Algebra/Geometry Institute Summer 2002

Lesson Planning Guide 2

Faculty Name: Evangelean S. Wilson
School: Chambers Middle
Grade Level: 7/8

1   Teaching objective(s)

The student will write, read, recognize, and graph integers. Review finding the absolute value and the opposite integers.

2   Instructional Activities

The teacher will write the objective on the board. Read it aloud with the students an explain why this objective is important. Tell the student that people use negative integers to identify their loss and positive integers to identify their gain, what has been spent and what has been made/ interest. Write vocabulary words on the board ask students to define and discuss the definitions. Ask questions and pause for response, example: what do you think the temperature is today, the temperature in Alaska, the coldest day in December, and what was the temperature (make a guess).

Then ask: can you think of other ways positive and negative integers are used. Write +3 on the board and read it as a positive three and repeat the process using negative integers. Draw a number line on the board and remind students that it is drawn from left to right or east to west with zero in the center. Write l-3l on the board and say: a negative integer is always positive when you find the absolute value of any integers. Read a section of the story Lifestyles of the Rich and Superstitious have students work cooperatively to answer the questions. Have a volunteer from each group explain how they got their answer. Ask students if the absolute value can ever be a -7. Pass out graph paper and have students locate and plot these points 7, 10, 0, -1, and -5 using an overhead projector if available otherwise use the board. The students will view newspaper clippings to illustrate how the Farm Market and people with different careers use positive integers and negative integers to explain their gains and losses.

3   Materials and Resources

Transparences, overhead projector and or board, newspaper clipping, hand outs graph paper, number line, transparency pens.

Show- me- Center. University of Missouri, Columbia, MO, Delta Democrat Time, Greenville, MS, Transition Mathematics, Scott, Forsman pp. 42-44, Addison-Wesely 1998, 1995, Mathematics in Action, Mcmillan, McGraw / Hill 1994, pp. 538-

539, Delux Banking, Myrl Shireman, Mark Twain Media Carson Dellosa Publishing Company, Inc. Pre-Algebra p. 40, S
Saddleback up-to-speed Number Sense pp. 56-57, 59, Middle Grade Math: Tools for Success, pp. 97-99, Prentice Hall 2001.

4 Assessment

Oral and written responses, observation, graded work (independent work).

5 Enrichment (Optional)