Hi There 8th Grade Math Scholars,

The lesson provided is enough for 1-2 hours of work for the week. If you need to contact your teacher, you can email her directly through the address below. You can also connect with your individual teacher through your respective Microsoft Teams page in Office 365.

Ms. Sherman: ksherma@tacoma.k12.wa.us  Ms. Galston: sgalsto@tacoma.k12.wa.us

We hope during this time that you are staying safe, participating in things that you love to do, and enjoying your family.

Instructions:

Daily: Login in to Success Maker for 15 Minutes

- Link: bit.do/successmaker
- Login: Student ID Number
- Password: Student ID Number

This Week’s Lesson

Learning Target: I can use a number line to model subtraction of integers.

- The attached page is your work for the week.
Subtracting Integers

Materials scissors and tape or figure from Intervention Lesson F21.

1. Cut out the figure in the lower right corner of the page. Fold on the dashed line, and tape closed.

2. Place the figure in the starting position, at zero. To subtract $-2 - 5$, move the figure backward 2 spaces to $-2$. Turn around for the subtraction. To do this, flip the figure over. Then move it forward (the direction the figure is now facing) 5 spaces to $-7$.

   So $-2 - 5 = \underline{\phantom{0}}$.

3. Use the figure to find $-3 - 2$. \underline{\phantom{0}}

4. To subtract $-4 - (-6)$, start at zero, move the figure backward 4 spaces to $-4$. Turn the figure around for the subtraction. Then move the figure backward (the direction the figure is not facing) 6 spaces to 2.

   So $-4 - (-6) = \underline{\phantom{0}}$.

5. Use the figure to find $-1 - (-8)$. \underline{\phantom{0}}

Numbers like $-5$ and 5 are opposites because they are the same distance from zero on the number line.

6. What is the opposite of $-6$? \underline{\phantom{0}}

7. What is the opposite of $7$? \underline{\phantom{0}}
Subtracting Integers (continued)

Use the number line to find each difference and sum. Look for a pattern.

8. \(-1 - 3\) _____ 9. \(-2 - 4\) _____ 10. \(5 - 7\) _____
   \(-1 + (-3)\) _____ \(-2 + (-4)\) _____ \(5 + (-7)\) _____

11. \(2 - 5\) _____ 12. \(6 - 1\) _____ 13. \(7 - 6\) _____
   \(2 + (-5)\) _____ \(6 + (-1)\) _____ \(7 + (-6)\) _____

14. Subtracting a positive number gives the same result as adding the number which is its opposite. Is the opposite positive or negative? 

15. To find \(-3 - 5\), change it to \(-3 + _____\).

Use the number line to find each difference and sum. Look for a pattern.

16. \(-2 - (-5)\) _____ 17. \(3 - (-4)\) _____ 18. \(-6 - (-3)\) _____
   \(-2 + 5\) _____ \(3 + 4\) _____ \(-6 + 3\) _____

19. \(-1 - (-7)\) _____ 20. \(-7 - (-2)\) _____ 21. \(-5 - (-3)\) _____
   \(-1 + 7\) _____ \(-7 + 2\) _____ \(-5 + 3\) _____

22. Subtracting a negative number gives the same result as adding the number which is its opposite. Is the opposite positive or negative? 

23. To find \(-5 - (-7)\), change it to \(-5 + _____\).

Subtract.

24. \(3 - (-2)\) 25. \(-6 - (-4)\) 26. \(-1 - (-5)\) 27. \(8 - 7\)

28. \(-9 - 4\) 29. \(-4 - 3\) 30. \(-2 - 3\) 31. \(-7 - (-1)\)

32. The temperature at noon was \(-5^\circ\)F. Between noon and 4:00 in the afternoon, it dropped 10 degrees. What was the temperature at 4:00?