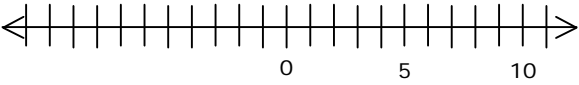


You may want to start with teaching the number line model (using I Do → We Do → You Do) and then teach the tile spacer model (again using I Do → We Do → You Do). Make sure to show students how to record the problems in their notebook.

Teach students what a zero pair is.

- Use movement: one step to the left, one step to the right, you're back where you started.
- Elevator: one floor up, one floor down, back where you started.
- End by showing students on a number line as well as with tile spacers.

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<p>$(-2) + 4$</p>	<p>Draw a number line from -10 to 10.</p> <p>Where am I starting? [-2] What's my operation? [addition] In which direction should I go? [right] How many? [4] Where do I end up? [2]</p> 	<p>I am starting with 2 negatives, so I will draw my 2 negatives.</p> <p>- -</p> <p>Am I adding or subtracting? [Adding] Adding positives or negatives? [Positives] How many? [4]</p> <p>- - + + + +</p> <p>Do I have any zero pairs? [Yes] How many? [2]</p> <p>- - + + + +</p> <p>What do you have left over? [2 positives]</p>
<p>$2 + (-4)$</p>	<p>Draw a number line from -10 to 10.</p> <p>Where am I starting? [2] What's my operation? [addition] In which direction should I go when I add? [right] But I'm adding the opposite of 4. What happens? [I go in the opposite direction] In which direction should I now go? [left] How many? [4] Where do I end up? [-2]</p>	<p>I am starting with 2 positives, so I will draw my 2 positives.</p> <p>+ +</p> <p>Am I adding or subtracting? [Adding] Adding positives or negatives? [Negatives] How many? [4]</p> <p>+ + - - - -</p> <p>Do I have any zero pairs? [Yes] How many? [2]</p> <p>+ + - - - -</p> <p>What do you have left over? [2 negatives]</p>

$(-2) + (-4)$

Draw a number line from -10 to 10.

I am starting with 2 negatives, so I will draw my 2 negatives.

Where am I starting? [-2]

What's my operation? [addition]

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In which direction should I go when I add? [right]

Am I adding or subtracting?

But I'm adding the opposite of 4.

[Adding]

What happens? [I go in the opposite direction]

Adding positives or negatives?

[Negatives]

In which direction should I now go? [left]

How many? [4]

How many? [4]

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Where do I end up? [-6]

Do I have any zero pairs? [No]

How many negatives do I have?

[6]

Name: _____

Date: _____

CST

Review

