

Objectives:

- Students will begin keeping a numeracy portfolio, as evidenced by each student receiving a binder, putting his or her name on it, inserting dividers, and inserting documents.
- Students will learn how to add positive and negative integers using integer mats and removing zero pairs, as evidenced by their completion of a homework assignment where they do so.

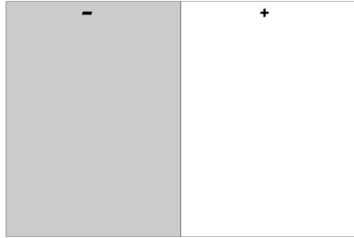
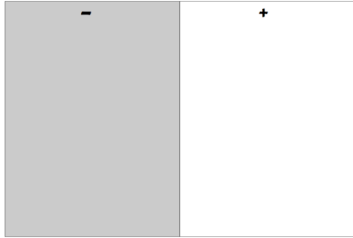
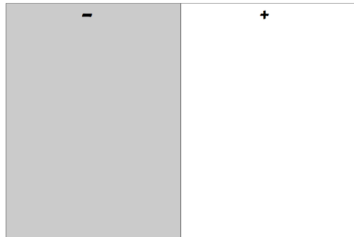
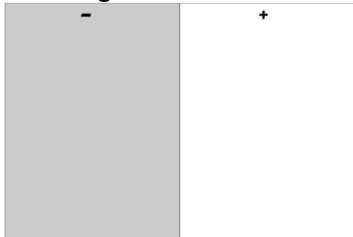
Materials:

- Warm-up handout
- Zero Pairs Homework answer key and gradebook sheet for TA
- Portfolio Materials: binders, binder spine labels, dividers, graded math autobiographies
- “Adding Integers Homework” handout

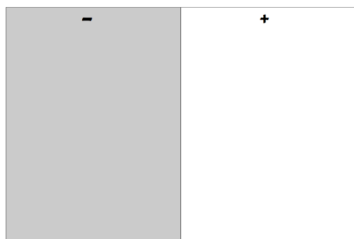
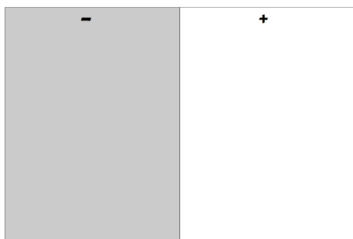
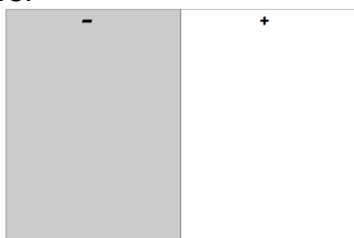

Time	Activity
Before Bell	<p style="text-align: center;">DO NOW</p> <p>Seating Chart Put the seating chart transparency on the overhead projector to remind students where they are sitting. At the top of the seating chart transparency, write “Same as Last Time” so that students know you didn’t make any changes.</p> <p>Materials for Today Put the following materials up on the board so that students know what they need for class today:</p> <ul style="list-style-type: none"> • Homework Log • Homework Checker • Readiness Checker • Pencils • Binder Paper <p>Do Now Write the following “Do Now” on the dry erase board:</p> <ul style="list-style-type: none"> • Turn in your “Zero Pairs Homework” (stack at the front of the room). • Quietly and individually work on the warm-up. I will be stamping readiness checkers for students who are doing this and are <i>not distracting others</i>. (I will be stricter about this). <p>Greeting Wait for students at the door. As students enter the classroom, shake their hands and give them a copy of the “warm-up.”</p>
8 min	<p style="text-align: center;">READINESS CHECK</p> <p>Stamp Readiness Checkers Once students are in the classroom, go around and stamp the readiness checkers of students who are working on the “Do Now.”</p> <p>Attendance Take attendance after you’ve had a chance to go around the classroom.</p> <p>Teacher’s Aide (TA) Grading Give the TA the “Zero Pairs Homework” assignments, the answer key, and a gradebook sheet.</p>
10 min	<p style="text-align: center;">PORTFOLIOS</p> <p>Instead of passing out the binders first, then trying to explain each step while students play with their portfolio supplies, first explain and demonstrate. Then pass out supplies.</p> <p>Explanation and Demonstration Explain to students that they will be receiving a binder, a set of dividers, a binder spine label, their math autobiographies, and a Cornell Notes handout. Demonstrate for them what they will be doing with these supplies. Include labeling the dividers: “Documents,” “Integers,” “Fractions,” “Decimals,”</p>

	<p>and “Additional.”</p> <p>Passing Out Binders After everyone knows what they will be doing, have six students go to the back of the room and get binders for the rest of the class. Have other students pass out the remaining supplies, including the Cornell Notes handout. Return the math autobiographies.</p> <p>Collecting Binders Have the same students who passed out the binders collect them and put them back on the shelf.</p>
1 min	<p style="text-align: center;">STRETCH BREAK</p> <p>Before having students actually take notes, lead them through some exercises to refresh them.</p>
15 min	<p style="text-align: center;">LESSON: ADDING INTEGERS</p> <p>Please see the handwritten Cornell Notes for the lecture itself. In particular, students will be using a 4-step process for adding integers. They will use this process on the homework.</p> <p>Homework Pass out the “Adding Integers Homework” assignment and have students write down the assignment on their homework logs.</p>
1 min	<p style="text-align: center;">STRETCH BREAK</p> <p>Lead the students through some exercises to refresh them.</p>
45 min	<p style="text-align: center;">ALEKS</p> <p>Binder Paper and Pencil Have students take out binder paper and a pencil for ALEKS work.</p> <p>Computer Use Contract Review Remind students what the key points of the computer use contract are. You can point to the “Computer Use Contract Poster” for this. Then, pass out the laptops.</p> <p>Homework Checkers Have students take out their homework checkers and put them at the corner of their desks. As students work on ALEKS, go around and return the graded homework from the TA. Stamp homework checkers if students scored over 80%.</p> <p>Continue ALEKS Students should continue with ALEKS. Some may still be on the personalized assessment. Others may be on lessons. As students work, go around and help them with any questions they may have.</p>

Try solving $(4) + (-2)$ using the following four steps:

<p>Step 1: Draw 4 positive cubes on the integer mat below:</p> 	<p>Step 2: Copy the cubes from step 1 onto the integer mat below. Then, draw 2 negative cubes.</p> 
<p>Step 3: Copy the cubes from step 2 onto the integer mat below. Then, cross out zero pairs.</p> 	<p>Step 4: Draw the remaining cubes from step 3 (the ones that were <i>not</i> crossed out) on the integer below:</p> 

Try solving $(4) + (-2)$ using the following four steps:

<p>Step 1: Draw 4 positive cubes on the integer mat below:</p> 	<p>Step 2: Copy the cubes from step 1 onto the integer mat below. Then, draw 2 negative cubes.</p> 
<p>Step 3: Copy the cubes from step 2 onto the integer mat below. Then, cross out zero pairs.</p> 	<p>Step 4: Draw the remaining cubes from step 3 (the ones that were <i>not</i> crossed out) on the integer below:</p> 

Numeracy Portfolio

2008-2009

Period 3 - Mr. Wong

Numeracy Portfolio

2008-2009

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Period 4 - Mr. Wong

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Period 4 - Mr. Wong

Numeracy Portfolio

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Period 6 - Mr. Wong

Numeracy Portfolio

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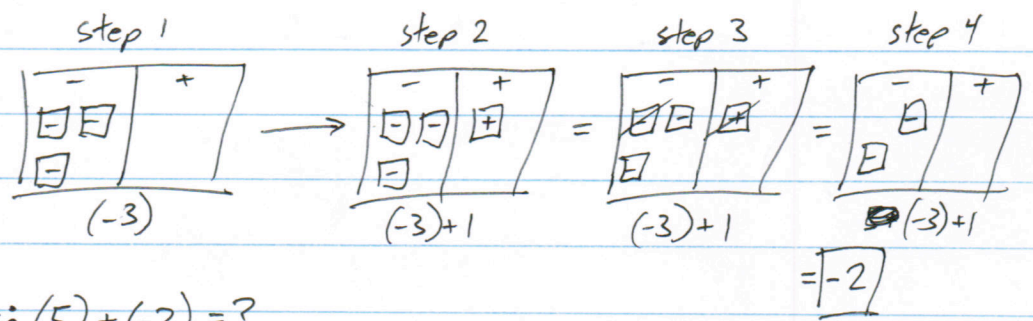
can be + or -
 $(\#) + (\#)$
 Adding Integers
 $\uparrow \{\dots, -3, -2, -1, 0, 1, 2, 3, \dots\}$

Section → Steps

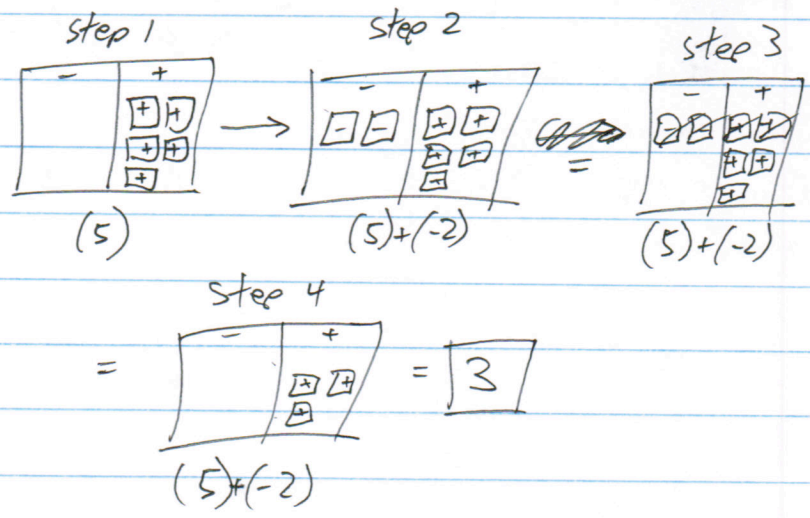
- 1) start w/ 1st # on mat
- 2) add 2nd # to mat
- 3) remove zero pairs
- 4) read answer

Section → Examples

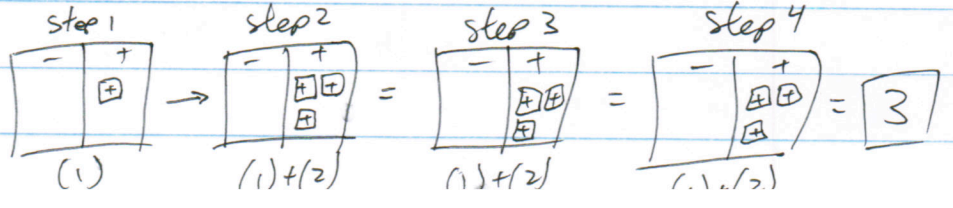
Ex: $(-3) + (1) = ?$



Ex: $(5) + (-2) = ?$



Ex: $(1) + (2) = ?$



Add the following integers using the 4-step method described in class.

1. Evaluate $(2) + (-3)$.

Step 1 Step 2 Step 3 Step 4 Answer

Remember to
write the value
under each
integer mat →

2. Evaluate $(-5) + (3)$.

Step 1 Step 2 Step 3 Step 4 Answer

3. Evaluate $(5) + (-4)$.

Step 1 Step 2 Step 3 Step 4 Answer

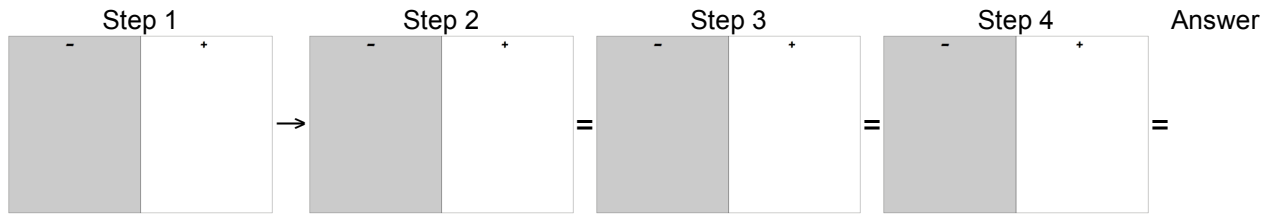
4. Evaluate $(-2) + (4)$.

Step 1 Step 2 Step 3 Step 4 Answer

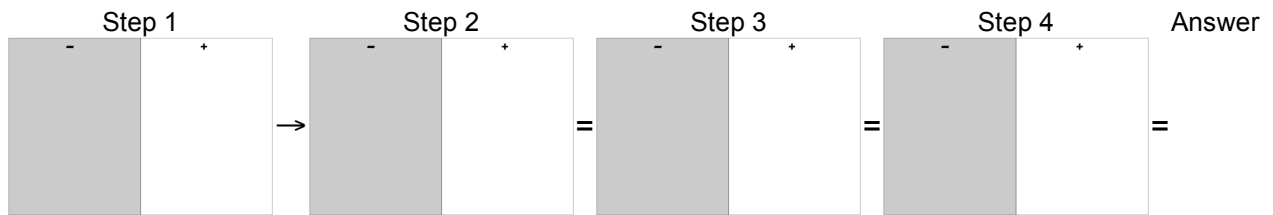
5. Evaluate $(-2) + (2)$.

Step 1 Step 2 Step 3 Step 4 Answer

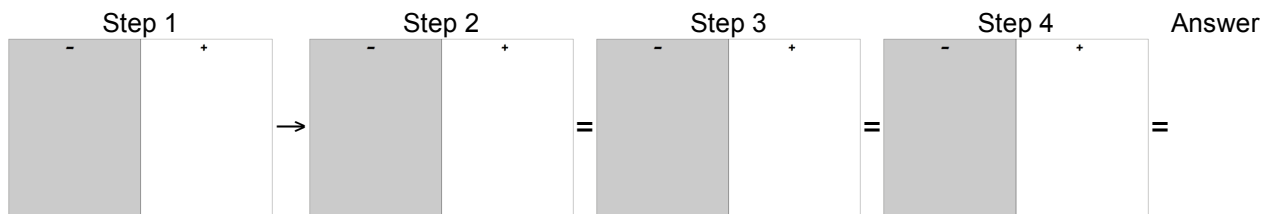
6. Evaluate $(-1) + (-2)$.



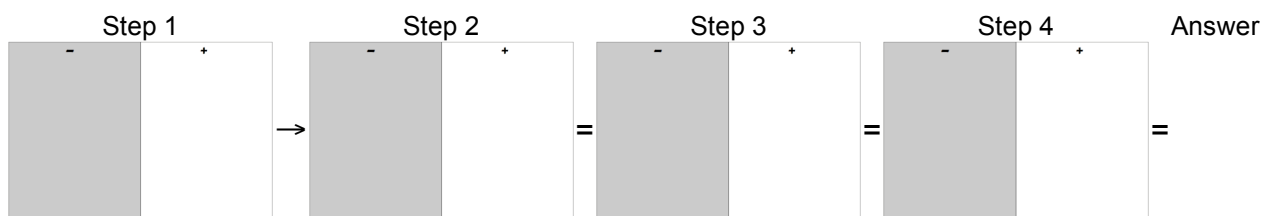
7. Evaluate $(3) + (1)$.



8. Evaluate $(-4) + (5)$.



9. Evaluate $(1) + (-3)$.



10. Evaluate $(1) + (-1)$.

