

# Practice Test Integers (+, -, ×, ÷)



## STUDY TIPS

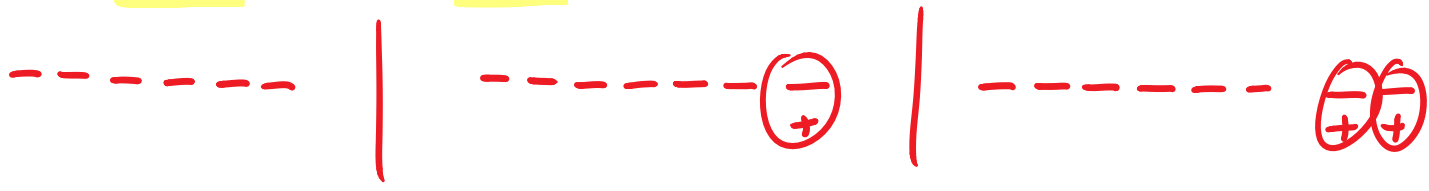
- Review Guided Notes (handouts from our lessons)
- Review assignments from Lessons 2.1-2.5 in the Text
- Reflect back to our Integer Review Stations. What did you notice in each?
- Do the Practice Test
- Check over the answers to the Practice Test by visiting [taylorteacher.weebly.com](http://taylorteacher.weebly.com)
- See Mrs. Taylor if you have questions or need help
- Read p.78 Unit Review. Summarize in your own words by writing or explaining it to someone (parent, sibling, classmate, etc.).
  - Additional practice questions on p.79-81. Choose the questions from the lessons that were harder for you or do all if you want to be extra prepared.
- Organize your Ch 2 Integers section in your binder. Be ready to show Mrs. Taylor.
- \*Discuss with your parent and look for real-life uses of integers (money, temperatures, sports statistics, elevation, etc.)

See me if you need any help. Good Luck! Mrs. Taylor ☺

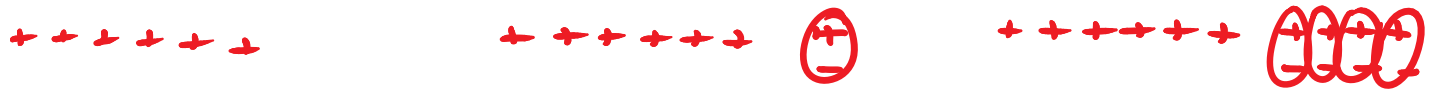
TIP: PREVIEW Practice Test first. Highlight KEY WORDS before beginning.

1. Use tiles to model each integer in three different ways.

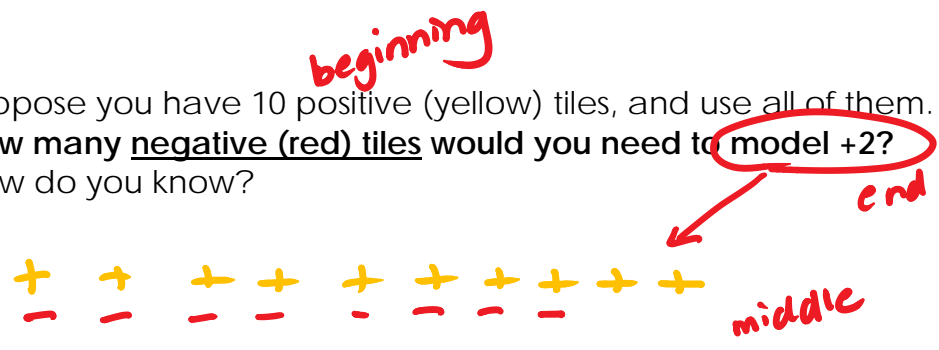
a) -6



b) +6



2. a) Suppose you have 10 positive (yellow) tiles, and use all of them. How many negative (red) tiles would you need to model +2? How do you know?



$$(+10) + (-8) = +2$$

b) Suppose you have 100 positive (yellow) tiles, and use all of them.  
 How many negative (red) tiles would you need to model +2?  
 How do you know?

$(+100) + (-98) = +2$   
 98 red tiles are  $\ominus$   
 they would zero pair  
 98  $\oplus$  so +2 left.

3. Add. Sketch tiles to show how you did it.

a)  $(+2) + (+3) = \underline{+5}$   
 $++ \quad +++$

b)  $(-3) + (+4) = \underline{+1}$   
 $(\ominus)(\ominus)(\ominus) +$

c)  $(-4) + (-1) = \underline{-5}$   
 $-----$

d)  $(+1) + (-1) = \underline{0}$   
 $(\oplus)$

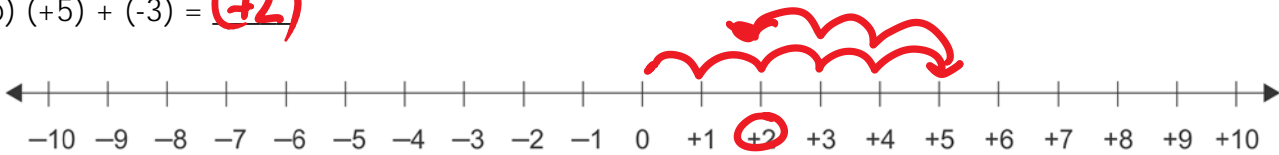
Always  
 zero pair  
 (circle + and -)

4. Use a number line to add.

a)  $(+4) + (+2) = \underline{+6}$



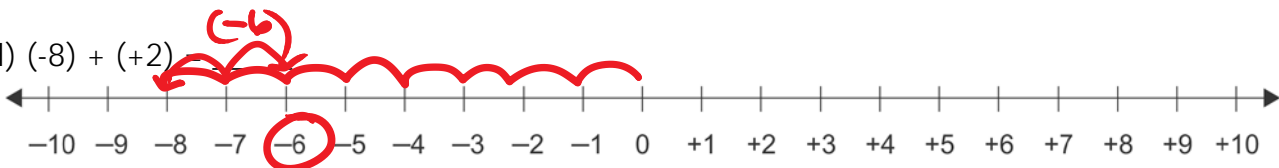
b)  $(+5) + (-3) = \underline{+2}$



c)  $(-4) + (-2) = \underline{-6}$



d)  $(-8) + (+2) = \underline{-6}$



5. Write an addition statement for each situation. Find the sum.

Your responses must answer this question, "What does the sum represent?" (in each case)

a) The temperature in Victoria was +15°C in the afternoon.  
 By midnight, the temperature had dropped 8°C.

$(+15) + (-8) = (+7)$

The temp. is now +7°C midnight.

b) The temperature in Calgary was  $-10^{\circ}\text{C}$ .  
 A Chinook caused the temperature to rise  $12^{\circ}\text{C}$ .

$$(-10) + (+12) = (+2)$$

The temp. is now  $+2^{\circ}\text{C}$  after the Chinook.

c) The temperature in Ottawa was  $-3^{\circ}\text{C}$ .  
 A cold front passed and the temperature dropped  $8^{\circ}\text{C}$ .

$$(-3) + (-8) = (-11)$$

The new temp. is  $-11^{\circ}\text{C}$  after the cold front passed.

d) The temperature in St. John's was  $-4^{\circ}\text{C}$  at 4 a.m.  
 By noon, the temperature had risen  $10^{\circ}\text{C}$ .

$$(-4) + (+10) = (+6)$$

The new temp. is  $+6^{\circ}\text{C}$  by noon.

6. Add. Sketch Tiles OR draw a number line.


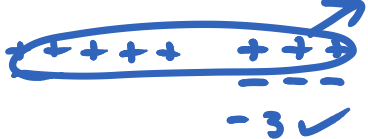
a)  $(+5) + (-12) + (-4) = (-11)$   -----

b)  $(-7) + (+15) + (-12) = (-4)$   -----

7. Use a number line to subtract.

a)  $(+4) - (+1) = \underline{\quad}$  "Add the opposite"  
 $(+4) + (-1) = (+3)$  

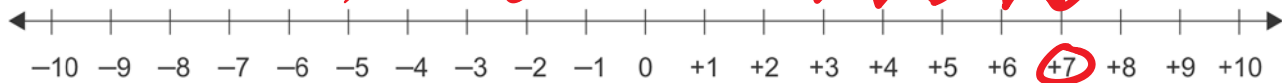
Optional:  
 Check using tiles for original equation  
 $+++ \oplus \rightarrow +3 \checkmark$

b)  $(+5) - (+8) = \underline{\quad}$   
 $(+5) + (-8) = (-3)$     $-3 \checkmark$

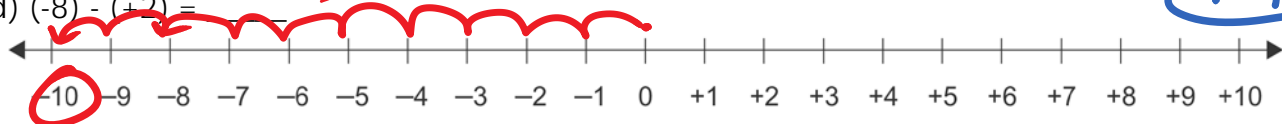
Option: Check using tiles

★ Same answers as Number Line?

c)  $(-2) - (-9) = \underline{\quad}$   
 $(-2) + (+9) = (+7)$



d)  $(-8) - (+2) = \underline{\quad}$   
 $(-8) + (-2) = (-10)$



Model each equation using tiles to subtract. Draw pictures of the tiles you used.

(a)  $(+7) - (+4) = \underline{+3}$   
 $+++ + + + +$

(b)  $(-2) - (-2) = \underline{0}$   
 $--$

(c)  $(-8) - (+5) = \underline{-13}$

(d)  $(+4) - (+2) = \underline{+2}$

Try:  
 $(+4) - (+ \quad) = -3$

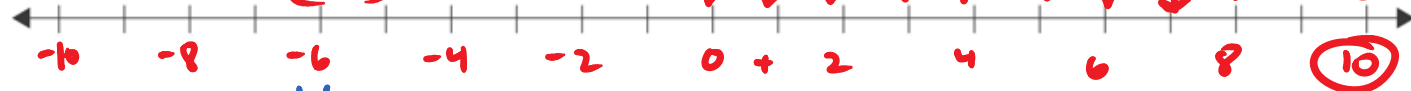


8. **Subtract.** DRAW TILES. Then, check over work, by rewriting the equation to show that when subtracting integers you can add the opposite. Draw a number line to show this:

(a)  $(+10) - (+5) = \underline{+5}$  Draw  
 $(+10) + (-5) = +5$



(b)  $(+7) - (-3) = \underline{+10}$  Draw  
 $(+7) + (+3) = (+10)$



(c)  $(-8) - (+6) = \underline{-14}$  Draw  
 $(-8) + (-6) = (-14)$



9. Show two ways that +4 can be written as the difference of two integers.

$(+6) - (+2) = +4$   
 $++++ + +$

OR

$(-2) - (-6) = (+4)$   
 $-- + + + + + +$

10. **REFLECT:** Here are 4 types of subtraction questions. Make up an equation. Draw Tiles. Solve. What do you notice?

Answers will vary.

1. (negative integer) - (negative integer)

2. (negative integer) - (positive integer)

3. (positive integer) - (positive integer)

4. (positive integer) - (negative integer)

11. Can you think of real-life situations when we use integers? Create a word problem. Solve

Refer to our Integers  
in real life brainstorm web/  
discussion in class.

Now make up a Q.

12. Multiply integers:

a.  $(-40) \times (-5) = \underline{+200}$

b.  $(+25) \times (+3) = \underline{+75}$

c.  $(-3) \times (+30) = \underline{-90}$

d.  $(+90) \times (-4) = \underline{-360}$

13. Divide Integers:

a.  $(-100) \div (-5) = \underline{+20}$

b.  $(+200) \div (+20) = \underline{+10}$

c.  $(-600) \div (+150) = \underline{-4}$

d.  $(+400) \div (-8) = \underline{-50}$

14. Teach a Grade 6 student how to multiply and divide integers. What would you say to them?

Teach steps.

Remember: 2 signs same = + answer

2 signs different = - answer

15. Self-Reflection: What was the most challenging part of this practice test? What can I do to help me be successful on it?

Answers will vary → Jeopardy Style Integer Game before Test<sup>5</sup>