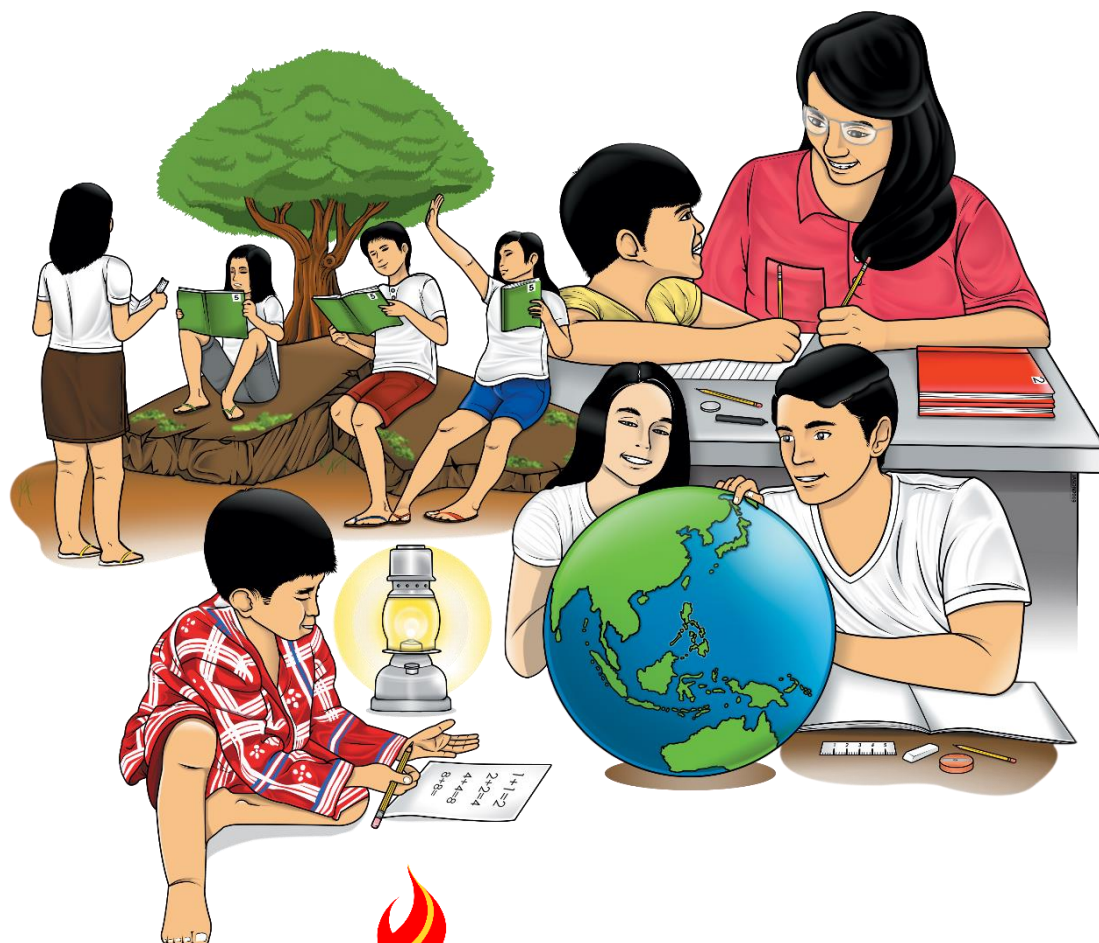


Mathematics

Quarter 1 – Module 9: Subsets of Real Numbers



Mathematics – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 9: Subsets of Real Numbers
First Edition, 2020

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Published by the Department of Education
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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by Department of Education – SOCCSKSARGEN Region

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Mathematics

Quarter 1 – Module 9:

Subsets of Real Numbers

Introductory Message

For the facilitator:

Welcome to the Mathematics 7 Alternative Delivery Mode (ADM) Module on Subsets of Real Numbers!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Mathematics 7 Alternative Delivery Mode (ADM) Module on Subsets of Real Numbers!

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

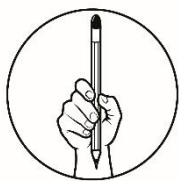
This module was designed and written with you in mind. It is here to help you master the Subsets of Real Number. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

The module is divided into two lessons, namely:

- Lesson 1 – Illustrating the different Subsets of Real Numbers
- Lesson 2 – Arranging Real Numbers in Increasing or Decreasing order and On a Number Line

After going through this module, you are expected to:

1. describe and illustrate the real number system;
2. classify the number by naming set or sets to which it or they belong/s using Venn diagram;
3. arrange the set of real numbers in increasing or decreasing order; and
4. plot the set of real numbers on a number line.



What I Know

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

For questions 1-3, classify the subset of real numbers to which each number belongs.

1. 12
 - A. Integer, Natural
 - B. Rational, Integer, Whole, Natural
 - C. Integer
 - D. Irrational, Whole
2. $\sqrt{2}$
 - A. Integer, Natural
 - B. Rational, Integer, Whole, Natural
 - C. Integer, Whole
 - D. Irrational
3. $\frac{1}{3}$
 - A. Rational
 - B. Integer, Natural
 - C. Irrational
 - D. Whole, Natural
4. Which statement is NOT true?
 - A. Every counting number is a whole number.
 - B. Every integer is a rational number.
 - C. Every decimal is an irrational number.
 - D. Every natural number is a real number.
5. Which statement is true?
 - A. The set of real numbers is a subset of rational numbers
 - B. The set of decimal numbers are subset of irrational numbers.
 - C. The set of whole numbers is subset of rational numbers.
 - D. The set of irrational numbers are subset of rational numbers.
6. Which number is the smallest?
 - A. 2.5
 - B. 0.33...
 - C. $\sqrt{9}$
 - D. -3
7. Which number is the greatest?
 - A. 2.5
 - B. 0.33...
 - C. $\sqrt{9}$
 - D. -3
8. Which is in order from least to greatest?
 - A. $\sqrt{25}$, 4.20, $\frac{1}{3}$, -0.66..., -7
 - B. -7, -0.66..., $\frac{1}{3}$, 4.20, $\sqrt{25}$
 - C. -0.66..., $\frac{1}{3}$, -7, 4.20, $\sqrt{25}$
 - D. $\sqrt{25}$, -0.66, 4.20, -7, $\frac{1}{3}$

9. Which list shows the numbers in decreasing order?

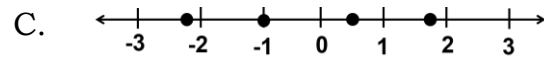
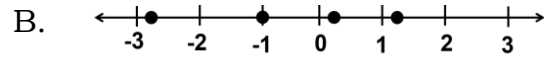
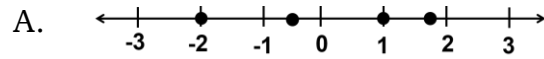
A. $\sqrt{25}$, 4.20, $\frac{1}{3}$, -0.66..., -7

C. -0.66..., $\frac{1}{3}$, -7, 4.20, $\sqrt{25}$

B. -7, -0.66..., $\frac{1}{3}$, 4.20, $\sqrt{25}$

D. $\sqrt{25}$, -0.66, 4.20, -7, $\frac{1}{3}$

10. Which of the following best represents the arrangement of -2.25, -1, $\frac{1}{2}$, 1.75 on the number line?



Lesson

1

Illustrating the different Subsets of Real Numbers

In this lesson, we will classify real numbers into subsets and show how this idea relates with five types of numbers. Using Venn diagram and Number line, we will learn how to conceptualize the subsets of real numbers.



What's In

In this part of the lesson, your previous knowledge about Rational and Irrational numbers will be checked. Your learnings about these two concepts will equip you to the lesson, Subsets of Real Numbers.

Instruction: Given inside the box below is set of real numbers. On a separate sheet of paper, box (☐) all the irrational numbers and encircle (☐) all the rational numbers.

5 $\sqrt{3}$ 2.333... $2\frac{1}{2}$ π $\frac{12}{17}$ -5.6 3.123123... -40



Notes to the Teacher

When you ask someone to give a number, the person can easily give you an answer. We learn to count since childhood but do we know that numbers have classifications?

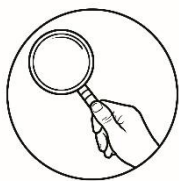
In lesson 1, try to stimulate the thoughts of the learners in understanding of the different names of sets of numbers. In What's more activity, learners should be equipped already on how to classify the number according to the names of sets of numbers. In What I can do activity, learners can apply now the concepts of Subsets of Real Numbers using Venn diagram while realizing the importance of Subsets of Real Numbers in real life situation.



What's New

Eleven different words are hidden in this puzzle. How many can you find? You may look up, down, across, backward, and diagonally. Good luck!

N	A	R	A	T	I	O	N	A	L	K	I
E	W	B	A	C	L	D	V	B	N	N	F
V	H	D	F	A	M	G	E	H	A	O	B
I	O	H	E	I	J	J	R	O	T	I	M
T	L	R	K	C	O	O	N	S	U	T	I
I	E	Z	L	M	I	N	A	E	R	C	C
S	N	Y	O	T	A	M	Q	L	A	A	E
O	T	L	R	S	P	O	A	U	L	R	R
P	I	J	T	E	R	E	M	L	E	F	A
T	I	N	T	E	G	E	R	S	A	L	I
A	N	F	Z	I	N	T	E	G	E	R	S
N	N	L	A	N	O	I	T	A	R	R	I



What is It

From the puzzle that you have answered earlier, recall the different terms you encountered including the set of real numbers and together let us determine the various subsets. Let us go back to the first time we encountered the numbers.

Subsets of Real Numbers

One of the subsets of Real numbers is the set of “**counting (or natural) numbers**”. This subset consists of all positive integers that we use to count starting with "1" and so on. The subset would look like this: $\{1, 2, 3, 4, 5...\}$

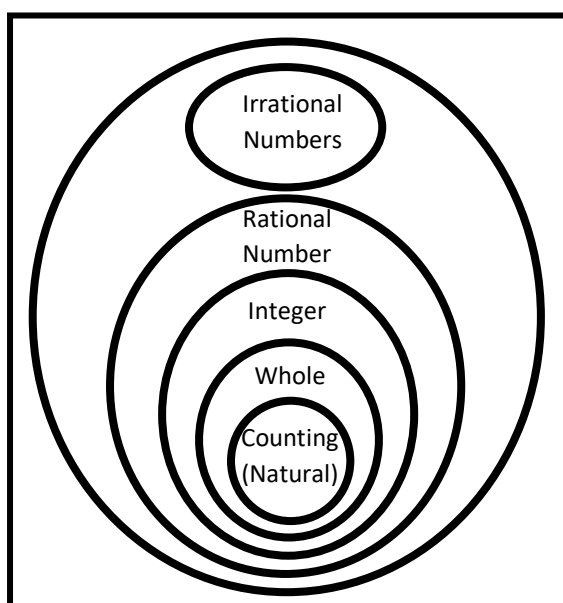
Another subset is the **whole numbers**. This subset is exactly like the subset of counting numbers that includes zero "0." The subset would look like this: $\{0, 1, 2, 3, 4...\}$

A third subset is the **integers**. This subset includes whole number (not a fractional number) that can be positive, negative, or zero. The subset would look like this: $\{... -4, -3, -2, -1, 0, 1, 2, 3, 4...\}$

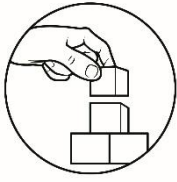
The next subset is the **rational numbers**. This subset includes all numbers that "come to an end" or numbers that repeat and have a pattern. Examples of rational numbers are 5.34, $\frac{6}{7}$, 0.131313..., 9.

Lastly, we have the set of **irrational numbers**. This subset includes numbers that cannot be expressed as a ratio of two integers. It has decimal that goes on forever without any repeating pattern. Examples of irrational numbers are $\sqrt{2}$, 4.626578..., e and π .

Figure 1. Subsets of Real Numbers



The Figure on the left is a Venn diagram that shows the relationship of various kinds of numbers in the real number system.



What's More

Activity 1.1

Classify the real numbers to which subset/s of real number belongs. Use a tick mark (✓) to answer.

Number	Whole Number	Integer	Rational	Irrational
-3				
0				
$\frac{4}{7}$				
$\sqrt{64}$				
13				
-0.125				
$\sqrt{2}$				
e				
.50				

Activity 1.2

Determine what set/sets of real numbers represent/represents the situation below. Write your answers on the blank provided after the given situation.

1. The number of COVID-19 victims in the Philippines. _____
2. The number of employees affected by the ABS-CBN shutdown. _____
3. The percentage of the population lived below the nation poverty line in the Philippines. _____
4. The ratio of teacher to students inside the classroom if face-to-face learning program will be implemented is 1: 20. _____
5. Maria went home empty-handed because her employer suddenly closed the business. _____

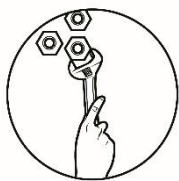


What I Have Learned

Fill in the missing word in the blank. Choose the correct answer from the box.

Counting	Integers	Irrational
Rational	Whole	

1. _____ is a subset of real numbers that can be positive, negative or zero.
2. Counting numbers and zero are called _____ numbers.
3. The set of _____ numbers are numbers that cannot be expressed as a fraction.
4. Natural numbers are also called _____ numbers.
5. The subset of _____ numbers includes Integers, Whole and Counting Numbers.



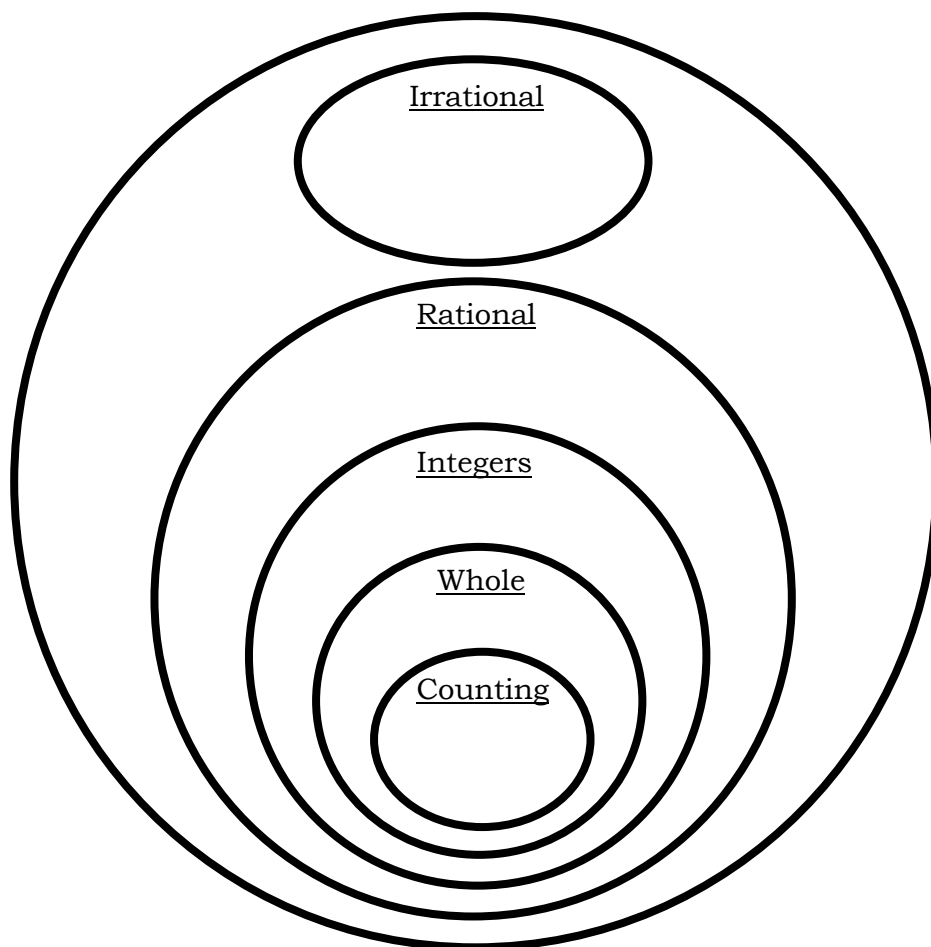
What I Can Do

Ana's mother prepared her ingredients in the kitchen. Below are the ingredients needed in her Leche Flan.

Leche flan recipe ingredients:

8 pcs egg yolks, large
2 pcs whole eggs, large
 $\frac{1}{4}$ cup water
 $\frac{3}{4}$ cup white sugar
300 mL condensed milk
370 mL evaporated milk

Classify the numbers given above by writing the numbers in the Venn diagram.



Lesson**2****Arranging Real Numbers in Increasing or Decreasing Order and On a Number Line**

This lesson contains exciting activities in Arranging Real Numbers in Increasing or Decreasing Order and on a Number Line. Good luck dear!

***What's In***

This lesson is a continuation of the concepts on the Subsets of Real Numbers. Mastering the concepts in the previous lesson will enable you to perform the activities quickly.

Write **T** in the blank if the statement is true and write **F** if the statement is false.

- _____ 1. All rational numbers are real numbers.
- _____ 2. An irrational number is always a real number.
- _____ 3. Every whole number is an integer.
- _____ 4. Every decimal number is a rational number.
- _____ 5. All real numbers are integers.
- _____ 6. $\frac{1}{5}$ is an irrational number.
- _____ 7. Zero is an integer.
- _____ 8. All natural numbers are sometimes positive.
- _____ 9. All repeating decimals are irrational numbers.
- _____ 10. There are no natural numbers between -5 and 0.



Notes to the Teacher

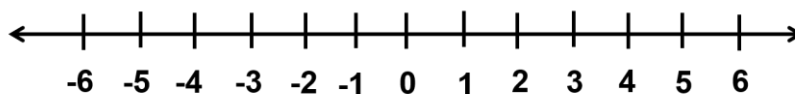
Generally, real numbers appear difficult among students. The second part of this module is a lesson on changing rational numbers from one form to another, paying particularly attention to changing rational numbers to decimal form. It is assumed students know how to compare numbers in decimal form. This lesson provides them with plenty of exercises to help them master how to arrange real numbers in increasing or decreasing order and on a number line.



What's New

Let's Compare

Ben travelled 4km from their school to the left (0 being the place of origin) and Chad did the same but travelled 2km longer than Ben. On the other hand, Kent travelled to the right starting from the same origin with the distance of 3km. Place those people on the number line to find their position from the place of origin.





What is It

If we want to order real numbers, first change each number to decimal. Then write the decimals in order from least to greatest or greatest to least, then write the decimals to their original form with their new order.

Examples:

1. Arrange $2.55\dots$, $\sqrt{9}$, $\frac{15}{4}$, $-\frac{11}{5}$ in ascending order and plot the numbers on a number line.

Solution:

Change the following numbers to decimals:

$2.55\dots \approx \mathbf{2.56}$ (Round off to the nearest hundredths)

$\sqrt{9} = \mathbf{3}$ (The square root of 9 is 3)

$\frac{15}{4} = \mathbf{3.75}$ ($15 \div 4 = 3.75$)

$-\frac{11}{5} = \mathbf{-2.2}$ ($-11 \div 5 = -2.2$)

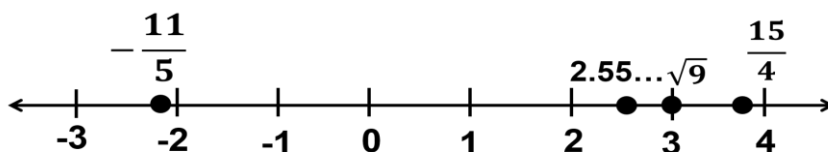
Let us now arrange 2.56, 3, 3.75 and -2.2 from least to greatest.

That is, -2.2, 2.56, 3, 3.75.

Change the decimal forms to their original form. $-\frac{11}{5}$, $2.55\dots$, $\sqrt{9}$, $\frac{15}{4}$

Therefore, the order from least to greatest is $-\frac{11}{5}$, $2.55\dots$, $\sqrt{9}$, $\frac{15}{4}$.

We are now ready to plot the points on the number line.



2. Which of the following is the largest: $\sqrt{4}$, $-\frac{5}{2}$, $\frac{3}{4}$, -0.30?

Solution:

Change the following numbers to decimal form:

$\sqrt{4} = \mathbf{2}$ ($2^2 = 4$)

$-\frac{5}{2} = \mathbf{-2.5}$ ($-5 \div 2 = -2.5$)

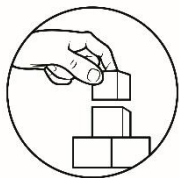
$\frac{3}{4} = \mathbf{0.75}$ ($3 \div 4 = 0.75$)

$\mathbf{-0.30}$ (Copy the fourth number since it is already in decimal form.)

Let us now arrange 2, -2.5, 0.75 and -0.30 from greatest to least.
That is: 2, 0.75, -0.30, -2.5.

Change the decimal forms to their original form: $\sqrt{4}$, $\frac{3}{4}$, -0.30, $-\frac{5}{2}$

Since, $\sqrt{4} > \frac{3}{4} > -0.30 > \frac{5}{2}$, $\sqrt{4}$ has the largest value.



What's More

A. Compare the following real numbers. Write $>$, $<$ or $=$ in the blanks.

1. $\frac{7}{3}$ _____ $\frac{9}{2}$

2. -1.54 _____ $-\frac{5}{2}$

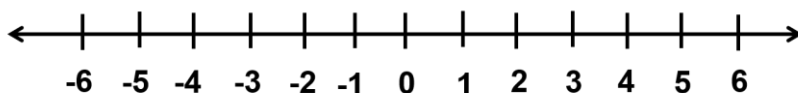
3. 11 _____ $\sqrt{100}$

4. 0.33... _____ $\frac{3}{9}$

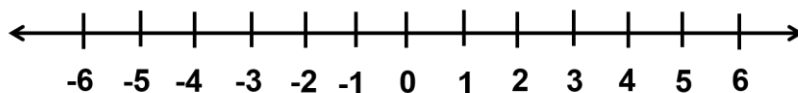
5. $-\frac{11}{5}$ _____ 2.2

B. Arrange the following real numbers in descending order and plot them on the number line.

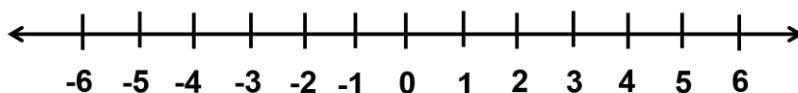
1. -3.45, 0.98, $\sqrt{16}$, $-\frac{5}{2}$



2. 4.26, $-\sqrt{9}$, 0.15, -1.11



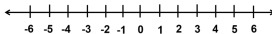
3. $-\frac{2}{5}$, $\frac{2}{\sqrt{4}}$, 5.72, -1.23

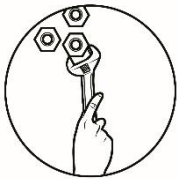




What I Have Learned

Fill in the blank to make a true statement.

1. The figure  is called a _____ line.
2. When ordering set of real numbers from _____ to _____, follow the order on the number line from left to right.
3. When ordering set of real numbers from _____ to _____, follow the order on the number line from right to left.
4. To arrange real numbers in ascending or descending order, change first each number to _____ form. Then write the decimals in order from least to greatest or greatest to least, then write the decimals in their original form with their new order.



What I Can Do

Here is another activity that lets you apply in a real-world context what you learned about arranging real numbers in increasing or decreasing order by solving the following problems.

1. Five students (Allan, Ben, Carlo, Daisy, Emman) of grade 7 ran the following distances in kilometers in 2 hours:

$$\frac{5}{2}, 3, \frac{11}{5}, 2.8 \text{ and } \frac{13}{4}$$

- a. Which student ran the farthest distance? _____
 - b. Arrange the distance covered by five students from least to greatest.
From least to greatest, the distances are _____, _____, _____, _____, _____.
2. Four people have found the perimeter of a new resort using different methods. Their results are given in the table. Arrange their calculations from greatest to least.

Resort Perimeter (Km)			
Kyle	Jane	Belle	Ashley
$\sqrt{16}$	3.80	$\frac{15}{4}$	3.50

From greatest to least, the calculations are _____, _____, _____, _____.

Great work! You did a good job in applying what you have learned.



Assessment

For questions 1-5. Name the subset(s) of numbers to which each number belongs.

1. $\sqrt{7}$
2. -16.28
3. $\sqrt{81}$
4. -9
5. $\frac{6}{17}$

For questions 6-10. Determine whether the statement is TRUE or FALSE.

6. All whole numbers are integers.
7. Some fractions are irrational numbers.
8. Every rational number is a decimal.
9. Zero is a counting number.
10. Set A = {0, 1, 2, 3, 4, ...} is the set of whole numbers.

For questions 11-15. Multiple Choice: Choose the letter of the correct answer.

11. Which number is the smallest?

- | | |
|-------------------|----------------|
| A. $\frac{25}{6}$ | C. $\sqrt{25}$ |
| B. -5 | D. 4.16... |

12. Which number is the greatest?

- | | |
|-------------------|----------------|
| A. $\frac{25}{6}$ | C. $\sqrt{25}$ |
| B. -5 | D. 4.16... |

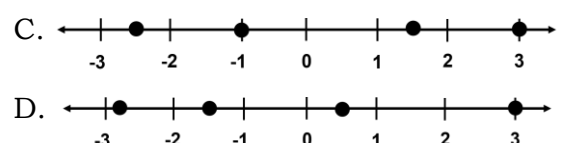
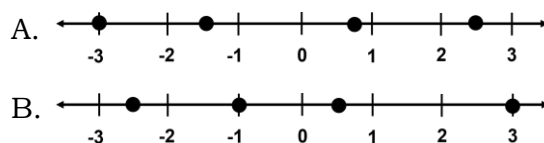
13. Which is in order from least to greatest?

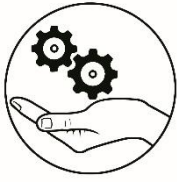
- | | |
|---|--|
| A. $\sqrt{4}$, 2.33..., 0, $-2, \frac{7}{4}$ | C. -2, 0, $\frac{7}{4}$, $\sqrt{4}$, 2.33... |
| B. 2.33..., $\sqrt{4}$, $\frac{7}{4}$, 0, $-2, \frac{7}{4}$ | D. $\sqrt{4}$, 0, $\frac{7}{4}$, 2.33..., -2 |

14. Which list shows the numbers in decreasing order?

- | | |
|--|--|
| A. 2.33..., $\sqrt{4}$, $\frac{7}{4}$, 0, -2 | C. -2, 0, $\frac{7}{4}$, $\sqrt{4}$, 2.33... |
| B. $\sqrt{4}$, 2.33..., 0, -2, $\frac{7}{4}$ | D. $\sqrt{4}$, 0, $\frac{7}{4}$, 2.33..., -2 |

15. Which of the following best represents the arrangement of -2.5, $\sqrt{9}$, -1, $\frac{1}{2}$ on the number line?





Additional Activities

A. Classify the different sets of numbers below.

1. $-3, -2, -1, 0, 1, 2, 3\ldots$

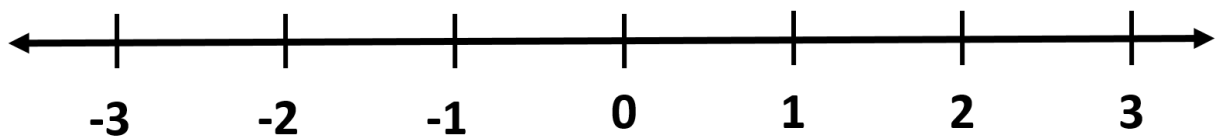
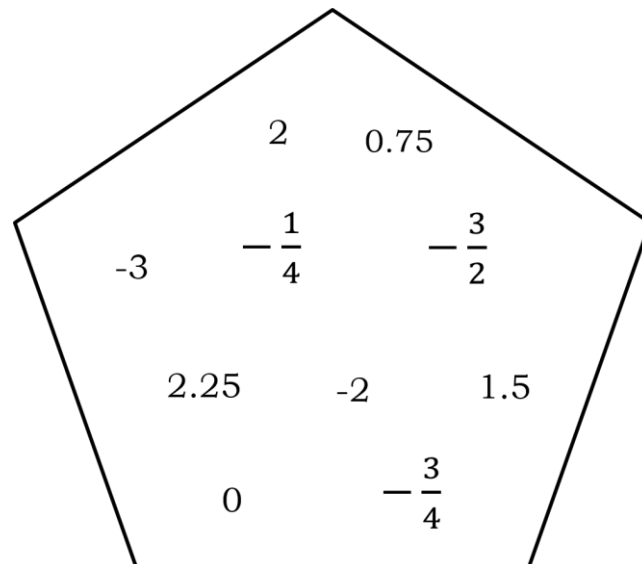
2. $\sqrt{5}, \pi$

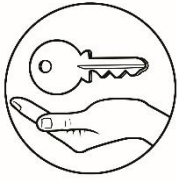
3. 0

4. $0, 1, 2, 3\ldots$

5. $1, 2, 3\ldots$

B. Arrange the following numbers in increasing order and plot these on the number line.





Answer Key

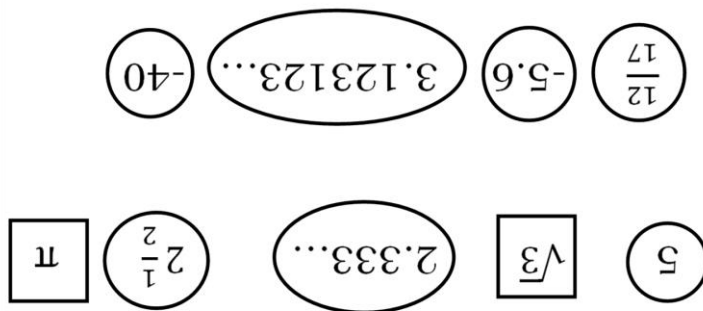
N	A	R	A	T	I	O	N	A	L	N	N	N
E	W	B	A	C	L	D	V	B	N	F	N	F
V	H	D	F	A	M	G	E	H	A	O	B	M
I	O	H	E	I	J	R	O	T	I	M	I	C
T	L	R	K	C	O	O	N	S	U	T	I	C
I	E	Z	L	M	I	N	A	E	R	C	A	E
S	N	Y	O	T	A	M	Q	L	A	A	R	E
O	T	L	R	S	P	O	A	U	L	R	R	A
P	I	J	T	E	R	E	M	L	E	F	A	I
T	I	N	T	E	G	E	R	S	A	L	I	S
A	N	F	Z	I	N	T	E	G	E	R	S	I
N	N	L	A	N	O	I	T	A	R	R	I	I

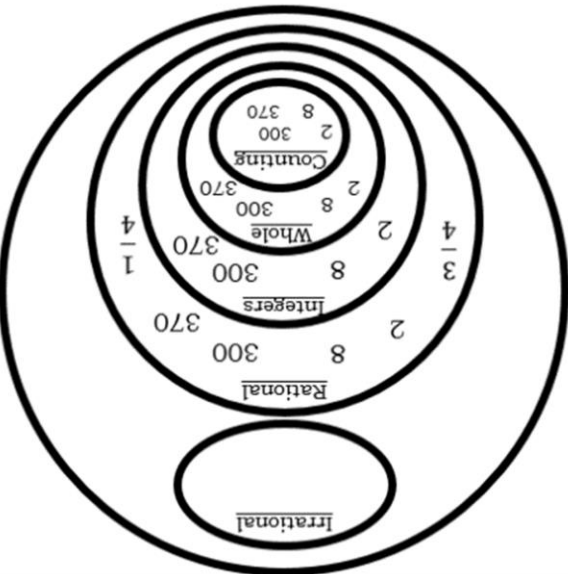
Lesson 1
What's New

What I Know

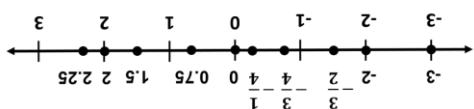
1. B
2. D
3. A
4. C
5. C
6. D
7. C
8. B
9. A
10. C

Lesson 1
What's In





Lesson 1 What Can I Do



B.

1. Rational Numbers, Integers, Whole Numbers
2. Irrational Numbers, Whole Numbers
3. Rational Numbers, Integers, Whole Numbers
4. Rational Numbers, Integers, Whole Numbers
5. Rational Numbers, Integers, Whole Numbers, Natural Numbers

A. Additional Activities

1. Rational, Whole, Integer, Counting
2. Rational
3. Rational, Whole, Integer, Counting
4. Rational, Whole, Integer, Counting
5. Rational

Activity 1.2

Number	Whole Number	Integer	Rational	Irrational
-3	✓	✓	✓	
0	✓	✓	✓	
$\frac{4}{7}$			✓	
$\sqrt{64}$	✓	✓	✓	
13	✓	✓	✓	
-0.125			✓	
$\sqrt{2}$				✓
e				✓
.50			✓	

Lesson 1 What's More Activity 1.1

- ### Lesson 1 What I Have Learned
1. Integers
 2. Whole
 3. Irrational
 4. Counting
 5. Rational

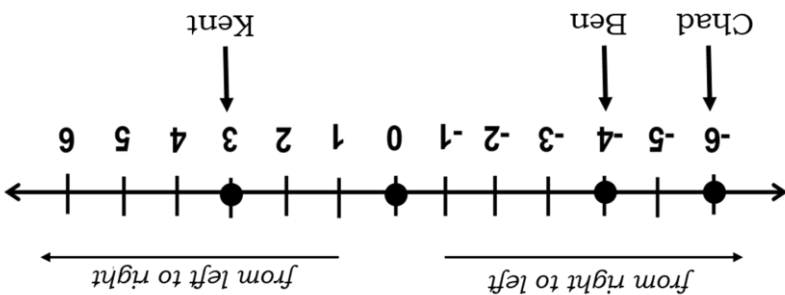
Assessment

1. Irrational
2. Rational
3. Rational, Whole, Integer, Counting
4. Rational, Integer
5. Rational
6. True
7. True
8. False
9. False
10. True
11. B
12. C
13. C
14. A
15. C

Lesson 2
What's In

1. T
2. T
3. T
4. F
5. F
6. F
7. T
8. F
9. F
10. T

Lesson 2
What's New



Lesson 2
What I have Learned

1. number
2. least, greatest
3. greatest, least
4. decimal

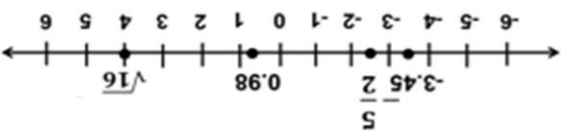
1. Emma
 2. $\frac{11}{5}$, $\frac{4}{21}$, 2.8, $3\frac{4}{13}$
 3. $3.5\frac{4}{15}$, 3.8 , $\sqrt{16}$

Lesson 2
What's More
 A.

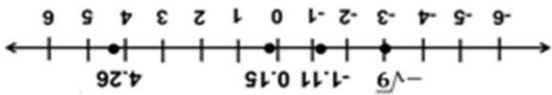
1. <
2. >
3. >
4. =
5. <

Lesson 2
What's More
 B.

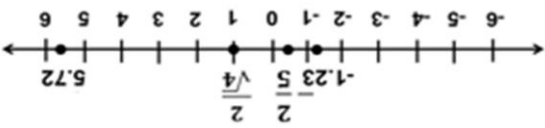
1. -3.45 , $-\frac{2}{5}$, 0.98 , $\sqrt{16}$



2. $-\sqrt{9}$, -1.11 , 0.15 , 4.26



3. -1.23 , $-\frac{5}{2}$, $\frac{\sqrt{4}}{2}$, 5.72



References

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Insigne, Ligaya, et.al, Creative Mathematics 7. (Quezon City: Mission book Publishing, Inc., 2013), pp. 76-79.

Padilla, John Richard C., Empowering Through Math 7 First Edition. (Quezon City: Ephesians Publishing Inc., 2017), pp. 119- 127.

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