

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	6.NS.5 Identifying and Graphing Integers on a number line. <ul style="list-style-type: none"> I can recognize that positive and negative signs represent opposite values and/or directions. I can describe and give examples of how positive and negative numbers are used to describe quantities having opposite directions or opposite values. I can explain that the number zero is the point at which direction or value will change. I can use positive and negative numbers along with zero to represent real world situations. I can plot a number and its opposite on a number line and recognize that they are equidistant from zero. 	Positive Negative Opposite Integer *Fill it in activity	PR – Students create their own real-world example on an integer.	Reading and writing real-world situations.	F – Student responses. F – Monitor student work F – Turning point response	S – Use of color to identify positives and negatives. G – Identify where the value of zero falls in a real world situation.	Turning point

2	6.NS.6/6.NS.7 Compare and Order Integers/Absolute Value <ul style="list-style-type: none"> I can find the opposite of any given number including zero. I can describe absolute value as the magnitude of the number in a real world situation. I can compare between using a signed number and using the absolute value of a signed number when referring to real world situations. 	Integer Opposite Absolute value *Use analogies	Authenticity – use of analogy to describe absolute value.		F-Student responses. F-Monitor student work	S-Use a number line to determine the values of integers. G-Adding and Subtracting absolute values.	
3	6.NS.6 Plotting Points on the Coordinate Plane <ul style="list-style-type: none"> I can use the signs of the coordinates to determine the location of an ordered pair in the coordinate plane. I can reason about the location of two ordered pairs that have the same values but different signs. I can plot a point on a number line or coordinate plane. I can read a point from a number line or a coordinate plane. 	Reflection Quadrant Ordered pair Coordinate plane *My definition	Novelty/Variety – “Name my point” activity. Novelty/Variety – “ X and Y coordinate dance” PR – Create your own points.	Reading – Coordinate locations on a graph.	F-Student responses. F-Peer feedback.	S-Use the “Crawl before you walk” analogy to help students determine directions on the coordinate plane. G-Plot numbers including fractions and decimals.	Interwrite
4	Review and Unit Test				S-Unit Test		
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