

NAME _____ Date _____
Homework: Module 2 Lesson 1 : Positive/Negative Numbers on a Number Line

1. Create a scale for the number line in order to plot the points -2 , 4 , and 6 .



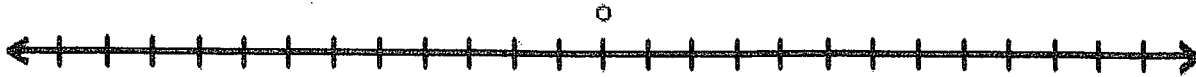
- a. Graph each point and its opposite on the number line. (graph 6 points)
- b. Explain how you found the opposite of each point.

2. Carlos uses a vertical number line to graph the points -4 , -2 , 3 , and 4 . He notices that -4 is closer to zero than -2 . He is not sure about his diagram. Use what you know about a vertical number line to determine if Carlos made a mistake or not. Support your explanation with a number line diagram.

not Carlos' Model



3. Create a scale in order to graph the numbers -12 through 12 on a number line. What does each tick mark represent?



4. Choose an integer between -5 and -10 . Label it R on the number line above and complete the following tasks.
- a. What is the opposite of R ? Label it Q . _____
 - b. State a positive integer greater than Q . Label it T . _____
 - c. State a negative integer greater than R . Label it S . _____
 - d. State a negative integer less than R . Label it U . _____
 - e. State an integer between R and Q . Label it V . _____
5. Will the opposite of a positive number *always, sometimes, or never* be a positive number? Explain your reasoning.

6. Will the opposite of zero *always, sometimes, or never* be zero? Explain your reasoning.

7. Will the opposite of a number *always, sometimes, or never* be greater than the number itself? Explain. Provide an example to support your reasoning.
