

Math 7H - Unit 1a
Day 6b - Subtracting Integers

Lesson Objectives:

- I can recognize and use additive inverses.
- I can represent subtraction as a value model.

Using algebra tiles to model subtract, allows us to count the number of tiles left after we take away some.



Model 4.

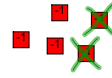


Now, take away 3. How many are left?

What equation does this represent?

$$4 - 3 = 1$$

Model -5.



Now, take away -2. How many are left?

What equation does this represent?

$$-5 - (-2) = -3$$



Model 6.



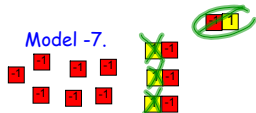
Now, take away 8. What's the problem? What can we do?

After you take away 8, how many are left?

What equation does this represent?

$$6 - 8 = -2$$

Model -7.



Now, take away 3. What's the problem? What can we do?

After you take away 3, how many are left?

What equation does this represent?

$$-7 - 3 = -10$$

Model each difference.

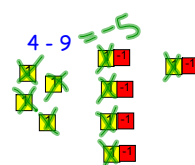
$$9 - 3 = 6$$



$$8 - 5$$



$$4 - 9 = -5$$



$$6 - 10$$



Model each difference.

$$-1 - (-6) = 5$$

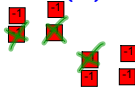


$$-3 - (-7)$$

$$-6 - (-4) = -2$$



$$-8 - (-3) = -5$$

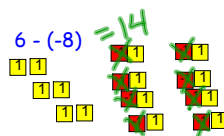


Model each difference.

$$8 - (-4) = 12$$



$$7 - (-2)$$



$$3 - (-9)$$

Model each difference.

$$-5 - 2 = -7$$

$$-7 - 8$$



$$-3 - 5 = -8$$

$$-6 - 3$$

Sometimes it's easier to ADD the OPPOSITE of the second integer rather than subtracting.



Find each difference by "adding the opposite" with algebra tiles.

$$-5 - (-15)$$

$$-5 + 15 = 10$$

$$6 - (-3)$$

$$6 + 3 = 9$$

$$-8 - 8$$

$$-8 + (-8) = -16$$

$$9 - 16$$

$$9 + (-16) = -7$$

Can you finish this sentence? (We'll complete it tomorrow.)

To subtract integers,

[Click here](#)

Find each difference.

a. $-5 - (-15)$

b. $6 - (-3)$

c. $-8 - 10$

d. $9 - 16$

e. $-12 - (-8)$

Homework

Subtracting Integers (Value) WKS

* Individual Think Time *



What to do if you get stuck...

1. Reread the problem. Did you write it down correctly?
2. Reread your notes. Is there a problem similar that we did together in class?
3. Find a problem similar in your book. Try this one to see if it helps.
4. Skip the problem until the end of Individual Think Time. Then ask an "educated" question of a neighbor or Mrs. Call.

Today we're working by...

