|  |  |  |  |
| --- | --- | --- | --- |
| **Content: Comparing and Ordering Rational Numbers** | | | |
| Compares numbers of the same type and sign  “–9 is less than –4 because it is farther to the left on a number line.” | Compares and orders numbers of one type with different signs  ,−, ,  “I arranged these fractions in  ascending order. I know − is  the least as it is the only negative number. Then I compared the other  fractions to the benchmarks of  and 1:  −, , , .” | Compares and orders rational numbers of different types  “To compare –5.24 and –, I wrote  – as ‒7.2. Since ‒7.2 is farther left  on a number line, ‒5.24 is greater.” | Flexibly compares and orders rational numbers using a combination of strategies  “When comparing and ordering decimals, fractions, and integers,  I can write the numbers in different forms, and/or use benchmarks, place value, and estimation.” |
| **Observations/Documentation** | | | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Competency: Connecting** | | | |
| Identifies rational numbers around them  “I see negative numbers on a thermometer.” | Connects rational numbers with  the world  “Rational numbers can be used to describe change in temperature:  ‒6°C tells us that the temperature dropped 6°C overnight.” | Uses rational numbers to better understand the world  “I see that the average temperature gets warmer the closer we get to the equator.” | Looks for ways to apply rational numbers to better understand the world  “We can study temperature change to better understand global warming.” |
| **Observations/Documentation** | | | |
|  |  |  |  |