

Dec. 7th-Dec. 11th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	2nd/3rd Lesson 2-5 Content: I can demonstrate knowledge of using absolute value to find distance on the coordinate plane. Language: I orally explain that absolute value is by using the frame "Absolute value is the distance from...."	4th/5th Lesson 2-5 Content: I can demonstrate knowledge of using absolute value to find distance on the coordinate plane. Language: I orally explain that absolute value is by using the frame "Absolute value is the distance from...."	2nd/3rd Lesson 2-6 Content: I can demonstrate knowledge to find side lengths of polygons on a coordinate plane. Language: I can listen to explain that the perimeter of an object is the distance around it.	4th/5th Lesson 2-6 Content: I can use mathematical modeling to represent a problem situation and to propose a solution. Language: I can listen to explain that the perimeter of an object is the distance around it.	2nd/3rd/4th/5th Students will complete their homework for lesson 2-5.
Measurable Goal	Students will correctly answer 70% on the Independent Worksheet.	Students will correctly answer 70% on the Independent Worksheet.	Students will correctly answer 70% on the Independent Worksheet.	Students will correctly answer 70% on the Independent Worksheet.	Students will correctly answer 70% on the Independent Worksheet.
Weekly Vocabulary	X-axis, Y-axis, Quadrants, Rational numbers, Integers, Opposite numbers, Absolute Value				
Class Set-up	Whole Class/Small Group	Whole Class/Small Group/Independent	Whole Class/Small Group/Independent	Whole Class/Small Group/Independent	Independent

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CCS Covered and Strand	<p>6.NS.C.7.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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>6.NS.C.6b 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. (LESSON 2-4)</p> <p>6.NS.C.6c 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. (LESSON 2-4)</p> <p>6.NS.C.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.</p> <p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>				
Supplemental Class	<p>Students will begin working with decimal operations through exact path, khan academy and continue working on XtraMath.org.</p>				