



Name _____

Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 1: Guided Practice (We Do)

Materials:

- Integer Chips (20 positive chips and 20 negative chips)
- Integer Equation Cards (1 set)

We Do Together: (Teacher Actions)

- Say the situation and model Grandma's actions using an equation card and integer chips.

<p>1.</p> <p>Sam's recent balance was -5 dollars Then he earned \$7, so his Grandma <i>added</i> \$7 to his recent balance</p> <p>What is Sam's new balance?</p> $(-5) + 7 = \underline{\quad}$	<p>2.</p> <p>Sam's recent balance was 4 dollars Then he spent \$6, so his Grandma <i>added</i> \$6 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $4 + (-6) = \underline{\quad}$
<p>3.</p> <p>Sam's recent balance was -4 dollars Then he spends \$9, so his Grandma <i>added</i> \$9 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $(-4) + (-9) = \underline{\quad}$	<p>4.</p> <p>Sam's recent balance was -7 dollars Then he earns \$5, so his grandma <i>took away</i> \$5 of debt from his recent balance</p> <p>What is Sam's new balance?</p> $(-7) - (-5) = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 1: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add and subtract using integer chips.

<p>5.</p> <p>Sam's recent balance was -6 dollars Then he spends \$9, so his Grandma <i>added</i> \$9 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $(-6) + (-9) = \underline{\quad}$	<p>6.</p> <p>Sam's recent balance was -8 dollars Then he earns \$5, so his grandma <i>took away</i> \$5 of debt from his recent balance</p> <p>What is Sam's new balance?</p> $(-8) - (-5) = \underline{\quad}$
<p>7.</p> <p>Sam's recent balance was 4 dollars Then he spends \$8, so his Grandma <i>added</i> \$8 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $4 + (-8) = \underline{\quad}$	<p>8.</p> <p>Sam's recent balance was -9 dollars Then he earns \$4, so his grandma <i>took away</i> \$4 of debt from his recent balance</p> <p>What is Sam's new balance?</p> $(-9) - (-4) = \underline{\quad}$
<p>9.</p> <p>Sam's recent balance was -3 dollars Then he earned \$5, so his Grandma <i>added</i> \$5 to his recent balance</p> <p>What is Sam's new balance?</p> $(-3) + 5 = \underline{\quad}$	<p>10.</p> <p>Sam's recent balance was 5 dollars Then he spends \$7, so his Grandma <i>added</i> \$7 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $5 + (-7) = \underline{\quad}$



Quick Check - Form A

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-6) + 2$	2. $4 + (-9)$
3. $-8 + 6$	4. $5 - (-2)$
5. $-10 - (-4)$	6. $-12 - (-3)$

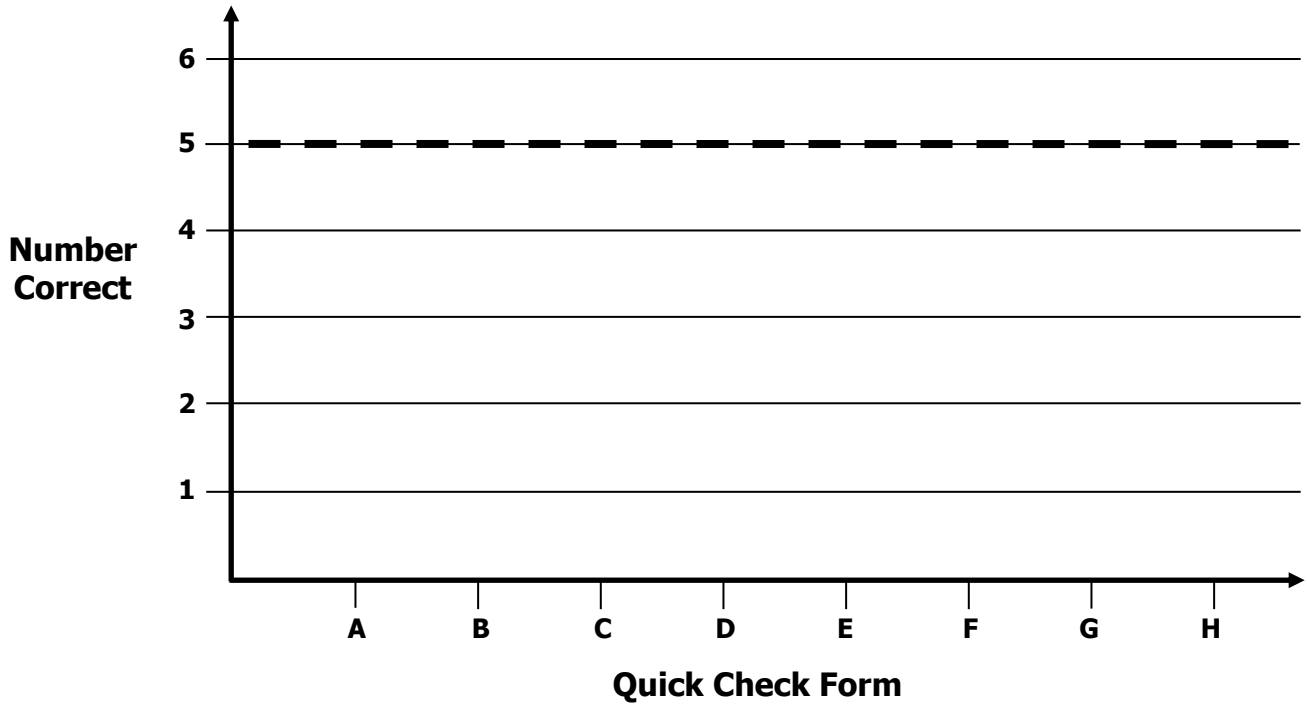


Growth Chart

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Goal: 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 2: Guided Practice (We Do)

Materials:

- Integer Chips (20 positive chips and 20 negative chips)
- Integer Equation Cards (1 set – See Session 1)

We Do Together: (Teacher Actions)

- Say the situation and model Grandma’s actions using an equation card and integer chips.

<p>1.</p> <p>Sam’s recent balance was -5 dollars Then he earned \$8, so his Grandma <i>added</i> \$8 to his recent balance</p> <p>What is Sam’s new balance?</p> $(-5) + 8 = \underline{\quad}$	<p>2.</p> <p>Sam’s recent balance was 2 dollars Then he spent \$6, so his Grandma <i>added</i> \$6 of debt to his recent balance</p> <p>What is Sam’s new balance?</p> $2 + (-6) = \underline{\quad}$
<p>3.</p> <p>Sam’s recent balance was -4 dollars Then he spends \$7, so his Grandma <i>added</i> \$7 of debt to his recent balance</p> <p>What is Sam’s new balance?</p> $(-4) + (-7) = \underline{\quad}$	<p>4.</p> <p>Sam’s recent balance was -9 dollars Then he earns \$5, so his grandma <i>took away</i> \$5 of debt from his recent balance</p> <p>What is Sam’s new balance?</p> $(-9) - (-5) = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 2: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add and subtract using integer chips.

<p>5.</p> <p>Sam's recent balance was -5 dollars Then he spends \$9, so his Grandma <i>added</i> \$9 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $(-5) + (-9) = \underline{\quad}$	<p>6.</p> <p>Sam's recent balance was -7 dollars Then he earns \$5, so his grandma <i>took away</i> \$5 of debt from his recent balance</p> <p>What is Sam's new balance?</p> $(-7) - (-5) = \underline{\quad}$
<p>7.</p> <p>Sam's recent balance was 4 dollars Then he spends \$9, so his Grandma <i>added</i> \$9 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $4 + (-9) = \underline{\quad}$	<p>8.</p> <p>Sam's recent balance was -10 dollars Then he earns \$4, so his grandma <i>took away</i> \$4 of debt from his recent balance</p> <p>What is Sam's new balance?</p> $(-10) - (-4) = \underline{\quad}$
<p>9.</p> <p>Sam's recent balance was -3 dollars Then he earned \$7, so his Grandma <i>added</i> \$7 to his recent balance</p> <p>What is Sam's new balance?</p> $(-3) + 7 = \underline{\quad}$	<p>10.</p> <p>Sam's recent balance was 6 dollars Then he spends \$7, so his Grandma <i>added</i> \$7 of debt to his recent balance</p> <p>What is Sam's new balance?</p> $6 + (-7) = \underline{\quad}$



Quick Check - Form B

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-7) + 6$	2. $2 + (-8)$
3. $-9 + 4$	4. $3 - (-5)$
5. $-8 - (-2)$	6. $-10 - 3$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the integer problem and use a drawing to represent the action of addition or taking away.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
1. $(-2) - (-6) = \underline{\quad}$	2. $(-2) + (+6) = \underline{\quad}$
3. $4 - (-3) = \underline{\quad}$	4. $4 + (+3) = \underline{\quad}$
5. $(-5) - (-2) = \underline{\quad}$	6. $(-5) + (+2) = \underline{\quad}$
7. $3 - 7 = \underline{\quad}$	8. $3 + (-7) = \underline{\quad}$

Looking for Structure:

9. Does adding the opposite appear to give the same result as subtracting any integer?

10. When is it easier to add the opposite instead of subtracting an integer?



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add and subtract integers using drawings to represent action.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
11. $(-2) - (-7) = \underline{\quad}$	12. $(-2) + (+7) = \underline{\quad}$
13. $4 - (-2) = \underline{\quad}$	14. $4 + (+2) = \underline{\quad}$
15. $(-8) - (-3) = \underline{\quad}$	16. $(-8) + (+3) = \underline{\quad}$
17. $3 - 9 = \underline{\quad}$	18. $3 + (-9) = \underline{\quad}$

Looking for Structure:

19. When adding a positive and a negative integer, how can you determine the sign of the answer?
20. When adding a positive and a negative integer, what would be the answer if there are 4 more negatives than positives?



Quick Check - Form C

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-8) + 1$	2. $5 + (-7)$
3. $(-12) + (-2)$	4. $4 - (-5)$
5. $-2 - (-5)$	6. $-6 - 2$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the integer problem and use a drawing to represent the action of addition or taking away.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
1. $(-2) - (-5) = \underline{\quad}$	2. $(-2) + (+5) = \underline{\quad}$
3. $7 - (-3) = \underline{\quad}$	4. $7 + (+3) = \underline{\quad}$
5. $(-5) - (-1) = \underline{\quad}$	6. $(-5) + (+1) = \underline{\quad}$
7. $3 - 8 = \underline{\quad}$	8. $3 + (-8) = \underline{\quad}$

Looking for Structure:

9. Does adding the opposite appear to give the same result as subtracting any integer?

10. When is it easier to add the opposite instead of subtracting an integer?



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add and subtract integers using drawings to represent action.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
11. $(-4) - (-7) = \underline{\quad}$	12. $(-4) + (+7) = \underline{\quad}$
13. $6 - (-2) = \underline{\quad}$	14. $6 + (+2) = \underline{\quad}$
15. $(-8) - (-5) = \underline{\quad}$	16. $(-8) + (+5) = \underline{\quad}$
17. $1 - 4 = \underline{\quad}$	18. $1 + (-4) = \underline{\quad}$

Looking for Structure:

19. When adding a positive and a negative integer, how can you determine the sign of the answer?
20. When adding a positive and a negative integer, what would be the answer if there are 4 more negatives than positives?



Quick Check - Form D

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-10) + 7$	2. $4 + (-7)$
3. $-12 + 6$	4. $-7 - 5$
5. $2 - (-8)$	6. $-1 - (-9)$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say the integer problem and use a drawing to represent the action of addition or taking away.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
1. $(-1) - (-6) = \underline{\quad}$	2. $(-1) + (+6) = \underline{\quad}$
3. $4 - (-2) = \underline{\quad}$	4. $4 + (+2) = \underline{\quad}$
5. $(-7) - (-2) = \underline{\quad}$	6. $(-7) + (+2) = \underline{\quad}$
7. $5 - 7 = \underline{\quad}$	8. $5 + (-7) = \underline{\quad}$

Looking for Structure:

9. Does adding the opposite appear to give the same result as subtracting any integer?

10. When is it easier to add the opposite instead of subtracting an integer?



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to add and subtract integers using drawings to represent action.

Subtract: $a - b$	Add the Opposite/Additive Inverse: $a + (-b)$
11. $(-2) - (-5) = \underline{\quad}$	12. $(-2) + (+5) = \underline{\quad}$
13. $4 - (-3) = \underline{\quad}$	14. $4 + (+3) = \underline{\quad}$
15. $(-9) - (-2) = \underline{\quad}$	16. $(-9) + (+2) = \underline{\quad}$
17. $3 - 5 = \underline{\quad}$	18. $3 + (-5) = \underline{\quad}$

Looking for Structure:

19. When adding a positive and a negative integer, how can you determine the sign of the answer?
20. When adding a positive and a negative integer, what would be the answer if there are 4 more negatives than positives?



Quick Check - Form E

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-6) + 2$	2. $4 + (-9)$
3. $-8 + 6$	4. $5 - (-2)$
5. $-10 - (-4)$	6. $-12 - (-3)$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Describe the integer problem and rewrite it as an equivalent expression if helpful.

1. $(-4) - (-6) = \underline{\quad}$	2. $8 + (-3) = \underline{\quad}$
3. $3 - 7 = \underline{\quad}$	4. $(-5) + (-9) = \underline{\quad}$
5. $(-4) - (3) = \underline{\quad}$	6. $5 - 9 = \underline{\quad}$
7. $5 - (-7) = \underline{\quad}$	8. $(-8) + (6) = \underline{\quad}$
9. $(-7) + 9 = \underline{\quad}$	10. $(-9) - (-6) = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to add and subtract integers.

11. $(-8) - (-6) = \underline{\quad}$	12. $8 + (-5) = \underline{\quad}$
13. $2 - 9 = \underline{\quad}$	14. $(-3) + (-7) = \underline{\quad}$
15. $(-5) - (3) = \underline{\quad}$	16. $4 - 8 = \underline{\quad}$
17. $7 - (-5) = \underline{\quad}$	18. $(-5) + (6) = \underline{\quad}$
19. $(-9) + 8 = \underline{\quad}$	20. $(-3) - (-7) = \underline{\quad}$



Quick Check - Form F

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-7) + 6$	2. $2 + (-8)$
3. $-9 + 4$	4. $3 - (-5)$
5. $-8 - (-2)$	6. $-10 - 3$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Describe the integer problem and rewrite it as an equivalent expression if helpful.

1. $(-2) - (-6) = \underline{\quad}$	2. $8 + (-2) = \underline{\quad}$
3. $4 - 7 = \underline{\quad}$	4. $(-5) + (-6) = \underline{\quad}$
5. $(-5) - (3) = \underline{\quad}$	6. $5 - 7 = \underline{\quad}$
7. $3 - (-7) = \underline{\quad}$	8. $(-9) + (6) = \underline{\quad}$
9. $(-2) + 9 = \underline{\quad}$	10. $(-8) - (-6) = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to add and subtract integers.

11. $(-9) - (-6) = \underline{\quad}$	12. $8 + (-3) = \underline{\quad}$
13. $2 - 5 = \underline{\quad}$	14. $(-3) + (-9) = \underline{\quad}$
15. $(-8) - (3) = \underline{\quad}$	16. $4 - 7 = \underline{\quad}$
17. $7 - (-4) = \underline{\quad}$	18. $(-4) + (6) = \underline{\quad}$
19. $(-9) + 7 = \underline{\quad}$	20. $(-2) - (-8) = \underline{\quad}$



Quick Check - Form G

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-8) + 1$	2. $5 + (-7)$
3. $(-12) + (-2)$	4. $4 - (-5)$
5. $-2 - (-5)$	6. $-6 - 2$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Describe the integer problem and rewrite it as an equivalent expression if helpful.

1. $(-4) - (-5) = \underline{\quad}$	2. $7 + (-3) = \underline{\quad}$
3. $3 - 6 = \underline{\quad}$	4. $(-1) + (-9) = \underline{\quad}$
5. $(-4) - (9) = \underline{\quad}$	6. $3 - 9 = \underline{\quad}$
7. $5 - (-8) = \underline{\quad}$	8. $(-8) + (5) = \underline{\quad}$
9. $(-7) + 3 = \underline{\quad}$	10. $(-9) - (-4) = \underline{\quad}$



Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading and repeat the steps to add and subtract integers.

11. $(-8) - (-5) = \underline{\quad}$	12. $6 + (-5) = \underline{\quad}$
13. $3 - 9 = \underline{\quad}$	14. $(-2) + (-7) = \underline{\quad}$
15. $(-5) - (4) = \underline{\quad}$	16. $6 - 8 = \underline{\quad}$
17. $9 - (-5) = \underline{\quad}$	18. $(-8) + (6) = \underline{\quad}$
19. $(-2) + 8 = \underline{\quad}$	20. $(-3) - (-7) = \underline{\quad}$



Quick Check - Form H

Name _____ Date _____

Learning Target: I will add and subtract integers between -10 and 10.

Directions: Write the answer to each problem. (Work time: 2 minutes)

1. $(-10) + 7$	2. $4 + (-7)$
3. $-12 + 6$	4. $-7 - 5$
5. $2 - (-8)$	6. $-1 - (-9)$