



# Relative Numbers and Algebraic Sum

# Early Algebra and Relative Number

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- Interrogate teachers' instruction
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percorsi nell'aritmetica  
per favorire il pensiero prealgebrico progetto **ArAl**

*Quaderno 9. Approccio ai numeri relativi a cura di G. Navarra, T. Sini*

## QUADERNO n.9

A cura di:  
Giancarlo Navarra  
Salvatore Sini

Revisione di Nicolina A. Malara

## **Approccio ai numeri relativi dalla quarta primaria alla prima secondaria. Tracce di lavoro**

**Terza versione**

[www.aralweb.unimore.it](http://www.aralweb.unimore.it)

# Gizmo – Explore Learning



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Adding on the Number Line

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Add two numbers     Add three numbers

$0 + 0 = 0$

$a$  0.0

$b$  0.0   

<https://gizmos.explorelearning.com/find-gizmos/launch-gizmo?resourceId=95>

# Geogebra

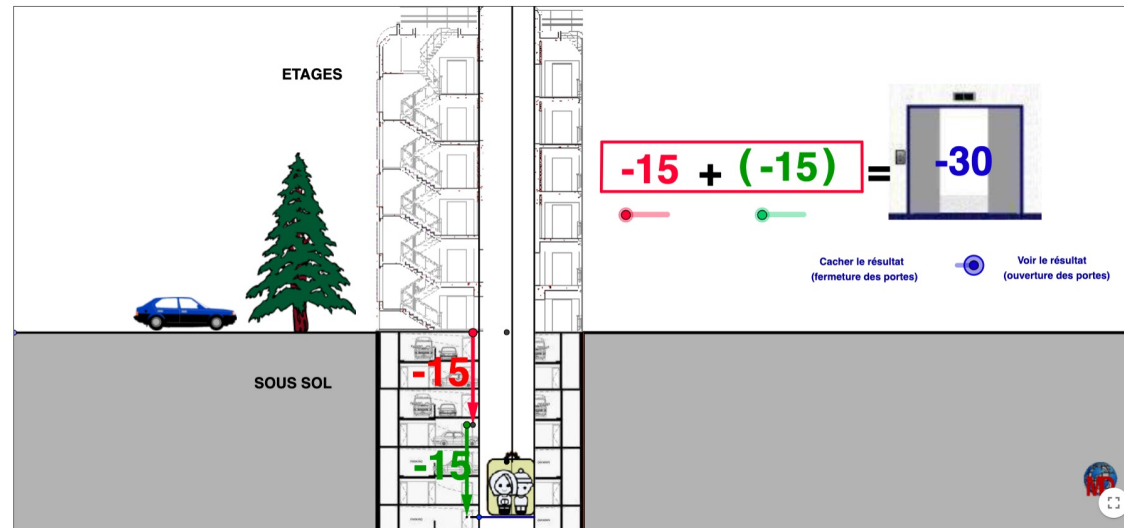
≡ GeoGebra

## Sum of two relative numbers

Author: Daniel Mentrard

Topic: Arithmetic, Numbers

My old 2009 file updated



The diagram shows a building with a ground level line. Above the ground level are the floors, labeled "ETAGES". Below the ground level is the basement, labeled "SOUS SOL". A blue car and a green Christmas tree are on the ground level. A red arrow points down from the ground level to a point labeled "-15". A green arrow points down from that point to another point labeled "-15". A yellow character is at the bottom of the green arrow. To the right, a math problem is displayed:  $-15 + (-15) = -30$ . The result "-30" is shown on a screen. Below the math problem are two buttons: "Cacher le résultat (fermeture des portes)" and "Voir le résultat (ouverture des portes)".

<https://www.geogebra.org/m/hse9wc3w>

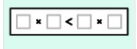


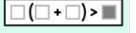

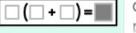

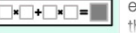



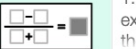

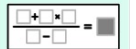

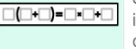







# Desmos

## Schermate

Anteprima studente

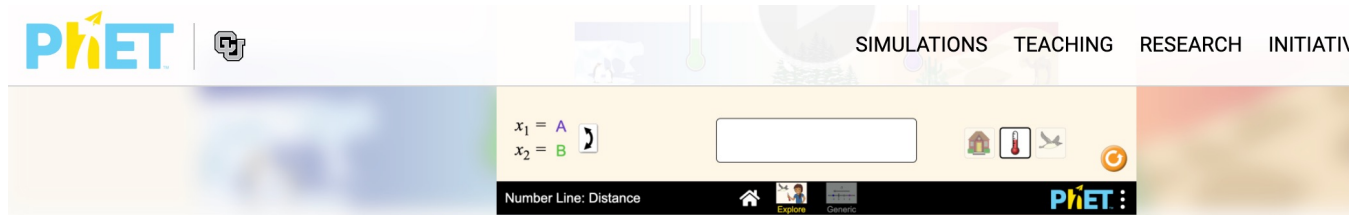
Riscaldamento

Attività 1

<b>1 Warm-Up</b> 1. Make a true inequality by dragging the   	<b>2 Greater Than Zero</b> Make a true inequality by dragging the cards. Then press  	<b>3 Puzzle #1</b> Here is what you created on the previous screen.   $f(x)$	<b>4 Puzzle #2</b> 1. Make an expression with the greatest   $f(x)$	<b>5 A Hint for Kiri</b>  
<b>6 Puzzle #3</b> 1. Make an expression with the greatest   $f(x)$	<b>7 Puzzle #4</b> 1. Make an expression with the greatest   $f(x)$	<b>8 Are You Ready for More?</b> Solve this puzzle in as many different ways as you can.   On paper, record	<b>9 Lesson Synthesis</b> Describe something you learned today   	<b>10 Cc</b> Determin express 
<b>11</b>  This is the math we wanted you to understand: <ul style="list-style-type: none"><li>I can add, subtract.</li></ul>				

<https://teacher.desmos.com/activitybuilder/custom/5f1aef204f0d9708e294e462?lang=it&collections=5f8a43db06b0d9a8bd84c3cf%2C5f8a446e06b0d9a8bd84c3dd>

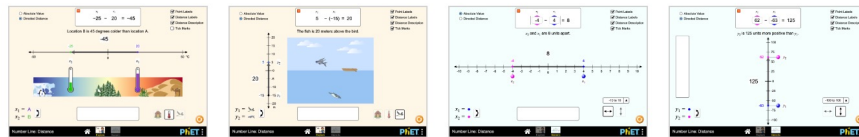
# Phet



## Number Line: Distance



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### Topics

- Number Line
- Integers

<https://phet.colorado.edu/en/simulations/number-line-distance>

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