Subtracting Integers

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 !

5 – (-3) Draw a number line from -10 to 10.

Where am I starting? [5] What's my operation? [subtraction] In which direction should I go when I subtract? [left] But I'm subtracting the opposite of 3. What happens? [I go in the opposite direction] In which direction should I now go? [right] How many? [3] Where do I end up? [8] I am starting with 5 positives, so I will draw my 5 positives.

Using these methods, students may discover some "rules" on their own for subtracting integers. Encourage them to prove why the rule will always work. (For example: Subtracting a negative number is the same as adding, or Adding a negative number is the same as subtracting.)

Independent Practice

-10 - (-4) -4 - 6 -8 - (-8) 12 - (-4) -1 - (-3) -6 + 3 - 74 - (-6) + 5

Warm-Up: Subtracting Integers

Name:	Date:
CST	Review
v ² , ten i − 1 unharis the coursines î.	
B -2.5	
5	
Write an expression for each of the incorrect answers.	
Current	Other