**LESSON PLAN**

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| **Teacher:**  ŞAKİRE ÖRMECİ **Date:** 25.10.2011**Learning Level:** 6-A **Number of students:** 19**Lesson Length:** 40 min. **Topic:** Integers**Lesson Objective:****1.** Students should be able to make connection with usage of integers in real life and give example for integers.**2.** Students should be able to comprehend negative and positive integers.**3.** Students should be able to show integers on the number line.**Materials:** Board marker, board, power point, Interactive White Board. |

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| **Time** | **Content** | **Teacher’s Activity** | **Students’ Activity** |
| 12’ | Previous knowledge about numbers &Integers in daily life  | Teacher asks students previous knowledge about numbers. Teacher says that sometimes number that we have already known are insufficient to express some situations. She gives examples for the real life usage of integers and lets students realize the sign of numbers. For example weather conditions represents sometimes with negative numbers. | Students tell what they learn before about Numbers. While teacher is giving examples for real life usage of integers, students realize some number have negative sign and some of them take positive sign. Students give more examples about usage of integers in daily life and from environment. They also tell what come to their mind about integer.  |
| 8’ | Comparing examples& Making Inferences | Teacher wants students compare given examples Thermometer, Sea level and Elevator and find the similarities. After that she let students take not the inferences. | Students realize in each example 0 is taken reference and numbers below zero take “-” sign and numbers above zero take “+” sign. After that students take note these inferences. |
| 5’ | Modeling to integers | Teacher models integers by putting thermometer above number line as their zeros congruent each other. Hence she has students get insight about integers values for both negative and positive integer. | Students listen to teacher and rise hands to show some integers on the number line. |
| 5’ | Formal definition of integer and integer set  | Teacher gives formal definition of integers and let students take note. | Students listen to teacher and take note of formal definition. |
| 10’ | Examples | Teacher wants students write as integers of given expressions. | Student comes to board and write as integers of given expressions. |