



THIS IS AN EXAMPLE OF A LESSON PLAN USING JUSTIN.TV THAT COULD BE USED TO TEACH A 6TH GRADE CLASS

MATH: ADD AND SUBTRACT, POSITIVE AND NEGATIVE INTEGERS

Overview	Students will learn the simple steps in adding and subtracting positive and negative integers.
Objective	After teaching, and then reviewing, each student should understand that when adding and subtracting integers there is no confusion from before when you added and subtracted regular integers.
ISTE/NETS Standards	1. Facilitate and Inspire Student Learning and Creativity
Materials	Teacher: Chalk Board and Chalk Student: Notebook and Pencil with Eraser
Procedure	<ul style="list-style-type: none">• 1: Review adding and subtracting normal integers Ex. $4+6$ Answer:10 $8-3$ Answer:5 $12+13$ Answer: 25• 2: Learning how to subtract to get negative numbers. When subtracting numbers in which you will get a negative number, its best to act as if a negative sign is not even there. Ex. If subtracting $12-13$, pretend it is the other way around. $13-12$, and then simply add a negative sign to the end. So your answer is -1. Do it with larger numbers; $28-45$. Switch it around so that it is $45-28$, and the answer is 17. Add a negative to 17 making it -17 and that is your answer!• 3: Learning to add negative numbers! In adding negative numbers, it's the exact same thing as adding positive numbers. The only difference is that you add a negative in front of your answer.

	<p>Ex. $-5+9= -14$ $-2+-48= -51$ $-12+-16= -28$</p> <ul style="list-style-type: none"> 4: Subtracting negative numbers. This is probably one of the harder things to learn in this lesson. When you subtract a negative number from any number you are really adding the number. Ex. $4-(-3)=7$ You take $4-(-3)$ and two negatives next to each other make a positive number. Therefore you take the two negatives and replace them with a + sign. Ex. $-8-(-9)=1$ $51-(-18)=69$ $-12-(-5)=-7$
<p>Evaluation</p>	<p>As I am presenting this information, I will be making sure to be streaming it over Justin.tv and going through each step at each angle possible. I will then give the students a list a problems to do on their own. They will send their answers to me, the ones that they have missed we will go over and over again until I know for sure the students have grasped the concept.</p>