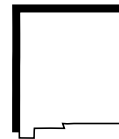


# 8 Exploring Ratio, Proportion, and Percent



## Chapter Pacing Guide

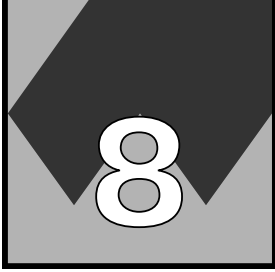
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Toys The Wonderful World of Toys
2, 3, & 4	2 & 3	*8-1A	<small>HANDS-ON LAB</small> Cooperative Learning Ratios
		8-1	Ratios and Rates
5	4 & 5	*8-1B	<small>HANDS-ON LAB</small> Cooperative Learning Ratios and Probability
		8-2	Solving Proportions
6	6	*8-2B	<small>TECHNOLOGY LAB</small> Spreadsheets Proportions
		8-3A	<small>THINKING LAB</small> Problem Solving Draw a Diagram
7	7	8-3	Integration: Geometry Scale Drawings
8 & 9	8	*8-4A	<small>HANDS-ON LAB</small> Cooperative Learning Modeling Percents
		8-4	Percents and Fractions
10	9	8-5	Percents and Decimals
11	10	8-6	Estimating with Percents
12	11	8-7	Percent of a Number
13	12	Review: Study Guide and Assessment	
14	13	Assessment: Chapter Test	

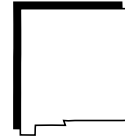
\* *Optional*

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student, Park It!</i>, pp. 21-28  <i>Spanish Study Guide and Assessment 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>            Units 2 and 12</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 15-16  <i>Spanish Family Letters and Activities</i>, pp. 15-16</p>



# Chapter Project (pp. 308-309)



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

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

## Objectives

- \_\_\_\_\_ Use ratios and proportions to find and compare the size of toys and the actual size of the objects that they represent.
- \_\_\_\_\_ Make a poster to illustrate their findings.

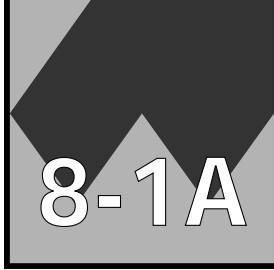
## Theme: Toys

- \_\_\_\_\_ Chapter Project, *SE*, p. 309
- \_\_\_\_\_ Chapter 8 Notes, *TWE*, p. 308
- \_\_\_\_\_ Question of the Day, *TWE*, p. 308
- \_\_\_\_\_ ⇄ *Investigations and Projects Masters*, pp. 45-48

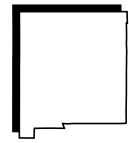
### Homework Assignments

- \_\_\_\_\_ p. 315, Working on the Chapter Project, Exercise 35
- \_\_\_\_\_ p. 327, Working on the Chapter Project, Exercise 11
- \_\_\_\_\_ p. 333, Working on the Chapter Project, Exercise 37
- \_\_\_\_\_ p. 347, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 310-311)



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

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

## Objectives

\_\_\_\_\_ Students use tangram pieces to explore ratios and the relationship between ratio and area.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 310  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 15: tangram

## ASSESS

\_\_\_\_\_ *TWE*, p. 311  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 54

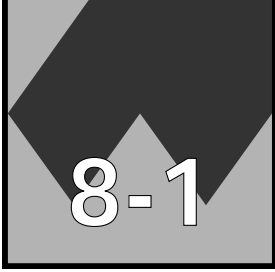
<b>NCTM Standards:</b> 1-3, 5, 12
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 8-C-2

### Class Activity (pp. 310-311)

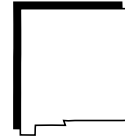
\_\_\_\_\_ All: 1-4  
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 311

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



# Lesson Planning Guide (pp. 312-315)



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

## Objectives

\_\_\_\_\_ Express ratios and rates as fractions.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 312
- \_\_\_\_\_ ⇨ Transparency 8-1A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 312

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-1B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 313
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 313
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 57
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 313
- \_\_\_\_\_ Error Analysis, *TWE*, p. 313
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-1, Interactive Lesson 8-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 313

### Homework Assignments (pp. 314-315)

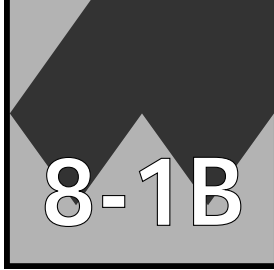
- \_\_\_\_\_ Core: 11-33 odd, 36-40      \_\_\_\_\_ Enriched: 12-30 even, 31-34, 36-40
- \_\_\_\_\_ Optional: 35 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 578
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 57

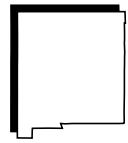
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 315
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 315
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 57

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



# Lesson Planning Guide (p. 316)



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

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

## Objectives

\_\_\_\_\_ Explore ratios and probability.

<b>NCTM Standards:</b>
<b>New Mexico Mathematics Performance Standards Grades 5-8: 3-C-2</b>

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 316
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 20: spinners
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 8-1B
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: spinners

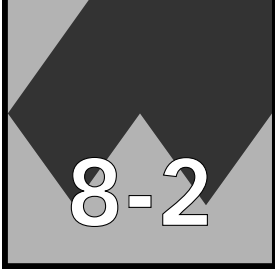
## ASSESS

- \_\_\_\_\_ *TWE*, p. 316
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 55

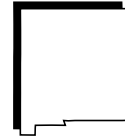
<b>Class Activity (p. 316)</b>
_____ All: 1-5
_____ Alternate Assignment: _____

\_\_\_\_\_ Math Journal, *TWE*, p. 316

KEY    SE = Student Edition    TWE = Teacher's Wraparound Edition    ⇨ = Other Program Components
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# Lesson Planning Guide (pp. 317-320)



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

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

## Objectives

\_\_\_\_\_ Solve proportions by using cross products.

### NCTM Standards:

1-7, 9, 12, 13

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

3-C-2, 5-A-1, 5-C-1, 6-C-3,  
7-D-1, 7-E-2, 13-F-1

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 317

\_\_\_\_\_ ⇨ Transparency 8-2A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 317

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 8-2B

\_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 318

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-2

\_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 318

\_\_\_\_\_ In-Class Examples, *TWE*, pp. 318-319

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 58

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 319

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-2, Interactive Lesson 8-2

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 319

### Homework Assignments (p. 320)

\_\_\_\_\_ Core: 11-27 odd, 29-33

\_\_\_\_\_ Enriched: 10-24 even, 26-33

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

\_\_\_\_\_ Extra Practice, *SE*, p. 578

\_\_\_\_\_ ⇨ *Practice Masters*, p. 58

\_\_\_\_\_ ⇨ *School to Career Masters*, p. 8

## 4 ASSESS

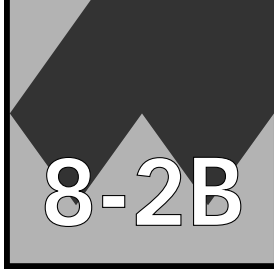
\_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 320

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 211

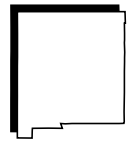
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 320

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 58

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



# Lesson Planning Guide (p. 321)



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

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

## Objectives

\_\_\_\_\_ Use spreadsheets to solve problems involving proportions.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 321

## ASSESS

\_\_\_\_\_ *TWE*, p. 321

<b>NCTM Standards:</b>
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 1-E-1, 2-C-1, 2-D-1, 3-C-2, 5-A-1, 5-C-1, 6-C-3, 7-D-1, 7-E-2, 7-F-2, 13-F-2

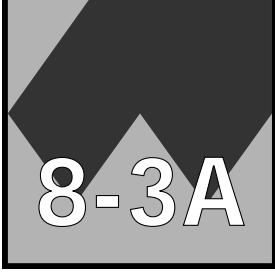
### Class Activity (p. 321)

\_\_\_\_\_ All: 1-4

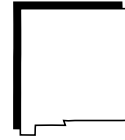
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 321

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



# Lesson Planning Guide (pp. 322-323)



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

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

## Objectives

\_\_\_\_\_ Solve problems by drawing diagrams.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 322

### 2 TEACH

\_\_\_\_\_ In-Class Examples, *TWE*, p. 322

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 322

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 323

<b>NCTM Standards:</b> 1-4, 7, 8, 12, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 3-A-1, 3-A-2, 4-E-1, 5-A-1

### Homework Assignments (p. 323)

\_\_\_\_\_ All: 5-14

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

\_\_\_\_\_ Extra Practice, *SE*, p. 578

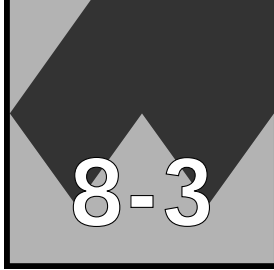
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 593-594

### 4 ASSESS

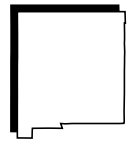
\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 323

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 323

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



# Lesson Planning Guide (pp. 324-328)



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

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

## Objectives

\_\_\_\_\_ Find actual length from a scale drawing.

<b>NCTM Standards:</b> 1-9, 12, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 3-C-2, 4-A-2, 4-B-1, 5-C-1, 6-C-3, 7-D-1, 7-D-2, 7-E-2

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 324
- \_\_\_\_\_ ⇨ Transparency 8-3A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 324
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 324

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-3B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 325
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 325
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 59
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 325
- \_\_\_\_\_ Error Analysis, *TWE*, p. 325
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-3

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 325

<b>Homework Assignments (pp. 326-327)</b>	
_____ Core: 5, 7, 9, 12-14	_____ Enriched: 6, 8-10, 12-14
_____ Optional: 11 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 59
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 16
- \_\_\_\_\_ School to Career Activity, *SE*, p. 328
- \_\_\_\_\_ Family Activity, *SE*, p. 326

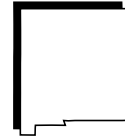
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 327
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 327
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 59
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 327

<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 (p. 329)



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

## Objectives

\_\_\_\_\_ Illustrate the meaning of percent using models.

**NCTM Standards:**  
1-7

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 329
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 11: grid paper
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 8-4A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: decimal models

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

## ASSESS

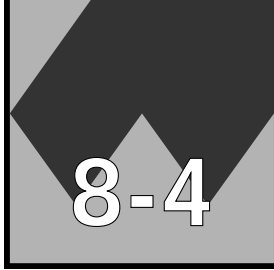
- \_\_\_\_\_ *TWE*, p. 329
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 56

### Class Activity (p. 329)

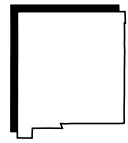
\_\_\_\_\_ All: 1-4  
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 329

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



# Lesson Planning Guide (pp. 330-333)



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

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

## Objectives

\_\_\_\_\_ Express percents as fractions and vice versa.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 330
- \_\_\_\_\_ ⇨ Transparency 8-4A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 331

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-4B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-4
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 60
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 332
- \_\_\_\_\_ Error Analysis, *TWE*, p. 332
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-4, Interactive Lesson 8-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 332

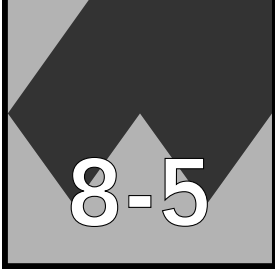
<b>Homework Assignments (pp. 332-333)</b>	
_____ Core: 11-35 odd, 38-43	_____ Enriched: 12-34 even, 35, 36, 38-43
_____ Optional: 37 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 60

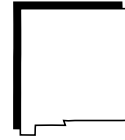
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Act It Out, *TWE*, p. 333
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 210
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 211
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 333
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 60

<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. 334-336)



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

## Objectives

\_\_\_\_\_ Express percents as decimals and vice versa.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 334
- \_\_\_\_\_ ⇨ Transparency 8-5A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 334

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-5B
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 335
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 61
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 335
- \_\_\_\_\_ Error Analysis, *TWE*, p. 335
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 335

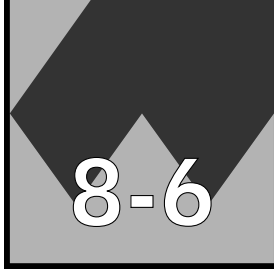
<b>Homework Assignments (p. 336)</b>	
_____ Core: 13-41 odd, 42-47	_____ Enriched: 14-38 even, 40-47
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 61
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 81-84

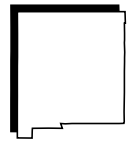
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 336
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 336
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 61

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 337-339)



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

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

## Objectives

\_\_\_\_\_ Estimate the percent of a number.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 337
- \_\_\_\_\_ ⇨ Transparency 8-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 337

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-6B
- \_\_\_\_\_ Using Applications, *TWE*, p. 337
- \_\_\_\_\_ Multiple Learning Styles, Intrapersonal, *TWE*, p. 337
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 62
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 338
- \_\_\_\_\_ Error Analysis, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-6, Interactive Lesson 8-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 338

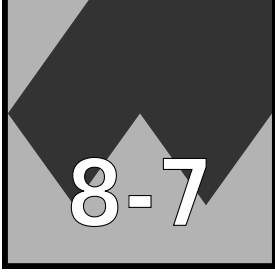
<b>Homework Assignments (pp. 338-339)</b>	
_____ Core: 11-29 odd, 31-35	_____ Enriched: 10-26 even, 28-35
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 580
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 62
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 76
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 8
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 85-88

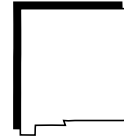
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 339
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 339
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 62

<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. 340-343)



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

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

## Objectives

\_\_\_\_\_ Find the percent of a number.

### NCTM Standards:

1-7, 9, 10, 12, 13

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

2-D-1, 5-C-1, 7-F-2

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 340

\_\_\_\_\_ ⇨ Transparency 8-7A

\_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 340

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 8-7B

\_\_\_\_\_ Using Problem Solving, *TWE*, p. 341

\_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 341

\_\_\_\_\_ In-Class Examples, *TWE*, p. 341

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 63

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 342

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-7, Interactive Lesson 8-7

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 342

### Homework Assignments (pp. 342-343)

\_\_\_\_\_ Core: 9-25 odd, 27-30

\_\_\_\_\_ Enriched: 10-24 even, 25-30

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

\_\_\_\_\_ Extra Practice, *SE*, p. 580

\_\_\_\_\_ ⇨ *Practice Masters*, p. 63

\_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 15

\_\_\_\_\_ ⇨ *Classroom Games*, pp. 21-22

## 4 ASSESS

\_\_\_\_\_ Let the Games Begin, *SE*, p. 343

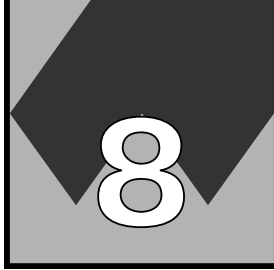
\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 343

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 212

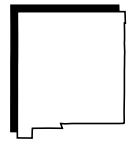
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 343

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 63

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



# Review and Assessment (pp. 344-349)



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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 344-347
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 348-349
- \_\_\_\_\_ Chapter Test, *SE*, p. 602

## ⇨ **Assessment and Evaluation Masters (pp. 197-215)**

### *Multiple-Choice Tests*

- \_\_\_\_\_ Form 1A, 1B, or 1C, pp. 197-202
- \_\_\_\_\_ Standardized Test Practice, pp. 213-214

### *Free-Response Tests*

- \_\_\_\_\_ Form 2A, 2B, or 2C, pp. 203-208
- \_\_\_\_\_ Performance Assessment, p. 209
- \_\_\_\_\_ Cumulative Review, p. 215

- \_\_\_\_\_ ⇨ *MindJogger Videoquizzes*, Chapter 8
- \_\_\_\_\_ ⇨ *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