6th Grade EDM Support for Focus Strand: Numeration

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:

N-1: 1.2, 2.1, 2.2, 4.2, 8.6, 8.8
N-2: 2.1 & 2.2
N-3: 2.1 & 2.2
N-4: 7.5
N-5: 4.1, 8.2, 8.3, 8.6, 8.7, 8.8
N-7: 4.3
N-8: 3.2, 4.9, 6.4, 6.5, 8.2
N-9: 3.2
N-10: 6.5, 9.1, 9.2

Games:

Build-It (N-2; Unit 4)
Factor Captor (N-9; Unit 3)
Fraction Capture (N-4 & N-5; Unit 4)
Fraction Action, Fraction Friction (N-5; Unit 4)
High Number Toss (N-1; Unit 1)
High Number Toss (decimal version) (N-1 & N-2; Unit 2)
Fraction Whole Number Top It (N-1; Unit 6)

Open Response Items (Assessment Handbook):

Unit 8: *Designing a Banner* (N-5)

5 Minute Math:

Numeration: Easy 1-18, Moderate 79-94, Difficult 165-181

Assessment Assistant:

Everyday Math Grade 6 Goals:

Number and Numeration

- Goal 1: Place Value and Notation
- Goal 2: Meanings and Uses of Fractions
- Goal 3: Number Theory
- Goal 4: Equivalent Names for Whole Numbers
- Goal 5: Equivalent Names for Fractions, Decimals and Percents
- Goal 6: Comparing and Ordering Numbers

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

N – 1 and N - 2

- Have students play *Number Top-It.* (Unit 2)
- Have students play *Frac-Tac-Toe* and *Spoon Scramble*. (Unit 7)
- Use the Name Collection Boxes master on p. 135 of the Differentiation Handbook to create fraction, decimal or percent name-collection boxes for students to complete. Have students include at least one fraction, decimal and percent name for every box. (Unit 8)

N – 5

- Have students play *Fraction Capture.* (Unit 4)
- Have students represent mixed numbers in various ways. See the Readiness activity in Lesson 4.5 (Unit 4).
- Use the Name-Collection Boxes master on p. 135 of the Differentiation Handbook to create practice fraction problems for students to complete. Have students circle the fraction written in simplest form for each box. (Unit 4)
- Use the Name-Collection Boxes master on p. 135 of the Differentiation Handbook to create fraction or mixed-number practice problems for students to complete. (Unit 7)
- Have students play *Mixed Number Spin* (Unit 7).

N - 7

- Have students use fraction strips to find sums and differences of fractions. See the Readiness activity in Lesson 4.3 (Unit 4)

N – 9

- Have students play *Fraction Top-It* by drawing two cards on each turn and comparing their sums. (Unit 7)
- Have students make factor rainbows. See the Readiness activity in Lesson 4.1 (Unit 4).