

# Texas Grade 6: Module 1, Topic 4 Pacing Guide

165-Day Pacing

## 1 Composing and Decomposing

### Topic 4: Decimals

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

5.C, 5.D, 5.E, 5.F, 5.G

**Topic Pacing:** 8 Days





Lesson	Lesson Title	Highlights	TEKS*	Pacing**
1	<b>You Have a Point</b> Plotting, Comparing, and Ordering Rational Numbers	In this lesson, students investigate place value by using a human number line to plot decimal values. They plot given decimals on a number line and identify other decimals that lie between them. Students create a rule to compare decimals and apply their rule in context. They use a number line to compare decimals and fractions.	6.2C <b>6.2D</b>	1
2	<b>Get in Line</b> Adding and Subtracting Decimals	In this lesson, students use place value to estimate sums and differences of decimals and then develop standard algorithms. They solve real-world problems by first determining whether they need to add or subtract, using estimation to predict the magnitude of the answer, and then applying the standard algorithm. Students also play a calculator game to target place value in subtraction.	5.3K <b>6.3E</b>	<b>0</b>
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
3	<b>Product Placement</b> Multiplying Decimals	In this lesson, students use an area model on a hundredths grid to represent the multiplication of two decimals less than one. They use estimation to reason about the placement of the decimal point in multiplication problems and then analyze patterns to develop the algorithm for multiplying decimals. Students solve area and volume problems that require multiplying, adding, and subtracting decimals.	<b>6.3E</b> <b>6.8D</b>	1
4	<b>Dividend in the House</b> Dividing Whole Numbers and Decimals	In this lesson, students use the standard algorithm for long division with whole numbers. They demonstrate how the algorithm works for decimal dividends by relating it to a model and make sense of why the algorithm is modified to accommodate decimal divisors. Students solve area and volume problems requiring decimal division.	<b>6.3E</b> <b>6.8D</b>	3
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
End of Topic Assessment				1

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## 165-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: 6.2C, 6.2D</p> <p><b>LESSON 1</b> <b>You Have a Point</b> GETTING STARTED ACTIVITY 1 * TALK THE TALK *</p>	<p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>	<p>TEKS: 6.3E, 6.8D</p> <p><b>LESSON 3</b> <b>Product Placement</b> GETTING STARTED ACTIVITY 1 * ACTIVITY 2 * TALK THE TALK</p>	<p>TEKS: 6.3E, 6.8D</p> <p><b>LESSON 4</b> <b>Dividend in the House</b> GETTING STARTED ACTIVITY 1 ACTIVITY 2</p>	<p><b>LESSON 4</b> continued ACTIVITY 3 * ACTIVITY 4 *</p>
Day 6	Day 7	Day 8		
<p><b>LESSON 4</b> continued ACTIVITY 5 * ACTIVITY 6 TALK THE TALK</p>	<p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>	<p><b>END OF TOPIC ASSESSMENT</b></p>		