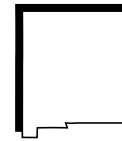


3 Adding and Subtracting Decimals



Chapter Pacing Guide

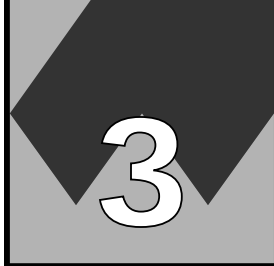
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Travel Vacation Destination
2 & 3		*3-1A	<small>HANDS-ON LAB</small> Cooperative Learning Decimals Through Hundredths
	2	3-1	Decimals Through Ten-Thousandths
4 & 5		*3-2A	<small>HANDS-ON LAB</small> Cooperative Learning Measurement
	3	3-2	Integration: Measurement Length in the Metric System
6	4	3-3	Comparing and Ordering Decimals
7	5	3-4	Rounding Decimals
8	6	3-5	Estimating Sums and Differences
9	7	3-6A	<small>THINKING LAB</small> Problem Solving Reasonable Answers
10	8	3-6	Adding and Subtracting Decimals
11	9	Review: Study Guide and Assessment	
12	10	Assessment: Chapter Test	

* Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student, Dining Out, p. 7</i> <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Units 12 and 18</p>	<p>Applications <i>Family Letters and Activities, pp. 5-6</i> <i>Spanish Family Letters and Activities, pp. 5-6</i></p>



Chapter Project (pp. 92-93)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Understand estimating, adding, and subtracting decimals.
- _____ Be able to solve problems using decimals.

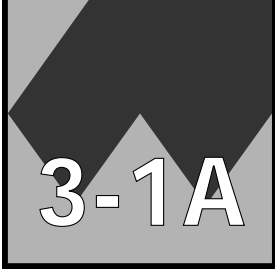
Theme: Travel

- _____ Chapter Project, *SE*, p. 93
- _____ Chapter 3 Notes, *TWE*, p. 92
- _____ Question of the Day, *TWE*, p. 92
- _____ ⇔ *Investigations and Projects Masters*, pp. 25-28

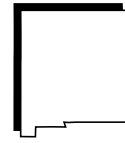
Homework Assignments

- _____ p.115, Working on the Chapter Project, Exercise 35
- _____ p.120, Working on the Chapter Project, Exercise 34
- _____ p.125, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (p. 94)



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

Objectives

_____ Students model decimals through hundredths.

NCTM Standards: 1-6
New Mexico Mathematics Performance Standards Grades 5-8: 1-E-1

MANAGEMENT

- _____ Getting Started, *TWE*, p. 94
- _____ ⇨ *Hands-On Lab Masters*, p. 1: base-ten models
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 3-1A
- _____ ⇨ *Overhead Manipulative Resources*: decimal models
- _____ ⇨ *CD-ROM Program*, Interactive Lesson 3-1A

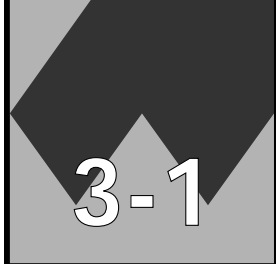
ASSESS

- _____ *TWE*, p. 94
- _____ ⇨ *Hands-On Lab Masters*, p. 41

Class Activity (p. 94)
_____ All: 1-4
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 94

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Lesson Planning Guide (pp. 95-98)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Model, read, and write decimals.

NCTM Standards: 1-6, 13
New Mexico Mathematics Performance Standards Grades 5-8: 5-A-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 95
- _____ ⇨ Transparency 3-1A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 96
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 95
- _____ Cross-Curriculum Cue, *TWE*, p. 95

2 TEACH

- _____ ⇨ Transparency 3-1B
- _____ Reading Mathematics, *TWE*, p. 96
- _____ In-Class Examples, *TWE*, pp. 96-97
- _____ ⇨ *Study Guide Masters*, p. 17
- _____ Reteaching the Lesson, *TWE*, p. 97
- _____ ⇨ *Transition Booklet*, pp. 5-6
- _____ ⇨ *CD-ROM Program*, Resource Lesson 3-1
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 97

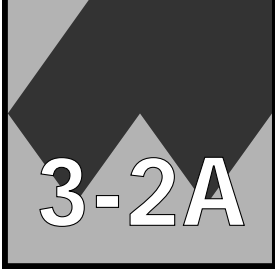
Homework Assignments (pp. 97-98)	
_____ Core: 11-29 odd, 31-35	_____ Enriched: 12-28 even, 29-35
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 563
- _____ ⇨ *Practice Masters*, p. 17
- _____ School to Career Activity, *SE*, p. 99
- _____ Math in the Media, *SE*, p. 98

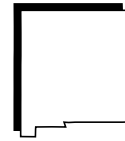
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 98
- _____ Extending the Lesson, *TWE*, p. 98
- _____ ⇨ *Enrichment Masters*, p. 17

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Lesson Planning Guide (pp. 100-101)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Measure length in metric units.

MANAGEMENT

_____ Getting Started, *TWE*, p. 100

ASSESS

_____ *TWE*, p. 101

_____ ⇄ *Hands-On Lab Masters*, p. 42

NCTM Standards: 1-6, 13
New Mexico Mathematics Performance Standards Grades 5-8: 1-E-1, 9-B-1

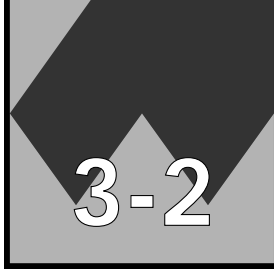
Class Activity (p. 101)

_____ All: 1-5

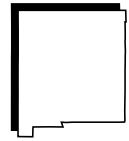
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 101

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Lesson Planning Guide (pp. 102-104)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Show relationships among metric units of length and measure line segments.

NCTM Standards: 1-6, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 4-D-1, 9-B-1, 9-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 102
- _____ ⇨ Transparency 3-2A
- _____ Motivating the Lesson, Communication, *TWE*, p. 102

2 TEACH

- _____ ⇨ Transparency 3-2B
- _____ Using the Mini-Lab, *TWE*, p. 102
- _____ ⇨ *Teacher's Guide, Overhead Manipulative Resources*, Mini-Lab for Lesson 3-2.
- _____ Multiple Learning Styles, Kinesthetic, *TWE*, p. 102
- _____ In-Class Examples, *TWE*, p. 103
- _____ ⇨ *Study Guide Masters*, p. 18
- _____ Reteaching the Lesson, *TWE*, p. 103
- _____ Error Analysis, *TWE*, p. 103
- _____ ⇨ *Transition Booklet*, pp. 29-30
- _____ ⇨ *CD-ROM Program*, Resource Lesson 3-2

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 103-104

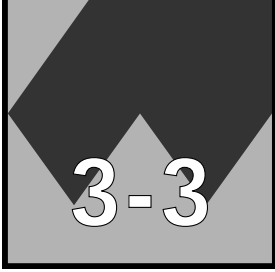
Homework Assignments (p. 104)	
_____ Core 9-23 odd, 24-27	_____ Enriched: 10-20 even, 22-27
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 563
- _____ ⇨ *Practice Masters*, p. 18

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 104
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 71
- _____ Extending the Lesson, *TWE*, p. 104
- _____ ⇨ *Enrichment Masters*, p. 18

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Lesson Planning Guide (pp. 105-108)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Compare decimals and order a set of decimals.

NCTM Standards:

1-6, 10-12

New Mexico Mathematics Performance Standards

Grades 5-8:

6-B-1, 7-E-1, 13-E-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 105

_____ ⇨ Transparency 3-3A

_____ Motivating the Lesson, Problem Solving, *TWE*, p. 105

2 TEACH

_____ ⇨ Transparency 3-3B

_____ Using the Mini-Lab, *TWE*, p. 106

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 3-3

_____ In-Class Examples, *TWE*, p. 106

_____ ⇨ *Study Guide Masters*, p. 19

_____ Reteaching the Lesson, *TWE*, p. 107

_____ Error Analysis, *TWE*, p. 107

_____ ⇨ *Transition Booklet*, pp. 7-8

_____ ⇨ *CD-ROM Program*, Resource Lesson 3-3, Interactive Lesson 3-3

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 107

Homework Assignments (p. 108)

_____ Core: 11-27 odd, 28-32

_____ Enriched: 10-24 even, 26-32

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 563

_____ ⇨ *Practice Masters*, p. 19

_____ ⇨ *Hands-On Lab Masters*, p. 71

_____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 6

4 ASSESS

_____ Closing Activity, Modeling, *TWE*, p. 108

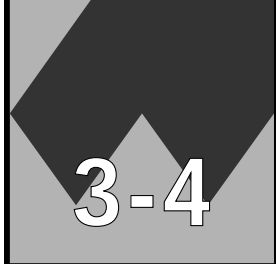
_____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 70

_____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 71

_____ Extending the Lesson, *TWE*, p.108

_____ ⇨ *Enrichment Masters*, p. 19

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Lesson Planning Guide (pp. 109-111)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Round decimals.

NCTM Standards: 1-6, 2, 13
New Mexico Mathematics Performance Standards Grades 5-8: 7-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 109
- _____ ⇨ Transparency 3-4A
- _____ Motivating the Lesson, Communication, *TWE*, p. 109

2 TEACH

- _____ ⇨ Transparency 3-4B
- _____ Using Number Lines, *TWE*, p. 110
- _____ Multiple Learning Styles, Logical, *TWE*, p. 110
- _____ In-Class Examples, *TWE*, p. 110
- _____ ⇨ *Study Guide Masters*, p. 20
- _____ Reteaching the Lesson, *TWE*, p. 110
- _____ ⇨ *CD-ROM Program*, Resource Lesson 3-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 110
- _____ Family Activity, *SE*, p. 111

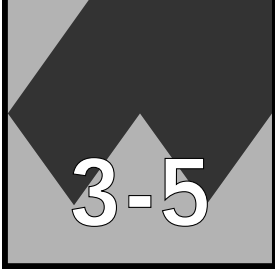
Homework Assignments (pp. 110-111)	
_____ Core: 9-23 odd, 25-28	_____ Enriched: 10-22 even, 23-28
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 564
- _____ ⇨ *Practice Masters*, p. 20
- _____ ⇨ *Diversity Masters*, p. 3

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 111
- _____ Extending the Lesson, *TWE*, p. 111
- _____ ⇨ *Enrichment Masters*, p. 20
- _____ Mid-Chapter Self Test, *SE*, p. 111

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Lesson Planning Guide (pp. 112-115)



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

Objectives

_____ Estimate decimal sums and differences.

NCTM Standards: 1-7, 10, 14
New Mexico Mathematics Performance Standards Grades 5-8: 4-B-1, 6-A-1, 7-C-2, 7-F-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 112
- _____ ⇨ Transparency 3-5A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 112

2 TEACH

- _____ ⇨ Transparency 3-5B
- _____ Reading Mathematics, *TWE*, p. 113
- _____ In-Class Examples, *TWE*, p. 113
- _____ ⇨ *Study Guide Masters*, p. 21
- _____ Reteaching the Lesson, *TWE*, p. 114
- _____ Error Analysis, *TWE*, p. 114
- _____ ⇨ *CD-ROM Program*, Resource Lesson 3-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 114

Homework Assignments (pp. 114-115)

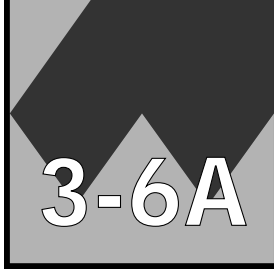
- _____ Core: 13-33 odd, 36-41 _____ Enriched: 12-32 even, 33, 34, 36-41
- _____ Optional: 35 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 564
- _____ ⇨ *Practice Masters*, p. 21

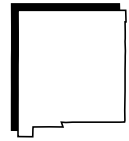
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 115
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 72
- _____ Extending the Lesson, *TWE*, p. 115
- _____ ⇨ *Enrichment Masters*, p. 21

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Lesson Planning Guide (pp. 116-117)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Determine whether answers to problems are reasonable.

1 FOCUS

_____ Getting Started, *TWE*, p. 116

2 TEACH

_____ In-Class Examples, *TWE*, p. 116

_____ Reteaching the Lesson, *TWE*, p. 116

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 117

NCTM Standards: 1-7
New Mexico Mathematics Performance Standards Grades 5-8: 1-A-1, 1-D-1, 1-F-2, 3-A-1, 3-A-2, 3-C-1, 3-D-1, 7-C-2, 7-F-1

Homework Assignments (p. 117)

_____ All: 5-13

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 564

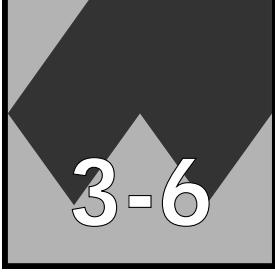
_____ Mixed Problem Solving, *SE*, pp. 593-594

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 117

_____ Extending the Lesson, *TWE*, p. 117

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Lesson Planning Guide (pp. 118-121)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Add and subtract decimals.

NCTM Standards:

1-7, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

6-C-1, 7-A-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 118

_____ ⇨ Transparency 3-6A

_____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 118

2 TEACH

_____ ⇨ Transparency 3-6B

_____ Thinking Algebraically, *TWE*, p. 119

_____ In-Class Examples, *TWE*, p. 119

_____ ⇨ *Study Guide Masters*, p. 22

_____ Reteaching the Lesson, *TWE*, p. 119

_____ Error Analysis, *TWE*, p. 119

_____ ⇨ *CD-ROM Program*, Resource Lesson 3-6

_____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 119

Homework Assignments (pp. 120-121)

_____ Core: 11-33 odd, 35-39

_____ Enriched: 12-32 even, 33, 35-39

_____ Optional: 34 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 565

_____ ⇨ *Practice Masters*, p. 22

_____ ⇨ *School to Career Masters*, p. 3

_____ ⇨ *Classroom Games*, pp. 5-6

_____ ⇨ *Technology Masters*, Calculator Activity, p. 5

_____ School to Career Activity, *SE*, p. 3

4 ASSESS

_____ Let the Games Begin, *SE*, p. 121

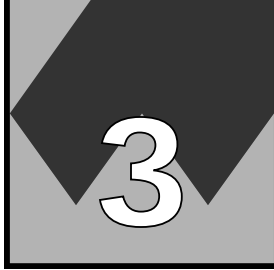
_____ Closing Activity, Modeling, *TWE*, p. 121

_____ Extending the Lesson, *TWE*, p. 121

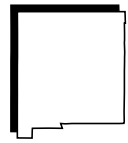
_____ ⇨ *Enrichment Masters*, p. 22

_____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 72

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Review and Assessment (pp. 122-127)



Teacher's Name _____ Dates _____

Grade _____ Class _____
Review M Tu W Th F
Testing M Tu W Th F

- _____ Study Guide and Assessment, *SE*, pp. 122-125
- _____ Standardized Test Practice, *SE*, pp. 126-127
- _____ Chapter Test, *SE*, p. 597

⇔ **Assessment and Evaluation Masters (pp. 57-75)**

Multiple-Choice Tests

- _____ Form 1A, 1B, or 1C, pp. 57-62
- _____ Standardized Test Practice, pp. 73-74

Free-Response Tests

- _____ Form 2A, 2B, or 2C, pp. 63-68
- _____ Performance Assessment, p. 69
- _____ Cumulative Review, p. 75

- _____ ⇔ *MindJogger Videoquizzes*, Chapter 3
- _____ ⇔ *Test and Review Software*
- _____ ⇔ *CD-ROM Assessment Game*
- _____ ⇔ *State Test Preparation CD-ROM*

Interdisciplinary Investigation, SE, pp. 128-129

- _____ ⇔ *Interdisciplinary Investigation, TWE*, pp. 128-129
- _____ ⇔ *Investigations and Projects Masters*, pp. 1-4

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