

## Inequalities

---

### Lesson Overview

Students will use 5-3-1 to activate prior knowledge about linear inequalities. By the end of the lesson, they will learn how to solve linear inequalities in one variable and graph the solution.

### Standards Addressed

A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

### Disciplinary Literacy Best Practices

5-3-1

Shoulder Partners

### Lesson Plan

Time Required -- 2 50-minute class periods (5 & 3 on Day 1, 1 on Day 2)

Disciplinary Vocabulary: Inequality

Materials Needed

- Paper
- Pencil

Assessment

Questioning and Student Dialogue

## Engage

- The teacher will introduce the 5-3-1 strategy by explaining how the strategy allows the student to narrow down his/her thinking or express what he/she has been learning. In this lesson the focus of the 5-3-1 is “What do you think of when you hear the word inequality?”

## Explore

- Independently, on his/her own paper, each student will write 5 things he/she thinks of when he/she hears the word inequality.
- Next, with a shoulder partner, the pair of students will compare and discuss the 5 things they individually wrote, and then narrow their lists to the three things the pair has in common.

## Explain

- Once students have completed the first two parts of the strategy, they will share their 3 common points with the whole class looking for patterns.

## Extend

- After instruction on solving inequalities, students will use their new learning to formulate one phrase, statement, or sentence encompassing their 3 ideas.

## Teacher Reflections and Biographical Information

Some students naturally went from 5 & 3 to 1 on the first day due to having used this strategy in a different content class. Due to Bell Street Middle being a TAP school, strategies are being used in all content areas and classrooms throughout the school. This helped me since I was not very comfortable with the strategy at the beginning. I did not see how the 5-3-1 strategy could be used in Math, but my students helped me see with their work how the strategy could be useful in an Algebra classroom.

Lesson Author: Brenna Abrams, 8<sup>th</sup> grade, Algebra I, Bell Street Middle School, Laurens County School District 56, Clinton, SC