

# Integer Unit Review Scavenger Hunt

- This is designed as a scavenger hunt, similar to the I Have Who Has games.
- Display problems around the classroom in the order of the number on the problems.
- Have students work in a group of 3 or with a partner. Assign each group a problem to start with so that the groups are spread around the room. (If using the Lifelines, make sure you have enough lifelines for each group to have one.)
- Have them work the problems on notebook paper to turn in when the circuit is completed OR use the recording sheet. If using notebook paper, make sure they write the problem and the problem number and show all steps. All students work on their own paper.
- **NOTE:** Before students begin, point out the words on the cards that are ***bold, italicized, and underlined***. Those words tell the students what type of answer they are searching for in the scavenger hunt.
- Option: Each group or pair can be given a “Lifeline” to use. They must surrender the Lifeline to the teacher if they have to ask the teacher a question. The idea is that they talk with each other, or even with another group if they are having trouble working a problem. (I have a set of Lifelines made that I keep on hand to use anytime the students are working in groups.)
- If all questions are answered correctly, the last question answered should bring them back to where they started.
- If a group finds that they are not in the right sequence, check their answers in order to see which question put a group on the wrong track.
  - Sequence (if a group begins with card #1): **1 - 6 - 15 - 5 - 14 - 11 - 4 - 7 - 9 - 16 - 2 - 13 - 10 - 8 - 3 - 12 - 1.**
- When the students finish, they turn in their paper to the teacher, the teachers checks quickly and hands each student one “ticket out the door.” The tickets are different so the students can continue to work in their groups to help each other but will all have different answers. (The Student letters indicate difficulty level. A is easiest and C is most challenging)
  - Student C: answers will vary.
  - Student B and A: Students should include the model as well as the solution (-4 for B and -9 for C)

Ticket Out The Door – Student C

Create an expression that adds at least one positive number and at least one negative number. Model the problem using counters. Write the expression and the solution.

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Ticket Out The Door – Student B

Model and solve the expression  $5 + (-9)$  using counters or a number line.

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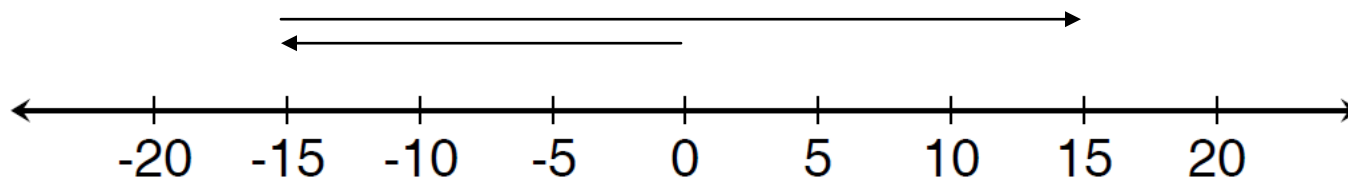
Ticket Out The Door – Student A

Model and solve the expression  $-4 + (-5)$  using counters or a number line.



# -52

#5. The Houston Texans lost 15 yards and then gained 30 yards for the first down. The number line below shows the plays.



Write the *expression* that would best describe the plays.

$$-15 + 30$$

#14. A SCUBA diver descends 15 feet below the surface of a lake. Write an *integer* that describes her depth in relation to the surface.

-15

#11. Which value is greater?  
-11 or -23

-11

#4. Absolute value is the...

distance from 0.

#7. Evaluate:

$$|-18| + |7|.$$



# 25

#9. A scientist records several elevations for a research experiment. The elevations recorded are shown below.

7 feet above sea level
52 feet below sea level
23 feet below sea level
18 feet above sea level
4 feet below sea level

Order the numbers from least to greatest. What is the value of the second elevation in the *ordered* list?

# -23

#16. Katelynn has \$82 in her savings account. She withdraws \$35 to buy a doll and later deposits \$50 of her birthday money. Write an *expression* that shows how much money is in her savings account now.

$$82 + (-35) + 50$$

#2. If  $x = -2$ , draw a *model* that shows  $-4 + x$ .



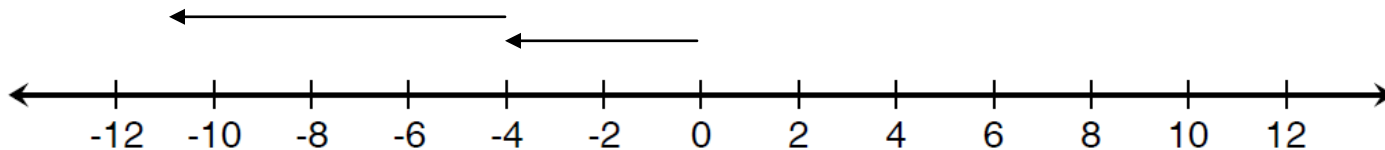
#13. Solve:  $-7 - (-3)$ .

-4

#10. Solve:  
 $50 \div (-10)$ .

-5

#8. Write the *expression* shown by the number line below.



$$-4 + (-7)$$

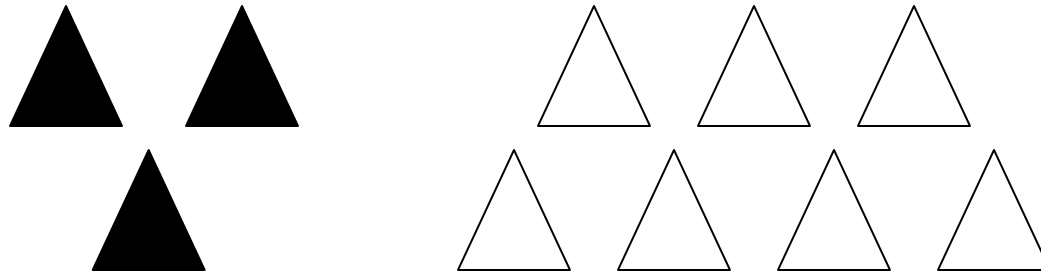
#3. Solve:

$$-5 * 2.$$

-10

#12. Draw the *model* that represents  $-3 + 7$ .

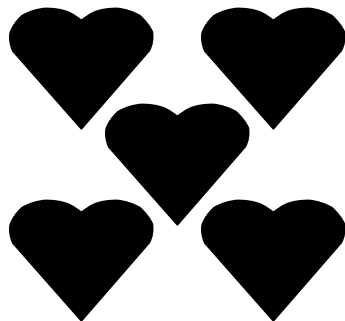
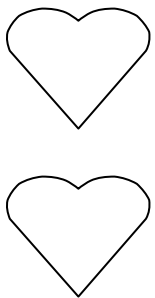


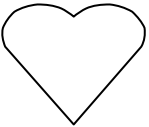



#1. A player wins and loses points in four rounds of a game. He wins 3 points, loses 7, loses 2, and wins 8. Write the *expression* that would be used to calculate the average score for the rounds.

$$[3 + (-7) + (-2) + 8] \div 4$$

#6. Write the *expression* shown by the model.



KEY	
	= 1
	= -1

$$2 + (-5) + 1$$

#15. Solve  $8 - 60$ .