A.Rahn

IXL Math Remediation 6th Grade

Rational Numbers

Date of Instruction: Jan. 7

Opening (I Do)

An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.
TKES 1, 2, 3,4,5, 8,10

(Connection, Direct Instruction)

Education Standards Addressed:

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.

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.

a. 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.

b. 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.

c. 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.

Learning Target: I can

-use positive and negative numbers to indicate a change (gain or loss) with a fixed reference point such as elevation, temperature, and the balance in a bank account.
-understand how things in the real world can be a positive or negative change.

Success Criteria: I know I understand it when I can successfully...

-use positive and negative numbers to indicate a change (gain or loss) in elevation with a fixed reference point, temperature, and the balance in a bank account. Students use vocabulary precisely when describing and representing situations involving integers; for example, an elevation of −10 feet is the same as 10 feet below the fixed reference point.
-choose an appropriate scale for the number line when given a set of positive and negative numbers to graph.

- ✔ I can plot positive and negative numbers by determining the scale of numbers to use. (Skip counting)

- ✔ I will understand and identify key words such as: gain, deposit, credit to, earned and above sea level are positive amounts and loss, withdrawal, debit, charge, fee, owe, and below sea level are negative amounts.

	✔ I will be able to explain a real-world example of a positive or negative number (bank accounts, elevation, temperatures).
Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7. 8,10 (Guided Practice, Independent Practice, Collaboration, Differentiation)	Support Coach pages 64-71 Problems pgs 70-71 IXL Lesson: (6)P.1 (10 min) Diag: 10 min
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8 (Debrief)	Lesson Exit TIcket via Google Classroom Fluency drills with number line!