Standard(s)	MGSE6.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. **MGSE6.NS.6a** 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, e.g.,–(–3)=3, and that 0 is its own opposite. **MGSE6.NS.6b** Understand signs of number 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. **MGSE6.NS.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. **MGSE6.NS.7** Understand ordering and absolute value of rational numbers. . **MGSE6.NS.7c** 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. **MGSE6.NS.7d** Distinguish comparisons of absolute value from statements about order. **MGSE6.NS.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. **MGSE6.G.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 those techniques in the context of solving real-world mathematical problems.

Essential questions Or "I Can…" statements	**Monday** I can find the distance between two points on a coordinate grid. I can find perimeter of a figure on the coordinate plane.	**Tuesday** I can locate a point and it's opposite on a horizontal and/or a vertical number line.	**Wednesday**	**Thursday** I can find the distance between two points on a coordinate grid. I can find perimeter of a figure on the coordinate plane.	**Friday** How do I use positive and negative numbers in everyday life?
Warm-up	#63	#64	#	#65	#66
Opening	Review/recap what we learned about the coordinate plane last week			Review homework	Review homework
Work Session	-stopwatch pizzazz sheet -"tommy's afternoon" coordinate plane wb 378 -find distance between points on grid paper, use select questions from wb 379 - Explore #3 (L)	-reflections and how they are on the opposite side of number line. -reflection rules handout	Field trip to Infantry Museum	-area/perimeter -review distance between 2 points without a coordinate grid -reflection practice 4 problems (could add for students to find perimeter and area??)	-problem solving connections task for unit 7 "treasure hunt"
Homework	Weekly sheet- week 15				NONE
Closing	After creating an F on coordinate grid, what other kinds of questions might we be asked? Perimeter? Area?	What is the rule for reflecting over the x axis? Do you need a coordinate grid to do a reflection?		Does a reflection change the size, shape, perimeter of a figure?	Happy Thanksgiving!
Assessment for understanding	Formative-checking for misconceptions and those that have issues counting spaces on coordinate plane	Formative-calling on students, walking around to check/monitor, responses to quiz on smartboard		Formative-looking to see if students can figure out how to find distance between points without having to graph them and count on the grid	Formative-checking "treasure hunt" for accuracy

Unit 7 plan: https://www.georgiastandards.org/Georgia-Standards/Frameworks/6th-Math-Unit-7.pdf