Feb. 24th-Feb. 28th	Monday	Tuesday	Wednesday	Thursday	Friday
Content Objective	Lesson 10 Content: I can demonstrate knowledge of finding the area of compound shapes on a coordinate grid by completing the partner practice.

Language: I can orally explain how to find the area of a compound shape by dividing it into smaller shapes (i.e. Rectangle, parallelograms, triangles) | Lesson 11 Content: I can demonstrate knowledge of finding the area of compound shapes by separating the shape into smaller figures.

Language: I can write to explain how to find the area of a compound shape by dividing it into smaller shapes (i.e. Rectangle, parallelograms, triangles) | Common Assessment review Content: I can demonstrate knowledge of geometry concepts by completing the review.

Language: I can orally explain how to measure area of a rectangle or parallelogram by reciting the formula:_____ | Common Assessment review Content: I can demonstrate knowledge of geometry concepts by participating in the review game

Language: I can orally explain how to measure area of a triangle by reciting the formula:_____ | Common Assessment Content: I can demonstrate application in geometry concepts by passing the common assessment.

Students will graph post-test results. |
Measurable Goals				Students will correctly answer 80% on review	Students will correctly answer 80% on Study Island assessment.
Weekly Vocabulary	Parallelogram, Coordinate, X-Coordinate, Y-Coordinate, Base, Height.				
Class Set-up	Whole Class/Small group	Whole Class/Small group	Whole Class/Small group	Whole class/Small Group	Individual
CCS Covered and Strand	**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. *Problem 4*

6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. *Problems 1, 2, 3, and 4*

6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers. *Problems 1 and 4*

6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *Problems 1, 2, 3, and 4*

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. *Problems 1 and 4*

6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. *Problems 1, 2, 3, and 4*

6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. *Problem 4*

6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation *d=65t* to represent the relationship between distance and time. | | | | |