

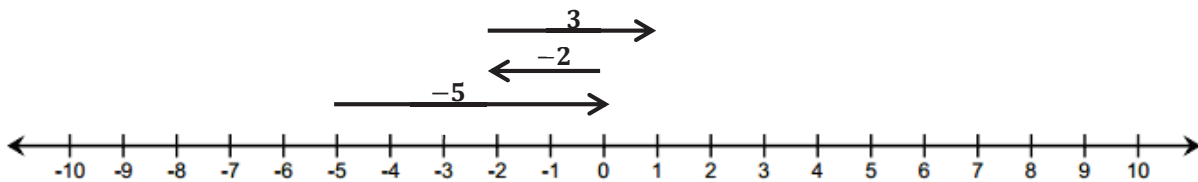
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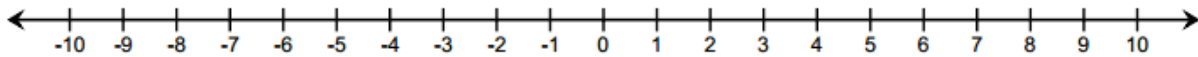
Lesson 2: Using the Number Line to Model the Addition of Integers

Exit Ticket

Jessica made the addition model below of the expression $(-5) + (-2) + 3$.



- Do the arrows correctly represent the numbers that Jessica is using in her expression?
- Jessica used the number line diagram above to conclude that the sum of the three numbers is 1. Is she correct?
- If she is incorrect, find the sum, and draw the correct model.



- Write a real-world situation that would represent the sum.

Name _____

Date _____

Lesson 3: Understanding Addition of Integers

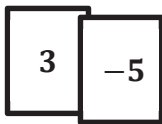
Exit Ticket

1. Refer to the diagram to the right.
 - a. Write an equation for the diagram to the right. _____
 - b. Find the sum. _____
 - c. Describe the sum in terms of the distance from the p -value. Explain.
 - d. What integers do the arrows represent? _____

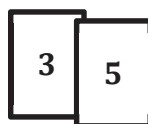


2. Jenna and Jay are playing the Integer Game. Below are the two cards they selected.
 - a. How do the models for these two addition problems differ on a number line? How are they the same?

Jenna's Hand

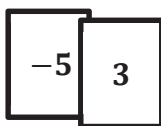


Jay's Hand

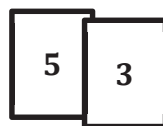


- b. If the order of the cards changed, how do the models for these two addition problems differ on a number line? How are they the same?

Jenna's Hand



Jay's Hand



Name _____

Date _____

Lesson 4: Efficiently Adding Integers and Other Rational Numbers

Exit Ticket

- Write an addition problem that has a sum of $-4\frac{3}{5}$ and
 - Both addends (p -value and q -value) have the same sign.
 - The two addends (p -value and q -value) have different signs.
- In the Integer Game, what card would you need to draw to get a score of 0 if you have a -16 , -35 , and 18 in your hand?

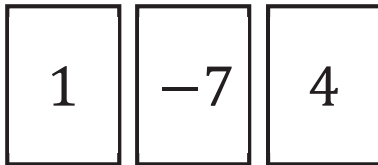
Name _____

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Lesson 5: Understanding Subtraction of Integers and Other Rational Numbers

Exit Ticket

1. If a player had the following cards, what is the value of his hand?



- a. Identify two different ways the player could get to a score of 5 by adding or removing only one card. Explain.
- b. Write two equations for part (a), one for each of the methods you came up with for arriving at a score of 5.
2. Using the rule of subtraction, rewrite the following subtraction expressions as addition expressions and find the sums.
- a. $5 - 9$
- b. $-14 - (-2)$