Identify the ordered pairs for the given points.
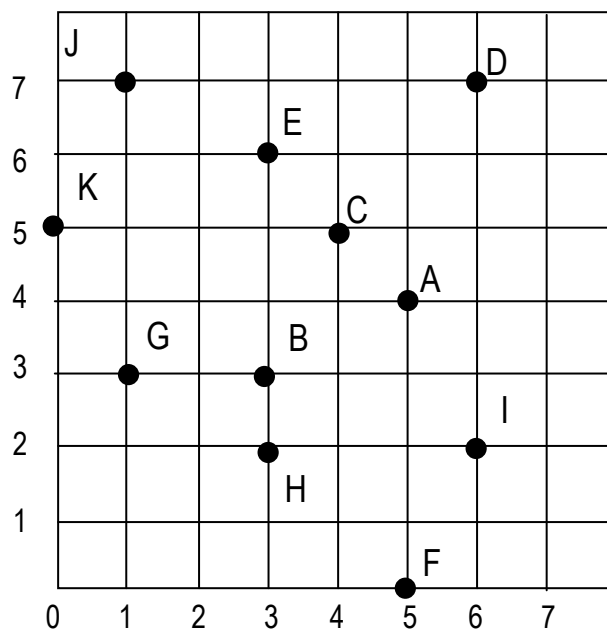
Point B (_____ , _____)

Point J (_____ , _____)

Point I (_____ , _____)

Locate the points for the ordered pairs.

(3 , 6) Point _____

(1, 3) Point _____

(5, 0) Point _____

Teacher notes:

Student Learning Targets for this task include:
- I can construct a coordinate system and recognize the origin.
- I can recognize the x-axis and y-axis.
- I can identify an ordered pair.
- I can explain the relationship of an ordered pair and the location on the coordinate plane.

In the first task students need to identify the ordered pair, but in the second task students need to find the ordered pair's location on the coordinate plane by finding the correct letter. Students need to have knowledge of the x-axis and y-axis before being to complete this task.

| **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	**1 Marginal: Partial Accomplishment**	**2 Proficient: Substantial Accomplishment**	**3 Excellent: Full Accomplishment**
The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name

5g1

Write the ordered pair for the points below.

Point D: _____

Point A: _____
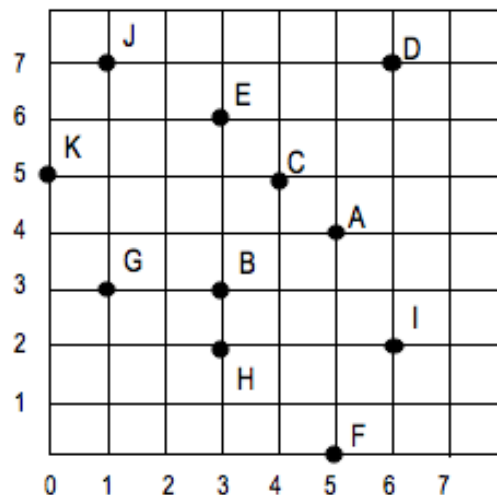
Use what you know about the relationship to ordered pair and the location on the coordinate plane to explain your thinking.

_____

_____

_____

_____

_____

_____

Teacher notes:

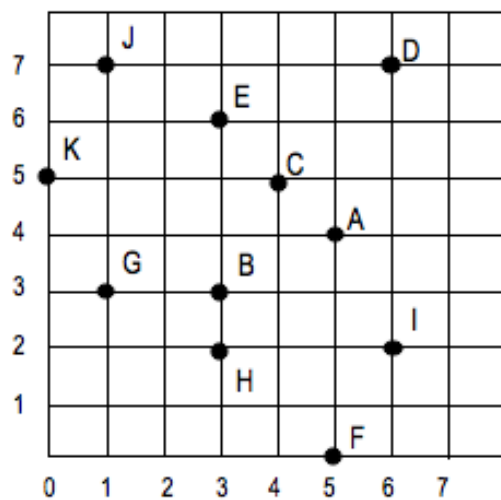Student Learning Targets for this task include:
- I can construct a coordinate system and recognize the origin.
- I can recognize the x-axis and y-axis.
- I can identify an ordered pair.
- I can explain the relationship of an ordered pair and the location on the coordinate plane.

Students will need to be able to identify an ordered pair. In their explanation students need to show how they were able to find the ordered pair for points D and A through their understanding of the x and y axis as well as the understanding how far to travel from each orgin.

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Name

5g1

Points G, B, and H are 3 corners of a rectangle. What is the ordered pair of the fourth corner?

_____

Once you have found the ordered pair of the fourth corner, connect the corners to create the rectangle.

Teacher notes:

Student Learning Targets for this task include:
- I can construct a coordinate system and recognize the origin.
- I can recognize the x-axis and y-axis.
- I can identify an ordered pair.
- I can explain the relationship of an ordered pair and the location on the coordinate plane.

Drawing the rectangle not only lets the student see that they can plot ordered pairs, but that they are making sense of this problem.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	**1 Marginal: Partial Accomplishment**	**2 Proficient: Substantial Accomplishment**	**3 Excellent: Full Accomplishment**
The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

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