

## Accentuate the Negative Glossary

**Absolute Value** – The absolute value of a number is the distance from 0 on the number line. For example, -3 and 3 both have an absolute value of 3.

**Integer** – The integers are the whole numbers and their opposites.

**Inverse Operations** – Operations that “undo” each other are called inverse, or opposite operations.

**Negative Integer** – A number less than 0

**Opposites** – -3 and 3 are opposites.

**Positive Integer** – A positive integer is a number larger than 0.

## Web Resources

You will find the Integer Games at the following web address:

[http://matti.usu.edu/nlvm/nav/category\\_g\\_3\\_t\\_1.html](http://matti.usu.edu/nlvm/nav/category_g_3_t_1.html)

### Circle 0



### Circle 99



## Connected Mathematics Project

### Everett Public Schools Mathematics Program

## Accentuate the Negative

### *Integers*

#### Unit Goals:

- ♦ Learn strategies for adding, subtracting, multiplying, and dividing integers
- ♦ Model situations with integers
- ♦ Use integers to solve problems
- ♦ Explore the use of integers in real-world situations
- ♦ Graph linear equations

Proposed Time Frame:  
Approximately 6 weeks

## Mathematics in Investigations



### Tips for Helping at Home

Good questions and good listening will help children make sense of mathematics and build self-confidence. A good question opens up a problem and supports different ways of thinking about it. Here are some questions you might try, notice that none of them can be answered with a simple “yes” or “no”.

#### Getting Started

- \* What do you need to find out?
- \* What do you need to know?
- \* What terms do you understand or not understand?

#### While Working

- \* How can you organize the information?
- \* Do you see any patterns or relationships that will help solve this?
- \* What would happen if...?

#### Reflecting about the Solution

- \* How do you know your answer is reasonable?
- \* Has the question been answered?
- \* Can you explain it another way?

#### Investigation 1 Extending the Number Line

- \* Explore the use of integers in applied settings
- \* Compare integers using the symbols,  $=$ ,  $>$ , and  $<$ .
- \* Represent integers on a number line

#### Investigation 2 Adding Integers

- \* Explore addition of integers using two models, number line and chip board
- \* Develop strategies for adding integers
- \* Recognize and solve problems involving addition of integers

#### Investigation 3 Subtracting Integers

- \* Use a number line and chip model to learn subtraction of integers
- \* Recognize and use the relationship of addition and subtraction as inverse operations
- \* Recognize and solve problems involving subtraction of integers

#### Investigation 4 Multiplying and Dividing Integers

- \* Learn to multiply and divide integers
- \* Recognize and use the relationship of multiplication and division as inverse operations
- \* Recognize and solve problems involving multiplication and division of integers

#### Investigation 5 Coordinate Grids

- \* Locate points and their lines on a coordinate grid on all 4 quadrants
- \* Answer questions using equations, tables and graphs

### At Home:

- 1 Talk with your child about what’s going on in mathematics class.
- 2 Look for ways to link mathematical learning to daily activities. Encourage your child to figure out the amounts for halving a recipe, estimating gas mileage, or figuring a restaurant tip.
- 3 Encourage your child to schedule a regular time for homework and provide a comfortable place for their study, free from distractions.
- 4 Monitor your child’s homework on a regular basis by looking at one problem or asking your child to briefly describe the focus of the homework. When your child asks for help, work with them instead of doing the problem for them.

### At School

- 1 Attend Open House, Back to School Night, and after school events.
- 2 Join the parent-teacher organization

Connected Mathematics Project

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