



UNIT 3

Note: In this program, Units 1 to 5 contain readiness language content. The key words were selected from previous math levels and lead the students into the grade 6 program. All key terms are based on the Math Standards for Alaska and reflect terms vital to academic achievement in math.



KEY VOCABULARY

Key Vocabulary

VARIOUS

Relating to a number of different items. This can relate to ordinal and cardinal numbers.

LABEL

A word or phrase that identifies something. In math, the students can label fractions by their types.

DEFINE

To describe something. This can relate to defining simple fractions.

Key Vocabulary

EXTEND

This refers to stretching out something. In math, this includes extending patterns inherent in the number system.

CONVERT

To change something into a different form or property. In math, this can include converting numbers from standard forms to expanded forms.



LESSONS

Language and Skills Development

LISTENING



Let's Move

Identify an appropriate body movement for each vocabulary word. This may involve movements of hands, arms, legs, etc. Practice the body movements with the students. When the students are able to perform the body movements well, say a vocabulary word. The students should respond with the appropriate body movement. You may wish to say the vocabulary words in a running story. When a vocabulary word is heard, the students should perform the appropriate body movement. Repeat, until the students have responded to each word a number of times. Rather than using body movements, or—in addition to the body movements—you may wish to use “sound effects” for identifying vocabulary words. The students should perform the appropriate body movements/sound effects for the words you say.

Mini Pictures

Provide each student with a copy of the mini-pictures page from the Student Support Materials. When you say the key words, the students must find the pictures for them. Then, have the students cut out the pictures. Say the keywords and the students should hold up the pictures for them.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.

SPEAKING



The Disappearing Pictures

Mount five or six pictures on the board, vertically. Point to the picture at the top and tell the students to name it. Continue in this way until the students have named all of the pictures from top to bottom. Then, remove the last picture and repeat this process—the students should say all of the vocabulary words, including the name for the “missing” picture. Then, remove another picture from the board and have the students repeat this process. Continue in this way until the students are saying all of the vocabulary words from a blank board or until the students cannot remember the “missing pictures.”

Under the Bridge

Have two students stand facing one another with hands clasped. The two students should raise their hands above their heads to resemble the arch of a bridge. Have the remaining students line up in a straight line. The students should file “under the bridge” in single file. When you clap your hands, the two students should lower their hands, trapping one of the students “on the bridge.” The student who is trapped should then identify a vocabulary picture you show him/her. Repeat until a number of students have responded.

Language and Skills Development

READING



Configurations

Before the activity begins, print the sight words on an overhead transparency sheet (fill the transparency with words). Place the transparency on an overhead projector and project the sight words onto the board. Review the sight words with the students. Then, outline each of the sight words on the board with chalk. When a configuration has been created for each sight word, turn the overhead projector off. Then, point to one of the configurations and call upon a student to identify the sight word for the configuration. Continue in this way until all of the sight words have been correctly identified. You may wish to turn the projector on momentarily to verify a student's response.

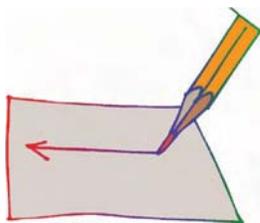
Sensory Letters

Stand behind a student. Use the index finger of your writing hand to "write" a letter/syllable from a sight word on the student's back. The student should feel the letter/syllable. Then, the student must name a sight word that contains that letter/syllable. This activity may also be done in team form. In this case, group the students into two teams. "Write" a letter/syllable on the backs of the last players in each team. When you say, "Go," the last player in each team must repeat this process with the player in front of him/her. The players should continue in this way until the first player in the team feels the letter/syllable. That player must then identify a sight word that contains that letter/syllable. The first player to do this successfully wins the round. Repeat until all players have played.

Letter Encode

Give each student his/her envelope that contains the alphabet letters. Show a picture from this unit. The students must use the cut out letters to spell the word for the picture. Review the students' work. Repeat, until all of the words have been spelled.

WRITING



Numbered Illustrations

Mount the vocabulary pictures on the chalkboard and number each one. Provide each student with writing paper and a pen. Call the number of a picture. Each student should write the vocabulary word for the picture represented by that number. Repeat until all vocabulary words have been written. Review the students' responses.

Student Support Materials

Have the students work on the activity pages from the Student Support Materials from this unit. Afterward, review their work.



VOCABULARY PICTURES





CONVERT





DEFINE





EXTEND





LABEL





VARIOUS



STUDENT SUPPORT MATERIALS

Listening • Mini Pictures

Numbered Pictures

Say the key math words for this unit and associate each word with a number from one to five. The students must write the numbers of the words under their pictures.



Mini Pictures



Provide each student with a copy of this page. The students should cut out the pictures and lay them on the floor or desks. Say the key words a number of times; the students must hold up the pictures for the words you say. You can also have pairs of students participate in the activity, to see which student can locate the correct graphic first. Later, say three words and the students must find the correct pictures to reproduce the sequence of words that you said. Repeat using different sequences of key words.



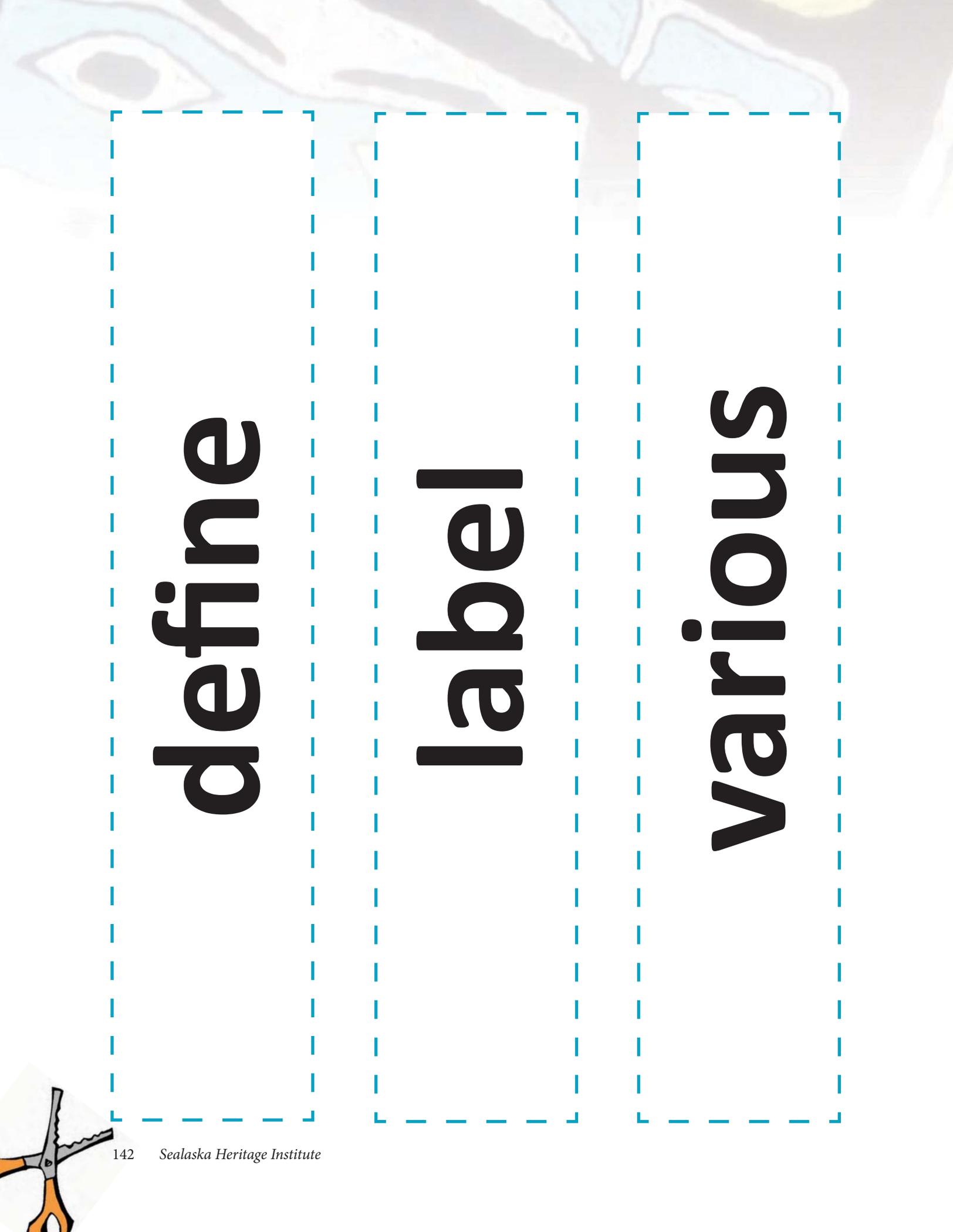




STUDENT SUPPORT MATERIALS

Reading • Sight Recognition and Encoding

Reading Comprehension

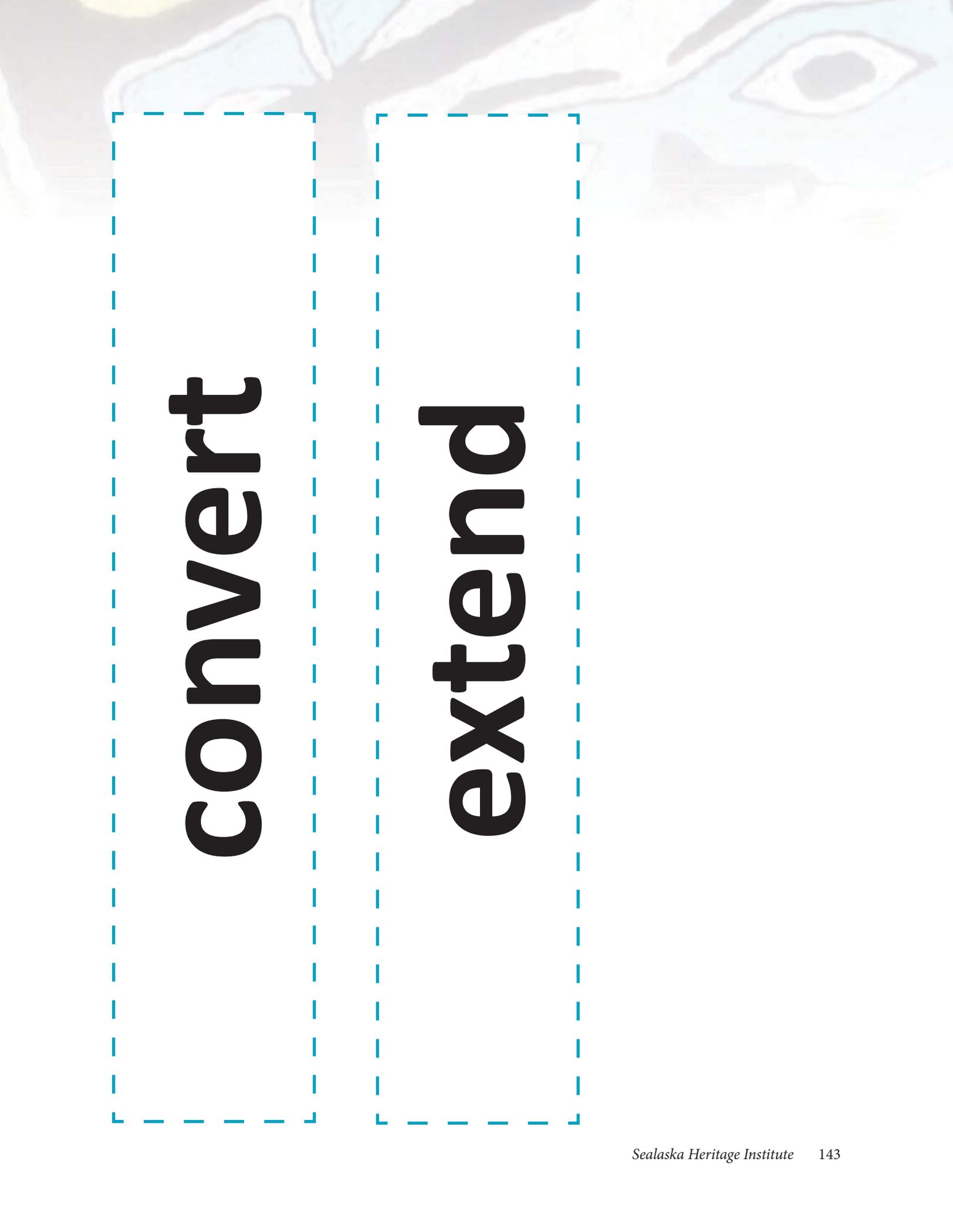


define

label

various





convert

extend

Sight Words Activity Page



Have the students circle the word for each picture.



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert

Encoding Activity Page

Have the students cut out the word halves and glue them together to create the key words for this unit.



vari

bel

la

ous

de

vert

ex

fine

con

tend



Encoding Activity Page

Have the students cut out the word parts and glue them into their correct words.



var _____ s

_____ bels

de _____ e

ex _____ d

con _____ t

ten	ver	iou
-----	-----	-----

fin	la
-----	----



Word and Definition Match



Have the students write the word numbers under their matching definitions.

This is when we describe something.

This means inequality.

This is a set that has different elements.

This is when we change something.

This is a number of different things.

This means that things are equal.

This can tell what something is.

This is when we put things in an order.

This is when we stretch something out.

1. various

2. label

3. define

4. extend

5. convert

What's the Answer?



Have the students read the text and then select the correct answer for it. They should fill in the appropriate bullet beside the answer of their choice.

- ① In math, there are various
 - numbers.
 - food types.
 - plants.

- ② When we label something, we
 - throw it out.
 - tell what it is.
 - buy a new one.

- ③ When we define something, we
 - explain it.
 - hide it.
 - mail it to someone.

- ④ When we extend a number, we
 - get rid of it.
 - do not change its form.
 - change its form.

- ⑤ When we convert numbers, we
 - do not change them.
 - change them into a different form.
 - change them into parentheses.

Which Belongs?

Have the students write the word that is correct for each sentence.



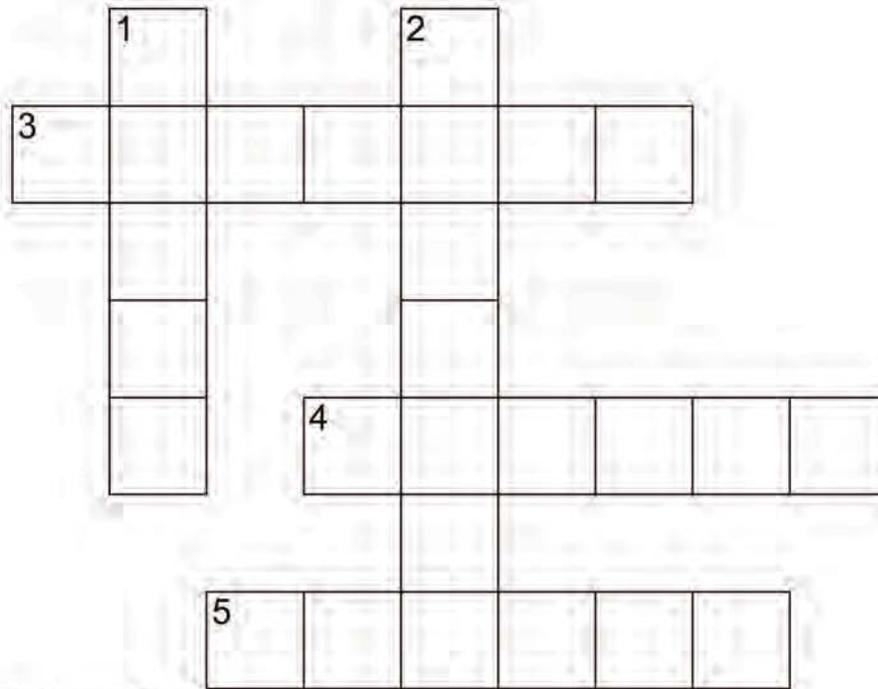
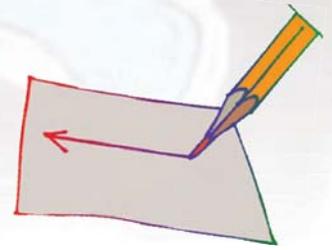
- ① There are **variety/various** types of numbers.
- ② We can **label/set** numbers by their types.
- ③ We can **defunct/define** what we do in math.
- ④ We can **extend/exert** a number's form.
- ⑤ We can **compose/convert** fractions into whole numbers.



STUDENT SUPPORT MATERIALS

Basic Writing

Crossword Puzzle



www.CrosswordWeaver.com

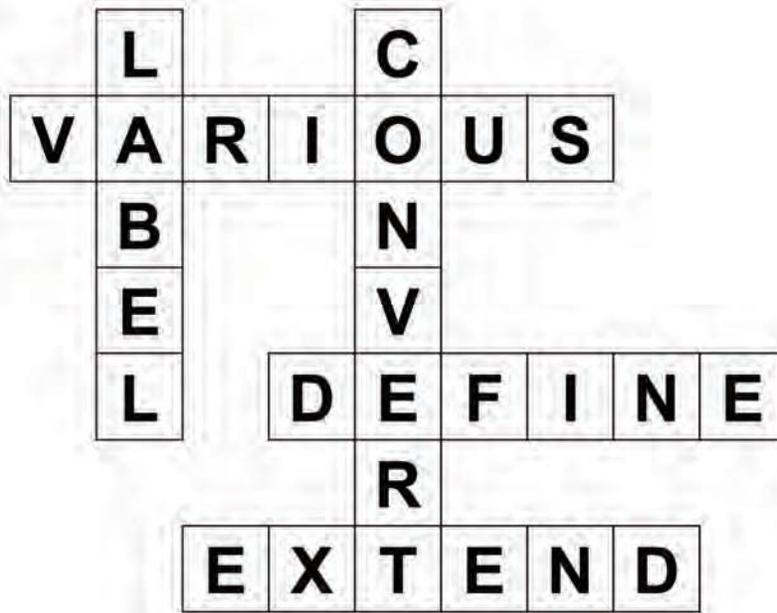
ACROSS

- 3 Relating to a number of different items.
- 4 To describe something.
- 5 This refers to stretching out something.

DOWN

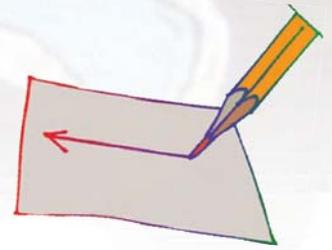
- 1 A word or phrase that identifies something.
- 2 To change something into a different form.

Crossword Puzzle Answers



Basic Writing Activity Page

Have the students write the word for each picture.





UNIT ASSESSMENT

Teacher note: When using the Developmental Language Process in math, listening comprehension and creative writing are not always used. However, we have included these skills in this assessment. It is your decision as to whether or not to include them in the unit's assessment.



MATH PROGRAM

Unit Assessment Teacher's Notes
Grade 6 • Unit 3

Date: _____

Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

BASIC LISTENING

Turn to page 1 in your test. Look at the pictures in the boxes.

1. Write the number 1 on top of the picture for **VARIOUS**.
2. Write the number 2 on top of the picture for **LABEL**.
3. Write the number 3 on top of the picture for **DEFINE**.
4. Write the number 4 on top of the picture for **EXTEND**.
5. Write the number 5 on top of the picture for **CONVERT**.

LISTENING COMPREHENSION

Turn to page 2 in your test. Listen to the sentences I say. Circle "T" for true and "F" for false sentences."

1. Various elements can be found in a set.
2. A label is an element in a set.
3. When we define something, we describe it.
4. When we extend something, we shorten it.
5. When we convert something, we don't change its form.

SIGHT RECOGNITION

Turn to page 3 in your test. Look at the pictures in the boxes. Circle the word for each picture.

DECODING/ENCODING

Turn to page 4 in your test. Look at the word parts in the boxes. Circle the other half or part of each word.



Unit Assessment

Provide each student with a copy of the students' pages. Read the following instructions aloud. The students should answer the questions on their copies of the assessment.

READING COMPREHENSION

Turn to page 5 in your test. Read the sentence part and fill in the bullet for the correct sentence ending.

BASIC WRITING

Turn to page 6 in your test. Look at the pictures in the boxes. Write the word for each picture.

CREATIVE WRITING

Turn to page 7 in your test. Write a sentence of your own, using each word.



Teacher: To get a percentage for this student's assessment, divide the total number of questions correct by the total number of questions, then multiply this answer by 100 to determine the percentage of questions answered correctly.





MATH PROGRAM

Unit Assessment Student Pages
Grade 6 • Unit 3

Date: _____ Student's Name: _____

Number Correct: _____ Percent Correct: _____





1. **T** **F**

2. **T** **F**

3. **T** **F**

4. **T** **F**

5. **T** **F**



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert



various
label
define
extend
convert



var

es
ous
ious
eous
aous
uou
ius
ios
os

la

bol
bil
bal
el
rable
bel
behl
bahl
tel

de

fane
fune
fine
one
fone
dehn
fihn
fehl
fot

ex

tand
tend
tind
und
tund
tany
tendy
tap
end

con

vart
virt
vurt
ert
art
urt
virte
vert
vet

- 
- ① Which word goes with various?
- none
 - one
 - many
- ② Where would you probably find a label?
- in a bottle
 - under a bottle
 - on a bottle
- ③ Which word goes with define?
- element
 - parentheses
 - explain
- ④ When we extend something, what do we do?
- We make something shorter.
 - We make something longer.
 - We don't do anything.
- ⑤ When we convert something, we
- change it.
 - leave it alone.
 - put it in order.





VARIOUS

LABEL

DEFINE

EXTEND

CONVERT
