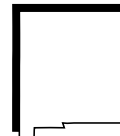


7 Multiplying and Dividing Fractions



Chapter Pacing Guide

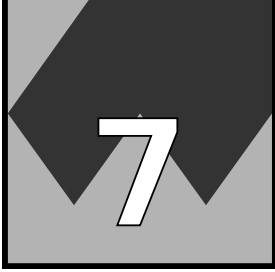
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

Day (Standard)	Day (Honors)	Lesson	Title
1	1	*Chapter Project	Theme: Flight Build a Paper Airplane
2	2	7-1	Estimating Products
3 & 4		*7-2A	<small>HANDS-ON LAB</small> Cooperative Learning Multiplying Fractions
	3	7-2	Multiplying Fractions
5	4	7-3	Multiplying Mixed Numbers
6	5	7-4	Integration: Geometry Circles and Circumference
7 & 8		*7-5A	<small>HANDS-ON LAB</small> Cooperative Learning Dividing Fractions
	6	7-5	Dividing Fractions
9	7	7-6	Dividing Mixed Numbers
10 & 11	8 & 9	7-7	Integration: Measurement Changing Customary Units
		*7-7B	<small>HANDS-ON LAB</small> Cooperative Learning Measurement
12	10	7-8A	<small>THINKING LAB</small> Problem Solving Look for a Pattern
13	11 & 12	7-8	Integration: Patterns and Functions Sequences
		*7-8B	<small>TECHNOLOGY LAB</small> Spreadsheets Sequences
14	13	Review: Study Guide and Assessment	
15	14	Assessment: Chapter Test	

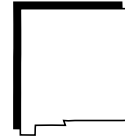
* Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Weather Report pp. 19-20 <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom</i> <i>Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Units 11 and 12</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 13-14 <i>Spanish Family Letters and Activities</i>, pp.13-14</p>



Chapter Project (pp. 266-267)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Learn to use multiplication and division of fractions to help them find flight distances and flight times of a paper airplane.
- _____ Be able to measure to the nearest quarter of a foot and round to the nearest second.

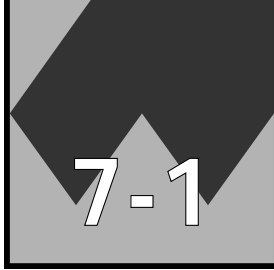
Theme: Flight

- _____ Chapter Project, *SE*, p. 267
- _____ Chapter 7 Notes, *TWE*, p. 266
- _____ Question of the Day, *TWE*, p. 266
- _____ ⇄ *Investigations and Projects Masters*, pp. 41-44

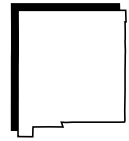
Homework Assignments

- _____ p. 279, Working on the Chapter Project, Exercise 42
- _____ p. 291, Working on the Chapter Project, Exercise 42
- _____ p. 305, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 268-270)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Estimate fraction products using compatible numbers and rounding.

NCTM Standards: 1-7, 10, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 2-A-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 268
- _____ ⇨ Transparency 7-1A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 268
- _____ Cross-Curriculum Cue, *TWE*, p. 268

2 TEACH

- _____ ⇨ Transparency 7-1B
- _____ Using Manipulatives, *TWE*, p. 268
- _____ In-Class Examples, *TWE*, p. 269
- _____ ⇨ *Study Guide Masters*, p. 49
- _____ Reteaching the Lesson, *TWE*, p. 269
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-1

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 269

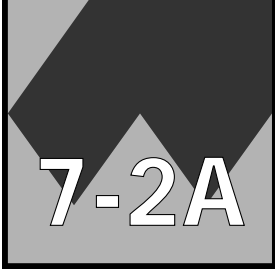
Homework Assignments (p. 270)	
_____ Core: 11-31 odd, 32-36	_____ Enriched: 12-28 even, 30-36
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 575
- _____ ⇨ *Practice Masters*, p. 49
- _____ Family Activity, *SE*, p. 270

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 270
- _____ Extending the Lesson, *TWE*, p. 270
- _____ ⇨ *Enrichment Masters*, p. 49

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 271-272)



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

Objectives

_____ Multiply fractions by using a geoboard.

NCTM Standards:

1-3, 5-7, 12, 13

MANAGEMENT

_____ Getting Started, *TWE*, p. 271

_____ ⇨ *Hands-On Lab Masters*, p. 13: square dot paper

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 7-2A

_____ ⇨ *Overhead Manipulative Resources*: geoboard,
geobands

New Mexico Mathematics Performance Standards

Grades 5-8:

7-A-1

ASSESS

_____ *TWE*, p. 272

_____ ⇨ *Hands-On Lab Masters*, p. 51

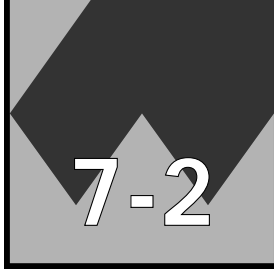
Class Activity (pp. 271-272)

_____ All: 1-8

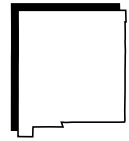
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 272

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



Lesson Planning Guide (pp. 273-276)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Multiply fractions.

NCTM Standards: 1-7, 9, 13
New Mexico Mathematics Performance Standards Grades 5-8: 6-C-1, 7-A-1, 7-F-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 273
- _____ ⇨ Transparency 7-2A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 273
- _____ Multiple Learning Styles, Logical, *TWE*, p. 273

2 TEACH

- _____ ⇨ Transparency 7-2B
- _____ Using Models, *TWE*, p. 274
- _____ In-Class Examples, *TWE*, p. 274
- _____ ⇨ *Study Guide Masters*, p. 50
- _____ Reteaching the Lesson, *TWE*, p. 275
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-2, Interactive Lesson 7-2
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 275

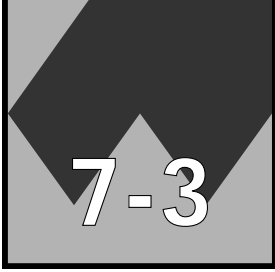
Homework Assignments (pp. 275-276)	
_____ Core: 13-35 odd, 36-40	_____ Enriched: 12-32 even, 34-40
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 575
- _____ ⇨ *Practice Masters*, p. 50
- _____ ⇨ *School to Career Masters*, p. 7

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 276
- _____ Closing Activity, Writing, *TWE*, p. 276
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 183
- _____ Extending the Lesson, *TWE*, p. 276
- _____ ⇨ *Enrichment Masters*, p. 50

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 277-279)



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

Objectives

_____ Multiply mixed numbers.

NCTM Standards: 1-7, 9, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 6-C-1, 7-A-1, 13-F-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 277
- _____ ⇨ Transparency 7-3A
- _____ Motivating the Lesson, Communication, *TWE*, p. 277

2 TEACH

- _____ ⇨ Transparency 7-3B
- _____ Using Models, *TWE*, p. 277
- _____ In-Class Examples, *TWE*, p. 278
- _____ ⇨ *Study Guide Masters*, p. 51
- _____ Reteaching the Lesson, *TWE*, p. 278
- _____ Error Analysis, *TWE*, p. 278
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-3

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 278

Homework Assignments (pp. 278-279)
_____ Core: 15-41 odd, 43-48 _____ Enriched: 14-40 even, 41, 43-48 _____ Optional: 42 (Working on the Chapter Project) _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 575
- _____ ⇨ *Practice Masters*, p. 51
- _____ ⇨ *Diversity Masters*, p. 7
- _____ Math in the Media, *SE*, p. 279

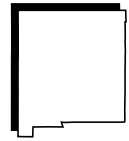
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 279
- _____ Extending the Lesson, *TWE*, p. 279
- _____ ⇨ *Enrichment Masters*, p. 51

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 280-283)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the circumference of circles.

NCTM Standards: 1-9, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 2-D-1, 2-D-2, 7-E-3, 8-D-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 280
- _____ ⇨ Transparency 7-4A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 280

2 TEACH

- _____ ⇨ Transparency 7-4B
- _____ Using the Mini-Lab, *TWE*, p. 281
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-4
- _____ In-Class Examples, *TWE*, p. 281
- _____ ⇨ *Study Guide Masters*, p. 52
- _____ Reteaching the Lesson, *TWE*, p. 282
- _____ Error Analysis, *TWE*, p. 282
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-4, Extended Activity, 7-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 282

Homework Assignments (pp. 282-283)	
_____ Core: 9-21 odd, 23-26	_____ Enriched: 10-20 even, 21-26
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 576
- _____ ⇨ *Practice Masters*, p. 52
- _____ ⇨ *Hands-On Lab Masters*, p. 75

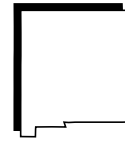
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 283
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 182
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 183
- _____ Extending the Lesson, *TWE*, p. 283
- _____ ⇨ *Enrichment Masters*, p. 52
- _____ Mid-Chapter Self Test, *SE*, p. 283

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 284)



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

Objectives

_____ Divide fractions by using a geoboard.

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

MANAGEMENT

- _____ Getting Started, *TWE*, p. 284
- _____ ⇨ *Hands-On Lab Masters*, p. 13: square dot paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 7-5A
- _____ ⇨ *Overhead Manipulative Resources*: geoboard, geobands

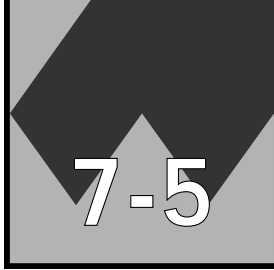
ASSESS

- _____ *TWE*, p. 284
- _____ ⇨ *Hands-On Lab Masters*, p. 52

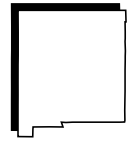
Class Activity (p. 284)
_____ All: 1-5
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 284

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



Lesson Planning Guide (pp. 285-288)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Divide fractions.

NCTM Standards: 1-9
New Mexico Mathematics Performance Standards Grades 5-8: 6-C-1, 7-A-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 285
- _____ ⇨ Transparency 7-5A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 285
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 285

2 TEACH

- _____ ⇨ Transparency 7-5B
- _____ Mastering Basic Skills, *TWE*, p. 286
- _____ In-Class Examples, *TWE*, p. 286
- _____ ⇨ *Study Guide Masters*, p. 53
- _____ Reteaching the Lesson, *TWE*, p. 287
- _____ Error Analysis, *TWE*, p. 287
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 287

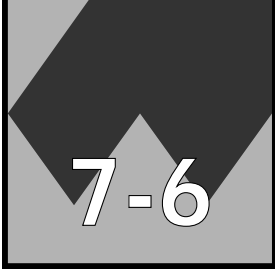
Homework Assignments (pp. 287-288)	
_____ Core: 15-43 odd, 45-50	_____ Enriched: 16-42 even, 43-50
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 576
- _____ ⇨ *Practice Masters*, p. 53
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 14
- _____ ⇨ *Classroom Games*, pp. 19-20

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 288
- _____ Extending the Lesson, *TWE*, p. 288
- _____ ⇨ *Enrichment Masters*, p. 53

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 289-291)



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

Objectives

_____ Divide mixed numbers.

NCTM Standards: 1-7, 9, 10
New Mexico Mathematics Performance Standards Grades 5-8: 7-A-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 289
- _____ ⇨ Transparency 7-6B
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 289

2 TEACH

- _____ ⇨ Transparency 7-6B
- _____ Multiple Learning Styles, Intrapersonal, *TWE*, p. 289
- _____ Thinking Algebraically, *TWE*, p. 289
- _____ In-Class Examples, *TWE*, p. 290
- _____ ⇨ *Study Guide Masters*, p. 54
- _____ Reteaching the Lesson, *TWE*, p. 290
- _____ Error Analysis, *TWE*, p. 290
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 290

<h3>Homework Assignments (pp. 290-291)</h3>

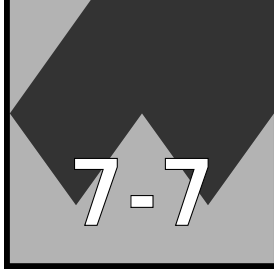
- | | |
|---|---|
| _____ Core: 15-41 odd, 43-50 | _____ Enriched: 14-38 even, 40, 41, 43-50 |
| _____ Optional: 42 (Working on the Chapter Project) | |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 576
- _____ ⇨ *Practice Masters*, p. 54

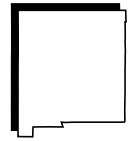
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 291
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 184
- _____ Extending the Lesson, *TWE*, p. 291
- _____ ⇨ *Enrichment Masters*, p. 54

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



Lesson Planning Guide (pp. 292-294)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Change units within the customary system.

NCTM Standards: 1-7, 9, 13
New Mexico Mathematics Performance Standards Grades 5-8: 9-B-1, 9-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 292
- _____ ⇨ Transparency 7-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 292

2 TEACH

- _____ ⇨ Transparency 7-7B
- _____ Reading Mathematics, *TWE*, p. 293
- _____ In-Class Examples, *TWE*, p. 293
- _____ ⇨ *Study Guide Masters*, p. 55
- _____ Reteaching the Lesson, *TWE*, p. 293
- _____ ⇨ Transition Booklet, pp. 29-34
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 293-294

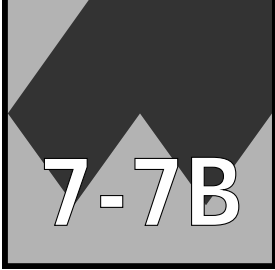
Homework Assignments (p. 294)	
_____ Core: 11-27 odd, 29-33	_____ Enriched: 10-26 even, 27-33
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 577
- _____ ⇨ *Practice Masters*, p. 55

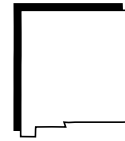
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 294
- _____ Extending the Lesson, *TWE*, p. 294
- _____ ⇨ *Enrichment Masters*, p. 55

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 295)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Compare weights.

NCTM Standards:

1-7, 13

MANAGEMENT

_____ Getting Started, *TWE*, p. 295

New Mexico Mathematics Performance Standards

Grades 5-8:

1-F-2, 2-E-1

ASSESS

_____ *TWE*, p. 295

_____ ⇔ *Hands-On Lab Masters*, p. 53

Class Activity (p. 295)

_____ All: 1-5

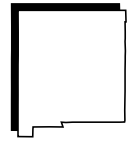
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 295

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



Lesson Planning Guide (pp. 296-297)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by finding and extending a pattern.

1 FOCUS

_____ Getting Started, *TWE*, p. 296

2 TEACH

_____ In-Class Examples, *TWE*, p. 296

_____ Reteaching the Lesson, *TWE*, p. 296

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 297

NCTM Standards: 1-8, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 3-A-1, 3-A-2, 7-B-1, 12-A-2, 13-B-1

Homework Assignments (p. 297)

_____ All: 5-13

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 577

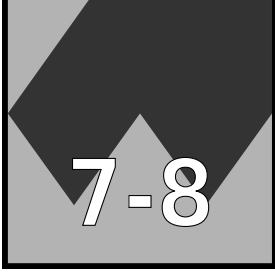
_____ Mixed Problem Solving, *SE*, pp. 593-594

4 ASSESS

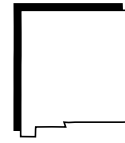
_____ Closing Activity, Modeling, *TWE*, p. 297

_____ Extending the Lesson, *TWE*, p. 297

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



Lesson Planning Guide (pp. 298-300)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Recognize and extend sequences.

NCTM Standards: 1-10, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 1-B-1, 2-A-1, 12-A-2, 12-D-1, 13-B-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 298
- _____ ⇨ Transparency 7-8A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 298

2 TEACH

- _____ ⇨ Transparency 7-8B
- _____ Reading Mathematics, *TWE*, p. 298
- _____ In-Class Examples, *TWE*, p. 299
- _____ ⇨ *Study Guide Masters*, p. 56
- _____ Reteaching the Lesson, *TWE*, p. 299
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-8
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 299

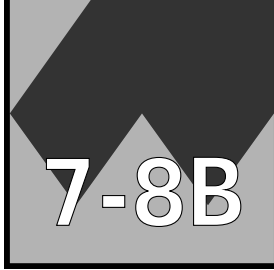
Homework Assignments (p. 300)	
_____ Core: 9-23 odd, 25-28	_____ Enriched: 10-22 even, 23-28
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 577
- _____ ⇨ *Practice Masters*, p. 56

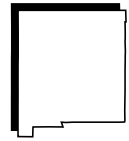
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 300
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 184
- _____ Extending the Lesson, *TWE*, p. 300
- _____ ⇨ *Enrichment Masters*, p. 56

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 301)



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

Objectives

_____ Use a spreadsheet to extend sequences.

MANAGEMENT

_____ Getting Started, *TWE*, p. 301

ASSESS

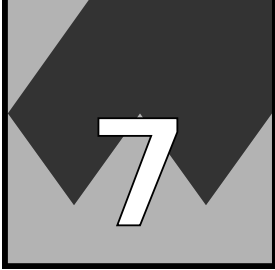
_____ *TWE*, p. 301

NCTM Standards: 1-10, 12, 13
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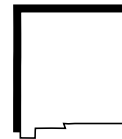
Class Activity (p. 301)
_____ All: 1-4
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_____ Math Journal, *TWE*, p. 301

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



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_____ Study Guide and Assessment, *SE*, pp. 302-305

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_____ ⇔ *MindJogger Videoquizzes*, Chapter 7

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