

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.

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