



Republic of the Philippines
Department of Education
 Regional Office IX, Zamboanga Peninsula



6



Zest for Progress
 Zeal of Partnership

MATHEMATICS

Quarter 2 – Module 7:

Integers in the Number Line



Name of Learner: _____

Grade & Section: _____

Name of School: _____

- JANUARY
Makugiton
- FEBRUARY
Mahigugmaon
- MARCH
Matinabungan
- APRIL
Matinahunon
- MAY
Makapsay og Matimpyo
- JUNE
*Maabtik og Musunod sa
Ihsaklong Oras*
- JULY
Maantigo og Maabilidad
- AUGUST
*Maginhuhunaon
para sa Urban*
- SEPTEMBER
Madaginton
- OCTOBER
Matinud-anon
- NOVEMBER
Masaligan
- DECEMBER
Maalampon

Mathematics – Grade 6
Alternative Delivery Mode
Quarter 2 – Module 7: Integers in the Number Line
First Edition, 2020

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Secretary: Leonor Magtolis Briones
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Development Team of the Module

Writer:	Cecilia A. Billones
Editor:	Agustina P. Magalso
Reviewer:	Ismael K. Yusoph
Management Team: SDS	Ma. Liza R. Tabilon, Ed.D CESO V
ASDS	Ma. Judelyn J. Ramos, CESE
ASDS	Armando P. Gumapon, CESE
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EPS-LRMS	Evelyn C. Labad
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Principal	Miela H. De Gracia, E.M.D.

For inquiries or feedback, please write or call:

Department of Education
Schools Division of Zamboanga del Norte
Capitol Drive, Estaka, Dipolog City
Fax: (065) 908 0087 | Tel: (065) 212 5843, (065) 212 5131
zn.division@deped.gov.ph



What I Need to Know

Numbers play a vital role in our daily lives. Almost all the things we do use numbers and Mathematics.

The goal in Mathematics education is to help you develop logical thinking, reasoning power, analytical and critical thinking. Furthermore, the experiences that you will gain in learning this area will encourage you more to strive harder in facing various challenges in life.

The module has two lessons:

- Lesson 1 - Describing the set of integers and identify real - life situations that make use of it. (M6NS-IIh-153)
- Lesson 2- Comparing integers with other numbers such as whole numbers, fractions and decimals.(M6NS-IIh-154)

After going through this module, you are expected to:

1. describe the set of integers and identify real - life situations that make use of it.
2. compare integers with other numbers such as whole numbers, fractions and decimals.

Lessons
1-2

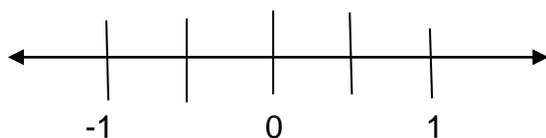
Describe the set of integers and identify real life situations that make use of it. Compare integers with other numbers such as whole numbers, fractions and decimals.

Describing the set of integers will let us learn the many applications of integers and how to solve and identify real life situations that we can make use of integers.



What's In

- A. Encircle the different among the set.
1. -5, -3, 1, -7
 2. -2, 4, 6, 8
- B. Which is greater, 4 or 5? Between the two numbers where is 5 located in the number line? What about number 4?
- C. Is the number on the right greater than the number on its left?
- D. Locate $-\frac{1}{2}$ in the number line below.





What's New

Read the Problem:

This morning your mother gave you Php 30.00 as your allowance. During recess time you went to the school canteen to buy your snack.

The following are the prices of the snacks:

Sandwich	Php 10.00	
Pancit	15.00	
Drinks		12.00

Will your allowance be enough to buy all desired snacks?

Answer the following:

a. What numbers represent your allowance?

b. What numbers represents your expenses?

c. How much is lacking in your allowance?

d. What represents your allowance?

e. What represents your expenses?



What is It

1. Negative numbers have values less than 0.
2. Positive numbers are the counting or natural numbers.
3. Zero and Positive numbers make up the set of whole numbers.
4. Positive numbers together with zero and negative numbers are called integers.



What's More

Draw a number line to locate each pair.

1. $-\frac{2}{3}$ and -1

2. -2 and $-1\frac{1}{4}$

3. $-\frac{3}{5}$ and $-\frac{4}{5}$

4. 1.25 and 1.75



What I Have Learned

Use a number line to easily compare integers with other numbers such as whole numbers, fractions, and decimals. Positive integer means an addition, rising, increasing or a greater number while negative integer means a reduction, decreasing or a lesser number. The integer located in the right in the number line is always greater.



What I Can Do

A. Write the integer represented by each situation:

1. loss of 5 points.
2. a Php 100 decrease in price.
3. Spent Php.25.00

B. Draw the number line to identify the integers describe:

1. 12 years ago
- 2.gained 3 kg.
- 3.6 steps backward

C. Use the number line to plot the two numbers. Write $<$, $>$ or $=$ to compare both numbers.

1. $-3/4$ _____ -1
2. $-3/5$ _____ $-4/5$
3. -3.3 _____ -4.3
4. 0.25 _____ $1/4$
5. -9 _____ 0



Assessment

A. Write an integer to represent the following:

1. Loss of 5 kilograms
2. 10 degrees below zero
3. Overtime pay of Php.85.00

B. Draw a number line

4. The temperature is below 18°C below 0.
5. The altitude is 75 m above sea level.

C. Use the number line to plot the two numbers. Write $<$, $>$ or $=$ to compare both numbers.

- 6.) $-2/4$ _____ -1
- 7.) $-3/8$ _____ $3/8$
- 8.) -3.3 _____ -2.3

9.) -0.50 _____ $-1/2$

10.) -5 _____ 0



Answer Key

Lesson 1

What's In

What's New

A. 1.) 1

a. +30

c.-7

2.)-2

b. -10

d.positive integers

B. 5,right, left

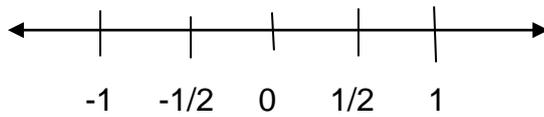
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e.negative integers

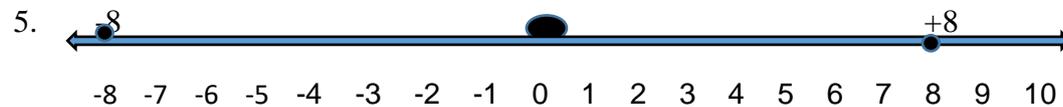
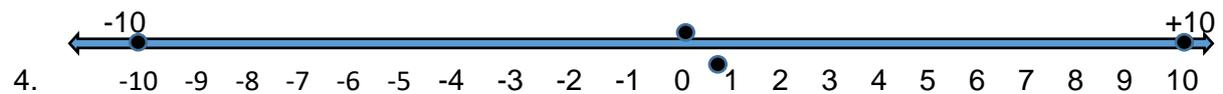
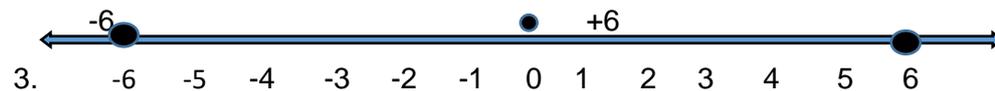
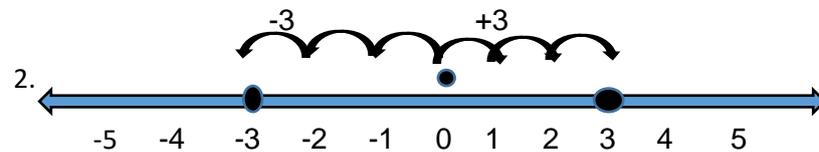
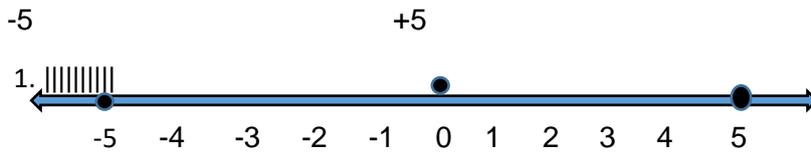
C. Yes

-12

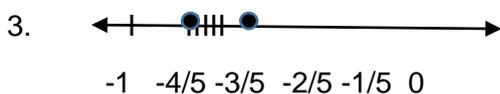
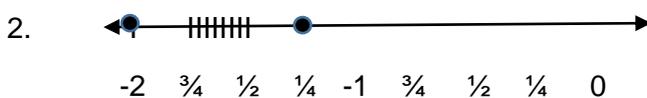
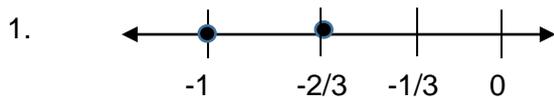
d.

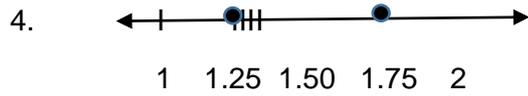


What is it



What's More





What I can do

A. 1. -5 2. -P100 3. -P 25

B. 1. -12 2. +3 3. -6

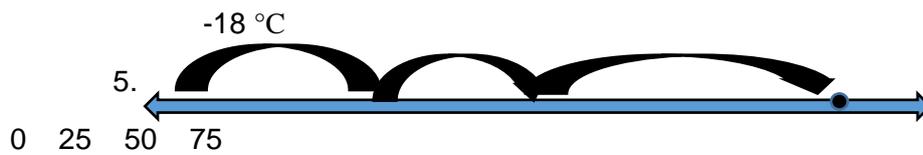
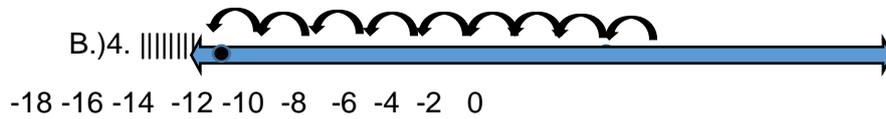
C. 1. > 2. > 3. > 4. = 5. <

Assessment

A.) 1. -5 kg

2. -10°C

3. + P85



+ 75 m

C.) 6. > 7. < 8. < 9. = 10. <

References

- 21st Century MATHletes Textbook pp.66-77.
- Math for Life Worktext in Mathemathetic pp.162-171
- K to 12 Grade 6 Curriculum Guide p.151
- K to 12 Teacher's Guide in Mathematics 6 pp 82-87
- Number Smart 6 pp 90.92.
- Lesson Guide in Elementary Mathematics Grade.

I AM A FILIPINO

by Carlos P. Romulo

I am a Filipino – inheritor of a glorious past, hostage to the uncertain future. As such, I must prove equal to a two-fold task – the task of meeting my responsibility to the past, and the task of performing my obligation to the future.

I am sprung from a hardy race – child many generations removed of ancient Malayan pioneers. Across the centuries, the memory comes rushing back to me: of brown-skinned men putting out to sea in ships that were as frail as their hearts were stout. Over the sea I see them come, borne upon the billowing wave and the whistling wind, carried upon the mighty swell of hope – hope in the free abundance of the new land that was to be their home and their children's forever.

This is the land they sought and found. Every inch of shore that their eyes first set upon, every hill and mountain that beckoned to them with a green and purple invitation, every mile of rolling plain that their view encompassed, every river and lake that promised a plentiful living and the fruitfulness of commerce, is a hollowed spot to me.

By the strength of their hearts and hands, by every right of law, human and divine, this land and all the appurtenances thereof – the black and fertile soil, the seas and lakes and rivers teeming with fish, the forests with their inexhaustible wealth in wild and timber, the mountains with their bowels swollen with minerals – the whole of this rich and happy land has been for centuries without number, the land of my fathers. This land I received in trust from them, and in trust will pass it to my children, and so on until the world is no more.

I am a Filipino. In my blood runs the immortal seed of heroes – seed that flowered down the centuries in deeds of courage and defiance. In my veins yet pulses the same hot blood that sent Lapulapu to battle against the alien foe, that drove Diego Silang and Dagohoy into rebellion against the foreign oppressor.

That seed is immortal. It is the self-same seed that flowered in the heart of Jose Rizal that morning in Bagumbayan when a volley of shots put an end to all that was mortal of him and made his spirit deathless forever; the same that flowered in the hearts of Bonifacio in Balintawak, of Gregorio del Pilar at Tirad Pass, of Antonio Luna at Calumpit, that bloomed in flowers of frustration in the sad heart of Emilio Aguinaldo at Palanan, and yet burst forth royally again in the proud heart of Manuel L. Quezon when he stood at last on the threshold of ancient Malacanang Palace, in the symbolic act of possession and racial vindication. The seed I bear within me is an immortal seed.

It is the mark of my manhood, the symbol of my dignity as a human being. Like the seeds that were once buried in the tomb of Tutankhamen many thousands of years ago, it shall grow and flower and bear fruit again. It is the insigne of my race, and my generation is but a stage in the unending search of my people for freedom and happiness.

I am a Filipino, child of the marriage of the East and the West. The East, with its languor and mysticism, its passivity and endurance, was my mother, and my sire was the West that came thundering across the seas with the Cross and Sword and the Machine. I am of the East, an eager participant in its struggles for liberation from the imperialist yoke. But I know also that the East must awake from its centuried sleep, shake off the lethargy that has bound its limbs, and start moving where destiny awaits.

For I, too, am of the West, and the vigorous peoples of the West have destroyed forever the peace and quiet that once were ours. I can no longer live, a being apart from those whose world now trembles to the roar of bomb and cannon shot. For no man and no nation is an island, but a part of the main, and there is no longer any East and West – only individuals and nations making those momentous choices that are the hinges upon which history revolves. At the vanguard of progress in this part of the world I stand – a forlorn figure in the eyes of some, but not one defeated and lost. For through the thick, interlacing branches of habit and custom above me I have seen the light of the sun, and I know that it is good. I have seen the light of justice and equality and freedom, my heart has been lifted by the vision of democracy, and I shall not rest until my land and my people shall have been blessed by these, beyond the power of any man or nation to subvert or destroy.

I am a Filipino, and this is my inheritance. What pledge shall I give that I may prove worthy of my inheritance? I shall give the pledge that has come ringing down the corridors of the centuries, and it shall be compounded of the joyous cries of my Malayan forebears when first they saw the contours of this land loom before their eyes, of the battle cries that have resounded in every field of combat from Mactan to Tirad Pass, of the voices of my people when they sing:

"I am a Filipino born to freedom, and I shall not rest until freedom shall have been added unto my inheritance—for myself and my children and my children's children—forever."