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## Covering and surrounding study guide

HLO Investigation 1 Investigation 2 Investigation 3 Investigation 4 Learning Goals with Khan Academy Links 4.1 I can solve real-world mathematical problems related to expressions arising from formulas, including those with exponents, using the activity order. (6.EE. A.2c). For example, use formulas  $V = s^3$  and  $A = 6s^2$  to find the mass and surface area of a cube with sides of length  $s = 1/2$ . Assessing the problems from expression 4.2 I can put together and separate the shapes to help me figure out the area of the right triangle, other triangles, special quadrilaterals and polygons. (6.G.A.1) Area Practice(6 Practice items) 4.3 I can apply what I know about detaching and combining shapes to find areas of objects or places in real-life situations. (6.G.A.1) Area of Composite Figures 4.4 I can use unit blocks to find the volume of any rectangular prism on the right. (6.G.A.2) Mass with block 4.5 unit I can use mathematical formula ( $V = lwh$  or  $V = Bh$ ) to find the mass, especially with the length side segment. (6.G.A.2) Mass with a 4.6 percent I can use the mathematical formula  $V = lwh$  or  $V = Bh$  to determine the volume of real world objects. (6.G.A.2) Volume Word Problems 4.7 I can draw polygons in plane coordinates when I'm given coordinates for vertices. (6.G.A.3) Polygon drawing with Polygons Coordinated with Coordinates 2 4.8 I can use coordinates to find the length of one side of a polygon connector with the same first coordinate or the same second coordinate. (6.G.A.3) The quadrilateral in coordination aircraft 4.9 I can apply what I have learned about in-flight polygon coordinates with real world situations and mathematics. (6.G.A.3) Quadratic problem on the plane coordinates 4.10 I can represent and find out the surface area of a three-dimensional shape using mesh made up of rectangular and triangular. (6.G.A.4) Nets of 3D FiguresSurface Area Of Use Nets 4.11 I can apply my skills in relation to finding surface area with nets in the real world and math issues. (6.G.A.4) Surface Area CMP3 6th Grade Textbooks ResourcesChoose the book: Also:Grade 6 Videos \* NEW! Click on the Prime Time title or blue On-line Textbook box below to visit the on-line textbooks! Prime Time Concepts and Homework Work Explanations For Example Math BackgroundOn-line Textbooks In Prime Time, students will explore the important attributes of the entire number. Many of these attributes are related to cause and division. The survey will help students understand the relationship between factors, multiples, history and products. Students will also learn how to distribute personal and additional-related assets. Surveys in this Unit will help students understand the following ideas. · Classify numbers as numbers element or synthesizer · Identify situations that call for common, variable, the least common multiples, or the most common factor · Develop strategies for finding the most common elements and multiples, least common multiples, and common factors · Recognize and use the fact that each ins into number can be written in exactly one way as a product of prime · Use exponential inscoring to write repetitive elements · Regarding the prime factor of two numbers with the least common and largest common factor of two · Recognizing that the distribution attribute relates to the personality structure and additives of the entire number · Use the properties of the operation of the numbers, including the distribution assets and the order of the convention activities, to write the equivalent digital expression · Use factors and multiples to solve problems, explain some of the digital events of everyday life When your child encounters a new problem, you should ask these questions. In this unit, you can ask questions such as: · Will breaking some into factors help me solve the problem? · What common factors and common multiples do numbers have? · What do the factors and multiples of the numbers tell me about the situation? · When might it be helpful to write a number as a liquidity sack or as a sum? Back to the top back to CMP3 Resource Comparison Bits and Pieces Concept and homework explanations For example Math BackgroundOn-line Textbooks In Comparing Bits and Pieces, your child will develop skills in using percentimeters, tithing, proportions and percentages to measure and compare numbers. The surveys in this unit will help you understand how to: Use language ratios and symbols to compare the number of distinguishes between segments such as numbers and proportions as comparative Use a variety of scaling and partitioning strategies to reason the ratio Think of the division and decimal as both position and distance on Line numbers Move flexibly between differential, tithing, and percentage representation Find absolute and opposite values and use them to describe real world numbers Use centamal, tithing, and percentage benchmarks to estimate numbers Use context, patterns, drawings, or estimates to reason about situations Use the percental and proportional ratios to problem solving Use the rate table and unit ratio to solve the problem When your child is working on issues in this Unit, ask yourself questions about situations related to percent, tithing, rate, and percentage. What models or diagrams can be helpful in understanding the situation and the relationship between quantities? Is this a comparative situation? If so, do I use rates or deductions? What strategies can I use to find equivalent forms of these percent, tithing, rate, or percentage? What strategies can I use to compare or order a set of percent, tithing, and percent? What strategies can I use to reason more than or less than 0? How can I use rates or rate tables for comparison? Return to the top

back CMP3 Resources Be reasonable concepts and explain working homework examples Math BackgroundOn-line Textbooks In Let's Be Rational, your students will develop an understanding of four basic athology activities with modules, including mixed numbers. They will also describe strategies for using these activities when addressing issues related to the module. Your child will learn how: Use benchmarks and other strategies to make reasonable estimates for performance with modules, including mixed numbers Developing ways to model funds, differences, products, and merchants, including the use of regions, divides, and line numbers Search rules to generalize patterns in operations dynamic subsing using your knowledge of the segment, which is equivalent to the segment and the nature of the number to develop algorithms to add, subtract, and divide the Recognize when adding, subtracting, dividing is the appropriate operation to solve a problem Write family reality to show the inverse relationship between addition and subtraction , and between character and division Solve problems using activities on the segment, including mixed numbers Find the value for variables using operations on the segments, including mixed numbers When your child encounters a new problem, it's a good idea to ask them questions like : What models or diagrams can be helpful in understanding the problem situation and the relationships between numbers? What models or diagrams can help you decide which one is useful in solving the problem? What are reasonable estimates for the answer? Return to the top back to CMP3 Resources including and around concepts and explaining homework work examples Math BackgroundOn-line Textbooks In and around, your students will explore areas and perimeters of numbers. Attention is especially quadrilaterilate in shape and triangle. Your child will also explore the surface area and volume of the rectangular prism. Surveys in this unit will help them analyze the significance of measuring the area and circaferness Related to the circaferness around a shape and area to include a figure Development strategies, procedures and formulas, outlined in words or symbols, to find areas and perimeters of the rectanfer , the normal and triangular shape Investigates the relationship between the circameter and the area, including whether the other can change while the other is fixed Analyze the area of the triangle and how the area of a normal shape is related to the area of a rectanm using a grid made from rectangulars and triangles to find surface area of prism Find rectangular prism volume with segment side length Use circaference, area, surface area and volume to solve the problem. When your child encounters new problem, you should ask questions such as: What attributes of the shape are important to measure? Is the correct answer necessary? How do I recognize the area or circaferness of a related number? What am I looking for when I find the area? When I found the belt? What relationships involving the region, perimeter, or both, will help solve the problem? How can I determine the surface area of the prism from the mesh or the three-dimensional representation of the prism? What is the difference between the area of a two-dimensional figure and the surface area of a prism? Go back to the top to CMP3 Resource Tithing Ops Concepts and explain homework work examples Of Math BackgroundOn-line Textbooks In Tithing Ops, your students will learn how to make sense and use four activities (+, -, x, ÷) on the tithing. Your child will also improve your understanding and skills in working with the percent. Your students will learn how: Plus, subtraction, by-and-tithing Estimate the results of tithing Activities Know when to use each operation in a situation involving tithing Related to tithing numbers for percentage-related issues Use percentages to solve the problem When your child encounters a new problem, you should ask questions such as: Which activity on the tithing or percentage will help solve this problem? What algorithms will help with the calculation? About how much will the total, difference, product, or brand be? What do the tithings and/or percentages in the matter tell me about the situation? Go back to the top back to CMP3 Variable Resources and Concept Patterns and Explain Working Exercises at Home For example Math BackgroundOn-line Textbooks In Variables and Patterns, your child will study some basic ideas of ao number and learn some ways to use those ideas to solve problems and make decisions. Surveys in this Unit will help your students learn how: Identify situations in which variables are related in predictable ways Describing patterns of change in words, data tables, graphs, and equations Use data tables, graphs, equations, and inequalities to solve problems When your child is working on issues in this Unit, ask them questions about problem situations related to related quanding variables: What are the variables in the problem? Which variables depend or change in relation to others? How can you use a table, graph, equation, or inequality to represent and analyze a relationship between variables? back to the top back CMP3 Data resources about us Concepts and homework explanations For example Math BackgroundOn-line Textbooks In the data about us, you will learn different ways to collect, organize, display, and analyze data. In this Unit, your student will how: Use the data investigation process by asking questions, collecting and analyzing data, and explaining data to answer Organizational questions and represent data using tables, dot batches, line lots, bar bars histogram and box batch and mean data range Describing the overall shape of the distribution and determining whether it is symmetrical around the mean, median, and distribution center values and using these measures to show what is typical for the distribution Describes the change in distribution by determining determination of clusters and gaps and by calculating the range, interquartile range (IQR) and Average Absolute Deviation (MAD) Determine which statistical measures of the center and the difference should be used to describe the specific data distribution Distinguish between classification data and digital data and determine which graphs and statistics can be used to represent for each type of data Compare two or more data distributions, including using central measures and spreads to compare When you encounter a new problem, it's a good idea to ask yourself questions. In this Unit, you can ask questions such as: Which questions are being investigated to collect these data? How can I organize data? What statistical measures will help describe the distribution of data? What do these statistical measures tell me about data distribution? How do I use graphs and statistics to report answers to my original question? back to top CMP3 Resources last revised: Sunday, February 16, 2020, 2:50 PM

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