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| **Triangles Across Axes- 6.NS.6** | |
| **Domain** | **The Number System** |
| **Cluster** | **Apply and extend previous understandings of numbers to the system of rational numbers.** |
| **Standard(s)** | **6.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.  **6.NS.6b** 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.  **6.NS.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. |
| **Materials** | Activity sheet |
| **Task** | **Triangles Across Axes**  A right triangle has points (3,1), (3,6) and (5,1).  Part 1:  Plot and label the vertices of the triangle on the coordinate plane.  Part 2:  Reflect the triangle across the y-axis. Plot the points and draw the triangle. Write the ordered pairs for the vertices of the triangle.  Part 3:  Reflect the original triangle across the x-axis. Plot the points and draw the triangle. Write the ordered pairs for the vertices of the triangle.  Part 4:  Write an explanation about how you solved Parts 2 and 3. |

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| **Rubric** | | |
| **Level I** | 1. **Level II** | **Level III** |
| Developing Proficiency   * Student uses inappropriate solution strategy and does not get the correct answer. | Not Yet Proficient   * There are one or two errors. | Proficient in Performance   * Accurately solves problem * Part 1: The vertices of the triangle are plotted and labeled correctly. * Part 2: The new triangle has points at (-3,1), (-3,6), and (-5,1). * Part 3: The new triangle has points at (3,-1), (3,-6), and (5, -1). * Part 4: The explanation is clear and accurate. |

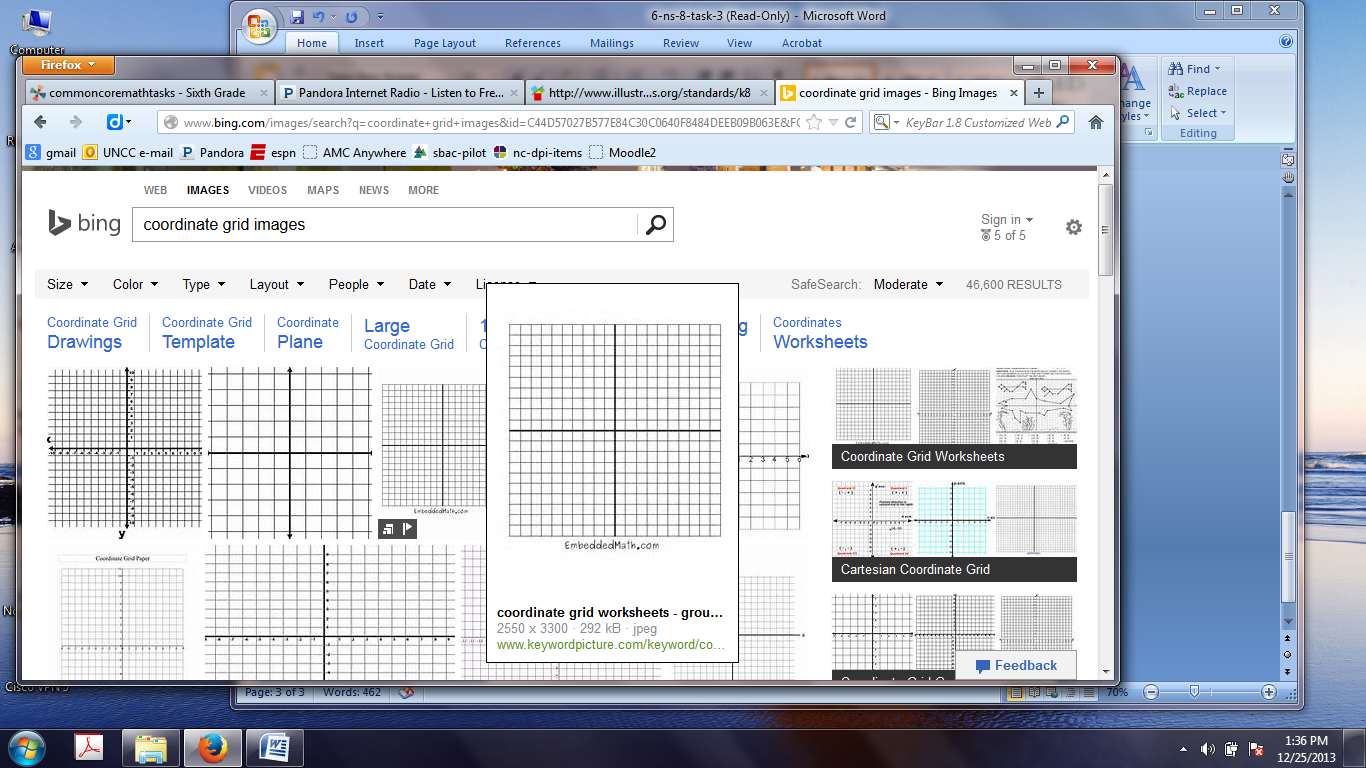
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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| **3. Constructs viable arguments and critiques the reasoning of others.** |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**Triangles Across Axes**

A right triangle has points (3,1), (3,6) and (5,1).

Part 1:

Plot and label the vertices of the triangle on the coordinate plane.



Part 2:

Reflect the triangle across the y-axis. Plot the points and draw the triangle. Write the ordered pairs for the vertices of the triangle.

Part 3:

Reflect the original triangles across the x-axis. Plot the points and draw the triangle. Write the ordered pairs for the vertices of the triangle.

Part 4:

Write an explanation about how you solved Parts 2 and 3.