8th Grade Fall Guided Review

Readiness Standard 1 - 7.NS.1d

Name_____ Date_____

Learning Target: I will add and subtract integers.

1.

Add:

$$(-5) + 3$$

○ -2　　　　○ -8　　　　○ 8　　　　○ 2

2.

Subtract:

$$-7 - 2$$

○ -5　　　　○ -9　　　　○ 5　　　　○ 9

3.

Subtract:

$$4 - (-6)$$

○ -10　　　　○ -2　　　　○ 2　　　　○ 10

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)

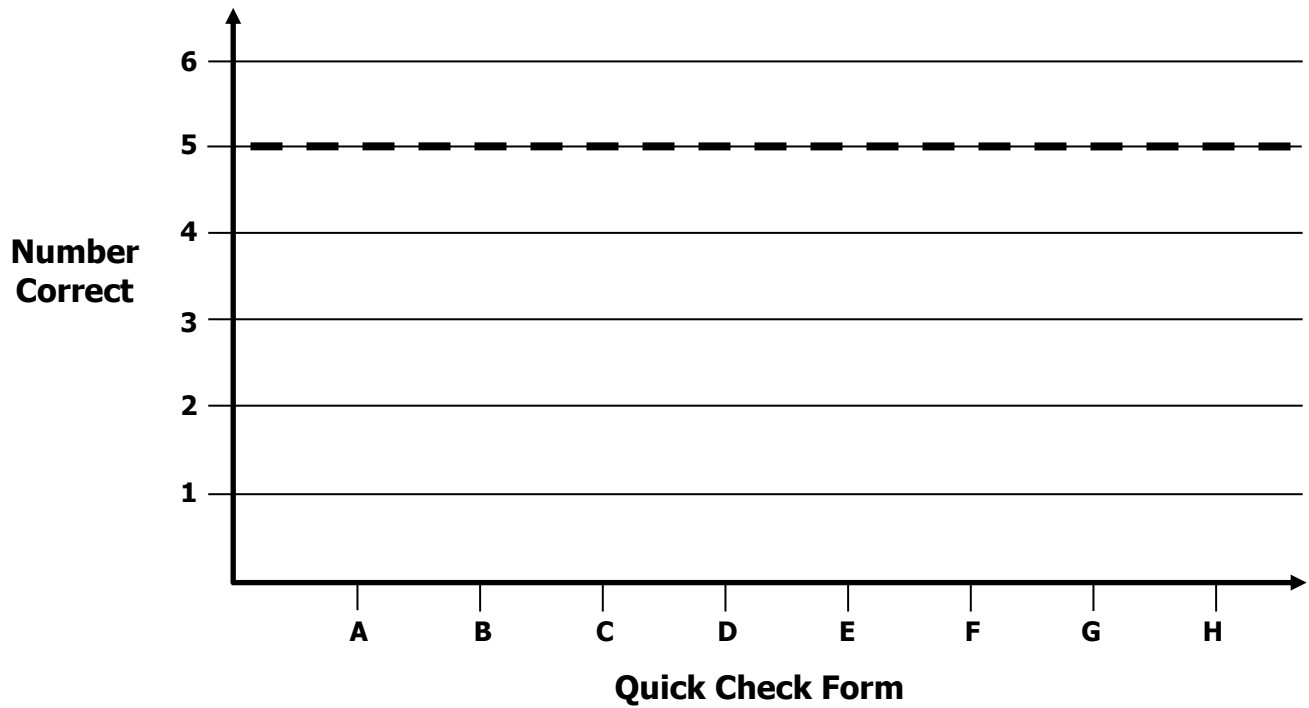|	
1. (-6) + 2	**2.** 4 + (-9)
3. -8 + 6	**4.** 5 − (-2)
5. -10 − (-4)	**6.** -12 − (-3)

Growth Chart

8th Grade - Readiness Standard 1 - 7.NS.1d

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:		

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

Session 2: 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.

1. Sam's recent balance was -5 dollars Then he earned $7, so his Grandma *added* $7 to his recent balance What is Sam's new balance? (-5) + 7 = ____	**2.** Sam's recent balance was 4 dollars Then he spent $6, so his Grandma *added* $6 of debt to his recent balance What is Sam's new balance? 4 + (-6) = ____
3. Sam's recent balance was -4 dollars Then he spends $9, so his Grandma *added* $9 of debt to his recent balance What is Sam's new balance? (-4) + (-9) = ____	**4.** Sam's recent balance was -7 dollars Then he earns $5, so his grandma *took away* $5 of debt from his recent balance What is Sam's new balance? (-7) − (-5) = ____

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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.

5. Sam's recent balance was -6 dollars Then he spends $9, so his Grandma *added* $9 of debt to his recent balance What is Sam's new balance? (-6) + (-9) = ____	**6.** Sam's recent balance was -8 dollars Then he earns $5, so his grandma *took away* $5 of debt from his recent balance What is Sam's new balance? (-8) – (-5) = ____
7. Sam's recent balance was 4 dollars Then he spends $8, so his Grandma *added* $8 of debt to his recent balance What is Sam's new balance? 4 + (-8) = ____	**8.** Sam's recent balance was -9 dollars Then he earns $4, so his grandma *took away* $4 of debt from his recent balance What is Sam's new balance? (-9) – (-4) = ____
9. Sam's recent balance was -3 dollars Then he earned $5, so his Grandma *added* $5 to his recent balance What is Sam's new balance? (-3) + 5 = ____	**10.** Sam's recent balance was 5 dollars Then he spends $7, so his Grandma *added* $7 of debt to his recent balance What is Sam's new balance? 5 + (-7) = ____

Quick Check - Form B

8th Grade - Readiness Standard 1 - 7.NS.1d

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

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	**2.** (-2) + (+6) = ____
3. 4 – (-3) = ____	**4.** 4 + (+3) = ____
5. (-5) – (-2) = ____	**6.** (-5) + (+2) = ____
7. 3 – 7 = ____	**8.** 3 + (-7) = ____

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?

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	12. (-2) + (+7) = ____
13. 4 – (-2) = ____	14. 4 + (+2) = ____
15. (-8) – (-3) = ____	16. (-8) + (+3) = ____
17. 3 – 9 = ____	18. 3 + (-9) = ____

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

8th Grade - Readiness Standard 1 - 7.NS.1d

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.** $-6 - 2$

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

Session 4: 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) = ____	**2.** 8 + (-3) = ____
3. 3 – 7 = ____	**4.** (-5) + (-9) = ____
5. (-4) – (3) = ____	**6.** 5 – 9 = ____
7. 5 – (-7) = ____	**8.** (-8) + (6) = ____
9. (-7) + 9 = ____	**10.** (-9) – (-6) = ____

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

Session 4: 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) = ____	12. 8 + (-5) = ____
13. 2 − 9 = ____	**14.** (-3) + (-7) = ____
15. (-5) − (3) = ____	**16.** 4 − 8 = ____
17. 7 − (-5) = ____	**18.** (-5) + (6) = ____
19. (-9) + 8 = ____	**20.** (-3) − (-7) = ____

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)

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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. (-2) – (-5) = ____ 	2. (-2) + (+5) = ____
3. 7 – (-3) = ____ 	4. 7 + (+3) = ____
5. (-5) – (-1) = ____ 	6. (-5) + (+1) = ____
7. 3 – 8 = ____ 	8. 3 + (-8) = ____

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?

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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. (-4) – (-7) = ____	12. (-4) + (+7) = ____
13. 6 – (-2) = ____	14. 6 + (+2) = ____
15. (-8) – (-5) = ____	16. (-8) + (+5) = ____
17. 1 – 4 = ____	18. 1 + (-4) = ____

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

8th Grade - Readiness Standard 1 - 7.NS.1d

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)

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

Session 6: 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) = ____	2. (-1) + (+6) = ____
3. 4 – (-2) = ____	4. 4 + (+2) = ____
5. (-7) – (-2) = ____	6. (-7) + (+2) = ____
7. 5 – 7 = ____	8. 5 + (-7) = ____

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?

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

Session 6: 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) = ____	**12.** (-2) + (+5) = ____
13. 4 – (-3) = ____	**14.** 4 + (+3) = ____
15. (-9) – (-2) = ____	**16.** (-9) + (+2) = ____
17. 3 – 5 = ____	**18.** 3 + (-5) = ____

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 F

8th Grade - Readiness Standard 1 - 7.NS.1d

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.	2.
(-7) + 6	2 + (-8)

3.	4.
-9 + 4	3 − (-5)

5.	6.
-8 − (-2)	-10 − 3

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	**2.** 8 + (-2) = ____
3. 4 – 7 = ____	**4.** (-5) + (-6) = ____
5. (-5) – (3) = ____	**6.** 5 – 7 = ____
7. 3 – (-7) = ____	**8.** (-9) + (6) = ____
9. (-2) + 9 = ____	**10.** (-8) – (-6) = ____

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	12. 8 + (-3) = ____
13. 2 – 5 = ____	14. (-3) + (-9) = ____
15. (-8) – (3) = ____	16. 4 – 7 = ____
17. 7 – (-4) = ____	18. (-4) + (6) = ____
19. (-9) + 7 = ____	20. (-2) – (-8) = ____

Quick Check - Form G

8th Grade - Readiness Standard 1 - 7.NS.1d

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.** $-6 - 2$

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	**2.** 7 + (-3) = ____
3. 3 – 6 = ____	**4.** (-1) + (-9) = ____
5. (-4) – (9) = ____	**6.** 3 – 9 = ____
7. 5 – (-8) = ____	**8.** (-8) + (5) = ____
9. (-7) + 3 = ____	**10.** (-9) – (-4) = ____

Learning Target: I will add and subtract integers between -10 and 10   8rd Grade - Readiness Standard 1 - 7.NS.1d

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) = ____	**12.** 6 + (-5) = ____
13. 3 – 9 = ____	**14.** (-2) + (-7) = ____
15. (-5) – (4) = ____	**16.** 6 – 8 = ____
17. 9 – (-5) = ____	**18.** (-8) + (6) = ____
19. (-2) + 8 = ____	**20.** (-3) – (-7) = ____

Quick Check - Form H

8th Grade - Readiness Standard 1 - 7.NS.1d

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.** $-1 - (-9)$