Name:

<u>Homework Assignments</u>

Module 1 - The Number System Unit 1, Part 1 - Adding & Subtracting Integers

Standard	Description
7.NS.1	 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers. → 1a: Describe situations in which opposite quantities combine to make 0. → 1b: Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. → 1c: Understand subtraction of rational numbers as adding the additive inverse → 1d: Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.

Lesson After FULLY completing a lesson, check the box below.	I can After completing each lesson, you are on the right track if you can confidently state "I can"
1 .1	I can explore the properties of integers.
1 .2	I can utilize a model to understand the properties of positive and negative numbers.
1 .3	I can use a model to understand the properties of positive and negative numbers.
1 .4	I can understand the relationship between operations.
1 .5	I can solve integer problems and justify my answer using a model.

Homework is due the following day, but you can always turn it in early!

The skills and	The skills and concepts that you learn in this packet will appear as your grade for the standards listed above.	
A = 4 EXCEEDS All questions have been attempted and have justification that proves and explains their solution.		
B = 3 MEETS	Most questions have been attempted and have justification that proves and explains their solution.	
C = 2 DEVELOPING	Some or all questions are attempted, but does not contain a justification or explanation for the solution.	
D = 1 WELL BELOW	Few or none of the questions are attempted, and does not contain a justification or explanation for the solution.	

Dear Students,

I know that math homework can be a **DAUNTING** task and sometimes it's hard to find the time to complete it. Please know that these assignments have been designed to help support your mathematical **thinking** - my goal is not to give you busy work. We will use homework to have conversations and practice in class the following day so it is really **important** that you try to complete it each night. If you need help, email me!

Name:	Date:	Score: /4
Independent Practice Lesson 1.1		
1. If math could be a color, it would be	because	
2. Draw a model to represent the following your answer.	situation and then answer the question	on using the model to justify
At 7:15am in Boston, MA it is 64 degree degrees. When the sunsets at 9:10pt	es Fahrenheit. By 12:30pm, the tempe m, the temperature has decreased by 1	rrature has increased by 6 15 degrees Fahrenheit.
What is the temperat	ture in degrees Fahrenheit when the st	un sets?
3. The definition of inverse is as follows: What do you think would be the inverse of	opposite or contrary in position, direct addition? Why?	ction, order, or effect.
4 If Nicole runs 400m and then stops and	turns around and runs foom where o	does she stop? Why? Draw a
picture and explain using words and pictur	res.	

entence using F	ollowing math sente loats and Anchors.	ences. Then, make 2 diffe	e rent 3-panel cartoons sho	owing the given m
Iath Sentence	2: - 2 + 6 =			
Pictures				
Description				
Iath Sentenc Pictures	e: 4 5 =	I		

Independent Practice Lesson 1.3

The Amazon River Number Line

Directions:

1) Create a visual representation of the scenario below on the vertical number line provided.

2) Start by labeling the number line by tens from -130 m to +130 m.

3) Then, use your finished number line to help you answer the questions.

Use the following information to create your number line:

- A hippopotamus is at river water level (floating on the water).
- A flock of birds is 50m above river water level.
- A school of piranhas is 70m from the flock of birds.
- The sunken treasure is 110m below sea level.
- A spear fisherman with a snorkel and spear is swimming 40m below the school of piranhas.
- The crocodile is the same distance from zero as the birds.
- 1. Which character(s) is/are exactly 50 meters away from sea level?
- 2. Which character is a distance of 20 meters from sea level?
- 3. Write and solve a number sentence that depicts the distance from the piranhas to the hippopotamus.
- 4. Write and solve a number sentence that depicts the distance from the crocodile to the sea level.

o meters

Name:	Date:	Score: /4
Independent Practice Lesson 1.4	ł	
 <u>Part 1:</u> Answer the following question 1. Find something that you learn these similarities. Feel free to we have used so far to solve p 	is in complete sentences. ned today that is similar to something you a use visuals and models to help explain. <i>Con</i> <i>problems with integers!</i>	lready knew. Write about sider all of the methods that
2. How are addition and subtrac	tion connected?	
Part 2: Write a number sentence to co	prrespond with the integer story.	
Mariah bought 3 cupcakes, but l	ater found out she needed 8 for a part	ty.
Leslie owed Jessica \$3 for buyin \$5 bill.	g her an ice cream sandwich after sch	ool. She gave Jessica a
Part 3: Solve the following problems	using a model, number line or drawing to ju	stify your answer.
a7+4 =	b. 8 4 =	
c. 8 + (-10) - 4 =	d. 2 - 10 - 15 + 5 =	
<u>Part 4:</u> Describe the term absolute a would you show it using a model or a	v alue . What is the definition of this term in a picture? How does it relate to what we ha	a your own words? How we learned?

Name:

Date:

Indep	endent Practice Le	sson 1.5		
1.	- 5 + 5 =			
2.	- 15 + 15 =			
3.	- 1 + 1 =			
4.	- 1,244 + 1,244 =			
5.	Describe any patterns exists?	s you see in the answer	rs to the problems abov	ve. Why do you think this pattern
6.	In a trivia game, you You start with -45 po scores?	earn 15 points for a con ints and answer the ne	rrect answer and lose 1 xt questions wrong. W	o points for an incorrect answer. Which expression describes your new
	A45 + 15	B45 – 10	C45 – 15	D. 10 – 45
7. J	fill and Joe are playing	a game. The chart bel	low shows the points g	ained or lost on each round.

Round	Jill	Joe
1	10	12
2	-2	3
3	6	-8
4	4	0
5	-2	7

- a. Who has the most total points at the end of the fifth round? _____
- b. To win, a player must have 20 points. How many more points does each player need to win?

Jill needs _____ more points. Joe

Joe needs _____ more points.

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Study Guide Directions: Use the following guiding questions, enduring understandings, vocabulary and models, to make a visual study guide in the box below. Feel free to add information on the back or on a separate sheet of paper.

Guiding Questions

- What do negative numbers represent?
- What models can be used to show addition and subtraction of positive and negative integers?
- How can models be used to prove that opposites combine to o?
- What real life situations combine to make o?
- How can a number line model addition or subtraction of integers? •

Enduring Understandings

Integers are useful for noting relative changes or values. Every numerical operation has an inverse. Numbers can be expressed in multiple ways.

Unit 1 Part 1 Study Guide