Subtracting Integers – Group Inquiry

1. Use the number line below to show how you think you would model the problem 3 – 6.

2. Take a look at the model you drew. Based on what we learned last week, what integer addition problem would have the same model?

3. Write the subtraction and addition problems from #1 and #2 side by side.

4. Use the number line below to show how you think you would model the problem -2 – 1.



5. Take a look at the model you drew. Based on what we learned last week, what integer addition problem would have the same model?

6. Write the subtraction and addition problems from #4 and #5 side by side.

7. Look at your answers for questions 3 and 6. What do you notice? Explain below how subtraction relates to addition.

8. Consider the problem -2 – (-3). Use the number line and your thoughts above to try and discuss with your table how you may get an answer to this problem.



Subtracting Integers – Notes

Subtraction is the same as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Examples:

-3 – 7 6 – (-9)

Rewrite each problem below as an equivalent addition problem.

1. -5 – 8 2. 6 – (-5) 3. -2 – 8

4. -3 – 9 5. 17 – 8 6. 4 – (-12)

Rewrite each problem below as an equivalent addition problem, then simplify.

7. 3 – (-8) 8. -4 – (-16) 9. 12 – (-9)

10. 7 – (-8) 11. -12 – 8 12. 4 – (-9)

13. 1 – (-10) 14. -3 – (-8) 15. -20 – (-18)

Subtracting Integers – Group Inquiry

1. Use the number line below to show how you think you would model the problem 3 – 6.

2. Take a look at the model you drew. Based on what we learned last week, what integer addition problem would have the same model?

3. Write the subtraction and addition problems from #1 and #2 side by side.

4. Use the number line below to show how you think you would model the problem -2 – 1.



5. Take a look at the model you drew. Based on what we learned last week, what integer addition problem would have the same model?

6. Write the subtraction and addition problems from #4 and #5 side by side.

7. Look at your answers for questions 3 and 6. What do you notice? Explain below how subtraction relates to addition.

8. Consider the problem -2 – (-3). Use the number line and your thoughts above to try and discuss with your table how you may get an answer to this problem.



Subtracting Integers – Notes

Subtraction is the same as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Examples:

-3 – 7 6 – (-9)

Rewrite each problem below as an equivalent addition problem.

1. -5 – 8 2. 6 – (-5) 3. -2 – 8

4. -3 – 9 5. 17 – 8 6. 4 – (-12)

Rewrite each problem below as an equivalent addition problem, then simplify.

7. 3 – (-8) 8. -4 – (-16) 9. 12 – (-9)

10. 7 – (-8) 11. -12 – 8 12. 4 – (-9)

13. 1 – (-10) 14. -3 – (-8) 15. -20 – (-18)