Planning Notes

Get Ready
- Review and post the inequality symbols: $<$, $>$, $\geq$, $\leq$, and $\neq$.
- Using a number line, discuss the two ways to express similar relationships: $2 < 6$ and $6 > 2$.
- Review examples of solving equalities, such as $3x - 7 = 19$.
- Provide students with **BLM 9–1 Chapter 9 Problems of the Week** at the beginning of the chapter. Discuss solutions with the class as you progress through the chapter. Alternatively, you can use this blackline master as a review exercise at the end of the chapter. Have students try at least one question. Many of these problems require students to think creatively and try a variety of approaches. Students can take these problems home or work in class with other students when time permits.

Math Link
- Discuss the meaning of *gondolas*, *restriction*, and *facts*.
- Review the example in #3.
- You may wish to read the questions aloud to the class to assist students who have difficulty reading.
- Allow students to work in pairs.

Foldable
- The layered book design for this Foldable allows students to write their own definitions of terms, fill in the blanks, and solve equations and inequalities.
- Once the Foldable has been constructed, ensure that students have sufficient time to complete the review of inequality signs and solving equations.
- Section 9.1 reviews the three ways in which students can show inequalities. It also introduces boundary points and how they are used when determining an answer.
- Section 9.2 provides space where students can demonstrate their understanding of how to solve single-step inequalities. Review the steps with students. Pay particular attention to solutions in which the inequality sign changes.
- Section 9.3 allows students to solve multi-step inequalities. Emphasize the importance of checking or verifying the answer. Encourage students to use a reasonable number when checking their solutions. Review the difference between a closed circle and an open circle when graphing.
- Have students identify specific areas they find difficult in the What I Need to Work On section. Encourage them to record the types of inequality questions that they struggled with so that they have a list of review questions to do at the end of the chapter.
- Ask students to solve questions in the section called My Own Sample Questions and Solutions to use as an assessment *for* or *of* learning.