

# 1 Composing and Decomposing

## Topic 2: Positive Rational Numbers

ELPS: 1.A, 1.C, 1.E, 1.F, 1.H, 2.C, 2.D, 2.E, 2.I, 3.D, 3.E, 3.F, 3.G, 3.H, 4.F, 4.G, 5.F

Topic Pacing: 8 Days

Lesson	Lesson Title	Highlights	TEKS*	Pacing**
1	<b>Rocket Strips</b> Dividing a Whole into Fractional Parts	Students create strip diagrams for unit fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{6}$ , $\frac{1}{8}$ , $\frac{1}{12}$ , and $\frac{1}{16}$ . They identify equivalent fractions by aligning the strip diagrams on the fold lines, and then complete a graphic organizer to represent all the equivalent fractions represented by the strip diagrams. Students conclude that the numerator and denominator of equivalent fractions are multiples of the original unit fractions.	6.4F 6.5C	<b>0</b>
2	<b>Getting Closer</b> Benchmark Fractions	Students translate their understanding of strip diagrams to number lines. They use the benchmark fractions $0$ , $\frac{1}{2}$ , and $1$ to estimate the value of fractions, write fractions that are close to these benchmarks, estimate sums, and solve problems by comparing fractions that represent shaded parts of figures.	<b>6.2D</b> 6.4F	1
3	<b>Did You Get the Part?</b> Multiplying Fractions	Students review the area model for multiplication and apply it to multiplying mixed numbers. They analyze two methods for multiplying mixed numbers and then use these methods to answer questions in the context of a real-world scenario.	6.3B <b>6.3E</b>	2
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
4	<b>Yours IS to Reason Why!</b> Fraction by Fraction Division	Students connect multiplication to division by writing fraction fact families for area models. They then use strip diagrams and number line models to investigate the division of fractions by fractions. Students use these models to develop an algorithm for rewriting division sentences as multiplication sentences. They apply the procedure to solve problems involving fractions and mixed numbers.	6.2E 6.3A <b>6.3E</b>	<b>2</b>
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
End of Topic Assessment				1





# Texas Grade 6: Module 1, Topic 2 Pacing Guide

## 150-Day Pacing



1 Day Pacing = 45-minute Session

\* This activity highlights a key term or concept that is essential to the learning goals of the lesson.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>TEKS: <b>6.2D</b>, 6.4F</p> <p><b>LESSON 2</b> <b>Getting Closer</b> <b>GETTING STARTED</b> *</p> <p>ACTIVITY 1 *</p> <p>ACTIVITY 2 *</p> <p>TALK THE TALK *</p>	<p>TEKS: 6.3B, <b>6.3E</b></p> <p><b>LESSON 3</b> <b>Did You Get the Part?</b> <b>GETTING STARTED</b></p> <p>ACTIVITY 1 *</p>	<p><b>LESSON 3</b> continued</p> <p>ACTIVITY 2 *</p> <p>TALK THE TALK *</p>	<p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>	<p>TEKS: 6.2E, 6.3A, <b>6.3E</b></p> <p><b>LESSON 4</b> <b>Yours IS to Reason Why!</b> <b>GETTING STARTED</b> *</p> <p>ACTIVITY 1 *</p> <p>ACTIVITY 2 *</p>
<p><b>Day 6</b></p> <p><b>LESSON 4</b> continued</p> <p>ACTIVITY 3 *</p> <p>ACTIVITY 4</p> <p>TALK THE TALK</p>	<p><b>Day 7</b></p> <p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>	<p><b>Day 8</b></p> <p><b>END OF TOPIC ASSESSMENT</b></p>		