Learning Target: I will add and subtract integers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Add:</td>
</tr>
<tr>
<td>(-5) + 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o -2</td>
<td>o -8</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Subtract:</td>
</tr>
<tr>
<td>-7 – 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o -5</td>
<td>o -9</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Subtract:</td>
</tr>
<tr>
<td>4 – (-6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o -10</td>
<td>o -2</td>
</tr>
</tbody>
</table>
Quick Check - Form A
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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>4 + (-9)</td>
</tr>
<tr>
<td>(-6) + 2</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>-8 + 6</td>
<td>5 - (-2)</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>-10 - (-4)</td>
<td>-12 - (-3)</td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract integers between -10 and 10.

Goal: 5 out of 6 correct

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 4:</td>
<td></td>
<td></td>
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<tr>
<td>Session 5:</td>
<td></td>
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<tr>
<td>Session 6:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 7:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 8:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract integers between -10 and 10

8th 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>Sam’s recent balance was -5 dollars</td>
<td>Sam’s recent balance was 4 dollars</td>
</tr>
<tr>
<td>Then he earned $7, so his Grandma added $7</td>
<td>Then he spent $6, so his Grandma added $6 of debt</td>
</tr>
<tr>
<td>to his recent balance</td>
<td>to his recent balance</td>
</tr>
<tr>
<td>What is Sam’s new balance?</td>
<td>What is Sam’s new balance?</td>
</tr>
<tr>
<td>((-5) + 7) = ____</td>
<td>(4 + (-6) = ____)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam’s recent balance was -4 dollars</td>
<td>Sam’s recent balance was -7 dollars</td>
</tr>
<tr>
<td>Then he spends $9, so his Grandma added $9 of debt</td>
<td>Then he earns $5, so his grandma took away $5 of debt</td>
</tr>
<tr>
<td>to his recent balance</td>
<td>from his recent balance</td>
</tr>
<tr>
<td>What is Sam’s new balance?</td>
<td>What is Sam’s new balance?</td>
</tr>
<tr>
<td>((-4) + (-9)) = ____</td>
<td>((-7) - (-5) = ____)</td>
</tr>
</tbody>
</table>
You Do Together: (As a class, or in small groups)

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

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

<table>
<thead>
<tr>
<th>Session 2: Guided Practice (We Do - Continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Sam’s recent balance was -6 dollars</td>
</tr>
<tr>
<td>Then he spends $9, so his Grandma <em>added</em> $9 of debt</td>
</tr>
<tr>
<td>to his recent balance</td>
</tr>
<tr>
<td>What is Sam’s new balance?</td>
</tr>
<tr>
<td>(-6) + (-9) = _____</td>
</tr>
</tbody>
</table>

| **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. \(-10 - 3\)
# Session 3: Guided Practice (We Do)

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

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

## We Do Together: (Teacher Actions)

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

<table>
<thead>
<tr>
<th>Subtract: ( a - b )</th>
<th>Add the Opposite/Additive Inverse: ( a + (-b) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ((-2) - (-6) = )</td>
<td>2. ((-2) + (6) = )</td>
</tr>
<tr>
<td>3. (4 - (-3) = )</td>
<td>4. (4 + (+3) = )</td>
</tr>
<tr>
<td>5. ((-5) - (-2) = )</td>
<td>6. ((-5) + (+2) = )</td>
</tr>
<tr>
<td>7. (3 - 7 = )</td>
<td>8. (3 + (-7) = )</td>
</tr>
</tbody>
</table>

## 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

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.

<table>
<thead>
<tr>
<th>Subtract: $a - b$</th>
<th>Add the Opposite/Additive Inverse: $a + (-b)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. $(-2) - (-7)$ = _____</td>
<td>12. $(-2) + (+7)$ = _____</td>
</tr>
<tr>
<td>13. $4 - (-2)$ = _____</td>
<td>14. $4 + (+2)$ = _____</td>
</tr>
<tr>
<td>15. $(-8) - (-3)$ = _____</td>
<td>16. $(-8) + (+3)$ = _____</td>
</tr>
<tr>
<td>17. $3 - 9$ = _____</td>
<td>18. $3 + (-9)$ = _____</td>
</tr>
</tbody>
</table>

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  
8th 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(-4) - (-6) = _____</td>
</tr>
<tr>
<td>2.</td>
<td>8 + (-3) = _____</td>
</tr>
<tr>
<td>3.</td>
<td>3 - 7 = _____</td>
</tr>
<tr>
<td>4.</td>
<td>(-5) + (-9) = _____</td>
</tr>
<tr>
<td>5.</td>
<td>(-4) - (3) = _____</td>
</tr>
<tr>
<td>6.</td>
<td>5 - 9 = _____</td>
</tr>
<tr>
<td>7.</td>
<td>5 - (-7) = _____</td>
</tr>
<tr>
<td>8.</td>
<td>(-8) + (6) = _____</td>
</tr>
<tr>
<td>9.</td>
<td>(-7) + 9 = _____</td>
</tr>
<tr>
<td>10.</td>
<td>(-9) - (-6) = _____</td>
</tr>
</tbody>
</table>
**Learning Target:** I will add and subtract integers between -10 and 10  
8th 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(<code>-8</code>) - (<code>-6</code>) = ____ &amp; 8 + (<code>-5</code>) = ____</td>
<td>2 - 9 = ____ &amp; (<code>-3</code>) + (<code>-7</code>) = ____</td>
</tr>
<tr>
<td>(<code>-5</code>) - (3) = ____ &amp; 4 - 8 = ____</td>
<td>7 - (<code>-5</code>) = ____ &amp; (<code>-5</code>) + (6) = ____</td>
</tr>
<tr>
<td>(<code>-9</code>) + 8 = ____ &amp; (<code>-3</code>) - (<code>-7</code>) = ____</td>
<td></td>
</tr>
</tbody>
</table>
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  

3rd 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.

<table>
<thead>
<tr>
<th>Subtract: ( a - b )</th>
<th>Add the Opposite/Additive Inverse: ( a + (-b) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>((-2) - (-5) = _______)</td>
<td>((-2) + (+5) = _______)</td>
</tr>
<tr>
<td>(7 - (-3) = _______)</td>
<td>(7 + (+3) = _______)</td>
</tr>
<tr>
<td>((-5) - (-1) = _______)</td>
<td>((-5) + (+1) = _______)</td>
</tr>
<tr>
<td>(3 - 8 = _______)</td>
<td>(3 + (-8) = _______)</td>
</tr>
</tbody>
</table>

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  
8th 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.

<table>
<thead>
<tr>
<th>Subtract: ( a - b )</th>
<th>Add the Opposite/Additive Inverse: ( a + (-b) )</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. ((-4) - (-7) = )</td>
<td>12. ((-4) + (+7) = )</td>
</tr>
<tr>
<td>13. (6 - (-2) = )</td>
<td>14. (6 + (+2) = )</td>
</tr>
<tr>
<td>15. ((-8) - (-5) = )</td>
<td>16. ((-8) + (+5) = )</td>
</tr>
<tr>
<td>17. (1 - 4 = )</td>
<td>18. (1 + (-4) = )</td>
</tr>
</tbody>
</table>

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

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>((-6) + 2)</td>
<td>(4 + (-9))</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>(-8 + 6)</td>
<td>(5 - (-2))</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>(-10 - (-4))</td>
<td>(-12 - (-3))</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Subtract: a – b</th>
<th>Add the Opposite/Additive Inverse: a + (-b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (-1) – (-6) = ____</td>
<td>2. (-1) + (+6) = ____</td>
</tr>
<tr>
<td>3. 4 – (-2) = ____</td>
<td>4. 4 + (+2) = ____</td>
</tr>
<tr>
<td>5. (-7) – (-2) = ____</td>
<td>6. (-7) + (+2) = ____</td>
</tr>
<tr>
<td>7. 5 – 7 = ____</td>
<td>8. 5 + (-7) = ____</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Subtract: a – b</th>
<th>Add the Opposite/Additive Inverse: a + (-b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. (-2) – (-5) = _____</td>
<td>12. (-2) + (+5) = _____</td>
</tr>
<tr>
<td>13. 4 – (-3) = _____</td>
<td>14. 4 + (+3) = _____</td>
</tr>
<tr>
<td>15. (-9) – (-2) = _____</td>
<td>16. (-9) + (+2) = _____</td>
</tr>
<tr>
<td>17. 3 – 5 = _____</td>
<td>18. 3 + (-5) = _____</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name ______________________________________________________________________ Date ________</th>
</tr>
</thead>
</table>

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(-7) + 6</td>
<td>2 + (-8)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-9 + 4</td>
<td>3 - (-5)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-8 - (-2)</td>
<td>-10 - 3</td>
</tr>
</tbody>
</table>
**Learning Target:** I will add and subtract integers between -10 and 10

8th 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>((-2) - (-6) = ____)</td>
</tr>
<tr>
<td></td>
<td>(8 + (-2) = ____)</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4 - 7 = ____)</td>
</tr>
<tr>
<td></td>
<td>((-5) + (-6) = ____)</td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>((-5) - (3) = ____)</td>
</tr>
<tr>
<td></td>
<td>(5 - 7 = ____)</td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3 - (-7) = ____)</td>
</tr>
<tr>
<td></td>
<td>((-9) + (6) = ____)</td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>((-2) + 9 = ____)</td>
</tr>
<tr>
<td></td>
<td>((-8) - (-6) = ____)</td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract integers between -10 and 10  
8th 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.

<table>
<thead>
<tr>
<th>11. (-9) – (-6) = ____</th>
<th>12. 8 + (-3) = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. 2 – 5 = ____</td>
<td>14. (-3) + (-9) = ____</td>
</tr>
<tr>
<td>15. (-8) – (3) = ____</td>
<td>16. 4 – 7 = ____</td>
</tr>
<tr>
<td>17. 7 – (-4) = ____</td>
<td>18. (-4) + (6) = ____</td>
</tr>
<tr>
<td>19. (-9) + 7 = ____</td>
<td>20. (-2) – (-8) = ____</td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract integers between -10 and 10.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(-8) + 1</td>
</tr>
<tr>
<td>2.</td>
<td>5 + (-7)</td>
</tr>
<tr>
<td>3.</td>
<td>(-12) + (-2)</td>
</tr>
<tr>
<td>4.</td>
<td>4 - (-5)</td>
</tr>
<tr>
<td>5.</td>
<td>-2 - (-5)</td>
</tr>
<tr>
<td>6.</td>
<td>-6 - 2</td>
</tr>
</tbody>
</table>
### Learning Target:
I will add and subtract integers between -10 and 10

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

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**Session 8: Guided Practice (We Do)**

**We Do Together:** (Teacher Actions)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>((-4) - (-5)) = ____</td>
<td>(7 + (-3) = ____)</td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>(3 - 6 = ____)</td>
<td>((-1) + (-9) = ____)</td>
</tr>
<tr>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>((-4) - (9) = ____)</td>
<td>(3 - 9 = ____)</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
</tr>
<tr>
<td>(5 - (-8) = ____)</td>
<td>((-8) + (5) = ____)</td>
</tr>
<tr>
<td>9.</td>
<td>10.</td>
</tr>
<tr>
<td>((-7) + 3 = ____)</td>
<td>((-9) - (-4) = ____)</td>
</tr>
</tbody>
</table>
Learning Target: I will add and subtract integers between -10 and 10

3rd 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.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>(-8) - (-5) = ____</td>
<td>12.</td>
<td>6 + (-5) = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>3 - 9 = ____</td>
<td>14.</td>
<td>(-2) + (-7) = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>(-5) - (4) = ____</td>
<td>16.</td>
<td>6 - 8 = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>9 - (-5) = ____</td>
<td>18.</td>
<td>(-8) + (6) = ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>(-2) + 8 = ____</td>
<td>20.</td>
<td>(-3) - (-7) = ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.\[ -1 - (-9) \]