DELTA MATH
RtI PROGRAM

Tier 3
Intervention Lessons

6.NS.6c

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for 8.F.4: Finding slope and y-intercept of a line

Table of Contents

Tier 3 Intervention Planning Guide

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

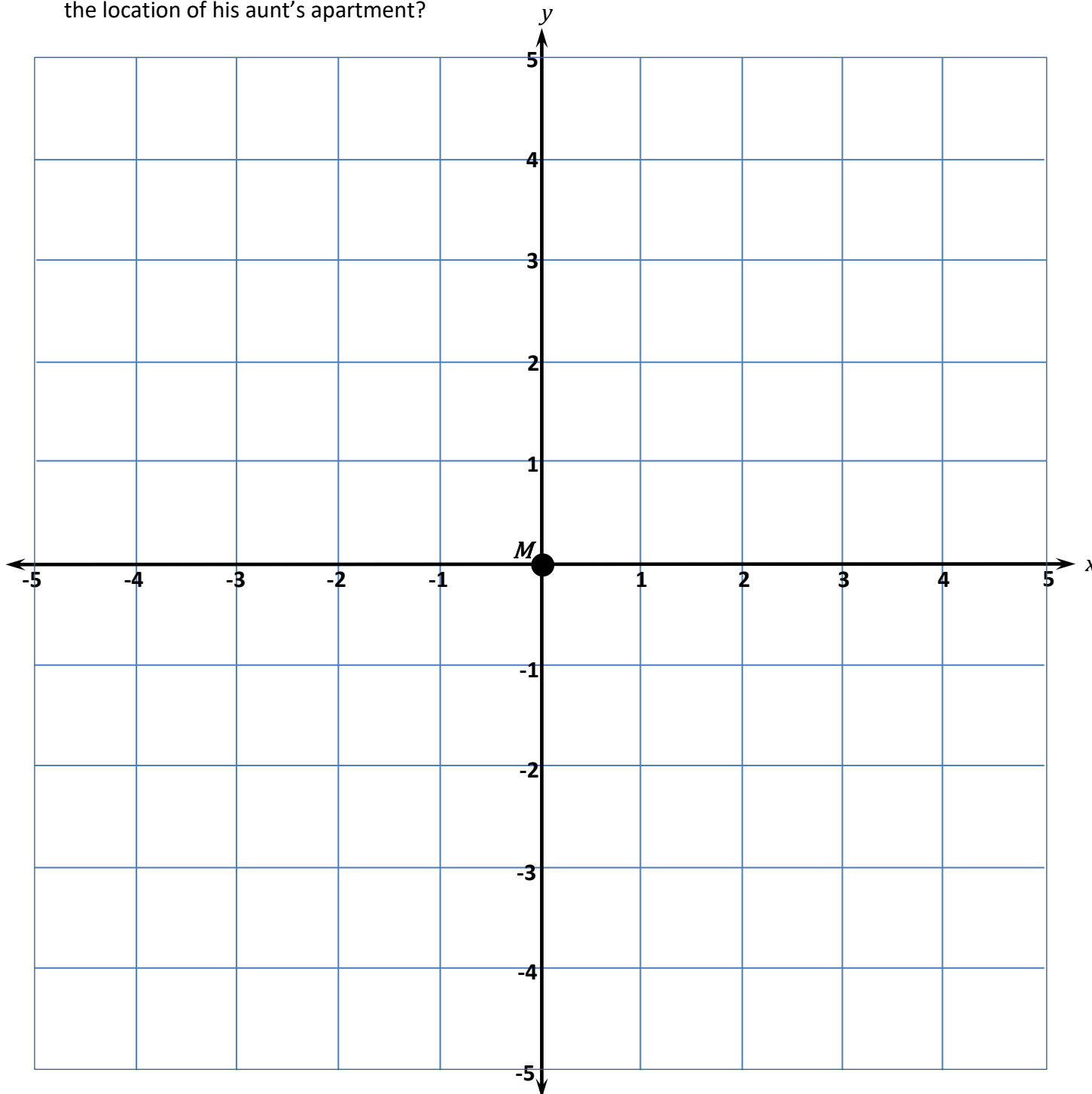|	Recommended Actions
Beginning (5 min.)	➢ Review the learning target with the whole group ➢ Ask each student to set a goal for the day based on their previous Quick Check Score ➢ Have each student use a highlighter to plot their goal for the day
Middle (15 min.)	➢ Model solving a word problem – "I do" *(Sessions 1, 3 and 6 only)* ➢ Guided Practice – "We do" **Sessions 1 and 2:** Find ordered pairs on a coordinate plane using integer arrows **Sessions 3, 4 and 5:** Find ordered pairs on a coordinate grid using drawings of integer arrows **Sessions 6, 7 and 8:** Find ordered pairs on a coordinate grid by visualizing integer arrows

End (10 min.)	➢ Bring the students back together.
	➢ Ask students to reflect on their progress towards the learning target
	   o What did I learn today about finding ordered pairs on a coordinate grid?
	   o How confident do you feel about finding ordered pairs on a coordinate grid on my own? (Thumbs up, down, or sideways)
	➢ Assess each student's progress using the next **Quick Check** form
	➢ Guide students to self-correct their **Quick Check**
	➢ Guide students to chart their progress in their **Growth Chart**
	   o If not using Delta Math lessons, record the activity in the table
	➢ Collect each student's **Quick Check** and **Growth Chart**

After Session 6	➢ Differentiation Options:
	   o Allow students who met the learning goal to work independently while others do the guided practice during the next session
	   o Exit students who met the learning goal for a third time
	➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions

Session 1: Modeling (I Do)

Learning Target: I will find ordered pairs on a coordinate plane
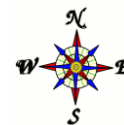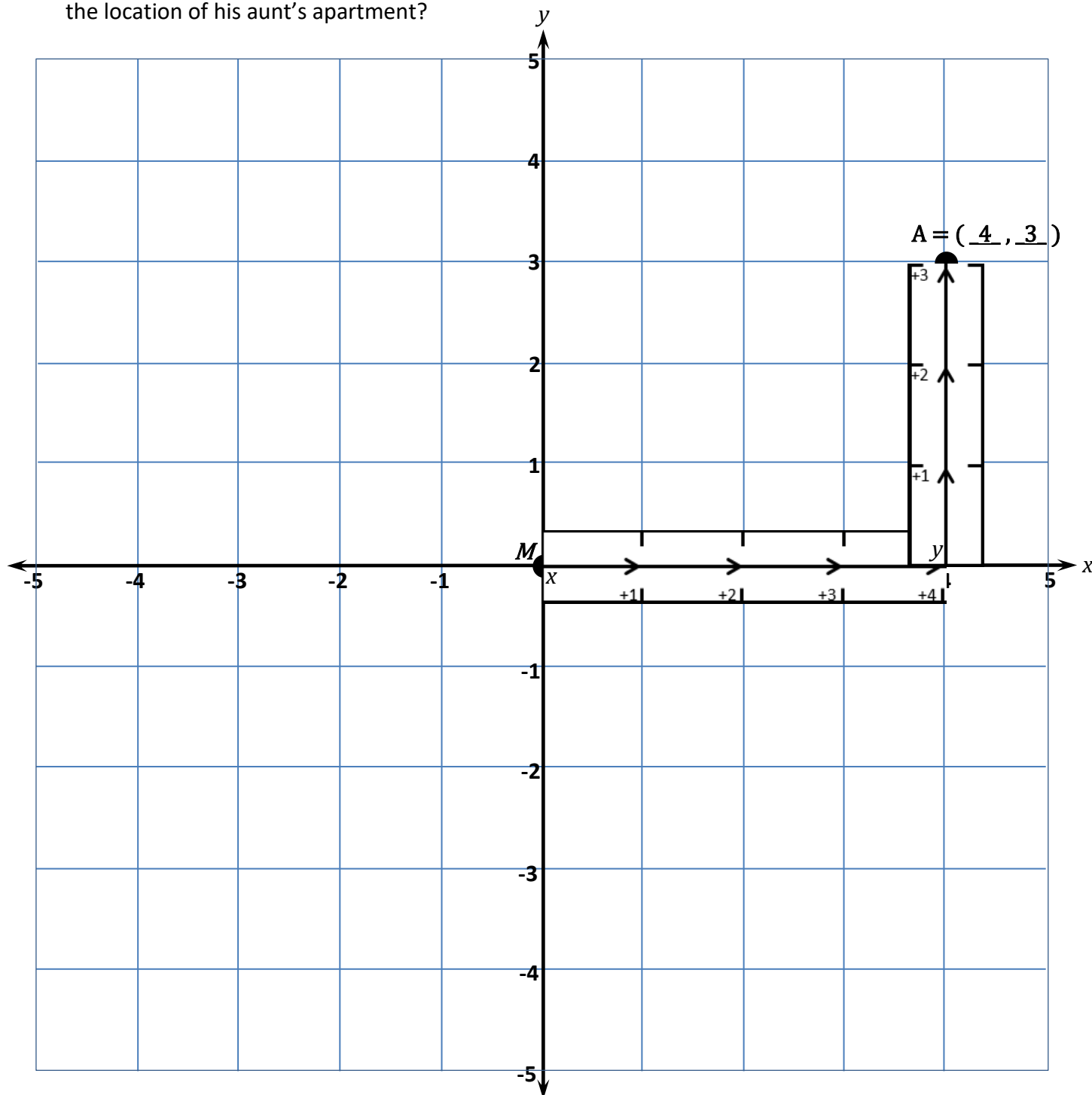
Readiness for finding slope and y-intercept of a line

The coordinate plane below is a map of Marco's neighborhood. The gridlines represent the streets. Marco's house is located at point M, represented by the ordered pair $(0,0)$. From his home, Marco jogs 4 blocks East and 3 blocks North to his aunt's apartment. What is the ordered pair that represents the location of his aunt's apartment?

Session 1: Modeling (I Do – Visual Support)

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

The coordinate plane below is a map of Marco's neighborhood. The gridlines represent the streets. Marco's house is located at point M, represented by the ordered pair $(0,0)$. From his home, Marco jogs 4 blocks East and 3 blocks North to his aunt's apartment. What is the ordered pair that represents the location of his aunt's apartment?

$A = (\underline{4} , \underline{3})$

Session 1: Modeling *(I Do - Teacher Notes)*

Learning Target: I will find ordered pairs on a coordinate plane
Readiness for finding slope and y-intercept of a line

> The coordinate plane below is a map of Marco's neighborhood. The gridlines represent the streets. Marco's house is located at point M, represented by the ordered pair $(0,0)$. From his home, Marco jogs 4 blocks East and 3 blocks North to his aunt's apartment. What is the ordered pair that represents the location of his aunt's apartment?

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

| |
|---|
| **First, it is important to know what the problem is about.**
The problem is about Marco jogging to his aunt's apartment. |
| **Second, I need to determine what I need to find.**
I need to find the ordered pair that represents the location of his aunt's apartment. |
| **Third, I need to determine what I know.**

I know the compass shows East pointing to the right and North pointing up. I also know that Marco's house is located at point M, represented by the ordered pair $(0, 0)$. And, he jogs 4 blocks to the right (East) and 3 blocks down (North) to his aunt's apartment. |
| **Fourth, I need to figure out what I can try.**

I am going to place integer arrows on the coordinate plane to act out Marco's jogging.

To represent Marco jogging 4 blocks East, I will fold a positive x-integer arrow at the 4, and set it on the grid starting at Marco's house.
(Place the positive x-integer arrow on the coordinate grid.)

Before I represent Marco jogging North, I notice that the first integer arrow points to the ordered pair $(4, 0)$.

Now, to represent Marco jogging 3 blocks North I will fold the positive y-integer arrow at the 3, and set it on the grid starting at the end of the positive x-integer arrow.
(Place the positive y-integer arrow on the coordinate grid.)

Marco is now at his aunt's apartment. I will draw a point to represent her apartment and call it A.
(Draw and label the point at (4, 3).) "A (___ , ___)"

The first coordinate of point A represents how far he jogged from (0, 0) to the East...which was 4 blocks.
(Point to the positive x-integer arrow and write the digit "4" into the first blank of the ordered pair for point A.)

The second coordinate of point A represents how far he jogged North...which was 3 blocks.
(Point to the positive y-integer arrow and write the digit "3" into the second blank of the ordered pair for point A.)

Therefore, the ordered pair that represents the location of his aunt's apartment is $(4, 3)$. |
| **Last, I need to make sure that my answer makes sense.**

I found that his aunt's apartment is at the ordered pair $(4, 3)$. It makes sense because I used integer arrows to model how far Marco jogged to the East and then North. |
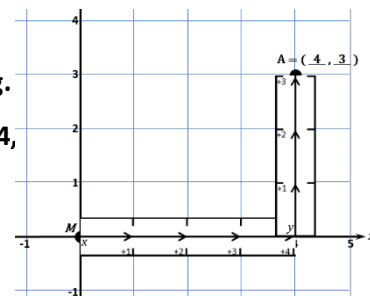
Integer Arrows (8 Sets)

Directions: Print on regular computer paper and provide each student with a set of integer arrows.

Note: One sheet has enough for integer arrows for 8 students.

Learning Target: I will find ordered pairs on a coordinate plane

Session 1: Guided Practice (We Do)

Materials:

➢ Coordinate grid (-5 to 5 on both axes) with plotted points A through F.

➢ Integer Arrows (1 set per student)

Seeing Structure: *In the "Modeling" problem, Marco jogged to the East (right) and North (up). Both of these directions are represented by positive values. If Marco would have jogged West (left) and South (down), then the coordinates would be represented using negative x and y-integer arrows.*

We Do Together: (Teacher Actions)   *Note: Print this page one-sided only.*

➢ Use integer arrows to find the ordered pairs that represent the location of each point.

Point A (,)	Point B (,)
Point C (,)	Point D (,)
Point E (,)	Point F (,)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location of each point.

Point G (,)	Point H (,)
Point I (,)	Point J (,)
Point K (,)	Point L (,)

Learning Target: I will find ordered pairs on a coordinate plane

Session 1: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use integer arrows to find the ordered pairs that represent the location of each point.

Learning Target: I will find ordered pairs on a coordinate plane

Session 1: **Guided Practice** (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location of each point.
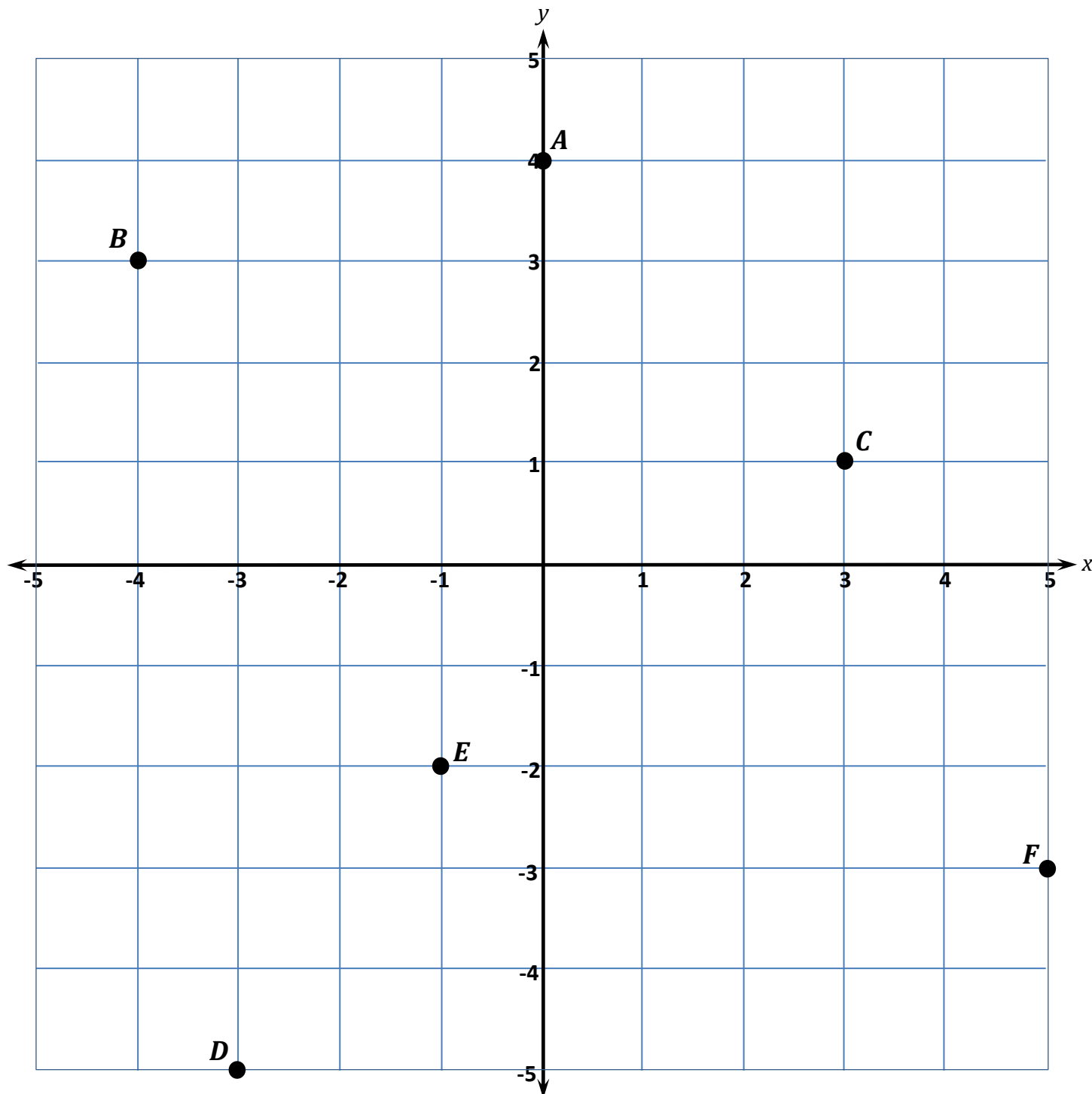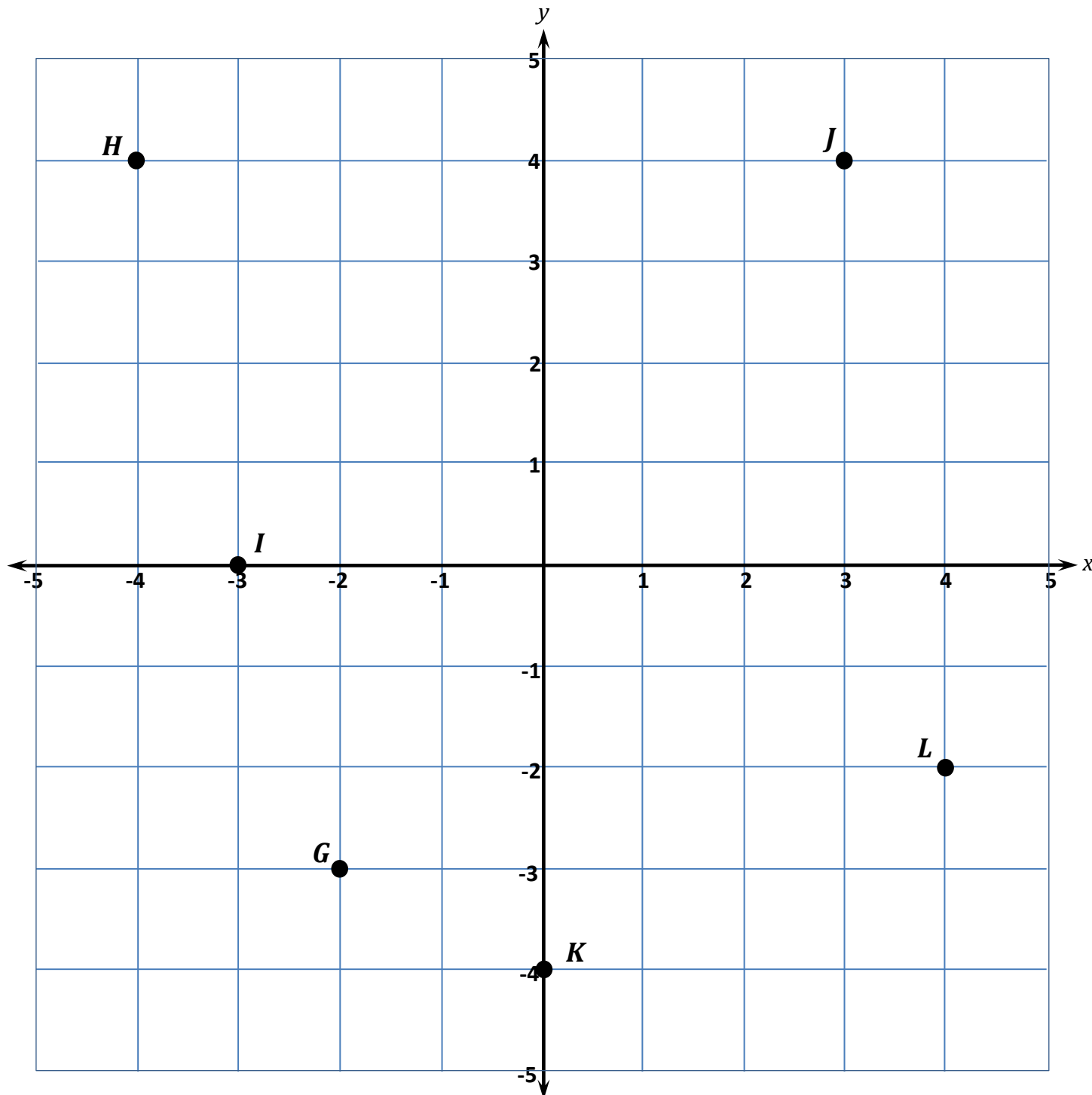
DELTA MATH
Rti PROGRAM

Learning Target: I will find ordered pairs on a coordinate plane

Session 1: Guided Practice *(We Do – Teachers Notes)*

Materials:

➢ Coordinate grid (pages 11 and 12) and 2 sets of positive and negative integer arrows.

Seeing Structure: *In the "Modeling" problem, Marco jogged to the East (right) and North (up). Both of these directions are represented by positive values. If Marco would have jogged West (left) and South (down), then the coordinates would be represented using negative x and y-integer arrows.*

We Do Together: (Teacher Actions)

Note to teacher: *From (0, 0), place the x-integer arrow first and then the y-integer arrow from the tip of the x-integer arrow.*

➢ Use integer arrows to find the ordered pairs that represent the location for each point.

Point *A* (1, 3)	Point *B* (-4, 2)
Point *C* (4, 0)	Point *D* (-2, -5)
Point *E* (0, -1)	Point *F* (3, -3)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location for each point.

Point *G* (-3, -4)	Point *H* (-2, 2)
Point *I* (-4, 0)	Point *J* (2, 3)
Point *K* (0, -3)	Point *L* (5, -2)

Session 1: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

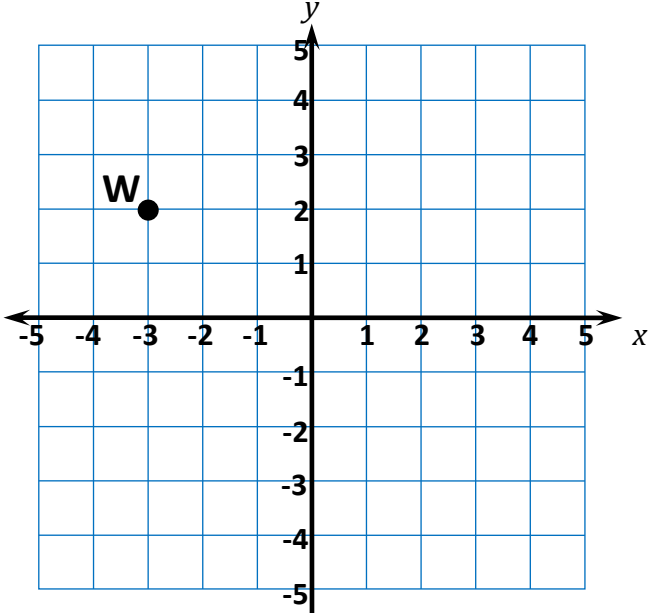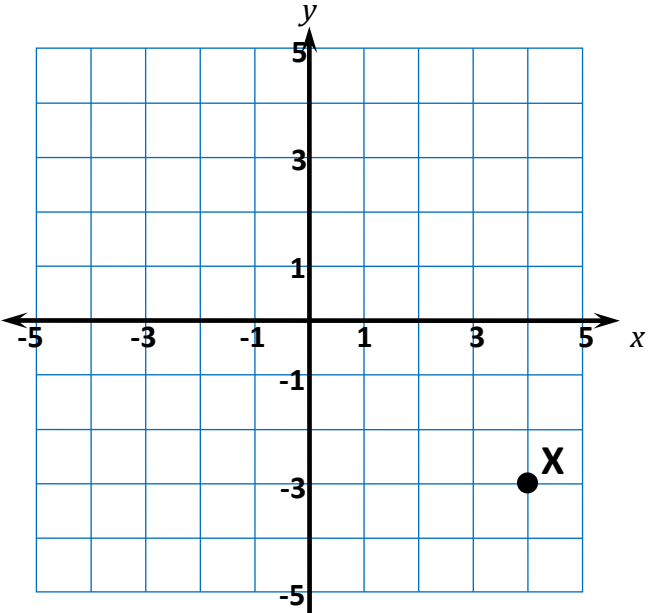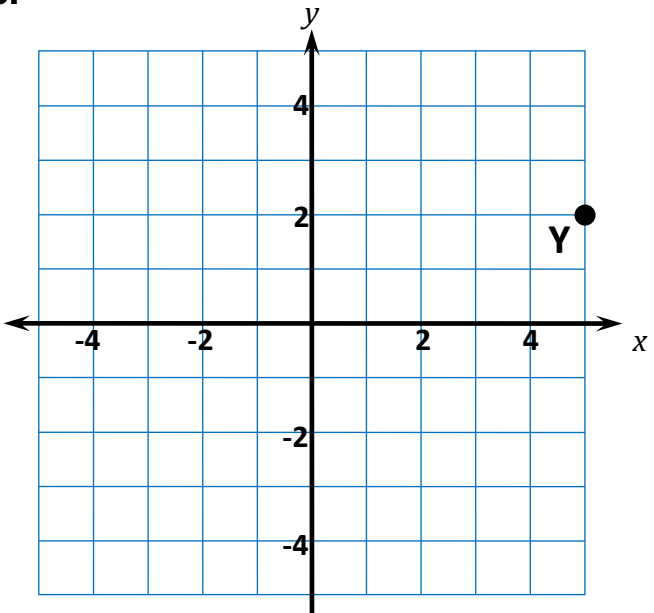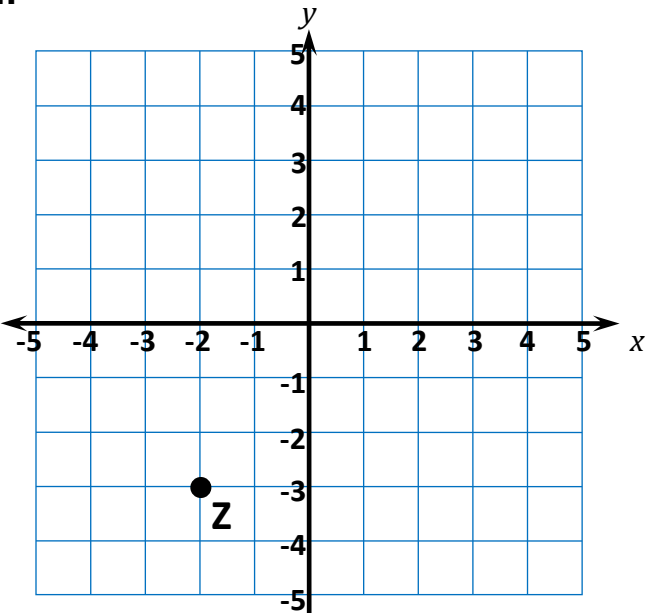➢ What did I learn today about finding ordered pairs on a coordinate plane?
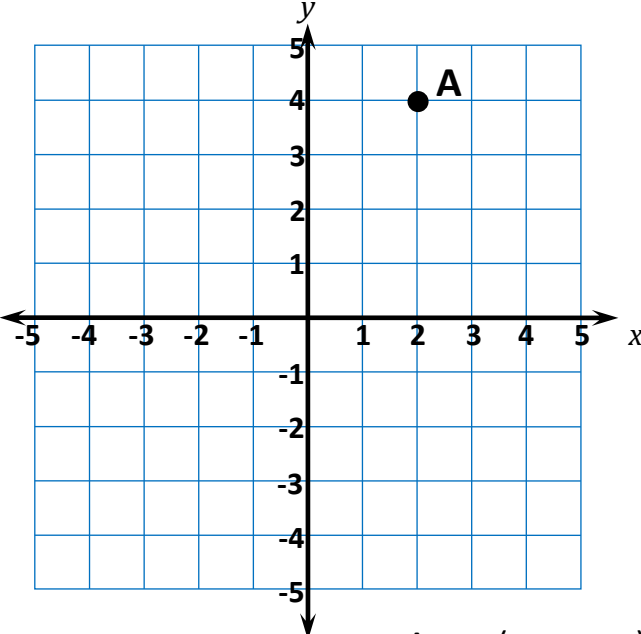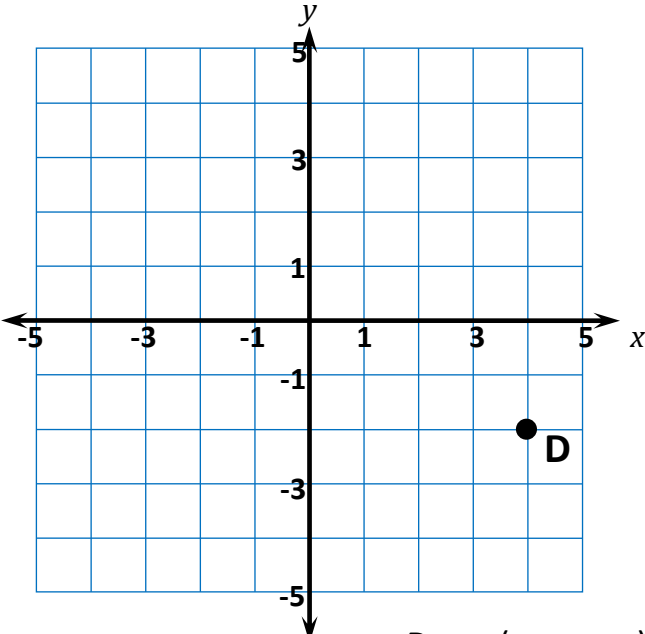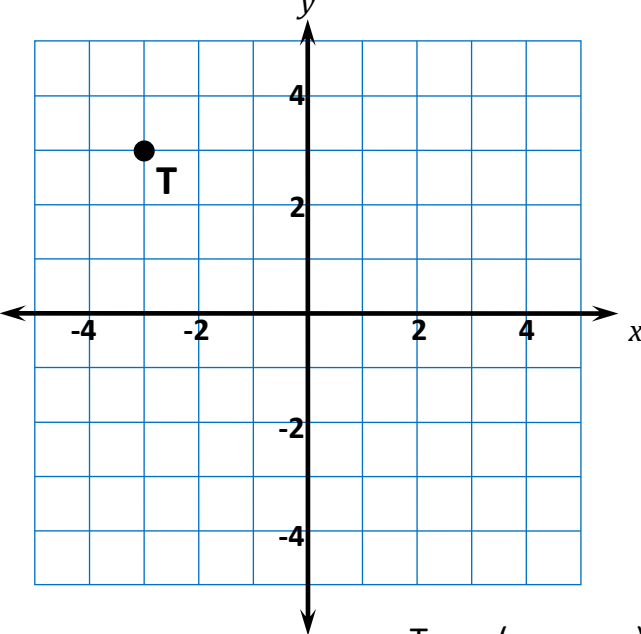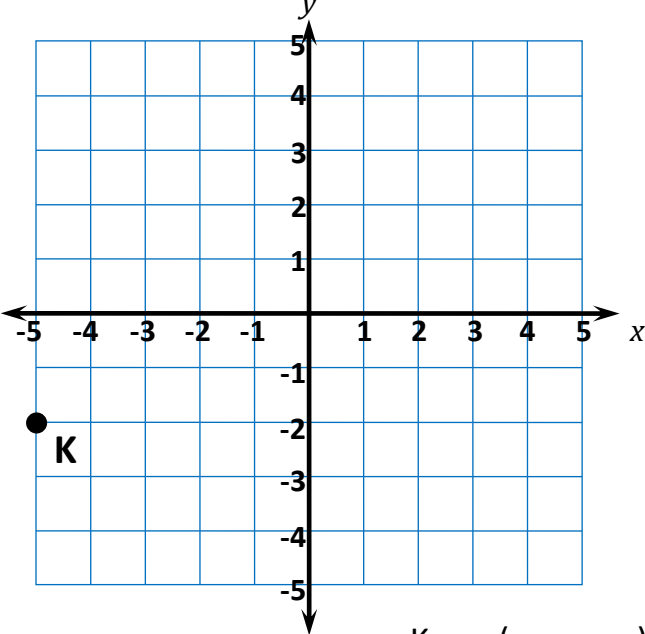
➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form A

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

A = (,   )

2.

D = (,   )

3.

T = (,   )

4.

K = (,   )

Growth Chart

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Goal: 3 out of 4 correct
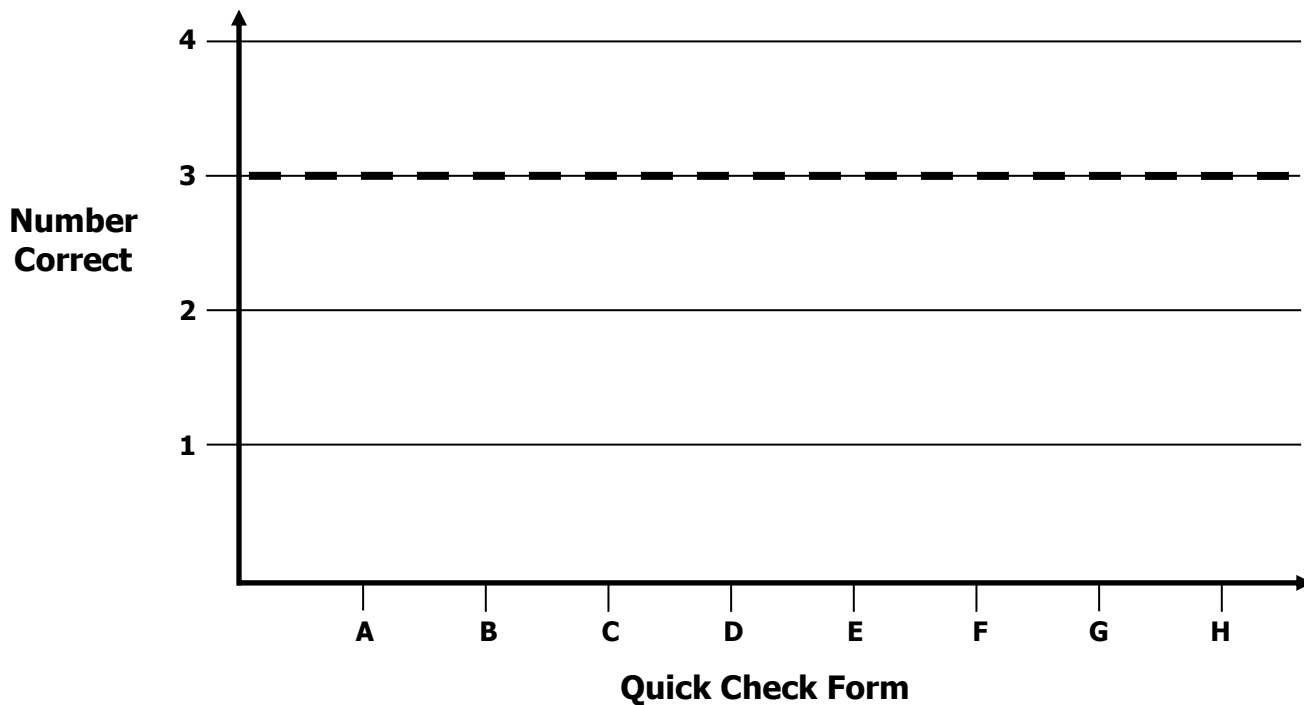
Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Learning Target: I will find ordered pairs on a coordinate plane

Session 2: **Guided Practice** (We Do)

Materials:

➢ Coordinate grid (-5 to 5 on both axes) with plotted points A through F.

➢ Integer Arrows (1 set per student – See Session 1)

We Do Together: (Teacher Actions)   *Note:* *Print this page one-sided only.*

➢ Use integer arrows to find the ordered pairs that represent the location of each point.

Point *A* (,)	Point *B* (,)
Point *C* (,)	Point *D* (,)
Point *E* (,)	Point *F* (,)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location of each point.

Point *G* (,)	Point *H* (,)
Point *I* (,)	Point *J* (,)
Point *K* (,)	Point *L* (,)

Learning Target: I will find ordered pairs on a coordinate plane

Session 2: Guided Practice (We Do)

We Do Together: (Teacher Actions)

➢ Use integer arrows to find the ordered pairs that represent the location of each point.

Learning Target: I will find ordered pairs on a coordinate plane

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location of each point.

Session 2: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

- ➢ What did I learn today about finding ordered pairs on a coordinate plane?

- ➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form B

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

W = (,   )

2.

X = (,   )

3.

Y = (,   )

4.

Z = (,   )

Session 3: Modeling (I Do)

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

A representation of the set of stars known as the Big Dipper is on the coordinate plane below. Find the ordered pair that represents the location of **Point B**.
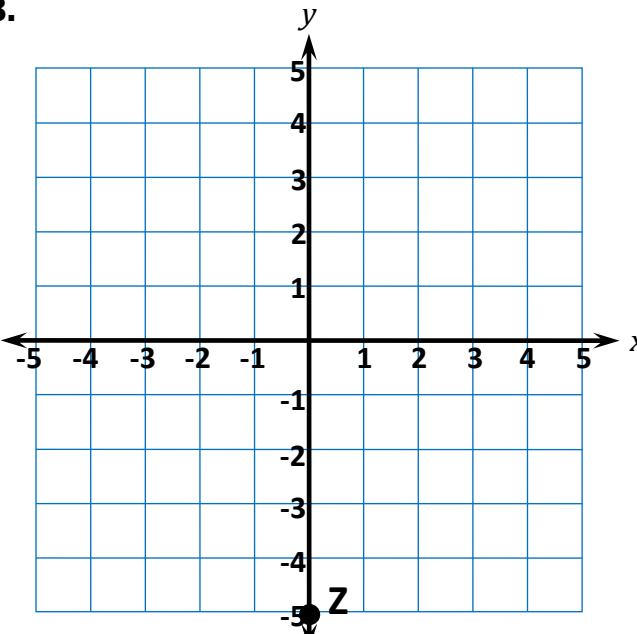
Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

A representation of the set of stars known as the Big Dipper is on the coordinate plane below. Find the ordered pair that represents the location of **Point B**.

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

> A representation of the set of stars known as the Big Dipper is on the coordinate plane below. Find the ordered pair that represents the location of **Point B**.

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about a set of stars known as the Big Dipper.

Second, I need to determine what I need to find.

I need to find the ordered pair that represents the location of point B.

Third, I need to determine what I know.

I know point B represents a star in the Big Dipper…the first coordinate in an ordered pair represents the horizontal direction and distance from the origin and the second coordinate represents the vertical direction and distance from the origin.

Also, coordinates are positive if they are to the right or up from the origin (0, 0).
(Point to the labels on the positive x and y-axis)

And coordinates are negative if they are to the left or down from the origin (0, 0).
(Point to the labels on the negative x and y-axis)

Fourth, I need to figure out what I can try.

I am going to try drawing integer arrows to find the ordered pair.

I will begin by writing the unknown ordered pair above point B.
(Write (___, ___) above point B.)

Now, I will start at the origin and draw an arrow pointing to the left that is 1…2…3…4 units long…the first coordinate of point B is negative 4.
(Draw the first integer arrow while counting off spaces to the left. Then, write "-4" as the first unknown coordinate.)

Next, I will start where I left off and draw an arrow pointing up to point B that is 1…2…3…4 units long…the second coordinate of point B is positive 4.
(Draw the second integer arrow while counting off spaces up. Then, write "4" as the second unknown coordinate.)

The ordered pair that represents the location of point B is (-4, 4).
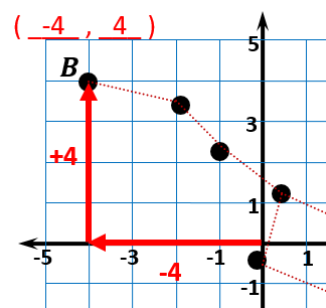
Last, I need to make sure that my answer makes sense.
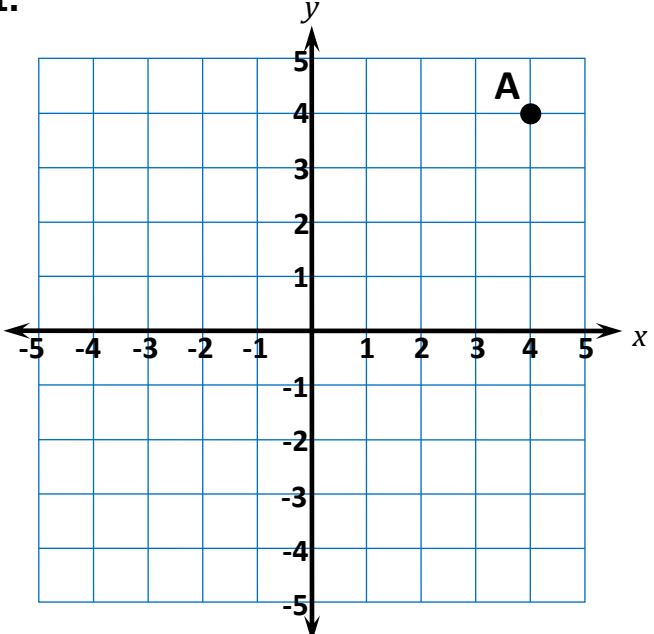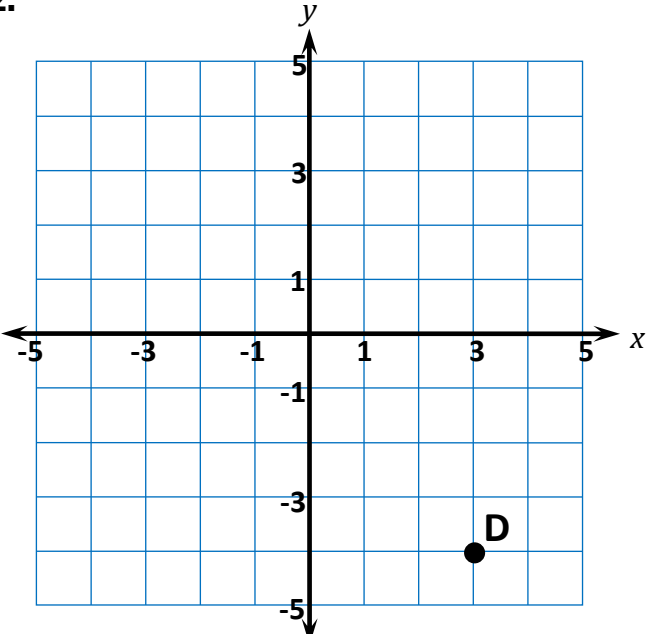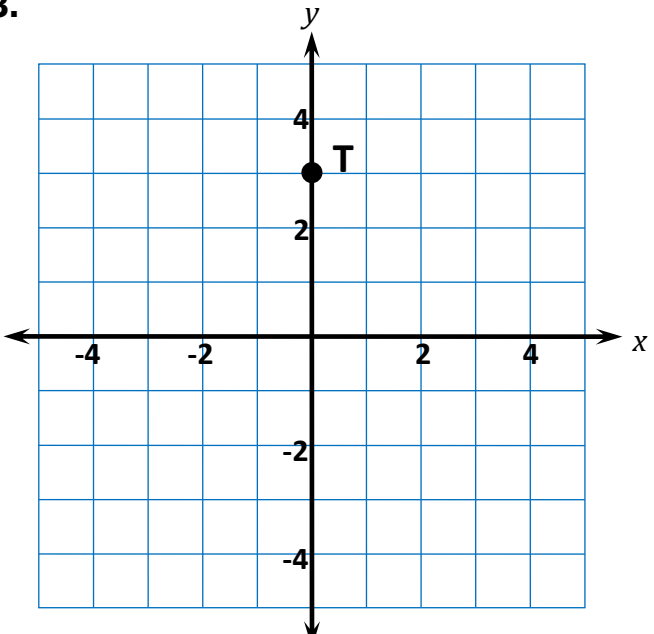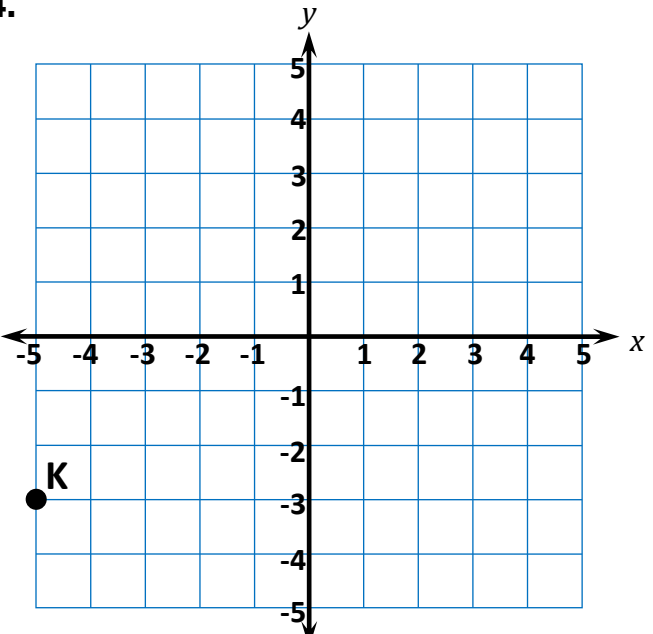
I found that point B is located at the ordered pair $(-4, 4)$. It makes sense because I drew integer arrows to represent the horizontal and vertical directions and distances from the origin.

Learning Target: I will find ordered pairs on a coordinate plane

Session 3: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Draw integer arrows to find the ordered pairs that represent the location for each point.
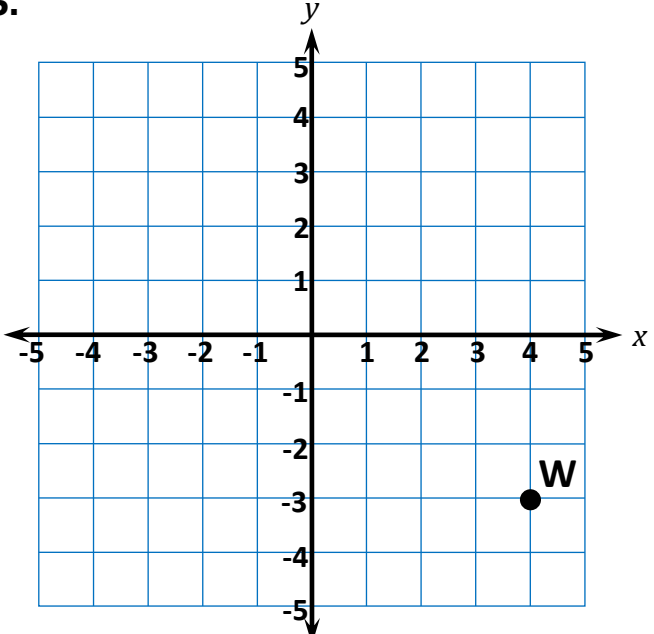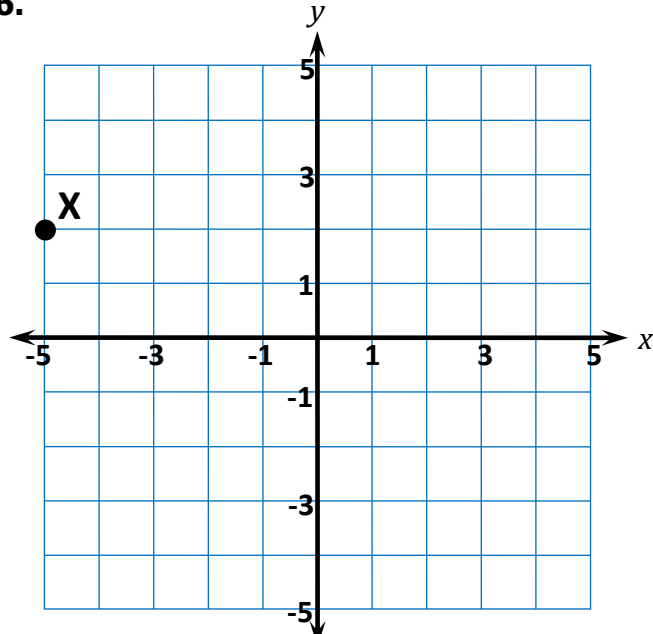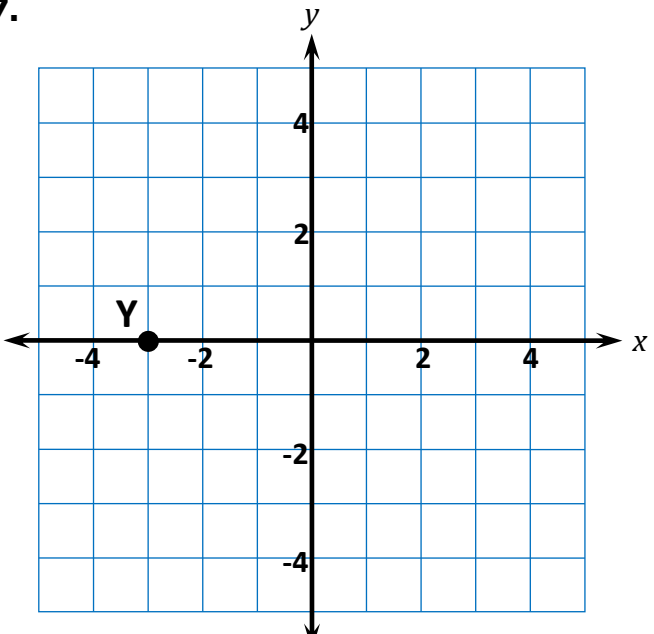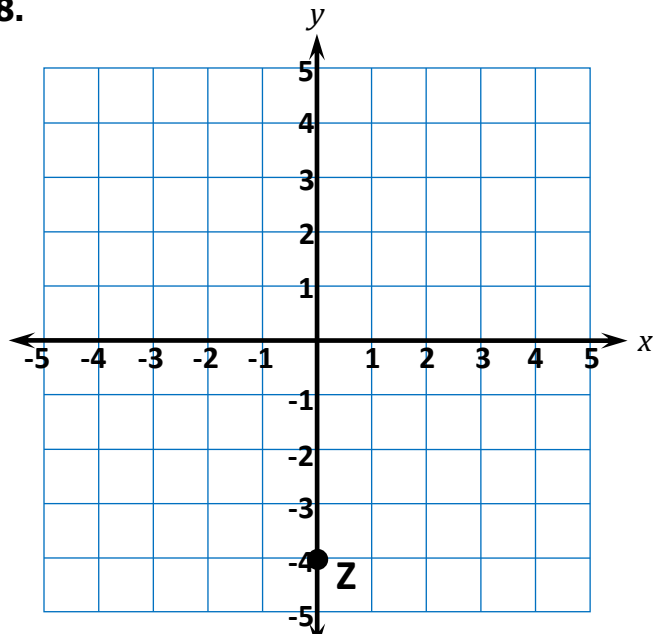
1.

A = (,)

2.

D = (,)

3.

T = (,)

4.

K = (,)

Learning Target: I will find ordered pairs on a coordinate plane

Session 3: **Guided Practice** (We Do)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

W = (,)

6.

X = (,)

7.

Y = (,)

8.

Z = (,)

Learning Target: I will find ordered pairs on a coordinate plane

Session 3: **Guided Practice** (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢ Draw integer arrows to find the ordered pairs that represent the location for each point.

1.

A = (4 , 5)

2.

D = (3 , -4)

3.

T = (0 , 3)

4.

K = (-5 , -3)

Session 3: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses
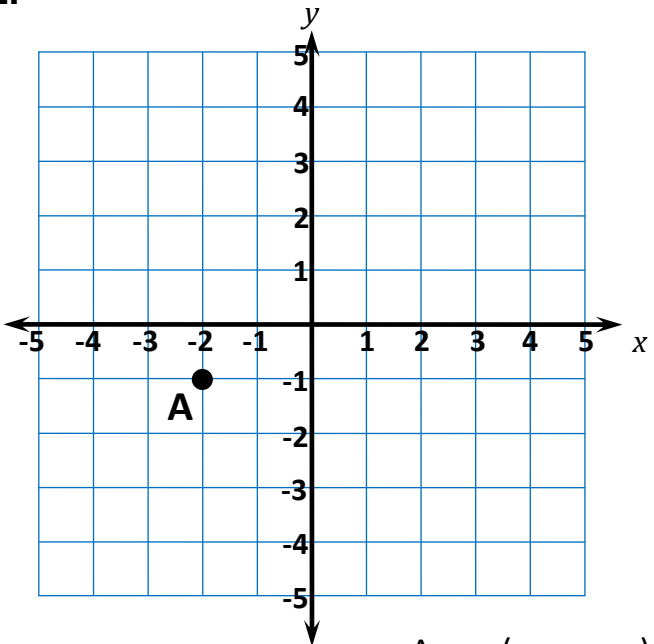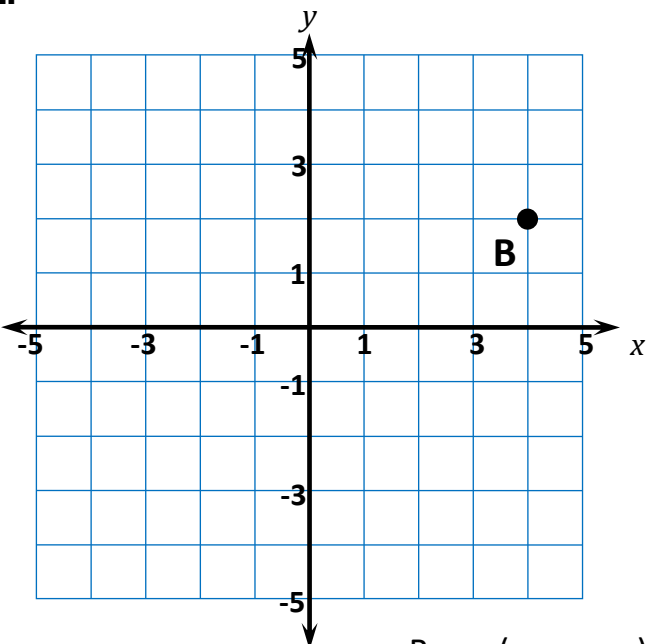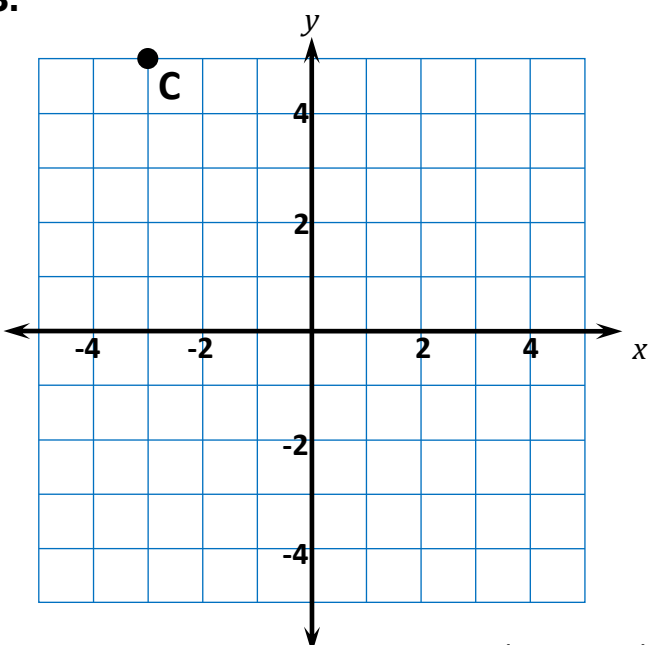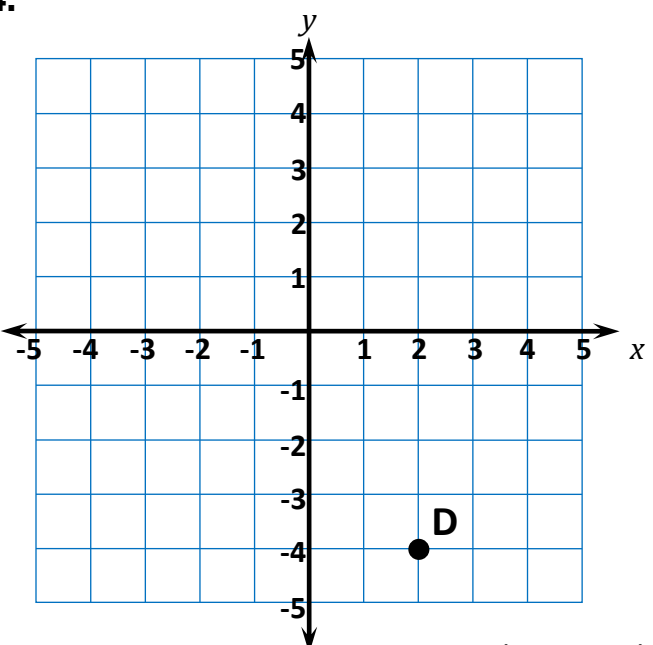
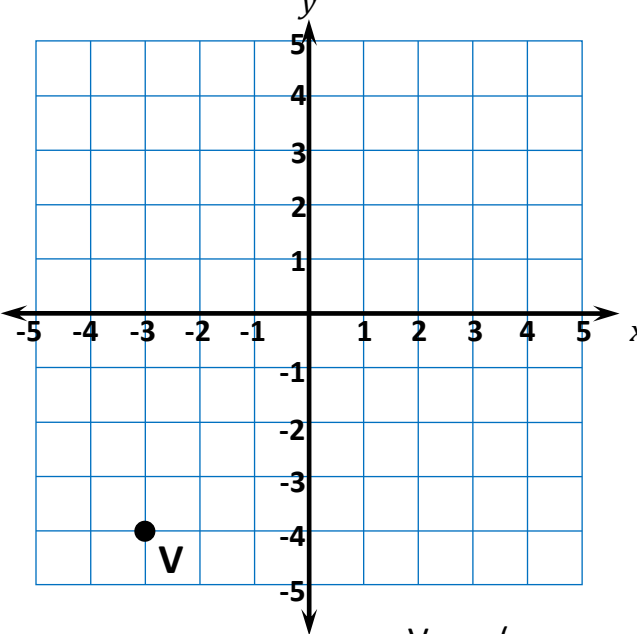> ➤ What did I learn today about finding ordered pairs on a coordinate plane?

> ➤ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form C

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

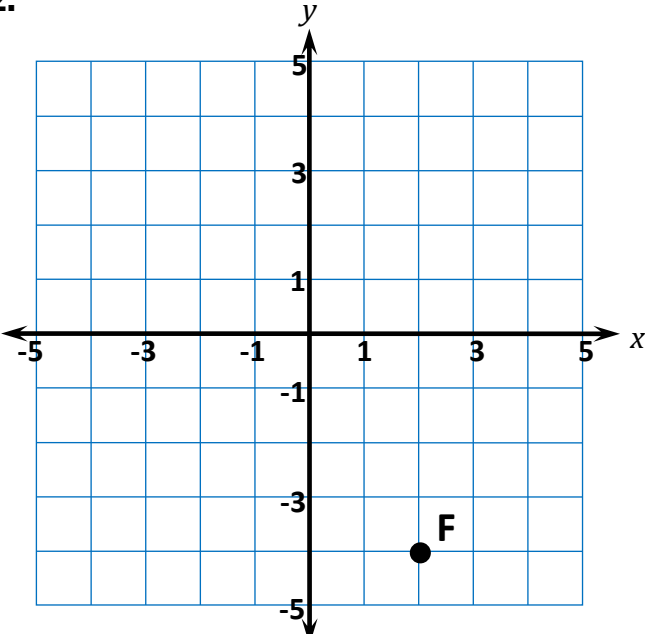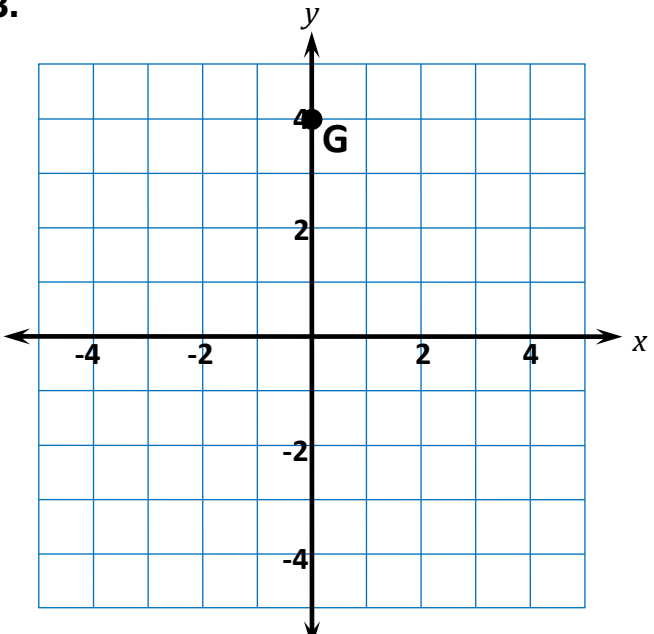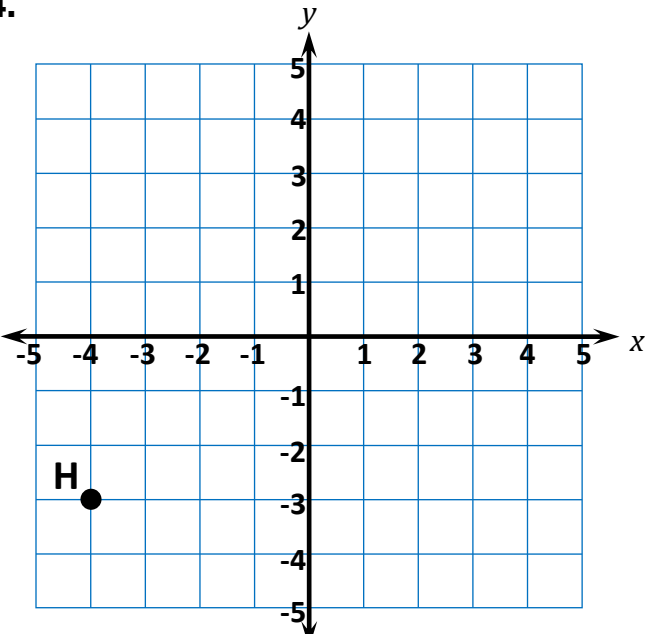**Directions:** Write the ordered pair for each point. (Work time: 3 minutes)

1.

A = (,)

2.

B = (,)

3.

C = (,)

4.

D = (,)

Learning Target: I will find ordered pairs on a coordinate plane

Session 4: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Draw integer arrows to find the ordered pairs that represent the location for each point.
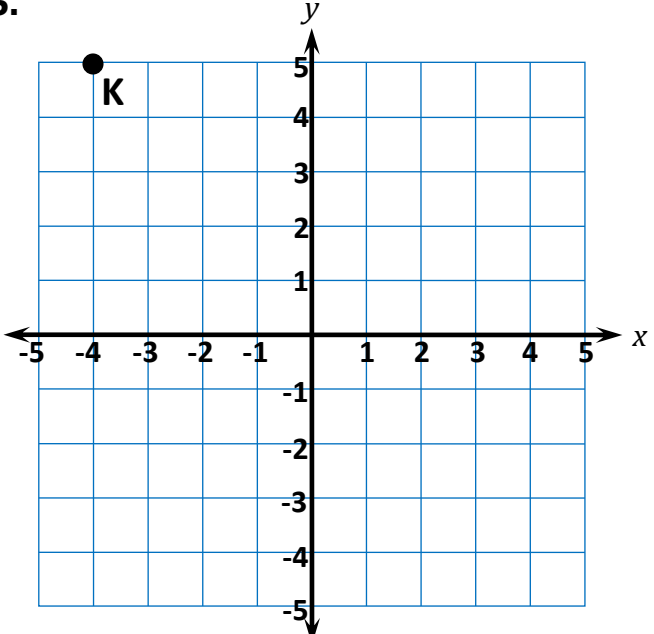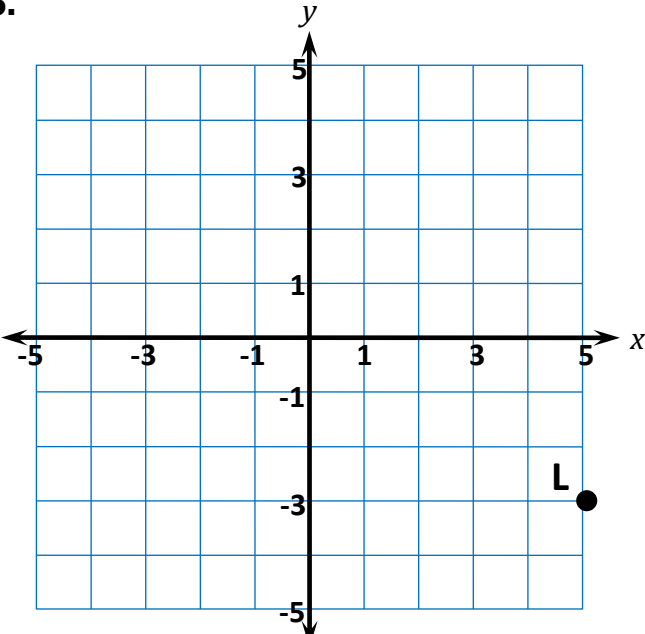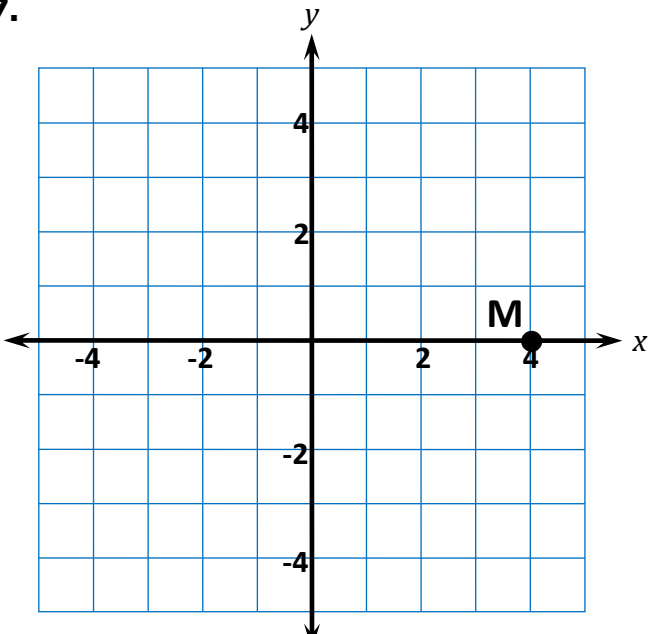
1.

A = (,   )

2.

D = (,   )

3.

T = (,   )

4.

K = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 4: **Guided Practice** (We Do)

You Do Together: (As a class, or in small groups)

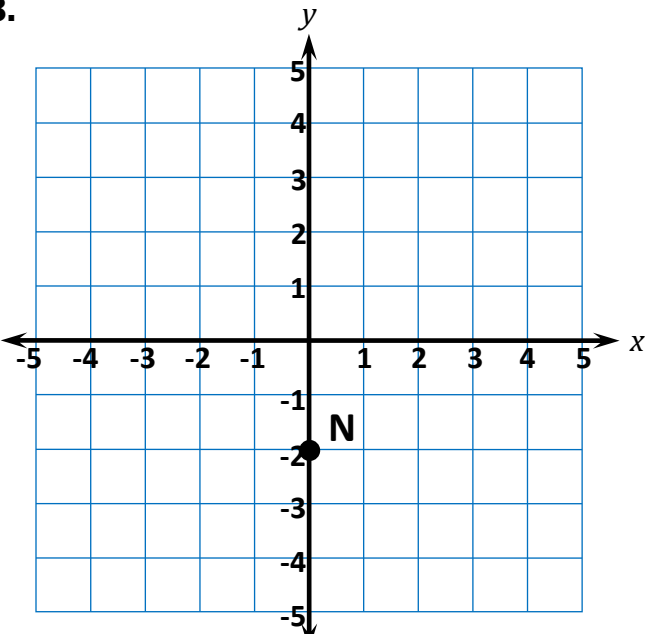➢ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

W = (,   )

6.

X = (,   )

7.

Y = (,   )

8.

Z = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

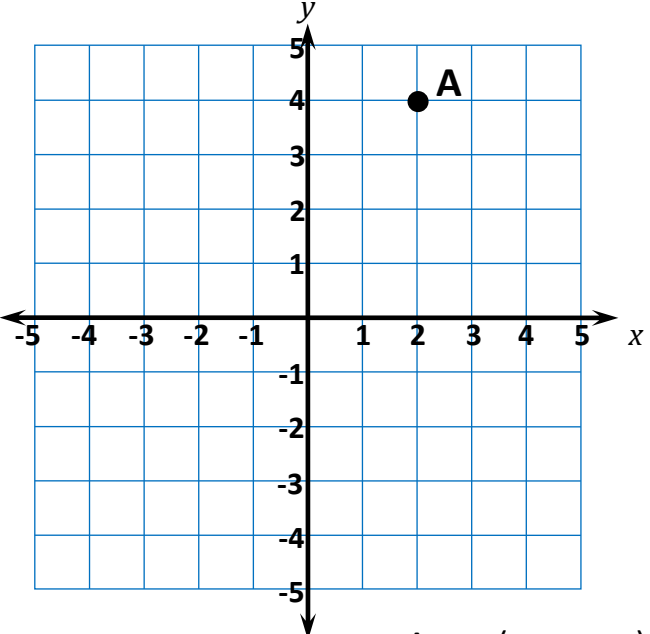> ➢ What did I learn today about finding ordered pairs on a coordinate plane?
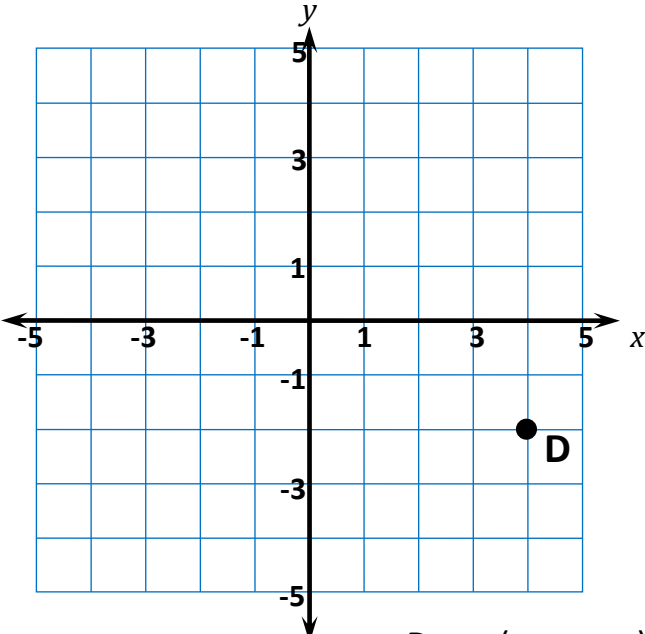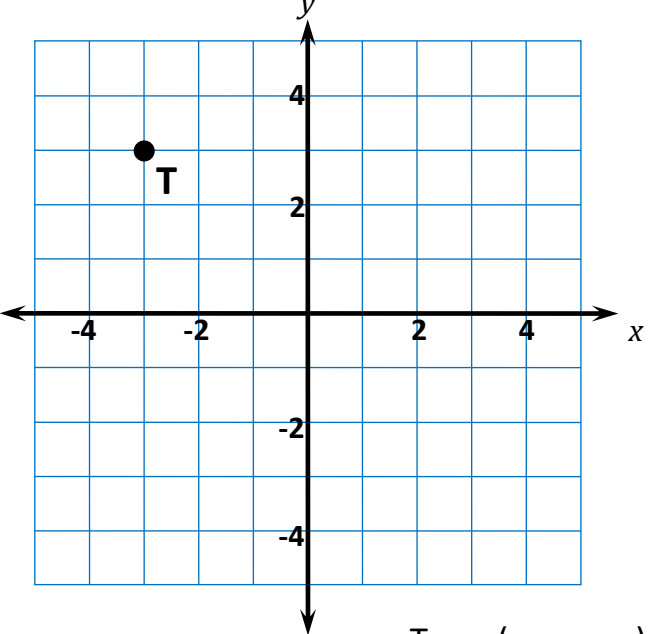
> ➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form D

DELTA MATH — RtI PROGRAM

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

S = (,   )

2.

T = (,   )

3.

U = (,   )

4.

V = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 5: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

➢ Draw integer arrows to find the ordered pairs that represent the location for each point.

1.

E = (,   )

2.

F = (,   )

3.

G = (,   )

4.

H = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 5: Guided Practice (We Do)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

K = (,   )

6.

L = (,   )

7.

M = (,   )

8.

N = (,   )

Session 5: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

➢ What did I learn today about finding ordered pairs on a coordinate plane?
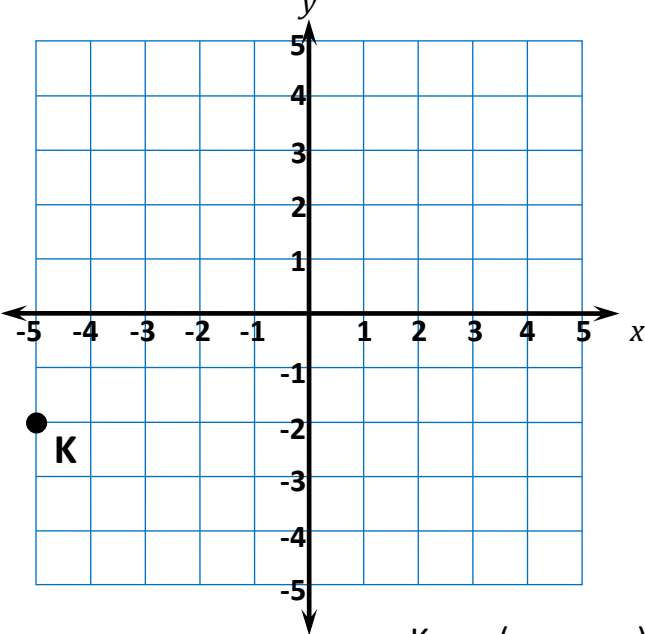
➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form E

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

A = (,   )

2.

D = (,   )

3.

T = (,   )

4.

K = (,   )

Learning Target: I will find ordered pairs on a coordinate plane.
Readiness for finding slope and y-intercept of a line

On the Delta Math readiness screener, Kyle selected (-3, -2) as his answer. Is the answer he selected correct?

Which is the ordered pair for point R?

○ (-2, 3)   ○ (-2, -3)   ● (-3, -2)   ○ (3, -2)

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

On the Delta Math readiness screener, Kyle selected (-3, -2) as his answer. Did Kyle select the correct answer?

Which is the ordered pair for point R?
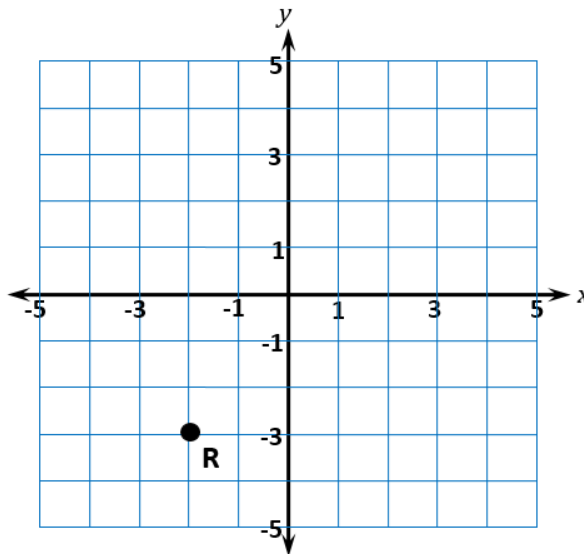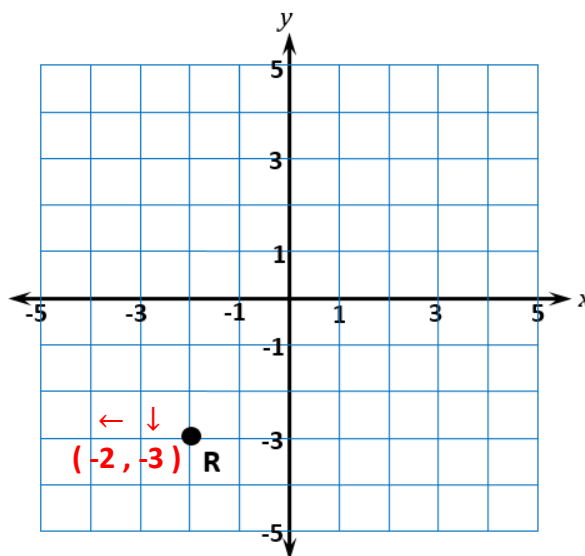
○ (-2, 3)   ○ (-2, -3)   ● (-3, -2)   ○ (3, -2)

Session 6: Modeling *(I Do - Teacher Notes)*

Learning Target: I will find ordered pairs on a coordinate plane

Readiness for finding slope and y-intercept of a line

On the Delta Math readiness screener, Kyle selected (-3, -2) as his answer. Did Kyle select the correct answer?

First, it is important to know what the problem is about.

This problem is about Kyle answering a problem on a Delta Math readiness screener.

Second, I need to determine what I need to find.

I need to find if Kyle selected the correct answer.

Third, I need to determine what I know.

I know that Kyle selected (-3, -2)….the first coordinate in an ordered pair represents the horizontal direction and distance from the origin and the second coordinate represents the vertical direction and distance.

Also, coordinates are positive if they are to the right or up from the origin (0, 0)…and coordinates are negative if they are to the left or down from the origin (0, 0).

Fourth, I need to figure out what I can try.

I am going to try using what I know about ordered pairs on a coordinate plane to help me find the correct answer.

I will begin by writing the unknown ordered pair next to point R and arrows to represent the directions to point R from the origin .
(Write (____, ____) next to point R.)

Point R is to the left and down from the origin, so I am going to draw arrows above the unknown point to remind me that the distance to the left goes first.

**The first distance is 1…2…to the left…so the first coordinate is negative 2.**
(Write "-2" as the first unknown coordinate for point R.)

The second distance is 1…2…3 units down…so the second coordinate is negative 3.
(Write "-3" as the second unknown coordinate for point R.)

The ordered pair that represents the location of point R is (-2, -3).

Therefore, Kyle did not choose the correct answer and it looks like he moved in the y-direction first.
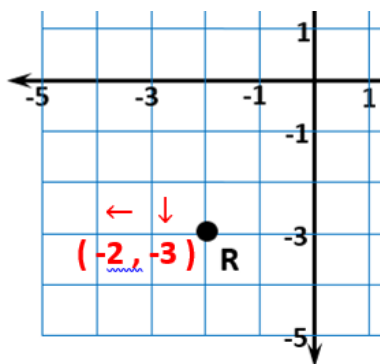
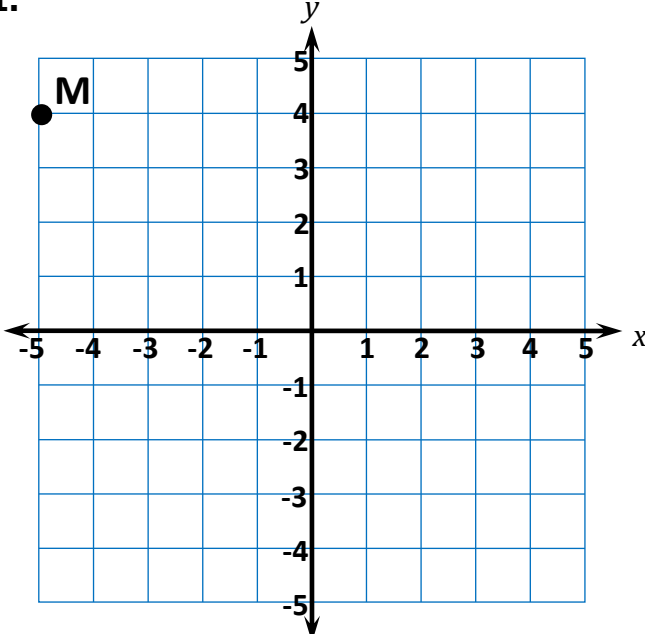**Last, I need to make sure that my answer makes sense.**
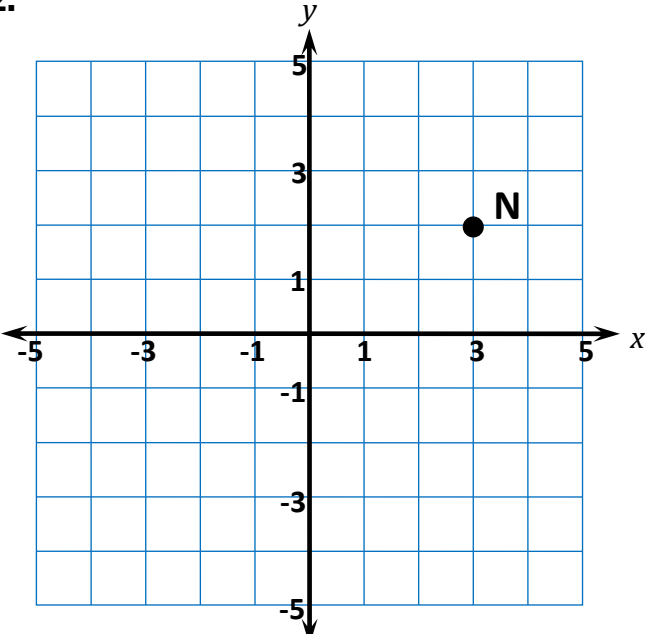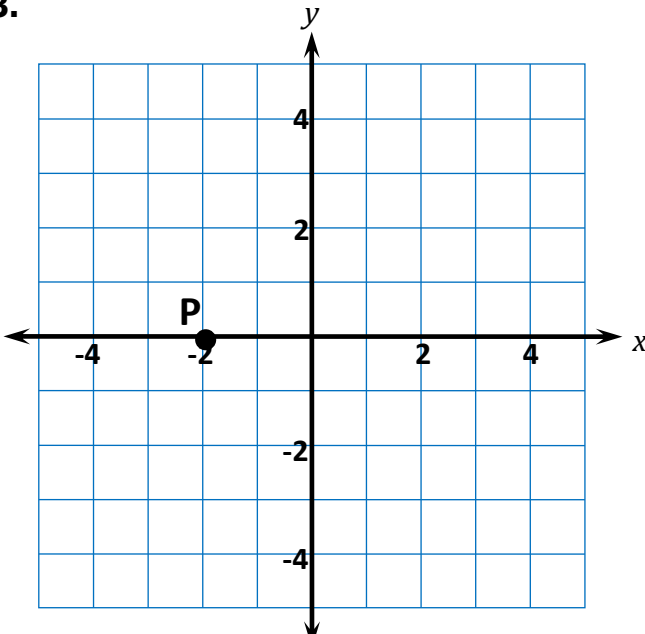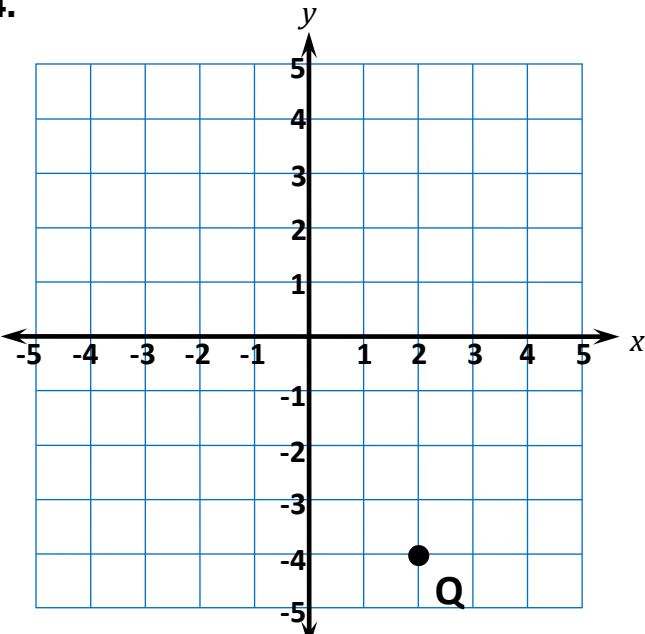
I found that point R is located at the ordered pair is (-2, -3). It makes sense because I moved in the x-direction first followed by the y-direction and used arrows to remind me that each value is negative.

Learning Target: I will find ordered pairs on a coordinate plane

Session 6: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

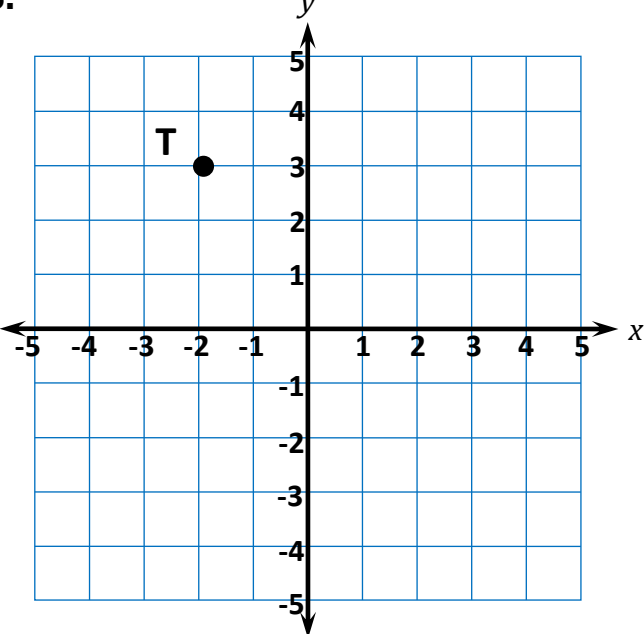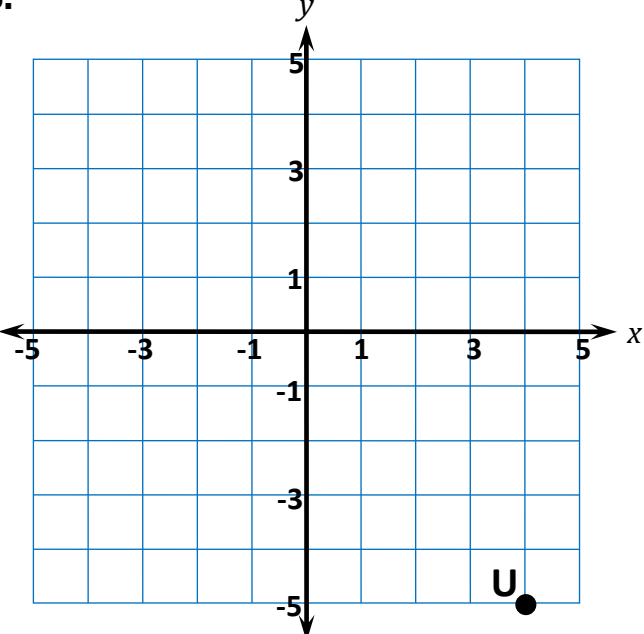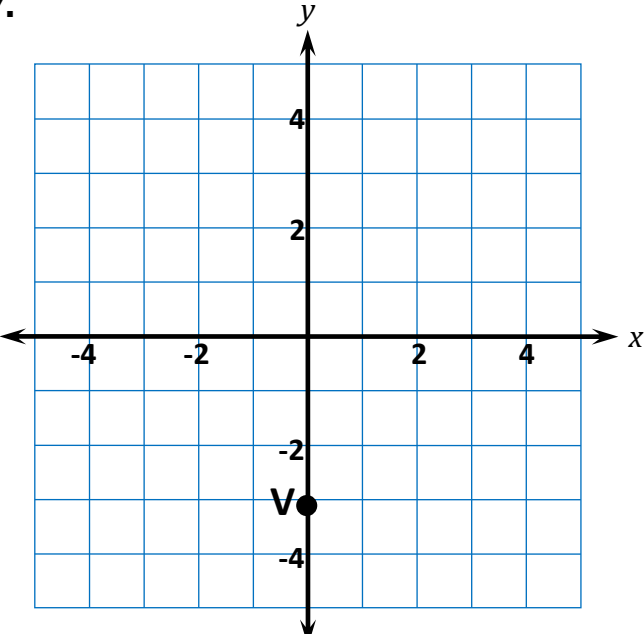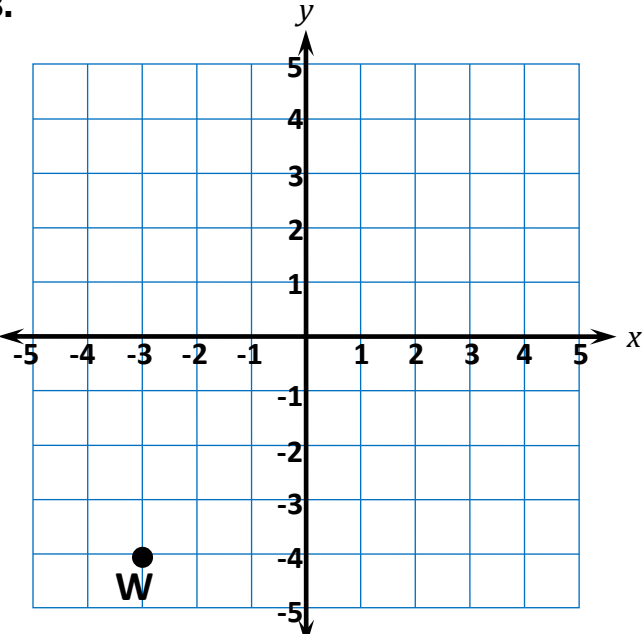➢ Find the ordered pairs that represent the location for each point.

1.

M = (,   )

2.

N = (,   )

3.

P = (,   )

4.

Q = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 6: Guided Practice (We Do)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

T = (,   )

6.

U = (,   )

7.

V = (,   )

8.

W = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 6: **Guided Practice** (We Do – Teacher Notes)

We Do Together: (Teacher Actions)

➢   Draw integer arrows to find the ordered pairs that represent the location for each point.

1.

M

← ↑
M = (**-5** , **4**)

2.

N

→ ↑
N = (**3** , **2**)

3.

P

←
P = (**-2** , **0**)

4.

Q

→ ↓
Q = (**2** , **-4**)
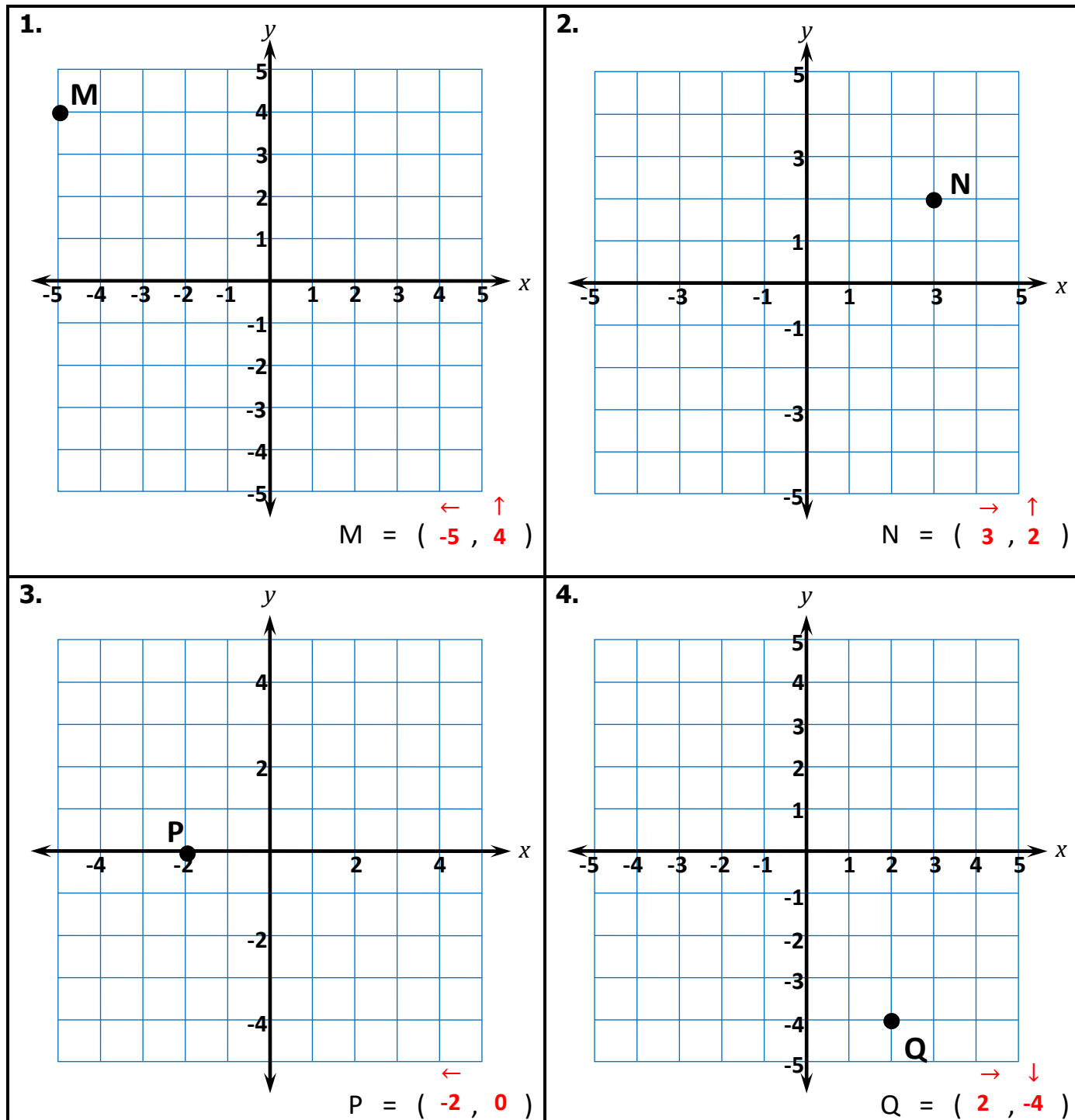
Session 6: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

> ➢ What did I learn today about finding ordered pairs on a coordinate plane?
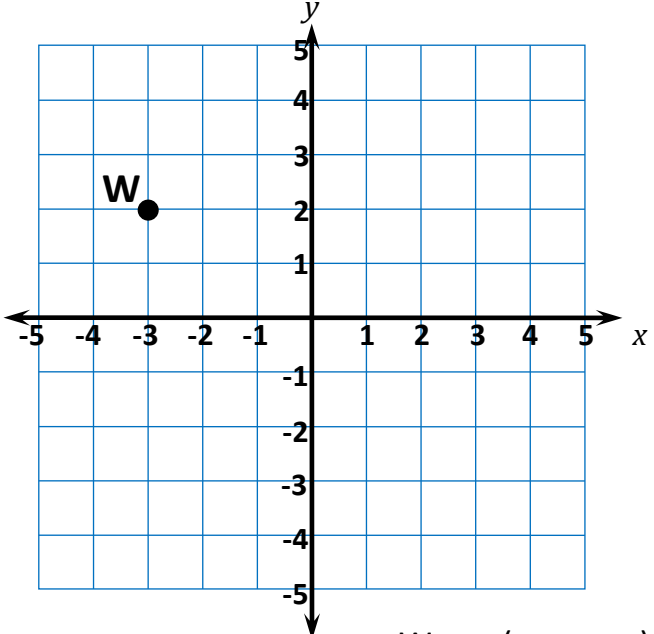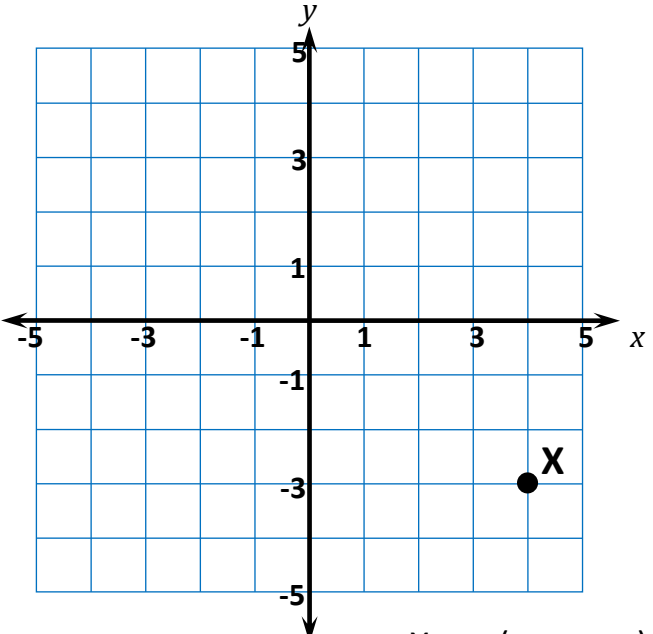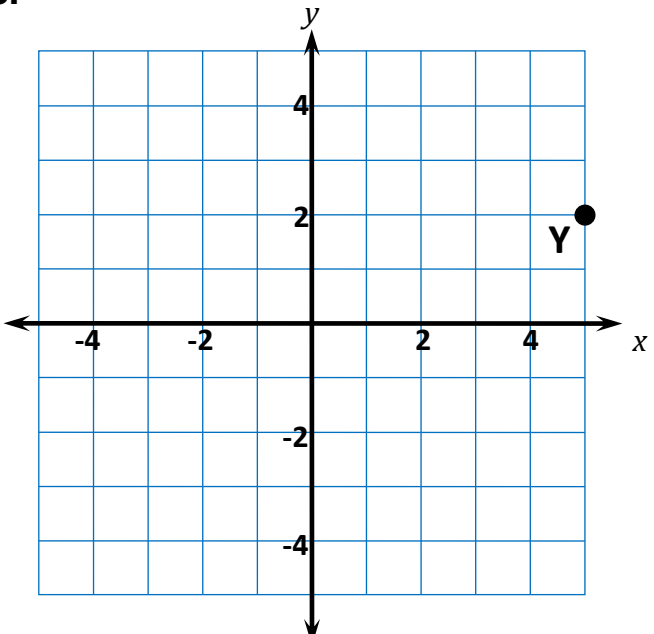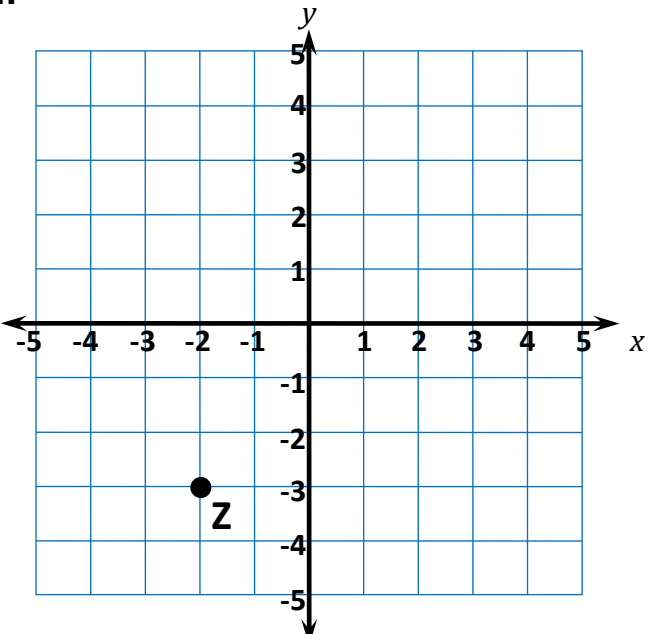
> ➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form F

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

W = (,   )

2.

X = (,   )

3.

Y = (,   )

4.

Z = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 7: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)
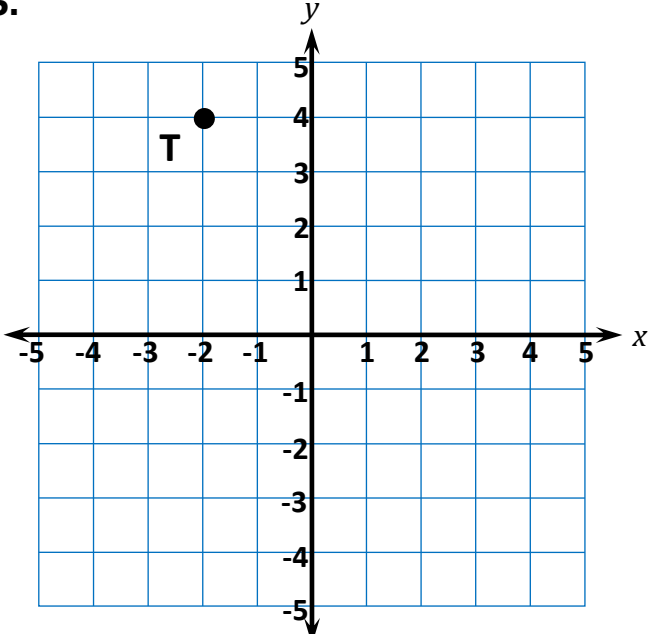
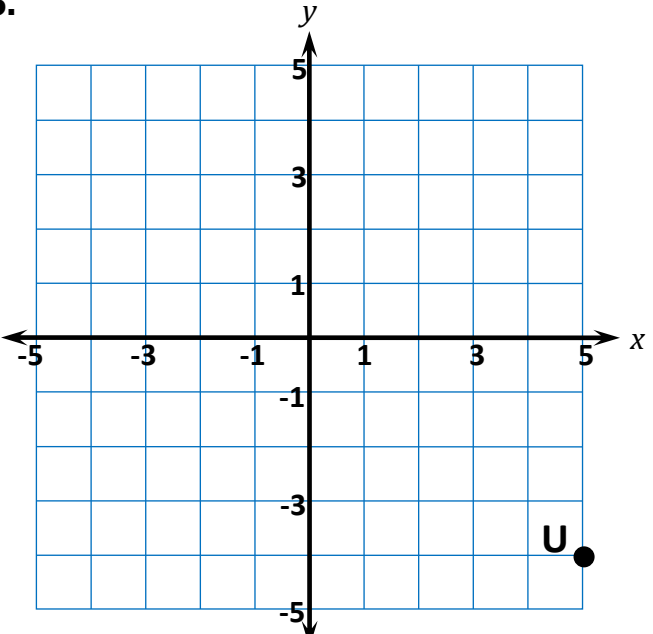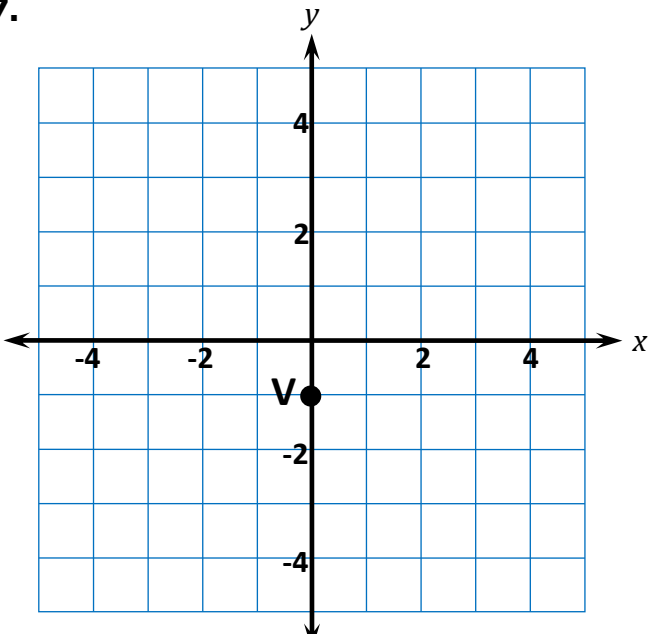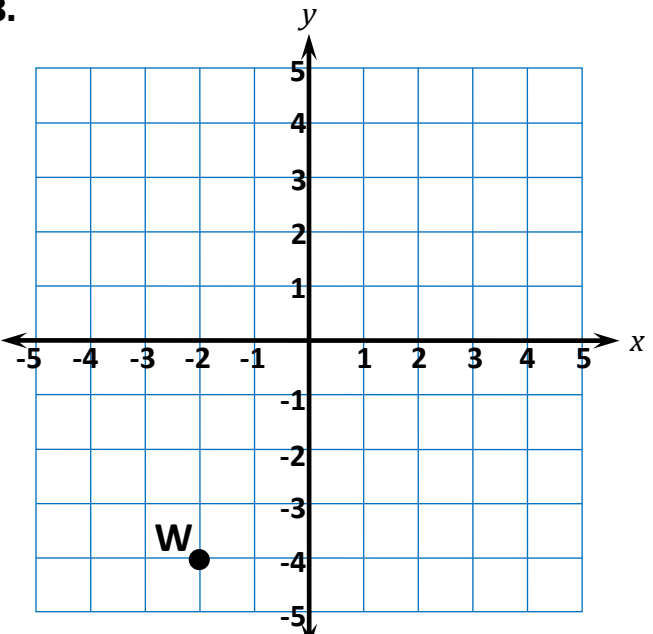➢ Find the ordered pairs that represent the location for each point.

1.

M = (,   )

2.

N = (,   )

3.

P = (,   )

4.

Q = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 7: Guided Practice (We Do)

You Do Together: (As a class, or in small groups)

➤ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

T = (,   )

6.

U = (,   )

7.

V = (,   )

8.

W = (,   )

Session 7: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane
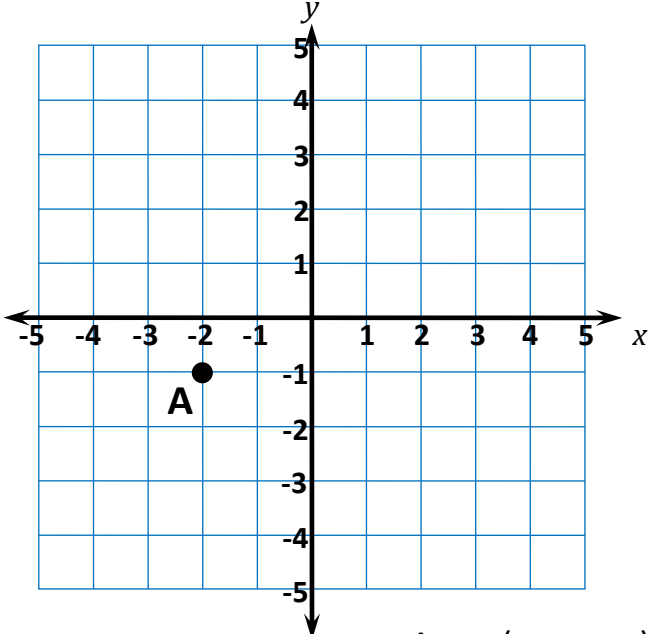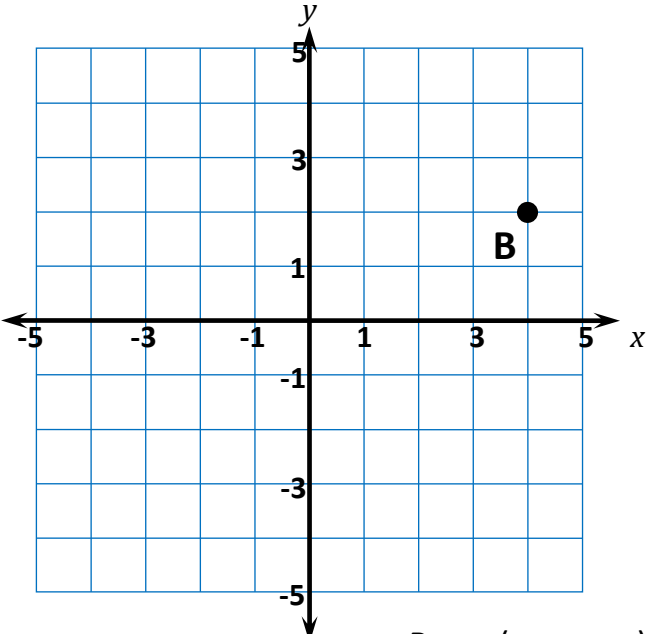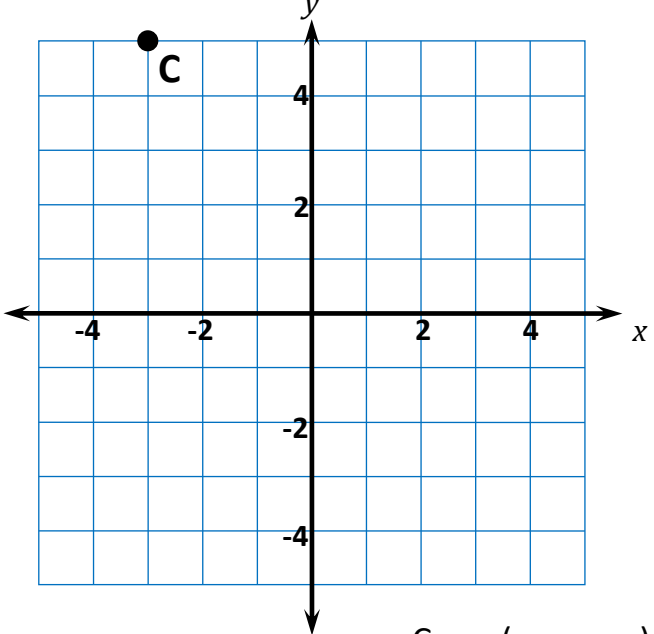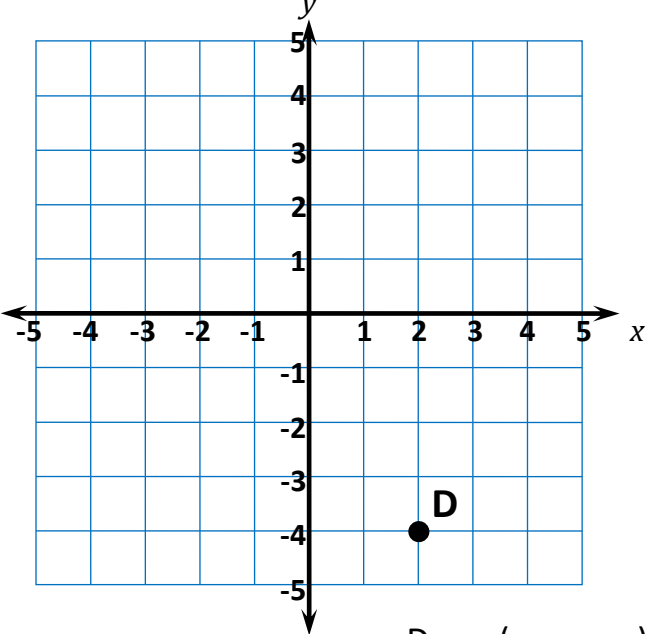
Briefly discuss student responses

➢ What did I learn today about finding ordered pairs on a coordinate plane?

➢ How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form G

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

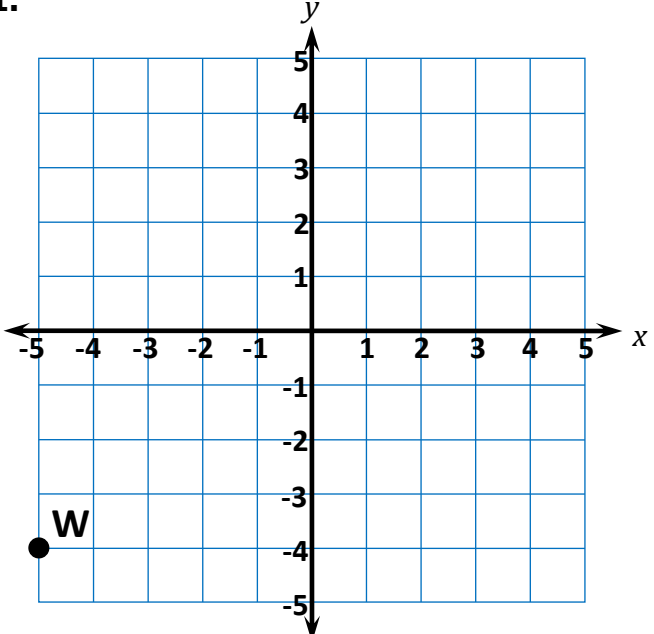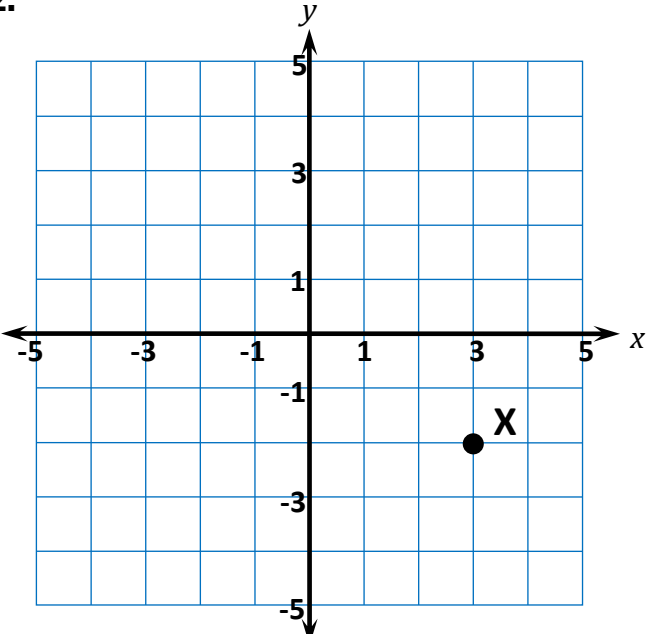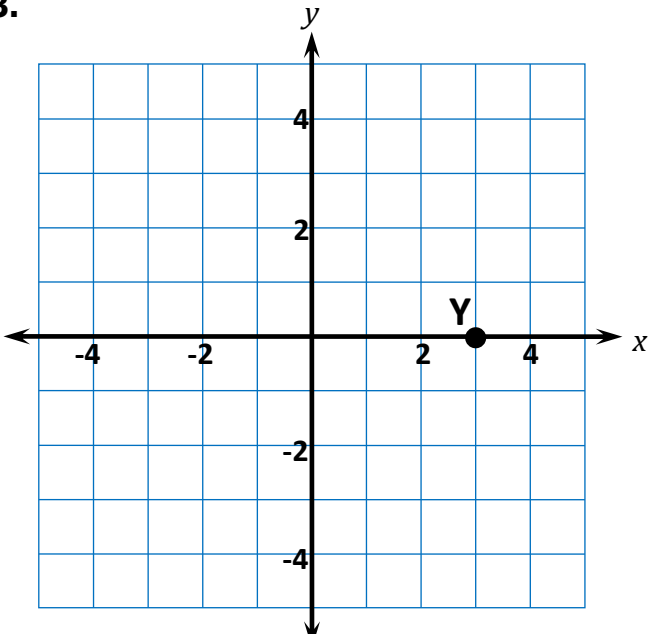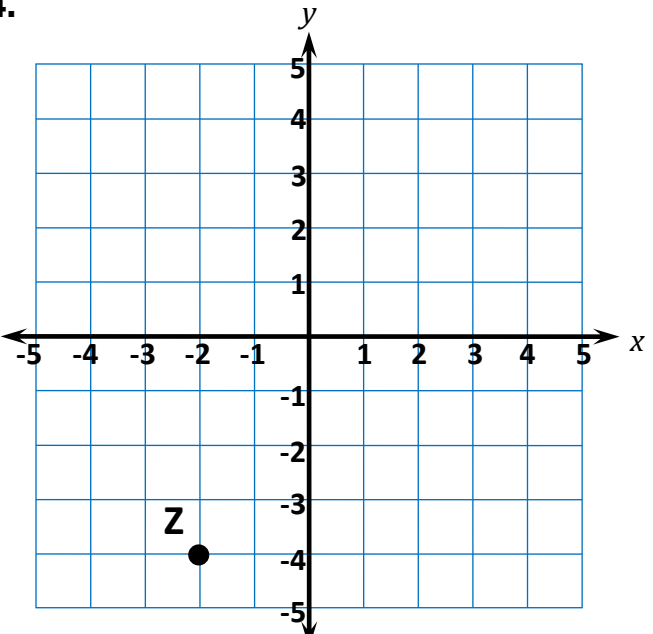**Directions:** Write the ordered pair for each point. (Work time: 3 minutes)

1.

A = (,   )

2.

B = (,   )

3.

C = (,   )

4.

D = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 8: **Guided Practice** (We Do)

We Do Together: (Teacher Actions)

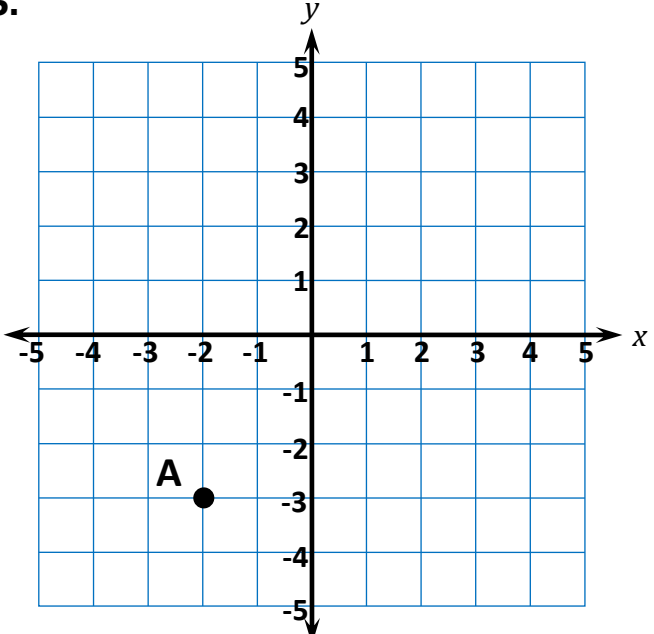➢ Find the ordered pairs that represent the location for each point.

1.

W = (,   )

2.

X = (,   )

3.

Y = (,   )

4.

Z = (,   )

Learning Target: I will find ordered pairs on a coordinate plane

Session 8: **Guided Practice** (We Do)

You Do Together: (As a class, or in small groups)

➢ Students take turns leading to find the ordered pairs that represent the location for each point.

5.

A = (,)

6.

B = (,)

7.

C = (,)

8.

D = (,)

Session 8: Self-Reflection

Learning Target: I will find ordered pairs on a coordinate plane

Briefly discuss student responses

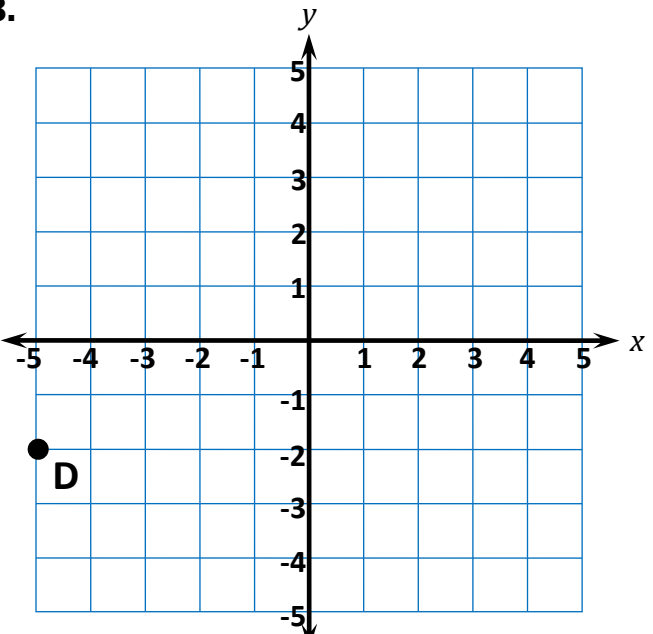> What did I learn today about finding ordered pairs on a coordinate plane?

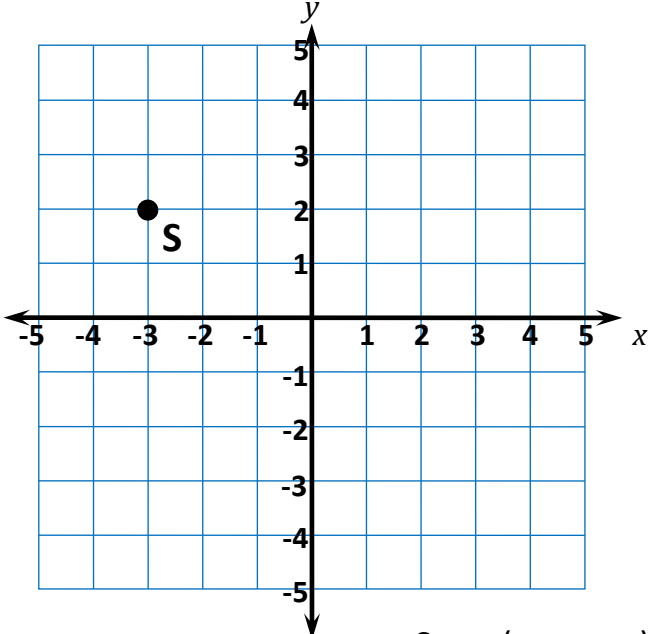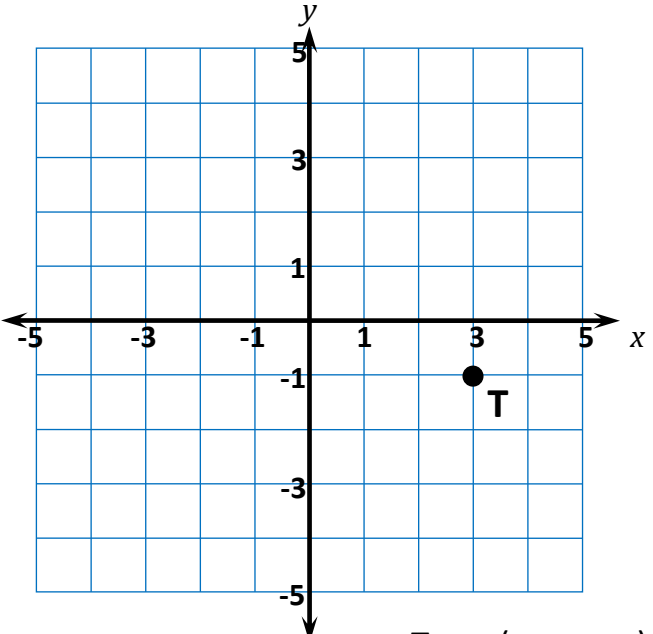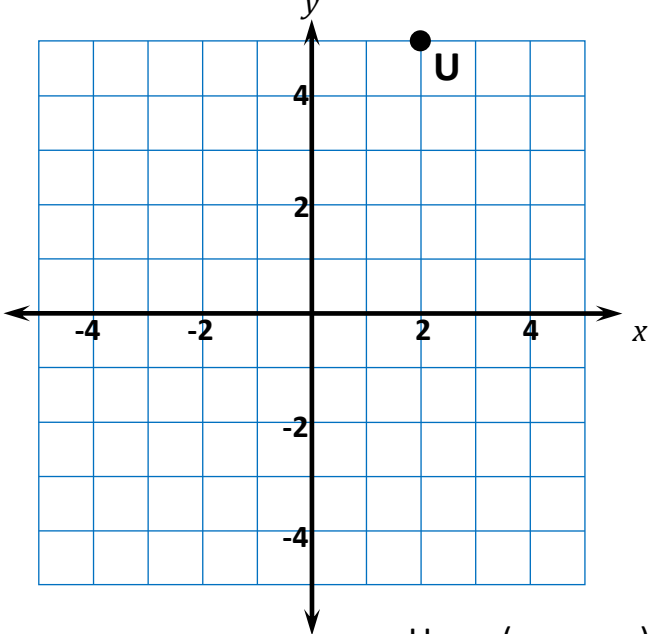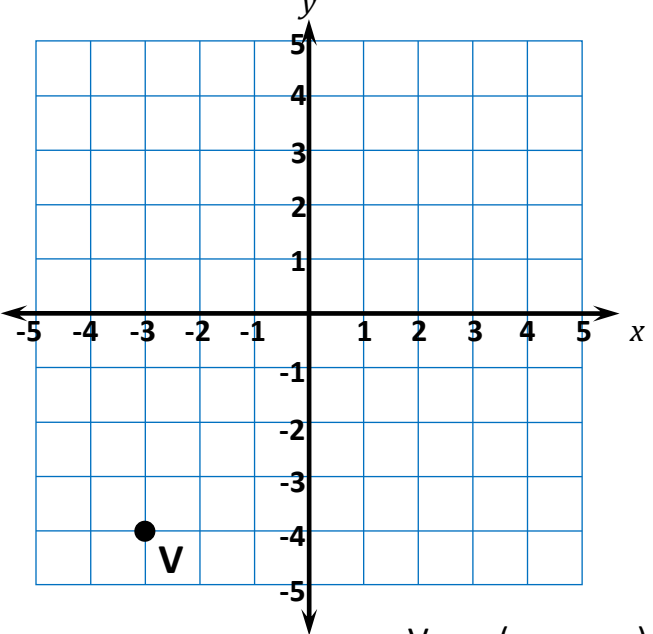> How confident do I feel about finding ordered pairs on a coordinate plane on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form H

Name_____ Date_____

Learning Target: I will find ordered pairs on a coordinate plane.

Directions: Write the ordered pair for each point. (Work time: 3 minutes)

1.

S = (,   )

2.

T = (,   )

3.

U = (,   )

4.

V = (,   )

Independent Practice

Learning Target: I will find ordered pairs on a coordinate plane

Title of Game: Fishing Pond *(Similar to Battleship)*

Number of Players: 2

Objective: To catch all four of your opponent's fish before they catch yours.

Materials: 1 recording sheet per player

Set Up: Each player plots 4 different fish, vertically or horizontally, on their own game board.

- The Minnow is made up of two dots
- The Perch is made up of three dots
- The Bass is made up of four dots
- The Catfish is made up of five dots

Note: Make sure your opponent does not see your pond!
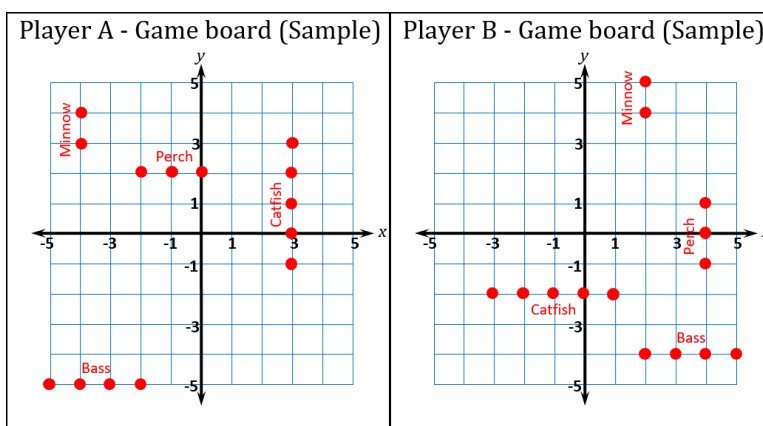
Player A - Game board (Sample) | Player B - Game board (Sample)

Directions:

- ➢ Player A begins by guessing an ordered pair where Player B might have plotted a fish.
- ➢ Player B finds the "Guessed" ordered pair on their game board.
  - o If one of Player B's fish is at this point
    - ▪ Player B will say "hook" and circle the point on the game board
    - ▪ Player A will record this "hook" on their "Guessed" coordinate grid with a "●"
  - o If one of Player B's fish is NOT at this point
    - ▪ Player B will say "Missed" and mark the location on their game board with an "**x**"
    - ▪ Player A will record this "miss" on their "Guessed" coordinate grid with a "**x**"
- ➢ Each player takes turns guessing until one player catches all 4 of their opponent's fish.

Learning Target: I will find ordered pairs on a coordinate plane

Independent Practice: Fishing Pond - Player A

Set Up
➢ Each player plots 4 different fish, vertically or horizontally, on their own game board.
- The Minnow is made up of two dots
- The Perch is made up of three dots
- The Bass is made up of four dots
- The Catfish is made up of five dots

Player A - Game board (Sample)

Directions
➢ Player A begins by guessing an ordered pair where Player B might have plotted a fish.
➢ Player B finds the "Guessed" ordered pair on their game board.
   ➢ If one of Player B's fish is at this point
      o Player B will say "Hooked" and circle the point on the game board
      o Player A will record this "Hooked" on their "Guesses" coordinate grid with a "●"
   ➢ If one of Player B's fish is NOT at this point
      o Player B will say "Missed" and mark the location on their game board with an "**x**"
      o Player A will record this "miss" on their "Guesses" coordinate grid with a "**x**"
➢ Each player takes turns guessing until one player catches all 4 of their opponent's fish.

Player A – Game board
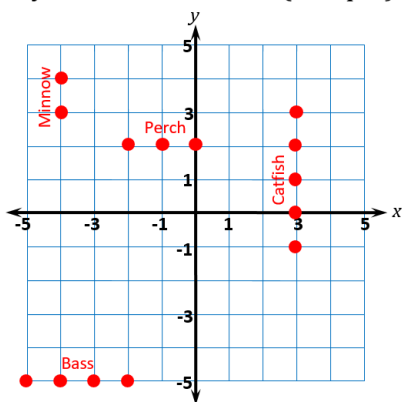
Player A – Guesses

DELTA MATH ReE PROGRAM

Learning Target: I will find ordered pairs on a coordinate plane

Independent Practice: Fishing Pond - Player B

Set Up

➤ Each player plots 4 different fish, vertically or horizontally, on their own game board.
- The Minnow is made up of two dots
- The Perch is made up of three dots
- The Bass is made up of four dots
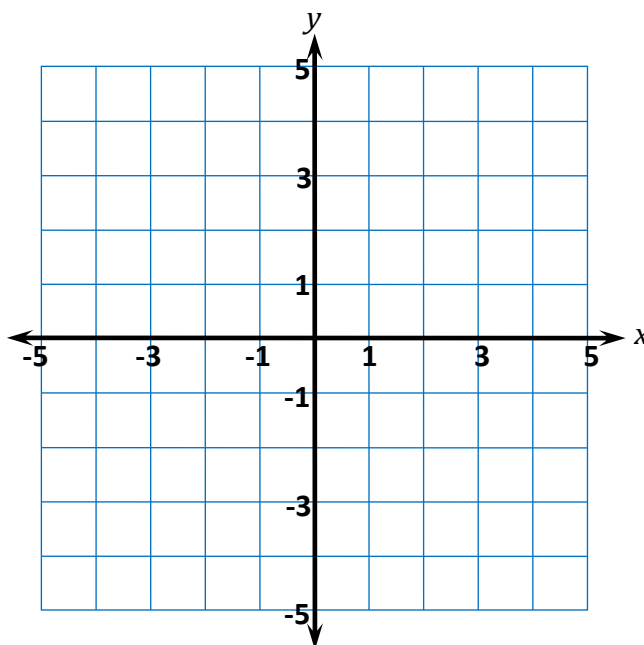- The Catfish is made up of five dots
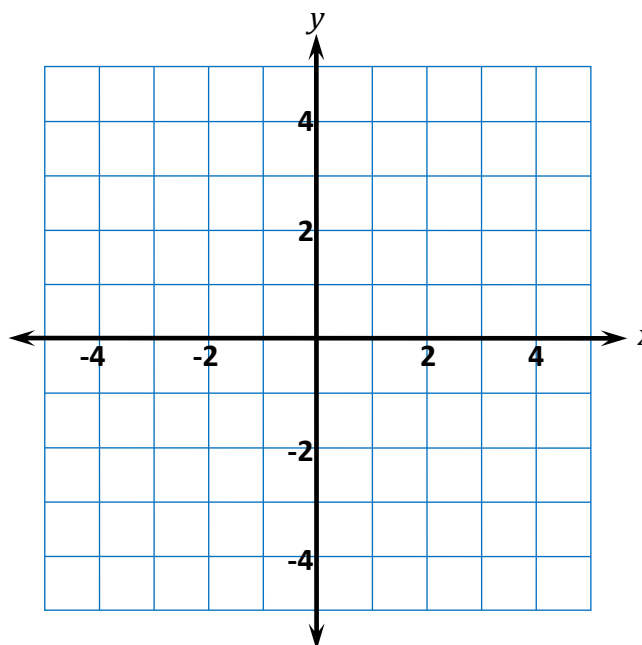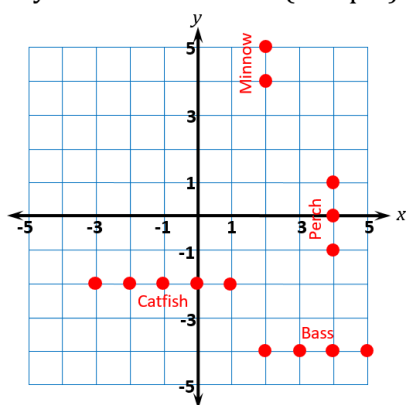
Player B - Game board (Sample)

Directions

➤ Player A begins by guessing an ordered pair where Player B might have plotted a fish.
➤ Player B finds the "Guessed" ordered pair on their game board.
  ➤ If one of Player B's fish is at this point
    ○ Player B will say "Hooked" and circle the point on the game board
    ○ Player A will record this "Hooked" on their "Guesses" coordinate grid with a "●"
  ➤ If one of Player B's fish is NOT at this point
    ○ Player B will say "Missed" and mark the location on their game board with an "**x**"
    ○ Player A will record this "miss" on their "Guesses" coordinate grid with a "**x**"
➤ Each player takes turns guessing until one player catches all 4 of their opponent's fish.

Player B – Game board
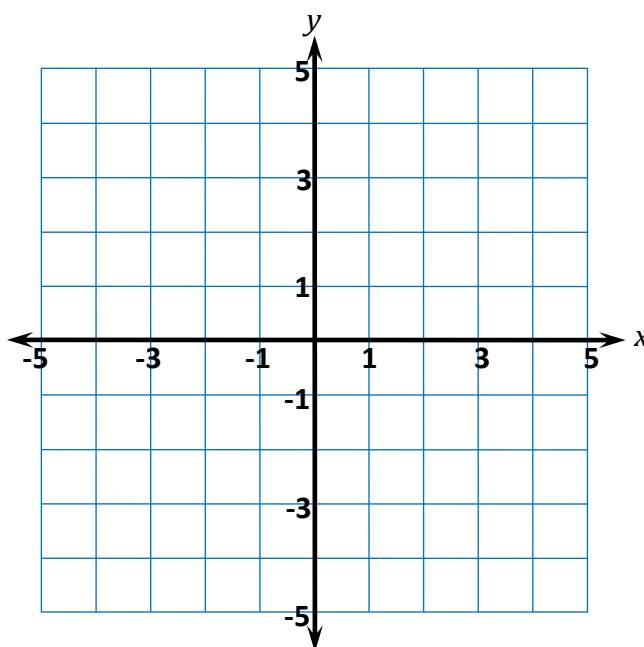
Player B – Guesses
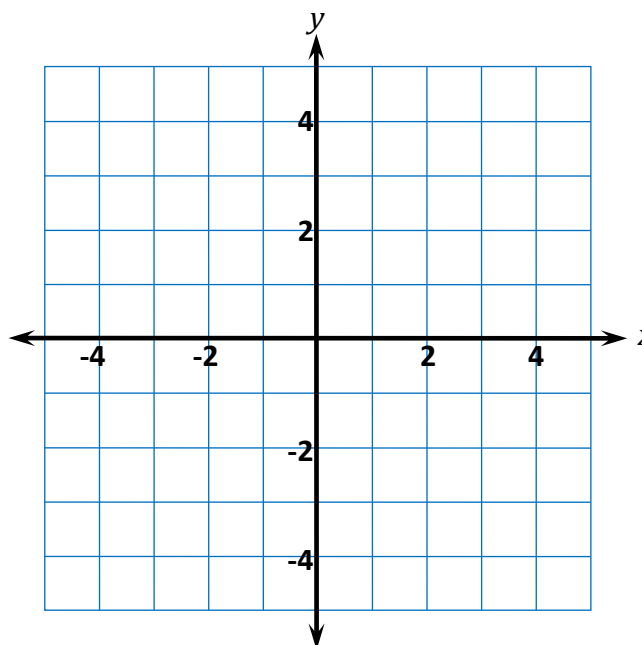
Questions for Solving Word Problems

Q₁

What is the problem about?

Q₂

What do I need to find?

Q₃

What do I know?

Q₄

What can I try?

Q₅

Does my answer make sense?

DELTA MATH
RtI PROGRAM

Q₁. What is the problem about?

Q₂. What do I need to find?

Q₃. What do I know?

Q₄. What can I try?

Q₅. Does my answer make sense?