Everyday Math Grade 6 Goals:

Patterns, Functions, and Algebra

Goal 1: Patterns and Functions

Goal 2: Algebraic Notation and Solving Number Sentences

Goal 3: Order of Operations

Goal 4: Properties of Arithmetic Operations

**Reinforcement Suggestions
from *Maintaining Concepts and Skills*
in Differentiation Handbook**

F&R – 1 and F&R - 2

- Use Frames-and-Arrows masters A and B on pages 132 and 133 of the Differentiation Handbook to create practice problems with addition and subtraction rules. (Unit 1)
- Use “What’s My Rule?” master on page 134 of the Differentiation Handbook to create practice problems with multiplication and division rules. (Unit 1)
- Have students play *Getting to One*. Have them record their guesses in a “What’s My Rule?” table with their input (or guess) in the left-hand column and the output (or calculator display) in the right-hand column.

F&R – 5

- Have students use a pan-balance model to explore inverse operations. See the Readiness activity in Lesson 6.9 (Unit 6).
- Have students play *Algebra Election* and *Solution Search*. (Unit 9)
- Have students use tiles to model and simplify algebraic expressions. See the Readiness activity in Lesson 9.4 (Unit 9)