

Indicators

Objective:

1.01 Develop number sense for negative rational numbers.

- a) **Connect the model, number word, and number using a variety of representations, including the number line.**

Vocabulary and Resources

additive inverse

opposites

negation

integers

number line

equal

less than or equal to \leq

greater than or equal to \geq

compound inequality (ex. $a < b < c$)

ascending order

descending order

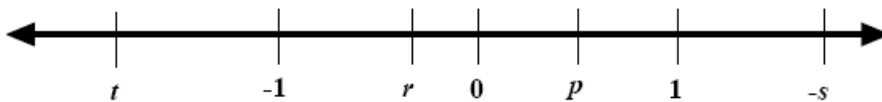
rounding

place value

benchmark values

A. When keeping scores in golf, reference is made to “par”, a designated number of strokes. A score of 2 under par can be written as -2 and a score of 3 over par can be written as 3. For a given round of golf, a group of six golfers had the following scores: Charlie -4, Tom 1, Frank 5, George -2, Andy 3, and Mike -1. Graph each score on a number line.

B.



Using the number line above, insert the symbol $<$, $>$, or $=$ in each of the following to make a true statement.

- a. p _____ $-p$ f. $-p$ _____ 0 k. $-s$ _____ r
- b. t _____ $-t$ g. t _____ r l. $-(-s)$ _____ r
- c. p _____ r h. $-r$ _____ $-t$ m. 0 _____ $-s$
- d. $-s$ _____ p i. $-p$ _____ t n. -1 _____ $-p$
- e. $-r$ _____ 1 j. $-(-s)$ _____ s o. $-r$ _____ $-s$

C. The lowest daily temperatures for the first eight days of the month were -10°F , -5°F , 5°F , -13°F , 2°F , 22°F , 7°F , and -4°F . Set up an appropriate scale on the number line below and graph these integers.

