

Mathematics

WARM-UPS

Grade 6



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Introduction

Mathematics Warm-Ups for Common Core Georgia Performance Standards, Grade 6 is organized into seven units of CCGPS mathematics for Grade 6. Each warm-up addresses at least one of the standards within the following units:

- Unit 1: Number System Fluency
- Unit 2: Rate, Ratio, and Proportional Reasoning Using Equivalent Fractions
- Unit 3: Expressions
- Unit 4: One-Step Equations and Inequalities
- Unit 5: Area and Volume
- Unit 6: Statistics
- Unit 7: Rational Explorations: Numbers and Their Opposites

The Common Core Mathematical Practices standards are another focus of the warm-ups. All of the problems require students to “make sense of problems and persevere in solving them,” “reason abstractly and quantitatively,” and “attend to precision.” Students must “look for and make use of structure” when finding lowest common denominators and greatest common multiples. Students have opportunities to “use appropriate tools strategically” when they use 10×10 grids to examine proportional relationships or graph paper to explore area and equivalence. A full description of these standards can be found at <http://www.walch.com/CCSS/00006>.

The warm-ups are organized by corresponding grade units rather than by level of difficulty. Use your judgment to select appropriate problems for your curriculum.* The problems are not necessarily meant to be completed in consecutive order—some are stand-alone, some can launch a topic, some can be used as journal prompts, and some refresh students’ skills and concepts. All are meant to enhance and complement your Grade 6 mathematics program. They do so by providing resources for those short, 5- to 15-minute interims when class time might otherwise go unused.

* You may select warm-ups based on particular standards using the Standards Correlations table.

About the CD-ROM

Mathematics Warm-Ups for Common Core Georgia Performance Standards, Grade 6 is provided in two convenient formats: an easy-to-use reproducible book and a ready-to-print PDF on a companion CD-ROM. You can photocopy or print activities as needed, or project them on a screen via your computer.

The depth and breadth of the collection give you the opportunity to choose specific skills and concepts that correspond to your curriculum and instruction. Use the table of contents and the standards correlations to help you select appropriate tasks.

Suggestions for use:

- Choose an activity to project or print out and assign.
- Select a series of activities. Print the selection to create practice packets for learners who need help with specific skills or concepts.

Standards Correlations

Mathematics Warm-Ups for Common Core Georgia Performance Standards, Grade 6 is correlated to seven units of CCGPS Grade 6 mathematics. The page numbers, titles, and standard numbers are included in the table that follows. The full text of the CCGPS mathematics standards for Grade 6 can be found in the curriculum map at <http://www.walch.com/CCGPS/00001>.

Page number	Title	CCGPS addressed
Unit 1: Number System Fluency		
1	Ribbon and Bows	MCC6.NS.1
2	Baking Blueberry Pies	MCC6.NS.1
3	Super Sub Sandwich	MCC6.NS.1
4	Fun with Fractions	MCC6.NS.1
5	Using 10×10 Grids	MCC6.NS.3
6	What Day of the Week?	MCC6.NS.4
7	Greatest Common Factor	MCC6.NS.4
8	Library Day	MCC6.NS.4
9	Cicada Cycles	MCC6.NS.4
10	Counting Cookies	MCC6.NS.4
11	Factors and Multiples	MCC6.NS.4
Unit 2: Rate, Ratio, and Proportional Reasoning Using Equivalent Fractions		
12	Jumping Jellies!	MCC6.RP.1
13	Solving Proportions	MCC6.RP.2
14	Money, Money, Money	MCC6.RP.3a
15	Birthday Roses	MCC6.RP.3b
16	Paolo's Pizza Pricing	MCC6.RP.3b
17	Stamping Around	MCC6.RP.3b

(continued)

NAME: _____

UNIT 1 • NUMBER SYSTEM FLUENCY
CCGPS MCC6.NS.1

Ribbon and Bows

Veronica is making decorative bows for a craft project. She has 7 yards of velvet ribbon. Each bow requires $\frac{3}{4}$ of a yard of ribbon. How many bows will she be able to make with the ribbon she has? Will she have any ribbon left? Show your work in the space below and explain your thinking.

NAME: _____

UNIT 1 • NUMBER SYSTEM FLUENCY
CCGPS MCC6.NS.1

Baking Blueberry Pies

Mrs. Berry is famous for her pies. She has been making pies in her bakery for many years. She knows that it takes $1\frac{2}{3}$ cups of flour to make her special pie crust. She buys flour in 25-pound bags and knows that each pound contains about 3 cups of flour. How many pies can she expect to make from a 25-pound bag of flour?

NAME: _____

UNIT 1 • NUMBER SYSTEM FLUENCY
CCGPS MCC6.NS.1

Fun with Fractions

Answer the following word problem.

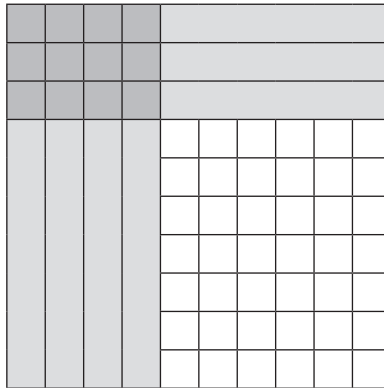
Greg bought $2\frac{1}{2}$ pounds of roast beef. He is making sandwiches with $\frac{1}{4}$ pound of roast beef in each sandwich. How many sandwiches can Greg make? Will he have any roast beef left over? Draw a picture to show your thinking.

NAME: _____

UNIT 1 • NUMBER SYSTEM FLUENCY
CCGPS MCC6.NS.3

Using 10×10 Grids

Micaela is learning about the connection between decimals and fractions. She has made the following diagram in her notes to represent multiplying decimals less than 1. What multiplication sentence(s) might be represented by the darker shaded area of her drawing?



NAME: _____

UNIT 1 • NUMBER SYSTEM FLUENCY
CCGPS MCC6.NS.4

What Day of the Week?

Saari and Anatole are cooped up inside because of bad weather. Their mother, a middle-school teacher, poses a puzzler for them. She says that Anatole was born 759 days after Saari, with no leap year between the two birthdays. If Saari was born on a Wednesday, on what day of the week was Anatole born? Find the day of the week and explain your strategy for finding it.