Lesson 2: Integers

Integers, Opposites, and Absolute Value

Integers	Natural Numbers, their negatives, and zero:									
	6, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, 6,									
Number Line	•+ + + + + + + + + + + + + + + + + + +									
	-7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7									
	Integers are used to name the points shown on a number line.									
Negative Integers	Numbers used to name points to the left of 0 on a number line.									
Negative sign "-"	The sign used in front of a number to indicate it is a negative number.									
Positive Integers	Numbers used to name points to the right of 0 on a number line.									
Positive sign "+" The sign used in front of a number to indicate it is a positive number. If										
	is present, the default value is positive.									
Real Numbers	All the points along the number line, including the points between the integers.									
Ascending Order	Writing a group of numbers from smallest to largest									
Minimum	The least number in a group of numbers									
Maximum	The greatest number in a group of numbers									
Extreme Values	The least and greatest numbers in a group of numbers									

TRY: Given the definitions above, complete the following.

Identify the minimum and maximum values in:	-15, 26, -32, -19, 35, 47, -31						
Identify which of the following are integers:	-19	3,405	3	0	1/2	-4.8	

Vocabulary

Vocabulary

Opposite	Two numbers whose points they name are the same distance from 0, but in
	different directions.

-														
-7	-6	-5	-4	-	3 -2	2 -	1 ()	1 3	2	3 4	1 !	5 6	 7

The distance from -4 to 0 along the number line is 4 units. The distance from 4 to 0 along the number line is 4 units. These two distances are the same therefore -4 and 4 are opposites.

Examples: The opposite of 8 is -8. The opposite of -7 is 7. The opposite of 0 is 0.

Another way of thinking: In your mind, visualize the number line folded in half at the 0 point. Opposite numbers are now opposite from each other. 1 is directly opposite from -1; -5 is directly opposite from 5, and so on.

TRY: The opposite of -3 is ____. The opposite of 10 is _____.

Vocabulary

Absolute Value



The absolute value does not depend on whether the number is to the left or right of 0. It only depends on its distance from 0. The absolute value of a number a is written |a|.

Examples:

$$|5|=5$$
 $|-3|=3$ $|0|=0$ $-|-8|=-8$
 $|-6|+|4|=$ $|-14|-|-11|=$
 $6+4=10$ $14-11=3$

Another way of thinking: Visualize yourself standing on the number line. If you were standing at 5, it would take you 5 steps to reach 0. The absolute value of 5, or |5|, is 5. If you were at -3, it would take you 3 steps to reach 0. The absolute value of -3, or |-3|, is 3. If you were at 0, it would take 0 steps to reach 0. The absolute value of 0, or |0|, is 0.

TRY:

$$|-7| = _ |8| = _$$

$$|8| = _ |8| = _ |8| = _ |8| = - |8| = - |8| = - |8| = - |8| = - |8| = - |8| = - |8| = - |8| = - |8| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15| = - |15|$$