**Number**

**Unit 2 Line Master 4a**

Using Models to Subtract Integers

1. Complete the tables by modelling each subtraction expression   
 with the indicated tool and determining the answer.

|  |  |  |
| --- | --- | --- |
|  | Tiles | Answer |
| 5 – 4 |  |  |
| (–5) – (–4) |  |  |
| (–5) – 4 |  |  |
| 5 – (–4) |  |  |

|  |  |  |
| --- | --- | --- |
|  | Number Line | Answer |
| 5 – 4 |  |  |
| (–5) – (–4) |  |  |
| (–5) – 4 |  |  |
| 5 – (–4) |  |  |

**Number**

**Unit 2 Line Master 4b**

Using Models to Subtract Integers (cont’d)

2. Model each expression with tiles and a number line.   
 State the difference.

a) 3 – (–5)

b) (–3) – (–5)

3. Draw the indicated model for each expression.

State the difference.

a) 5 – (–2), number line

b) (–3) – 2, tiles

c) (–4) – 5, your choice of model

**Number**

**Unit 2 Line Master 4c**

Using Models to Subtract Integers (cont’d)

4. Climbing 5 m up a tree and then climbing down 2 m   
 can be written as 5 + (–2).   
 Fill in the blank so that this expression has the same value:   
 5 – 2.