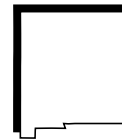


9 Geometry: Investigating Patterns



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: Architecture Designing a Dream House
2	2	9-1	Angles
3	3	9-1B	THINKING LAB Problem Solving Use Logical Reasoning
4	4	9-2	Using Angle Measures
5 & 6		*9-3A	HANDS-ON LAB Cooperative Learning Constructing Congruent Segments and Angles
	5	9-3	Constructing Bisectors
7, 8 & 9		*9-4A	HANDS-ON LAB Cooperative Learning Triangles and Quadrilaterals
	6 & 7	9-4	Two-Dimensional Figures
		*9-4B	HANDS-ON LAB Cooperative Learning Using Nets to Wrap a Cube
10	8	9-5	Lines of Symmetry
11 & 12	9 & 10	9-6	Size and Shape
		*9-6B	HANDS-ON LAB Cooperative Learning Translations and Escher Drawings
13	11	Review: Study Guide and Assessment	
14	12	Assessment: Chapter Test	

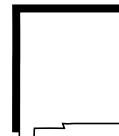
* Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Hide and Seek, p. 29 <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 4 and 12</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 17-18 <i>Spanish Family Letters and Activities</i>, pp. 17-18</p>



Chapter Project (pp. 350-351)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Students use a scale drawing to find angle measures and wall lengths.

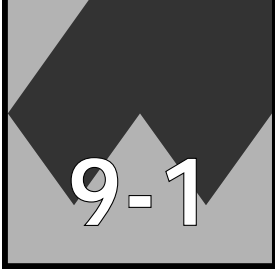
Theme: Architecture

- _____ Chapter Project, *SE*, p. 351
- _____ Chapter 9 Notes, *TWE*, p. 350
- _____ Question of the Day, *TWE*, p. 350
- _____ ⇔ *Investigations and Projects Masters*, pp. 49-52

Homework Assignments

- _____ p. 361, Working on the Chapter Project, Exercise 27
- _____ p. 373, Working on the Chapter Project, Exercise 27
- _____ p. 382, Working on the Chapter Project, Exercise 19
- _____ p. 389, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 352-355)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Classify and measure angles.

NCTM Standards:

1-7, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

8-C-3

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 352

_____ ⇨ Transparency 9-1A

_____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 352

_____ Cross-Curriculum Cue, *TWE*, p. 352

2 TEACH

_____ ⇨ Transparency 9-1B

_____ Reading Mathematics, *TWE*, p. 352

_____ In-Class Examples, *TWE*, p. 353

_____ ⇨ *Study Guide Masters*, p. 64

_____ Reteaching the Lesson, *TWE*, p. 353

_____ Error Analysis, *TWE*, p. 353

_____ ⇨ *CD-ROM Program*, Resource Lesson 9-1

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, pp. 353-354

Homework Assignments (pp. 354-355)

_____ Core: 11-31 odd, 33-38

_____ Enriched: 10-30 even, 31-38

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 580

_____ ⇨ *Practice Masters*, p. 64

_____ ⇨ *Technology Masters*, Spreadsheet Activity, p. 18

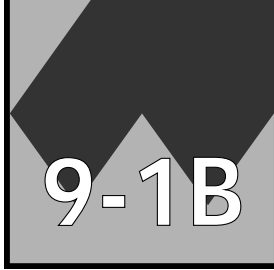
4 ASSESS

_____ Closing Activity, Speaking, *TWE*, p. 355

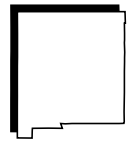
_____ Extending the Lesson, *TWE*, p. 355

_____ ⇨ *Enrichment Masters*, p. 64

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



Lesson Planning Guide (pp. 356-357)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by using logical reasoning.

1 FOCUS

_____ Getting Started, *TWE*, p. 356

2 TEACH

_____ In-Class Examples, *TWE*, p. 356

_____ Reteaching the Lesson, *TWE*, p. 356

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 357

NCTM Standards: 1-8, 12
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-B-1

Homework Assignments (p. 357)

_____ All: 5-13

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 581

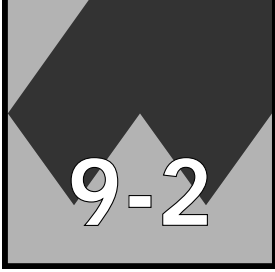
_____ Mixed Problem Solving, *SE*, pp. 593-594

4 ASSESS

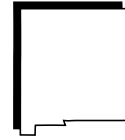
_____ Closing Activity, Writing, *TWE*, p. 357

_____ Extending the Lesson, *TWE*, p. 357

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



Lesson Planning Guide (pp. 358-361)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Draw angles and estimate measures of angles.

NCTM Standards:

1-7, 10, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

8-C-3

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 358

_____ ⇨ Transparency 9-2A

_____ Motivating the Lesson, Communication, *TWE*, p. 358

2 TEACH

_____ ⇨ Transparency 9-2B

_____ Using the Mini-Lab, *TWE*, p. 359

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-2

_____ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 359

_____ In-Class Examples, *TWE*, pp. 359-360

_____ ⇨ *Study Guide Masters*, p. 65

_____ Reteaching the Lesson, *TWE*, p. 360

_____ ⇨ *CD-ROM Program*, Resource Lesson 9-2, Interactive Lesson 9-2

_____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 360

Homework Assignments (p. 361)

_____ Core: 11-25 odd, 28-32

_____ Enriched: 10-24 even, 25, 26, 28-32

_____ Optional: 27 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 581

_____ ⇨ *Practice Masters*, p. 65

_____ ⇨ *Technology Masters*, Calculator Activity, p. 17

_____ ⇨ *School to Career Masters*, p. 9

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 361

_____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 239

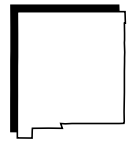
_____ Extending the Lesson, *TWE*, p. 361

_____ ⇨ *Enrichment Masters*, p. 65

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



Lesson Planning Guide (pp. 362-363)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct congruent segments and angles.

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

MANAGEMENT

- _____ Getting Started, *TWE*, p. 362
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 9-3A
- _____ ⇨ *Overhead Manipulative Resources*: compass

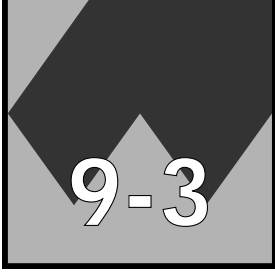
ASSESS

- _____ *TWE*, p. 363
- _____ ⇨ *Hands-On Lab Masters*, p. 57

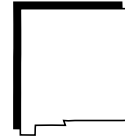
Class Activity (pp. 362-363)
_____ All: 1-8
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 363

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
--



Lesson Planning Guide (pp. 364-367)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Bisect line segments and angles.

NCTM Standards:

1-7, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

8-C-3

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 364

_____ ⇨ Transparency 9-3A

_____ Motivating the Lesson, Problem Solving, *TWE*, p. 364

2 TEACH

_____ ⇨ Transparency 9-3B

_____ Using the Mini-Lab, *TWE*, p. 365

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-3

_____ In-Class Examples, *TWE*, p. 365

_____ ⇨ *Study Guide Masters*, p. 66

_____ Reteaching the Lesson, *TWE*, p. 365

_____ Error Analysis, *TWE*, p. 365

_____ ⇨ *CD-ROM Program*, Resource Lesson 9-3

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 366

Homework Assignments (p. 366)

_____ Core: 9-17 odd, 19-22

_____ Enriched: 8-16 even, 17-22

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 581

_____ ⇨ *Practice Masters*, p. 66

_____ School to Career Activity, *SE*, p. 367

4 ASSESS

_____ Closing Activity, Modeling, *TWE*, p. 366

_____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 238

_____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 239

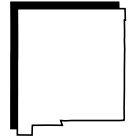
_____ Extending the Lesson, *TWE*, p. 366

_____ ⇨ *Enrichment Masters*, p. 66

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



Lesson Planning Guide (pp. 368-369)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Classify triangles and quadrilaterals.

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

MANAGEMENT

_____ Getting Started, *TWE*, p. 368

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

_____ ⇨ *Teacher's Guide for Overhead Manipulative
Resources*, Lesson 9-4A

_____ ⇨ *Overhead Manipulative Resources*: geoboards, geobands, rectangular dot paper

ASSESS

_____ *TWE*, p. 369

_____ ⇨ *Hands-On Lab Masters*, p. 58

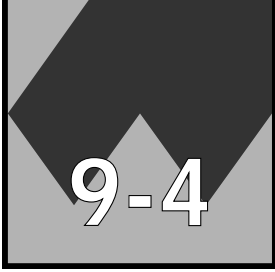
Class Activity (pp. 368-369)

_____ All: 1-8

_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 369

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



Lesson Planning Guide (pp. 370-373)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Name two-dimensional figures.

NCTM Standards:

1-7, 9, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

3-B-1, 8-A-1, 8-C-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 370

_____ ⇨ Transparency 9-4A

_____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 370

2 TEACH

_____ ⇨ Transparency 9-4B

_____ Reading Mathematics, *TWE*, p. 370

_____ In-Class Examples, *TWE*, p. 371

_____ ⇨ *Study Guide Masters*, p. 67

_____ Reteaching the Lesson, *TWE*, p. 372

_____ ⇨ *CD-ROM Program*, Resource Lesson 9-4

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 372

Homework Assignments (pp. 372-373)

_____ Core: 11-25 odd, 28-32 _____ Enriched: 12-24 even, 25, 26, 28-32

_____ Optional: 27 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 582

_____ ⇨ *Practice Masters*, p. 67

_____ ⇨ *Diversity Masters*, p. 9

_____ ⇨ *Classroom Games*, pp. 23-26

4 ASSESS

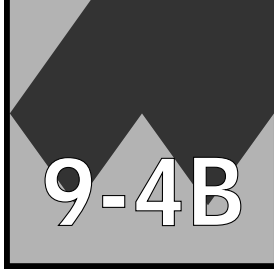
_____ Closing Activity, Writing, *TWE*, p. 373

_____ Extending the Lesson, *TWE*, p. 373

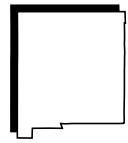
_____ ⇨ *Enrichment Masters*, p. 67

_____ Mid-Chapter Self Test, *SE*, p. 373

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



Lesson Planning Guide (p. 374)



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

Objectives

_____ Make a net and use it to wrap a cube.

MANAGEMENT

_____ Getting Started, *TWE*, p. 374
_____ ⇨ *Hands-On Lab Masters*, p. 21: cube pattern

ASSESS

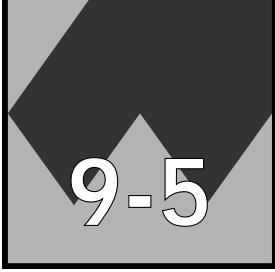
_____ *TWE*, p. 374
_____ ⇨ *Hands-On Lab Masters*, p. 59

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

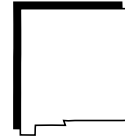
Class Activity (p. 374)	
_____ All: 1-4	_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 374

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



Lesson Planning Guide (pp. 375-378)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Describe and define lines of symmetry.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 375
- _____ ⇨ Transparency 9-5A
- _____ Motivating the Lesson, Communication, *TWE*, p. 375
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 375

2 TEACH

- _____ ⇨ Transparency 9-5B
- _____ Using the Mini-Lab, *TWE*, p. 377
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-5
- _____ In-Class Examples, *TWE*, p. 376
- _____ ⇨ *Study Guide Masters*, p. 68
- _____ Reteaching the Lesson, *TWE*, p. 377
- _____ Error Analysis, *TWE*, p. 377
- _____ ⇨ *CD-ROM Program*, Resource Lesson 9-5, Interactive Lesson 9-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 376-377

Homework Assignments (pp. 377-378)

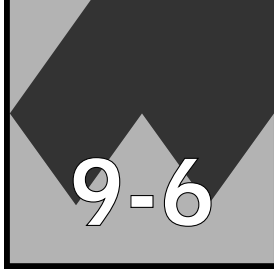
- _____ Core: 13-37 odd, 38-43 _____ Enriched: 14-34 even, 36-43
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 582
- _____ ⇨ *Practice Masters*, p. 68
- _____ ⇨ *Hands-On Lab Masters*, p. 77

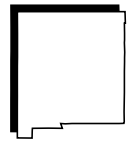
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 378
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 240
- _____ Extending the Lesson, *TWE*, p. 378
- _____ ⇨ *Enrichment Masters*, p. 68

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



Lesson Planning Guide (pp. 379-383)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Determine congruence and similarity.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 379
- _____ ⇨ Transparency 9-6A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 379

2 TEACH

- _____ ⇨ Transparency 9-6B
- _____ Using the Mini-Lab, *TWE*, p. 380
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 9-6
- _____ Multiple Learning Styles, Intrapersonal, *TWE*, p. 379
- _____ In-Class Examples, *TWE*, p. 380
- _____ ⇨ *Study Guide Masters*, p. 69
- _____ Reteaching the Lesson, *TWE*, p. 380
- _____ ⇨ *CD-ROM Program*, Resource Lesson 9-6, Interactive Lesson 9-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 380-381

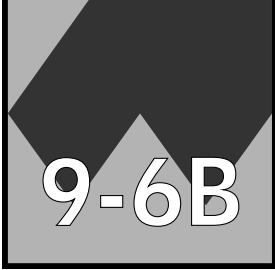
Homework Assignments (pp. 381-382)	
_____ Core: 9-17 odd, 20-23	_____ Enriched: 8-16 even, 17, 18, 20-23
_____ Optional: 19 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 582
- _____ ⇨ *Practice Masters*, p. 69
- _____ ⇨ *Science and Mathematics Lab Manual*, pp. 13-16
- _____ Math In The Media, *SE*, p. 382

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 383
- _____ Closing Activity, Speaking, *TWE*, p. 382
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 240
- _____ Extending the Lesson, *TWE*, p. 382
- _____ ⇨ *Enrichment Masters*, p. 69

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



Lesson Planning Guide (pp. 384-385)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Create Escher-like drawings by using translations.

NCTM Standards:

1-3, 8, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

2-A-1, 2-E-1, 4-A-2, 8-B-1, 8-F-1, 9-C-2

MANAGEMENT

_____ Getting Started, *TWE*, p. 384

_____ ⇨ *Hands-On Lab Masters*, p. 12: centimeter grid

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 9-6B

_____ ⇨ *Overhead Manipulative Resources*: centimeter grid

ASSESS

_____ *TWE*, p. 385

_____ ⇨ *Hands-On Lab Masters*, p. 60

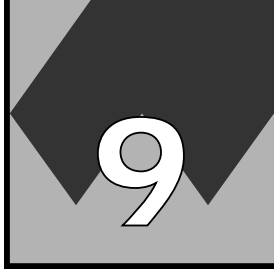
Class Activity (pp. 384-385)

_____ All: 1-8

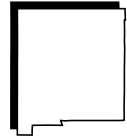
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 385

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



Review and Assessment (pp. 386-393)



Teacher's Name _____ Dates _____

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

- _____ Study Guide and Assessment, *SE*, pp. 386-389
- _____ Standardized Test Practice, *SE*, pp. 390-391
- _____ Chapter Test, *SE*, p. 603

⇔ **Assessment and Evaluation Masters** (pp. 225-243)

Multiple-Choice Tests

- _____ Form 1A, 1B, or 1C, pp. 225-230
- _____ Standardized Test Practice, pp. 241-242

Free-Response Tests

- _____ Form 2A, 2B, or 2C, pp. 231-236
- _____ Performance Assessment, p. 237
- _____ Cumulative Review, p. 243

- _____ ⇔ *MindJogger Videoquizzes*, Chapter 9
- _____ ⇔ *Test and Review Software*
- _____ ⇔ *CD-ROM Assessment Game*
- _____ ⇔ *State Test Preparation CD-ROM*

Interdisciplinary Investigation, SE, pp. 392-393

- _____ ⇔ *Interdisciplinary Investigation, TWE*, pp. 392-393
- _____ ⇔ *Investigations and Projects Masters*, pp. 9-12

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