**Number**

**Unit 2 Line Master 5a**

 Patterns in Integer Subtraction

1. Complete the tables.
 You can use models to help you subtract.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number | Operation | Number | Result |  | Number | Operation | Number | Result |
| 3 | − | 3 |  |  | −3 | − | 3 |  |
| 3 | − | 2 |  |  | −3 | − | 2 |  |
| 3 | − | 1 |  |  | −3 | − | 1 |  |
| 3 | − | 0 |  |  | −3 | − | 0 |  |
| 3 | − | −1 |  |  | −3 | − | −1 |  |
| 3 | − | −2 |  |  | −3 | − | −2 |  |
| 3 | − | −3 |  |  | −3 | − | −3 |  |

2. What patterns do you notice in the results?
 How does subtracting a negative relate to what you know
 about adding a positive number?

 Patterns in Integer Subtraction (cont’d)

**Number**

**Unit 2 Line Master 5b**

3. Use a pattern from the tables to help you rewrite
 each subtraction statement as an addition statement.

 Determine each difference.

 a) (–3) – (–6) b) (–3) – (+6)

 c) (+3) – (–6) d) (+3) – (+6)

4. Describe a strategy you can use when subtracting integers.
 Be specific and include at least one example.