

**Objectives:**

- Students will practice the correct procedure for entering the classroom, as evidenced by a demonstration by the teacher, followed by the entire class practicing.
- Students will organize their numeracy pocket folder and their homework folder, as evidenced by a demonstration by the teacher, followed by the entire class doing so.
- Students will learn how to subtract integers by adding the opposite, as evidenced by their completion of a homework assignment where they do so.

**Materials:**


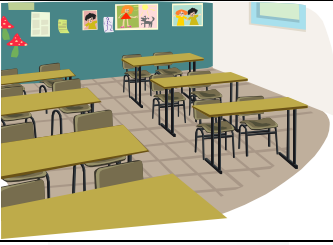





- “Warm-up” with “Entering the Classroom Checklist” on the back
- Numeracy Folder Labels
- Sample numeracy folder and homework folder
- “Adding Integers Homework” answer key and gradebook sheet for TA
- Fish bowl and unit cubes
- “Subtracting Integers Homework” handout

Time	Activity
Before Bell	<p style="text-align: center;"><b>DO NOW</b></p> <p><b>Seating Chart</b> Put the updated seating chart transparency on the overhead projector.</p> <p><b>Materials for Today</b> 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"> <li>• Homework Log</li> <li>• Homework Checker</li> <li>• Adding Integers Homework</li> <li>• Readiness Checker</li> <li>• Binder Paper</li> <li>• Pencils</li> </ul> <p><b>Homework</b> Write the following homework assignment on the board so that students can copy it onto their homework logs:</p> <ul style="list-style-type: none"> <li>• Subtracting Integers Homework</li> </ul> <p><b>Do Now</b> Write the following “Do Now” on the dry erase board:</p> <ul style="list-style-type: none"> <li>• Entering the Classroom Checklist</li> <li>• Warm-up</li> </ul> <p><b>Greeting</b> Meet students outside, and give each student a copy of the “Entering the Classroom Checklist” (with “Warm-up” on back). Instruct students that class will be starting outside, and we will be going over how to enter the classroom step-by-step.</p>
15 min	<p style="text-align: center;"><b>ENTERING THE CLASSROOM</b></p> <p>Lead students through the “Entering the Classroom Checklist” step-by-step.</p>
5 min	<p style="text-align: center;"><b>READINESS CHECK</b></p> <p><b>Stamp Readiness Checkers</b> Once students are in the classroom, go around and stamp the readiness checkers of students who are working on the “Do Now.”</p> <p><b>Teacher’s Aide (TA) Grading</b> Give the TA the “Adding Integers Homework” assignments, the answer key, and a gradebook sheet.</p>

Lesson 1-4 – Subtracting Integers

	<p><b>Attendance</b> Take attendance and submit it via PowerTeacher.</p>
13 min	<p style="text-align: center;"><b>ORGANIZING FOLDERS</b></p> <p>Show students the sample numeracy folder and sample homework folder. Draw on the board what goes into each folder. Then, give students time to organize their own folders.</p>
1 min	<p style="text-align: center;"><b>STRETCH BREAK</b></p> <p>Before having students actually take notes, lead them through some exercises to refresh them.</p>
10 min	<p style="text-align: center;"><b>LESSON: SUBTRACTING INTEGERS</b></p> <p><b>Demo &amp; Notes</b> Follow the handwritten Cornell Notes and lead the students through a demo using the fish bowl and unit cubes to explain why subtraction is the same as adding the opposite.</p> <p><b>Homework</b> 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;"><b>STRETCH BREAK</b></p> <p>Lead the students through some exercises to refresh them.</p>
25 min	<p style="text-align: center;"><b>ALEKS</b></p> <p><b>Binder Paper and Pencil</b> Have students take out binder paper and a pencil for ALEKS work.</p> <p><b>Computer Use Contract Review</b> 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><b>Homework Checkers</b> 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><b>Continue ALEKS</b> 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>

## Entering the Classroom Checklist

<input checked="" type="checkbox"/>	Task	Picture
<input type="checkbox"/>	Shake hands with Mr. Wong.	
<input type="checkbox"/>	Go to <b>assigned seat</b> .	
<input type="checkbox"/>	Take out <b>materials</b> from backpack.	
<input type="checkbox"/>	Put backpack in " <b>Backpack Parking</b> ."	
<input type="checkbox"/>	<b>Sit</b> in assigned seat.	
<input type="checkbox"/>	Put <b>homework, homework checker, and readiness checker</b> on corner of desk.	
<input type="checkbox"/>	Write HW on <b>homework log</b> . Quietly and <b>individually</b> work on the <b>warm-up</b> .	

## Numeracy Warm-up

Lesson 1-4 - September 5, 2008

1 a.  $1 - (-1) = \underline{\quad}$

1 b.  $7 - (-7) = \underline{\quad}$

1 c.  $3 - (-6) = \underline{\quad}$

2 a.  $7 - 2 = \underline{\quad}$

2 b.  $5 - (-3) = \underline{\quad}$

2 c.  $1 - 4 = \underline{\quad}$

3 a.  $(-3) - 2 = \underline{\quad}$

3 b.  $(-6) - (-2) = \underline{\quad}$

3 c.  $(-3) - (-9) = \underline{\quad}$

4 a.  $3 - 4 = \underline{\quad}$

4 b.  $(-8) - (-5) = \underline{\quad}$

4 c.  $2 - 6 = \underline{\quad}$

5 a.  $1 - (-5) = \underline{\quad}$

5 b.  $(-9) - 0 = \underline{\quad}$

5 c.  $2 - 5 = \underline{\quad}$

6 a.  $(-6) - 2 = \underline{\quad}$

6 b.  $(-6) - 6 = \underline{\quad}$

6 c.  $2 - (-6) = \underline{\quad}$

7 a.  $7 - 7 = \underline{\quad}$

7 b.  $7 - (-3) = \underline{\quad}$

7 c.  $5 - (-4) = \underline{\quad}$

8 a.  $0 - (-5) = \underline{\quad}$

8 b.  $6 - (-1) = \underline{\quad}$

8 c.  $(-6) - 1 = \underline{\quad}$

9 a.  $(-3) - (-6) = \underline{\quad}$

9 b.  $(-2) - 2 = \underline{\quad}$

9 c.  $(-1) - (-1) = \underline{\quad}$

10 a.  $(-4) - 4 = \underline{\quad}$

10 b.  $5 - 0 = \underline{\quad}$

10 c.  $8 - 3 = \underline{\quad}$

11 a.  $7 - (-5) = \underline{\quad}$

11 b.  $6 - 2 = \underline{\quad}$

11 c.  $(-2) - 5 = \underline{\quad}$

12 a.  $(-1) - (-3) = \underline{\quad}$

12 b.  $2 - 3 = \underline{\quad}$

12 c.  $(-1) - (-5) = \underline{\quad}$

# Numeracy

2008-2009  
Mr. Wong

Name: \_\_\_\_\_ Per: \_\_\_\_

# Numeracy

2008-2009  
Mr. Wong

Name: \_\_\_\_\_ Per: \_\_\_\_

# Numeracy

2008-2009  
Mr. Wong

Name: \_\_\_\_\_ Per: \_\_\_\_

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# Numeracy

2008-2009  
Mr. Wong

Name: \_\_\_\_\_ Per: \_\_\_\_

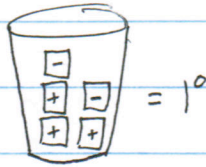
# Numeracy

2008-2009  
Mr. Wong

Name: \_\_\_\_\_ Per: \_\_\_\_

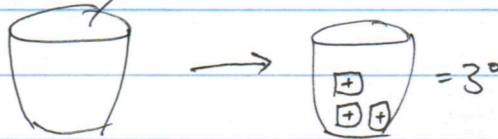
## Subtracting Integers

Section → Demo

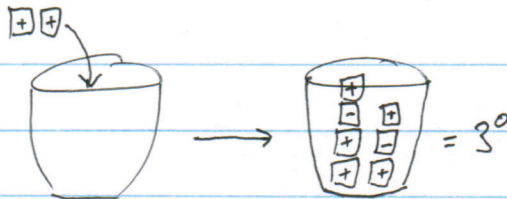


Two ways to get this to  $3^{\circ}$ :

1) Remove -2:  $\square \square$



2) Add 2:



So, subtracting -2 is the same as adding 2.

sub = add opposite

This is true in general: subtracting a # is the same as adding the opposite of the #.

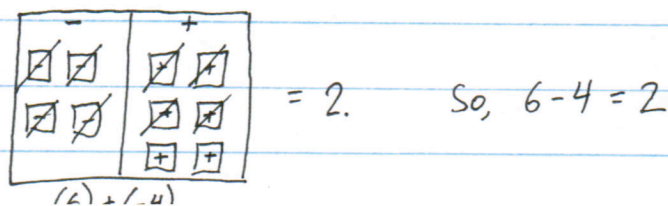
Ex:  $1 - (-2) = 1 + 2$

Ex:  $5 - 3 = 5 + (-3)$

Section → Integer Mat Ex

Evaluate  $6 - 4$ .

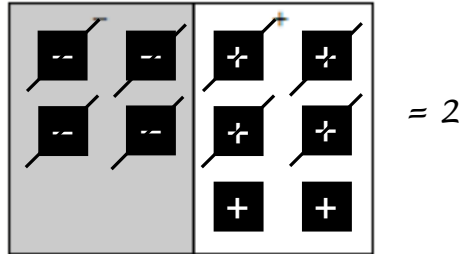
First, rewrite as  $6 + (-4)$ . Now use mat:



**Evaluate the following subtraction problems by adding the opposite. Problem 1 has been done for you.**

1) Rewrite  $6 - 4$  as an addition problem and solve on the integer mat (0 points).

$$6 - 4 = 6 + (-4)$$



2) Rewrite  $(3) - 1$  as an addition problem and solve on the integer mat (3 points).



3) Rewrite  $(1) - (-2)$  as an addition problem and solve on the integer mat (3 points).



4) Rewrite  $(-3) - (2)$  as an addition problem and solve on the integer mat (3 points).



5) Rewrite  $(-4) - (-2)$  as an addition problem and solve on the integer mat (3 points).

