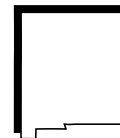


1 Problem Solving, Algebra, and Geometry



Chapter Pacing Guide

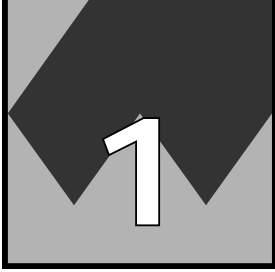
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Fitness Fun Ways to be Fit
2	2	1-1	A Plan for Problem Solving
3	3	1-2	Order of Operations
4 & 5	4 & 5	*1-3A	<small>HANDS-ON LAB</small> Cooperative Learning Variables and Expressions
		1-3	Integration: Algebra Variables and Expressions
		*1-3B	<small>TECHNOLOGY LAB</small> Graphing Calculators Evaluating Expressions
6	6	1-4	Integration: Algebra Powers and Exponents
7	7	1-5	Integration: Algebra Solving Equations
8	8	1-6	Integration: Geometry Fractals and Other Patterns
9 & 10	9 & 10	*1-7A	<small>HANDS-ON LAB</small> Cooperative Learning Area
		1-7	Integration: Geometry Area
11	11	1-7B	<small>THINKING LAB</small> Problem Solving Choose the Method of Computation
12	12	Review: Study Guide and Assessment	
13	13	Assessment: Chapter Test	

* *Optional*

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student, Vacation Getaways</i>, pp. 1-2 <i>Spanish Study Guide and Assessment Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Units 2 and 17</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 27-28 <i>Spanish Family Letters and Activities</i>, pp. 27-28</p>



Chapter Project (pp. 2-3)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Understand the relationship between weight and exercise.
- _____ Determine the kinds of activities that burn a high number of Calories.

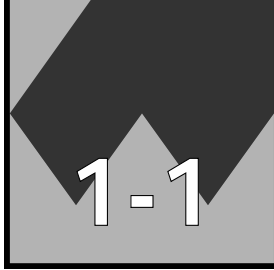
Theme: *Fitness*

- _____ Chapter Project, *SE*, p. 3
- _____ Chapter 1 Notes, *TWE*, p. 2
- _____ Question of the Day, *TWE*, p. 2
- _____ ⇔ *Investigations and Projects Masters*, pp. 17-20

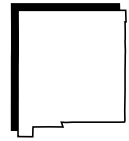
Homework Assignments

- _____ p. 7, Working on the Chapter Project, Exercise 11
- _____ p. 10, Working on the Chapter Project, Exercise 37
- _____ p. 23, Working on the Chapter Project, Exercise 40
- _____ p. 39, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 4-7)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems using the four-step plan.

NCTM Standards:

1-7,13

New Mexico Mathematics Performance Standards

Grades 5-8:

4-A-2, 7-B-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 4

_____ ⇨ Transparency 1-1A

_____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 4

_____ Multiple Learning Styles, Logical, *TWE*, p. 4

2 TEACH

_____ ⇨ Transparency 1-1B

_____ Reading Mathematics, *TWE*, p. 5

_____ In-Class Examples, *TWE*, p. 5

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

_____ Reteaching the Lesson, *TWE*, p. 6

_____ ⇨ *Study Guide Masters*, p. 1

_____ Error Analysis, *TWE*, p. 6

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, pp. 6-7

Homework Assignments (p. 7)

_____ Core: 6-10, 12

_____ Enriched: 6-10, 12

_____ Optional: 11 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 568

_____ ⇨ *Practice Masters*, p. 1

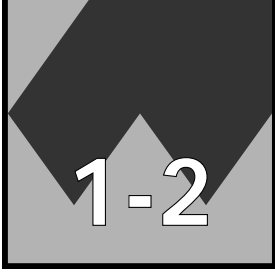
4 ASSESS

_____ Closing Activity, Speaking, *TWE*, p. 7

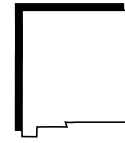
_____ Extending the Lesson, *TWE*, p. 7

_____ ⇨ *Enrichment Masters*, p. 1

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



Lesson Planning Guide (pp. 8-10)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Evaluate expressions using the order of operations.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 8
- _____ ⇨ Transparency 1-2A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 8

NCTM Standards: 1-5, 7, 9
New Mexico Mathematics Performance Standards Grades 5-8: 6-B-2

2 TEACH

- _____ ⇨ Transparency 1-2B
- _____ In-Class Examples, *TWE*, p. 9
- _____ Reteaching the Lesson, *TWE*, p. 9
- _____ Thinking Algebraically, *TWE*, p. 10
- _____ ⇨ *CD-ROM Program*, Resource Lesson 1-2
- _____ ⇨ *Interactive Mathematics Tools Software*
- _____ ⇨ *Study Guide Masters*, p. 2

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 9

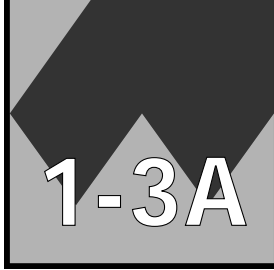
Homework Assignments (pp. 9-10)	
_____ Core: 11-35 odd, 38-40	_____ Enriched: 12-34 even, 35, 36, 38-40
_____ Optional: 37 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 568
- _____ ⇨ *Practice Masters*, p. 2
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 28
- _____ ⇨ *Diversity Masters*, p. 14

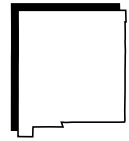
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 10
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 15
- _____ Extending the Lesson, *TWE*, p. 10
- _____ ⇨ *Enrichment Masters*, p. 2

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 11)



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

Objectives

_____ Use cups and counters to model algebraic expressions.

NCTM Standards: 1, 4, 5, 6
New Mexico Mathematics Performance Standards Grades 5-8: 13-A-2, 13-F-2

MANAGEMENT

- _____ Getting Started, *TWE*, p. 11
- _____ ⇨ *Hands-On Lab Masters*, p. 5: counters; p. 7: pattern for cup; p. 8: integer mat
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 1-3A
- _____ ⇨ *Overhead Manipulative Resources*: counters, cups, integer mat

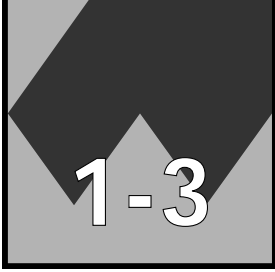
ASSESS

- _____ *TWE*, p. 11
- _____ ⇨ *Hands-On Lab Masters*, p. 38

Class Activity (p. 11)
_____ All: 1-5
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 11

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Lesson Planning Guide (pp. 12-15)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Evaluate simple algebraic expressions.

NCTM Standards:

1-5, 7, 9

New Mexico Mathematics Performance Standards

Grades 5-8:

2-A-2, 13-A-1, 13-A-2,
13-D-1, 13-F-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 12
- _____ ⇨ Transparency 1-3A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 12
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 12

2 TEACH

- _____ ⇨ Transparency 1-3B
- _____ Using the Mini-Lab, *TWE*, p. 13
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 1-3
- _____ In-Class Examples, *TWE*, p. 13
- _____ Reteaching the Lesson, *TWE*, p. 14
- _____ Error Analysis, *TWE*, p. 14
- _____ ⇨ *Study Guide Masters*, p. 3
- _____ ⇨ *Transition Booklet*, pp. 7-12
- _____ ⇨ *CD-ROM Program*, Resource Lesson 1-3, Interactive Lesson 1-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 14

Homework Assignments (pp. 14-15)

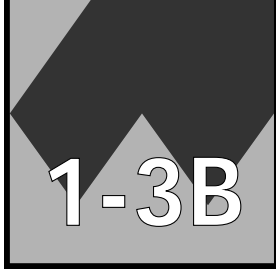
- _____ Core: 11-31 odd, 32-36
- _____ Enriched: 12-28 even, 30-36
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 568
- _____ ⇨ Practice Masters, p. 3

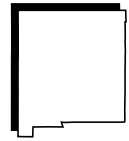
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 15
- _____ Extending the Lesson, *TWE*, p. 15
- _____ ⇨ *Enrichment Masters*, p. 3
- _____ Mid-Chapter Self Test, *SE*, p. 15

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Lesson Planning Guide (p. 16)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Evaluate algebraic expressions by using a graphing calculator.

MANAGEMENT

- _____ Getting Started, *TWE*, p. 16
- _____ Using a Graphing Calculator, *TWE*, p. 16
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 1-3B

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

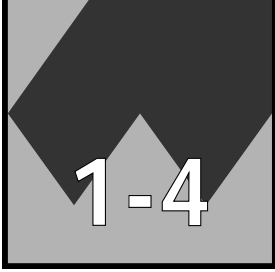
ASSESS

_____ *TWE*, p. 16

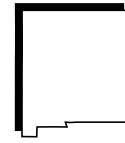
Class Activity (p. 16)
_____ All: 1-7 _____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 16

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Lesson Planning Guide (pp. 17-20)



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

Objectives

_____ Use powers and exponents in expressions.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 17
- _____ ⇨ Transparency 1-4A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 17
- _____ Cross-Curriculum Cue, *TWE*, p. 17

NCTM Standards:

1-5, 9, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

4-C-2, 5-A-1, 5-B-1,
13-D-1

2 TEACH

- _____ ⇨ Transparency 1-4B
- _____ Reading Mathematics, *TWE*, p. 18
- _____ In-Class Examples, *TWE*, p. 18
- _____ Reteaching the Lesson, *TWE*, p. 19
- _____ ⇨ *Study Guide Masters*, p. 4
- _____ ⇨ *Transition Booklet*, pp. 9-10
- _____ ⇨ *CD-ROM Program*, Resource Lesson 1-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 18-19

Homework Assignments (pp. 19-20)

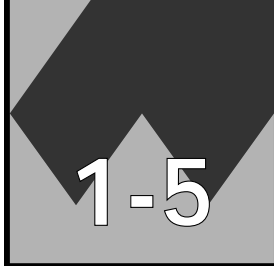
- _____ Core: 13-41 odd, 43-47
- _____ Enriched: 14-40 even, 41-47
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 569
- _____ ⇨ *Practice Masters*, p. 4
- _____ ⇨ *Hands-On Lab Masters*, p. 72
- _____ ⇨ *Classroom Games*, pp. 1-4
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 27

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 20
- _____ Closing Activity, Writing, *TWE*, p. 20
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 14
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 15
- _____ Extending the Lesson, *TWE*, p. 20
- _____ ⇨ *Enrichment Masters*, p. 4

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Lesson Planning Guide (pp. 21-23)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve equations using mental math.

NCTM Standards:

1-4, 7, 9

New Mexico Mathematics Performance Standards

Grades 5-8:

13-A-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 21

_____ ⇨ Transparency 1-5A

_____ Motivating the Lesson, Problem Solving, *TWE*, p. 21

2 TEACH

_____ ⇨ Transparency 1-5B

_____ Using Discussion, *TWE*, p. 21

_____ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 21

_____ In-Class Examples, *TWE*, p. 22

_____ ⇨ Study Guide Masters, p. 5

_____ Reteaching the Lesson, *TWE*, p. 22

_____ ⇨ CD-ROM Program, Resource Lesson 1-5

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 22

Homework Assignments (p. 23)

_____ Core: 13-39 odd, 41-46

_____ Enriched: 14-38 even, 39, 41-46

_____ Optional: 40 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 569

_____ ⇨ Practice Masters, p. 5

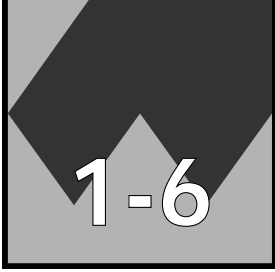
4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 23

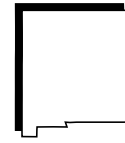
_____ Extending the Lesson, *TWE*, p. 23

_____ ⇨ Enrichment Masters, p. 5

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Lesson Planning Guide (pp. 24-27)



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

Objectives

_____ Find and extend patterns.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 24
- _____ ⇨ Transparency 1-6A
- _____ Motivating the Lesson, Communication, *TWE*, p. 24

2 TEACH

- _____ ⇨ Transparency 1-6B
- _____ Using the Mini-Lab, *TWE*, p. 25
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 1-6
- _____ In-Class Examples, *TWE*, p. 25
- _____ ⇨ *Study Guide Masters*, p. 6
- _____ Reteaching the Lesson, *TWE*, p. 26
- _____ ⇨ *CD-ROM Program*, Resource Lesson 1-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 26

NCTM Standards: 1, 2, 4, 8
New Mexico Mathematics Performance Standards Grades 5-8: 2-A-1, 2-E-2, 4-A-2, 8-C-1, 8-F-1

Homework Assignments (pp. 26-27)

_____ Core: 7-11 odd, 12-14 _____ Enriched: 6-8 even, 10-14
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 569
- _____ ⇨ *Practice Masters*, p. 6

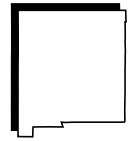
4 ASSESS

- _____ Math in the Media, *SE*, p. 27
- _____ Closing Activity, Speaking, *TWE*, p. 27
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 16
- _____ Extending the Lesson, *TWE*, p. 27
- _____ ⇨ *Enrichment Masters*, p. 6

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Lesson Planning Guide (pp. 28-29)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use models to find the areas of rectangles and parallelograms.

NCTM Standards: 1-5, 7, 9, 12
New Mexico Mathematics Performance Standards Grades 5-8: 8-C-3

MANAGEMENT

- _____ Getting Started, *TWE*, p. 28
- _____ ⇨ *Hands-On Lab Masters*, p. 10: grid paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 1-7A
- _____ ⇨ *Overhead Manipulative Resources*: centimeter grid

ASSESS

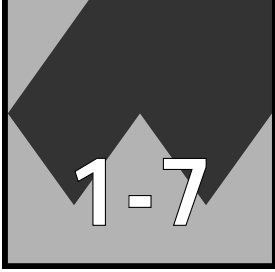
- _____ *TWE*, p. 29
- _____ ⇨ *Hands-On Lab Masters*, p. 39

Class Activity (pp. 28-29)

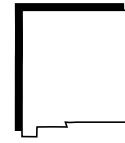
_____ All: 1-20
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 29

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Lesson Planning Guide (pp. 30-33)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the areas of rectangles and parallelograms.

NCTM Standards:

1-5, 7, 9, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

8-C-3, 9-A-1, 9-D-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 30
- _____ ⇨ Transparency 1-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 30

2 TEACH

- _____ ⇨ Transparency 1-7B
- _____ Using the Mini-Lab, *TWE*, p. 31
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 1-7
- _____ In-Class Examples, *TWE*, p. 31
- _____ ⇨ *Study Guide Masters*, p. 7
- _____ Reteaching the Lesson, *TWE*, p. 32
- _____ Error Analysis, *TWE*, p. 32
- _____ ⇨ *CD-ROM Program*, Resource Lesson 1-7, Interactive Lesson 1-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 32

Homework Assignments (pp. 32-33)

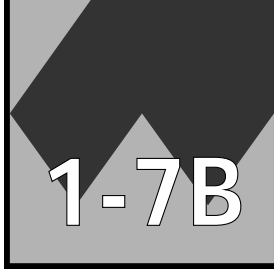
- _____ Core: 9-23 odd, 25-28
- _____ Enriched: 10-22 even, 23-28
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 570
- _____ ⇨ *Practice Masters*, p. 7
- _____ ⇨ *School to Career Masters*, p. 14
- _____ Family Activity, *SE*, p. 33

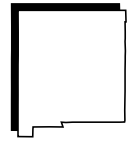
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 33
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 16
- _____ Extending the Lesson, *TWE*, p. 33
- _____ ⇨ *Enrichment Masters*, p. 7

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Lesson Planning Guide (pp. 34-35)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Choose the best method of computation for solving a problem.

1 FOCUS

_____ Getting Started, *TWE*, p. 34

2 TEACH

_____ In-Class Example, *TWE*, p. 34

_____ Reteaching the Lesson, *TWE*, p. 34

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 35

NCTM Standards: 1-5, 7
New Mexico Mathematics Performance Standards Grades 5-8: 1-A-1, 4-B-1, 7-A-1, 7-B-1, 7-C-1

Homework Assignments (p. 35)

_____ All: 5-14

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 570

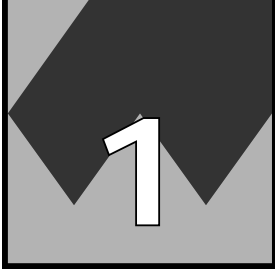
_____ Mixed Problem Solving, *SE*, pp. 605-606

4 ASSESS

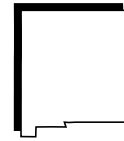
_____ Closing Activity, Writing, *TWE*, p. 35

_____ Extending the Lesson, *TWE*, p. 35

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Review and Assessment (pp. 36-41)



Teacher's Name _____ Dates _____

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

- _____ Study Guide and Assessment, *SE*, pp. 36-39
- _____ Standardized Test Practice, *SE*, pp. 40-41
- _____ Chapter Test, *SE*, p. 607

⇔ *Assessment and Evaluation Masters* (pp. 1-19)

Multiple-Choice Tests

- _____ Form 1A, 1B, or 1C, pp. 1-6
- _____ Standardized Test Practice, pp. 17-18

Free-Response Tests

- _____ Form 2A, 2B, or 2C, pp. 7-12
- _____ Performance Assessment, p. 13
- _____ Cumulative Review, p. 19

- _____ ⇔ *MindJogger Videoquizzes*, Chapter 1
- _____ ⇔ *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