## UNIT PLANNING TOOL

## Planning Focus: Coordinate plane and their applications Module(s)/Unit(s)_Unit 6

## CCSS.MATH.CONTENT.5.G.A. 1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., $x$-axis and $x$-coordinate, $y$-axis and $y$-coordinate).
CCSS.MATH.CONTENT.5.G.A. 2
Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

## Mathematical practices being emphasized:

Make sense of problems and persevere in solving them. (\#1)
Model with mathematics. (\#4)
Look for and make use of structure. (\#7)

## Essential Questions

- How does the coordinate system work?
- How do coordinate grids help you organize information?
- How might a coordinate grid help me understand a relationship between two numbers?


## Key Concepts

- Transfer data from charts to graphs and graphs to charts
- Understand that graphs are a visual representation of information called data
- Interpret data from graphs
- Classify 2D shapes (on a coordinate grid)
- Extend numerical patterns


## Visual Models/ Algorithms/ Diagrams for Compendium




## Connections (Real World Applications)

- Cartography
- Air traffic control
- Art
- Scaling
- Graphing data
- Technology - touchscreens
- Gaming
- Radar - military, satellites


## Language Functions/Structures

Functions: Explain. Describe. Compare
Structures: I drew $\qquad$ because $\qquad$ . I used a number line and started at $\qquad$ .
On the graph, $\qquad$ correlates to $\qquad$ because $\qquad$ .
The $y$-axis is different than the $x$-axis because $\qquad$ .
This graph shows $\qquad$ and this graph shows $\qquad$ . They are similar/different because

Why did you $\qquad$ ? 1 $\qquad$ because $\qquad$ . The tool I used was $\qquad$ .

## Vocabulary

- axis/axes
- coordinates
- coordinate plane
- coordinate system
- first quadrant
- horizontal
- intersection of lines
- line
- ordered pairs
- origin
- point
- rule
- vertical
- $x$-axis
- $\boldsymbol{x}$-coordinate
- $y$-axis
- $y$-coordinate


## Focus and Motivation

Animations - Ordered Pairs - studyjams.scholastic.com
Coordinate Plane - brainpop.com
Chants - Mental Math Addition Bugaloo (DLeNM chant bank)
Literature - The Fly on the Ceiling by Dr. Julie Glass
A Place for Zero by Angeline Sparagna LoPresti
Less than Zero by Stuart J. Murphy
Game - Battleship Web based classicwebgames.com
Battleship Web based sheppardsoftware.com

Name $\qquad$ Date $\qquad$
Circle the graph (A, B or $C$ ) best represents the information in the table.
1)

| Favorite Color | blue | green | orange | yellow | red |
| :---: | :---: | :---: | :---: | :---: | :---: |
| People | 10,000 | 2,000 | 8,000 | 3,000 | 4,000 |





The graph below shows the minutes Tommy spent playing video games. Use the graph to answer the questions.


1) Which day did he spend the most time playing games?
2) Which day did he spend the least time playing games?

Which letter best shows -24 ?


Determine the number that correctly fills in the blank in the function machine.

| In | 4 | 5 | 9 |  | 8 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Out | 20 | 25 | 45 | 10 | 40 |


| In | 12 | 24 | 48 | 54 | 30 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Out | 2 | 4 | 8 | 9 |  |




