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| **Exploring Integers** |
| Describes integers in terms of a positive or negative distancefrom zero.“−5 is 5 units to the left of 0 on a horizontal number line. +3 is 3 units to the right of 0.” | Understands that an integer and its opposite are the same distance from zero but on opposite sides of zero. A line with numbers and a number on it  Description automatically generated“Negative 5 is the same distance from zero as positive 5.”  | Recognizes that the value of negative numbers decreases as the number of digits increases. A black line with a cross  Description automatically generated with medium confidence“−8 is less than +3 because it is less than zero: −8 < 3.” | Compares and orders positive and negative integers.−5, 0, −2, 5, −1A black lines with red dots and numbers  Description automatically generated“From least to greatest: −5, −2, −1, 0, 5” |
| **Observations/Documentation** |
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| **Exploring Integers (cont’d)** |
| Adds integers with like signs concretely or pictorially (e.g., using counters or number lines).A red circle with black lines and black lines  Description automatically generated–3 + (–2) = –5 “The sum of two negative integers is negative.” | Recognizes that the sum of a number and its additive inverse is 0.A group of red and yellow circles  Description automatically generated–3 + (+3) = 0 “Adding an integer and its opposite gives 0.” | Adds integers with different signs concretely (e.g., using counters and zero pairs or number lines). A line with numbers and a line  Description automatically generated4 + (–1) = 3 “I moved right to model +4, then left to model −1. I ended up at +3.” | Flexibly adds integers and solves addition story problems.–6 + 2“I think of it as the sum of 0 and another integer.”–6 + 2 = (–4 + (–2)) + 2= –4 + (–2 + 2)= –4 + 0= –4 |
| **Observations/Documentation** |
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