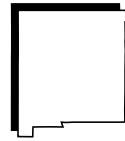


2 Applying Decimals



Chapter Pacing Guide

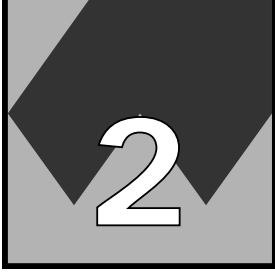
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Solar System How Big Is Our Solar System?
2	2	2-1	Comparing and Ordering Decimals
3	3	2-2	Rounding Decimals
4	4	2-3	Estimating with Decimals
5	5	2-3B	<small>THINKING LAB</small> Problem Solving Reasonable Answers
6	6	2-4	Multiplying Decimals
7	7	2-5	Powers of Ten
8		*2-6A	<small>HANDS-ON LAB</small> Cooperative Learning Division with Decimal Models
9	8	2-6	Dividing Decimals
10	9	2-7	Decimals and Fractions
11	10	2-8	Integration: Measurement The Metric System
12	11	2-9	Scientific Notation
13	12	Review: Study Guide and Assessment	
14	13	Assessment: Chapter Test	

* *Optional*

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Dining Out, p. 7 <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 2 and 7</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 29-30 <i>Spanish Family Letters and Activities</i>, pp. 29-30</p>



Chapter Project (pp. 42-43)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Understand what an astronomical unit is and how it is used in astronomy.
- _____ Differentiate the size of each planet in comparison to Earth and estimate how far each planet is from the Sun.

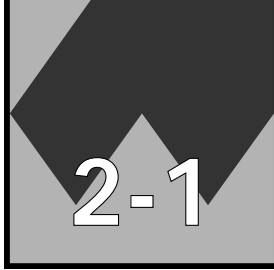
Theme: Solar System

- _____ Chapter Project, *SE*, p. 43
- _____ Chapter 2 Notes, *TWE*, p. 42
- _____ Question of the Day, *TWE*, p. 42
- _____ ⇄ *Investigations and Projects Masters*, pp. 21-24

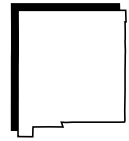
Homework Assignments

- _____ p. 46, Working on the Chapter Project, Exercise 28
- _____ p. 59, Working on the Chapter Project, Exercise 32
- _____ p. 76, Working on the Chapter Project, Exercise 27
- _____ p. 83, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 44-46)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Compare and order decimals.

NCTM Standards: 1-6
New Mexico Mathematics Performance Standards Grades 5-8: 5-B-1, 6-A-1, 6-B-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 44
- _____ ⇨ Transparency 2-1A
- _____ Motivating the Lesson, Communication, *TWE*, p. 44
- _____ Cross-Curriculum Cue, *TWE*, p. 44

2 TEACH

- _____ ⇨ Transparency 2-1B
- _____ Using Calculators, *TWE*, p. 45
- _____ In-Class Examples, *TWE*, p. 45
- _____ ⇨ *Study Guide Masters*, p. 8
- _____ Reteaching the Lesson, *TWE*, p. 45
- _____ Error Analysis, *TWE*, p. 45
- _____ ⇨ *Transition Booklet*, pp. 13-14
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-1, Interactive Lesson 2-1
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 45

Homework Assignments (p. 46)

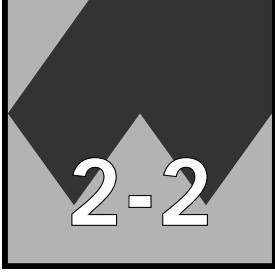
- _____ Core: 11-27 odd, 29-33 _____ Enriched: 10-26 even, 27, 29-34
- _____ Optional: 28 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 570
- _____ ⇨ *Practice Masters*, p. 8

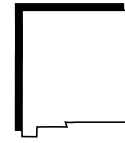
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 46
- _____ Extending the Lesson, *TWE*, p. 46
- _____ ⇨ *Enrichment Masters*, p. 8

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 47-49)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Round decimals.

NCTM Standards:

1-6

New Mexico Mathematics Performance Standards

Grades 5-8:

7-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 47
- _____ ⇨ Transparency 2-2A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 47
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 47

2 TEACH

- _____ ⇨ Transparency 2-2B
- _____ Reading Mathematics, *TWE*, p. 47
- _____ In-Class Examples, *TWE*, p. 48
- _____ ⇨ *Study Guide Masters*, p. 9
- _____ Reteaching the Lesson, *TWE*, p. 48
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-2

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 48

Homework Assignments (p. 49)

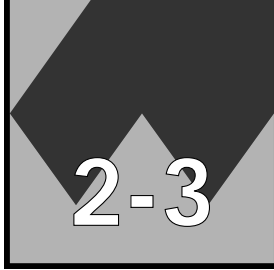
- _____ Core: 11-31 odd, 32-36
- _____ Enriched: 12-28 even, 30-36
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 571
- _____ ⇨ *Practice Masters*, p. 9
- _____ ⇨ *Hands-On Lab Masters*, p. 73

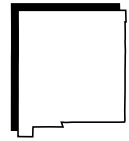
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 49
- _____ Extending the Lesson, *TWE*, p. 49
- _____ ⇨ *Enrichment Masters*, p. 9

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



Lesson Planning Guide (pp. 50-53)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Estimate with decimals.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 50
- _____ ⇨ Transparency 2-3A
- _____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 50

2 TEACH

- _____ ⇨ Transparency 2-3B
- _____ Using Discussion, *TWE*, p. 51
- _____ In-Class Examples, *TWE*, p. 51
- _____ ⇨ *Study Guide Masters*, p. 10
- _____ Reteaching the Lesson, *TWE*, p. 51
- _____ Error Analysis, *TWE*, p. 51
- _____ ⇨ *Transition Booklet*, pp. 15-18
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 51

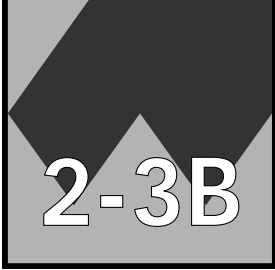
Homework Assignments (pp. 52-53)	
_____ Core: 13-37 odd, 39-44	_____ Enriched: 12-34 even, 35-44
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 571
- _____ ⇨ Practice Masters, p. 10

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 53
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 43
- _____ Extending the Lesson, *TWE*, p. 53
- _____ ⇨ *Enrichment Masters*, p. 10

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 54-55)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by determining reasonable answers.

1 FOCUS

_____ Getting Started, *TWE*, p. 54

2 TEACH

_____ In-Class Example, *TWE*, p. 54

_____ Reteaching the Lesson, *TWE*, p. 54

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 55

NCTM Standards: 1-5, 7, 13
New Mexico Mathematics Performance Standards Grades 5-8: 1-A-1, 1-D-1, 3-A-1, 3-C-1, 3-D-1, 4-B-1, 7-B-1, 7-F-1

Homework Assignments (p. 55)

_____ All: 5-15

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 571

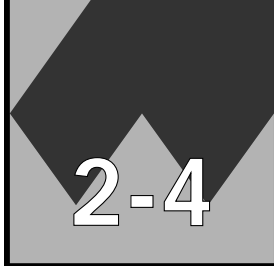
_____ Mixed Problem Solving, *SE*, pp. 605-606

4 ASSESS

_____ Closing Activity, *TWE*, p. 55

_____ Extending the Lesson, *TWE*, p. 55

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



Lesson Planning Guide (pp. 56-59)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Multiply decimals.

NCTM Standards: 1-7, 9
New Mexico Mathematics Performance Standards Grades 5-8: 2-E-1, 4-B-1, 6-A-1, 6-C-1, 7-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 56
- _____ ⇨ Transparency 2-4A
- _____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 56

2 TEACH

- _____ ⇨ Transparency 2-4B
- _____ Using the Mini-Lab, *TWE*, p. 57
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 2-4
- _____ Multiple Learning Styles, Logical, *TWE*, p. 56
- _____ In-Class Examples, *TWE*, p. 57
- _____ ⇨ *Study Guide Masters*, p. 11
- _____ Reteaching the Lesson, *TWE*, p. 58
- _____ Error Analysis, *TWE*, p. 58
- _____ ⇨ *Transition Booklet*, pp. 19-20
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-4, Interactive Lesson 2-4
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 58

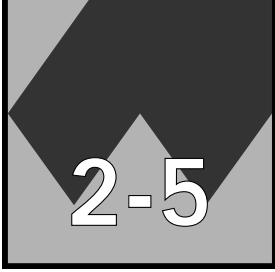
Homework Assignments (pp. 58-59)	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 10-28 even, 29-31, 33-37
_____ Optional: 32 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 572
- _____ ⇨ *Practice Masters*, p. 11
- _____ School to Career Activity, *SE*, p. 60

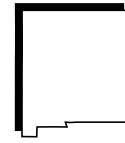
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 59
- _____ Extending the Lesson, *TWE*, p. 59
- _____ ⇨ *Enrichment Masters*, p. 11
- _____ Mid-Chapter Self Test, *SE*, p. 59

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 61-63)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Multiply decimals mentally by powers of ten.

NCTM Standards:

1-7, 9

New Mexico Mathematics Performance Standards

Grades 5-8:

7-C-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 61

_____ ⇨ Transparency 2-5A

_____ Motivating the Lesson, Problem Solving, *TWE*, p. 61

2 TEACH

_____ ⇨ Transparency 2-5B

_____ Thinking Algebraically, *TWE*, p. 62

_____ Multiple Learning Styles, Intrapersonal, *TWE*, p. 61

_____ In-Class Examples, *TWE*, p. 62

_____ ⇨ *Study Guide Masters*, p. 12

_____ Reteaching the Lesson, *TWE*, p. 62

_____ Error Analysis, *TWE*, p. 62

_____ ⇨ *CD-ROM Program*, Resource Lesson 2-5

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 62

Homework Assignments (p. 63)

_____ Core: 11-31 odd, 32-36

_____ Enriched: 12-28 even, 30-36

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 572

_____ ⇨ *Practice Masters*, p. 12

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 63

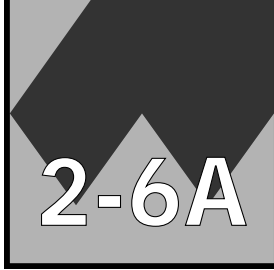
_____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 42

_____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 43

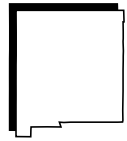
_____ Extending the Lesson, *TWE*, p. 63

_____ ⇨ *Enrichment Masters*, p. 12

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



Lesson Planning Guide (pp. 64-65)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use decimal models to model the division of decimals.

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

MANAGEMENT

- _____ Getting Started, *TWE*, p. 64
- _____ ⇨ *Hands-On Lab Masters*, p. 10: grid paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 2-6A
- _____ ⇨ *Overhead Manipulative Resources*: decimal models

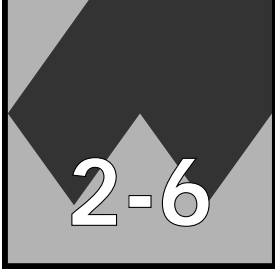
ASSESS

- _____ *TWE*, p. 65
- _____ ⇨ *Hands-On Lab Masters*, p. 40

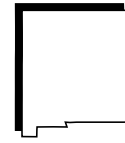
Class Activity (pp. 64-65)	
_____ All: 1-15	
_____ Alternate Assignment:	_____

_____ Math Journal, *TWE*, p. 65

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 66-69)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Divide decimals.

NCTM Standards:

1-7, 9, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

6-A-1, 7-C-1, 7-F-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 66
- _____ ⇨ Transparency 2-6A
- _____ Motivating the Lesson, Communication, *TWE*, p. 66

2 TEACH

- _____ ⇨ Transparency 2-6B
- _____ Using the Mini-Lab, *TWE*, p. 66
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 2-6
- _____ In-Class Examples, *TWE*, p. 67
- _____ ⇨ *Study Guide Masters*, p. 13
- _____ Reteaching the Lesson, *TWE*, p. 68
- _____ ⇨ *Transition Booklet*, pp. 21-22
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 68

Homework Assignments (pp. 68-69)

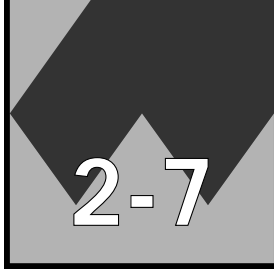
- _____ Core: 13-41 odd, 42-47
- _____ Enriched: 12-36 even, 38-47
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 572
- _____ ⇨ *Practice Masters*, p. 13
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 29
- _____ ⇨ *Diversity Masters*, p. 15
- _____ Family Activity, *SE*, p. 68

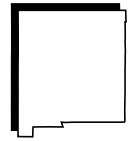
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 69
- _____ Extending the Lesson, *TWE*, p. 69
- _____ ⇨ *Enrichment Masters*, p. 13

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



Lesson Planning Guide (pp. 70-73)



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

Objectives

_____ Express fractions as terminating or repeating decimals.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 70
- _____ ⇨ Transparency 2-7A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 70

2 TEACH

- _____ ⇨ Transparency 2-7B
- _____ Reading Mathematics, *TWE*, p. 71
- _____ In-Class Examples, *TWE*, p. 71
- _____ ⇨ *Study Guide Masters*, p. 14
- _____ Reteaching the Lesson, *TWE*, p. 71
- _____ Error Analysis, *TWE*, p. 71
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 71

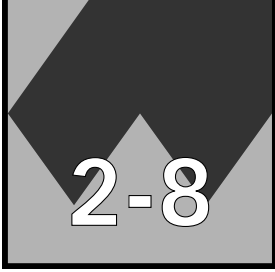
Homework Assignments (pp. 72-73)	
_____ Core: 11-39 odd, 40-44	_____ Enriched: 12-34 even, 36-44
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 573
- _____ ⇨ *Practice Masters*, p. 14

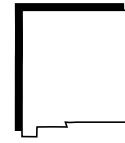
4 ASSESS

- _____ Let the Games Begin, *SE*, p. 73
- _____ Closing Activity, Writing, *TWE*, p. 73
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 44
- _____ Extending the Lesson, *TWE*, p. 73
- _____ ⇨ *Enrichment Masters*, p. 14

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 74-76)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Change metric units of length, capacity, and mass.

NCTM Standards:

1-5, 7, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

9-A-1, 9-B-1, 9-E-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 74

_____ ⇨ Transparency 2-8A

_____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 74

2 TEACH

_____ ⇨ Transparency 2-8B

_____ Thinking Algebraically, *TWE*, p. 75

_____ In-Class Examples, *TWE*, p. 75

_____ ⇨ *Study Guide Masters*, p. 15

_____ Reteaching the Lesson, *TWE*, p. 75

_____ ⇨ *Transition Booklet*, pp. 35-36

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

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, p. 76

Homework Assignments (p. 76)

_____ Core: 11-25 odd, 26, 28-32 _____ Enriched: 10-26 even, 28-32

_____ Optional: 27 (Working on the Chapter Project)

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 573

_____ ⇨ *Practice Masters*, p. 15

_____ ⇨ *Science and Mathematics Lab Manual*, pp. 25-28

_____ ⇨ *Classroom Games*, pp. 5-8

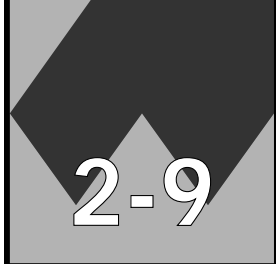
4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 76

_____ Extending the Lesson, *TWE*, p. 76

_____ ⇨ *Enrichment Masters*, p. 15

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



Lesson Planning Guide (pp. 77-79)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Express numbers greater than 100 in scientific notation.

NCTM Standards: 1-7
New Mexico Mathematics Performance Standards Grades 5-8: 2-E-2, 4-C-2, 5-A-1, 5-B-1, 7-F-1, 7-F-2

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 77
- _____ ⇨ Transparency 2-9A
- _____ Motivating the Lesson, Hands-On Activity, *TWE*, p. 77

2 TEACH

- _____ ⇨ Transparency 2-9B
- _____ Multiple Learning Styles, Kinesthetic, *TWE*, p. 77
- _____ Using Calculators, *TWE*, p. 78
- _____ In-Class Examples, *TWE*, p. 78
- _____ ⇨ *Study Guide Masters*, p. 16
- _____ Reteaching the Lesson, *TWE*, p. 78
- _____ Error Analysis, *TWE*, p. 78
- _____ ⇨ *CD-ROM Program*, Resource Lesson 2-9

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 78

Homework Assignments (p. 79)

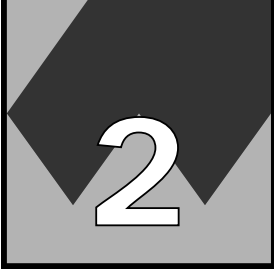
- _____ Core: 11-39 odd, 40-45
- _____ Enriched: 12-36 even, 37-45
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 573
- _____ ⇨ *Practice Masters*, p. 16
- _____ ⇨ *School-to-Career Masters*, p. 15
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 30

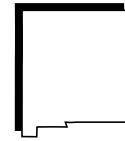
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 79
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 44
- _____ Extending the Lesson, *TWE*, p. 79
- _____ ⇨ *Enrichment Masters*, p. 16

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Review and Assessment (pp. 80-85)



Teacher's Name _____ Dates _____

Grade _____ Class _____ Review M Tu W Th F

Testing M Tu W Th F

- _____ Study Guide and Assessment, *SE*, pp. 80-83
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- _____ Chapter Test, *SE*, p. 608

⇔ *Assessment and Evaluation Masters (pp. 29-47)*

Multiple-Choice Tests

- _____ Form 1A, 1B, or 1C, pp. 29-34
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- _____ Form 2A, 2B, or 2C, pp. 35-40
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- _____ ⇔ *MindJogger Videoquizzes*, Chapter 2
- _____ ⇔ *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