Planning for Sept/Oct in the New Grade 6 Math

Provincial/School Session 1
June 2023

Land Acknowledgment

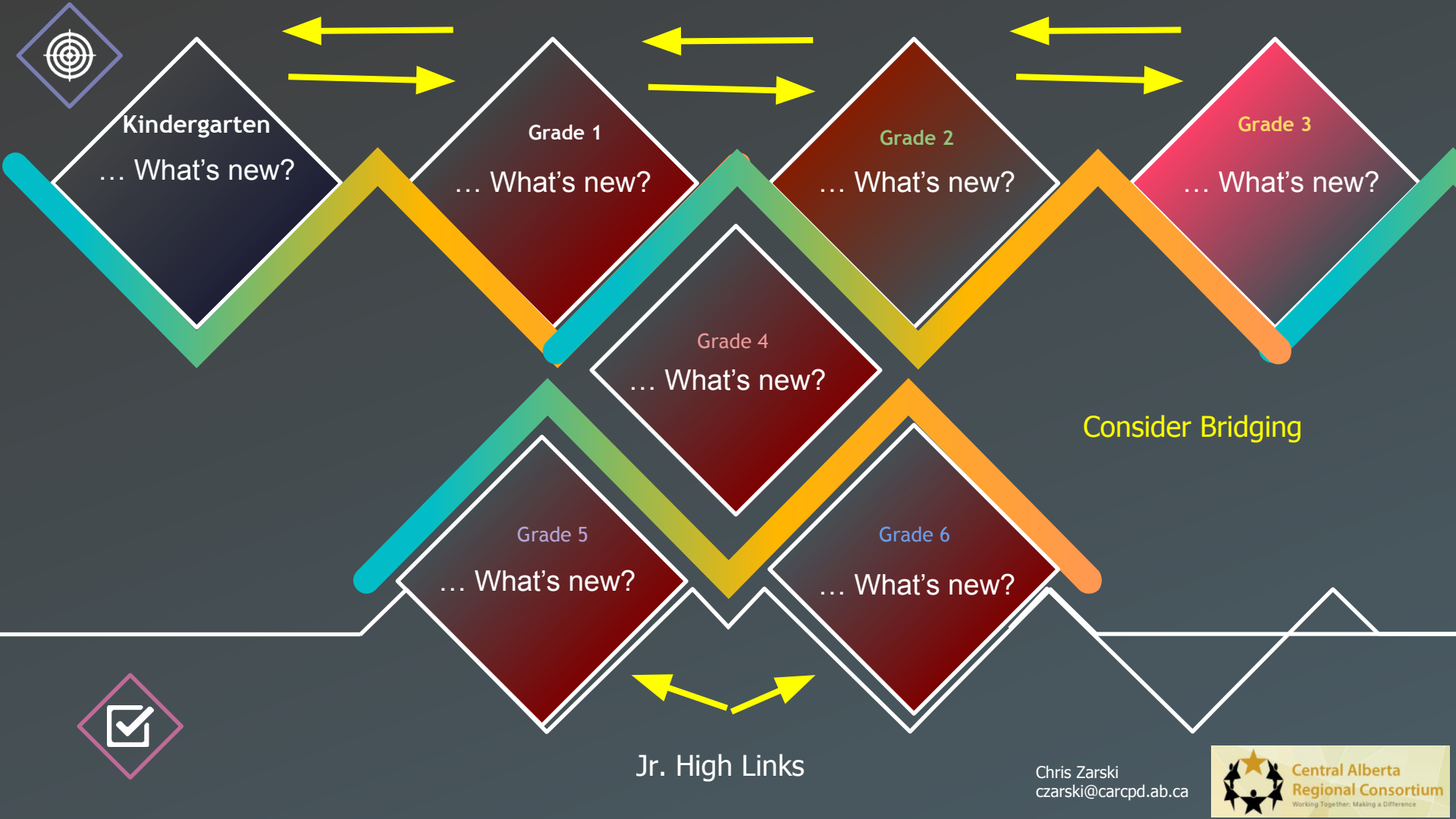
We respectfully acknowledges that we are situated on Traditional lands across the province of Alberta home to many First Nations, including the Cree, Blackfoot, Métis, Nakota Sioux, Saulteaux, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

Teaching Mathematics in Relationship with Indigenous Ways of Knowing

Before we start

List the activities/assessments you undertake when you start Grade 6 in any given year?

Why are you starting at these points?



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Central Alberta Regional Consortium
Working Together, Making a Difference

Organizing Ideas

Organizing Ideas	K	1	2	3	4	5	6
Number							
Algebra							
Geometry							
Coordinate Geometry							
Measurement							
Patterns							
Time							
Statistics							

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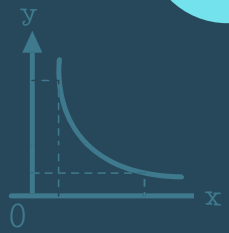


Grade 6 Document Overview

Architecture and Design of Provincial K–12 Curriculum

Organizing Idea

Guiding Question

Learning Outcome

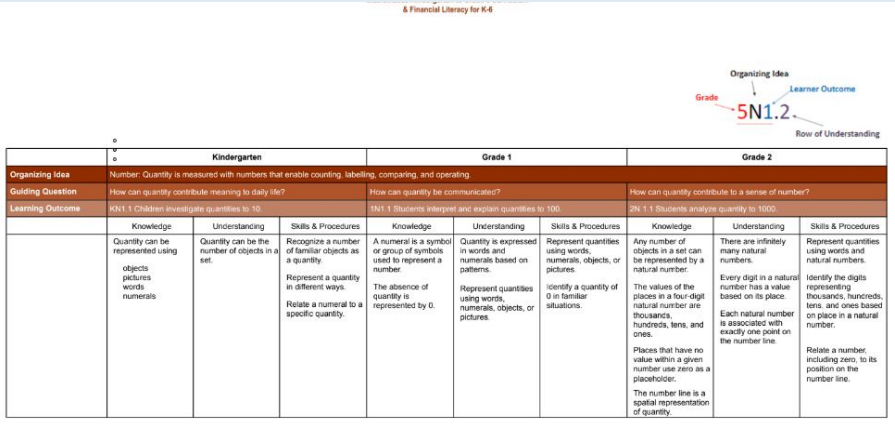
Knowledge, Understanding, Skills and Procedures

Literacy, Numeracy, and Competencies

Alberta

Document Overview

Numbered Outcomes including Financial Literacy Outcomes



& Financial Literacy for K-6

Organizing Idea
Learner Outcome
Grade
5N1.2
Row of Understanding

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.								
Guiding Question	How can quantity contribute meaning to daily life?			How can quantity be communicated?			How can quantity contribute to a sense of number?		
Learning Outcome	KN1.1 Children investigate quantities to 10.			1N1.1 Students interpret and explain quantities to 100.			2N 1.1 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Quantity can be represented using objects pictures words numerals	Quantity can be the number of objects in a set.	Recognize a number of familiar objects as a quantity. Represent a quantity in different ways. Relate a numeral to a specific quantity.	A numeral is a symbol or group of symbols used to represent a number. The absence of quantity is represented by 0.	Quantity is expressed in words and numerals based on patterns. Represent quantities using words, numerals, objects, or pictures.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in familiar situations.	Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones. Places that have no value within a given number use zero as a placeholder. The number line is a spatial representation of quantity.	There are infinitely many natural numbers. Every digit in a natural number has a value based on its place. Each natural number is associated with exactly one point on the number line.	Represent quantities using words and natural numbers. Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. Relate a number, including zero, to its position on the number line.

Language Conventions

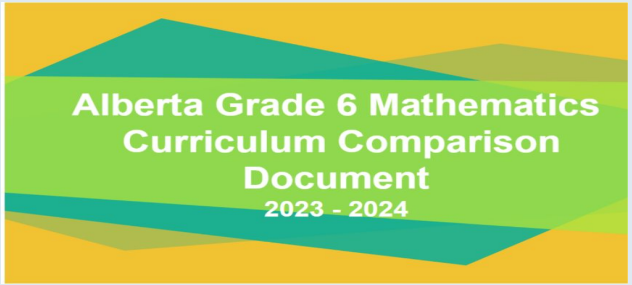
Language Convention	Interpretation for Implementation	Example from Curriculum
including/include(s)	A list following "including" or "include(s)" contains **required** knowledge. Students must know all elements of the list in order to achieve the learning outcome.	Subtraction can be applied in various contexts, **including** • comparing two quantities • taking away one quantity from another • finding a part of a whole
such as	A list following "such as" provides a list of **illustrative examples** that support the learning outcome. Teachers may use any of these examples, or they may choose others.	Right angles can be identified using various referents, **such as** • the corner of a piece of paper • the angle between the hands on an analog clock at 3:00 • a capital letter L
content in parentheses	Words in parentheses are **subject-specific terms** for teachers and parents. These words follow the associated age-appropriate terms for students.	A shape can change orientation or position through slides **(translations)**, turns **(rotations)**, or flips **(reflections)**.

Verbs Are Defined by Context

Kindergarten: Number	Grade 1: Geometry	Grade 3: Number
LO: Children **interpret** compositions of quantities within 10.	**LO:** Students **interpret** shape in two and three dimensions.	**LO:** Students **interpret** fractions in relation to one whole.
Verbs from Associated Skills and Procedures	Verbs from Associated Skills and Procedures	Verbs from Associated Skills and Procedures
Identify **Compose** **Recognize**	**Identify** **Model** **Sort** **Compose** **Decompose** **Investigate**	**Model** **Visualize** **Identify** **Name** **Express** **Compare**

Document Overview

Curriculum Comparison Document



Year At A Glance

September 2023 ---------- November 2023		
September	**October**	**November**
6N1.1 Students investigate magnitude with positive and negative numbers. • Symmetry of the number line extends infinitely to the left and right of zero or above and below zero. • Direction relative to zero is indicated symbolically with a positive or negative sign. • Magnitude with direction distinguishes between positive and negative numbers. * Review of math facts (12 x 12) with different strategies should be ongoing	6N1.2 Students investigate magnitude with positive and negative numbers. • Any number can be expressed as a sum in infinitely many ways. (begin with positive numbers) 6N2 Students solve problems using standard algorithms for addition and subtraction. (begin with money - review money, values to hundredths - dollars and cents) • Addition and subtraction of numbers in problem-solving contexts is facilitated by standard algorithms * Review of math facts (12 x 12) with different strategies should be ongoing	6N3.1 Students analyze numbers using prime factorization and exponentiation. • A product can be composed in multiple ways. (start with simple factor trees for example) • The prime factors of a number provide a picture of its divisibility. 6N3.2 Students analyze numbers using prime factorization and exponentiation. • Different representations of a product can provide new perspectives of its divisibility. (link to area diagrams) • A power is divisible by its base * Review of math facts (12 x 12) with different strategies should be ongoing
Geometry: Shapes are defined and related by geometric attributes.		
6G1.1 Students analyze shapes through symmetry and congruence. • Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation. (limit to reflection)	6G1.1 Students analyze shapes through symmetry and congruence. Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation. (include rotation)	

Sample Year at a Glance: Mathematics - Grade 6

September 2023 ---------- November 2023

September	October	November
Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating. (use money as concept/manipulative and consider FL)		
6N1.1 Students investigate magnitude with positive and negative numbers. • Symmetry of the number line extends infinitely to the left and right of zero or above and below zero. • Direction relative to zero is indicated symbolically with a positive or negative sign. • Magnitude with direction distinguishes between positive and negative numbers. * Review of math facts (12 x 12) with different strategies should be ongoing	6N1.2 Students investigate magnitude with positive and negative numbers. • Any number can be expressed as a sum in infinitely many ways. (begin with positive numbers) 6N2 Students solve problems using standard algorithms for addition and subtraction. (begin with money - review money, values to hundredths - dollars and cents) • Addition and subtraction of numbers in problem-solving contexts is facilitated by standard algorithms * Review of math facts (12 x 12) with different strategies should be ongoing	6N3.1 Students analyze numbers using prime factorization and exponentiation. • A product can be composed in multiple ways. (start with simple factor trees for example) • The prime factors of a number provide a picture of its divisibility. 6N3.2 Students analyze numbers using prime factorization and exponentiation. • Different representations of a product can provide new perspectives of its divisibility. (link to area diagrams) • A power is divisible by its base * Review of math facts (12 x 12) with different strategies should be ongoing
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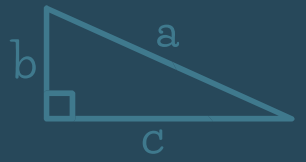
Sample Year at a Glance: Mathematics - Grade 6

September 2023 ---------- November 2023		
September	**October**	**November**
Coordinate Geometry:Location and movement of objects in space can be communicated using a coordinate grid.		
6CG1.1 Students explain location and movement in relation to position in the Cartesian plane. • Location can be described using the Cartesian plane. • The Cartesian plane is the two-dimensional equivalent of the number line (may start with a quadrant 1 grid first to review plotting points)	6CG1.2 Students explain location and movement in relation to position in the Cartesian plane. • Location can change as a result of movement in space. • Change in location does not imply change in orientation. (students should be able to identify when orientation will be affected but that size does not change)	
Algebra: Equations express relationships between quantities.		
6A1.1 Students analyze expressions and solve algebraic equations.(no exponents - review order of operations) • The conventional order of operations can be applied to simplify or evaluate expressions (link to review of math facts 12 x 12)	6A1.1 Students analyze expressions and solve algebraic equations.(no exponents - review order of operations) • The conventional order of operations can be applied to simplify or evaluate expressions (link to review of math facts 12 x 12)	6A1.1 Students analyze expressions and solve algebraic equations.(exponents included) • The conventional order of operations can be applied to simplify or evaluate expressions.
Patterns: Awareness of patterns supports problem solving in various situations.		

So What are Concepts? What am I looking for exactly?



So What is a Concept?

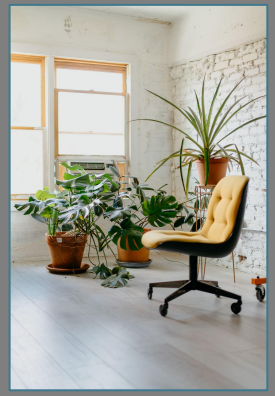
Concepts are...

- Timeless
- Universal
- Abstract
- Transferable

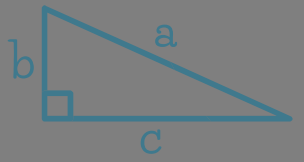
A concept is ...

- an organizing idea of 1 -2 words
- with distinct attributes
- that are shared across multiple examples





Chair is a Concept



Macroconcept

Character

English Language Arts

Micro-concepts
Protagonist
Antagonist
Confidante
Foil
Dynamic Character
Static Character

Macroconcept

Region

Geography

Micro-concepts
Physical Environment
Landforms
Growth Rates
Cultural Landscape
Topography

Macroconcept

Measurement

Mathematics

Micro-concepts
Units of Measure
Standard unit
Conversion
Estimation
Linear Measure
Vectors

Circle or highlight the Content Concepts in the 6N1.1

How can the infinite nature of the number line broaden the perception of number?

6N1.1 Students investigate magnitude with positive and negative numbers.

Knowledge	Understanding	Skills & Procedures
Negative numbers are to the left of zero on the number line visualized horizontally, and below zero on the number line visualized vertically. Positive numbers can be represented symbolically with or without a positive sign (+). Negative numbers are represented symbolically with a negative sign (−). Zero is neither positive nor negative. Negative numbers communicate meaning in context, including • temperature • debt • elevation Magnitude is a number of units counted or measured from zero on the number line. Every positive number has an opposite negative number with the same magnitude. A number and its opposite are called additive inverses.	Symmetry of the number line extends infinitely to the left and right of zero or above and below zero. Direction relative to zero is indicated symbolically with a positive or negative sign. Magnitude with direction distinguishes between positive and negative numbers.	Identify negative numbers in familiar contexts, including contexts that use vertical or horizontal models of the number line. Express positive and negative numbers symbolically, in context. Relate magnitude to the distance from zero on the number line. Relate positive and negative numbers, including additive inverses, to their positions on horizontal and vertical models of the number line. Compare and order positive and negative numbers. Express the relationship between two numbers, including positive and negative numbers, using <, >, or =.

Box or underline the Skill Concepts

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Taking Inventory

Where to start?

September	October
Number: Quantity is measured with numbers that enable counting, labelling, comparing and operating. (use money as conce	
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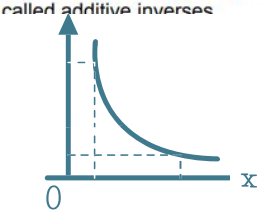


6N1.1 Students investigate magnitude with positive and negative numbers.

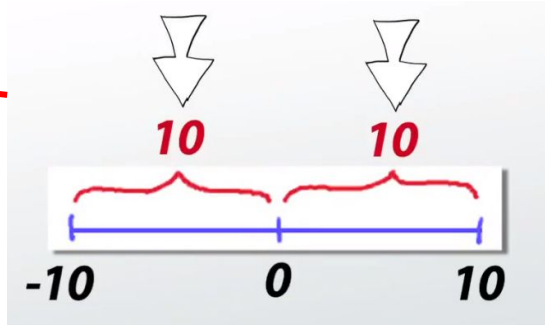
- Symmetry of the number line extends infinitely to the left and right of zero or above and below zero.
- Direction relative to zero is indicated symbolically with a positive or negative sign.
- Magnitude with direction distinguishes between positive and negative numbers.

* Review of math facts (12 x 12) with different strategies should be ongoing

Notes:

2+2=4

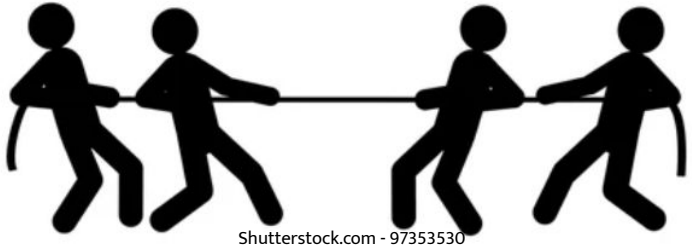
- Number lIne review beginning at zero.
- Purpose of zero on a 'number line'
- Vertical and Horizontal Lines Integers Slidedeck
- Additive Inverses



6N1.2 Students investigate magnitude with positive and negative numbers.		
Knowledge	Understanding	Skills & Procedures
The set of integers includes all natural numbers, their additive inverses, and zero. The sum of any number and its additive inverse is zero. The sum of two positive numbers is a positive number. The sum of two negative numbers is a negative number. The sum of a positive number and a negative number can be interpreted as the sum of zero and another number.	Any number can be expressed as a sum in infinitely many ways.	Investigate addition of an integer and its additive inverse. Express zero as the sum of integers in multiple ways. Model the sum of two positive integers. Model the sum of two negative integers. Model the sum of a positive and negative integer as the sum of zero and another integer. Add any two integers.

Notes:

- Think of an integer and its additive inverse as a *Tug Of War*



- Modelling integers & addition and subtraction
- Alge Tiles Slide Deck

6N1.2 Students investigate magnitude with positive and negative numbers.

- Any number can be expressed as a sum in infinitely many ways. (begin with positive numbers)

How can the processes of addition and subtraction be applied to problem solving?		
6N2 Students solve problems using standard algorithms for addition and subtraction.		
Knowledge	Understanding	Skills & Procedures
Standard algorithms are reliable procedures for addition and subtraction. Contexts for problems involving addition and subtraction include money and metric measurement.	Addition and subtraction of numbers in problem-solving contexts is facilitated by standard algorithms.	Solve problems in various contexts using standard algorithms for addition and subtraction.

6N2 Students solve problems using standard algorithms for addition and subtraction. (begin with money - review money, values to hundredths)

- Addition and subtraction of numbers in problem-solving contexts is facilitated by standard algorithms

* Review of math facts (12 x 12) with different strategies should be ongoing

Notes:

How do you leverage money?

- Work within 144, leave decimals out initially
- Learn money and values
- Put together 2 digit whole number dollar amounts
- Count out bills to end in a 2-digit whole dollar amount
- Make change to a dollar, $5.00, $10.00, change for $100.00
- Addition and subtraction by counting back change
- Compare money amounts
- Perimeter questions
- Describe a 2 digit/3 digit dollar amount in place value terms
- Practice reading and writing 3 digit numbers - relate to $100/$10/loonies
- Regroup money - use mats *** must be comfortable and fluent in money
- Dice rolling, write largest number and smallest number
- Multiply dice
- Subitizing cards
- Slide Deck - Money and More

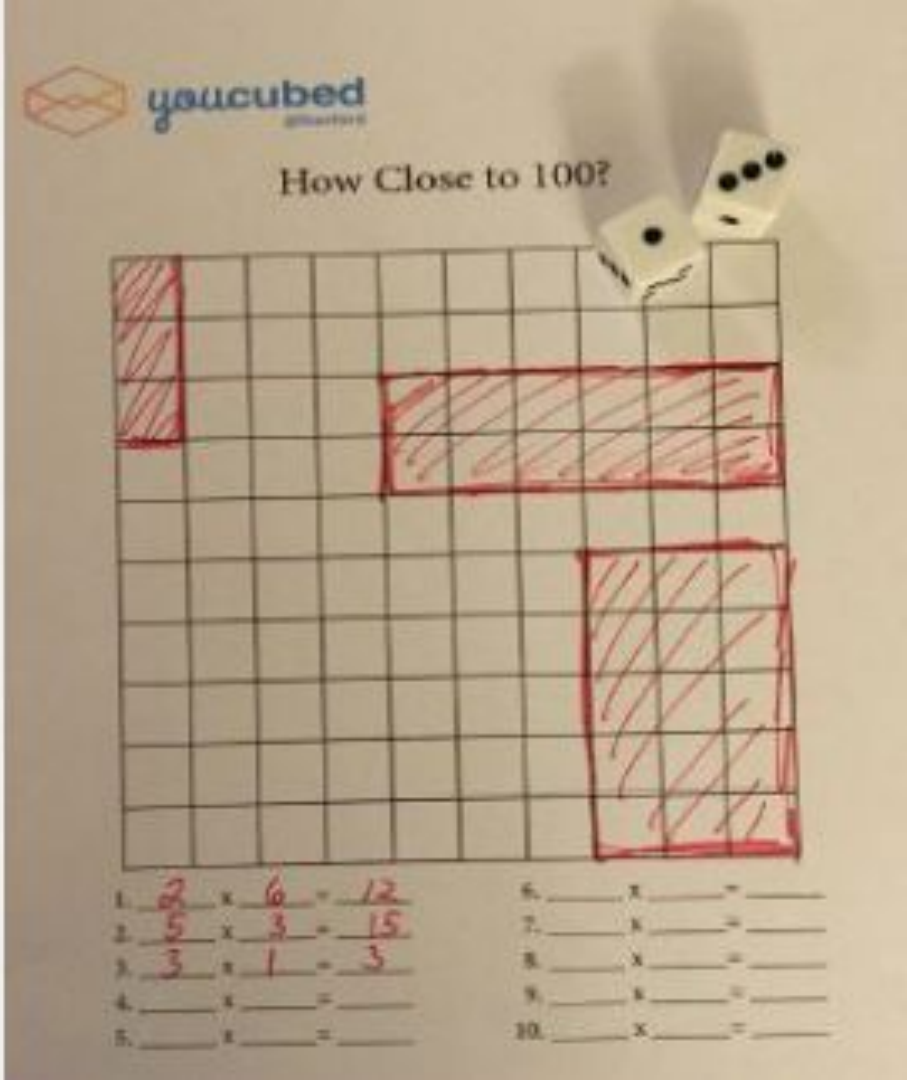
How can congruence support interpretation of symmetry?		
6G1.1 Students analyze shapes through symmetry and congruence.		
Knowledge	Understanding	Skills & Procedures
Symmetrical shapes can be mapped by any combination of reflections and rotations. A tessellation is the tiling of a plane with symmetrical shapes. Tessellations are evident in First Nations and Métis star blanket designs that convey a specific purpose.	Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation.	Verify symmetry of two shapes by reflecting or rotating one shape onto another. Describe the symmetry between two shapes as reflection symmetry or rotation symmetry. Visualize and describe a combination of two transformations that relate symmetrical shapes. Describe the symmetry modelled in a tessellation. Investigate tessellations found in objects, art, or architecture.

Geometry: Shapes are defined and related by geometric attributes.

6G1.1 Students analyze shapes through symmetry and congruence. • Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation. (limit to reflection)	6G1.1 Students analyze shapes through symmetry and congruence. Symmetry is a relationship between two shapes that can be mapped exactly onto each other through reflection or rotation. (include rotation)

Notes:

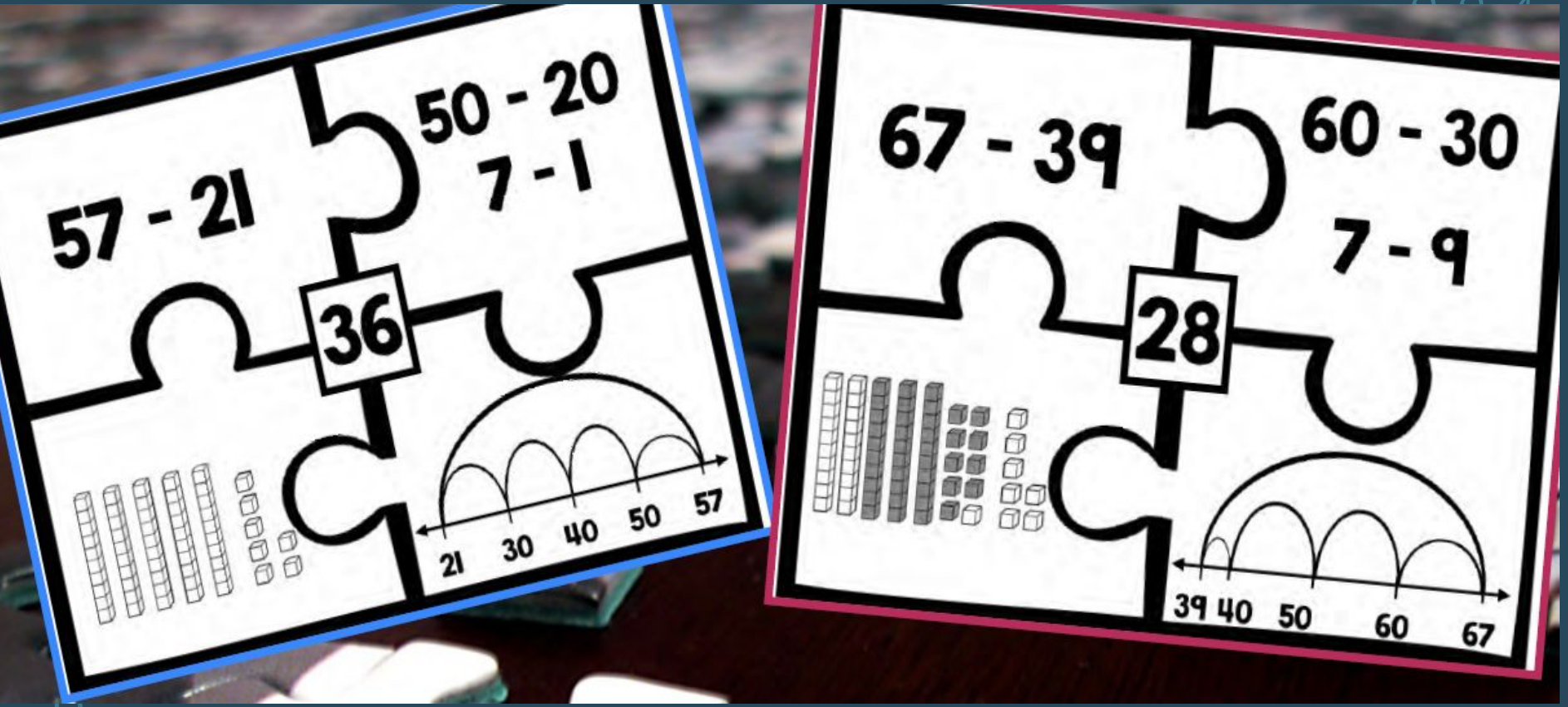
- 11 x 17 paper, 24 squares across the bottom, vertical at midway, positive horizontal, fold line is line of symmetry, makes the negative side of the axis.
- Start with shapes in quadrant 1
- Foldable to incorporate both quad I and Cartesian Plane? Rotational symmetry and reflection.
- Do you need junior high text resources?



Reviewing/Assessing Math Facts (Multiplication to start)

- Grid paper
- Two different coloured markers
- Two dice (differentiate for ability)
- Grid paper of 100 or more squares (11x17 paper works well)
- Alternate rolls
- Diagram the product as a square - do your students know any multiplication fact is an area?
- First person to roll 3 times and not be able to diagram a product ends the game.
- Count total number of squares covered (area) - highest count wins the game
- Could also be done with subitizing cards

Source:https://www.youcubed.org/tasks/how-close-to-100/



Base ten blocks should be used AFTER money - replace that model with money instead.

How can congruence support interpretation of symmetry?

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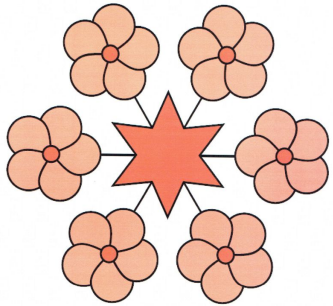
September	October
Coordinate Geometry:Location and movement of objects in space can be communicated using a coordinate grid.	
6CG1.1 Students explain location and movement in relation to position in the Cartesian plane. • Location can be described using the Cartesian plane. • The Cartesian plane is the two-dimensional equivalent of the number line (may start with a quadrant 1 grid first to review plotting points)	6CG1.2 Students explain location and movement in relation to position in the Cartesian plane. • Location can change as a result of movement in space. • Change in location does not imply change in orientation.

Notes:

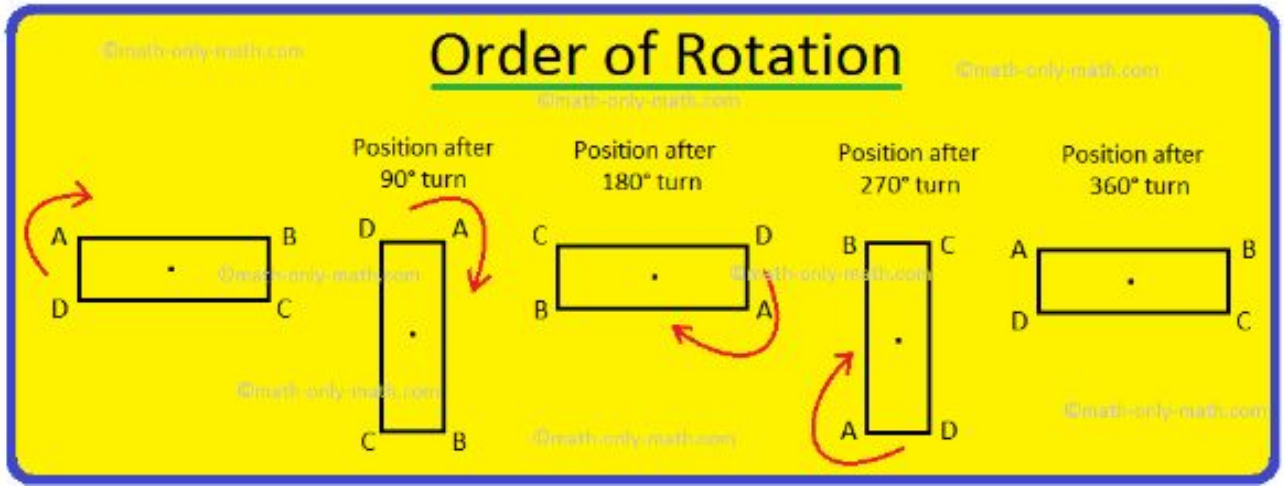
- Initially - Race to 100 or 144, grid colouring, review of math facts, area covered.
- Images for reflection and rotation



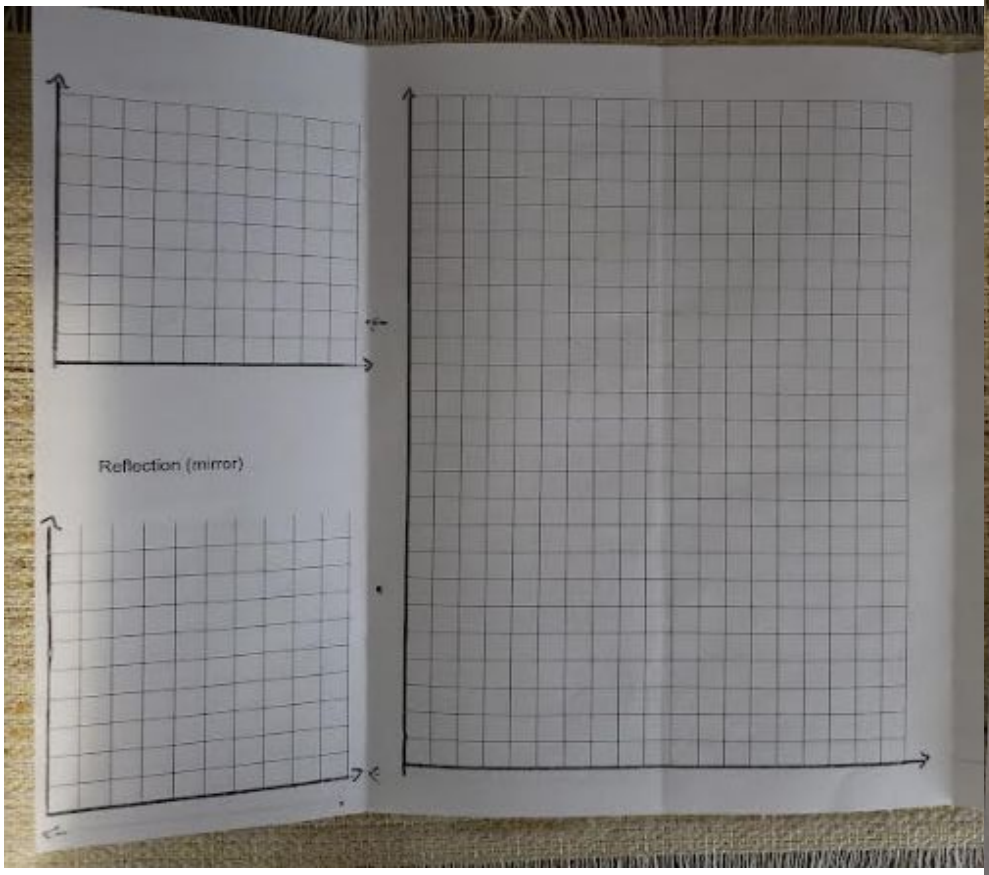
- Transportation Quadrants
- Foldable designs (Grade 5 Quadrant 1 first)
- Teachings of the Star Blanket

From Grade 5 - Order of Rotation

Rectangle (clockwise)



We observe that while rotating the figure through 360°, it attains original from two times i.e., it looks exactly the same at two positions. Thus, we say that the rectangle has a **rotational symmetry of order 2.**



Transformations

X – Axis

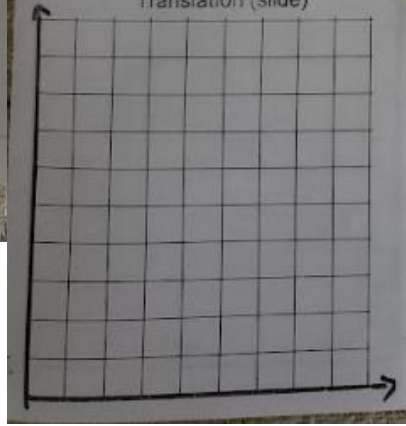
Y – Axis

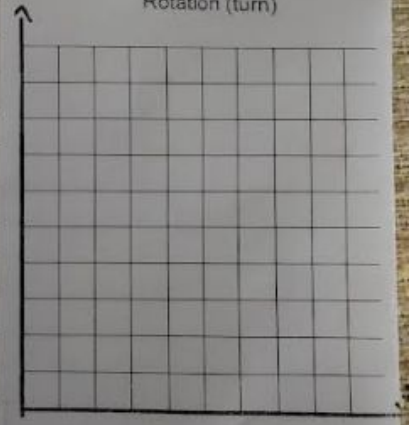
Origin

Coordinates

Orientation

Transformation





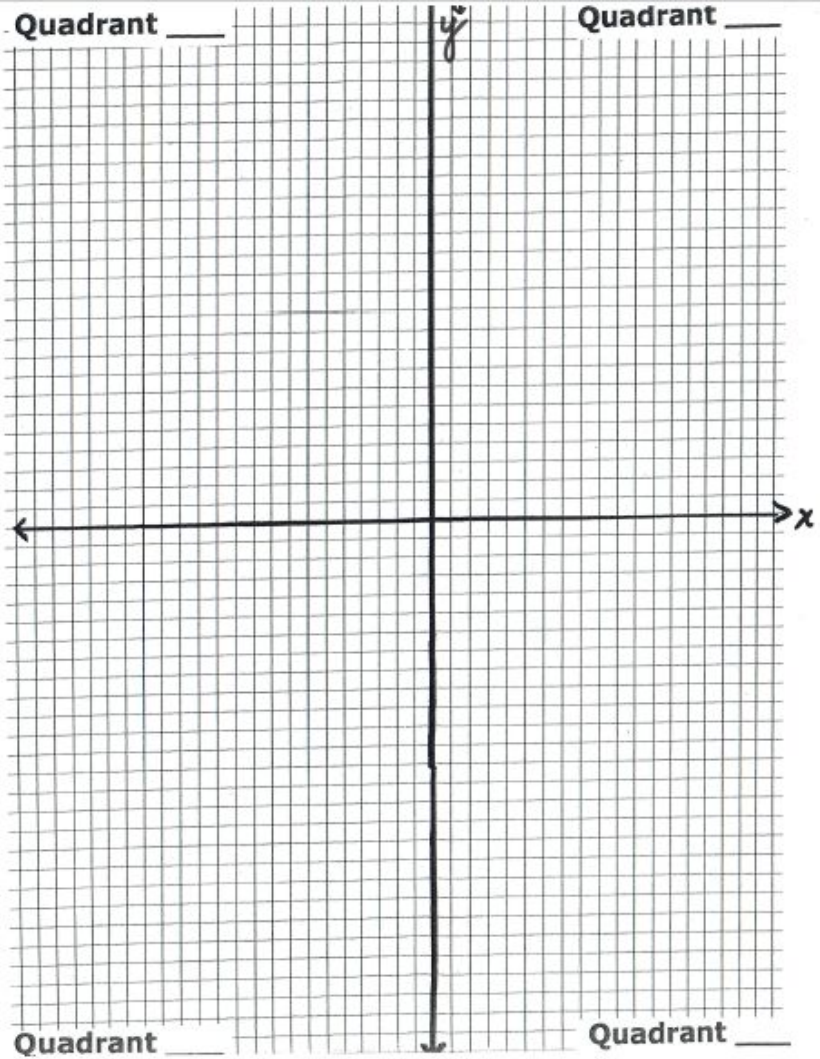
Coordinates

Quadrants

Signs in Quadrants
Quad I (__,__)
Quad II (__,__)
Quad III(__,__)
Quad IV (__,__)

Check Your Understanding

Plot the following points on the large graph:
A (+4,+6)
B (-5,-7)
C (-3,+8)
D (+9,-3)
E (0,-6)
F (7,0)
G (-2,0)
H (0,5)



Cartesian Plane

X – axis

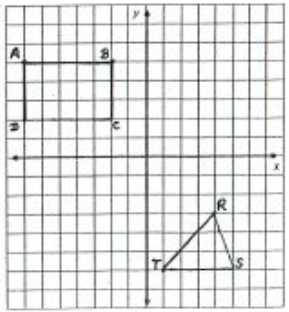
Y – axis

Origin

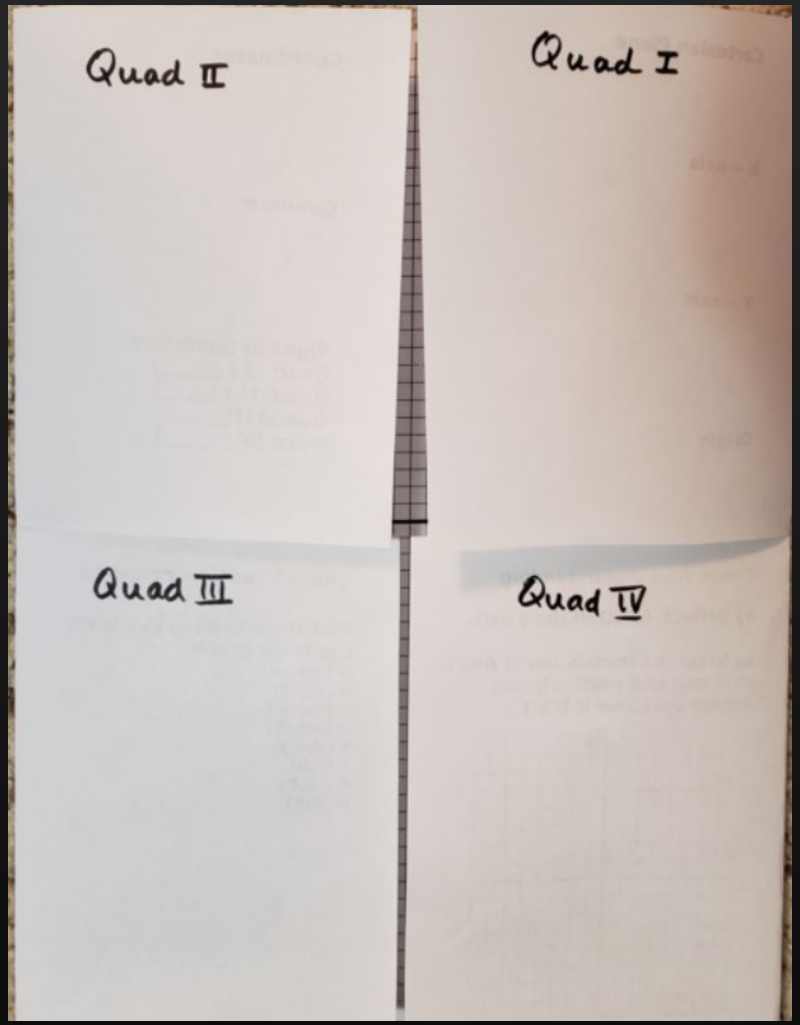
Check Your Understanding

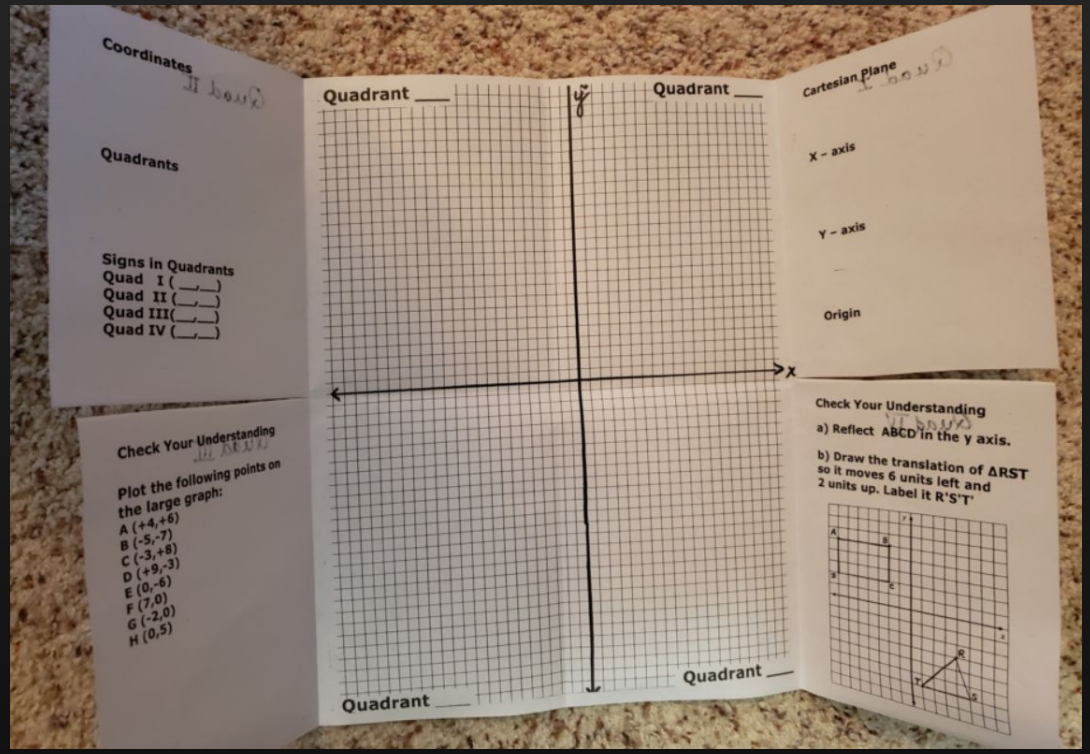
a) Reflect ABCD in the y axis.

b) Draw the translation of ΔRST so it moves 6 units left and 2 units up. Label it R'S'T'



Let's make a Foldable!


Quad II
Quad I
Quad III
Quad IV


Coordinates
Quadrants
Signs in Quadrants
Quad I (__,__)
Quad II (__,__)
Quad III(__,__)
Quad IV (__,__)
Quadrant ___
Quadrant ___
Quadrant ___
Quadrant ___
Cartesian Plane
X – axis
Y – axis
Origin
Check Your Understanding
Plot the following points on the large graph:
A (+4,+6)
B (-5,-7)
C (-3,+8)
D (+9,-3)
E (0,-6)
F (7,0)
G (-2,0)
H (0,5)
Check Your Understanding
a) Reflect ABCD in the y axis.
b) Draw the translation of ΔRST so it moves 6 units left and 2 units up. Label it R'S'T'

Foldable

How can expressions support a generalized interpretation of number?

6A1.1 Students analyze expressions and solve algebraic equations.

Knowledge	Understanding	Skills & Procedures
Numerical expressions can include powers. The conventional order of operations includes performing operations in parentheses, followed by evaluating powers before other operations.	The conventional order of operations can be applied to simplify or evaluate expressions.	Evaluate numerical expressions involving operations in parentheses and powers according to the order of operations.

Notes:

- Add/Sub
- Mult/Div/Add/Sub
- BDMAS
- BEDMAS OR PEMDAS
- Tie into Math Facts Practice

Algebra: Equations express relationships between quantities.

6A1.1 Students analyze expressions and solve algebraic equations.(no exponents - review order of operations) • The conventional order of operations can be applied to simplify or evaluate expressions (link to review of math facts 12 x 12)	6A1.1 Students analyze expressions and solve algebraic equations.(no exponents - review order of operations) • The conventional order of operations can be applied to simplify or evaluate expressions (link to review of math facts 12 x 12)

Build Money Skills and Leverage for other Outcomes

OPEN Ended Questions only

What did we see when we emptied our bowl on the table?

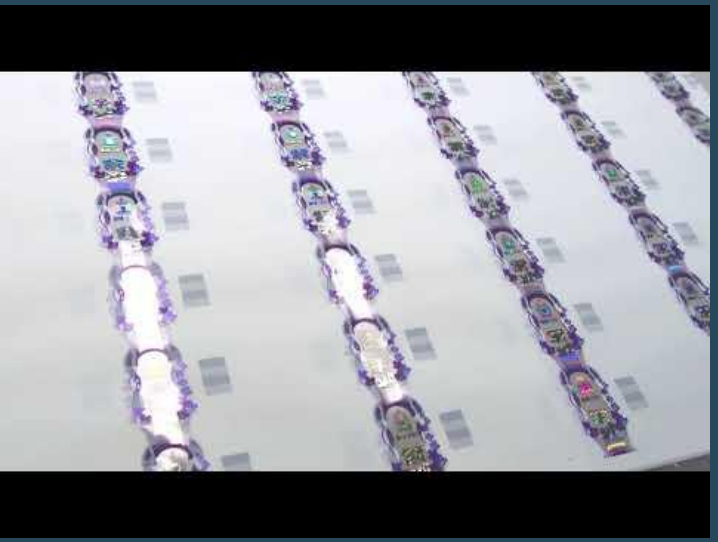
How would you model, exemplify or teach the following using money?

Kindergarten:

- Quantities using objects, words, pictures, numbers
- Counting objects
- Subitize to 5/10
- “like/unlike/more/less/same”/enough/too many/too few
- Compose quantities within 10 in various ways
- “Share” - this is the beginning of fractions
- Describe a shape using words such as flat, curved, straight, or round.
- Sort shapes according to one attribute and describe the sorting rule.
- Measurable attributes can include • length • area • capacity • mass
- “longer • taller • shorter • heavier • lighter • bigger • smaller • big enough • too big • too small”
- Describe the size of an object in relation to another object, using comparative language.
  Describe the size of an object in relation to a purpose or need, using comparative language.
- Identify the pattern core, up to three elements, in a repeating pattern.
- Predict the next elements in a repeating pattern. Create a repeating pattern with a pattern core of up to three elements.

How Money Links to the K-6 Outcomes

The Making of a Bank Note



Canada's New Banknotes

e Secrets of the Canadian Dollar

Starting Off t Year being Intentional with Money

Money - Manipulative or Concept?

What is a COIN?

Do you have any coins?

The Story of Our Coins

Hi! I'm the Penny

Pennies can help you learn to count!

Queen Elizabeth II on the back of the Penny.

Did you know they do not make me anymore!

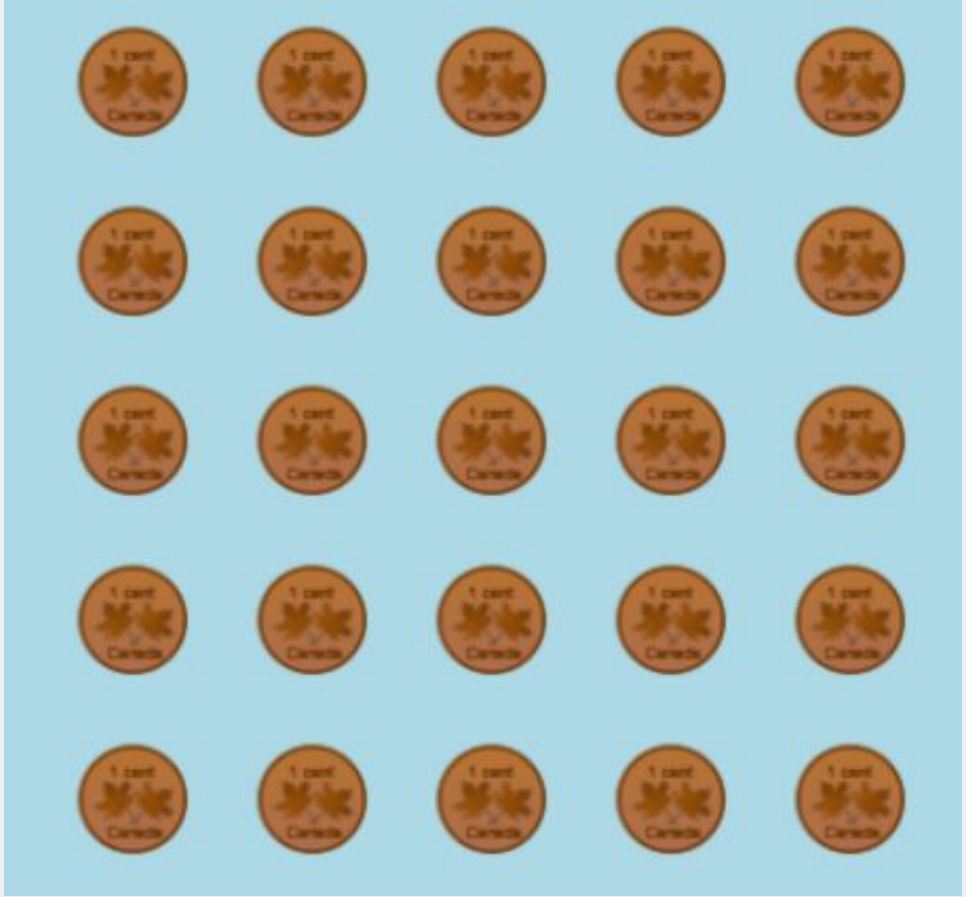
Maple leafs: On the front of the Penny

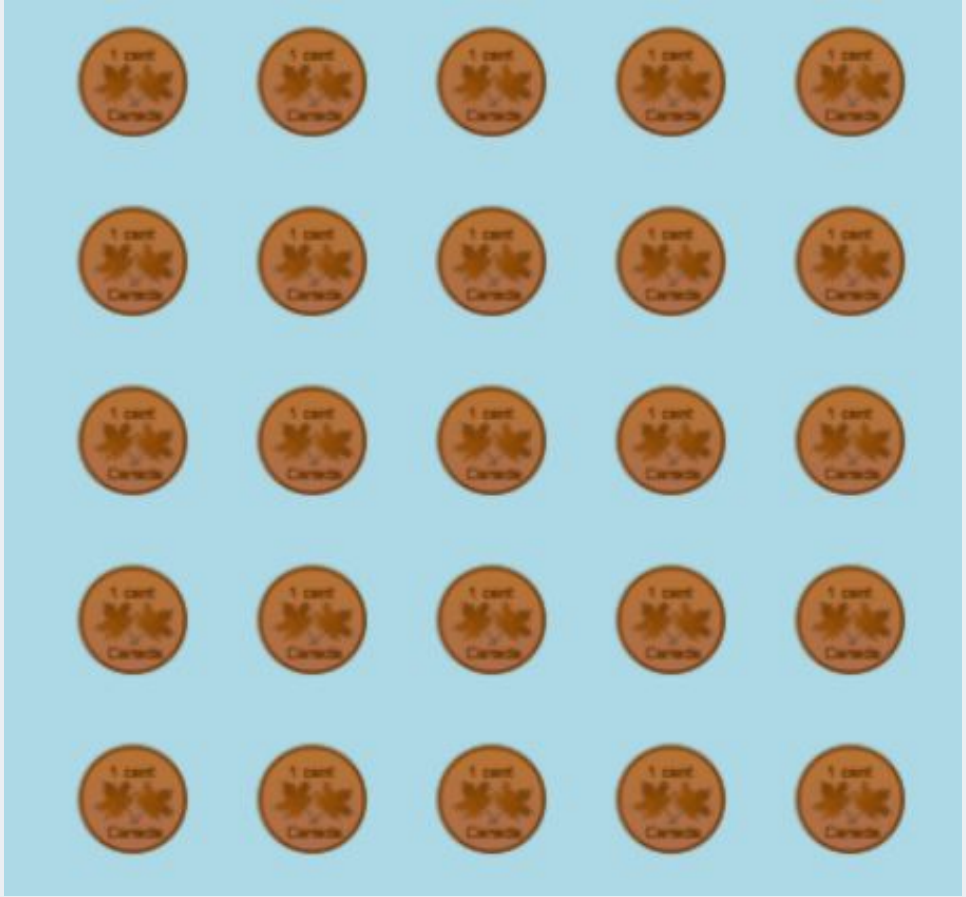
I am worth 1 ¢

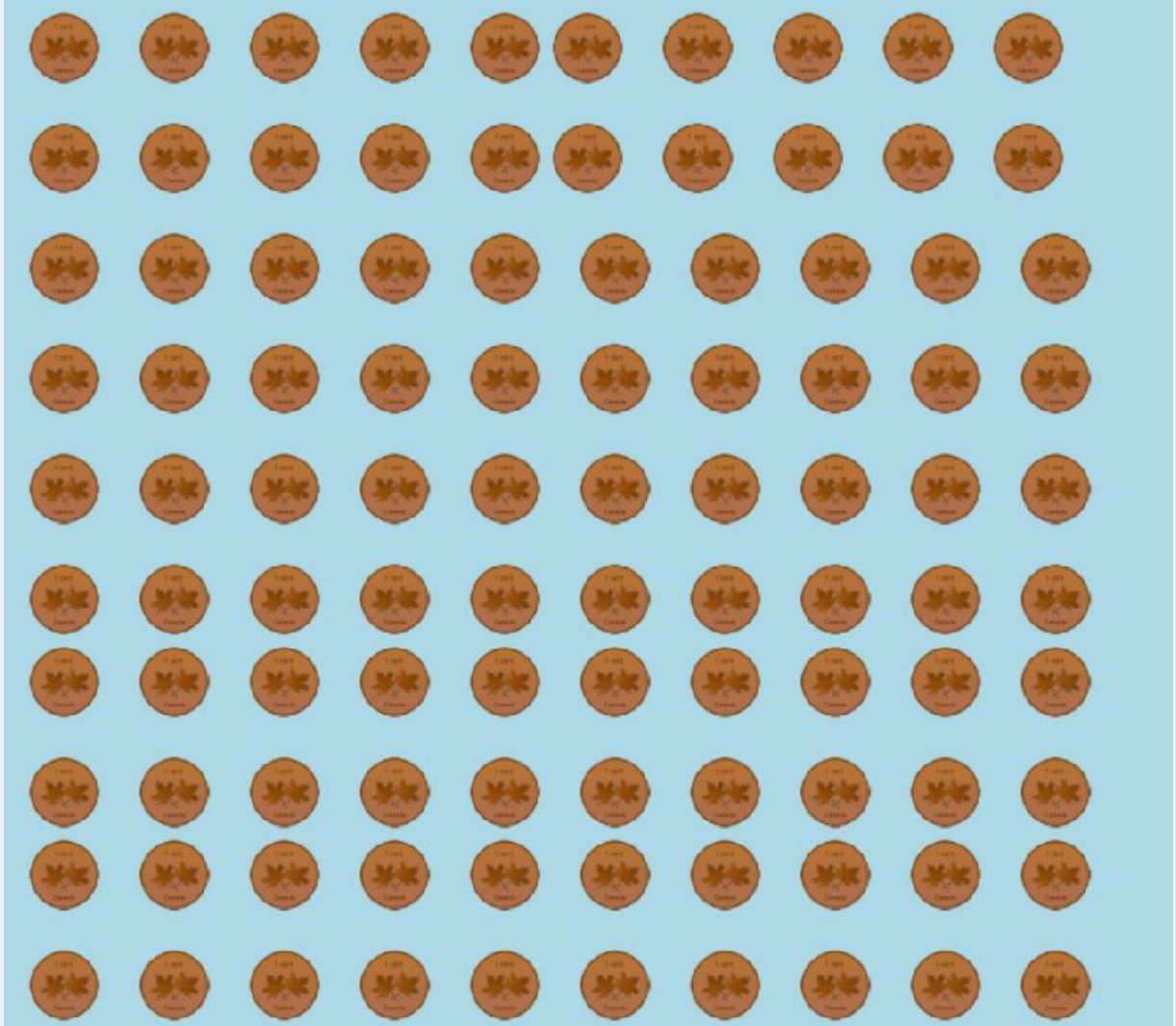
Suggest purchasing this money resource

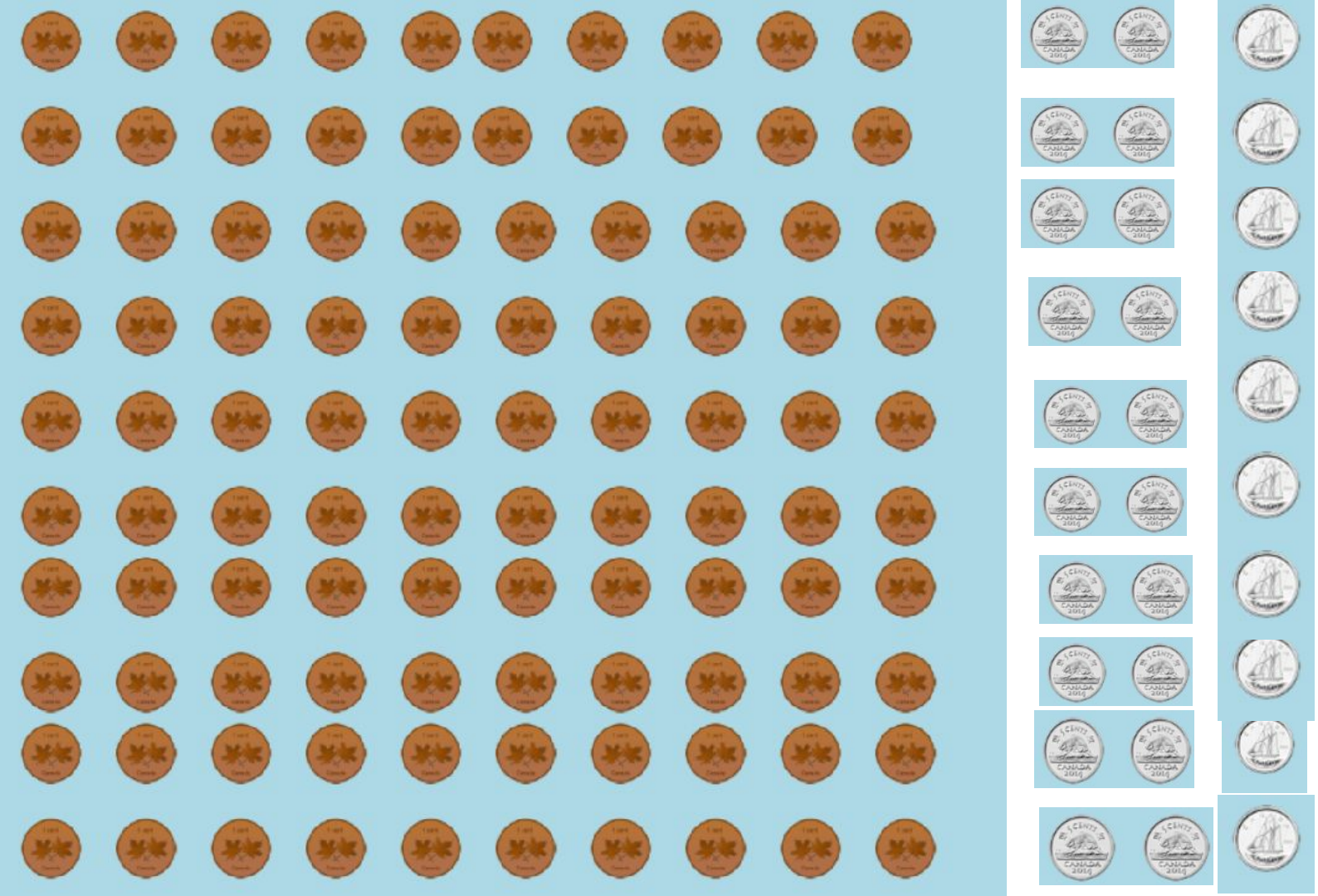
- Understanding “Money” and its role in many other concepts.
- Understanding how it connects between grades and end goals.
- “Money is a Leader”
- The 4 C’s - Concept, Content, Clarifier & Context
- A Physical “tool” - should be related to other “tools”
- Culturally Common - Common Context regardless of language
- Note: Canadian Money has colour as part of its identification - try to use stay away from black/white unless there are no other options and then ensure the coins are *realistic!*

Money









Unit Fractions get built from this understanding and activity.

Our Goal is Decimals but not immediately - what will this look like with money?

Money Grades 3-6 (Per Pair of students)

General Money Bag - Grades 3-6

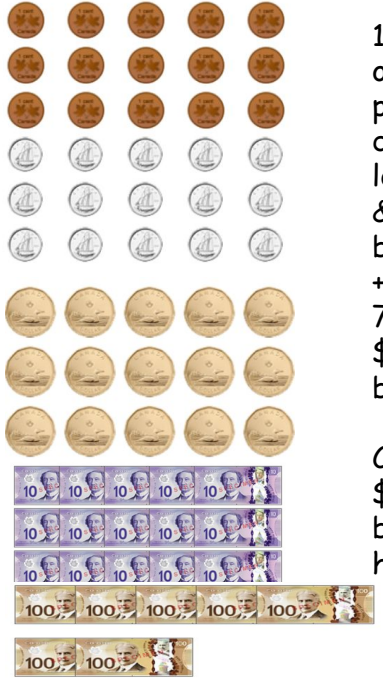
Suggested amounts of Money for each Ziplock Bag

10 pennies
6 nickels
10 dimes
6 quarters
4 loonies
3 toonies
2 x $5.00
2 x $10.00
2 x $20.00
2 x $50.00
1 x $100.00

Additional cash, if needed, can be retrieved from the "Bank"

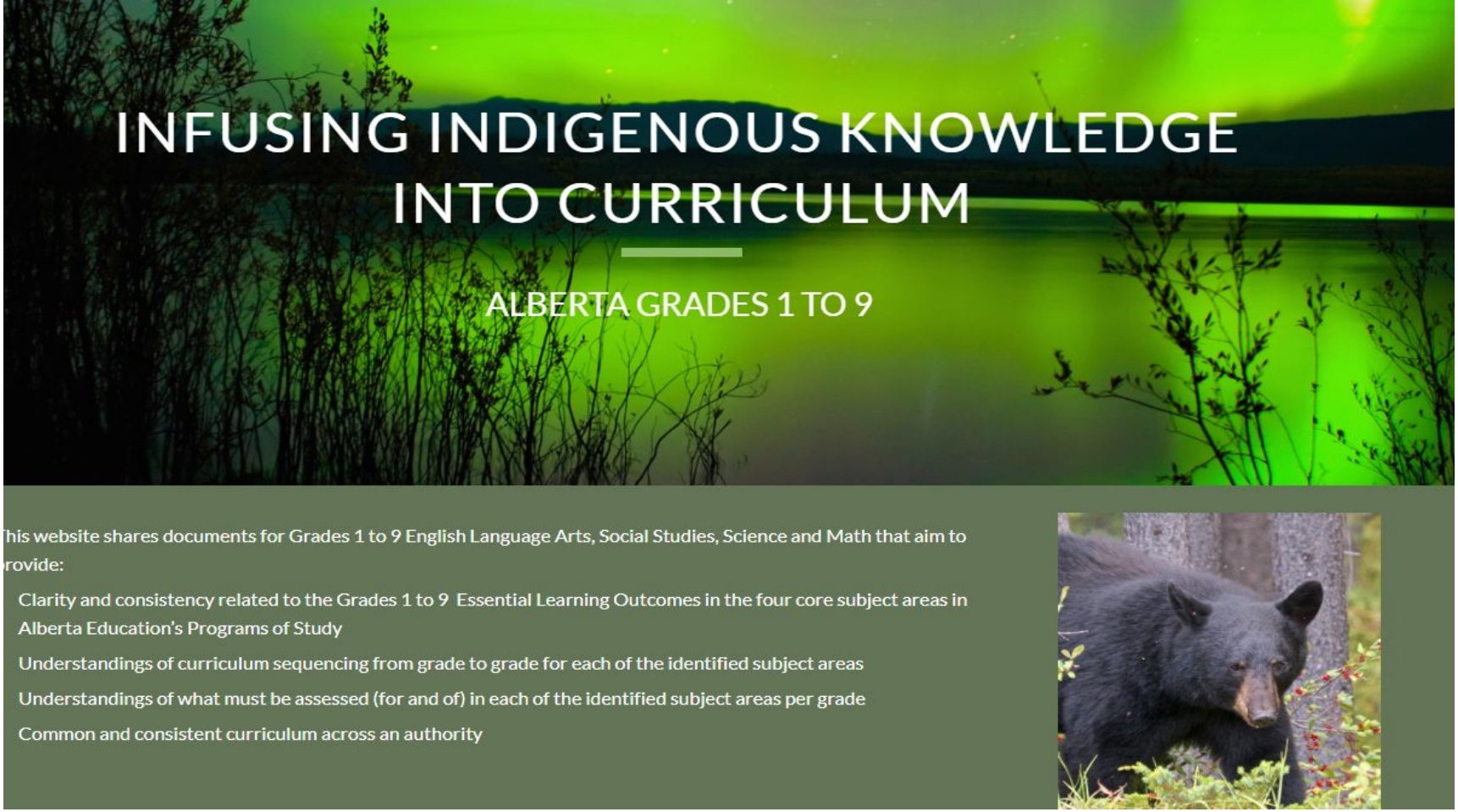
For addition/Subtraction,Converting and Trading Use the Base 10 Bags

Nase 10 Bag - Grades 3-6

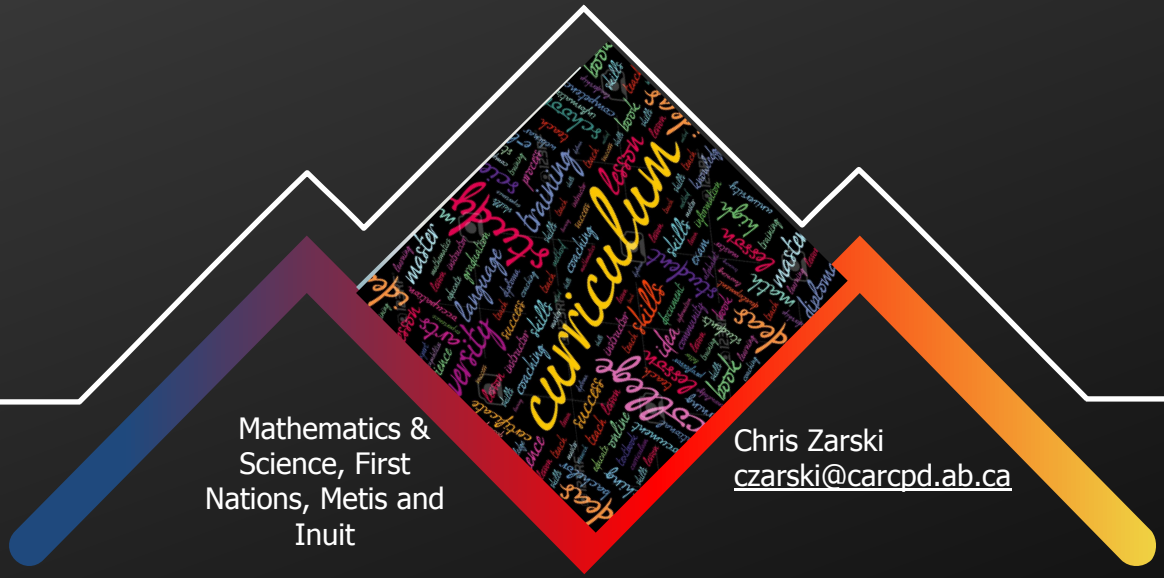


15 of each of the penny, dime, loonie, &$10.00 bill
+
7 - $100.00 bills

Copied $1000.00 bills if you have them



Kee Tas Kee Now Tribal Council Educational Authority, identified ELOs by viewing curriculum through the lens of **land based learning (LBL)**, **Cree ways of knowing and being (Nehiyaw Ways of Knowing)**, and the learning needs of students in their communities.
https://sites.google.com/arpdc.ab.ca/infusingindigenousknowledge



Mathematics & Science, First Nations, Metis and Inuit

Chris Zarski
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Thank You!

Please don't hesitate to connect.