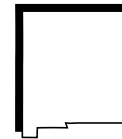


## 2 Statistics: Graphing Data



### Chapter Pacing Guide

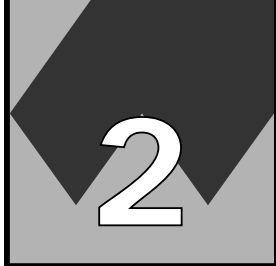
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Pets Pets Are (Hu)mans' Best Friends
2	2	2-1	Frequency Tables
3	3	2-2	Scales and Intervals
4	4	2-3	Bar Graphs and Line Graphs
5	5	2-3B	<small>THINKING LAB</small> Problem Solving Use a Graph
6	6	2-4	Reading Circle Graphs
7	7	2-5	Making Predictions
8	8	2-6	Stem-and-Leaf Plots
9 & 10	9 & 10	2-7	Mean, Median, Mode
		*2-7B	<small>HANDS-ON LAB</small> Cooperative Learning Box-and-Whisker Plots
11	11	2-8	Misleading Statistics
12	12	2-9	Integration: Geometry Graphing Ordered Pairs
13	13	Review: Study Guide and Assessment	
14	14	Assessment: Chapter Test	

\* *Optional*

### Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,            Commercial Success, pp. 3-5  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom Resources (ETCR)</i>  <a href="http://www.glencoe.com/sec/math/mac/mathnet">www.glencoe.com/sec/math/mac/mathnet</a></p>
<p><b>Interactive Mathematics: Activities and Investigations</b>            Unit 8</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 3-4  <i>Spanish Family Letters and Activities</i>, pp. 3-4</p>



# Chapter Project (pp. 44-45)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

- \_\_\_\_\_ Make tables and graphs from a survey.
- \_\_\_\_\_ Compare different survey results.

## Theme: Pets

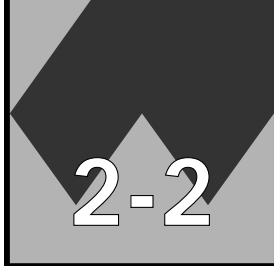
- \_\_\_\_\_ Chapter Project, *SE*, p. 45
- \_\_\_\_\_ Chapter 2 Notes, *TWE*, p. 44
- \_\_\_\_\_ Question of the Day, *TWE*, p. 44
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 21-24

### Homework Assignments

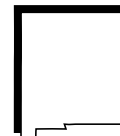
- \_\_\_\_\_ p. 49, Working on the Chapter Project, Exercise 10
- \_\_\_\_\_ p. 57, Working on the Chapter Project, Exercise 17
- \_\_\_\_\_ p. 81, Working on the Chapter Project, Exercise 15
- \_\_\_\_\_ p. 89, Completing the Chapter Project, Alternative Assessment

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components





# Lesson Planning Guide (pp. 50-53)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Choose appropriate scales and intervals for frequency tables.

<b>NCTM Standards:</b> 1-4, 6, 7, 9, 10
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 4-B-2, 10-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 50
- \_\_\_\_\_ ⇨ Transparency 2-2A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 50

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-2B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 51
- \_\_\_\_\_ ⇨ *Teacher's Guide, Overhead Manipulative Resources*, Mini-Lab for Lesson 2-2
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 51
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 9
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 52
- \_\_\_\_\_ Error Analysis, *TWE*, p. 52
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-2
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 51-52

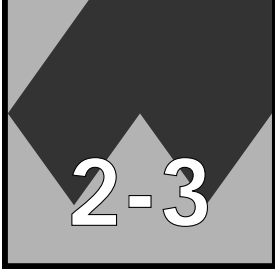
<b>Homework Assignments (pp. 52-53)</b>
_____ Core: 8, 10, 11, 13, 14, 16, 17, 19, 20-23
_____ Enriched: 9, 10, 12, 13, 15, 16, 17-23
_____ Alternate Assignment: _____

- \_\_\_\_\_ Extra Practice, *SE*, p. 560
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 9

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 53
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 53
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 9

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
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# Lesson Planning Guide (pp. 54-57)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Construct bar graphs and line graphs.

<b>NCTM Standards:</b> 1-5, 7-11
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-D-1, 10-A-1, 10-C-1, 10-D-1, 13-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 54
- \_\_\_\_\_ ⇨ Transparency 2-3A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 54
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 54

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-3B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 55
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 55
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 10
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 56
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-3, Interactive Lesson 2-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 55-56

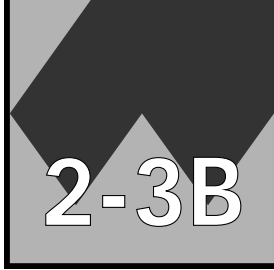
<b>Homework Assignments (pp. 56-57)</b>	
_____ Core: 7-15 odd, 16, 18-21	_____ Enriched: 8-14 even, 16, 18-21
_____ Optional: 17 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 560
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 10
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 70
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 4

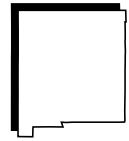
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 57
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 43
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 57
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 10

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 58-59)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Solve problems by using a graph.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 58

### 2 TEACH

\_\_\_\_\_ In-Class Examples, *TWE*, p. 58

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 58

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 59

<b>NCTM Standards:</b> 1-5, 7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 1-C-1, 1-F-1, 2-E-1, 10-A-1, 10-C-1, 10-D-1, 13-B-1

### Homework Assignments (p. 59)

\_\_\_\_\_ All: 4-11

\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Extra Practice, *SE*, p. 560

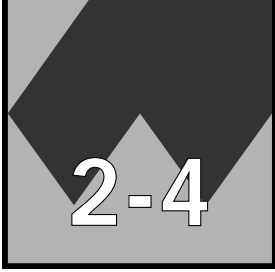
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 593-594

### 4 ASSESS

\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 59

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 59

**KEY** SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components



# Lesson Planning Guide (pp. 60-63)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Interpret circle graphs.

<b>NCTM Standards:</b> 1-7, 10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-D-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 60
- \_\_\_\_\_ ⇨ Transparency 2-4A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 60

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-4B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 61
- \_\_\_\_\_ ⇨ *Teacher's Guide, Overhead Manipulative Resources*, Mini-Lab for Lesson 2-4
- \_\_\_\_\_ Multiple Learning Styles, Intrapersonal, *TWE*, p. 60
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 61
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 11
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 62
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 62

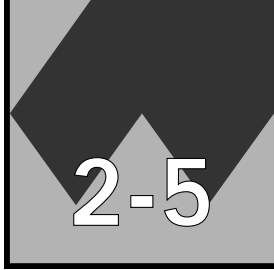
<b>Homework Assignments (pp. 62-63)</b>	
_____ Core: 5-10	_____ Enriched: 5-10
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 561
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 11
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 2

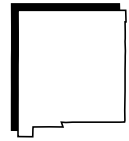
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 63
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 63
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 11

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 64-67)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Make predictions from line graphs.

<b>NCTM Standards:</b> 1-5, 7-11
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 4-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 64
- \_\_\_\_\_ ⇨ Transparency 2-5B
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 64

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-5B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 65
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 65
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 12
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 65
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-5, Extended Activity 2-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 65

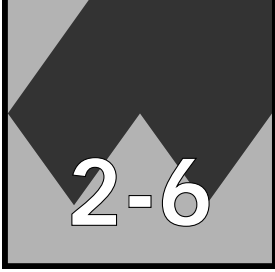
<b>Homework Assignments (pp. 65-66)</b>	
_____ Core: 4-9	_____ Enriched: 4-9
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 561
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 12

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 67
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 42
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 43
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 67
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 12
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 67

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 68-70)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
 Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Construct stem-and-leaf plots.

### 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 68
- \_\_\_\_\_ ⇨ Transparency 2-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 68

### 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-6B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 68
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 69
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 13
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 69
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-6

### 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 69

<b>NCTM Standards:</b> 1-5, 8-10
<b>New Mexico Mathematics          Performance Standards</b> <b>Grades 5-8:</b> 10-A-1, 10-C-1, 10-D-1, 10-E-1

#### *Homework Assignments (p. 70)*

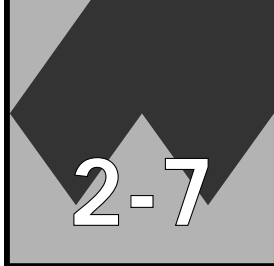
\_\_\_\_\_ Core: 7-15 odd, 16-18                      \_\_\_\_\_ Enriched: 8-12 even, 14-18  
 \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 561
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 13

### 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 70
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 70
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 13

KEY    *SE* = Student Edition    *TWE* = Teacher's Wraparound Edition    ⇨ = Other Program Components



# Lesson Planning Guide (pp. 71-75)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Find the mean, median, mode, and range to describe a set of data.

<b>NCTM Standards:</b> 1-5, 7-10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-A-1, 2-D-2, 10-B-2

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 71
- \_\_\_\_\_ ⇨ Transparency 2-7A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 72
- \_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 71

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-7B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 73
- \_\_\_\_\_ ⇨ *Teacher's Guide, Overhead Manipulative Resources, Mini-Lab for Lesson 2-7*
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 72
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 14
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 73
- \_\_\_\_\_ Error Analysis, *TWE*, p. 73
- \_\_\_\_\_ ⇨ *CD-ROM Program, Resource Lesson 2-7*
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 73-74

### Homework Assignments (p. 74)

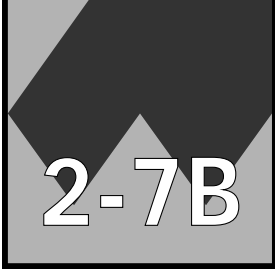
- \_\_\_\_\_ Core: 7-17 odd, 18-20
- \_\_\_\_\_ Enriched: 8-14 even, 16-20
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 562
- \_\_\_\_\_ Family Activity, *SE*, p. 74
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 14
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 2
- \_\_\_\_\_ ⇨ *Technology Masters, Calculator Activity*, p. 3
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 5-8

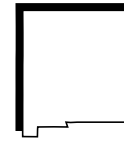
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 75
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 74
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters, Quiz C*, p. 44
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 74
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 14

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
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# Lesson Planning Guide (pp. 76-77)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Display and summarize data in a box-and-whisker plot.

### NCTM Standards:

1-5, 7-10

### New Mexico Mathematics Performance Standards

Grades 5-8:

10-B-2

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 76

\_\_\_\_\_ ⇄ *Hands-On Lab Masters*, p. 16: number lines

## ASSESS

\_\_\_\_\_ *TWE*, p. 77

\_\_\_\_\_ ⇄ *Hands-On Lab Masters*, p. 40

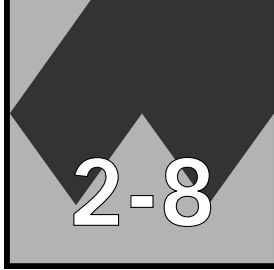
### Class Activity (p. 77)

\_\_\_\_\_ All: 1-3

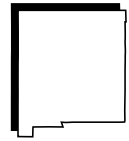
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 77

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇄ = Other Program Components



# Lesson Planning Guide (pp. 78-81)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Recognize when statistics and graphs are misleading.

<b>NCTM Standards:</b> 1-5, 8-10
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-A-3, 4-A-1, 10-E-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 78
- \_\_\_\_\_ ⇨ Transparency 2-8A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 78

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-8B
- \_\_\_\_\_ Using Applications, *TWE*, p. 79
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 79
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 15
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 79
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 79-80

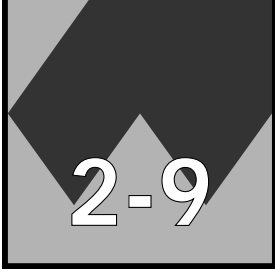
<b>Homework Assignments (pp. 80-81)</b>	
_____ Core: 8, 9-13 odd, 16-19	_____ Enriched: 8-12 even, 13, 14, 16-19
_____ Optional: 15 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 562
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 15
- \_\_\_\_\_ ⇨ Classroom Games, pp. 3-4

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 81
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 81
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 15

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 82-85)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_  
 Grade \_\_\_\_\_ Class \_\_\_\_\_ M Tu W Th F

## Objectives

\_\_\_\_\_ Use ordered pairs to locate points and organize data.

<b>NCTM Standards:</b> 1-5, 8-10
<b>New Mexico Mathematics          Performance Standards</b> <b>Grades 5-8:</b> 5-D-1, 12-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 82
- \_\_\_\_\_ ⇨ Transparency 2-9A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 82

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 2-9B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 83
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 83
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 16
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 84
- \_\_\_\_\_ Error Analysis, *TWE*, p. 84
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 2-9

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 84

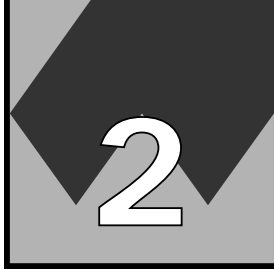
<b>Homework Assignments (pp. 84-85)</b>	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 12-30 even, 31-37
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 562
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 16

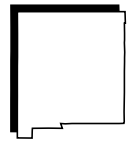
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 85
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 44
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 85
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 16

KEY SE = Student Edition TWE = Teacher's Wraparound Edition ⇨ = Other Program Components



# Review and Assessment (pp. 86-91)



Teacher's Name \_\_\_\_\_ Dates \_\_\_\_\_

Grade \_\_\_\_\_ Class \_\_\_\_\_  
Review M Tu W Th F  
Testing M Tu W Th F

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 86-89
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 90-91
- \_\_\_\_\_ Chapter Test, *SE*, p. 596

## ⇔ **Assessment and Evaluation Masters (pp. 29-47)**

### *Multiple-Choice Tests*

- \_\_\_\_\_ Form 1A, 1B, or 1C, pp. 29-34
- \_\_\_\_\_ Standardized Test Practice, pp. 45-46

### *Free-Response Tests*

- \_\_\_\_\_ 2A, 2B, or 2C, pp. 35-40
- \_\_\_\_\_ Performance Assessment, p. 41
- \_\_\_\_\_ Cumulative Review, p. 47

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 2
- \_\_\_\_\_ ⇔ *Test and Review Software*
- \_\_\_\_\_ ⇔ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*

**KEY** SE = Student Edition TWE = Teacher's Wraparound Edition ⇔ = Other Program Components