

GPS 4: Subtracting Signed Numbers

In the last section we increased our understanding of addition of signed numbers. Using what we learned about addition, we can also perform subtraction. It all comes down to this one fact.



Subtraction

To subtract b from a , add the opposite of b to a .

$$a - b = a + (-b)$$

This is a different interpretation of subtraction than you might customarily think about. Instead of thinking about subtraction as “taking away” or “removing”, we think of it as adding the opposite. We need to know how to find the opposite. Simply put, the opposite of a positive number is the negative number of the same magnitude, and the opposite of a negative number is the positive number with the same magnitude.

Problem 4.1

- 1) The opposite of 3 is -3 .
- 3) The opposite of -5 is 5.

- 2) The opposite of 2 is -2 .
- 4) The opposite of -7 is 7.

Problem 4.2

- 1) The opposite of 50 is _____.
- 3) The opposite of 12 is _____.

- 2) The opposite of -3 is _____.
- 4) The opposite of -16 is _____.

Subtraction of Two Signed Numbers

Now we will apply these ideas to subtraction.

	Problem 4.3	Problem 4.4
	$4 - 9$	$6 - (-8)$
Rewrite the problem without changing it.	$(+4) - (+9)$	$(+6) - (-8)$
Do both of these steps at once:		
1) Change the operation to addition.	$(+4) + (-9)$	$(+6) + (+8)$
2) Change the second number to its opposite.		
Calculate the answer as we learned in the previous section.	-5	14
	Problem 4.5	Problem 4.6
	$-24 - 18$	$-15 - (-9)$
Rewrite the problem without changing it.	$(-24) - (+18)$	$(-15) - (-9)$
Do both of these steps at once:		
1) Change the operation to addition.	$(-24) + (-18)$	$(-15) + (+9)$
2) Change the second number to its opposite.		
Calculate the answer as we learned in the previous section.	-42	-6

Elementary Algebra A Guided Inquiry

Daniel Chazan



Elementary Algebra A Guided Inquiry:

Elementary Algebra Sherman K. Stein, Calvin D. Crabill, 1984-03-01 *Elementary Algebra* Sherman K. Stein, Algebra with Models Marian Anton, Karen Santoro, 2017-12-11 In this succinct but well balanced textbook the authors are rethinking the content and the method of teaching intermediate algebra to college students It provides readers with experience in recognizing and using mathematics in real life situations to prepare them for applicative courses at the undergraduate level The material is clear and flows nicely from variables to linear to exponential to quadratic functions Its color augmented presentation is visually pleasing uncluttered and inviting Examples problems and exercises are designed to help students connect real life situations with abstract representations as well as to make connections among the mathematical concepts To further facilitate content retention an intuitive feel is given through consistent use of the symbiosis between algebra and geometry The concepts are well grounded in a student friendly narrative mode of mathematical exploration that preserves the integrity of the mathematics without drowning the readers in jargon or unnecessary detail The authors give detailed directions for class activities making the book an excellent teaching tool for both beginning and experienced teachers Research Issues in the Learning and Teaching of Algebra Sigrid Wagner, Carolyn Kieran, 2018-12-07 First Published in 1989 We clearly know more today about teaching and learning mathematics than we did twenty years ago and we are beginning to see the effects of this new knowledge at the classroom level In particular we can point to several significant sets of studies based on emerging theoretical frameworks To establish such a framework researchers must be provided with the opportunity to exchange and refine their ideas and viewpoints Conferences held in Georgia and Wisconsin during the seventies serve as examples of the role such meetings can play in providing a vehicle for increased communication synthesis summary and cross disciplinary fertilization among researchers working within a specialized area of mathematical learning This monograph holds selected papers from four more recent conferences on Research Agenda in Mathematics Education **Enhancing Your Students' Mathematics Learning Through Cooperative Small-Group Discovery** Neil Davidson, James Fey, Charlene Beckmann, 2025-08-13 This book outlines cooperative small group discovery CSGD theory and practical learning strategies for implementing it in secondary and collegiate classrooms Based on Neil Davidson s decades of work the author team has designed a resource to help current users of small group methods in mathematics refine their practice and to entice others to try the strategies themselves The book describes principles and strategies for teaching complemented by an extensive collection of examples from instructional materials designed to support teacher implementation with a focus on topics in the algebra curriculum Chapters are organized into four parts beginning with the theory and practice of CSGD and moving through examples and guidance both on sequencing CSGD activities into unit plans and addressing challenges of CSGD in the classroom The authors outline the rationale and basic operational principles of teaching through CSGD as well as common student and teacher roles

accompanied by a variety of structural models to illustrate these roles The authors also include lesson plans that show how students can develop an understanding of elementary and advanced algebra through problem based CSGD and how coherent units of CSGD material can be used to develop student understanding of key ideas about linear and quadratic functions The authors complement this information with practical strategies for getting started with cooperative small group discovery teaching some common challenges in using small group methods and proven methods for solving those problems Ideal for educators and faculty involved in secondary and collegiate mathematics instruction this resource develops teacher understanding of principles and methods of cooperative learning and provides practical advice on getting started and refining that work

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Handbook of Cooperative Learning Methods Shlomo Sharan,1994-02-17 This professional reference overviews cooperative learning and includes sections on generic methods of instruction the application of cooperative learning to particular disciplines and the implementation of programs in schools *Learning to Cooperate, Cooperating to Learn* R. Hertz-Lazarowitz,S. Kagan,S. Sharan,R. Slavin,C. Webb,2013-11-11 This book was written and edited as a project of the International Association for the Study of Cooperation in Education IASCE It grew directly out of the second conference of the IASCE held at Brigham Young University Provo Utah in July 1982 The chapters in the book were originally presented in some form at the Provo conference though most have been considerably revised since that time This is the second book sponsored by the IASCE the first Cooperation in Education Provo Utah Brigham Young University Press 1980 edited by Shlomo Sharan Paul Hare Clark Webb and Rachel Hertz Lazarowitz was based on the proceedings of the first conference of the IASCE in Tel Aviv Israel in 1979 The IASCE is a group of educators interested in studying developing or applying cooperative methods at various levels of the process of education It includes researchers teacher educators teachers and school administrators from more than a dozen countries Mathematics Teacher Resource Handbook ,1993 *Catalog of*

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