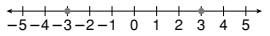
LESSON 2-1

Practice A

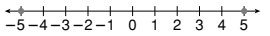
Integers

Graph each integer and its opposite on a number line.

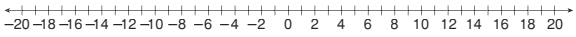
1. 3



2. −5



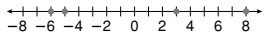
Use the number line to compare the integers. Write < or >.



3. −8 [<] 7 **4.** 4 [>] −7 **5.** −6 [>] −16 **6.** −11 [<] 11

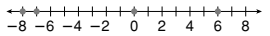
Graph the integers on a number line. Then write them in order from least to greatest.

7. −6; 3; −5; 8



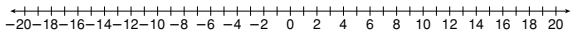
−6; −5; 3; 8

8. 6; −7; −8; 0



−8; −7; 0; 6

Use a number line to find each absolute value.



9. | −6 | 6 **10.** | 2 | 2 **11.** | −1 | 1 **12.** | 8 | 8

13. | −9 | 9 **14.** | 3 | 3 **15.** | −4 | 4 **16.** | 10 | 10

17. | −15 | 15 **18.** | 20 | 20 **19.** | −13 | 13 **20.** | 17 | 17

21. The windchill on a cold day made it feel like 5 degrees below zero outside. Write this temperature as an integer.

−5

22. A baby gained 15 pounds from birth to his first birthday. Write this amount as an integer.

15

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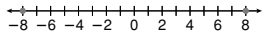
LESSON 2-1

Practice B

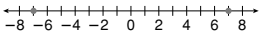
Integers

Graph each integer and its opposite on a number line.

1. 8



2. −7

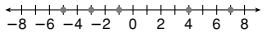


Compare the integers. Use < or >.

3. −15 [<] −7 **4.** 8 [>] −8 **5.** −14 [<] 13 **6.** −18 [>] −20

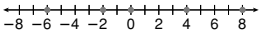
Use a number line to order the integers from least to greatest.

7. −1; 4; −5; 7; −3



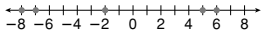
−5; −3; −1; 4; 7

8. −6; 8; 0; 4; −2



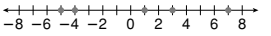
−6; −2; 0; 4; 8

9. 6; 5; −7; −8; −2



−8; −7; −2; 5; 6

10. 1; 3; −4; −5; 7



−5; −4; 1; 3; 7

Use a number line to find each absolute value.

11. | −18 | 18 **12.** | 11 | 11 **13.** | −25 | 25 **14.** | 19 | 19

15. | −10 | 10 **16.** | 16 | 16 **17.** | 22 | 22 **18.** | −14 | 14

19. | 9 | 9 **20.** | −24 | 24 **21.** | −7 | 7 **22.** | 17 | 17

23. Christy dove to a depth of 12 feet below the surface of the water. Write the depth as an integer.

−12

24. The highest point in North Carolina is Mt. Mitchell, with a height of 6,684 feet. Write the height of Mt. Mitchell as an integer.

6,684

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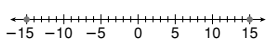
LESSON 2-1

Practice C

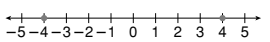
Integers

Graph each integer and its opposite on a number line.

1. 15



2. −4

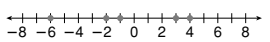


Compare the integers. Use < or >.

3. −15 [<] 15 **4.** −7 [>] −9 **5.** 12 [>] −17 **6.** −13 [<] 9

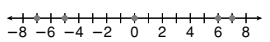
Use a number line to order the integers from least to greatest.

7. −2; 3; −6; −1; 4



−6; −2; −1; 3; 4

8. 7; −5; 6; 0; −7



−7; −5; 0; 6; 7

Find each absolute value.

9. | −45 | 45 **10.** | 38 | 38 **11.** | −99 | 99 **12.** | 22 | 22

13. | −19 | 19 **14.** | 375 | 375 **15.** | −59 | 59 **16.** | −84 | 84

Compare. Write <, >, or =.

17. | −50 | [=] 50 **18.** 28 [<] | −29 | **19.** −43 [<] | −37 | **20.** | 48 | [<] 53

21. | −79 | [>] | 65 | **22.** −92 [<] | −92 | **23.** | −83 | [>] 82 **24.** | 34 | [<] | −62 |

25. A company reported a net gain of $750,000 for the first quarter and a net loss of $2,000,000 for the second quarter. Write each amount as an integer.

750,000; −2,000,000

26. The record low temperature in Virginia through 1997 was 30°F below 0. The record high temperature was 110°F. Write each temperature as an integer.

−30; 110

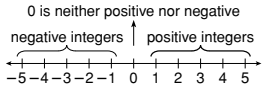
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LESSON 2-1

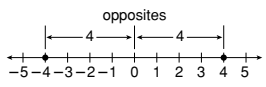
Reteach

Integers

This number line shows integers.



Every integer has an **opposite** integer. A number and its opposite are the same distance from 0.

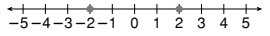


1. How many units is 4 from 0? 4 **2.** How many units is −4 from 0? 4

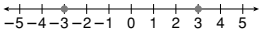
3. 4 and −4 are called opposite integers.

Graph each integer and its opposite on a number line.

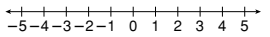
4. 2



5. −3



You can use a number line to compare and order numbers. The numbers get greater as you move to the right on the number line.



6. What is the order from least to greatest of −1, 2, and −3? −3; −1; 2

Write the integers in order from least to greatest.

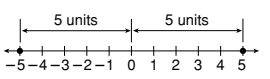
7. −2; −6; 4

−6; −2; 4

8. −3; 7; 1

−3; 1; 7

The absolute value of an integer is its distance from 0 on a number line. −5 is 5 units from 0. The absolute value of −5 is 5. You write | −5 | = 5.



9. How many units from 0 is −3? 3

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