1 Composing and Decomposing

Topic 3: Shapes and Solids

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

Topic Pacing: 11 Days

Lesson	Lesson Title	Highlights	TEKS*	Pacing**
1	**Consider Every Side** Constructing Triangles Given Sides	Students use patty paper, pasta, and construction tools to explore the information required to create no triangles, unique triangles, or multiple triangles when given two or three possible side lengths. They learn that an infinite number of triangles can be made from only two side lengths. They also learn that unique triangles are formed when provided with three segments that are sufficiently long in relation to each other. Students should note that if all the measures of a triangle are the same as another triangle, even though they are in different orientations, the provided information creates a unique triangle. Students then summarize their knowledge of the conditions that form 0, 1, or multiple triangles.	6.8A	2
2	**Turning a One-Eighty!** Triangle Sum Theorem	Students explore and justify the relationships between angles and sides in a triangle. They establish the Triangle Sum Theorem and use the theorem as they explore the relationship between interior angle measures and the side lengths of triangles. They then practice applying the theorem.	6.8A	1
	Suggested Placement of Learning Individually with Skills Practice or MATHia			1
3	**All About That Base… and Height** Area of Triangles and Quadrilaterals	Students use previously known area formulas and the principle of area conservation to investigate the areas of parallelograms, triangles, and trapezoids. They use this knowledge to develop formulas for the areas of these shapes, practice calculating areas, and solving area-related problems. Students learn that the choice of base or height does not affect the area of the shape.	6.8B 6.8C **6.8D**	2
	Suggested Placement of Learning Individually with Skills Practice or MATHia			1
4	**Length, Width, and Depth** Deepening Understanding of Volume	In this lesson, students recall that they can calculate the volume of rectangular prisms using $V = lwh$ and $V = Bh$. They pack prisms with fractional side lengths using fractional unit cubes and then multiply the number of cubes by the volume of each unit cube. Students then practice solving real-world problems, including packing problems where the given container is only partially filled.	6.8C **6.8D**	2
	Suggested Placement of Learning Individually with Skills Practice or MATHia			1
	End of Topic Assessment			1

Texas Grade 6: Module 1, Topic 3 Pacing Guide

165-Day Pacing

TEXAS MATH SOLUTION

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
TEKS: 6.8A **LESSON 1** **Consider Every Side** GETTING STARTED ACTIVITY 1	**LESSON 1** continued ACTIVITY 2 ACTIVITY 3 ✱ TALK THE TALK ✱	TEKS: 6.8A **LESSON 2** **Turning a One-Eighty!** GETTING STARTED ACTIVITY 1 ✱ TALK THE TALK	**LEARNING INDIVIDUALLY** Skills Practice OR MATHia	TEKS: 6.8B, 6.8C, **6.8D** **LESSON 3** **All About That Base...and Height** GETTING STARTED ACTIVITY 1 ✱ ACTIVITY 2 ✱
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
LESSON 3 continued ACTIVITY 3 ✱ ACTIVITY 4 ✱ TALK THE TALK ✱	**LEARNING INDIVIDUALLY** Skills Practice OR MATHia	TEKS: 6.8C, **6.8D** **LESSON 4** **Length, Width, and Depth** GETTING STARTED ACTIVITY 1 ✱	**LESSON 4** continued ACTIVITY 2 ✱ ACTIVITY 3 ✱ TALK THE TALK	**LEARNING INDIVIDUALLY** Skills Practice OR MATHia
Day 11				
END OF TOPIC ASSESSMENT				