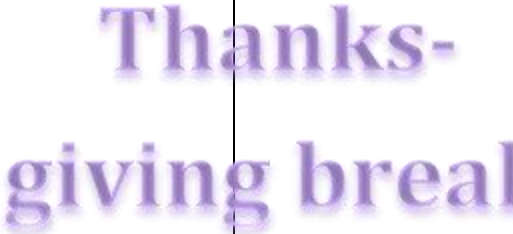| Hurn 6th grade Math 2nd, 4th, 5th, 6th | Monday 11-20 | Tuesday 11-21 | Wednesday 11-22 Half day | Thursday 11-23 | Friday 11-24 |
|---|---|---|---|---|---|
| Objective | Content: I can demonstrate knowledge of negative numbers by placing negative numbers on the number line.<br><br>Language: I can orally explain what type of numbers are to the left of 0 on the number line using the stem, "To the left of 0 we have.." | Content: I can demonstrate application of negative numbers on the number line by using number lines to compare integers.<br><br>Language: I can write to explain how to compare numbers using a number line with the stem, "To compare numbers using a number line first…" | Pbis party | Thanks-giving break | |
| Vocabulary | Absolute value, negative, greater than, less than | | | | |
| Differentiated Instruction/ Class set-up | Whole Group Partners | .Whole group partners | | | |
| CCSS | 6.NS.C.6 Understand a rational number as a point on the number line… CCSS.MATH.CONTENT.6.NS.C.6.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. CCSS.MATH.CONTENT.6.NS.C.7.A Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* | | | | |
| 6rd hour Supplemental Math | Student connect- checking grades Missing assignments Extra credit Work on Homework | Projects | Workbook | Games | Free Choice |