

Teacher Guide for the Lesson on **inequality**

Standard:

5.2(B)

Content Objective:

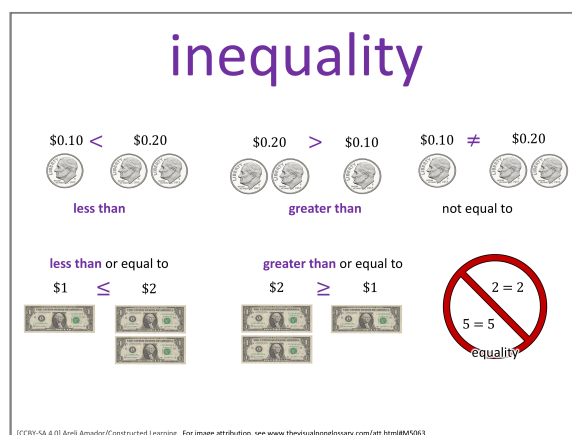
We can compare and order decimals to the **thousandths** place using **inequality** symbols such as **greater than**, **less than**, and **equal to**.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

How can you use an **inequality** to compare two fractions?

*I can use an **inequality** to compare two fractions by...*

Other key vocabulary: [inequality](#)



By studying this visual, students might:

Notice	Wonder
The inequality symbol is shown between two amounts.	How do I know which side is greater or less?
The coins and money represent decimal values.	What do the symbols ">" and "<" mean? How do decimals relate to coins?
The symbol ">" or "<" appears to compare two values. The words greater than and less than are linked to symbols. One side has more value than the other.	Can I use the same symbol for fractions and decimals?
The words greater than and less than are linked to symbols.	What symbol do I use when the values are the same?

- One side has more value than the other.

EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
What is an inequality? An inequality is...	How is an inequality related to the phrases An inequality is related to the phrases	How can you use an inequality to compare two fractions? I can use an inequality to compare two fractions by...

Example Student Responses to the Observational Question

Low-Level	High-Level
An inequality is when two numbers are not equal.	An inequality is a math sentence that uses symbols like greater than or less than to compare two decimal values.

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation



[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
Let's read to see how two friends use decimals and inequality symbols to compare their lemonade sales.	• The amount of money the friends compare • When the symbols greater than and less than are used • What the friends say about their total sales • How the friends know if they reached their goal • The word inequality in the passage	How can comparing decimals in real life, like at the lemonade stand, help you understand inequality? <i>Comparing decimals helps me understand inequality because...</i>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:

- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.