

“Unwrapping” the Standards

1. Choose a course priority standard for the “unwrapping process”.
2. Skills: Circle the verbs – what *students* need to do.
3. Concepts: Underline nouns and noun phrases that represent *teachable concepts*.
4. Compose Big Idea statements

Content Area: Math

Grade Level: 6th

Standard: 6.NS.4

<p>Domain: Number System</p> <p>Cluster: Compute fluently with multi-digit numbers and find common factors and multiples</p> <p>Standard: 6.NS.4 - Find the greatest common factor of 2 whole numbers less than or equal to 100 and the least common multiple of 2 whole numbers less than or equal to 12. Use the distributive property to express a sum of 2 whole numbers 1-100 with a common factor as a multiple of a sum of 2 whole numbers with no common factor. (DOK 1)</p>		
1. Skills (verbs)	2. Key Concepts (nouns)	3. Additional Clarifications / Examples
Students need to be able to do.....	Students need to know.....	
Find	the greatest common factor of two whole numbers less than or equal to 100	<p>Students need know and use the terms factor, multiple, prime, composite, factor pair, divisor, common, GCF, LCM, distribute, coefficient.</p> <p>Student can use the prime factorization method <u>or</u> listing of factor pairs and multiples.</p> <p>Students should be able to factor the <u>GCF</u> from a numerical expression that is the sum of two whole numbers.</p>
Find	the least common multiple of two whole numbers less than or equal to 12	
Use	the distributive property	
Express	<p>express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor</p> <p>Example: $(80 + 30) = 10 (8+3)$ or $(24 + 36) = 6 (4 +6)$</p>	
<p>4. Big Idea(s) in student language</p> <p>Students will be able to find the LCM of two numbers (less than or equal to 12) and GCF of two numbers (less than or equal to 100). Students will be able to factor out the greatest common factor using the distributive property in order to understand equivalency.</p>		