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## Number <br> Unit 2 Line Master 5a <br> Patterns in Integer Subtraction

1. Complete the tables.

You can use models to help you subtract.

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


| Number | Operation | Number | Result |
| :---: | :---: | :---: | :---: |
| -3 | - | 3 |  |
| -3 | - | 2 |  |
| -3 | - | 1 |  |
| -3 | - | 0 |  |
| -3 | - | -1 |  |
| -3 | - | -2 |  |
| -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?
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Number
Unit 2 Line Master 5b

## Patterns in Integer Subtraction (cont'd)

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.
