Slide 1:

Every subtraction fact has a related addition fact

Can you explain/demonstrate what the above statement means?

Slide 4:

Can you use the same thinking when solving an integer problem?

$(+5) - (-3)$?

Slide 6:

How might a number line assist you in solving?

$(+5) - (-3)$ ⟶ $(-3) + (\quad) = (+5)$

Slide 8:

Every subtraction fact has a related addition fact

Can you review by explaining/demonstrating how the related addition fact helps you solve $(-2) - (+4)$?

Slide 10:
Let's explore some other ways addition can help us solve subtraction problems. Both integer problems written below show the correct answer…

$$(+12) - (-8) = +20 \qquad (+12) + (+8) = +20$$

What can you see that is the same in each problem?

What can you see that's different?

Slide 12:
Relating integer values to money situations helps us understand integer problems. Think of +20 as having $20
Can you think of a money example that explains why both problems give the result +20 or $20?

$$(+12) - (-8) = +20 \qquad (+12) + (+8) = +20$$

Slide 14:
The result of subtracting an integer is the same as adding the opposite integer

How would you solve these integer subtraction problems by adding the opposite integer?

Subtraction Equation

$$(+5) - (-3) = +8$$
$$(-2) - (+4) = -6$$
$$(+12) - (-8) = +20$$
$$(+7) - (+10) = -3$$

Slide 16:
Can you explain how you use addition to subtract an integer value?

How would you *word* a rule for subtracting integers?

Slide 18:
Can you describe/demonstrate how you solve the subtraction problem (–6) – (+4) by adding the opposite?

Slide 20:
Once you have rewritten (–6) – (+4) using addition, how would a number line help you to complete your solution path?

Slide 22:
Can you describe/demonstrate how you solve the subtraction problem (–9) – (–8) by adding the opposite?

Slide 24:
Once you have rewritten (–9) – (–8) using addition, how would a number line help you to complete your solution path?

Slide 26:
Can you describe/demonstrate how you solve the subtraction problem (+2) – (–6) by adding the opposite?

Slide 28:
Once you have rewritten (+2) – (–6) using addition, how would a number line help you to complete your solution path?

Slide 30:
Can you describe/demonstrate how you solve the subtraction problem (–2) – (+6) – (–10) by adding the opposite?

Slide 32:
Once you have rewritten (–2) – (+6) – (–10) using addition, how would a number line help you to complete your solution path?

☑ I can <u>write</u> examples to illustrate that...
Every subtraction fact has a related
addition fact

☑ I can <u>explain/demonstrate</u> how I use
addition to solve subtraction problems

☑ I can <u>explain/demonstrate</u> how I *add the
opposite* when subtracting integer values

☑ I can <u>explain/demonstrate</u> how a number
line can help me solve integer subtraction
problems