Slide 1:
Think about your earliest memory of counting…

What did the numbers look like?

How would you describe the numbers you used to count with?

Slide 3:
How would you describe a *whole* number?

Are *whole* numbers the same or different to the *counting* numbers you just described?

If you wrote an example of a *whole* number what should you not see?

Slide 5:

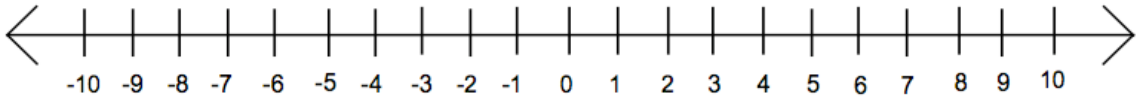
Draw a number line showing *whole* numbers up to and including 10.

Slide 7:
If you extend your number line from zero to the left… what new values could you include?

How might you describe the number line now that it includes values to the left of zero?

Slide 9:
Integers can be defined as… *a set of numbers*

Using the number line shown below think of different ways you can describe this *set of numbers*.



How are integers the same as whole numbers?

How are integers different to whole numbers?

Slide 11:

How can you tell if a number is positive?

How can you tell if a number is negative?

Slide 13:

Zero does not carry a positive + or negative – sign

Zero is an integer

Can you explain why both statements are true?

Slide 15:

A student writes two sets of *integers*…
One set shows the first five positive *integers*. The other set shows the first five non-negative *integers*.

How would these *integer* sets be similar?

How would these *integer* sets be different?

Slide 17:

A student writes two sets of *integers*...
One set shows the first five non-positive *integers*. The other set shows the first five negative *integers*.

How would these *integer* sets be similar?

How would these *integer* sets be different?

Slide 19:
Draw a number line that includes the values –3, 0 and +3.

How would you describe the position of –3 and +3 on the number line?

How would you describe the distance from zero for both –3 and +3?

Slide 21:
+3 and –3 are described as opposite *integers*

Using your answers from the previous slide, how would you define opposite *integers*?

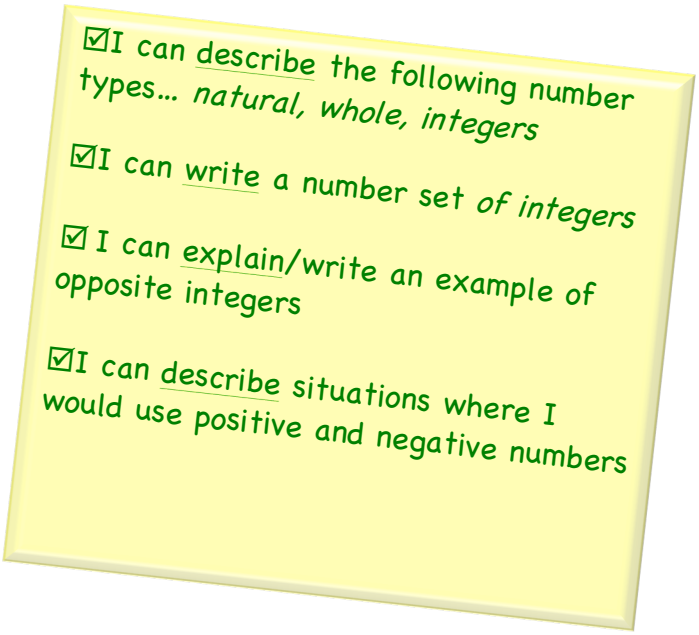
Slide 23: *Use the picture found in the tutorial.*

Can you explain how the values +20 and –20 could be used to describe what is happening in the picture?

Slide 25: *Use the picture found in the tutorial.*

If you were counting with negative values what would you be describing?

If you were counting with positive values what would you be describing?


☑I can describe the following number types... natural, whole, integers
☑I can write a number set of integers
☑ I can explain/write an example of opposite integers
☑I can describe situations where I would use positive and negative numbers