

**Today's Lesson: To become familiar with the relationship between positive and negative numbers, specifically on the number line.**

**CCSS**

The Number System, 6th Grade. (To understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.) 6.NS.5

**Focus Lesson 1  
(I do)**

*"We have learned a lot about positive numbers. We have also learned about fractions and decimals. All of the numbers we've discussed are positive numbers. Today we are going to start learning about the existence of negative numbers, and their relationship to positive numbers."*

Begin the lesson by asking students to make the following connections. *"I would like you to think about temperature. We have heard that the temperature can be below zero. We have also heard that land may be below or above sea level. How can this be explained, when we know the meaning of 0?"*

The teacher will ask the students to discuss with a partner these different situations. *"Today we are going to explore the number line with positive and negative numbers."* The teacher will draw a number line on the board. The number line will go up to 10, and back to negative 10. The teacher will think aloud and say, *"I am used to seeing a number line that starts at 0 and goes up. This number line goes below 0. We can use both sides of the number line to find answers to problems."*

The teacher will then write the following examples on the board. (-4 degrees F is greater than -6 degrees F). Thinking aloud, the teacher will say, *"We can look at the number line to find whether or not this statement is True or False. We can find the answer like this."* Still thinking aloud, the teacher will point and say, *"Here is negative 4 on the number line. It is below zero. That means it is a negative number. Here is negative 6. Negative 4 is closer to 0 than negative 6. That means negative 4 IS greater than negative 6."*

**Round of Daily 3 Math**

**Focus Lesson 2  
(We do)**

The teacher needs to hand out a list of problems. The teacher will say, *"We are going to practice finding out whether each statement is True or False. You are going to get 6 different problems. You and a partner will decide whether each statement is True or False. We will then check these together as a class."*

The teacher will then proceed to hand out a list of 6 problems. The students should work with their partner to find out the answer to each problem. After the majority of pairs are finished, the teacher will bring the class together again as a whole, and the teacher and students will work through each problem.

Possible problems are:

$-8 < 4$

$0 > -10$

$-2 > -9$

$-3 < 4$



## Round of Daily 3 Math

### Focus Lesson 3 (You do)

The teacher will give the following directions to the class:

*“You are going to create a list of 10 problems for a classmate. Your problems will consist of positive and negative numbers. You will not only write the problem, but you will create a list of answers. I will check these over. Tomorrow, your partner will have to write < or > for each problem. Then they will get your list of answers to check their work.”*

The teacher will then give the students time to write their 10 problems and answers. The next day, the teacher will hand out the problems to different students. The students will solve and then check the answers.

## Student Sharing

