Day 1

1. Pick a seat. Any seat.
2. Get a whiteboard, a marker, and a paper towel.
3. Write down one -ing verb to describe your summer.
4. Hurry. We use time well in this class.

5. What Language Is This?

5. What Language Is This?

a) Die fette Katze geht schnell.

5. What Language Is This?

a) Die fette Katze geht schnell.

b) El gato gordo camina rápidamente.

5. What Language Is This?

a) Die fette Katze geht schnell.

b) El gato gordo camina rápidamente.

c) Il gatto grasso cammina velocement.

5. What Language Is This?

a) Die fette Katze geht schnell.

b) El gato gordo camina rápidamente.

c) Il gatto grasso cammina velocement.

d) Le gros chat marche rapidement.

5. What Language Is This?

a) Die fette Katze geht schnell.

b) El gato gordo camina rápidamente.

c) Il gatto grasso cammina velocement.

d) Le gros chat marche rapidement.

e) O gato gordo anda rapidamente.

5. What Language Is This?

a) Die fette Katze geht schnell. German

b) El gato gordo camina rápidamente.

c) Il gatto grasso cammina velocement.

d) Le gros chat marche rapidement.

e) O gato gordo anda rapidamente.

5. What Language Is This?

a) Die fette Katze geht schnell. German

b) El gato gordo camina rápidamente. Spanish

c) Il gatto grasso cammina velocement.

d) Le gros chat marche rapidement.

e) O gato gordo anda rapidamente.

5. What Language Is This?

a) Die fette Katze geht schnell. German

b) El gato gordo camina rápidamente. Spanish

c) Il gatto grasso cammina velocement. Italian

d) Le gros chat marche rapidement.

e) O gato gordo anda rapidamente.

5. What Language Is This?

a) Die fette Katze geht schnell. German

b) El gato gordo camina rápidamente. Spanish

c) Il gatto grasso cammina velocement. Italian

d) Le gros chat marche rapidement. French

e) O gato gordo anda rapidamente.

5. What Language Is This?

a) Die fette Katze geht schnell. — German

b) El gato gordo camina rápidamente. — Spanish

c) Il gatto grasso cammina velocement. — Italian

d) Le gros chat marche rapidement. — French

e) O gato gordo anda rapidamente. — Portuguese

5. What Language Is This?

a) Die fette Katze geht schnell. — German

b) El gato gordo camina rápidamente. — Spanish

c) Il gatto grasso cammina velocement. — Italian

d) Le gros chat marche rapidement. — French

e) O gato gordo anda rapidamente. — Portuguese

f) The fat cat walks fast. — English

5. What Language Is This?

a) Die **fette Katze** geht schnell. — German

b) El **gato gordo** camina rápidamente. — Spanish

c) Il **gatto grasso** cammina velocement. — Italian

d) Le **gros chat** marche rapidement. — French

e) O **gato gordo** anda rapidamente. — Portuguese

f) The **fat cat** walks fast. — English

5. What Language Is This?

g) $4^2 - 3 \bullet 4 + (8 \div 2)^3$ Math

#1

4 more than p.

#1

4 more than p.

#2

4 less than p.

#1

4 more than p.

p + 4

#2

4 less than p.

#2

4 less than p.

#3

the product of 15 and c.

#2

4 less than p.

p - 4

#3

the product of 15 and c.

#3

the product of 15 and c.

#4

the sum of 12 and five times m.

#3

the product of 15 and c.

15c

#4

the sum of 12 and five times m.

#4

the sum of 12 and five times m.

#5

What language is this:

математика - мой друг.

#4

the sum of 12 and five times m.

5m + 12

#5

What language is this:

математика - мой друг.

#5

What language is this:

математика - мой друг.

#6

What does this mean in German?

Mathematik ist mein Freund.

#5

What language is this:

математика - мой друг.

Russian.

#6

What does this mean in German?

Mathematik ist mein Freund.

#6

What does this mean in German?

Mathematik ist mein Freund.

#7

the quotient of a number and six.

#6

What does this mean in German?

Mathematik ist mein Freund.

Mathematics is my friend.

#7

the quotient of a number and six.

#7

the quotient of a number and six.

#8

the product of 5 and m minus the quotient of t and 7.

#7

the quotient of a number and six.

n/6

#8

the product of 5 and m minus the quotient of t and 7.

#8

the product of 5 and m minus the quotient of t and 7.

#9

four times the sum of a number and 10.

#8

the product of 5 and m minus the quotient of t and 7.

5m - t/7

#9

four times the sum of a number and 10.

#9

four times the sum of
a number and 10.

#10

write this in English:

5n - 7

#9

four times the sum of a number and 10.

4(n + 10)

#10

write this in English:

5n - 7

#10

write this in English:

5n - 7

#11

write this in English:

q/6 + 7

#10

write this in English:

5n - 7

seven less than five times a number

#11

write this in English:

q/6 + 7

#11

write this in English:

$\frac{q}{6} + 7$

#12

ten less than five times a number

#11

write this in English:

q/6 + 7

seven more than the quotient of q and six.

#12

ten less than five times a number

7. Fill Out A Notecard

7. Fill Out A Notecard

a) What is your name?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?
d) What do you like about math?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?
d) What do you like about math?
e) What do you dislike about math?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?
d) What do you like about math?
e) What do you dislike about math?
f) What do you need to learn math best?

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?
d) What do you like about math?
e) What do you dislike about math?
f) What do you need to learn math best?
g) Fill in the blank: when I get older I would like to _____.

7. Fill Out A Notecard

a) What is your name?
b) How old are you?
c) What is your favorite school subject?
d) What do you like about math?
e) What do you dislike about math?
f) What do you need to learn math best?
g) Fill in the blank: when I get older I would like to _____.

8. Who I Am

Practice

Write in English:

$2m + 3$

Challenge

Write in English:

$2(m + 3)$

9. Homework

Practice

Write in English:

2m + 3

Challenge

Write in English:

2(m + 3)

Day 2

Day 2

1. Opener

Day 2

1. Opener

a) Write this in math language: eight less than twice a number.

Day 2

1. Opener

a) Write this in math language: eight less than twice a number.

b) What is the result if the original number is 40?

Day 2

1. Opener

a) Write this in math language: eight less than twice a number.

b) What is the result if the original number is 40?

c) What is the result if the original number is 20?

Day 2

1. Opener

a) Write this in math language: eight less than twice a number.

b) What is the result if the original number is 40?

c) What is the result if the original number is 20?

d) If the result is 0, what is the original number?

Day 2

1. Opener

a) Write this in math language: eight less than twice a number.

b) What is the result if the original number is 40?

c) What is the result if the original number is 20?

d) If the result is 0, what is the original number?

e) What was the most popular baby girl name in 1994? Boy name?

2. Homework Review

Practice

Write in English:

2m + 3

Challenge

Write in English:

2(m + 3)

we did this in algebra a and used the number line for algebra 1 — too remedial for algebra 1

3. Make A Number Line

we did this in algebra a and used the number line for algebra 1 — too remedial for algebra 1

4. Use The Number Line

$$7 + 8$$

4. Use The Number Line

7 - 8

4. Use The Number Line

7 - 8 + 5

4. Use The Number Line

$$4 - 7 + 12 - 16 + 7$$

4. Use The Number Line

$$4 - (-7) + (-12) - (+16) + 7$$

5. Pizzazz

6. Homework

Practice

$$3 - 7 + 12 - 6 - (+7)$$

Challenge

$$3 + (-7) - (+12) - 6 - (+7)$$

Day 3

$$7 - 10 + 1 - 9 =$$

$$10 - (+8) - (-2) - 7 =$$

$$(5)(-2)(3)(-4)(-1) =$$

$$-1 + 1 - 1 + 1 - 1 \cdots$$

Day 3

1. Opener

$$7 - 10 + 1 - 9 =$$

$$10 - (+8) - (-2) - 7 =$$

$$(5)(-2)(3)(-4)(-1) =$$

$$-1 + 1 - 1 + 1 - 1 \cdots$$

Day 3

1. Opener

Simplify these.

$7 - 10 + 1 - 9 =$

$10 - (+8) - (-2) - 7 =$

$(5)(-2)(3)(-4)(-1) =$

$-1 + 1 - 1 + 1 - 1 \cdots$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

$10-(+8)-(-2)-7=$

$(5)(-2)(3)(-4)(-1)=$

$-1+1-1+1-1\cdots$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

b) $10-(+8)-(-2)-7=$

$(5)(-2)(3)(-4)(-1)=$

$-1+1-1+1-1\cdots$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

b) $10-(+8)-(-2)-7=$

c) $(5)(-2)(3)(-4)(-1)=$

$-1+1-1+1-1\cdots$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

b) $10-(+8)-(-2)-7=$

c) $(5)(-2)(3)(-4)(-1)=$

d) This sequence goes on for 784 numbers. What is the sum?

$$-1+1-1+1-1\cdots$$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

b) $10-(+8)-(-2)-7=$

c) $(5)(-2)(3)(-4)(-1)=$

d) This sequence goes on for 784 numbers. What is the sum?

$$-1+1-1+1-1\cdots$$

Day 3

1. Opener

Simplify these.

a) $7-10+1-9=$

b) $10-(+8)-(-2)-7=$

c) $(5)(-2)(3)(-4)(-1)=$

d) This sequence goes on for 784 numbers. What is the sum?

$$-1+1-1+1-1\cdots$$

e) What does Manero's Steakhouse in Greenwich, CN, offer to any baby born in the restaurant?

6. Homework

Practice

$$3 - 7 + 12 - 6 - (+7)$$

Challenge

$$3 + (-7) - (+12) - 6 - (+7)$$

2. Chocolate Math

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.
5. If you have already had your birthday, add 1758. If you haven't, add 1757.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.
5. If you have already had your birthday, add 1758. If you haven't, add 1757.
6. Now subtract the four-digit year you were born in.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.
5. If you have already had your birthday, add 1758. If you haven't, add 1757.
6. Now subtract the four-digit year you were born in.
7. You should have a three-digit number.

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.
5. If you have already had your birthday, add 1758. If you haven't, add 1757.
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7. You should have a three-digit number.

THE FIRST DIGIT OF THIS IS YOUR ORIGINAL NUMBER

2. Chocolate Math

1. Pick the number of times per week you'd like to have chocolate. (At least once but less than ten times.)
2. Multiply this number by 2.
3. Add 5.
4. Multiply it by 50.
5. If you have already had your birthday, add 1758. If you haven't, add 1757.
6. Now subtract the four-digit year you were born in.
7. You should have a three-digit number.

THE FIRST DIGIT OF THIS IS YOUR ORIGINAL NUMBER
THE NEXT TWO NUMBERS ARE YOUR AGE

3. Order of Operations

$$20 - 3 + 4$$

3. Order of Operations

$$(20)(-3)(4)$$

3. Order of Operations

$$20 + 5 \cdot 4$$

3. Order of Operations

$$20 + 5 \cdot (4 - 1)$$

3. Order of Operations

$$20 + 5 \bullet (4 - 1)^2$$

3. Order of Operations

$$20 \div 5 \bullet 2 + 5 \bullet (4 - 1)^2$$

3. Order of Operations

$$6 \bullet 2^2 =$$

$$4 \bullet 3^2 =$$

$$(6-8)^2 \bullet (1-7) =$$

$$4^2 - 2(3)(9) =$$

$$5^2 - 4(2)(3) =$$

$$5 + 4 \bullet 2^3 =$$

$$9 \div 3 \bullet 2 + 3 - 2 + 7^2 =$$

3. Order of Operations

$$6 \bullet 2^2 =$$

$$4 \bullet 3^2 =$$

$$(6-8)^2 \bullet (1-7) =$$

$$4^2 - 2(3)(9) =$$

$$5^2 - 4(2)(3) =$$

$$5 + 4 \bullet 2^3 =$$

$$9 \div 3 \bullet 2 + 3 - 2 + 7^2 =$$

$$15 - 2^3 + 50 \div 5 - 3 + 4(3)^2 + 1 - 2 + 3 - 4 - 12 \bullet 2^2 =$$

4. Evaluating

$$7 + 8$$

4. Evaluating

$$a + x$$

4. Evaluating

Evaluate:

$$a + x$$

4. Evaluating

Evaluate:

$$a + x$$

for a = 7 and x = 8

4. Evaluating

Evaluate:

$$a + x$$

for a = 12 and x = 10

4. Evaluating

Evaluate:

$$a + x$$

for a = 1 and x = 14

4. Evaluating

Evaluate:

$$a + x$$

for a = 1,500 and x = 23,000,000

4. Evaluating

Evaluate:

PTS + RB + STL + .5•AST + .5•BLK - FGA - TO - .5•FTA - .5PF

4. Evaluating

Evaluate:

$b^2 - 4ac$

for a = 7, b = -5, and c = 2

4. Evaluating

Evaluate:

$b^2 - 4ac$

for a = , b = , and c =

5. Sampler

Practice

Evaluate:

$$2ab + 5$$

for a = -3, b = -2

Challenge

Evaluate:

$$-2a^3b + 5$$

for a = -3, b = -2

6. Homework

Practice

Evaluate:

$$2ab + 5$$

for a = -3, b = -2

Challenge

Evaluate:

$$-2a^3b + 5$$

for a = -3, b = -2

Day 4

$$(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$$

$$(-2)(3)(-4)(5) =$$

$$10 - (+32) - (-22) =$$

$$1 - 2 + 3 - 4 + \cdots - 50 =$$

$$x^2 - 5x + 6$$

$$x^2 - 5x + 6 = 0$$

Day 4

1. Opener

$$(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$$

$$(-2)(3)(-4)(5) =$$

$$10-(+32)-(-22) =$$

$$1-2+3-4+\cdots-50 =$$

$$x^2-5x+6$$

$$x^2-5x+6=0$$

Day 4

1. Opener

Simplify each of these:

$(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

$(-2)(3)(-4)(5) =$

$10-(+32)-(-22) =$

$1-2+3-4+\cdots-50 =$

x^2-5x+6

$x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

$(-2)(3)(-4)(5) =$

$10-(+32)-(-22) =$

$1-2+3-4+\cdots-50 =$

x^2-5x+6

$x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

$10-(+32)-(-22) =$

$1-2+3-4+\cdots-50 =$

x^2-5x+6

$x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

c) $10-(+32)-(-22) =$

$1-2+3-4+\cdots-50 =$

x^2-5x+6

$x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

c) $10-(+32)-(-22) =$

d) $1-2+3-4+\cdots-50 =$

x^2-5x+6

$x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

c) $10-(+32)-(-22) =$

d) $1-2+3-4+\cdots-50 =$

e) Evaluate: x^2-5x+6 for x = 6

$$x^2-5x+6=0$$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

c) $10-(+32)-(-22) =$

d) $1-2+3-4+\cdots-50 =$

e) Evaluate: x^2-5x+6 for x = 6

f) What number could you evaluate in (e) so that $x^2-5x+6=0$

Day 4

1. Opener

Simplify each of these:

a) $(-1)(-1)(1)(-1)(1)(-1)(-1)(-1)(-1)(50) =$

b) $(-2)(3)(-4)(5) =$

c) $10-(+32)-(-22) =$

d) $1-2+3-4+\cdots-50 =$

e) Evaluate: x^2-5x+6 for x = 6

f) What number could you evaluate in (e) so that $x^2-5x+6=0$

g) What appetizer is most requested with a last meal?

Practice

Evaluate:

$$2ab + 5$$

for a = -3, b = -2

Challenge

Evaluate:

$$-2a^3b + 5$$

for a = -3, b = -2

6. Homework

Practice

Evaluate:

$$2ab + 5$$

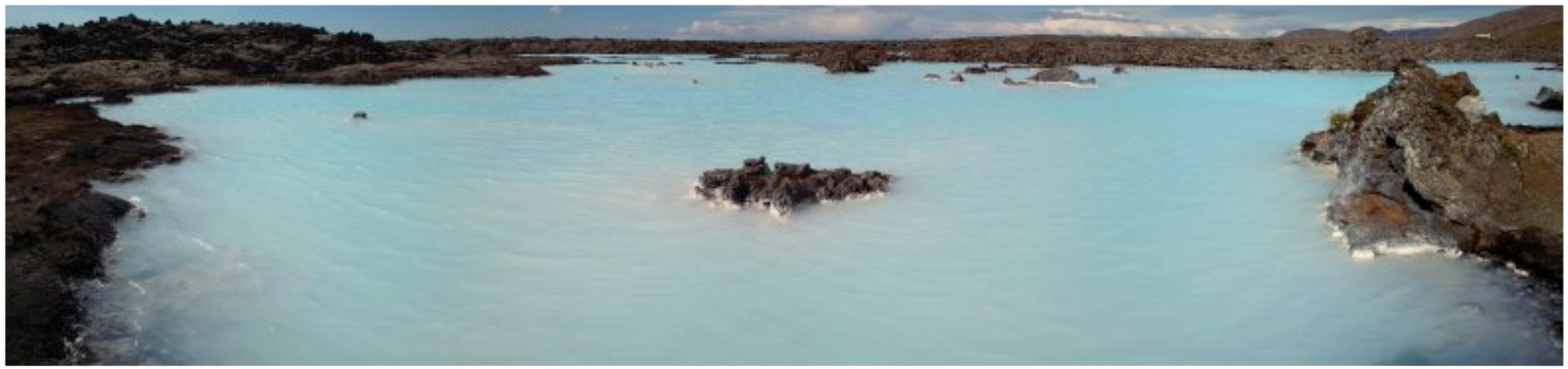
for a = -3, b = -2

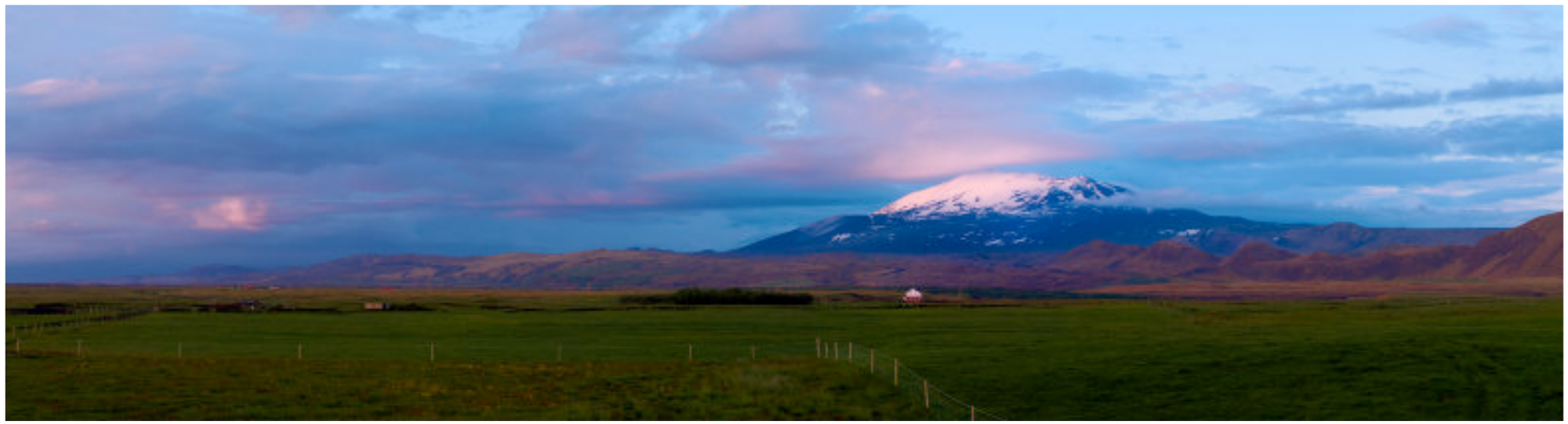
Challenge

Evaluate:

$$-2a^3b + 5$$

for a = -3, b = -2





3. Order of Operations

$$20 - 3 + 4$$

3. Order of Operations

$$(20)(-3)(4)$$

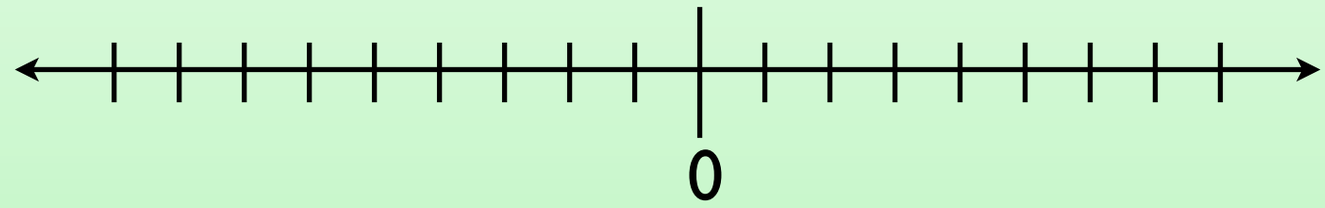
3. Order of Operations

$$20 \div 5 \bullet 2 + 5 \bullet (4 - 1)^2$$

2. Kinds of Numbers

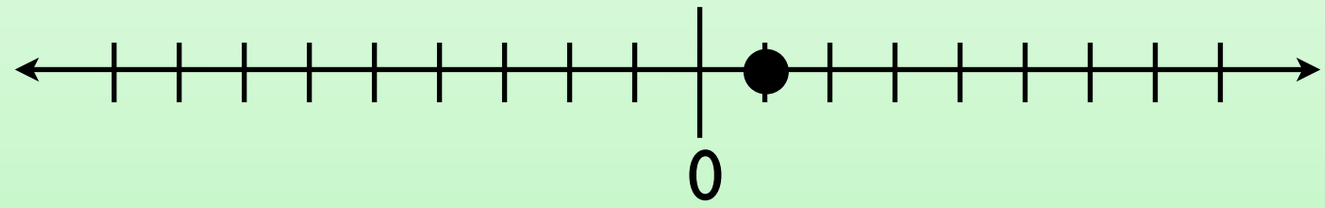
2. Kinds of Numbers

natural numbers



2. Kinds of Numbers

natural numbers



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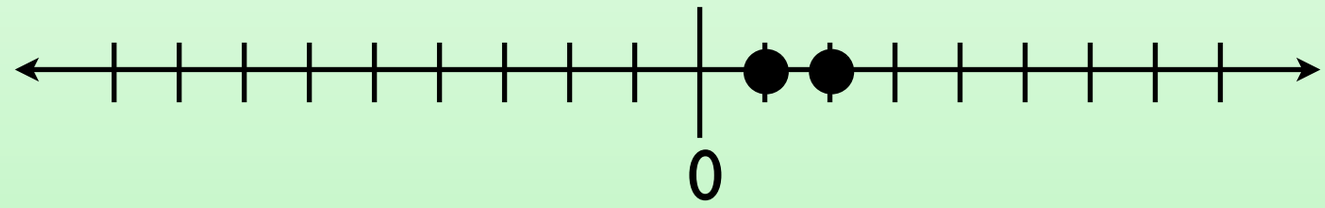
natural numbers



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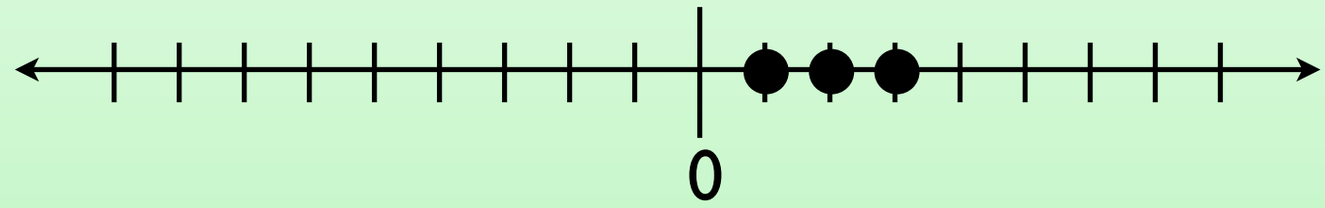
natural numbers



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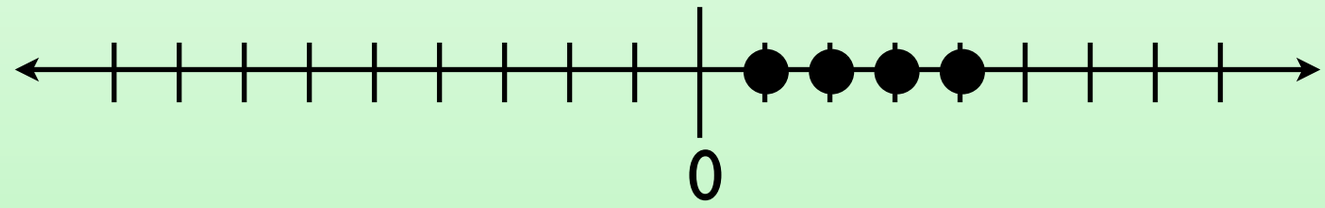
natural numbers



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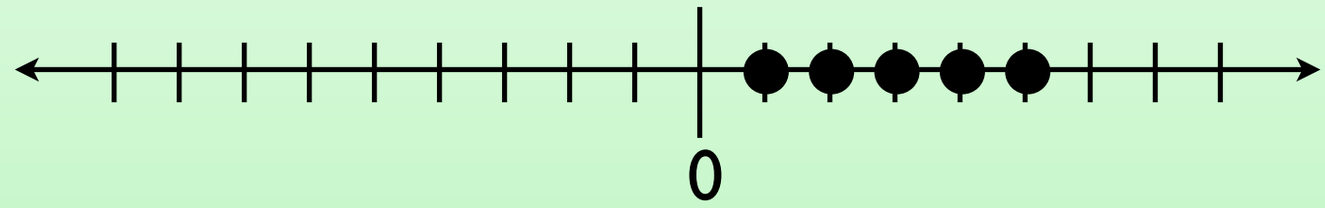
natural numbers



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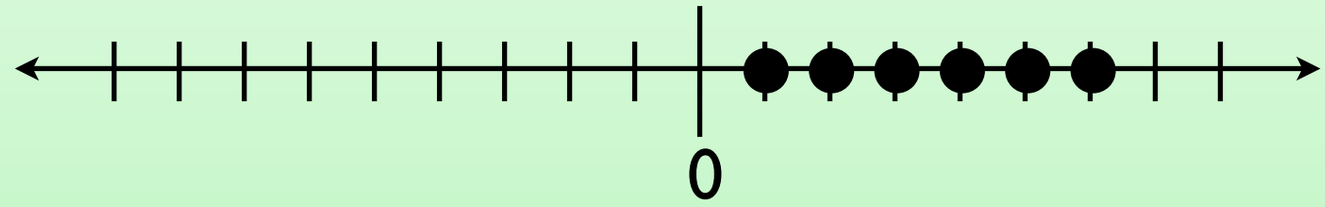
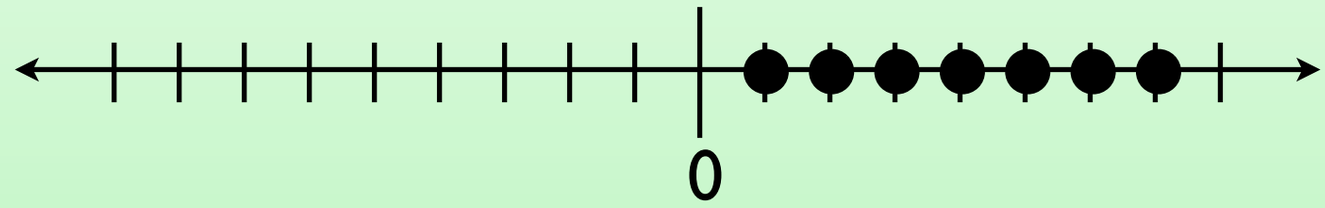
natural numbers



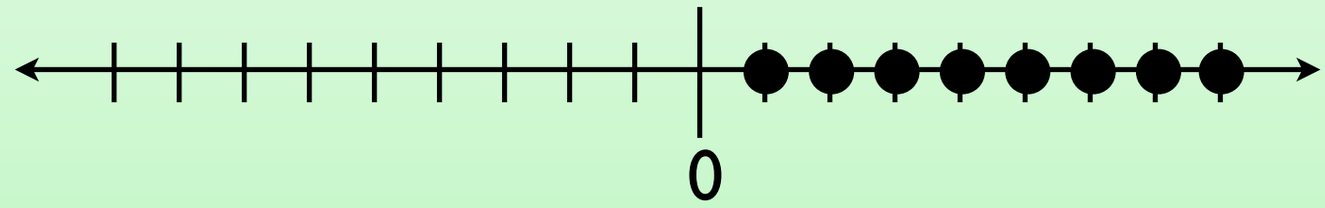
2. Kinds of Numbers

natural numbers



2. Kinds of Numbers

natural numbers



2. Kinds of Numbers

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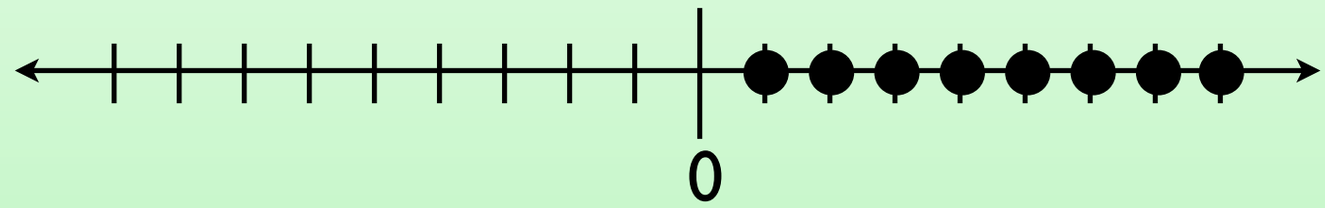

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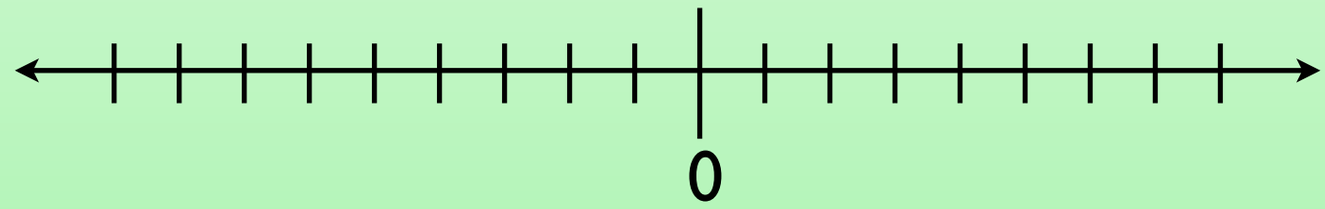

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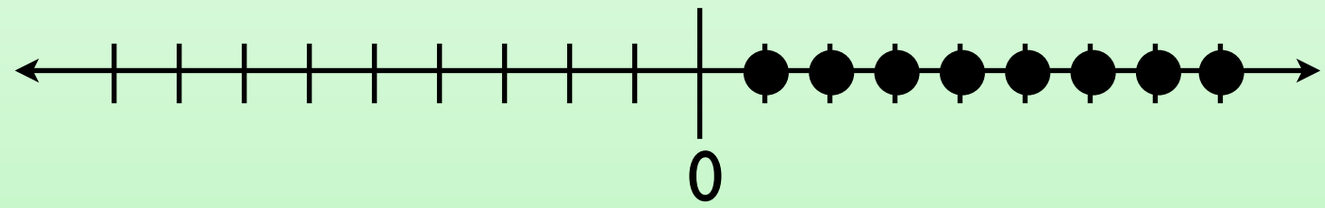

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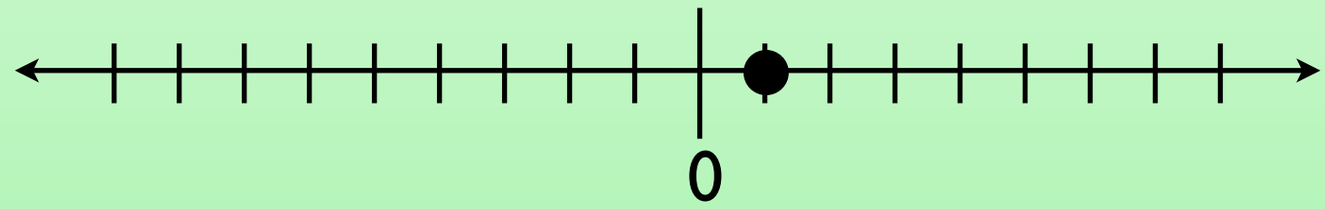

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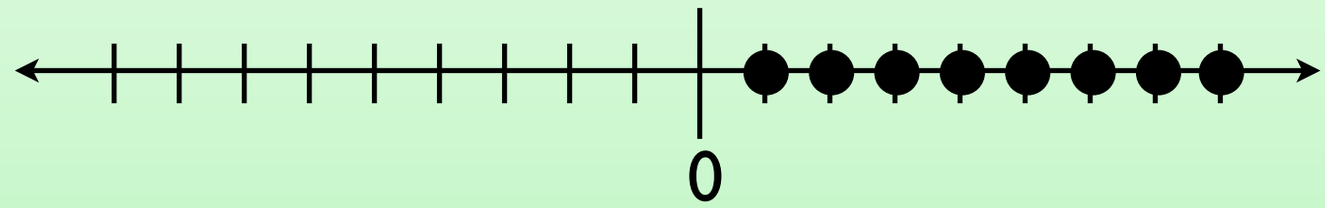

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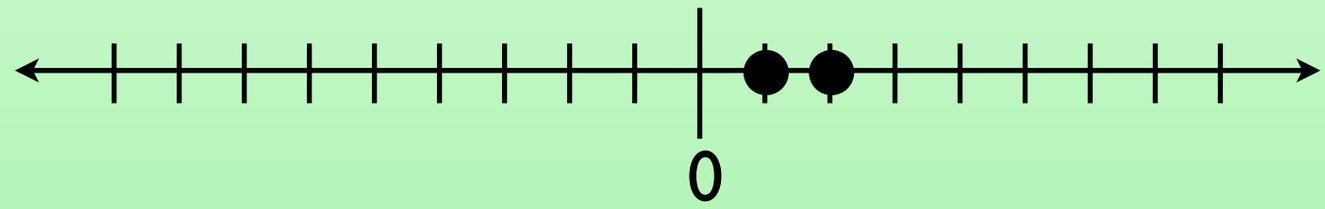

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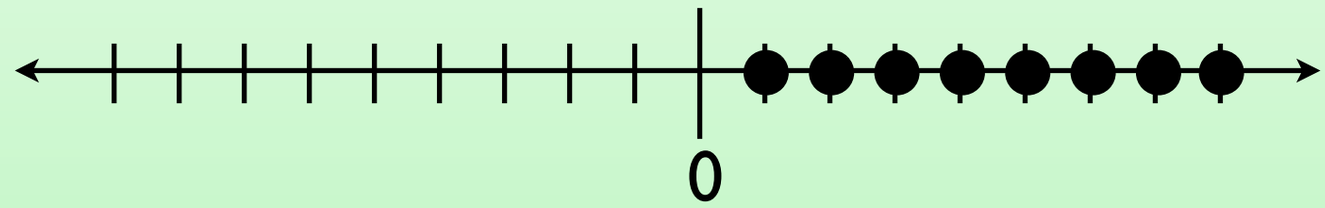

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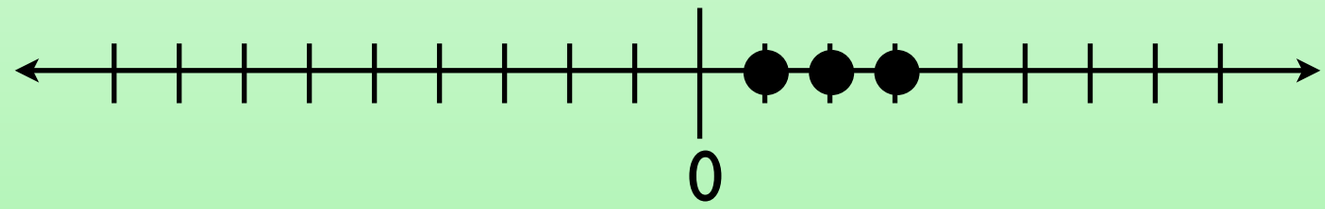

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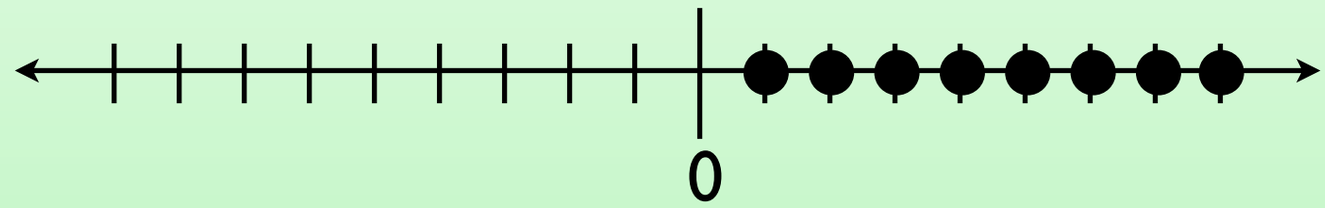

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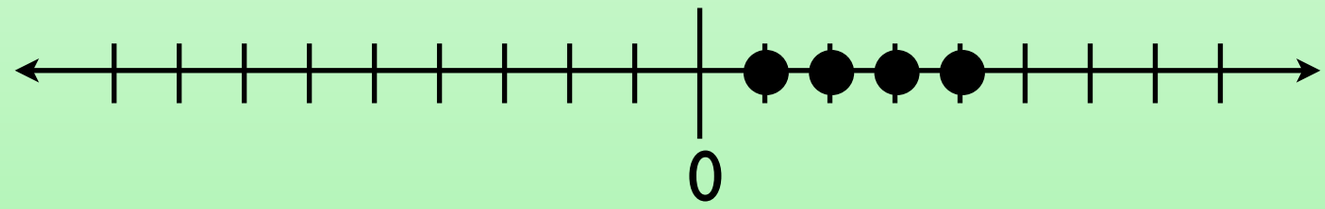

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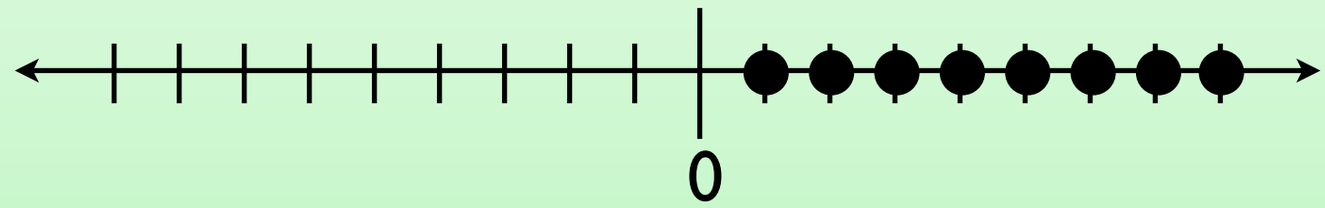

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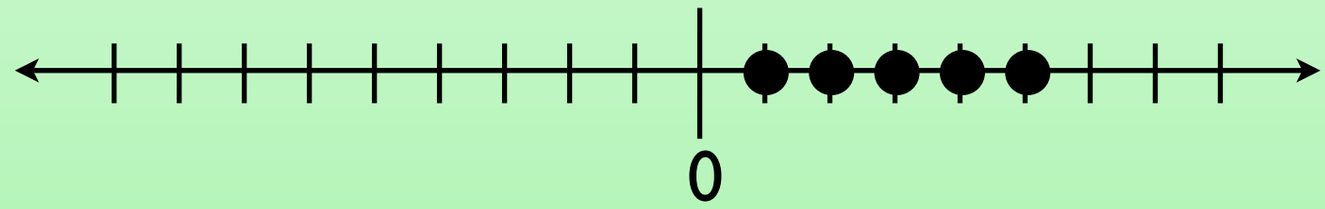

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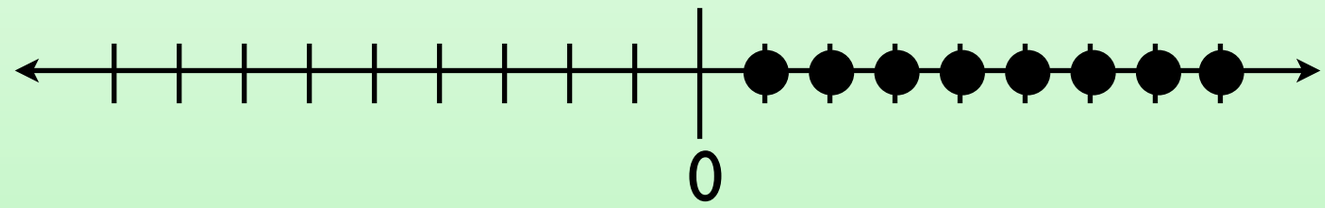

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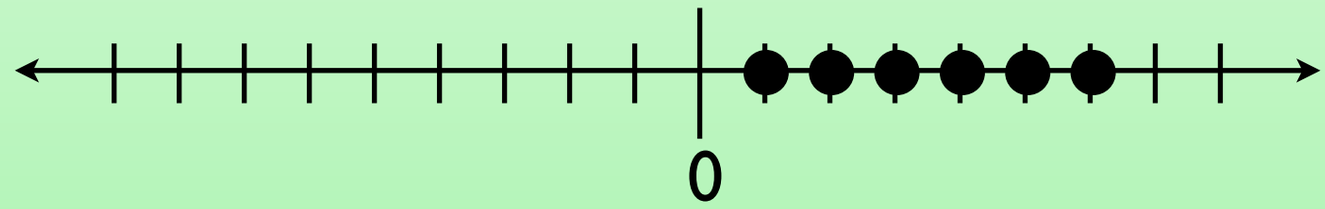

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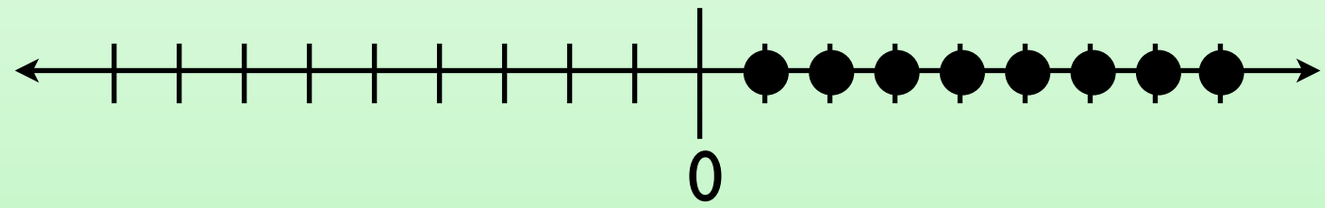

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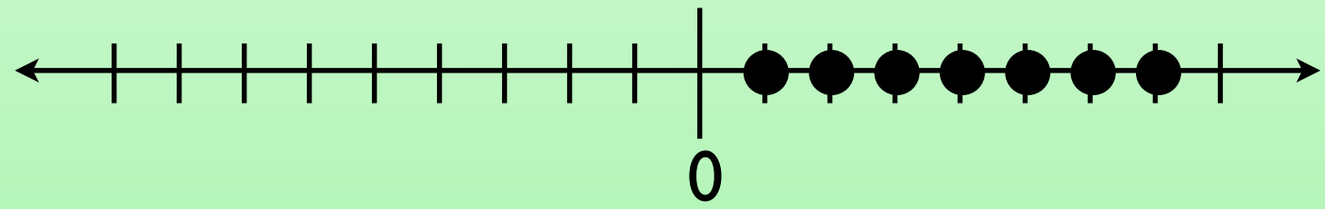

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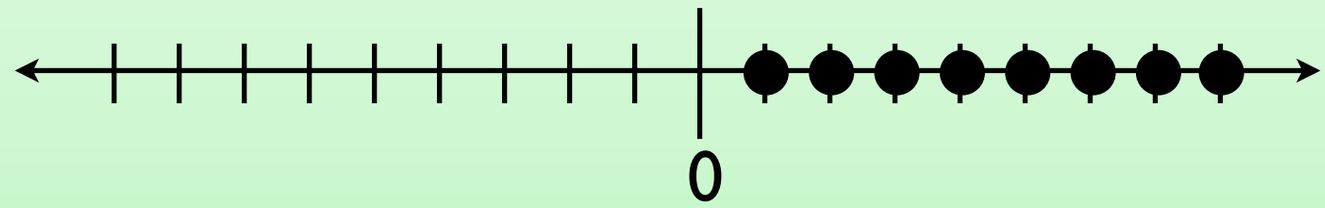

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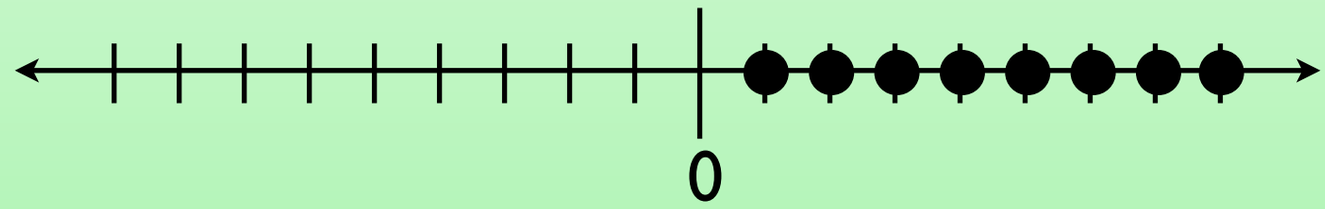

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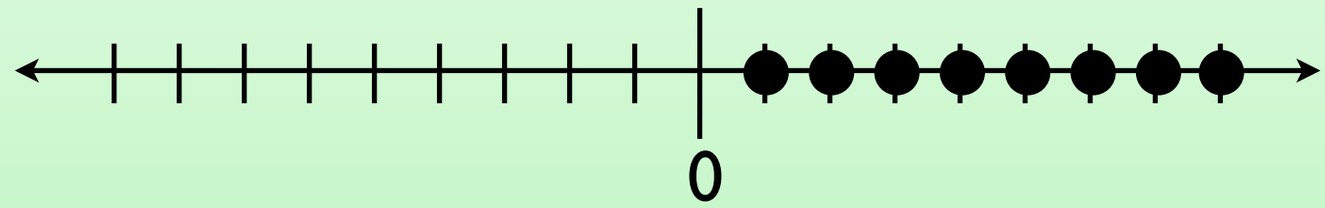

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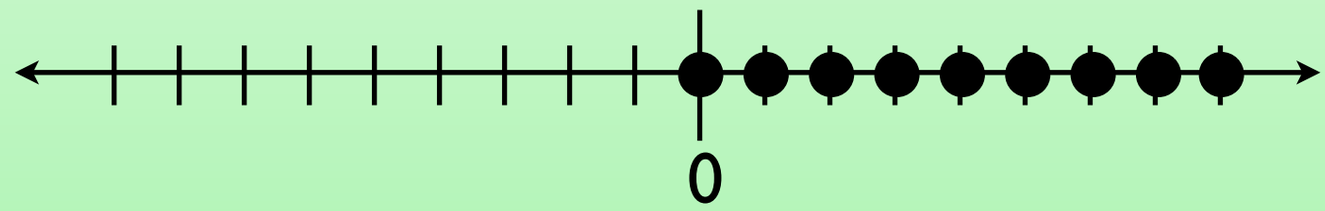

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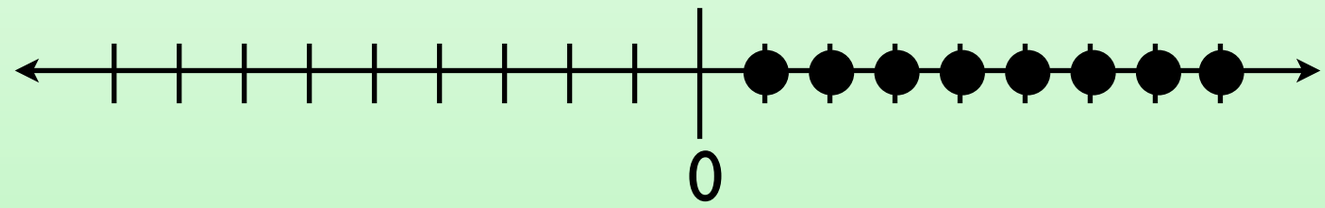

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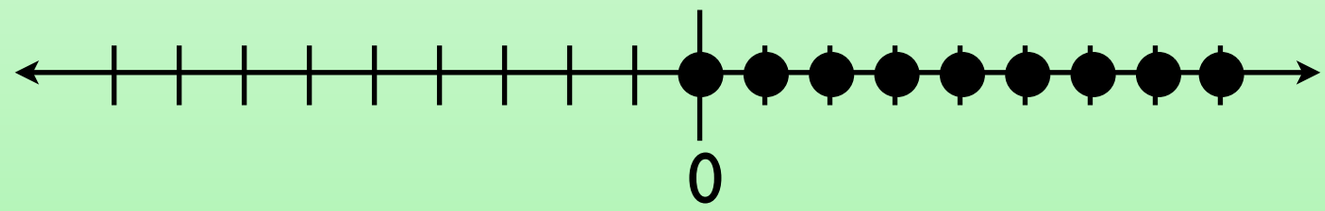

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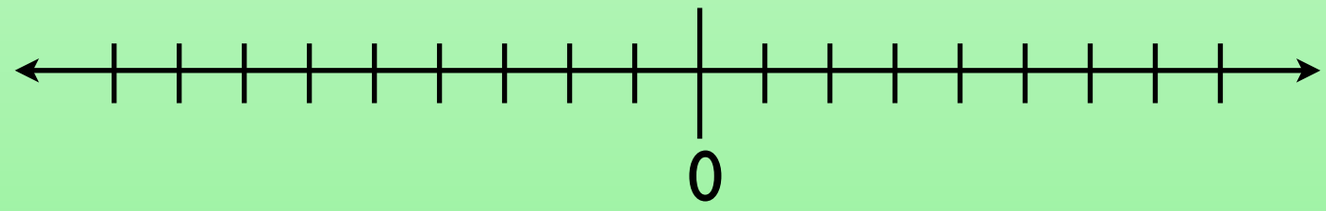

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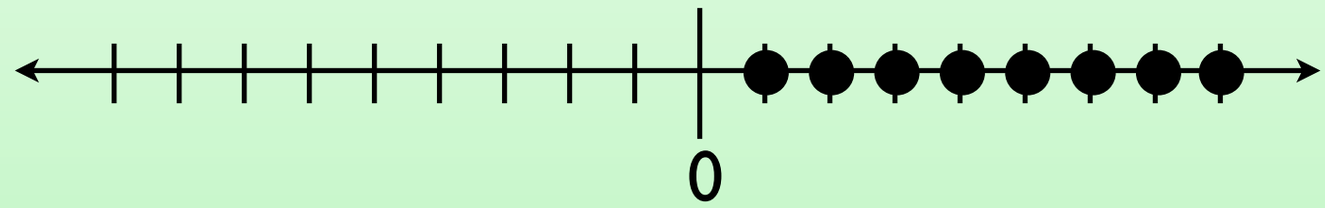

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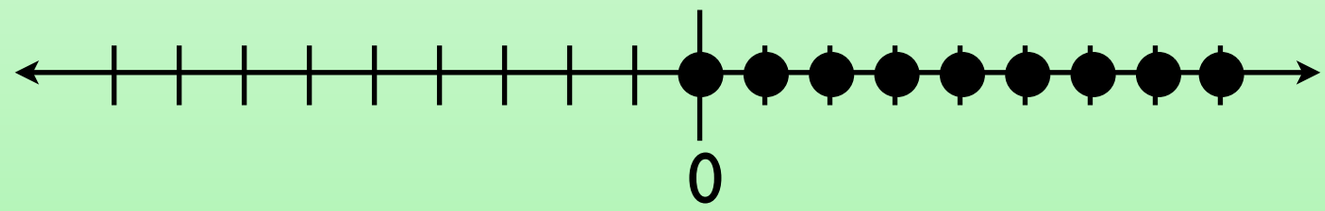

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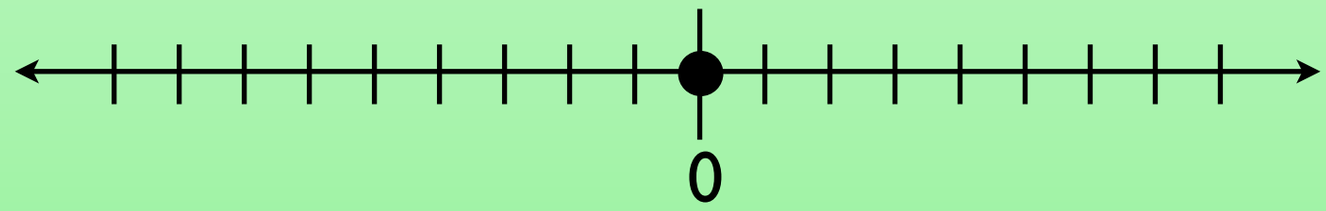

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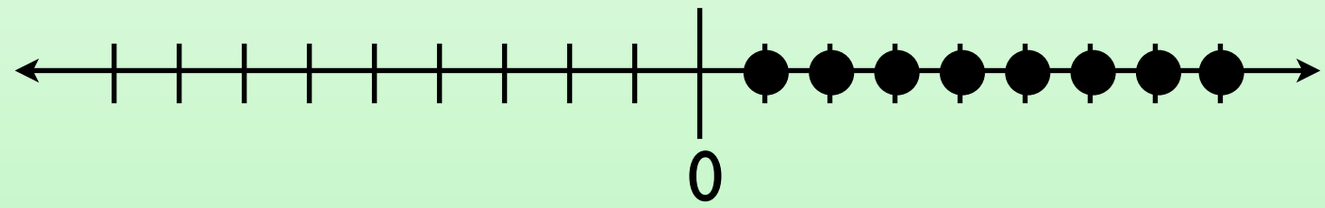

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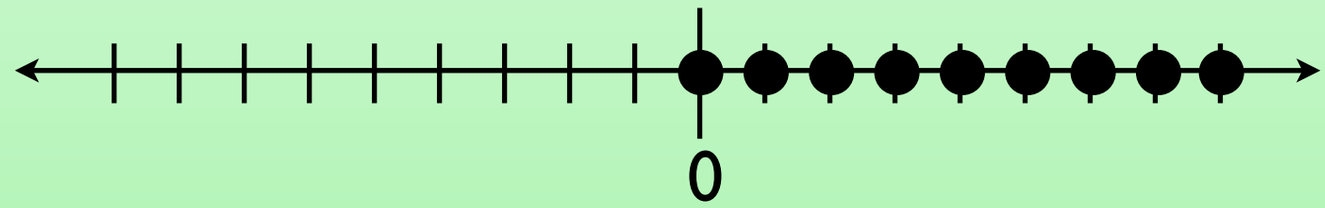

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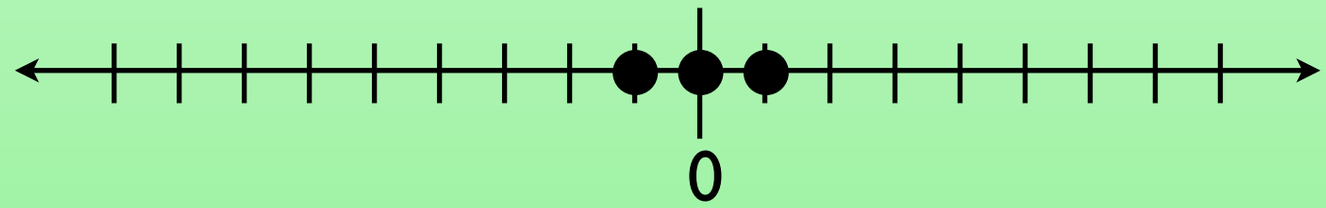

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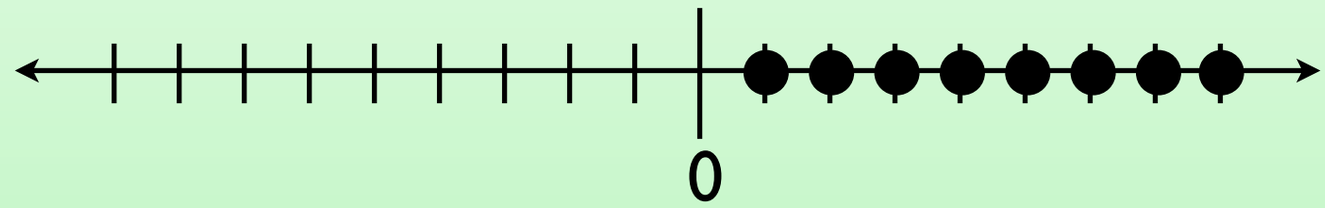

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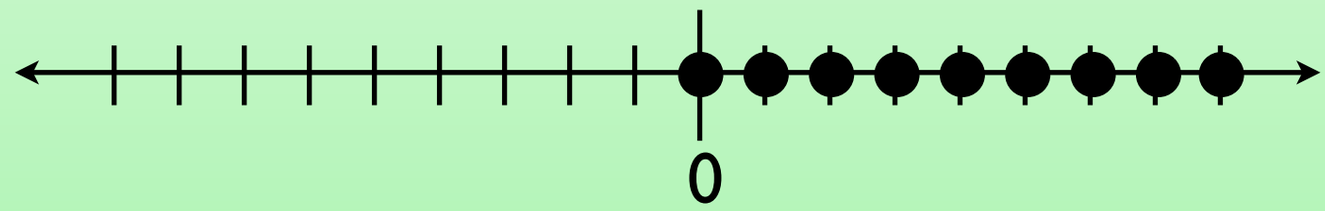

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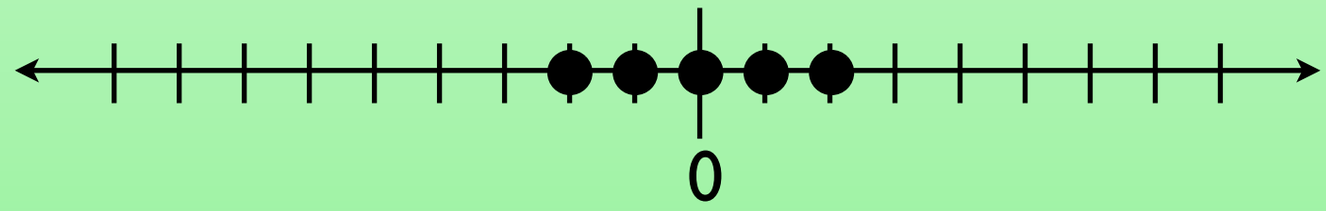

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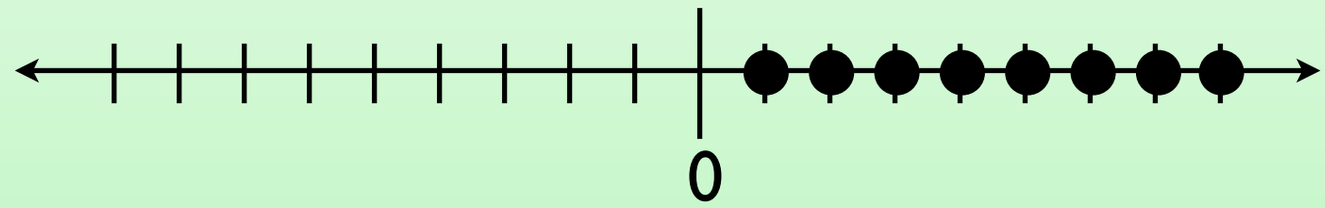

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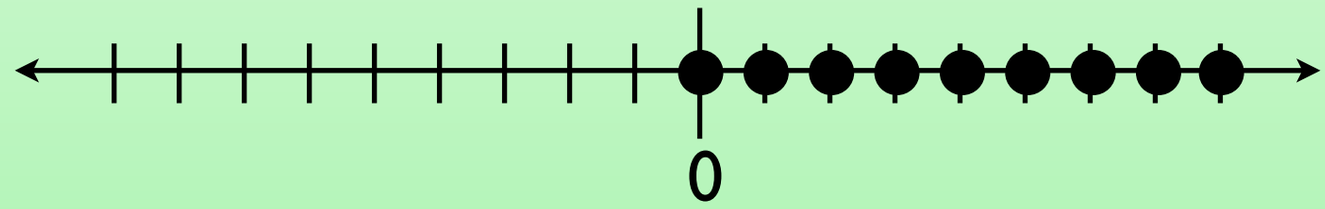

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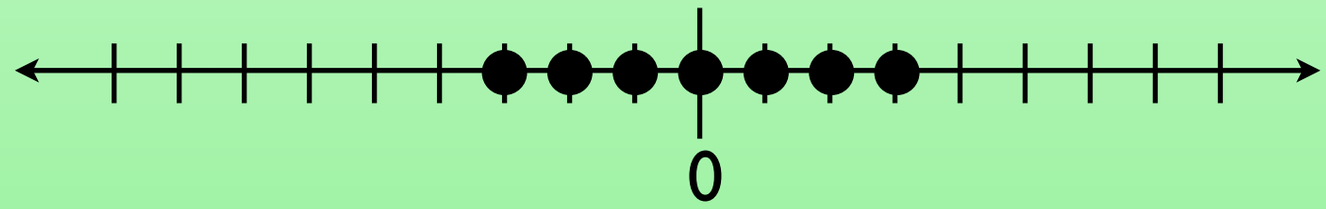

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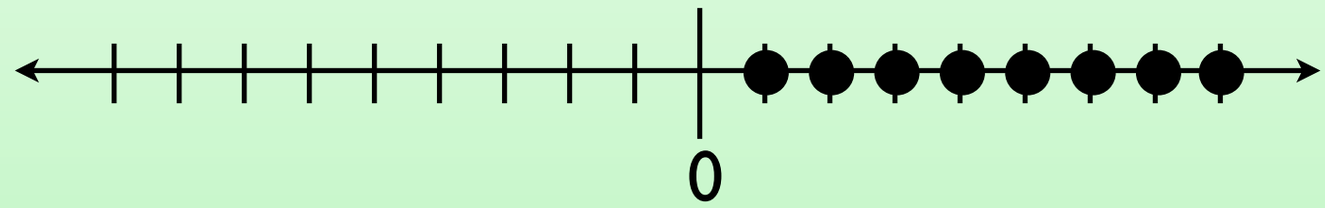

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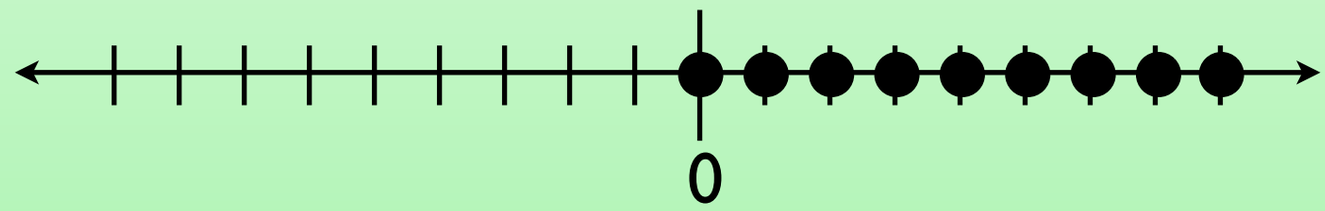

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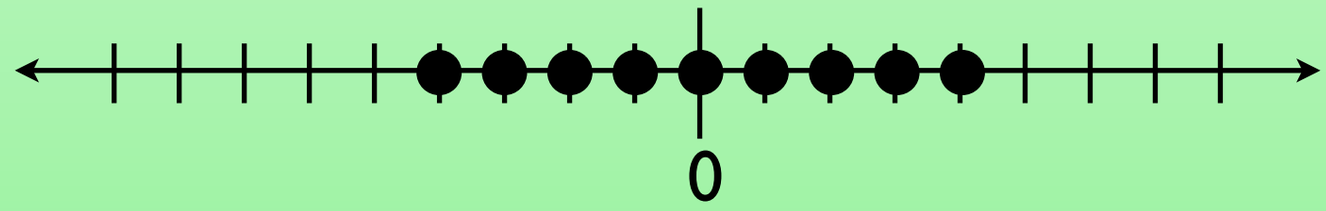

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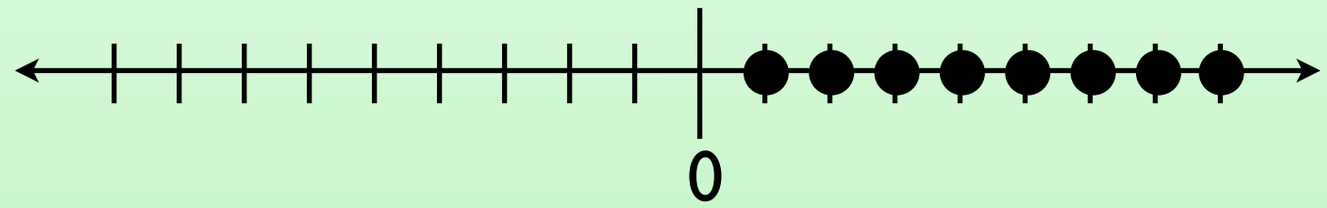

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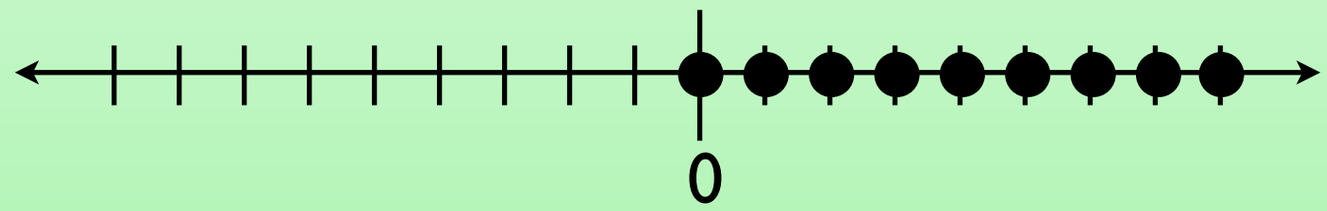

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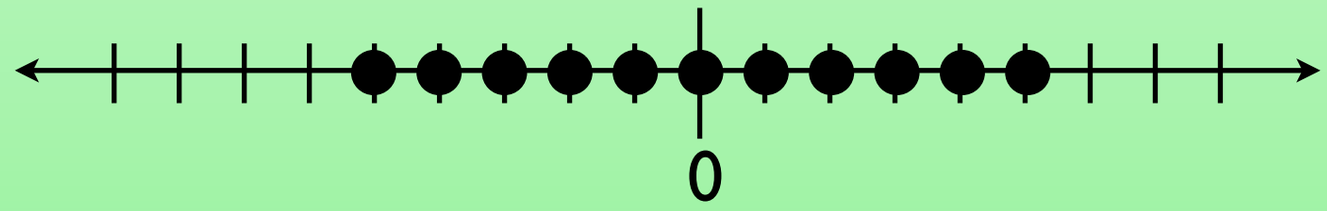

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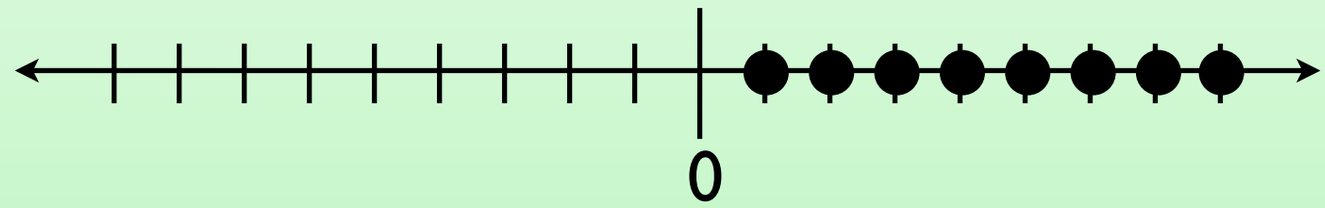

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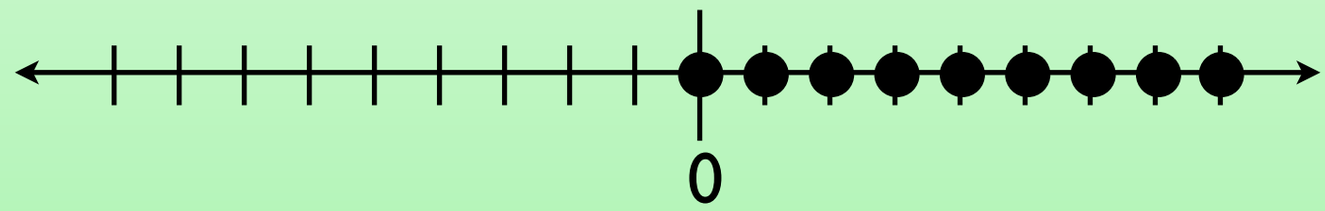

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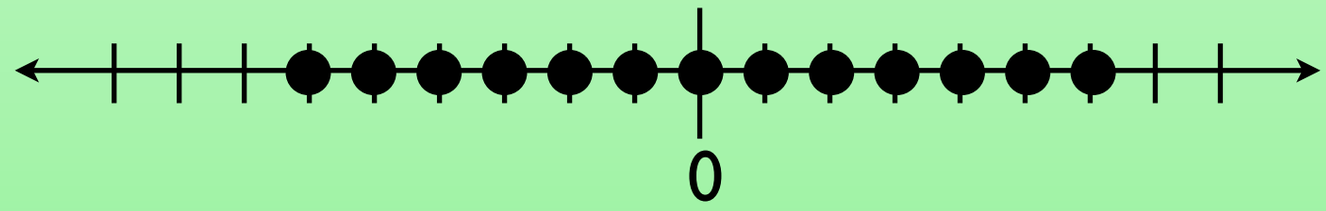

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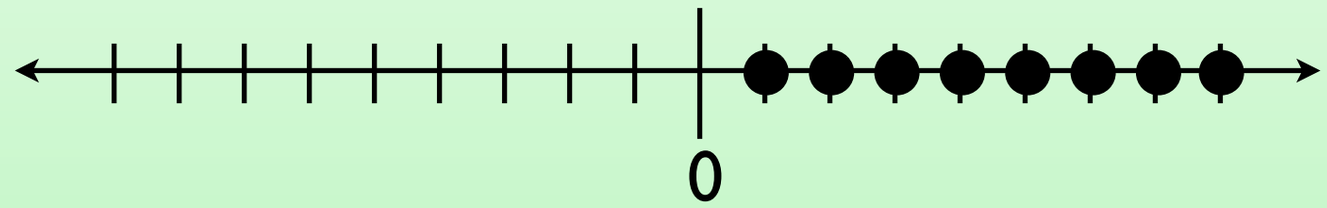

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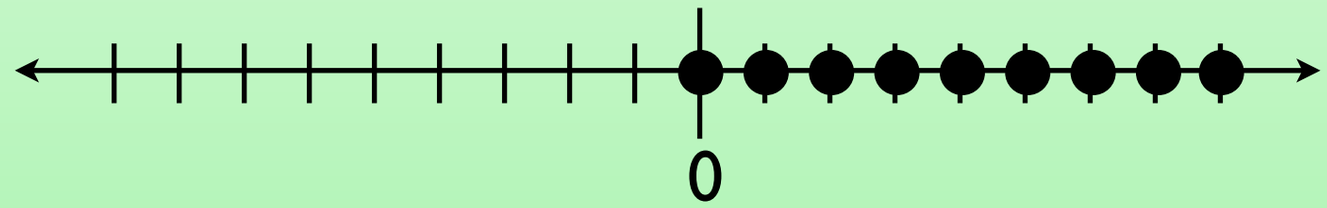

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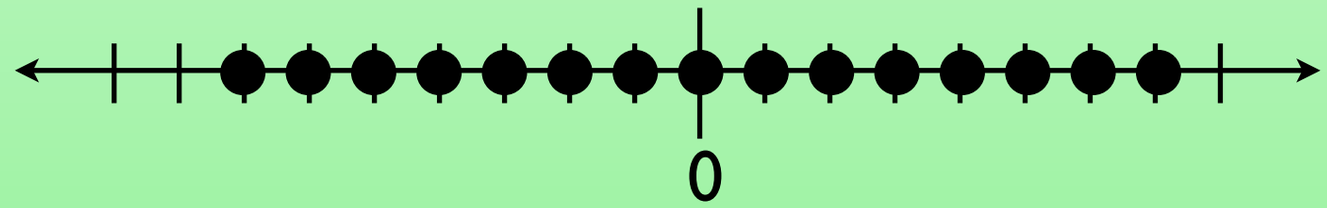

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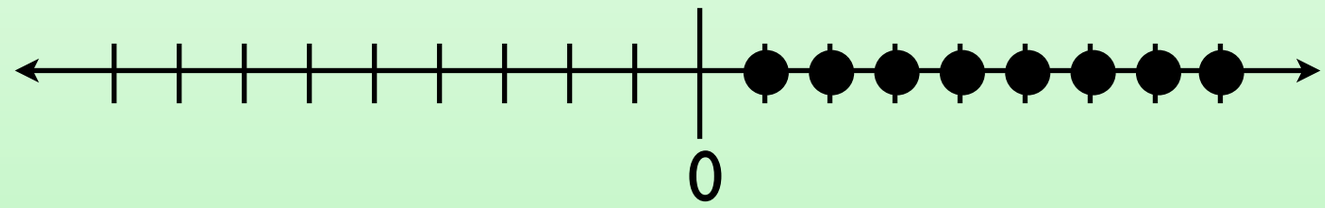

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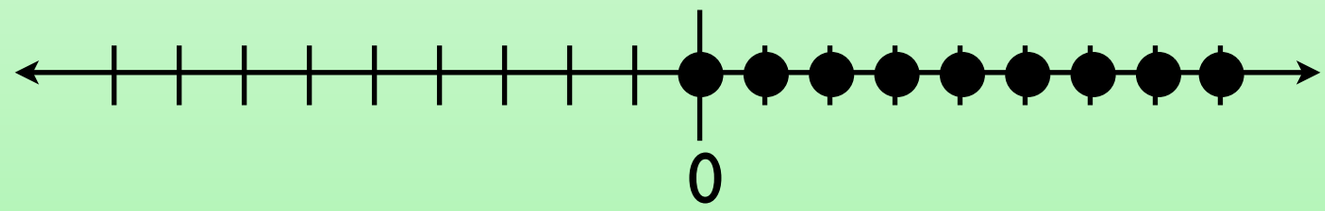

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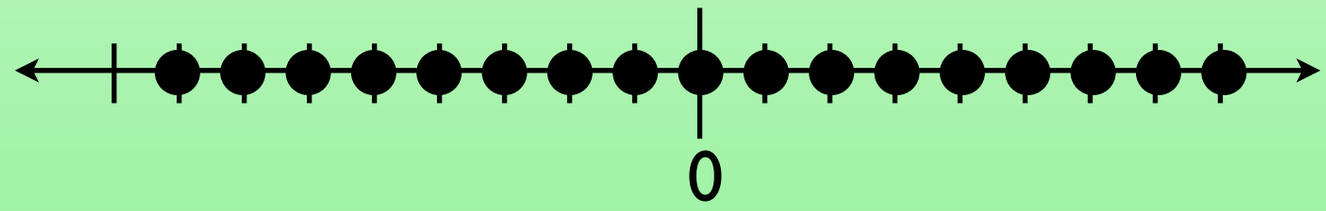

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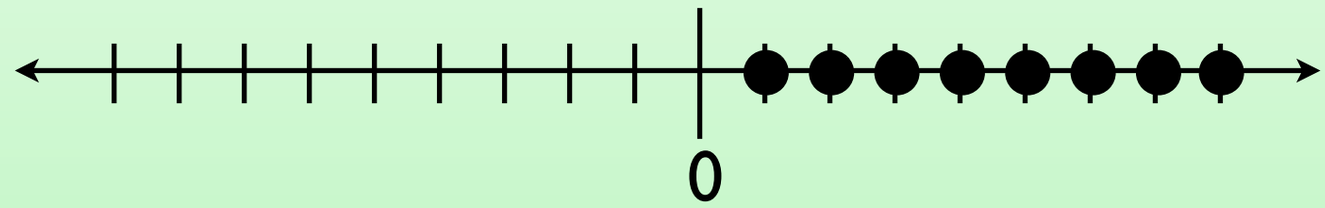

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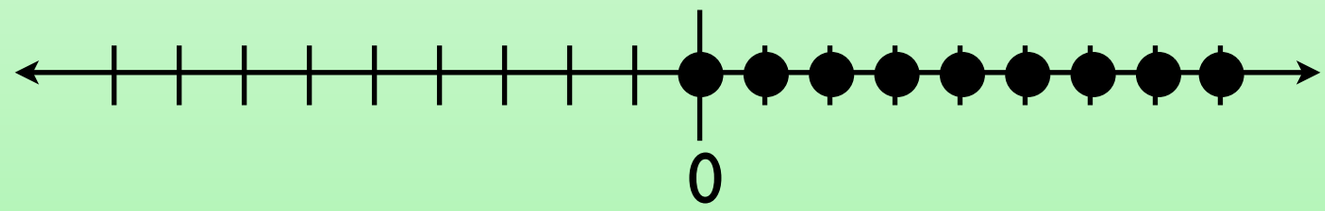

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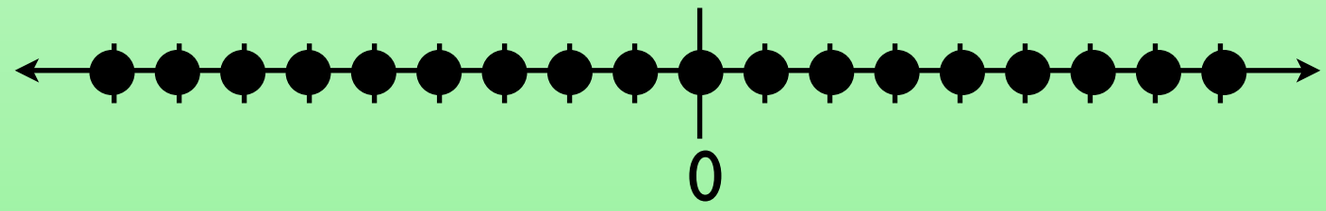

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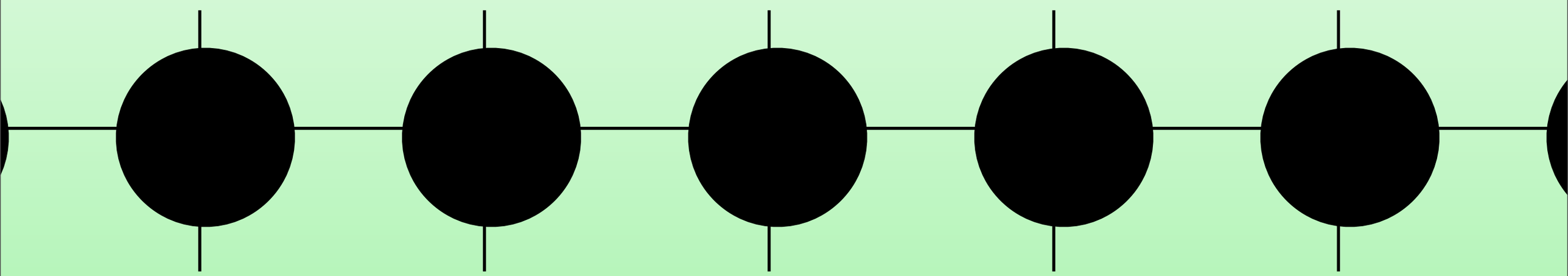
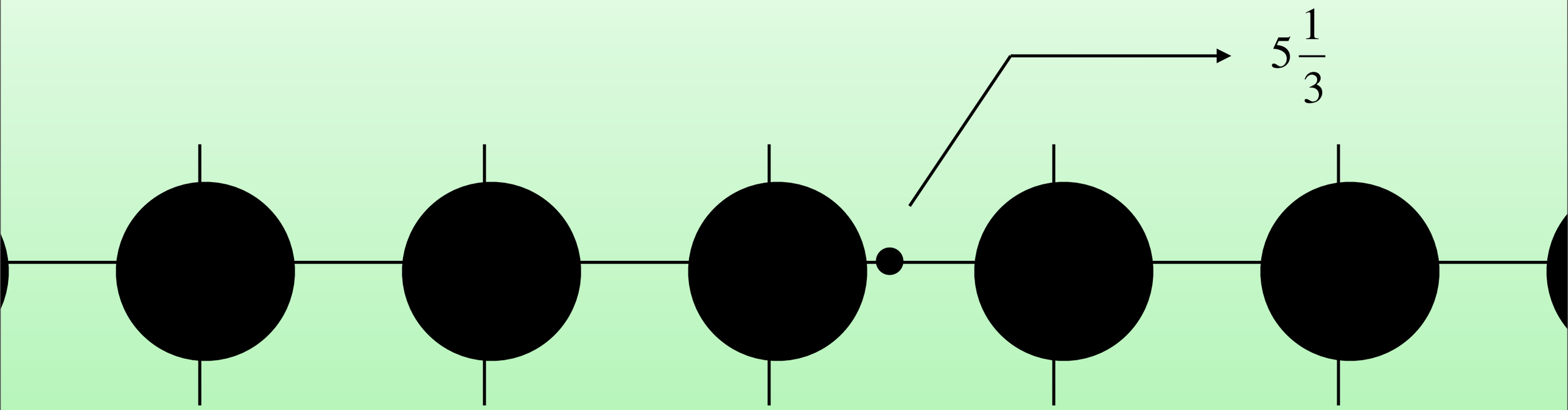


rational numbers

2. Kinds of Numbers



rational numbers

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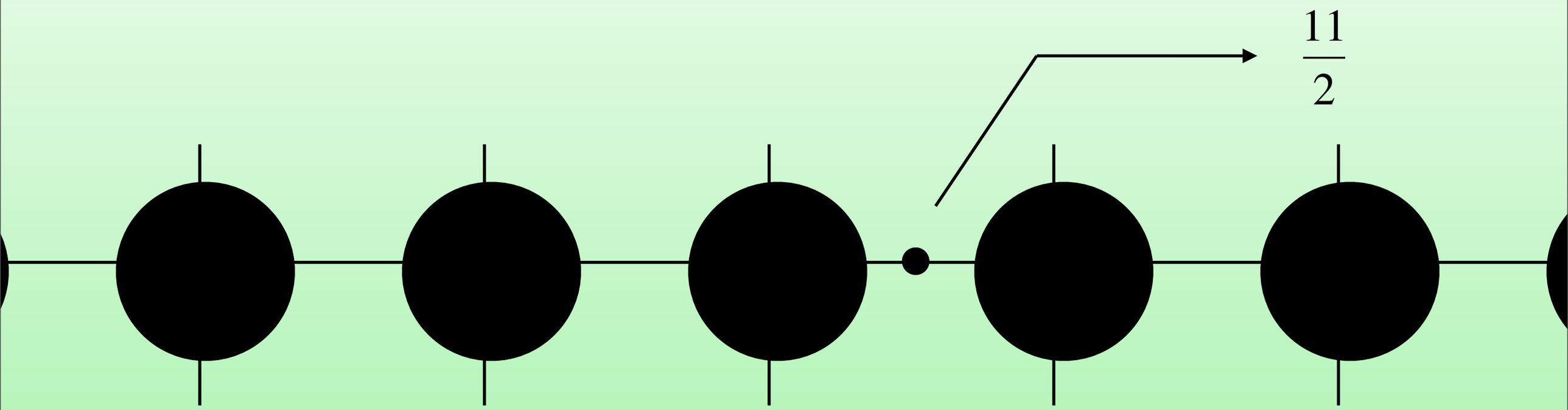

rational numbers

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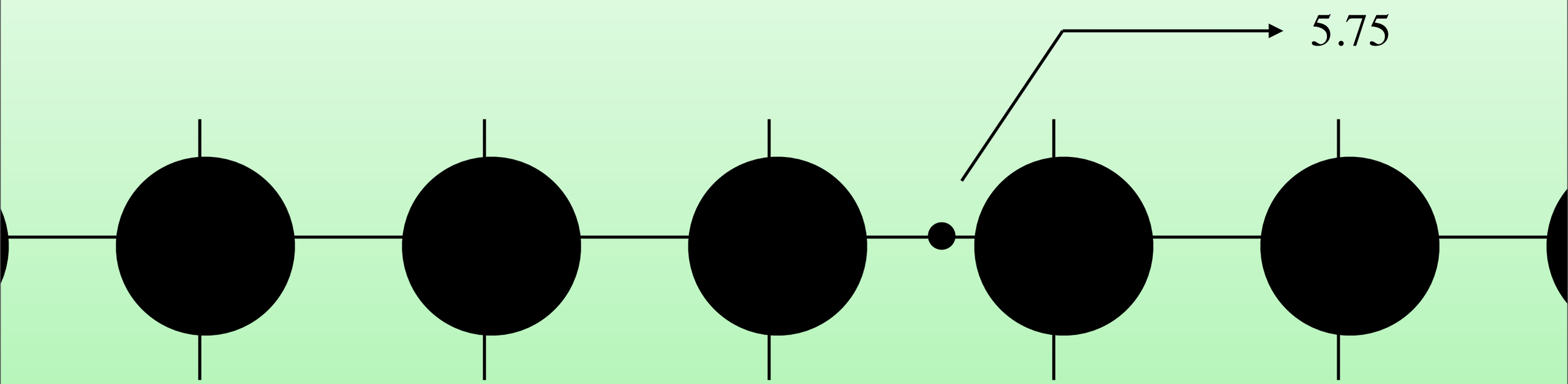

rational numbers

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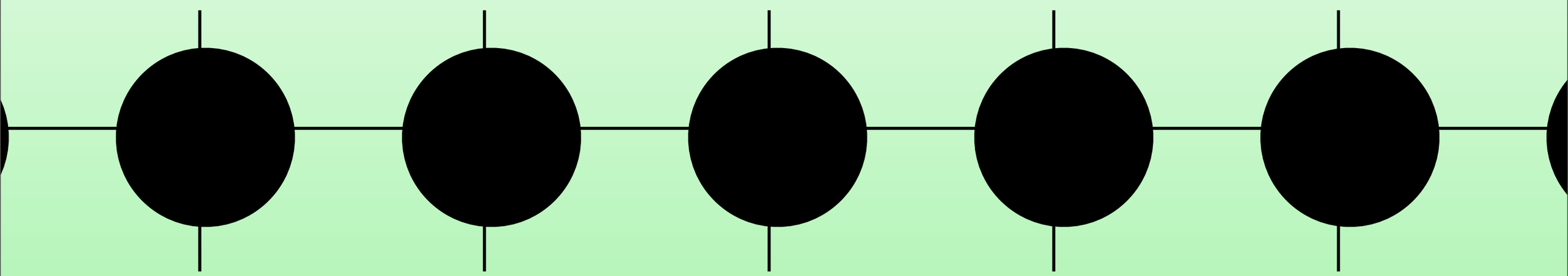

irrational numbers

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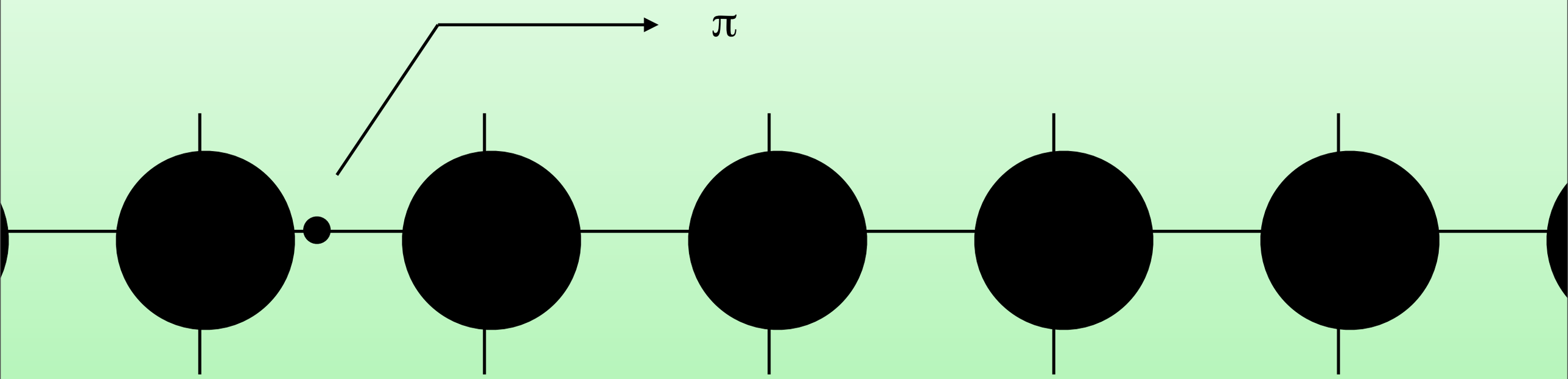

irrational numbers

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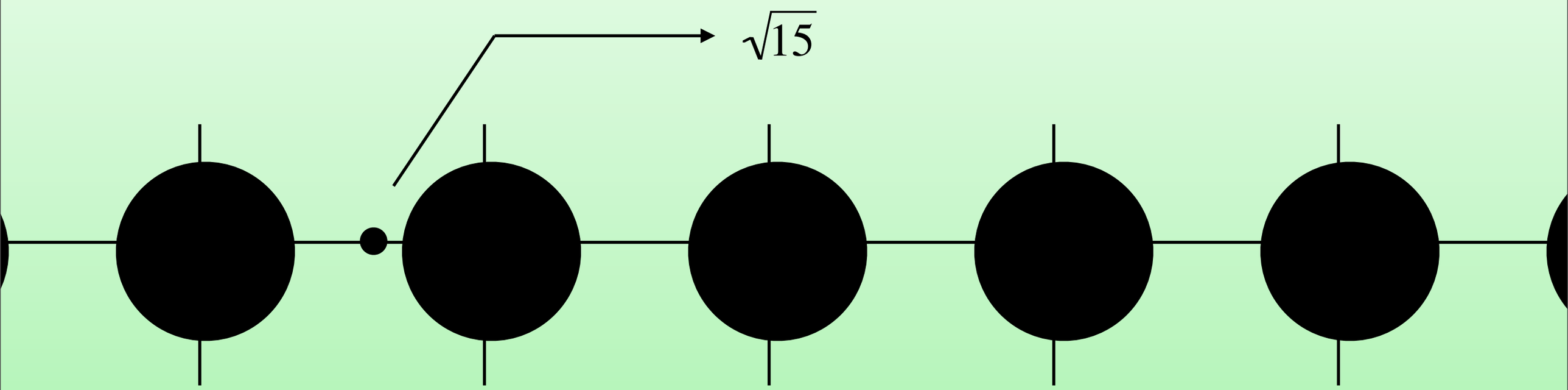


irrational numbers

#1

What kind of number is -5?

#1

What kind of number is -5?

#2

What kind of number is 42?

#1

What kind of number is -5?

integer, rational

#2

What kind of number is 42?

#2

What kind of number is 42?

#3

What kind of number is -4.5669?

#2

What kind of number is 42?

natural, whole, integer, rational

#3

What kind of number is -4.5669?

#3

What kind of number is -4.5669?

#4

Give an example of a positive integer.

#3

What kind of number is -4.5669?

rational

#4

Give an example of a positive integer.

#4

Give an example of a positive integer.

#5

Give an example of a negative natural number.

#5

Give an example of a negative natural number.

#6

Give an example of a whole number that isn't positive.

#6

Give an example of a whole number that isn't positive.

#7

What kind of number is most useful to describe:

your shoe size

#7

What kind of number is most useful to describe:

your shoe size

#8

What kind of number is most useful to describe:

the temperature in a news report

#7

What kind of number is most useful to describe:

your shoe size

rational

#8

What kind of number is most useful to describe:

the temperature in a news report

#8

What kind of number is most useful to describe:

the temperature in a news report

#9

What kind of number is most useful to describe:

the number of siblings a person has

#8

What kind of number is most useful to describe:

the temperature in a news report

integers

#9

What kind of number is most useful to describe:

the number of siblings a person has

#9

What kind of number is most useful to describe:

the number of siblings a person has

#10

True or false:

Every rational number is also an integer.

If false, give a counterexample.

#9

What kind of number is most useful to describe:

the number of siblings a person has

whole

#10

True or false:

Every rational number is also an integer.

If false, give a counterexample.

#10

True or false:

Every rational number is also an integer.

If false, give a counterexample.

#11

True or false:

Every whole number is also a natural number.

If false, give a counterexample.

#10

True or false:

Every rational number is also an integer.

If false, give a counterexample.

false

#11

True or false:

Every whole number is also a natural number.

If false, give a counterexample.

#11

True or false:

Every whole number is also a natural number.

If false, give a counterexample.

#12

True or false:

Every natural number is also a rational number.

If false, give a counterexample.

#11

True or false:

Every whole number is also a natural number.

If false, give a counterexample.

false

#12

True or false:

Every natural number is also a rational number.

If false, give a counterexample.

#12

True or false:

Every natural number is also a rational number.

If false, give a counterexample.

#13

True or false:

Every negative number is also an integer.

If false, give a counterexample.

#12

True or false:

Every natural number is also a rational number.

If false, give a counterexample.

true

#13

True or false:

Every negative number is also an integer.

If false, give a counterexample.

#13

True or false:

Every negative number is also an integer.

If false, give a counterexample.

#13

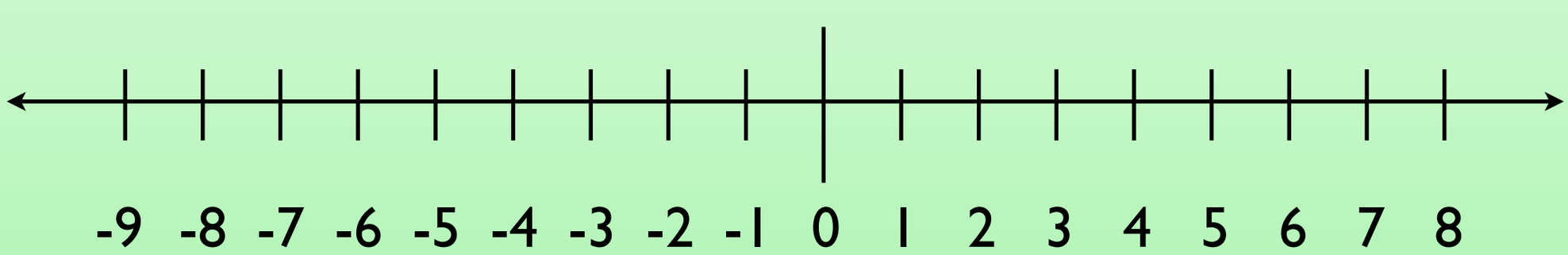
True or false:

Every negative number is also an integer.

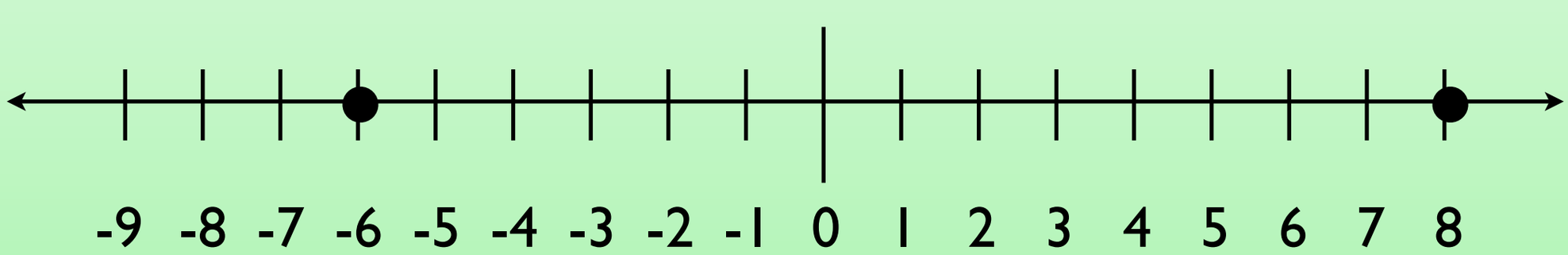
If false, give a counterexample.

true

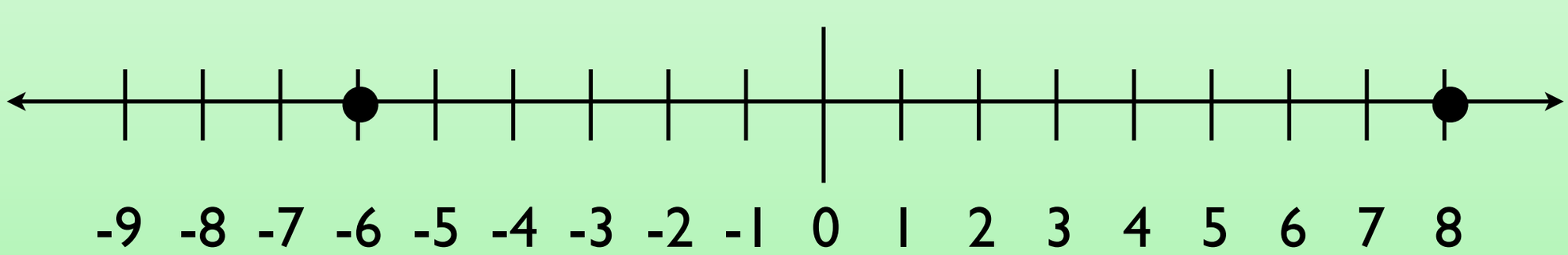
2. Kinds of Numbers



2. Kinds of Numbers

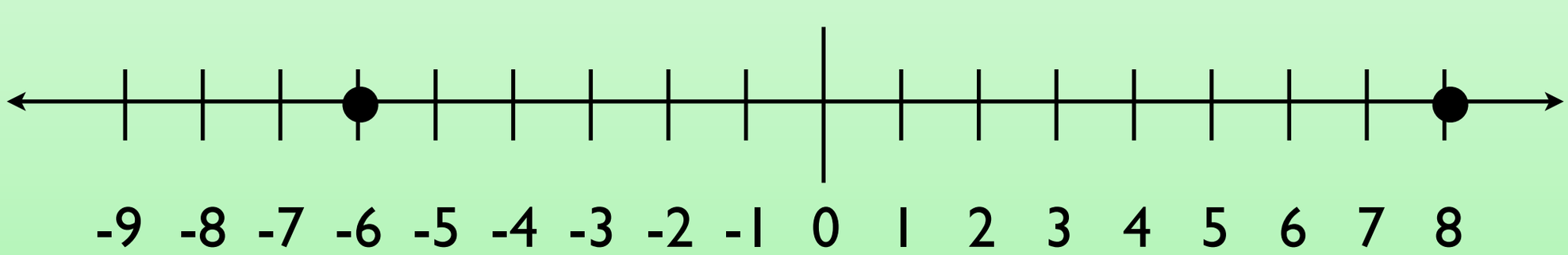


2. Kinds of Numbers



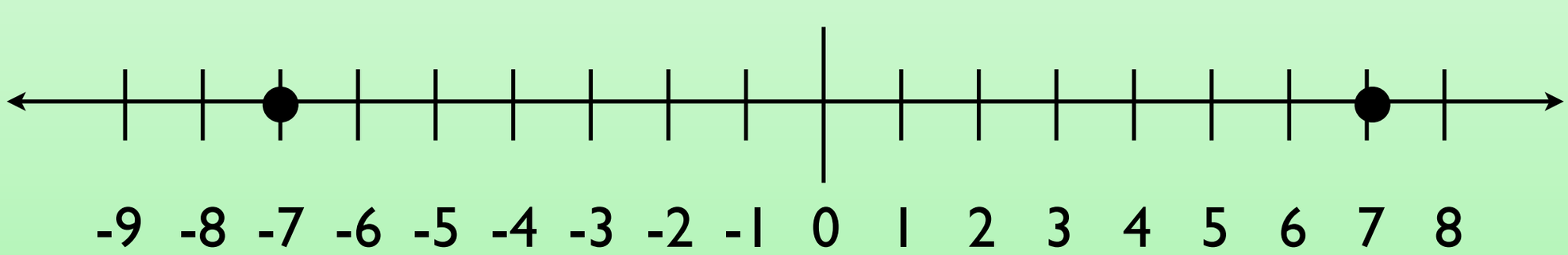
8 ☐ -6

2. Kinds of Numbers



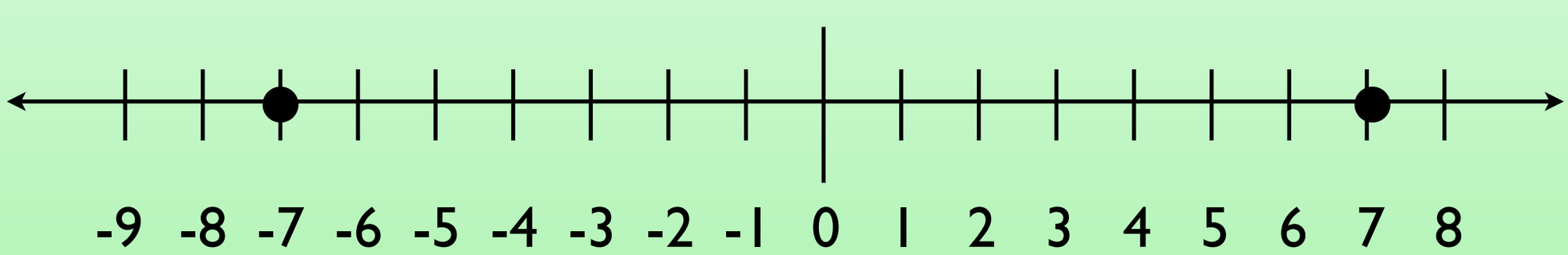
$$8 \boxed{>} -6$$

2. Kinds of Numbers



$-7 \square 7$

2. Kinds of Numbers



$$-7 \boxed{<} 7$$

#14

-7 $\square$ 10

#14

-7 ☐ 10

#14

-7 ☐ 10

<

#15

-5 + 10 ☐ 10 - 5

#15

$-5 + 10 \quad \square \quad 10 - 5$

#16

$10 \bullet 2^2 \quad \square \quad 2 \bullet 4^2$

#15

$-5 + 10$ ☐ $10 - 5$

=

#16

$10 \bullet 2^2$ ☐ $2 \bullet 4^2$

#16

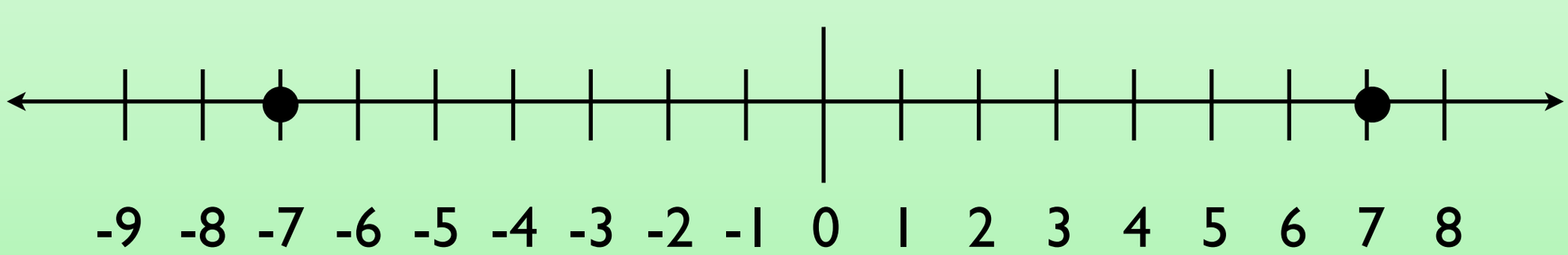
$10 \bullet 2^2 \square 2 \bullet 4^2$

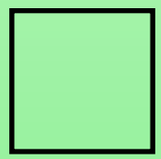
#16

$10 \bullet 2^2 \square 2 \bullet 4^2$

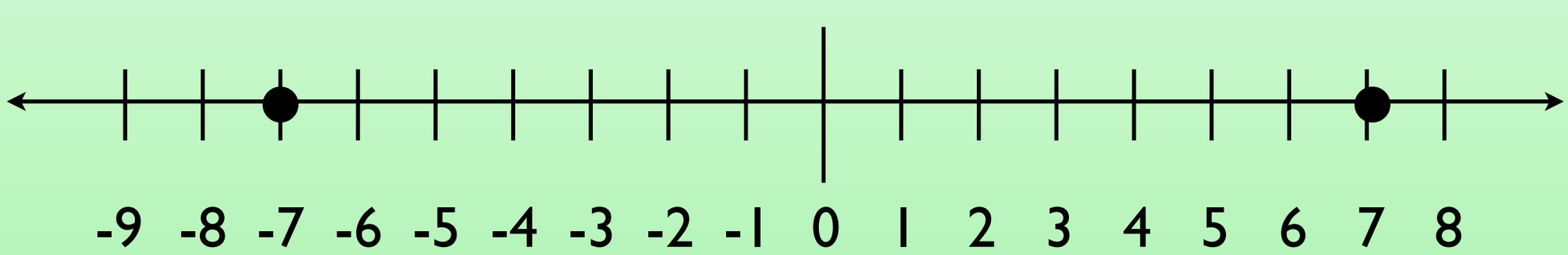
>

2. Kinds of Numbers





2. Kinds of Numbers



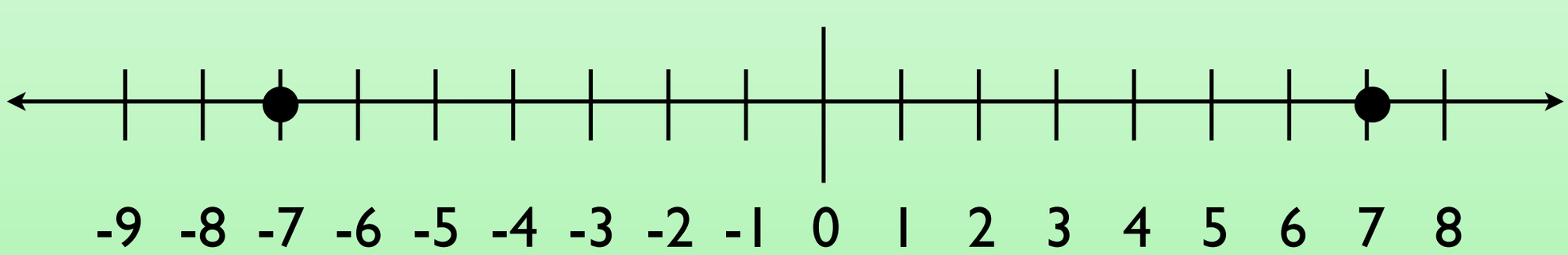
$$|-7| \square |7|$$

2. Kinds of Numbers

2. Kinds of Numbers

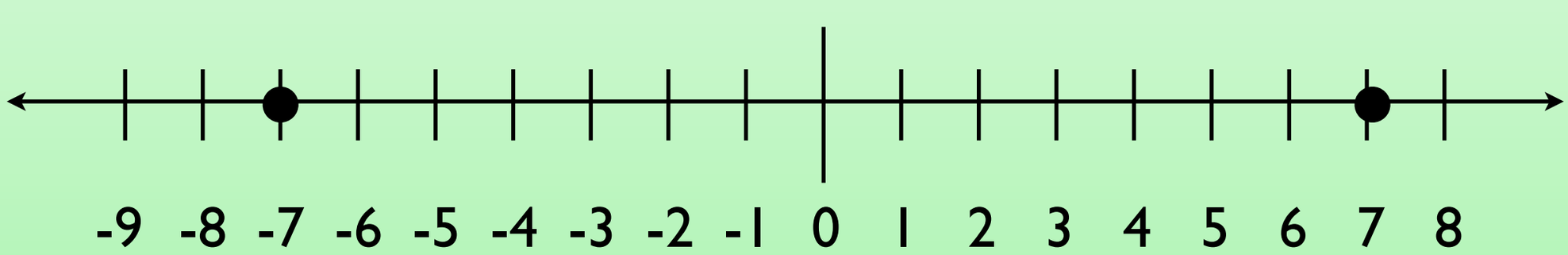
2. Kinds of Numbers

2. Kinds of Numbers



$$|-7| \square |7|$$

2. Kinds of Numbers



$$|-7| \boxed{=} |7|$$

2. Kinds of Numbers

$$|2 - 7|$$

2. Kinds of Numbers

$$-4|2-7|^2$$

#17

$$4 + |3 - 1|$$

#17

$$4 + |3 - 1|$$

6

#17

$$4 + |3 - 1|$$

6

#18

$$-|38 - 41 + 6|$$

#18

$$-|38-41+6|$$

#19

$$-\left(|24|-|-4|\right)$$

#18

$$-|38-41+6|$$

-3

#19

$$-\left(|24|-|-4|\right)$$

#19

$$-\left(|24| - |-4|\right)$$

#20

$$|12| \bullet \left(-|-4|\right)$$

#19

$$-\left(|24| - |-4|\right)$$

-20

#20

$$|12| \bullet \left(-|-4|\right)$$

#20

$$|12| \bullet (-|-4|)$$

#21

$$-|-6 + 4| + |3|$$

#20

$$|12| \bullet (-|-4|)$$

-48

#21

$$-|-6 + 4| + |3|$$

#21

$$-|-6+4|+|3|$$

#21

$$-\left|-6+4\right|+\left|3\right|$$

1

7. Classwork

pg. 60 // #16 - 23,
pg. 60 // #29 - 37,
pg. 62 // #25 - 32

Practice

Simplify:

$$16 - 4|4 - 8| =$$

Challenge

Simplify:

$$(-|4 - 8|)^2 - 16 =$$

8. Homework

Practice

Simplify:

$$16 - 4|4 - 8| =$$

Challenge

Simplify:

$$(-|4 - 8|)^2 - 16 =$$