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| **Learning Targets: (What I should be able to do after the lesson!)**   * I can identify and give examples of opposites * I can define integers and give examples of integers * I can observe real life situations and relate the integer that goes with the situation * I can explain and give absolute value for given integers (recognize the absolute value symbol) * I can compare and order integers with and without the use of a number line   **Vocabulary:** Integer Opposite Absolute Value |
| **Integers** and their **opposites**:  Graph each integer and its opposite on a number line:   1. 5 2. -3   **Comparing Integers**   * Compare the following integers using **<, >**, or **=**.   1. 6 \_\_\_\_ 4 4) -12 \_\_\_\_ 0   2) 7 \_\_\_\_ -8 5) -20 \_\_\_\_ -15  3) -3 \_\_\_\_ 2 6) -4 \_\_\_\_ -3   * Write them in order from **least** to **greatest**.   -2, 5, -4, 1, -1, 0, -28, 14 |
| Absolute Value:   * Simplify  1. 2)   \*Can two different integers have the same absolute value? Explain.   * Give an example in which a negative number has a greater absolute value than a positive number:   Example: |

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| **PRACTICE for ML 1 – Integers:**   1. Put the following numbers in order from least to greatest: 2. -2, 0, 5, -10, -9, , 3. 17, -17, -21, 5, -3 4. Graph the integer and its opposite on a number line: 5. -5 6. 3 7. 0 8. Find the absolute value: 9. Compare using <, >, =. 10. \_\_\_\_ 2 d) -8 \_\_\_\_ -12 11. 2 + \_\_\_\_ 3 + e) -6 \_\_\_\_ -5 12. \_\_\_\_ 20 f) 0 \_\_\_\_ -100 13. Write an integer that represents the given situation:     1. Deposit $50 d) 5 degrees below zero     2. 250 ft below sea level e) gained 5 pounds     3. Profit of $100 |