**Grade 7**

**Unit 2: Integers**

**Outcome N6**: Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.

Integers can be found in many places
 - height above and below sea level, temperature, banking.

Integers are a set of numbers that include all the whole numbers and the negative of each.
 Ex: 10 and -10

Zero principle- A balance of positive and negative numbers comes to zero

 [Ex: (-3) + (+13) = 0)

[(17) + (-17) = 0]

Any subtraction number sentence can be written as an equivalent addition number sentence.

Integers are usually modeled using 2 color counters or number lines.

**Achievement Indicators**

- use a model to show the sum of opposite integers is zero.
- use a number line to show the results of adding or subtracting integers
-Add 2 integers using a model ; record symbolically
- Subtract” “
- Show the link between adding and subtracting integers
- Solve a problem adding and/or subtracting integers

**Grade 7**

**Unit 2: Integers**

1) Pre-assessment
2) Copy Outcomes and Achievement Indicators
3) Review: Key Words (p53) (Use chart from presenter)
4) Review: Unit Review (p78)

**Section 2.1 (p 54-55)
Representing Integers**
Q1; Q2 a,c,e,g ; Q3 (in class) ; Q4; Q5 ; Q7

**Section 2.2 (p 58 –59)
Adding Integers with Tiles**
Q 1; Q2 ; Q4 a,d ; Q5 a,d ; Q6 ; Q7; Q9 ; Q10 a,c; Q11 ; Q12

**Section 2.3 (p 62 – 64)
Adding Integers on a Number Line**
Q2 a, b, c, d ;Q3 ; Q4 ; Q5 ; Q6; Q7; Q8 ;Q9

**Mid Unit Review**
All Questions

**Section 2.4 (p 69 – 70)
Subtracting Integers with Tiles**
Q1a,c,e ; Q2 a,c,e; Q3 a,c,e; Q4 a,c,e ; Q5 a,c,e; Q6; Q7; Q9 ; Q10; Q11; Q12 ; Q13 a,c,e ; Q14

**Section 2.5 (p 73 -75)
Subtracting Integers on a Number Line**Q 1a,c,e ; Q2; Q3 a,c,e ; Q4 a,c,e ; Q 5 a ; Q6 a; Q7 ; Q8; Q10 ; Q11 a,c ; Q12 a, c, e

**Unit Review** : All questions