|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Pre-Algebra** | **Topic** | **Integers and Absolute Value** | **Lesson** | 5 | **Of** | 1 |

|  |  |
| --- | --- |
| **Objective** | Students will:   * Understand ordering and absolute value of rational numbers. * Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. * Write, interpret, and explain statements of order for rational numbers in real-world contexts. * Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. * Distinguish comparisons of absolute value from statements about order. |
| **“I Can” Statement** | I understand ordering and absolute value of rational numbers.  I can interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.  I can write, interpret, and explain statements of order for rational numbers in real-world contexts.  I understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. |

|  |  |
| --- | --- |
| **Common Core Standards** | CCSS.MATH.CONTENT.6.NS.C.7  Understand ordering and absolute value of rational numbers.  CCSS.MATH.CONTENT.6.NS.C.7.A  Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.  CCSS.MATH.CONTENT.6.NS.C.7.B  Write, interpret, and explain statements of order for rational numbers in real-world contexts.  CCSS.MATH.CONTENT.6.NS.C.7.C  Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.  CCSS.MATH.CONTENT.6.NS.C.7.D  Distinguish comparisons of absolute value from statements about order. |

|  |  |
| --- | --- |
| Bell **Work** | See 1-5 Bell work |

|  |  |
| --- | --- |
| **Procedures** | 1. Start and lead student discussion related to the bell work.  2. Distribute the Guided Notes  3. Present lesson or play a video lesson.  4. Use an Online Activity if time permitted.  5. Distribute Lesson Assignment. |

|  |  |
| --- | --- |
| **Assessment** | Bell Work 1-5  Assignment 1-5  Exit Quiz 1-5 |

|  |  |
| --- | --- |
| **Additional Resources** | See Online Activities |