MATH CCSS TEST REVIEW

6th GRADE

a 10+ day common core aligned test prep
this resource is 100% aligned to CCSS

comprehensive, ready-to-go test review unit

MATH END-OF-THE-YEAR REVIEW
INSTRUCTIONS AND IMPLEMENTATION

TABLE OF CONTENTS

The following items have been included in the Math End-of-the-Year Review pack.

TOPIC	STANDARDS	ACTIVITY
The Number System	6.NS.5, 6.NS.6, 6.NS.7	Stations
Rational Number Operations	6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4	Spin to 10
Ratios and Proportions	6.RP.1, 6.RP.2, 6.RP.3	He Said, She Said
Percents	6.RP.3	Scavenger Hunt
Algebraic Representations	6.EE.9	Four Corners
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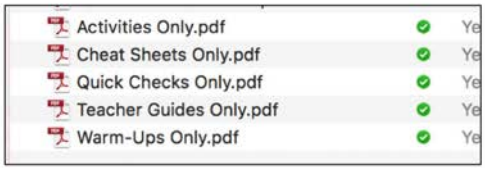
Equations and Inequalities	6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8	Cut and Paste
Coordinate Plane	6.NS.8, 6.G.3	Stations
Geometry and Measurement	6.G.1, 6.G.2, 6.G.4	Task Cards
Data and Statistics	6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5	Find It and Fix It

Additionally, the same content has been formatted for easier printing by placing all of the like materials in one file. For example, all of the quizzes together, all of the activities together, all of the warm-ups together, etc.



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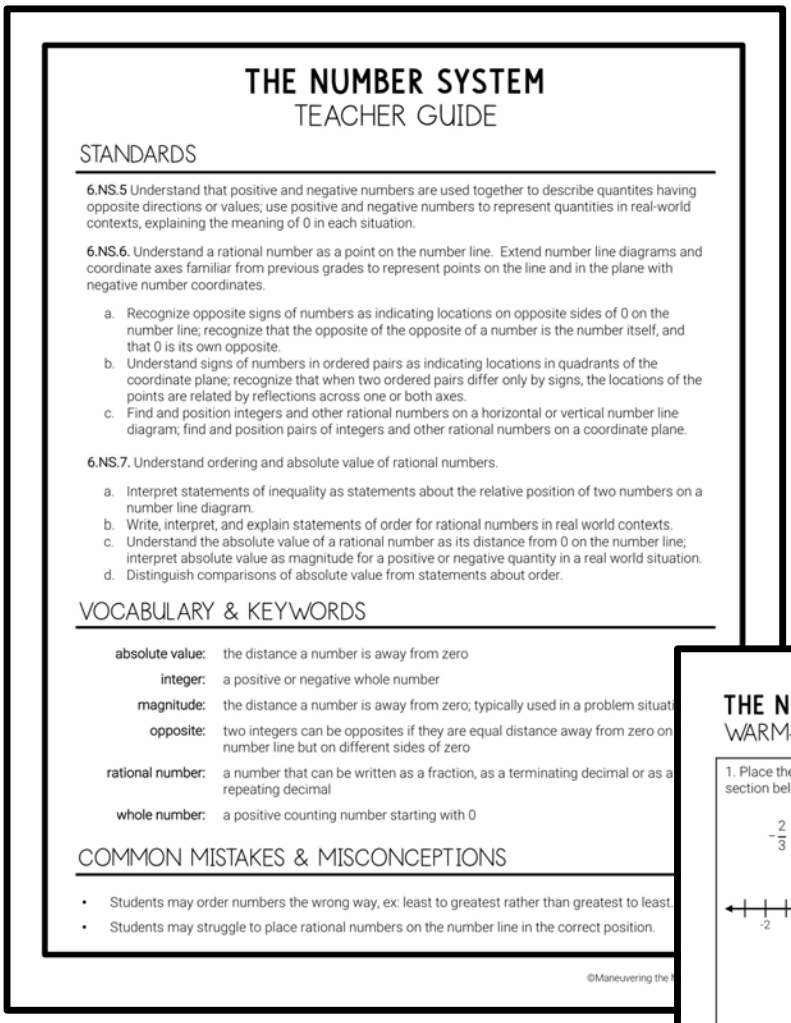

THE NUMBER SYSTEM
TEACHER GUIDE

STANDARDS

6.NS.5 Understand that positive and negative numbers are used together to describe quantites having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite.
b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.NS.7. Understand ordering and absolute value of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
b. Write, interpret, and explain statements of order for rational numbers in real world contexts.
c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real world situation.
d. Distinguish comparisons of absolute value from statements about order.

VOCABULARY & KEYWORDS

absolute value: the distance a number is away from zero
integer: a positive or negative whole number
magnitude: the distance a number is away from zero; typically used in a problem situat
opposite: two integers can be opposites if they are equal distance away from zero on number line but on different sides of zero
rational number: a number that can be written as a fraction, as a terminating decimal or as a repeating decimal
whole number: a positive counting number starting with 0

COMMON MISTAKES & MISCONCEPTIONS

- Students may order numbers the wrong way, ex: least to greatest rather than greatest to least
- Students may struggle to place rational numbers on the number line in the correct position.

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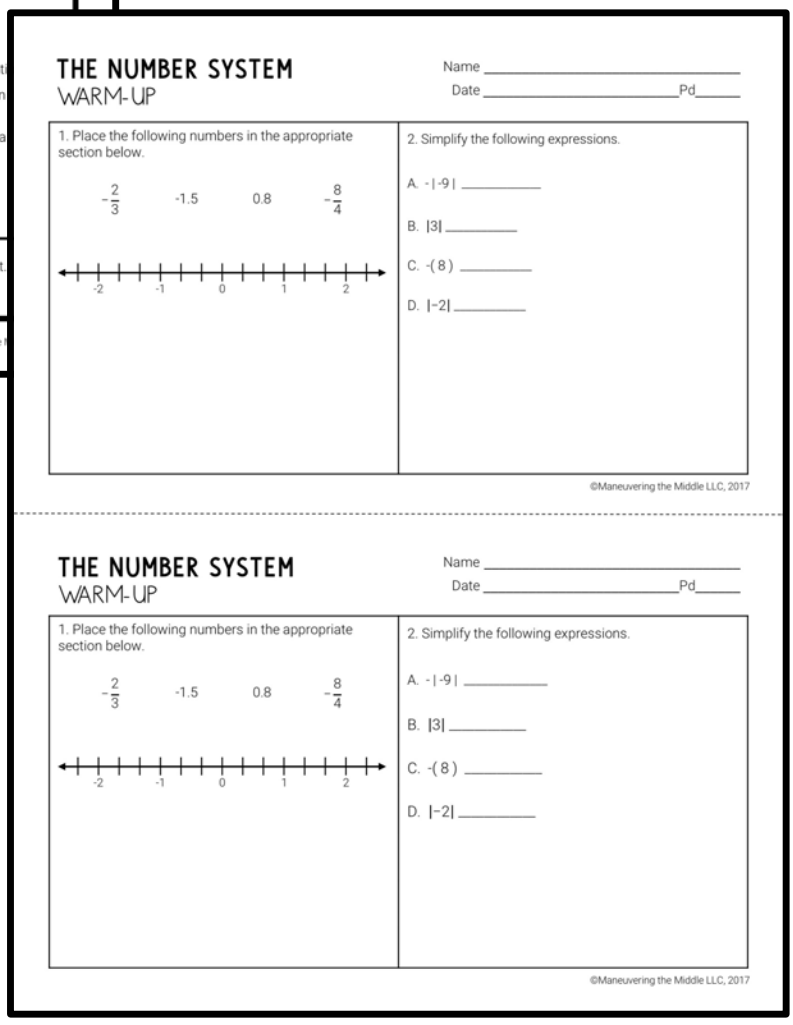
teacher guides includes:

- ✓ standards
- ✓ vocabulary
- ✓ misconceptions



THE NUMBER SYSTEM
WARM-UP

Name _____
Date _____ Pd____

1. Place the following numbers in the appropriate section below.

$-\frac{2}{3}$ -1.5 0.8 $-\frac{8}{4}$

-2 -1 0 1 2

2. Simplify the following expressions.

A. -|-9| _____
B. |3| _____
C. -(8) _____
D. |-2| _____

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THE NUMBER SYSTEM
WARM-UP

Name _____
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2 warm-up questions per topic

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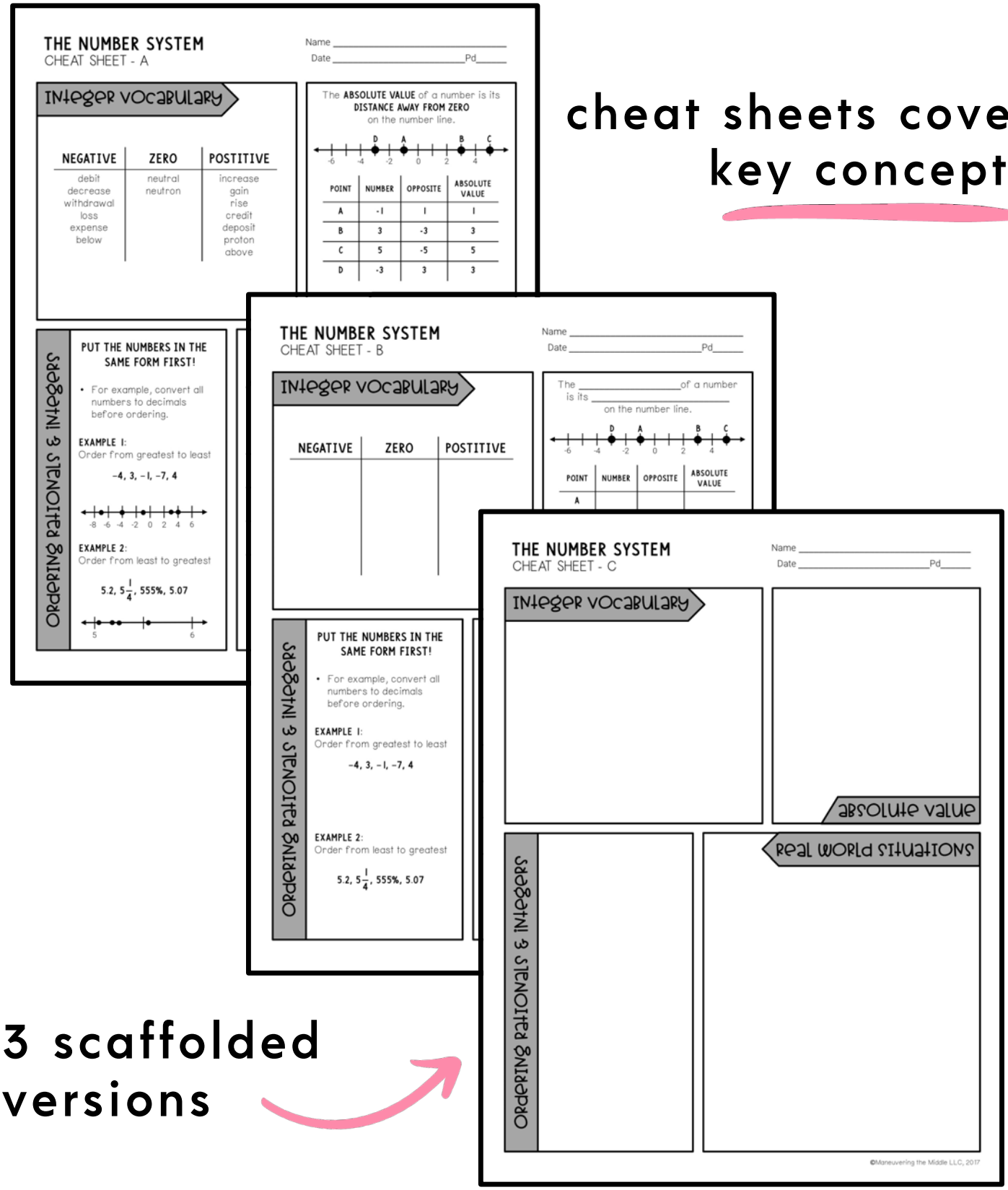

cheat sheets cover key concepts

3 scaffolded versions

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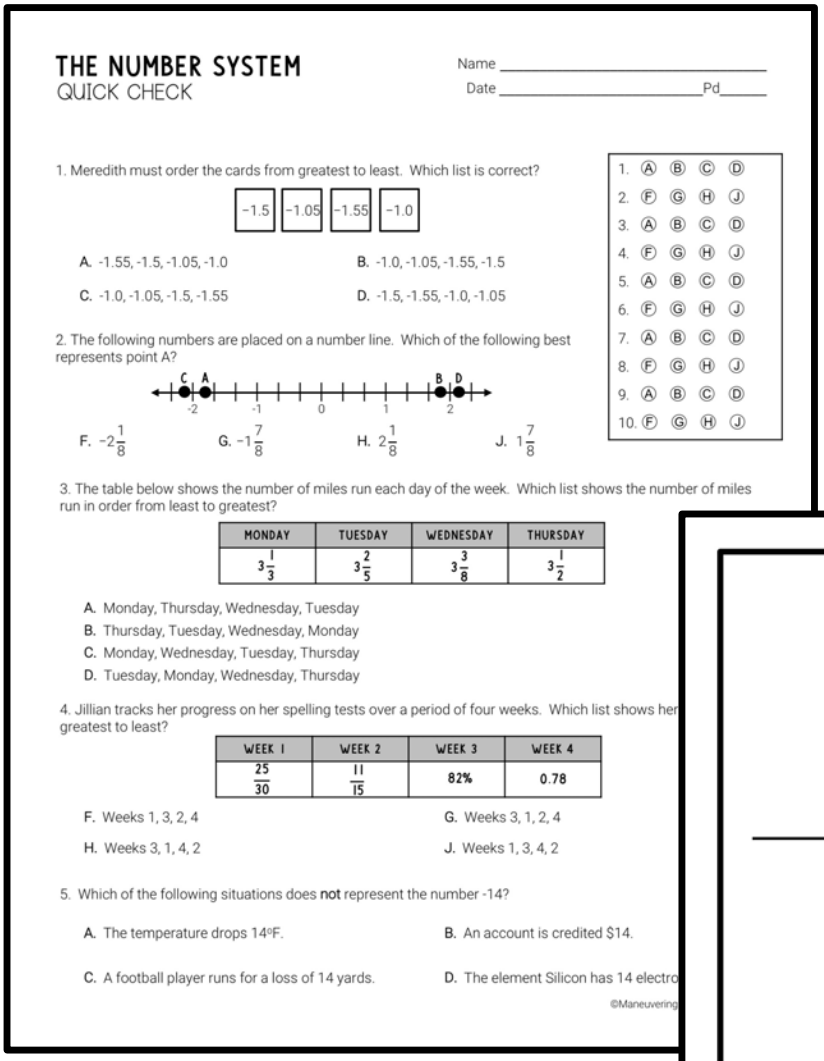
assessments with 8-10 questions



THE NUMBER SYSTEM
QUICK CHECK

Name _____
Date _____ Pd_____

1. Meredith must order the cards from greatest to least. Which list is correct?

-1.5 | -1.05 | -1.55 | -1.0

A. -1.55, -1.5, -1.05, -1.0
B. -1.0, -1.05, -1.55, -1.5
C. -1.0, -1.05, -1.5, -1.55
D. -1.5, -1.55, -1.0, -1.05

2. The following numbers are placed on a number line. Which of the following best represents point A?

F. $-2\frac{1}{8}$ G. $-1\frac{7}{8}$ H. $2\frac{1}{8}$ J. $1\frac{7}{8}$

3. The table below shows the number of miles run each day of the week. Which list shows the number of miles run in order from least to greatest?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
$3\frac{1}{3}$	$3\frac{2}{5}$	$3\frac{3}{8}$	$3\frac{1}{2}$

A. Monday, Thursday, Wednesday, Tuesday
B. Thursday, Tuesday, Wednesday, Monday
C. Monday, Wednesday, Tuesday, Thursday
D. Tuesday, Monday, Wednesday, Thursday

4. Jillian tracks her progress on her spelling tests over a period of four weeks. Which list shows her greatest to least?

WEEK 1	WEEK 2	WEEK 3	WEEK 4
$\frac{25}{30}$	$\frac{11}{15}$	82%	0.78

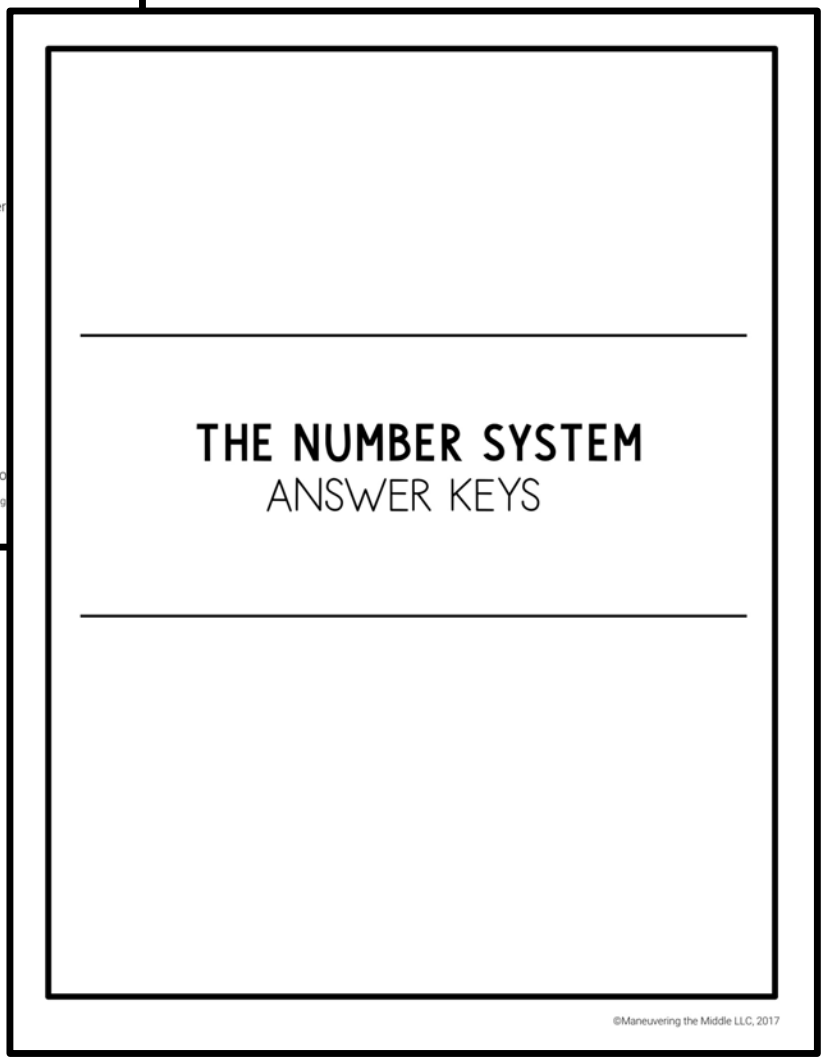
F. Weeks 1, 3, 2, 4
G. Weeks 3, 1, 2, 4
H. Weeks 3, 1, 4, 2
J. Weeks 1, 3, 4, 2

5. Which of the following situations does **not** represent the number -14?

A. The temperature drops 14°F.
B. An account is credited $14.
C. A football player runs for a loss of 14 yards.
D. The element Silicon has 14 electro

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓕ Ⓖ Ⓗ Ⓙ
3. Ⓐ Ⓑ Ⓒ Ⓓ
4. Ⓕ Ⓖ Ⓗ Ⓙ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. Ⓕ Ⓖ Ⓗ Ⓙ
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓕ Ⓖ Ⓗ Ⓙ
9. Ⓐ Ⓑ Ⓒ Ⓓ
10. Ⓕ Ⓖ Ⓗ Ⓙ

- ✓ multiple choice
- ✓ griddable
- ✓ Google Forms™ version included



THE NUMBER SYSTEM
ANSWER KEYS

answer keys included

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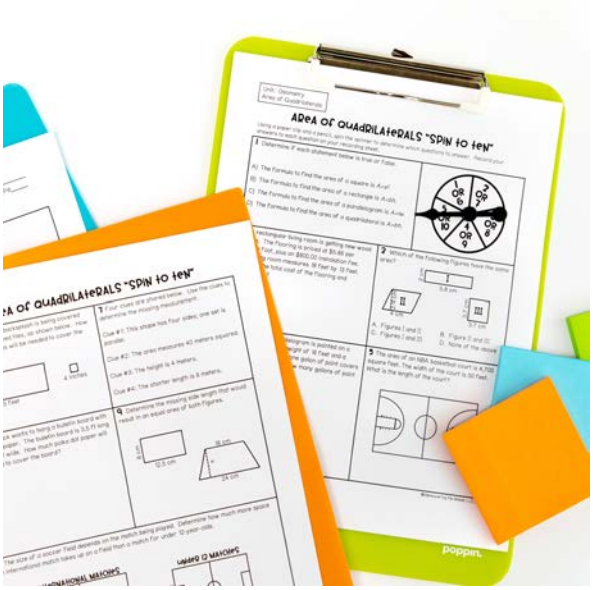
10 easy-to-prep activities

he said, she said
error analysis activity



spin to ten
great for partner work

task cards
variety of uses

puzzle activity
make math hands-on

scavenger hunt - task cards – he said, she said – find it, fix it – stations
spin to ten – four corners – puzzle activity – cut and paste

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