

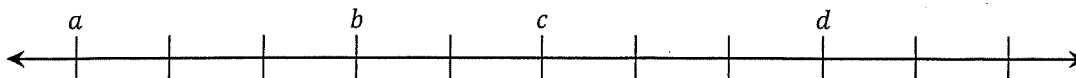
Name _____

Date _____

Lesson 1: Positive and Negative Numbers on the Number Line— Opposite Direction and Value

Exit Ticket

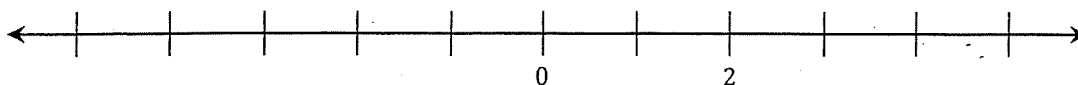
1. If zero lies between a and d , give one set of possible values for a , b , c , and d .



2. Below is a list of numbers in order from least to greatest. Use what you know about the number line to complete the list of numbers by filling in the blanks with the missing integers.

$-6, -5, \underline{\hspace{1cm}}, -3, -2, -1, \underline{\hspace{1cm}}, 1, 2, \underline{\hspace{1cm}}, 4, \underline{\hspace{1cm}}, 6$

3. Complete the number line scale. Explain and show how to find 2 and the opposite of 2 on a number line.



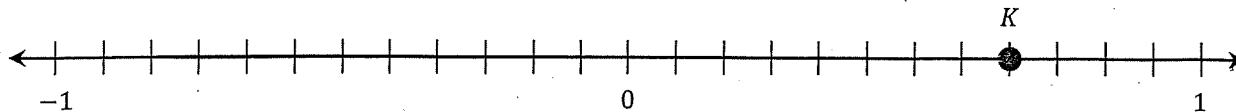
Name _____

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Lesson 6: Rational Numbers on the Number Line

Exit Ticket

Use the number line diagram below to answer the following questions.



1. What is the length of each segment on the number line?
2. What number does point K represent?
3. What is the opposite of point K ?
4. Locate the opposite of point K on the number line, and label it point L .
5. In the diagram above, zero represents the location of Martin Luther King Middle School. Point K represents the library, which is located to the east of the middle school. In words, create a real-world situation that could represent point L , and describe its location in relation to 0 and point K .

Name _____

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Lesson 7: Ordering Integers and Other Rational Numbers

Exit Ticket

In math class, Christina and Brett are debating the relationship between two rational numbers. Read their claims below, and then write an explanation of who is correct. Use a number line model to support your answer.

Christina's Claim: "I know that 3 is greater than $2\frac{1}{2}$. So, -3 must be greater than $-2\frac{1}{2}$."

Brett's Claim: "Yes, 3 is greater than $2\frac{1}{2}$, but when you look at their opposites, their order will be opposite. So, that means $-2\frac{1}{2}$ is greater than -3 ."

Name _____

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Lesson 8: Ordering Integers and Other Rational Numbers

Exit Ticket

Order the following set of rational numbers from least to greatest, and explain how you determined the order.

$$-3, 0, -\frac{1}{2}, 1, -3\frac{1}{3}, 6, 5, -1, \frac{21}{5}, 4$$

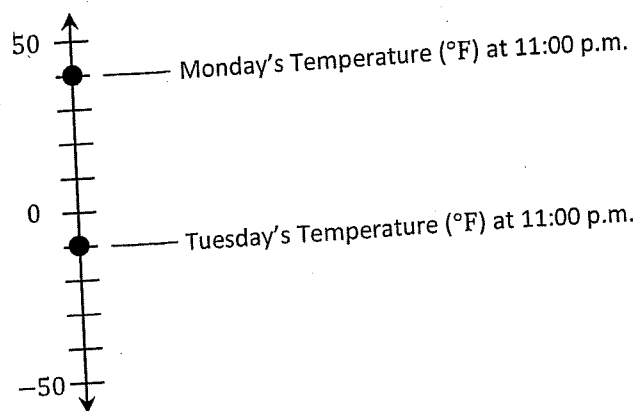
Name _____

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Lesson 9: Comparing Integers and Other Rational Numbers

Exit Ticket

1. Interpret the number line diagram shown below, and write a statement about the temperature for Tuesday compared to Monday at 11:00 p.m.



2. If the temperature at 11:00 p.m. on Wednesday is warmer than Tuesday's temperature but still below zero, what is a possible value for the temperature at 11:00 p.m. Wednesday?

Name _____

Date _____

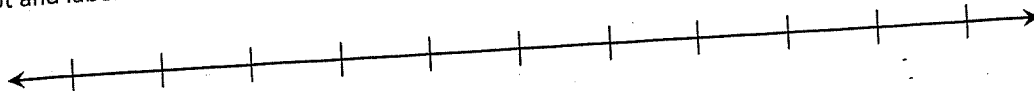
Lesson 10: Writing and Interpreting Inequality Statements Involving Rational Numbers

Exit Ticket

Kendra collected data for her science project. She surveyed people asking them how many hours they sleep during a typical night. The chart below shows how each person's response compares to 8 hours (which is the answer she expected most people to say).

Name	Number of Hours (usually slept each night)	Compared to 8 Hours
Frankie	8.5	0.5
Mr. Fields	7	-1.0
Karla	9.5	1.5
Louis	8	0
Tiffany	$7\frac{3}{4}$	$-\frac{1}{4}$

- a. Plot and label each of the numbers in the right-most column of the table above on the number line below.



- b. List the numbers from least to greatest.

- c. Using your answer from part (b) and inequality symbols, write one statement that shows the relationship among all of the numbers.

Name _____

Date _____

Lesson 11: Absolute Value—Magnitude and Distance

Exit Ticket

Jessie and his family drove up to a picnic area on a mountain. In the morning, they followed a trail that led to the mountain summit, which was 2,000 feet above the picnic area. They then returned to the picnic area for lunch. After lunch, they hiked on a trail that led to the mountain overlook, which was 3,500 feet below the picnic area.

- a. Locate and label the elevation of the mountain summit and mountain overlook on a vertical number line. The picnic area represents zero. Write a rational number to represent each location.

Picnic area: 0 Mountain summit: Mountain overlook:

- b. Use absolute value to represent the distance on the number line of each location from the picnic area.

Distance from the picnic area to the mountain summit: Distance from the picnic area to the mountain overlook:

- c. What is the distance between the elevations of the summit and overlook? Use absolute value and your number line from part (a) to explain your answer.



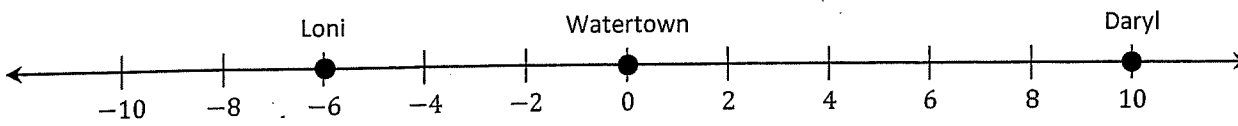
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Lesson 13: Statements of Order in the Real World

Exit Ticket

1. Loni and Daryl call each other from different sides of Watertown. Their locations are shown on the number line below using miles. Use absolute value to explain who is a farther distance (in miles) from Watertown. How much closer is one than the other?



2. Claude recently read that no one has ever scuba dived more than 330 meters below sea level. Describe what this means in terms of elevation using sea level as a reference point.