

Grade 6

Math Remote Learning Assignments

Week 3: April 6th - April 10th

Day	Assignments
Monday 4/6/2020	Part A: Watch Video & Guided Practice Part B: Solve problems Independently following the SMP Part C: Complete the Exit Ticket using this Illuminate link Part D: Fluency Practice
Tuesday 4/7/2020	Part A: Watch Video & Guided Practice Part B: Solve problems Independently following the SMP Part C: Complete the Exit Ticket using this Illuminate link Part D: Fluency Practice
Wednesday 4/8/2020	Part A: Watch Video & Guided Practice Part B: Solve problems Independently following the SMP Part C: Complete the Exit Ticket using this Illuminate link Part D: Fluency Practice
Thursday 4/9/2020	Part A: Watch Video & Guided Practice Part B: Solve problems Independently following the SMP Part C: Complete the Exit Ticket using this Illuminate link Part D: Fluency Practice
Friday 4/10/2020	Have a great Spring Break!

**You must know your ID number in order to submit your answers in Illuminate. If you do not know your ID number, please let your teacher know and they can help you.*

Name: _____

Objective: SWBAT solve a one-step inequality and graph the solution set using a number line.

Lesson At-A-Glance for Today

Watch Video & Guided Practice (about 10 mins)
Solve problems independently following the SMP (about 25 mins)
Complete the Exit Ticket (about 10 mins)
Log onto IXL link (about 15 mins)

PART A: Guided Practice - Watch the teacher mini-lesson video and/or use the exemplar to follow along to complete the guided practice problem below.

Teacher Mini-Lesson Video or Exemplar: [Video #1](#) OR [Video #2](#)

Guided Practice Question:

What is the solution of the inequality below? Graph the solution.

$$d - 6 > 9$$

Strategic Math Plan:

1. Read and Interpret the Question
2. Make a Plan
3. Solve
4. Check your work



PART B: Independent Practice - Complete the following problems below using the SMP.

Video Resources: [Video here](#)

Directions: For each inequality in numbers 1 & 2, draw a bar model to solve, graph the solution, and check using at least two values.

1. $4n \leq 20$



2. $\frac{d}{4} \geq 6$



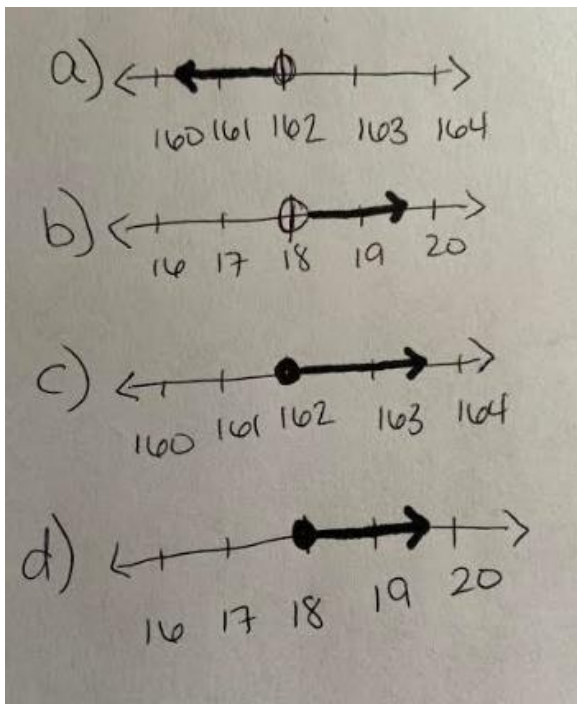
3. Janai saves \$40 each week. She needs to save a minimum of \$600 to go on a trip with her friends. Write, solve, and graph an inequality that represents how long Janai will need to work to save up for her trip.

PART C: Exit Ticket - Complete the following problems below using the SMP.
Submit your answers online using [this Illuminate link](#)

1. Which answer choice below represents the solution set to the inequality: $y - 12 \leq 50$?

- a) $y \leq 38$
- b) $y \geq 62$
- c) $y \leq 62$
- d) $y \leq 600$

2. Which graph below represents the solution set to the inequality:
 $3x \geq 54$?



PART D: Fluency - Log onto IXL and complete this exercise. You may use a notebook to solve these questions and show your work.

Name: _____

Objective: SWBAT define and explain the relationship between two variables in a real-world problem.

Lesson At-A-Glance for Today

Watch Video & Guided Practice (about 10 mins)
Solve problems independently following the SMP
(about 25 mins)
Complete the Exit Ticket (about 10 mins)
Log onto IXL link (about 15 mins)

PART A: Guided Practice - Watch the teacher mini-lesson video and/or use the exemplar to follow along to complete the guided practice problem below.

Teacher Mini-Lesson Video or Exemplar: [Video here](#)

Strategic Math Plan:

1. Read and Interpret the Question
2. Make a Plan
3. Solve
4. Check your work



Guided Practice Question

- 43 Stephanie is helping her band collect money to fund a field trip. The band decided to sell boxes of chocolate bars. Each bar sells for \$1.50 and each box contains 20 bars. Below is a partial table of money collected for different numbers of boxes sold.

Boxes Sold (b)	Money Collected (m)
1	\$30.00
2	
3	
4	
5	\$150.00
6	
7	
8	

Part A: Complete the table above for values of m

Part B: Write an equation for the amount of money, m , that will be collected if b boxes of chocolate are sold.

Answer: _____

Part C: Which is the independent variable? Which is the dependent variable? Explain how you know.

(question continues on the next page)

Grade 6 Week 3 Day 2 Assignment
Common Core Aligned Standard: 6.EE.9

Date: April 7, 2020

PART B: Independent Practice - Complete the following problems below using the SMP.

Video Resources: [Video #1](#) AND [Video #2](#)

1. A taxicab service charges a flat fee of \$8 plus an additional \$1.50 per mile. Let m represent the number of miles traveled and c represent the total cost of the cab. Select all of the statements below that are true.
 - a) Miles is the dependent variable
 - b) Total cost is the dependent variable
 - c) If you go 2 miles, you spend \$11
 - d) The equation $m = 8 + 1.5c$ represents the scenario
 - e) The equation $c = 8 + 1.5m$ represents the scenario
2. Dominique went running in the park. He ran $6\frac{1}{2}$ miles per hour. The equation that shows the total distance he ran, in miles, is $m = 6\frac{1}{2}h$. Read each statement below and determine if it is "true" or "false."

Statement	True	False
Hours is the independent variable		
Miles is the independent variable because it depends on the number of hours run		
Miles is the dependent variable because it depends on the number of hours run		
As the number of hours increases, the total number of miles increases.		

3. For every hour that Bekah babysits, she charges \$13.

a. Write a ratio to represent the relationship between the number of hours she baby sits and the total amount she charges.

b. Write an equation to represent the relationship between the number of hours Bekah baby sits and the total amount she charges.

PART C: Exit Ticket - Complete the following problems below using the SMP. Submit your answers online using [this Illuminate link](#)

1. The Frenchtown Roller Rink charges a \$5 entrance fee and an hourly rate for roller skating. The total cost for roller skating depends on the number of hours a person skates. The table below represents the total cost of skating for different numbers of hours.

Which equation represents the relationship between the cost, c , and the number of hours, h ?

- a. $c = 8h$
- b. $c = 5h + 3$
- c. $c = 2h + 7$
- d. $c = 3h + 5$

ROLLER SKATING COST

Number of Hours (h)	Total Cost in Dollars (c)
0	5
1	8
2	11
3	14
4	17

2. Aliyah wants to start saving money. She started with \$50 and then each month added \$20. Which equation represents how much Aliyah will have saved up, t , after a certain number of months, m ?

- a. $t = 20 + 50m$
- b. $t = 50 + 20m$
- c. $t = 20 \cdot 50m$
- d. $m = 20 + 50m$

PART D: Fluency - Log onto IXL and complete this exercise. You may use a notebook to solve these questions and show your work.

[BB.7](#)

Name: _____

Objective: SWBAT find the area of 2D-shapes by applying the area formulas for rectangles, squares, triangles, parallelograms and trapezoids in the context of solving real-world problems

Lesson At-A-Glance for Today

Watch Video & Guided Practice (about 10 mins)
Solve problems independently following the SMP (about 25 mins)
Complete the Exit Ticket (about 10 mins)
Log onto IXL link (about 15 mins)

PART A: Guided Practice - Watch the teacher mini-lesson video and/or use the exemplar to follow along to complete the guided practice problem below.

Teacher Mini-Lesson Video or Exemplar: [Video here](#)

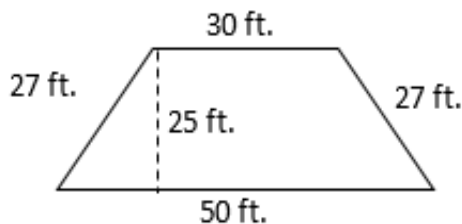
Strategic Math Plan:

1. Read and Interpret the Question
2. Make a Plan
3. Solve
4. Check your work



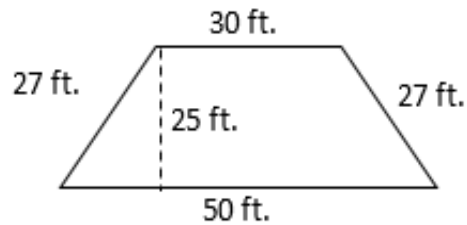
Guided Practice

Ex. 1) Bob the builder is constructing a lot with the shape and dimensions below.



Guided Practice

Ex. 1) Bob the builder is constructing a lot with the shape and dimensions below.



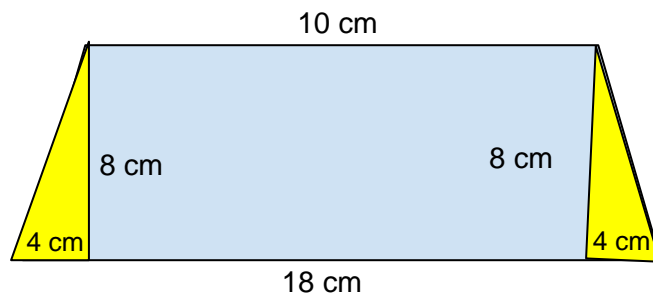
Part A: Before starting to build, he ropes off the entire lot to ensure no one walks on it during construction. How many feet of rope does he need?

Part B: After roping off the lot, he covers the entire lot with a layer of cement. Cement costs \$4 per bag and each bag covers 20 sq. ft. How much does he need to spend on cement?

PART B: Independent Practice - Complete the following problems below using the SMP.

Video Resources:

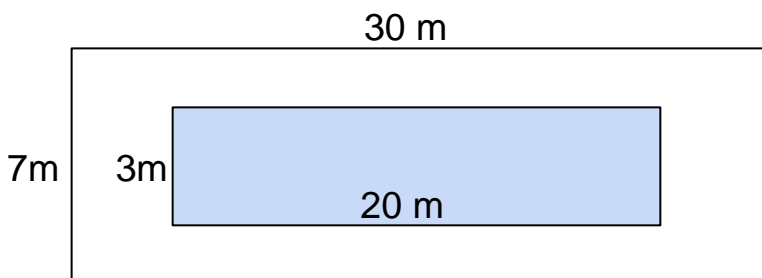
1. Joseph can't remember the formula for the area of a trapezoid so he splits the shape into a rectangle and 2 triangles to find the area as shown below and then added to get his total.



What is the area of the rectangle and the two triangles?

What is the total area?

2. What is the area of this pool deck (shown in white)?



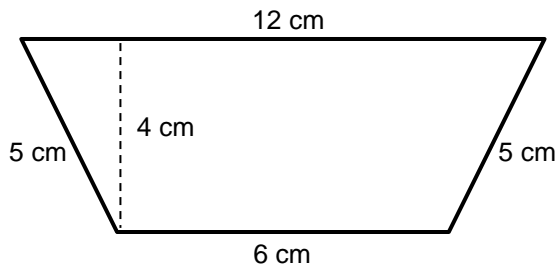
3. Mr. Jones is retiling his floor that is shaped like a trapezoid. The distance between the parallel bases is 10 m. The shorter base is half the length of the longer side, which is 12 m. If each tile is 1 meter by 1 meter in area, how many tiles will Mr. Jones need to retiling his floor?

What is the area of the floor?

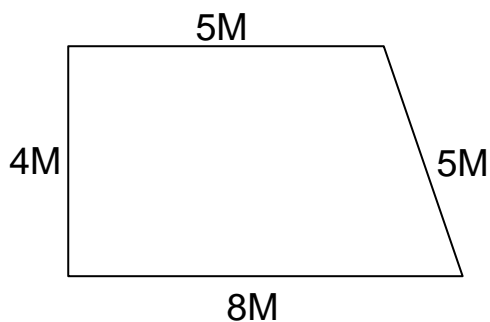
How many tiles will Mr. Jones need to retiling his floor?

PART C: Exit Ticket - Complete the following problems below using the SMP.
Submit your answers online using [this Illuminate link](#).

1. What is the area of the trapezoid below?



- a. 18 square cm
 - b. 36 square cm
 - c. 45 square cm
 - d. 72 square cm
2. Cari is painting the trapezoid below. She is going to paint half of the shape with green paint. Paint is sold in cans that each cover 2 square meters. How many cans of paint will she need to cover half of the shape?



- a) 26M
- b) 13M
- c) 7M
- d) 6M

PART D: Fluency - Log onto IXL and complete this exercise. You may use a notebook to solve these questions and show your work: [FF.4](#)

Name: _____

Objective: SWBAT find the area of a compound shape by decomposing the shape into rectangles, triangles, parallelograms, and/or trapezoid

Lesson At-A-Glance for Today

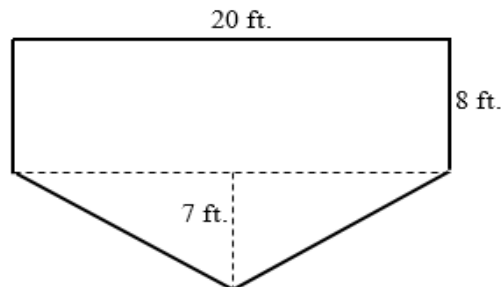
Watch Video & Guided Practice (about 10 mins)
Solve problems independently following the SMP (about 25 mins)
Complete the Exit Ticket (about 10 mins)
Log onto IXL link (about 15 mins)

PART A: Guided Practice - Watch the teacher mini-lesson video and/or use the exemplar to follow along to complete the guided practice problem below.

Teacher Mini-Lesson Video or Exemplar: [Video here](#)

Guided Practice Question

What is the area of the figure below?



Strategic Math Plan:

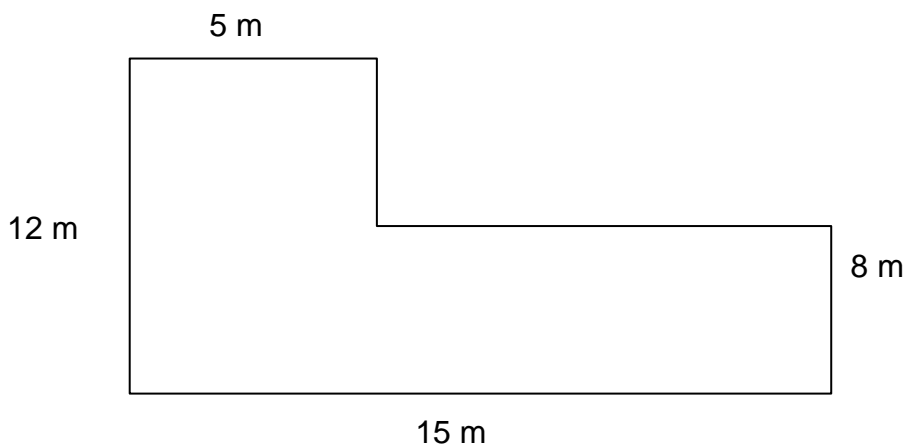
1. Read and Interpret the Question
2. Make a Plan
3. Solve
4. Check your work



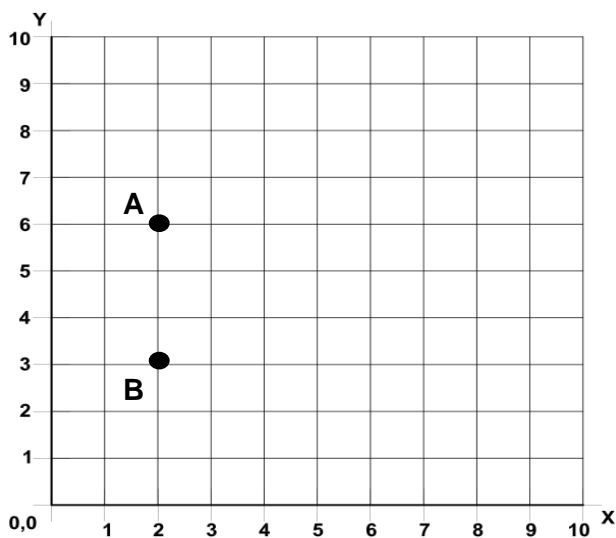
PART B: Independent Practice - Complete the following problems below using the SMP.

Video Resources:

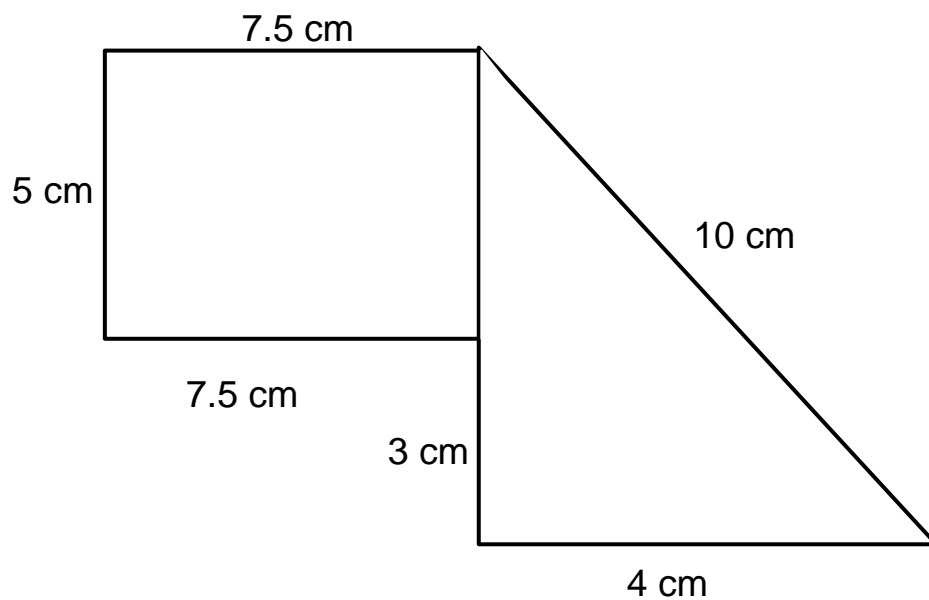
1. A flooring company has been hired to install wooden flooring in the living room of the Smiths' house. A diagram of the living room is below. How many square feet of wood flooring will be needed?



2. Points A and B represent two of the four vertices of a rectangle. What are the coordinates of the other two vertices so that the area of the rectangle is 12 square units?



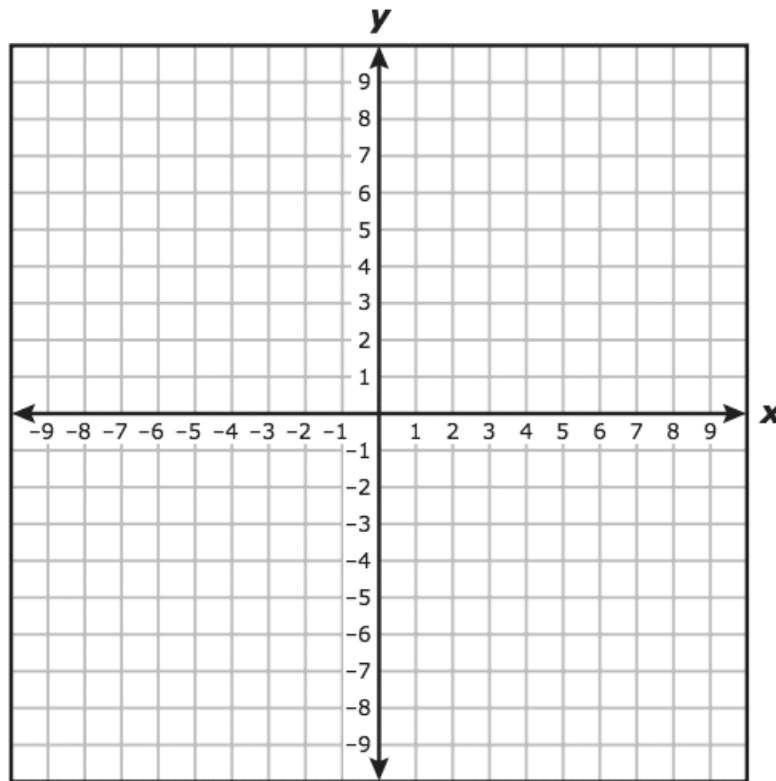
3. Measure the area of the figure below.



PART C: Exit Ticket - Complete the following problems below using the SMP.
Submit your answers online using [this Illuminate link](#).

1. Triangle PQR and triangle QRS have vertices at $P(-9, 7)$, $Q(4, 7)$, $R(4, -3)$, and $S(-9, -3)$

What is the perimeter in units of the quadrilateral PQRS which is formed by the two triangles?



- a. 23 units
- b. 42 units
- c. 46 units
- d. 130 units

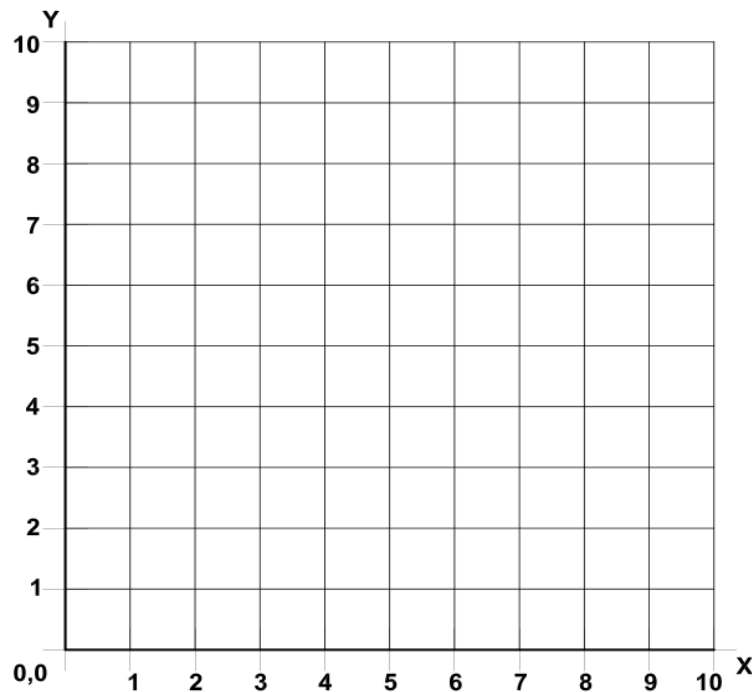
2. On the coordinate grid, plot the following points in order and connect each plotted point to the previous one in the order shown to form a figure.

Point A (2, 5)

Point B (2, 9)

Point C (5, 5)

Point A (2, 5)



What is the area, in square units, of the enclosed figure?

- a. 6 square units
- b. 7 square units
- c. 12 square units
- d. 14 square units

PART D: Fluency - Log onto IXL and complete this exercise. You may use a notebook to solve these questions and show your work.