

Start Here · Unit rates and fair comparisons

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C05 v1.0.0 · three connected resource families; two newly authored

A bounded U.S. Grade 6 mathematics supplement, not a full ratios course. Local grade fit depends on the prerequisites below.

Choose the entry

RR02 v0.1.7 supplies ratio language and equivalent labeled groups. The ZIP rr02/ folder contains 18 original PDF/DOCX files and 9 HTML variants (format revision html-response-lines-r1) with decorative response-line ARIA and small-screen reflow corrected. Instructional text and print/binary files are preserved; original public files remain unchanged. Open rr02/shared/start-here.html for its own page selections. RR03 finds and interprets per one. RR04 compares rates on a shared basis. Enter RR04 when the per-one prerequisite is secure.

RR02: <https://mentorteaching.com/resources/equivalent-ratios-scale-both-quantities/>

Offline prerequisite: ../rr02/shared/start-here.html

Teach, check, respond, revisit

1. Start Here maps RR02 prerequisite → RR03 interpretation → RR04 comparison. A teacher may enter at RR04 only when per-one meaning and units are already secure.
2. Print readiness alone before any model, glossary or lesson. If prerequisite reasoning is insecure, teach RR02/RR03 as appropriate. Readiness is a routing conversation, not a diagnostic score.
3. Teach the model and guided page. Then give only the separate check file; provide no intended keys. Lesson and check use different stimuli.
4. Use the teacher criteria and response patterns; choose one supplied route and document why. Provide only that route page.
5. Reserve fresh recheck, later revisit and transfer selections. Their changed contexts/data are separate stimuli, not calibrated alternate forms. If shown before collection, label the later response practice.
6. Use fresh recheck after teaching, later revisit after another learning opportunity, then transfer. Record actual exposure, tools and response conditions locally.

Stop within the boundary

Interpret per one, preserve direction and units, compare on the same basis, explain ties and missing information, and apply a stated constant rate. No percent, measurement conversion, coordinate graphing, complex fractions or complete proportionality course.

Free classroom use

Paper and pencil. Optional counters for equal groups. No device, purchase, account or email is needed.

Teacher keys and every reserved stimulus are inside the complete ZIP. Keep it teacher-only. Individual student files provide exposure-controlled selections; HTML, PDF and editable DOCX contain the same text.

File and page selections

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File stem / location	Pages	When to expose
student/readiness	1	First; before any teaching aid
student/teach-lesson	1–2	Model/M1 then guided G1/G2
student/check-only	1–2	C1/C2; no visible model/key
student/route-continue	1	N1 only after route choice
student/route-clarify	1	Q1 only after route choice
student/route-reteach	1	R1 only after route choice
student/route-extend	1	X1 only after route choice
student/fresh-recheck	1–2	F1/F2 after selected move
student/later-revisit	1–2	L1/L2 after another opportunity
student/transfer	1	T1 after taught work
teacher/teacher-guide	1–16	Teacher-only: criteria, routes, all keys
shared/representation-glossary	1–2	Teaching aid; after readiness
shared/local-decision-record	1	Teacher-only local record

Student/teacher stems are under rr03/ or rr04/. Shared/ stems are at the ZIP root. All stems are provided as .pdf, .docx and .html. In each two-page evidence file page 1 is the first task and page 2 is the second. Teacher-guide pagination is fixed in PDF; editable Word pagination may change locally. Print from PDF for these page selections.

Teacher guide map

Page 1 quick start; page 2 print/exposure and criteria; pages 3–6 routes (continue, clarify, reteach, extend); pages 7–14 all 15 task keys in task order (two per page, last one alone); page 15 supports/standards; page 16 provenance/limits.

Local conditions

Record prior exposure, response mode, neutral reading assistance, calculators and other support. Brief checks guide a tentative teaching move; they do not establish stable ability, assessment equivalence, or classroom effectiveness.