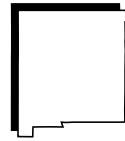


4 Using Number Patterns, Fractions, and Percents



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: Cars What Color Was That Car?
2 & 3	2	*4-1A	<small>HANDS-ON LAB</small> Cooperative Learning Exploring Factors
		4-1	Divisibility Patterns
		*4-1B	<small>TECHNOLOGY LAB</small> Spreadsheets Divisibility
4	3	4-2	Prime Factorization
5	4 & 5	4-3	Integration: Patterns and Functions Sequences
		*4-3B	<small>HANDS-ON LAB</small> Cooperative Learning Exploring Sequences
6	6	4-4A	<small>THINKING LAB</small> Problem Solving Make a List
7	7	4-4	Greatest Common Factor
8	8	4-5	Simplifying Fractions and Ratios
9	9	4-6	Ratios and Percents
10	10	4-7	Fractions, Decimals, and Percents
11	11	4-8	Integration: Probability Simple Events
12	12	4-9	Least Common Multiple
13	13	4-10	Comparing and Ordering Fractions
14	14	Review: Study Guide and Assessment	
15	15	Assessment: Chapter Test	

*Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Author's Fair, pp. 13-14 <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 9 and 11</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 33-34 <i>Spanish Family Letters and Activities</i>, pp. 33-34</p>



Chapter Project (pp. 130-131)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Use fractions, decimals, and percents to display the results of surveys.
- _____ Investigate data about production of cars in the United States by using a table.

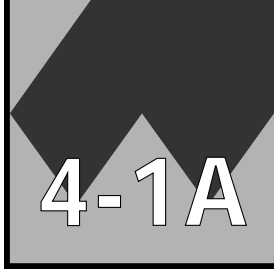
Theme: Cars

- _____ Chapter Project, *SE*, p. 131
- _____ Chapter 4 Notes, *TWE*, p. 130
- _____ Question of the Day, *TWE*, p. 130
- _____ ⇔ *Investigations and Projects Masters*, pp. 29-32

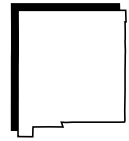
Homework Assignments

- _____ p. 157, Working on the Chapter Project, Exercise 34
- _____ p. 164, Working on the Chapter Project, Exercise 43
- _____ p. 168, Working on the Chapter Project, Exercise 26
- _____ p. 179, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (p. 132)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Discover factors of whole numbers by using number cards.

MANAGEMENT

_____ Getting Started, *TWE*, p. 132

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-1A

NCTM Standards: 1-5
New Mexico Mathematics Performance Standards Grades 5-8: 6-D-1

ASSESS

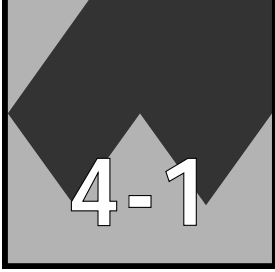
_____ *TWE*, p. 132

_____ ⇨ *Hands-On Lab Masters*, p. 44

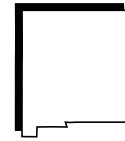
Class Activity (p. 132)
_____ All: 1-7
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 132

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 133-136)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use divisibility rules.

NCTM Standards: 1-8
New Mexico Mathematics Performance Standards Grades 5-8: 13-B-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 133
- _____ ⇨ Transparency 4-1A
- _____ Motivating the Lesson, Communication, *TWE*, p. 133

2 TEACH

- _____ ⇨ Transparency 4-1B
- _____ Using the Mini-Lab, *TWE*, p. 134
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-1
- _____ In-Class Examples, *TWE*, p. 134
- _____ ⇨ *Study Guide Masters*, p. 24
- _____ Reteaching the Lesson, *TWE*, p. 135
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-1

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 134-135

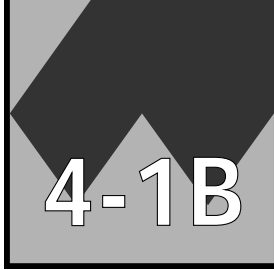
Homework Assignments (pp. 135-136)	
_____ Core: 11-33 odd, 34-38	_____ Enriched: 12-30 even, 31-38
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 576
- _____ ⇨ *Practice Masters*, p. 24
- _____ ⇨ *Hands-On Lab Masters*, p. 75

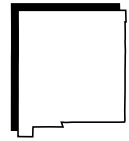
4 ASSESS

- _____ Let the Games Begin, *SE*, p. 136
- _____ Closing Activity, Writing, *TWE*, p. 136
- _____ Extending the Lesson, *TWE*, p. 136
- _____ ⇨ *Enrichment Masters*, p. 24

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 137)



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

Objectives

_____ Use spreadsheets to test for divisibility.

NCTM Standards: 1-3, 7
New Mexico Mathematics Performance Standards Grades 5-8: 1-E-1, 2-C-1, 2-D-1, 6-D-1

MANAGEMENT

- _____ Getting Started, *TWE*, p. 137
- _____ Using a Calculator, *TWE*, p. 137
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 4-1B

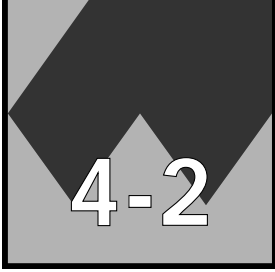
ASSESS

_____ *TWE*, p. 137

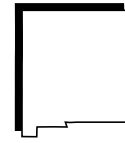
Class Activity (p. 137)
_____ All: 1-5
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 137

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Lesson Planning Guide (pp. 138-141)



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

Objectives

_____ Find the prime factorization of a composite number.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 138
- _____ ⇨ Transparency 4-2A
- _____ Motivating the Lesson, Communication, *TWE*, p. 138

2 TEACH

- _____ ⇨ Transparency 4-2B
- _____ Mastering Basic Skills, *TWE*, p. 139
- _____ In-Class Examples, *TWE*, p. 139
- _____ ⇨ *Study Guide Masters*, p. 25
- _____ Reteaching the Lesson, *TWE*, p. 140
- _____ Error Analysis, *TWE*, p. 140
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-2
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 140

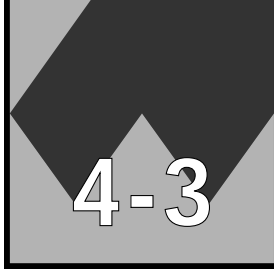
Homework Assignments (pp. 140-141)	
_____ Core: 15-41 odd, 43-48	_____ Enriched: 14-38 even, 40-48
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 577
- _____ ⇨ *Practice Masters*, p. 25
- _____ ⇨ *Classroom Games*, pp. 11-12

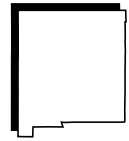
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 141
- _____ Extending the Lesson, *TWE*, p. 141
- _____ ⇨ *Enrichment Masters*, p. 25

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 142-145)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Recognize and extend a pattern for sequences.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 142
- _____ ⇨ Transparency 4-3A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 142

2 TEACH

- _____ ⇨ Transparency 4-3B
- _____ In-Class Examples, *TWE*, p. 143
- _____ ⇨ *Study Guide Masters*, p. 26
- _____ Reteaching the Lesson, *TWE*, p. 144
- _____ Error Analysis, *TWE*, p. 144
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 144

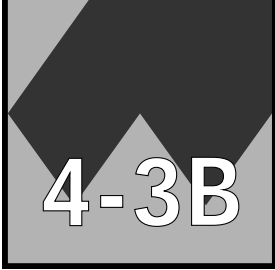
Homework Assignments (pp. 144-145)	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 10-28 even, 30-37
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 577
- _____ ⇨ *Practice Masters*, p. 26
- _____ ⇨ *Diversity Masters*, p. 17

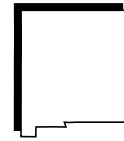
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 145
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 99
- _____ Extending the Lesson, *TWE*, p. 145
- _____ ⇨ *Enrichment Masters*, p. 26

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 146-147)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Explore patterns in sequences.

NCTM Standards:

1-8, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

1-B-3

MANAGEMENT

_____ Getting Started, *TWE*, p. 146

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 4-3B

ASSESS

_____ *TWE*, p. 147

_____ ⇨ *Hands-On Lab Masters*, p. 45

Class Activity (p. 147)

_____ All: 1-6

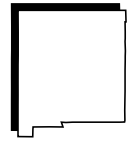
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 147

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



Lesson Planning Guide (pp. 148-149)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by making an organized list.

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

1 FOCUS

_____ Getting Started, *TWE*, p. 148

2 TEACH

_____ In-Class Examples, *TWE*, p. 148

_____ Reteaching the Lesson, *TWE*, p. 148

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 149

Homework Assignments (p. 149)

_____ All: 4-12

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 577

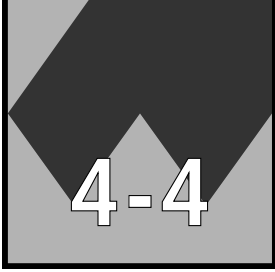
_____ Mixed Problem Solving, *SE*, pp. 605-606

4 ASSESS

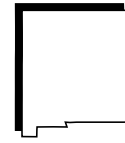
_____ Closing Activity, Writing, *TWE*, p. 149

_____ Extending the Lesson, *TWE*, p. 149

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Lesson Planning Guide (pp. 150-153)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the greatest common factor of two or more numbers.

NCTM Standards:

1-7

New Mexico Mathematics Performance Standards

Grades 5-8:

6-C-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 150
- _____ ⇨ Transparency 4-4A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 150

2 TEACH

- _____ ⇨ Transparency 4-4B
- _____ Using Different Methods, *TWE*, p. 151
- _____ In-Class Examples, *TWE*, p. 151
- _____ ⇨ *Study Guide Masters*, p. 27
- _____ Reteaching the Lesson, *TWE*, p. 151
- _____ Error Analysis, *TWE*, p. 151
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-4, Interactive Lesson 4-4
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 152

Homework Assignments (pp. 152-153)

- _____ Core: 13-39 odd, 40-44 _____ Enriched: 12-34 even, 36-44
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 578
- _____ ⇨ *Practice Masters*, p. 27

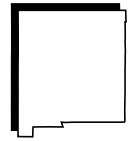
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 153
- _____ Extending the Lesson, *TWE*, p. 153
- _____ ⇨ *Enrichment Masters*, p. 27
- _____ Mid-Chapter Self Test, *SE*, p. 153

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



Lesson Planning Guide (pp. 154-157)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Express fractions and ratios in simplest form.

NCTM Standards: 1-7
New Mexico Mathematics Performance Standards Grades 5-8: 5-C-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 154
- _____ ⇨ Transparency 4-5A
- _____ Motivating the Lesson, Communication, *TWE*, p. 154
- _____ Cross-Curriculum Cue, *TWE*, p. 154

2 TEACH

- _____ ⇨ Transparency 4-5B
- _____ Thinking Algebraically, *TWE*, p. 155
- _____ In-Class Examples, *TWE*, p. 155
- _____ ⇨ *Study Guide Masters*, p. 28
- _____ Reteaching the Lesson, *TWE*, p. 156
- _____ Error Analysis, *TWE*, p. 156
- _____ ⇨ *Transition Booklet*, pp. 23-28
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 155-156

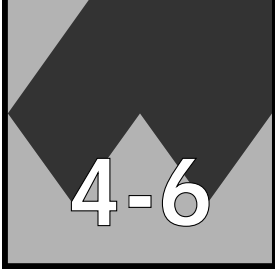
Homework Assignments (pp. 156-157)	
_____ Core: 9-33 odd, 35-39	_____ Enriched: 10-28 even, 30-33, 35-39
_____ Optional: 34 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 578
- _____ ⇨ *Practice Masters*, p. 28

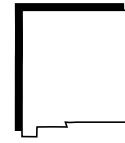
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 157
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 98
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 99
- _____ Extending the Lesson, *TWE*, p. 157
- _____ ⇨ *Enrichment Masters*, p. 28

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Lesson Planning Guide (pp. 158-160)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Illustrate the meaning of percent using models or symbols.

NCTM Standards: 1-7
New Mexico Mathematics Performance Standards Grades 5-8: 5-C-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 158
- _____ ⇨ Transparency 4-6A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 158

2 TEACH

- _____ ⇨ Transparency 4-6B
- _____ Using the Mini-Lab, *TWE*, p. 158
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-6
- _____ In-Class Examples, *TWE*, p. 159
- _____ ⇨ *Study Guide Masters*, p. 29
- _____ Reteaching the Lesson, *TWE*, p. 159
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 159

Homework Assignments (p. 160)

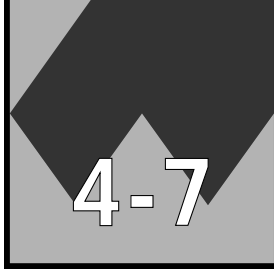
_____ Core: 11-29 odd, 30-33 _____ Enriched: 10-26 even, 27-33
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 578
- _____ ⇨ *Practice Masters*, p. 29

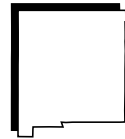
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 160
- _____ Extending the Lesson, *TWE*, p. 160
- _____ ⇨ *Enrichment Masters*, p. 29

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



Lesson Planning Guide (pp. 161-164)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Express fractions as percents, and percents and decimals as fractions.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 161
- _____ ⇨ Transparency 4-7A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 161
- _____ Multiple Learning Styles, Logical, *TWE*, p. 161

2 TEACH

- _____ ⇨ Transparency 4-7B
- _____ Mastering Basic Skills, *TWE*, p. 162
- _____ In-Class Examples, *TWE*, p. 162
- _____ ⇨ *Study Guide Masters*, p. 30
- _____ Reteaching the Lesson, *TWE*, p. 162
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 162-163

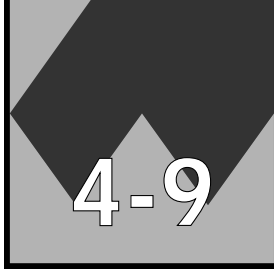
Homework Assignments (pp. 163-164)	
_____ Core: 13-41 odd, 44-49	_____ Enriched: 14-38 even, 39-42, 44-49
_____ Optional: 43 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 579
- _____ ⇨ *Practice Masters*, p. 30
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 33
- _____ ⇨ *Technology Masters*, Spreadsheet Activity, p. 34

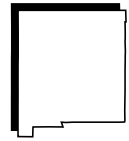
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 164
- _____ Extending the Lesson, *TWE*, p. 164
- _____ ⇨ *Enrichment Masters*, p. 30

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 169-171)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the least common multiple of two or more numbers.

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 169
- _____ ⇨ Transparency 4-9A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 169

2 TEACH

- _____ ⇨ Transparency 4-9B
- _____ Reading Mathematics, *TWE*, p. 170
- _____ In-Class Examples, *TWE*, p. 170
- _____ ⇨ *Study Guide Masters*, p. 32
- _____ Reteaching the Lesson, *TWE*, p. 170
- _____ Error Analysis, *TWE*, p. 170
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-9, Interactive Lesson 4-9

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 170-171

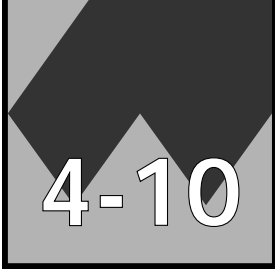
Homework Assignments (p. 171)	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 12-30 even, 31-37
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 579
- _____ ⇨ *Practice Masters*, p. 32

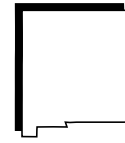
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 171
- _____ Extending the Lesson, *TWE*, p. 171
- _____ ⇨ *Enrichment Masters*, p. 32

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 172-175)



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

Objectives

_____ Compare and order fractions.

NCTM Standards: 1-7, 10
New Mexico Mathematics Performance Standards Grades 5-8: 6-A-1, 6-B-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 172
- _____ ⇨ Transparency 4-10A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 172

2 TEACH

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