

Section 1 – Operations with Integers

This book belongs to: _____ Block: _____

Section	Due Date	Questions I Find Difficult	Marked	Corrections Made and Understood

Self-Assessment Rubric

Category	Sub-Category	Description	
Expert	6	Work meets the objectives; is clear, error free, and demonstrates a mastery of the Learning Targets	“You could teach this!”
	5	Work meets the objectives; is clear, with some minor errors, and demonstrates a clear understanding of the Learning Targets	“Almost Perfect, one little error.”
Apprentice	4	Work almost meets the objectives; contains errors, and demonstrates sound reasoning and thought concerning the Learning Targets	“Good understanding with a few errors.”
	3	Work is in progress; contains errors, and demonstrates a partial understanding of the Learning Targets	“You are on the right track, but key concepts are missing.”
Novice	2	Work does not meet the objectives; frequent errors, and minimal understanding of the Learning Targets is demonstrated	“You have achieved the bare minimum to meet the learning outcome.”
	1	Work does not meet the objectives; there is no or minimal effort, and no understanding of the Learning Targets	“Learning Outcomes not met at this time.”

Learning Targets and Self-Evaluation

Learning Target	Description	Mark
1 – 1	<ul style="list-style-type: none"> • Identifying and understanding the concept of negative and positive • Where integers lie of a number line 	
1 – 2	<ul style="list-style-type: none"> • Addition of integers, rules and ways of analyzing scenarios • Subtraction of integers, rules and ways of analyzing scenarios 	
1 – 3	<ul style="list-style-type: none"> • Multiplication of integers • Division of integers 	

Competency Self-Evaluation

A valuable aspect to the learning process involves self-reflection and efficacy. Research has shown that authentic self-reflection helps improve performance and effort, and can have a direct impact on the growth mindset of the individual. In order to grow and be a life-long learner we need to develop the capacity to monitor, evaluate, and know what and where we need to focus on improvement. Read the following list of Core Competency Outcomes and reflect on your behaviour, attitude, effort, and actions throughout this unit.

Rank yourself with a check mark: E (Excellent), G (Good), S (Satisfactory), N (Needs Improvement)

		E	G	S	N
Personal Responsibility	• I listen during instruction period and come to class ready to ask questions				
	• I am fully prepared for the class, with all the required supplies				
	• I am fully prepared for Quizzes				
	• I follow instructions and assist peers				
	• I am on task during work blocks				
	• I complete assignments on time				
Self-Regulation	• I keep track of my Learning Targets				
	• I take ownership over my goals, learning, and behaviour				
	• I can solve problems myself and know when to ask for help				
	• I can persevere in challenging tasks				
	• I take responsibility to be actively engaged in the lesson and discussions				
	• I only use my phone for school tasks				
Classroom Responsibility and Communication	• I am focused on the discussion and lessons				
	• I ask questions during the lesson and class				
	• I give my best effort and encourage others to work well				
	• I am polite and communicate questions and concerns with my peers and teacher				
Collaborative Actions	• I can work with others to achieve a common goal				
	• I make contributions to my group				
	• I am kind to others, can work collaboratively and build relationships with my peers				
	• I can identify when others need support and provide it				
Communication Skills	• I present informative clearly , in an organized way				
	• I ask and respond to simple direct questions				
	• I am an active listener , I support and encourage the speaker				
	• I recognize that there are different points of view and can disagree respectfully				
	Overall				
Goal for next Unit – refer to the above criteria. Please select (underline/highlight) two areas you want to focus on					

Pre-Unit Questions

Please answer the following questions before we get started:

1. What are my learning goals for this unit?

2. What skills do I have going into this unit?

3. How do I plan on accomplishing my learning goals this unit?

Try every question in this booklet. Show your steps (thinking process) and keep trying until you get the right answer. If you cannot figure it out, ask!

Section 1.1 – Integers

What are They?

- Integers represent all the countable numbers, both positive and negative, that are whole numbers (... - 3, -2, -1, 0, 1, 2, 3 ...)
- A great place to start is to **understand that subtraction can be shown as adding negatives**

Example: $7 - 4 = 7 + (-4)$

(This may seem odd now, but it will come in handy later)

If this helps, think of positives and negatives as:

positive - good things

negative - bad things

- When we are **adding**, think of adding good or bad things
- When we are **subtracting**, think of taking good or bad things away
- All you need to consider then is which did you have more of in the beginning

Example: Let's try $7 + (-3)$ using red/yellow chips... yellow chips are positive, red chips are negative

Example: What does $4 - 8$ equal?

We can also use a number line...



$$4 - 8 =$$

4

Section 1.1 – Practice Questions

Integers are both positive and negative numbers. Don't go too fast, think about the situation every time.

1. $7 + (-4) =$

2. $(-6) - 8 =$

3. $19 + (-7) =$

4. $(-3) + (-4) =$

5. $(-6) - (-12) =$

6. $5 + 8 =$

7. $9 - (-3) =$

8. $12 - 4 =$

9. $(-13) + 8 =$

10. $(-17) - 17 =$

11. $(-4) - 17 + 8 =$

12. $8 - 17 + (-7) =$

13. $2 + 7 - 12 =$

14. $-12 - 4 - (-17) =$

Adding Integers (A)

Use an integer strategy to find each answer.

$$(-2) + (+8) =$$

$$(+9) + (+7) =$$

$$(+7) + (-1) =$$

$$(+3) + (+1) =$$

$$(+7) + (+5) =$$

$$(-5) + (+9) =$$

$$(+2) + (-5) =$$

$$(-1) + (+3) =$$

$$(+8) + (+4) =$$

$$(-7) + (-2) =$$

$$(-6) + (-7) =$$

$$(+7) + (+8) =$$

$$(-4) + (+3) =$$

$$(-2) + (-6) =$$

$$(+9) + (-4) =$$

$$(+7) + (+3) =$$

$$(-5) + (-9) =$$

$$(-5) + (-6) =$$

$$(-9) + (-4) =$$

$$(-5) + (+4) =$$

$$(-3) + (-9) =$$

$$(-7) + (+1) =$$

$$(-1) + (-8) =$$

$$(-7) + (-4) =$$

$$(-1) + (+4) =$$

$$(+7) + (-4) =$$

$$(-6) + (+9) =$$

$$(-4) + (-1) =$$

$$(+9) + (+3) =$$

$$(+2) + (-5) =$$

Adding Integers (A)

Use an integer strategy to find each answer.

$$(-13) + (+1) =$$

$$(+13) + (-17) =$$

$$(+6) + (+8) =$$

$$(-2) + (+5) =$$

$$(-17) + (+13) =$$

$$(+15) + (+5) =$$

$$(+24) + (+21) =$$

$$(-7) + (-1) =$$

$$(-25) + (-10) =$$

$$(-25) + (-20) =$$

$$(-23) + (-10) =$$

$$(+16) + (+10) =$$

$$(+23) + (+2) =$$

$$(+12) + (-18) =$$

$$(-9) + (+18) =$$

$$(-10) + (+20) =$$

$$(-18) + (+2) =$$

$$(+10) + (-20) =$$

$$(+2) + (+9) =$$

$$(-23) + (+11) =$$

$$(+10) + (+14) =$$

$$(+4) + (+20) =$$

$$(-3) + (-7) =$$

$$(-22) + (-8) =$$

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

$$(+16) + (-3) =$$

$$(+14) + (-14) =$$

$$(+9) + (+20) =$$

$$(-15) + (+8) =$$

$$(-18) + (-23) =$$

Adding Integers (B)

Use an integer strategy to find each answer.

$(+8) + (-11) =$

$(-11) + (+13) =$

$(+15) + (+7) =$

$(-2) + (+23) =$

$(-23) + (+12) =$

$(-16) + (+10) =$

$(-5) + (+21) =$

$(-24) + (-1) =$

$(+1) + (-2) =$

$(-13) + (+22) =$

$(+3) + (-17) =$

$(-24) + (-22) =$

$(+17) + (+13) =$

$(-1) + (-19) =$

$(-6) + (+21) =$

$(+2) + (-18) =$

$(+16) + (-18) =$

$(-18) + (+16) =$

$(+5) + (+23) =$

$(-21) + (+24) =$

$(-9) + (-1) =$

$(+10) + (+2) =$

$(+14) + (+19) =$

$(+23) + (+12) =$

$(-21) + (-7) =$

$(+23) + (+24) =$

$(+1) + (+3) =$

$(+17) + (-17) =$

$(+15) + (+9) =$

$(-19) + (-20) =$

Section 1.3 – Multiplying and Dividing Integers

- When **multiplying and dividing** integer...
- **Two wrongs make a right** and **two rights make a right**
- In other words... two negative numbers have a positive answer
 two positive numbers have a positive answer

Let's try some...

Example:

$$5 \times (-4) = -20$$

$$(-7) \times (-4) =$$

$$12 \div 3 = 4$$

$$2 \times (-4) =$$

$$-2 \times (-3) =$$

$$(-4) \times (-3) =$$

$$-18 \div 2 =$$

$$15 \div (-5) =$$

$$5 \times (-4) =$$

$$-24 \div (-6) =$$

Student Name: _____

Score: _____

Simplify the Integers

$(+4) + (-7) =$	$(-8) \div (+2) =$	$(-9) - (-9) =$
$(-3) - (+6) =$	$(+6) + (-9) =$	$(-7) + (+2) =$
$(-1) \times (+9) =$	$(-8) \times (-6) =$	$(+4) \div (-2) =$
$(+5) \div (-5) =$	$(+4) - (-1) =$	$(-6) \times (+2) =$
$(-8) + (-6) =$	$(+6) \div (+3) =$	$(+8) + (-6) =$
$(+9) - (+9) =$	$(-5) + (-9) =$	$(-9) \div (+3) =$
$(-6) \div (+3) =$	$(+4) \times (-8) =$	$(+3) - (+9) =$
$(+3) + (+1) =$	$(-7) - (+2) =$	$(-1) \times (+6) =$
$(-8) \times (-7) =$	$(+9) \div (-1) =$	$(+5) + (+4) =$
$(-4) - (+2) =$	$(-5) + (+8) =$	$(-7) - (+7) =$

Student Name: _____

Score: _____

Simplify the Integers

$(+24) - (-83) =$	$(-81) \div (+27) =$	$(+78) + (+93) =$
$(-67) + (+51) =$	$(+40) + (-85) =$	$(-65) \div (+13) =$
$(+90) \div (+15) =$	$(-52) - (+74) =$	$(-10) \times (+87) =$
$(-11) \times (-90) =$	$(+69) \times (+14) =$	$(-12) - (-58) =$
$(+52) + (-18) =$	$(-98) + (+99) =$	$(+23) + (+76) =$
$(-84) \div (+21) =$	$(+40) \div (-10) =$	$(-60) \div (+10) =$
$(+13) \times (-62) =$	$(-16) - (-19) =$	$(+85) - (-42) =$
$(+78) + (-78) =$	$(+27) \times (-12) =$	$(-19) + (-19) =$
$(-53) - (-14) =$	$(-66) \div (+22) =$	$(+23) \times (-12) =$
$(+90) + (-64) =$	$(+14) \div (+14) =$	$(-47) - (+70) =$

