G6-M3 – Topic A

G6-M3-L1: The exploratory activity is interesting but also unnecessary to grasp the concept. Consider moving this to a different time of the day on a day leading up to the lesson. Or – as a homework assignment the night before.

G6-M3-L2-3: This concept quickly jumps in complexity. For independent practice, consider providing students with problems analogous to the lesson 1 Problem Set before they get to e.g.

1) What is the opposite of – 4?
2) State a positive integer greater than 7.
3) State a negative integer greater than – 5.
4) State a negative integer less than -7.
5) State an integer between -4 and 4.

G6-M3-L4-5: For additional practice, consider using this free worksheet:

http://www.teacherbilldavidson.com/rational-numbers-ratios-percent-products/the-opposite-of-an-opposite

G6-M3-L6: If students haven't mastered negative integers with whole numbers then it's likely their struggles will be magnified when they begin working with fractions & decimals. Consider providing subsets that draw problems from the worksheet above as a remediation measure.