Grade 6 Units 2 & 3 Week 3

Parents: Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.

Special Education students should use the Re-Engage lessons as shown in the weekly plans.

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.	Use number lines to show numbers and their opposites.	Interpret statements about the position of two rational numbers on a number line.	Graph ordered pairs on a coordinate plane (grid) and identify the quadrant.
Assignment	**Unit 2 Lesson 2** Re-Engage **Unit 2 Lesson 3** Re-Engage Extra Practice	**Unit 2 Lesson 5** Re-Engage **Unit 2 Lesson 6** Re-Engage Extra Practice	**Unit 2 Lesson 9** Re-Engage Extra Practice	**Unit 2 Lesson 11** Re-Engage Extra Practice	**Unit 3 Lessons 1-2** Re-Engage Extra Practice
Video link	Lesson 2: English Spanish Lesson 3: English Spanish	Lesson 5: English Spanish Lesson 6: English Spanish	Unit 2 Lesson 9 English Spanish	Unit 2 Lesson 11 English Spanish	Lesson 1: English Spanish Lesson 2: English Spanish
Fluency Practice	Multiplication A Products within 100 (70 items)	Multiplication B Products within 100 (70 items)	Multiplication A Products within 100 (70 items)	Multiplication B Products within 100 (70 items)	Multiplication A Products within 100 (70 items)
Reflection	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…	One thing I was successful with is… One thing I need more help with is…

Find this packet on swunmath.com. Click on the hyperlinks to jump to the lesson videos.

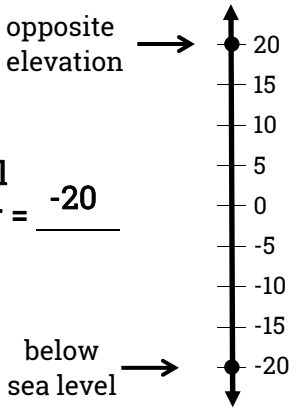
Re-Engage
Unit 2 Lessons 1-2: Elevation

Name: _____

Date: _____

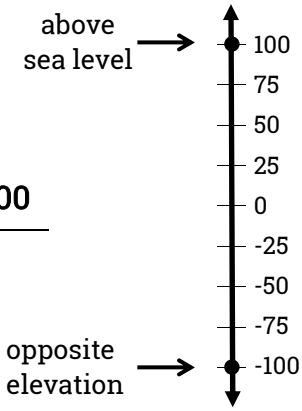
Model

The diver is 20 ft below sea level.



Rational Number = -20 sea level

The hiker reached 100 ft above sea level.



Rational Number = 100 sea level

Negative Rational Number Terms

below sea level, below zero, sank, dove, debit, electron

Positive Rational Number Terms

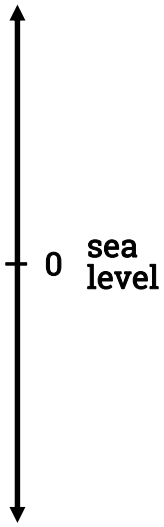
above sea level, above zero, credit, proton

Structured Guided Practice

Directions: Read each description, write the rational number and plot it on the visual model.

1. A submarine dove 50 ft below sea level.

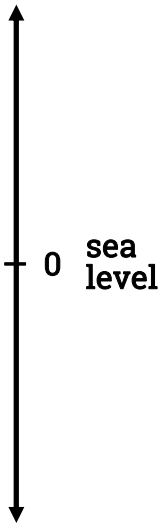
Rational Number = _____



What is the opposite elevation? _____

2. A hiker reached 200 ft above sea level.

Rational Number = _____



What is the opposite elevation? _____

Re-Engage

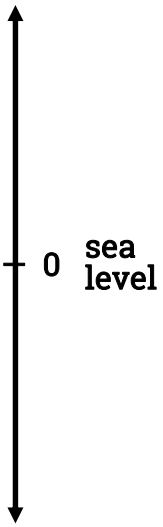
Unit 2 Lessons 1-2: Elevation

Student Practice

Directions: Read each description, write the rational number, and plot it on the visual model.

1. A ship sank 500 yards to the ocean floor.

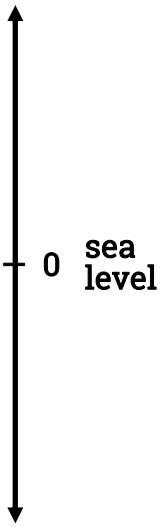
Rational Number = _____



What is the opposite elevation? _____

2. A house was built 75 ft above sea level.

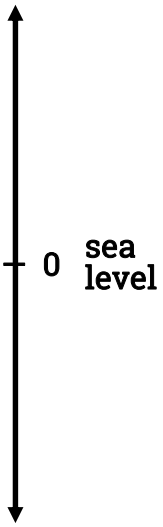
Rational Number = _____



What is the opposite elevation? _____

3. A mountain peak is 3,000 feet above sea level.

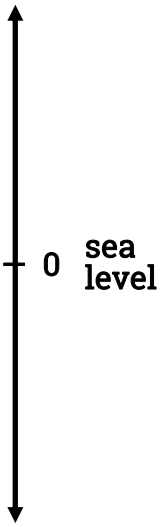
Rational Number = _____



What is the opposite elevation? _____

4. A diver dove 15 ft below sea level.

Rational Number = _____



What is the opposite elevation? _____

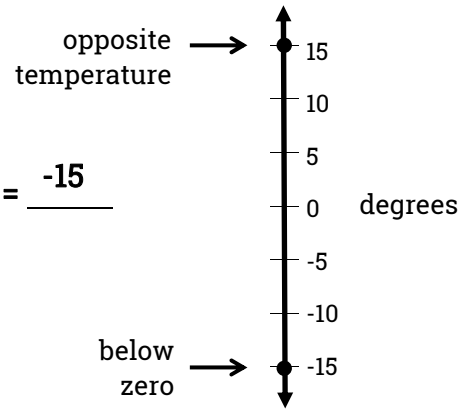
Re-Engage
Unit 2 Lesson 3: Temperature

Name: _____

Date: _____

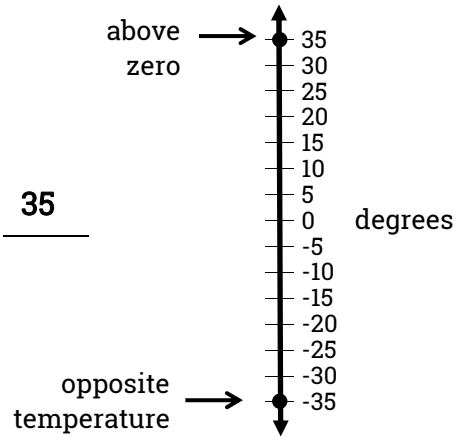
Model

The temperature at night was 15° below zero.



Rational Number = -15

The temperature during the day was 35° above zero.



Rational Number = 35

Negative Rational Number Terms

below sea level, below zero, sank, dove, debit, electron

Positive Rational Number Terms

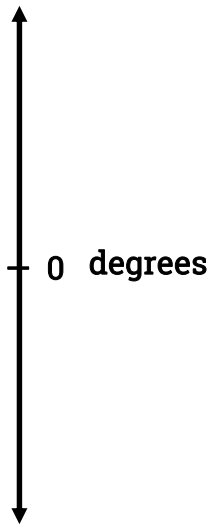
above sea level, above zero, credit, proton

Structured Guided Practice

Directions: Read each description, write the rational number and plot it on the visual model.

1. The temperature in the desert reached 110° above zero.

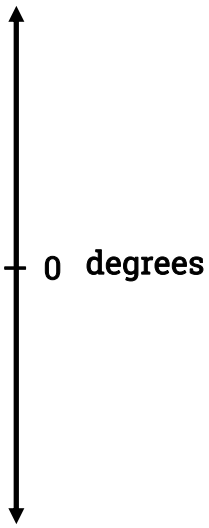
Rational Number = _____



What is the opposite temperature? _____

2. The temperature in Alaska reached 25° below zero.

Rational Number = _____



What is the opposite temperature? _____

Student Practice

Directions: Read each description, write the rational number, and plot it on the visual model.

1. The temperature in the North Pole was 20° below zero.

Rational Number = _____

0 degrees

What is the opposite temperature? _____

2. The temperature in Death Valley reached 120° above zero.

Rational Number = _____

0 degrees

What is the opposite temperature? _____

3. The temperature at the beach was a perfect 80° above zero.

Rational Number = _____

0 degrees

What is the opposite temperature? _____

4. The temperature in the winter reached 5° below zero.

Rational Number = _____

0 degrees

What is the opposite temperature? _____

Extra Practice

Unit 2 Lessons 1-3: Rational Numbers: Elevation & Temperature

Name: _____

Date: _____

Directions: Read each description and write the associated rational number.

1. The golf course was built 57 meters above sea level.
   Draw a visual model to represent this expression.

2. The anchor sank 235 feet to the ocean floor.
   Draw a visual model to represent this expression.

3. Luis hiked 873 feet above sea level.
   Draw a visual model to represent this expression.

4. A scuba diver dove 73 feet below sea level.
   What is the opposite elevation?

Extra Practice

Unit 2 Lessons 1-3: Rational Numbers: Elevation & Temperature

Directions: Read each description and write the associated rational number.

5. The temperature at the ski resort was 12˚ below zero.
   Draw a visual model to represent this expression.

6. The temperature at the beach was 91˚ above zero.
   Draw a visual model to represent this expression.

7. The temperature at the river was 68˚ above zero.
   Draw a visual model to represent this expression.

8. The thermometer read 23˚ below zero.
   What is the opposite temperature?

Re-Engage

Unit 2 Lessons 4-5: Rational Numbers Credit and Debit

Name: _____

Date: _____

Model

A bank account was debited $100 and now the bank account has a zero balance. Rational Number = -100 Explain how to make the bank account balance $100. *The bank account would need to receive a credit of $100.*	A bank account was credited $50 and now has a balance of $250. Rational Number = 50 Explain how to make the bank account balance $0. *The bank account would need to receive a debit of $250.*
Negative Rational Number Terms below sea level, below zero, sank, dove, debit, electron	Positive Rational Number Terms above sea level, above zero, credit, proton

Structured Guided Practice

Directions: Read each description, write the rational number and explain how to get the account balance to the given amount.

1. Ryan has a game card that was debited 60 points, and now has a zero balance. Rational Number = _____ Explain how Ryan's game card can have a balance of 60 points.	2. Sofia's cell phone plan was credited 35 minutes, and now has a balance of 90 minutes. Rational Number = _____ Explain how Sofia's cell phone plan can have a balance of 0 minutes.

Re-Engage

Unit 2 Lessons 4-5: Rational Numbers Credit and Debit

Student Practice

Directions: Read each description, write the rational number and explain how to get the account balance to the given amount.

1. The bank account received a credit of $75 and now has a balance of $200.

   Rational Number = _____

   Explain how to make the bank account balance $0.

2. The bank account was debited $25 and now has a balance of $0.

   Rational Number = _____

   Explain how to make the bank account balance $25.

3. Traci's cell phone plan was debited 45 minutes, and now she has 0 minutes left on her plan.

   Rational Number = _____

   Explain how to get Traci's cell phone plan back to 45 minutes.

4. Kari's game card was credited 90 points and now she has a balance of 180 points.

   Rational Number = _____

   Explain how Kari's game card could have a balance of 0 points.

Extra Practice

Unit 2 Lessons 4-6: Rational Numbers: Credit & Debit, Electric Charge

Name: _____

Date: _____

Directions: Read each description and write the associated rational number.

1. Harry's bank account has a balance of -$275. Explain how he can get to a zero balance.

2. During a football game a quarterback was sacked and lost 8 yards.

   How would the rational number change if he ran the ball and gained 8 yards?

3. Karen received $200 for her birthday and deposited the whole amount in her savings account. She already had $87 in her savings account. How much money does she have now in her savings account?

4. Gary's checking account had a balance of $75. The account was then debited $125 for a purchase. What is the new balance of the checking account?

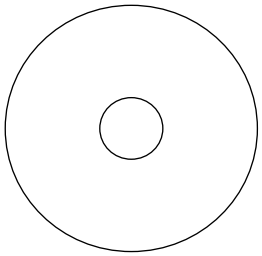
Extra Practice

Unit 2 Lessons 4-6: Rational Numbers: Credit & Debit, Electric Charge

Directions: Read each description and write the associated rational number.

5. What is the overall charge of a group with 8 protons and 8 electrons?

   What electric charge does this group have?
   Draw a visual model to support your answer.



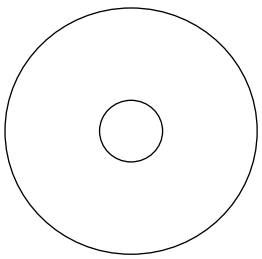
6. What is the overall charge of a group with 3 protons and 4 electrons?

   What electric charge does this group have?

   What grouping would have the opposite electric charge?

7. What is the overall charge of a group with 2 protons and 4 electrons?

   What electric charge does this group have?
   Draw a visual model to support your answer.



8. What is the overall charge of a group with 4 protons and 2 electrons?

   What electric charge does this group have?

   What grouping would have the opposite electric charge?

Re-Engage

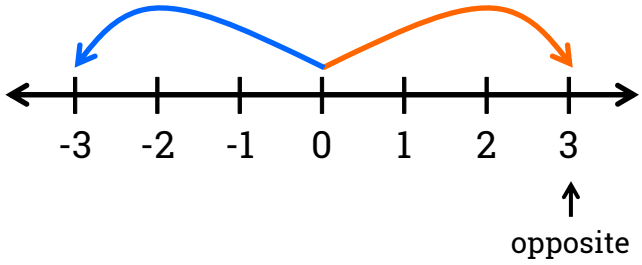
Unit 2 Lessons 8-9: Opposite Rational Numbers on a Number Line

Name: _____

Date: _____

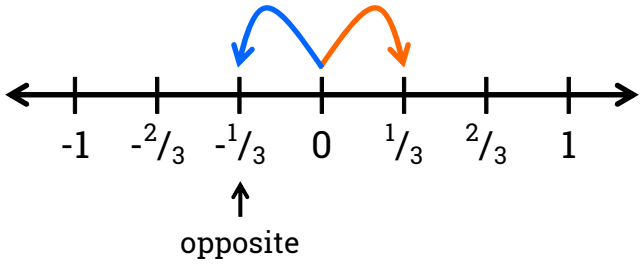
Model

What is the opposite of −3?



The opposite of ___-3___ is ___3___.

What is the opposite of $^{1}/_{3}$?

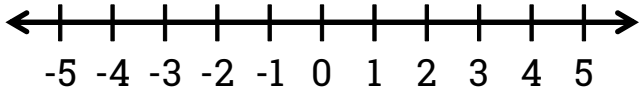


The opposite of ___1/3___ is ___-1/3___.

Structured Guided Practice

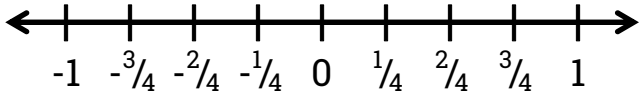
Directions: Locate the rational number on the number line, then find its opposite.

1. **What is the opposite of 5?**



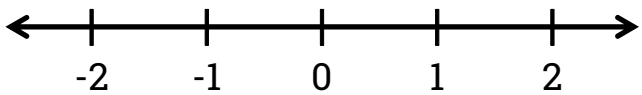
The opposite of _____ is _____.

2. **What is the opposite of $-^{2}/_{4}$?**



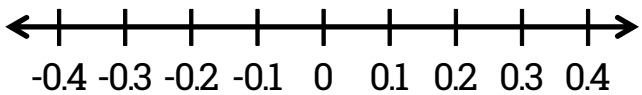
The opposite of _____ is _____.

3. **What is the opposite of 2?**



The opposite of _____ is _____.

4. **What is the opposite of 0.4?**



The opposite of _____ is _____.

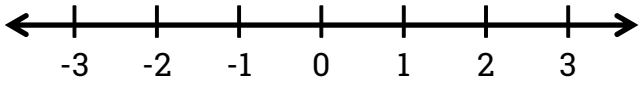
Re-Engage

Unit 2 Lessons 8-9: Opposite Rational Numbers on a Number Line

Student Practice

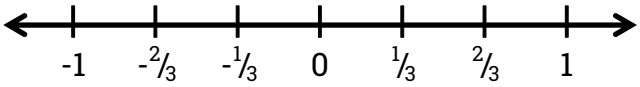
Directions: Locate the rational number on the number line, then find its opposite.

1. What is the opposite of –1?



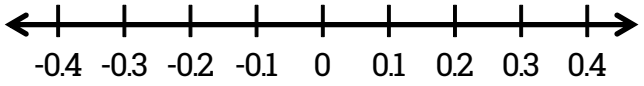
The opposite of _____ is _____.

2. What is the opposite of $^{2}/_{3}$?



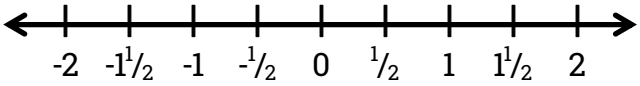
The opposite of _____ is _____.

3. What is the opposite of 0.2?



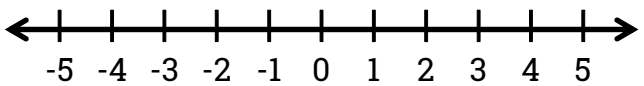
The opposite of _____ is _____.

4. What is the opposite of $1^{1}/_{2}$?



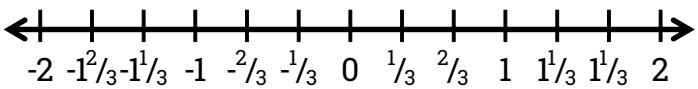
The opposite of _____ is _____.

5. What is the opposite of –4?



The opposite of _____ is _____.

6. What is the opposite of $1^{2}/_{3}$?



The opposite of _____ is _____.

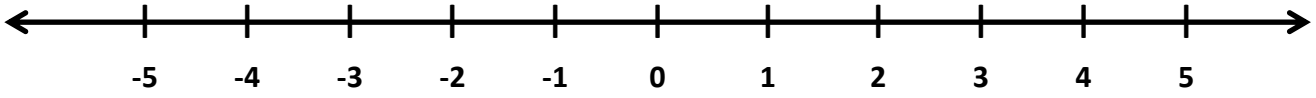
Extra Practice

Unit 2 Lessons 8-10: Rational Numbers and Number Lines

Name: _____

Date: _____

Directions: Solve using the number line.



1. What is the opposite of −2.5? Label the point on the number line with *A.*	2. What is the opposite of 4? Label the point on the number line with *B.*
3. What is the opposite of −5? Label the point on the number line with *C.*	4. What is the opposite of 3.5? Label the point on the number line with *D.*

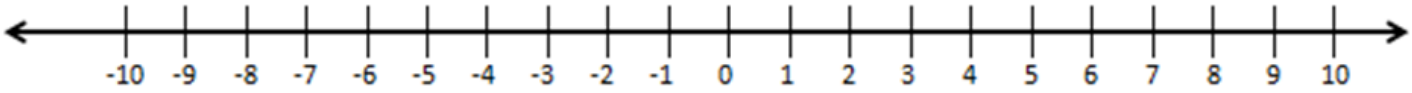
Extra Practice

Unit 2 Lessons 8-10: Rational Numbers and Number Lines

Name: _____

Date: _____

Directions: Solve using the number line.



5. What is $-(-8)$? Label the point on the number line with *E.*	6. What is $-(-2\frac{3}{4})$? Label the point on the number line with *F.*
7. What is $-(-7)$? Label the point on the number line with *G.*	8. What is $-(5.5)$? Label the point on the number line with *H.*

Re-Engage

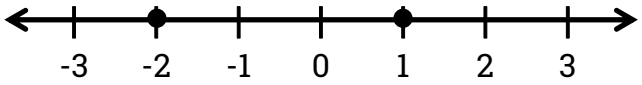
Unit 2 Lessons 11-12: Compare Rational Numbers

Name: _____

Date: _____

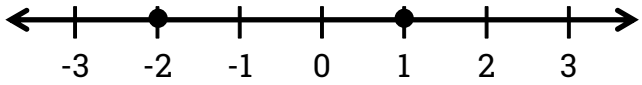
Model

1 [>] -2



1 is to the right of -2 so 1 is greater.

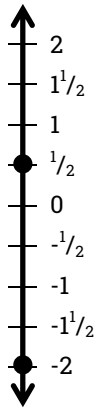
-2 [<] 1



-2 is to the left of 1 so it is less.

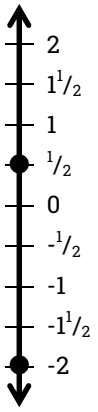
$\frac{1}{2}$ [>] -2

$\frac{1}{2}$ is above -2 so $\frac{1}{2}$ is greater.



-2 [<] $\frac{1}{2}$

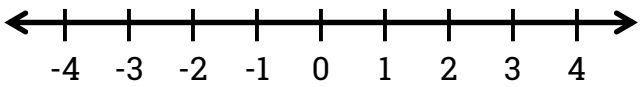
-2 is below $\frac{1}{2}$ so -2 is less .



Structured Guided Practice

Directions: Locate both rational numbers on the number line and complete the inequality statement.

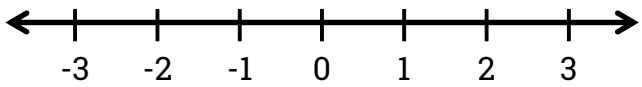
1. 2 [ ] -3



_____ is to the right of _____

so _____ is _____.

2. -3 [ ] 1



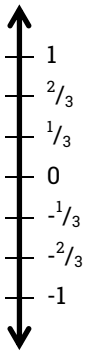
_____ is to the left of _____

so _____ is _____.

3. $-\frac{1}{3}$ [ ] -1

_____ is above _____

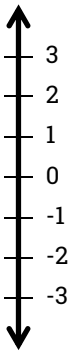
so _____ is _____.



4. -2 [ ] -1

_____ is below _____

so _____ is _____.



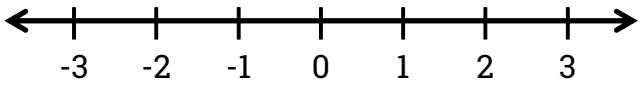
Re-Engage

Unit 2 Lessons 11-12: Compare Rational Numbers

Student Practice

Directions: Locate both rational numbers on the number line and complete the inequality statement.

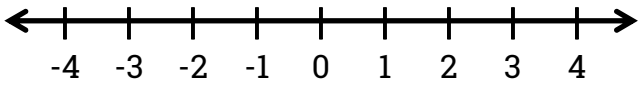
1. $-2 \square 2$



_____ is to the left of _____

so _____ is _____.

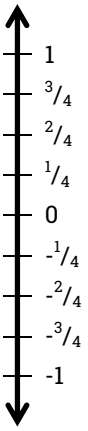
2. $3 \square -4$



_____ is to the right of _____

so _____ is _____.

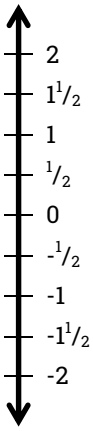
3. $-\frac{1}{4} \square -1$



_____ is above _____

so _____ is _____.

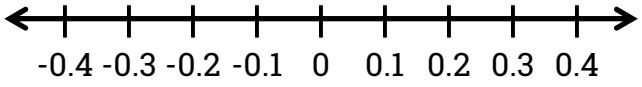
4. $-2 \square -\frac{1}{2}$



_____ is below _____

so _____ is _____.

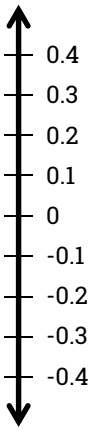
5. $0.2 \square -0.3$



_____ is to the right of _____

so _____ is _____.

6. $-0.1 \square -0.3$



_____ is above _____

so _____ is _____.

Extra Practice

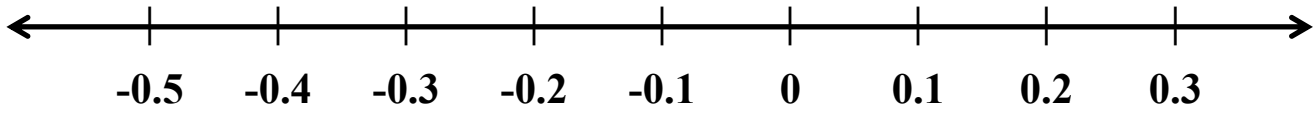
Unit 2 Lessons 11-13: Compare Rational Numbers

Name: _____

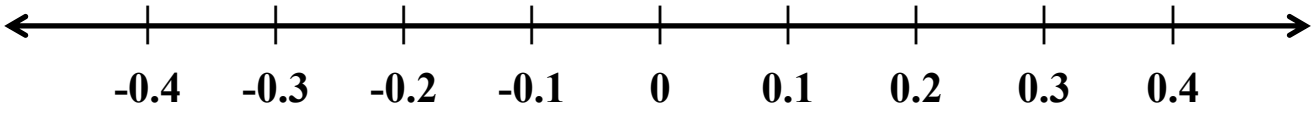
Date: _____

Directions: Solve.

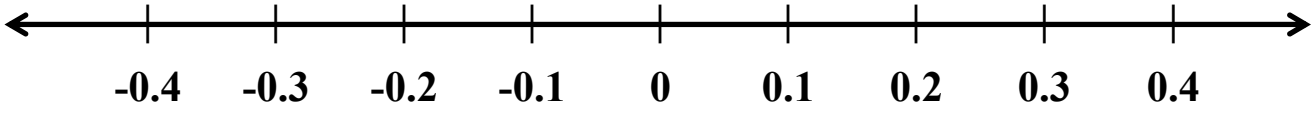
1. -0.5 ☐ -0. 2



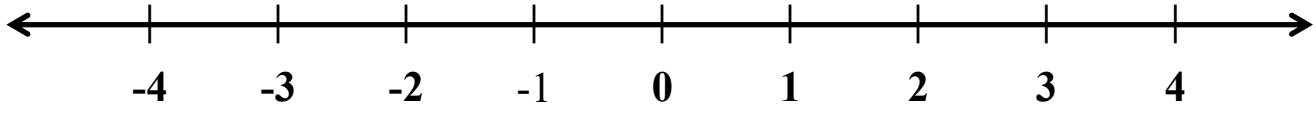
2. -0.2 ☐ 0.1



3. 0.4 ☐ -0.2



4. 1 ☐ -5



Extra Practice

Unit 2 Lessons 11-13: Compare Rational Numbers

Directions: Solve.

5. The average temperature in Minneapolis on Monday was 18^0F below zero. The average temperature on Friday was 3^0F above zero. Which day was warmer?

6. The Dead Sea is 1,360 feet below sea level. Lake Assai is 505 feet below sea level. Which location has a higher elevation?

7. Vince and Miya each had $2,500 in their bank accounts. Vince's account was debited $212.25 and Miya's account was debited $650.75. Whose account has more money now?

8. On December 2, in Fargo, North Dakota, the nighttime low was 9°F below zero. On December 3, the nighttime low in Fargo was 1°F below zero. Which night was warmer?

Re-Engage

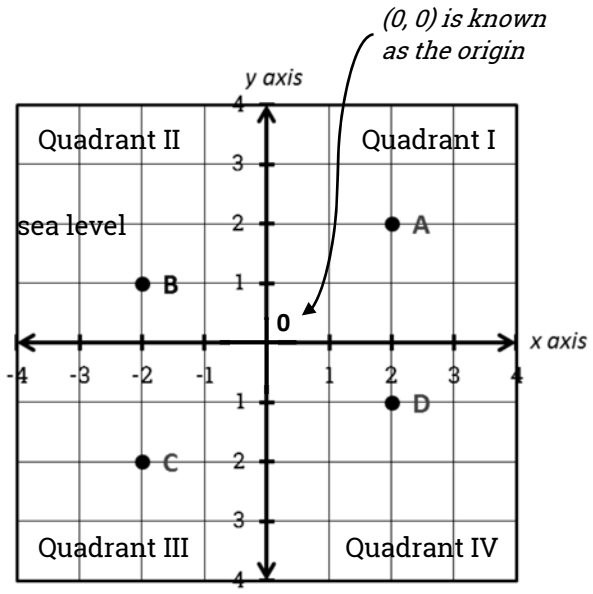
Unit 3 Lessons 1-2: Plot Points & Name Quadrants on a Coordinate Plane

Name: _____

Date: _____

Model

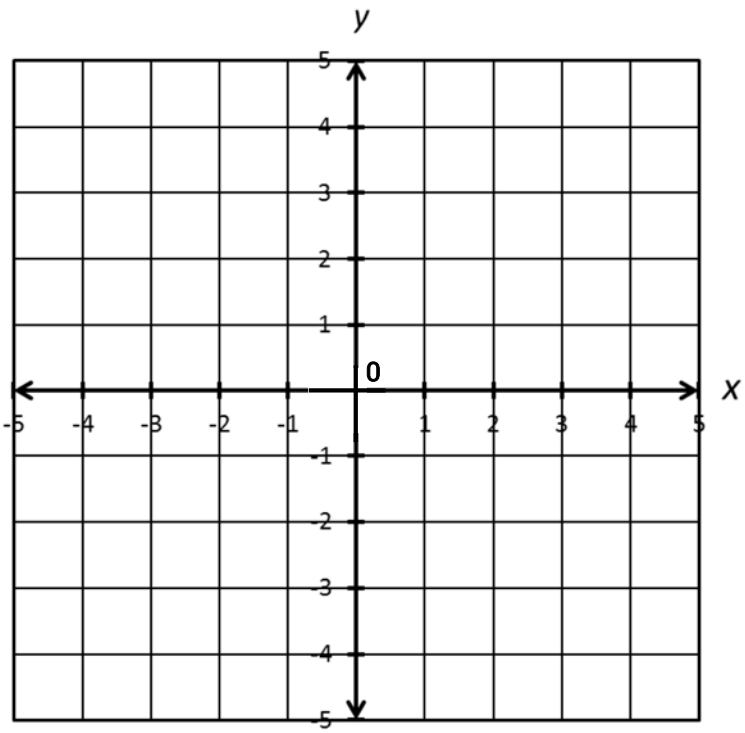
- **A (2, 2) Quadrant** I
  Start at the origin.
  Move 2 to the (right) left then 2 (up) down.
- **B (-2, 1) Quadrant** II
  Start at the origin.
  Move 2 to the right (left) then 1 (up) down.
- **C (-2, -2) Quadrant** III
  Start at the origin.
  Move 2 to the right (left) then 2 up (down).
- **D (2, -1) Quadrant** IV
  Start at the origin.
  Move 2 to the (right) left then 1 up (down).



Structured Guided Practice

Directions: Plot and label each point. Identify the quadrant. Complete the sentence.

1. **A (-3, 2) Quadrant** _____
   Start at the origin.
   Move ___ to the right left then ___ up down.
2. **B (4, 2) Quadrant** _____
   Start at the origin.
   Move ___ to the right left then ___ up down.
3. **C (2, -2) Quadrant** _____
   Start at the origin.
   Move ___ to the right left then ___ up down.
4. **D (-3, -1) Quadrant** _____
   Start at the origin.
   Move ___ to the right left then ___ up down.

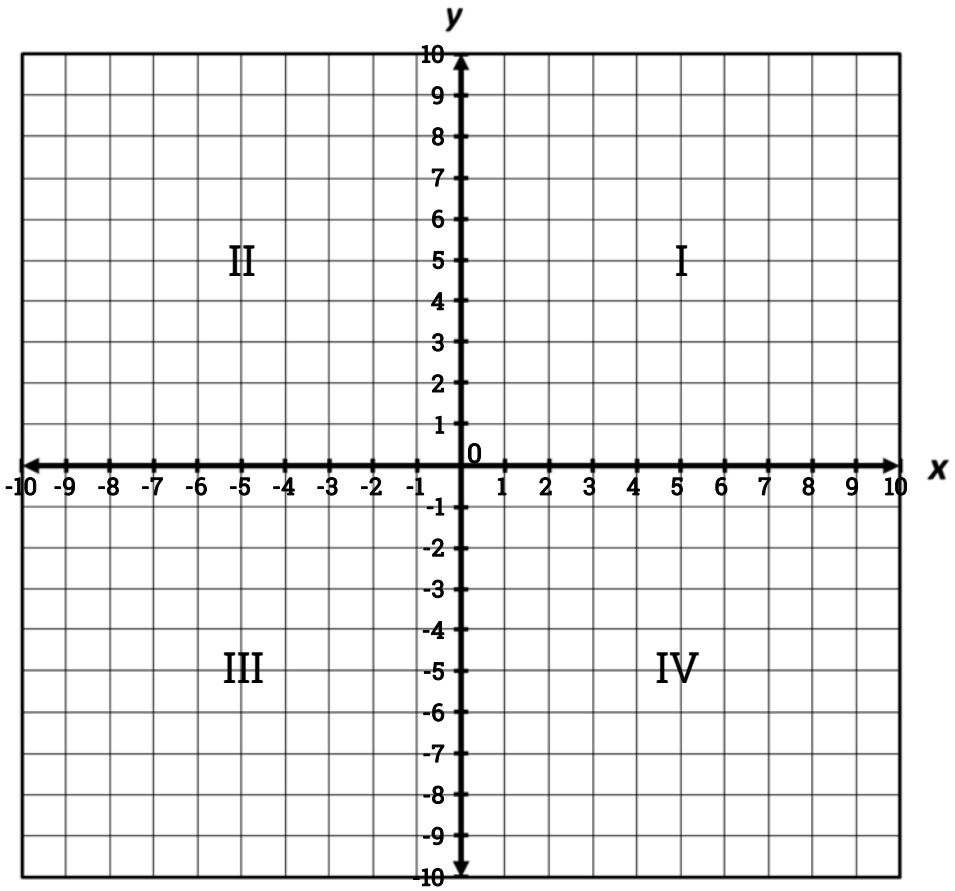


Re-Engage

Unit 3 Lessons 1-2: Plot Points & Name Quadrants on a Coordinate Plane

Student Practice

Directions: Plot and label each point, and identify the quadrant each point is in.



1. G (-6, 7) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

2. R (4, 5) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

3. A (-9, -3) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

4. P (8, -4) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

5. H (2, -6) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

6. S (-4, 3) Quadrant _____

Start at the origin. Move ___ to the right / left then ___ up / down.

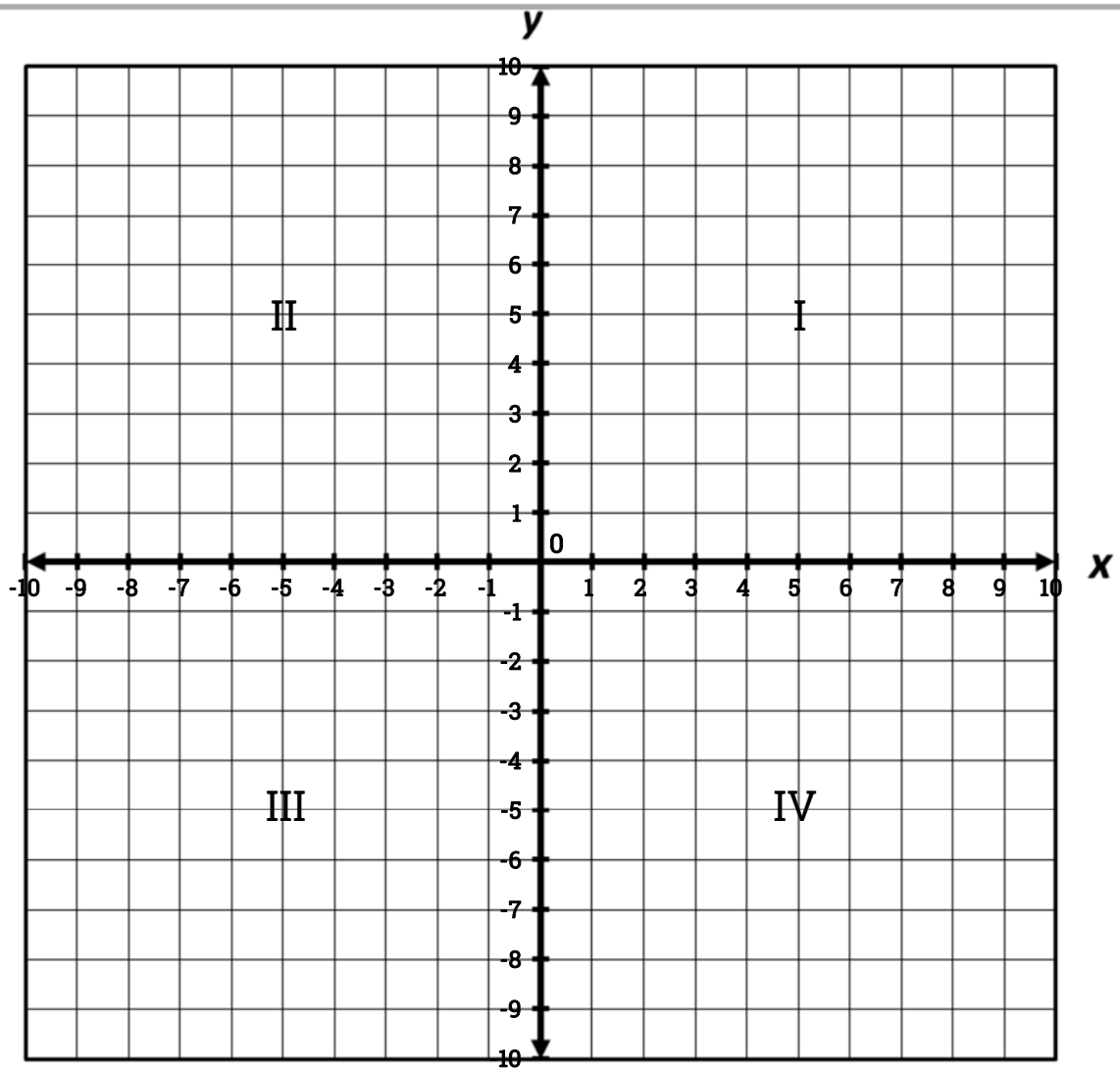
Extra Practice

Unit 3 Lessons 1-3: Ordered Pairs and the Coordinate Plane

Name: _____

Date: _____

Directions: Use the coordinate plane to name the ordered pair for each point. Identify the quadrant.



1. Graph point (2, -5) and label it A. Quadrant _____

2. Graph point (-3, -8) and label it N. Quadrant _____

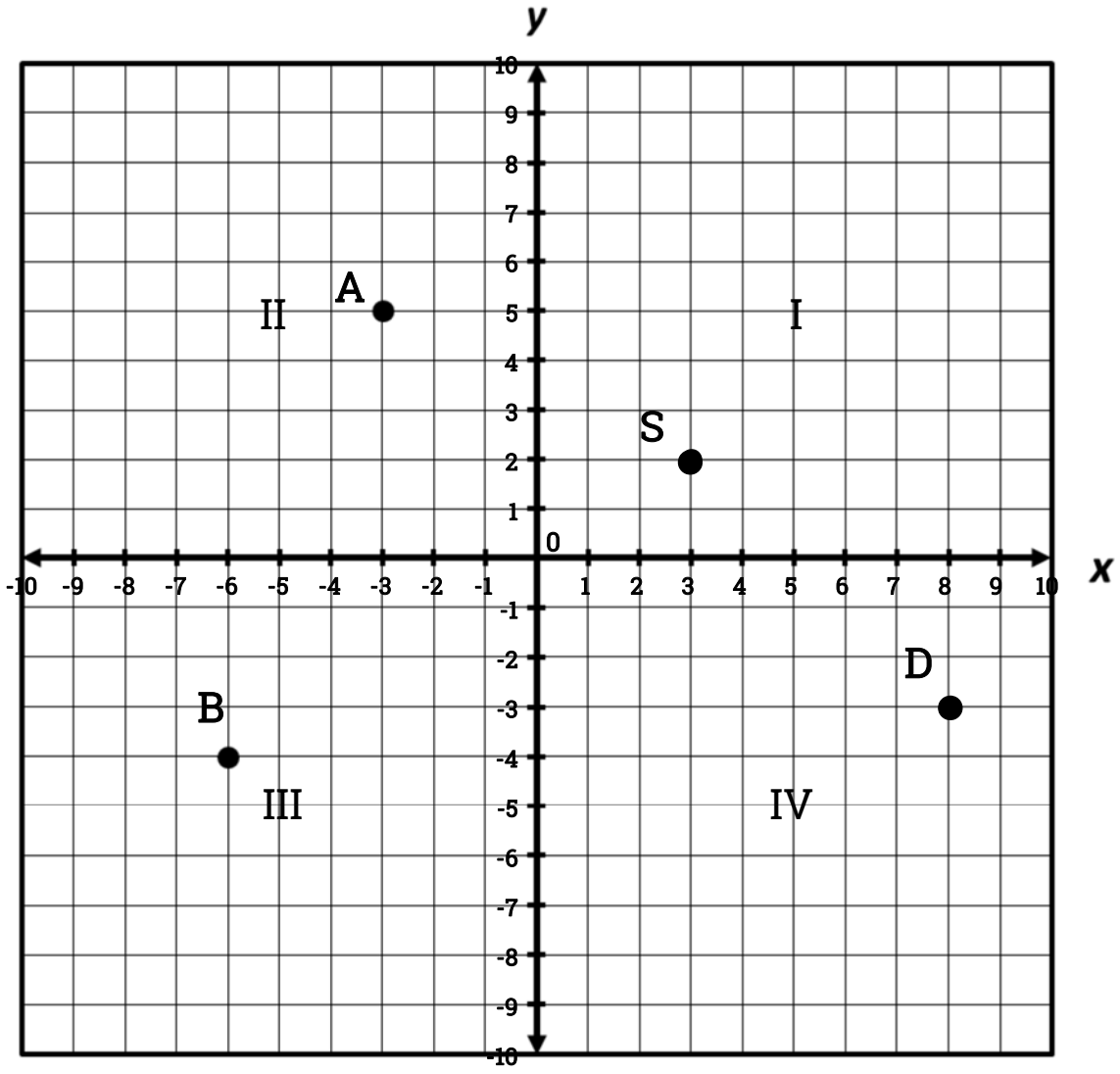
3. Graph point (7, 3) and label it E. Quadrant _____

4. Graph point (-3, 4) and label it S. Quadrant _____

Extra Practice

Unit 3 Lessons 1-3: Ordered Pairs and the Coordinate Plane

Directions: Use the coordinate plane to name the ordered pair for each point. Identify the quadrant.



5. Point A _____

6. Point B _____

7. Point S _____

8. Point D _____

Multiplication A
Products within 100
(70 items)

Name_____ **Date**_____

4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
8 ×6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3

Multiplication A
Products within 100
(70 items)

Name_____ **Date**_____

4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
8 ×6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3

Multiplication A
Products within 100
(70 items)

Name_____ **Date**_____

4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
8 ×6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3

Multiplication B
Products within 100
(70 items)

Name_____ **Date**_____

8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
8 × 6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8

Multiplication B
Products within 100
(70 items)

Name_____ **Date**_____

8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
8 × 6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8

Multiplication B
Products within 100
(70 items)

Name_____ **Date**_____

8 × 7	4 × 3	7 × 2	5 × 8	2 × 3	9 × 4	2 × 5	6 × 5	5 × 4	3 × 9
8 × 6	4 × 1	3 × 1	2 × 7	2 × 8	2 × 4	9 × 9	5 × 9	5 × 7	3 × 3
2 × 2	9 × 5	7 × 4	3 × 5	3 × 6	8 × 8	8 × 5	8 × 3	6 × 9	9 × 7
9 × 6	5 × 6	6 × 3	2 × 1	7 × 8	9 × 2	8 × 4	3 × 2	4 × 7	8 ×2
9 × 8	7 × 6	5 × 5	3 × 7	4 × 8	6 × 7	7 × 7	4 × 9	9 × 3	5 × 3
4 × 2	5 × 2	7 × 3	2 × 6	6 × 2	3 × 4	7 × 9	5 × 0	2 × 9	6 × 4
7 × 1	8 × 9	9 × 1	7 × 5	4 × 4	6 × 6	4 × 6	4 × 5	6 × 8	3 × 8