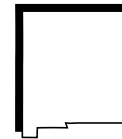


# 5 Using Number Patterns, Fractions, and Ratios



## Chapter Pacing Guide

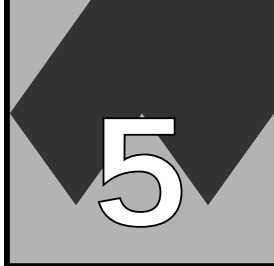
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

Day (Standard)	Day (Honors)	Lesson	Title
1	1	*Chapter Project	Theme: Publishing Hot Off the Press
2	2	5-1	Divisibility Patterns
3 & 4		*5-2A	<small>HANDS-ON LAB</small> Cooperative Learning Rectangular Arrays
	3	5-2	Prime Factorization
5	4	5-3A	<small>THINKING LAB</small> Problem Solving Make a List
6	5	5-3	Greatest Common Factor
7 & 8		*5-4A	<small>HANDS-ON LAB</small> Cooperative Learning Fractions and Ratios
	6 & 7	5-4	Simplifying Fractions and Ratios
		*5-4B	<small>HANDS-ON LAB</small> Cooperative Learning Experimental Probability
9	8	5-5	Mixed Numbers and Improper Fractions
10	9	5-6	Integration: Measurement Length in the Customary System
11	10	5-7	Least Common Multiple
12 & 13	11	5-8	Comparing and Ordering Fractions
	12 & 13	5-9	Writing Decimals as Fractions
14			5-10
15	14	Review: Study Guide and Assessment	
16	15	Assessment: Chapter Test	

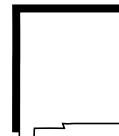
\* Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,            Author's Fair, pp. 13, 14  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom</i>  <i>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 11</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 9-10  <i>Spanish Family Letters and Activities</i>, pp. 9-10</p>



# Chapter Project (pp. 176-177)



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

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

## Objectives

- \_\_\_\_\_ Use fractions and ratios to show a comparison between two numbers.
- \_\_\_\_\_ Express fractions as decimals and compare.

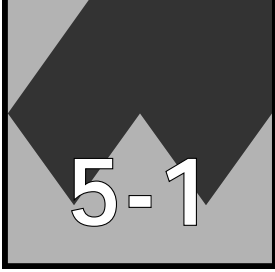
## Theme: Publishing

- \_\_\_\_\_ Chapter Project, *SE*, p. 177
- \_\_\_\_\_ Chapter 5 Notes, *TWE*, p. 176
- \_\_\_\_\_ Question of the Day, *TWE*, p. 176
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 33-36

### Homework Assignments

- \_\_\_\_\_ p. 196, Working on the Chapter Project, Exercise 36
- \_\_\_\_\_ p. 219, Working on the Chapter Project, Exercise 27
- \_\_\_\_\_ p. 223, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 178-180)



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

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

## Objectives

\_\_\_\_\_ Use divisibility rules for 2, 3, 5, 6, 9, and 10.

### NCTM Standards:

1-9, 12

### New Mexico Mathematics Performance Standards

Grades 5-8:

13-B-1

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 178

\_\_\_\_\_ ⇨ Transparency 5-1A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 178

\_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 178

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 5-1B

\_\_\_\_\_ Using Charts, *TWE*, p. 179

\_\_\_\_\_ In-Class Examples, *TWE*, p. 179

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 32

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 179

\_\_\_\_\_ ⇨ *Transition Booklet*, pp. 25-26

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-1

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, pp. 179-180

### Homework Assignments (p. 180)

\_\_\_\_\_ Core: 11-35 odd, 36-40

\_\_\_\_\_ Enriched: 12-32 even, 34-40

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

\_\_\_\_\_ Extra Practice, *SE*, p. 568

\_\_\_\_\_ ⇨ *Practice Masters*, p. 32

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 73

\_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 77-80

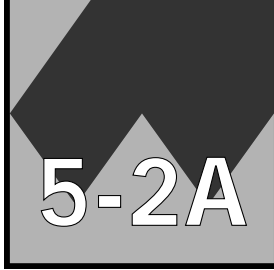
## 4 ASSESS

\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 180

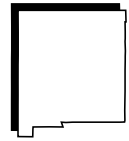
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 180

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 32

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



# Lesson Planning Guide (p. 181)



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

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

## Objectives

\_\_\_\_\_ Identify prime and composite numbers by using rectangular arrays.

<b>NCTM Standards:</b> 1-3, 8, 12
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 1-F-1, 2-A-1, 5-B-1, 6-C-2, 6-D-1

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 181
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, pp. 11, 12: grid paper
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 5-2A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: algebra/area tiles

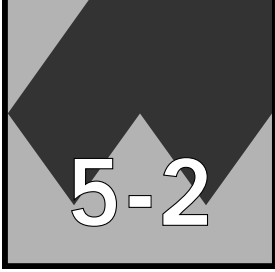
## ASSESS

- \_\_\_\_\_ *TWE*, p. 181
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 47

<b>Class Activity (p. 181)</b>
_____ All: 1-6
_____ Alternate Assignment: _____

\_\_\_\_\_ Math Journal, *TWE*, p. 181

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



# Lesson Planning Guide (pp. 182-185)



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

## Objectives

\_\_\_\_\_ Find the prime factorization of a composite number.

### 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 182
- \_\_\_\_\_ ⇨ Transparency 5-2A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 182
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 182

<b>NCTM Standards:</b> 1-10
<b>New Mexico Mathematics          Performance Standards</b> <b>Grades 5-8:</b> 6-C-2

### 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-2B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 182
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 183
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 33
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 183
- \_\_\_\_\_ Error Analysis, *TWE*, p. 183
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 21-22
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-2, Interactive Lesson 5-2

### 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 183-184

<b>Homework Assignments (p. 184)</b>	
_____ Core: 13-41 odd, 42-47	_____ Enriched: 14-38 even, 40-47
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 569
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 33
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 5
- \_\_\_\_\_ School to Career Activity, *SE*, p. 185

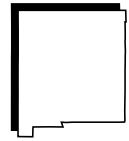
### 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 184
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 184
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 33

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 186-187)



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

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

## Objectives

\_\_\_\_\_ Solve problems by making an organized list.

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

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 186

### 2 TEACH

\_\_\_\_\_ In-Class Examples, *TWE*, p. 186

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 186

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 187

#### Homework Assignments (p. 187)

\_\_\_\_\_ All: 4-14

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

\_\_\_\_\_ Extra Practice, *SE*, p. 569

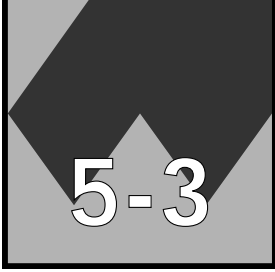
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 593-594

### 4 ASSESS

\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 187

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 187

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



# Lesson Planning Guide (pp. 188-190)



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

## Objectives

\_\_\_\_\_ Find the greatest common factor of two or more numbers.

<b>NCTM Standards:</b> 1-7, 10, 12, 13
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 2-A-2, 6-C-2, 6-D-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 188
- \_\_\_\_\_ ⇨ Transparency 5-3A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 188

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-3B
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 189
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 34
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 189
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-3, Interactive Lesson 5-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 189

<b>Homework Assignments (pp. 189-190)</b>	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 10-30 even, 31-37
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 569
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 34

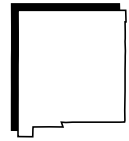
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 190
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 127
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 190
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 34

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 191-192)



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

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

### Objectives

\_\_\_\_\_ Use models to represent fractions and equivalent fractions.

<b>NCTM Standards:</b> 1-3, 5, 6
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-B-1

### MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 191  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, pp. 3-4: fraction models

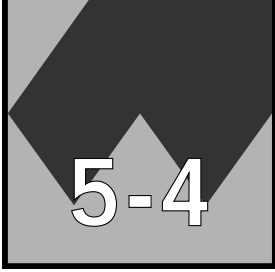
### ASSESS

\_\_\_\_\_ *TWE*, p. 192  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 48

<b>Class Activity (pp. 191-192)</b>	
_____ All: 1-8	_____ Alternate Assignment: _____

\_\_\_\_\_ Math Journal, *TWE*, p. 192

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



# Lesson Planning Guide (pp. 193-196)



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

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

## Objectives

\_\_\_\_\_ Express fractions and ratios in simplest form.

### NCTM Standards:

1-6, 7, 10

### New Mexico Mathematics Performance Standards

Grades 5-8:

5-A-1, 7-C-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 193
- \_\_\_\_\_ ⇨ Transparency 5-4A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 193
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 193

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-4B
- \_\_\_\_\_ Using Patterns, *TWE*, p. 194
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 194
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 35
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 195
- \_\_\_\_\_ Error Analysis, *TWE*, p. 195
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-4, Interactive Lesson 5-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 195

### Homework Assignments (pp. 195-196)

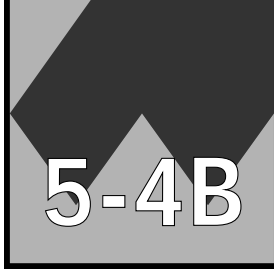
- \_\_\_\_\_ Core: 11-35 odd, 37-42      \_\_\_\_\_ Enriched: 12-32 even, 34, 35, 37-42
- \_\_\_\_\_ Optional: 36 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 570
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 35

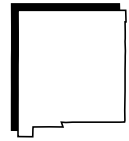
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 196
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 196
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 35

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



# Lesson Planning Guide (p. 197)



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

### Objectives

\_\_\_\_\_ Determine the experimental probability for a given set of data.

<b>NCTM Standards:</b> 1-6, 9, 13
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 2-A-1, 11-D-1

### MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 197  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 21: number cube patterns

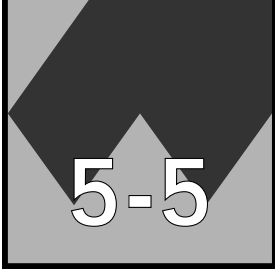
### ASSESS

\_\_\_\_\_ *TWE*, p. 197  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 49

<b>Class Activity (p. 197)</b>	
_____ All: 1-4	_____ Alternate Assignment: _____

\_\_\_\_\_ Math Journal, *TWE*, p. 197

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



# Lesson Planning Guide (pp. 198-201)



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

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

## Objectives

\_\_\_\_\_ Express mixed numbers as improper fractions and vice versa.

### NCTM Standards:

1-6, 9, 12, 13

### New Mexico Mathematics Performance Standards

Grades 5-8:

6-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 198
- \_\_\_\_\_ ⇨ Transparency 5-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 198

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-5B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 199
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-5
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 199
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 36
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 200
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 200

### Homework Assignments (pp. 200-201)

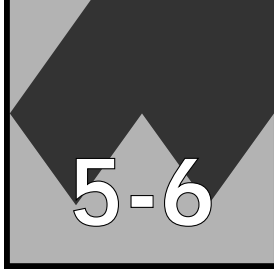
- \_\_\_\_\_ Core: 11-33 odd, 35-39
- \_\_\_\_\_ Enriched: 12-32 even, 33-39
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 570
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 36
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 5

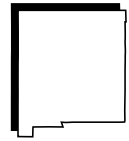
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 201
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 126
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 127
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 201
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 36
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 201

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



# Lesson Planning Guide (pp. 202-205)



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

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

## Objectives

\_\_\_\_\_ Measure line segments and objects with a ruler divided in halves, fourths, and eighths.

<b>NCTM Standards:</b> 1-6, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-A-2, 9-B-1, 9-E-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 202
- \_\_\_\_\_ ⇨ Transparency 5-6A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 202

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-6B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 2-3
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-6
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 203
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 37
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 203
- \_\_\_\_\_ Error Analysis, *TWE*, p. 203
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 29-30
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 203-204

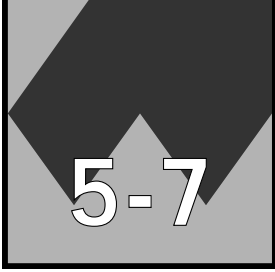
<b>Homework Assignments (pp. 204-205)</b>	
_____ Core: 11-33 odd, 34-38	_____ Enriched: 12-30 even, 32-38
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 570
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 37
- \_\_\_\_\_ Family Activity, *SE*, p. 204
- \_\_\_\_\_ Math in the Media, *SE*, p. 205

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 205
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 205
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 37

<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. 206-209)



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

## Objectives

\_\_\_\_\_ Find the least common multiple of two or more numbers.

**NCTM Standards:**  
1-6, 10, 13

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 2-6
- \_\_\_\_\_ ⇨ Transparency 5-7A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 206

**New Mexico Mathematics  
Performance Standards  
Grades 5-8:**  
2-A-2, 2-D-1, 6-C-2

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-7B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 207
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 207
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-7
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 207
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 38
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 208
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-7, Interactive Lesson 5-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 208

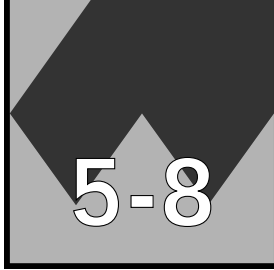
<b>Homework Assignments (pp. 208-209)</b>	
_____ Core: 13-35 odd, 37-42	_____ Enriched: 12-34 even, 35-42
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 571
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 38
- \_\_\_\_\_ ⇨ *Technology Masters*, Spreadsheet Activity, p. 10

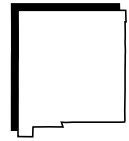
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 209
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 209
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 209
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 38

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 210-213)



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

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

## Objectives

\_\_\_\_\_ Compare and order fractions.

<b>NCTM Standards:</b> 1-6, 10, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 6-B-1, 7-E-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 210
- \_\_\_\_\_ ⇨ Transparency 5-8A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 210

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-8B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 211
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 211
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 39
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 212
- \_\_\_\_\_ Error Analysis, *TWE*, p. 212
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 212

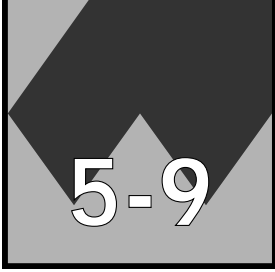
<b>Homework Assignments (pp. 212-213)</b>	
_____ Core: 11-29 odd, 30-36	_____ Enriched: 10-26 even, 28-36
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 571
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 39
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 11-13

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 213
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 128
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 213
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 39

<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. 214-216)



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

## Objectives

\_\_\_\_\_ Express terminating decimals as fractions in simplest form.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 214
- \_\_\_\_\_ ⇨ Transparency 5-9A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 214

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-9B
- \_\_\_\_\_ Using Connections, *TWE*, p. 214
- \_\_\_\_\_ Multiple Learning Styles, Intrapersonal, *TWE*, p. 214
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 215
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 40
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 215
- \_\_\_\_\_ Error Analysis, *TWE*, p. 25
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-9
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 215

### Homework Assignments (pp. 215-216)

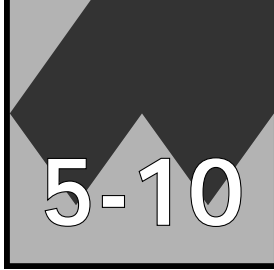
\_\_\_\_\_ Core: 9-25 odd, 26-31                      \_\_\_\_\_ Enriched: 10-22 even, 23-31  
 \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 571
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 40

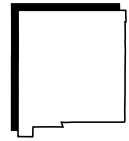
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 216
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 216
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 40

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



# Lesson Planning Guide (pp. 217-219)



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

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

## Objectives

\_\_\_\_\_ Express fractions as terminating and repeating decimals.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 217
- \_\_\_\_\_ ⇨ Transparency 5-10A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 217

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 5-10B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 217
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 218
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 41
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 218
- \_\_\_\_\_ Error Analysis, *TWE*, p. 218
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 5-10

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 218-219

### Homework Assignments (p. 219)

- \_\_\_\_\_ Core: 9-25 odd, 28-32      \_\_\_\_\_ Enriched: 10-24 even, 25, 26, 28-32
- \_\_\_\_\_ Optional: 27 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 572
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 41
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 9
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 9-12

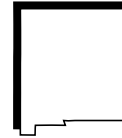
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 219
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 128
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 219
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 41

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
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# Review and Assessment (pp. 220-225)



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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 220-223
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 224-225
- \_\_\_\_\_ Chapter Test, *SE*, p. 599

## ⇔ *Assessment and Evaluation Masters* (pp. 113-131)

### *Multiple-Choice Tests*

### *Free-Response Tests*

- |   |                                       |
|---|---------------------------------------|
| _____ Form 1A, 1B, or 1C, pp. 113-118         | _____ Form 2A, 2B, or 2C, pp. 119-124 |
| _____ Standardized Test Practice, pp. 129-130 | _____ Performance Assessment, p. 125  |
|   | _____ Cumulative Review, p. 131       |

- \_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 5
- \_\_\_\_\_ ⇔ *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