

# SETS OF NUMBERS

$\mathbb{R}$  Real #s

Irrational

$\overline{\mathbb{Q}}$

decimals that never end + never repeat

$\pi$   $e$

$\sqrt{2}$

$\sqrt{5}$

Rational #s: decimals that end or repeat

$\mathbb{Q}$

and can be expressed as a fraction

Integers

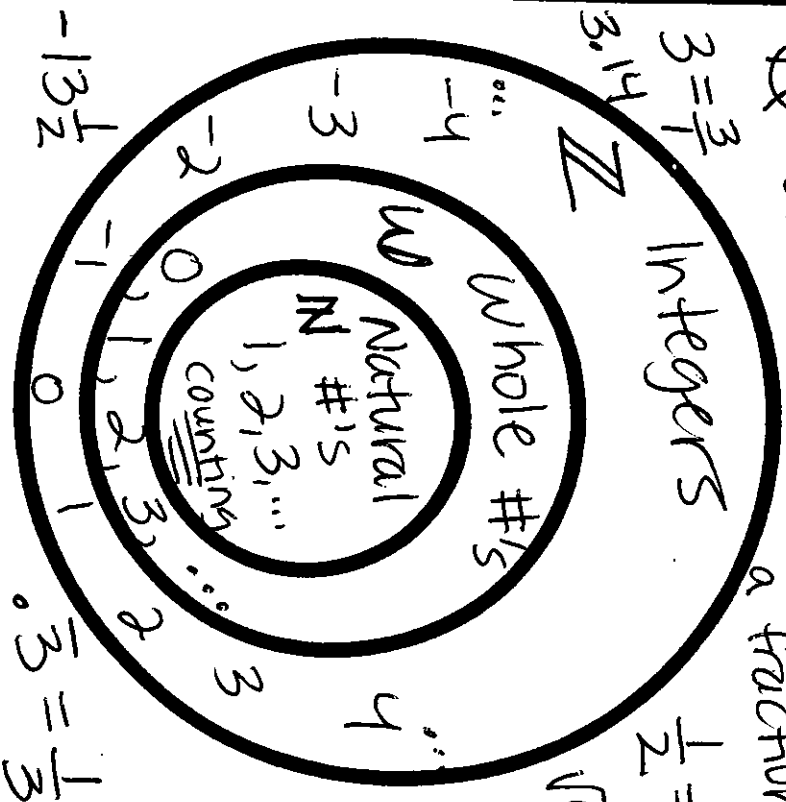
$\mathbb{Z}$

Whole #s

$\mathbb{W}$

Natural #s

$\mathbb{N}$  counting 1, 2, 3, ...



$-\frac{2}{3} = -0.\overline{6}$

# Lesson 1-3

## Exploring Real Numbers

<p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>Classify numbers</li> <li>Compare numbers</li> </ul>	<p><b>NAEP 2005 Strand: Number Properties and Operations</b></p> <p>Topic: Number Sense</p> <p>Local Standards: _____</p>
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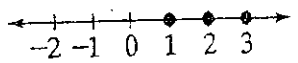
### Vocabulary and Key Concepts

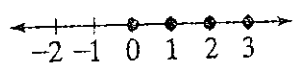
**Real Numbers**

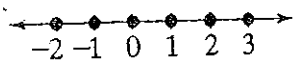
<p><b>Q Rational</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p><b>Z Integers</b></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Whole</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Natural</p> </div> </div> </div> <p>0, <math>\frac{4}{2}</math>, 6, <math>\sqrt{25}</math>, -4, <math>-\frac{10}{5}</math>, -3, <math>\frac{1}{2}</math>, <math>0.\overline{31}</math>, 0.75, 0.37, <math>-\frac{2}{3}</math>, <math>-\frac{5}{8}</math></p>	<p><b>Irrational</b> <math>\overline{Q}</math></p> <p><math>\sqrt{10}</math>      <math>-\sqrt{123}</math></p> <p><math>\pi</math>      0.101001000...</p> <p><math>\sqrt{\frac{2}{3}}</math>      <math>\sqrt{1.6}</math></p>
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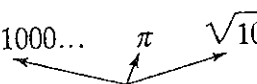
Natural numbers are \_\_\_\_\_ 1, 2, 3, ... 

Whole numbers are \_\_\_\_\_ 0, 1, 2, 3, ... 

Integers are \_\_\_\_\_ ... -2, -1, 0, 1, 2, ... 

Rational numbers are \_\_\_\_\_

Irrational numbers are \_\_\_\_\_

$0.101001000\dots$        $\pi$        $\sqrt{10}$   
  
 Decimal representations of each of these are nonrepeating and nonterminating.

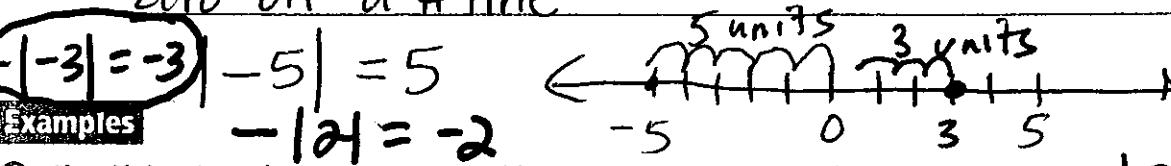
Real numbers are \_\_\_\_\_

A counterexample is any example that proves a statement false

An inequality is a math sentence that compares the value of 2 #'s (ex)  $5 > 1$  (ex)  $2 < 3$ , (ex)  $\frac{1}{2} < \frac{3}{4}$

Opposites are 2 #'s the same distance away from zero on a # line (ex) 5 and -5

Absolute value is the distance a # is away from zero on a # line



**Examples**

1. **Classifying Numbers** Name the set(s) of numbers to which each number belongs.

a. -13

b. 3.28

$|3| = 3$

2. **Using Counterexamples** Determine whether the statement is true or false.

If it is false, give a counterexample.

All negative numbers are integers. decimal, such a -0.5.

A negative number can be a Fraction, such as  $-\frac{2}{3}$ . This is not an integer. The statement is False.

3. **Ordering Fractions** Write  $-\frac{3}{4}$ ,  $-\frac{7}{12}$ , and  $-\frac{5}{8}$  in order from least to greatest

$-\frac{3}{4} = -0.75$

$-\frac{7}{12} = -0.583$

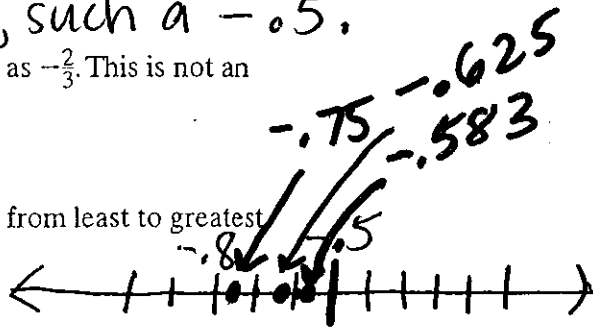
$-\frac{5}{8} = -0.625$

Write each fraction as a decimal.

$-0.75 < -0.625 < -0.583$

Order the decimals from least to greatest.

From least to greatest, the fractions are  $-\frac{3}{4}$ ,  $-\frac{5}{8}$ , and  $-\frac{7}{12}$



4. **Finding Absolute Value** Find each absolute value.

a.  $|-2.5|$  -2.5 is 2.5 units from 0 on a number line.  $|-2.5| = \underline{2.5}$

b.  $|7|$  7 is 7 units from 0 on a number line.  $|7| = \underline{7}$

$-|7| = -7$

**Quick Check**

1. Name the set(s) of numbers to which each number belongs.

a. -12

b.  $\frac{5}{12}$

c. -4.67

d. 6

2. Is each statement true or false? If it is false, give a counterexample.

a. All whole numbers are integers.

true

b. No fractions are whole numbers.

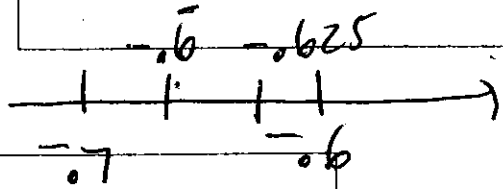
true

3. Write  $\frac{1}{12}$ ,  $-\frac{2}{3}$ , and  $-\frac{5}{8}$  in order from least to greatest.

$-\frac{2}{3} = -0.\overline{66}$  L

$-\frac{5}{8} = -0.625$

$-\frac{2}{3}, -\frac{5}{8}, \frac{1}{12}$



4. Find each absolute value.

a.  $|5|$

5

b.  $|-4|$

4

c.  $|-3.7|$

3.7

d.  $|\frac{5}{7}|$

$\frac{5}{7}$

p. 20-21 Textbook

Examples (11-18, 19, 21, 23-27)