

# 8 Using Proportional Reasoning



## Chapter Pacing Guide

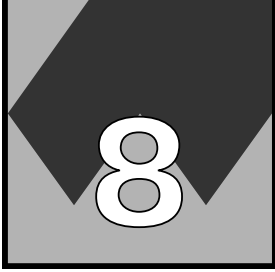
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Recycling Waste Not, Want Not
2 & 3		*8-1A	<small>HANDS-ON LAB</small> Cooperative Learning Equal Ratios
	2	8-1	Ratios
4	3	8-2	Rates
5	4 & 5	8-3	Solving Proportions
		*8-3B	<small>HANDS-ON LAB</small> Cooperative Learning Wildlife Sampling
6	6	8-4A	<small>THINKING LAB</small> Problem Solving Draw a Diagram
7	7	8-4	Scale Drawings
8	8	8-5	Percents and Fractions
9	9	8-6	Percents and Decimals
10	10	8-7	Percents Greater Than 100% and Percents Less Than 1%
11	11	8-8	Percent of a Number
12	12	8-9	The Percent Proportion
13	13	Review: Study Guide and Assessment	
14	14	Assessment: Chapter Test	

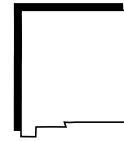
\*Optional

## 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 3 and 12</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 41-42  <i>Spanish Family Letters and Activities</i>, pp. 41-42</p>



# Chapter Project (pp. 314-315)



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

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

## Objectives

- \_\_\_\_\_ Investigate the various kinds of materials that can be recycled by households.
- \_\_\_\_\_ Compare the amounts of different materials using ratios and percents.

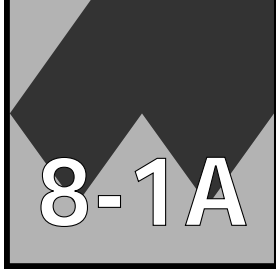
## Theme: Recycling

- \_\_\_\_\_ Chapter Project, *SE*, p. 315
- \_\_\_\_\_ Chapter 8 Notes, *TWE*, p. 314
- \_\_\_\_\_ Question of the Day, *TWE*, p. 314
- \_\_\_\_\_ ⇔ *Investigations and Projects Masters*, pp. 45-48

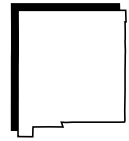
### Homework Assignments

- \_\_\_\_\_ p. 320, Working on the Chapter Project, Exercise 42
- \_\_\_\_\_ p. 345, Working on the Chapter Project, Exercise 50
- \_\_\_\_\_ p. 355, Completing the Chapter Project, Alternative Assessment

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 the meaning of ratio and proportion.

<b>NCTM Standards:</b> 1-6
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 6-C-3

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 316.
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 6: counters
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 8-1A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: counters

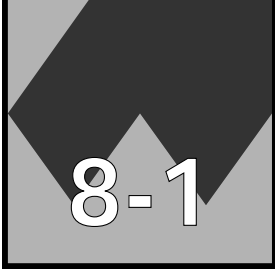
## ASSESS

- \_\_\_\_\_ *TWE*, p. 316
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 54

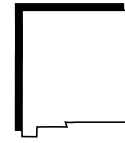
<b>Class Activity (p. 316)</b>
_____ All: 1-3
_____ Alternate Assignment: _____

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

<b>KEY</b> 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

\_\_\_\_\_ Express ratios as fractions and determine whether two ratios are equivalent.

<b>NCTM Standards:</b> 1-7, 9, 11, 12
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 3-C-2, 5-C-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 317
- \_\_\_\_\_ ⇨ Transparency 8-1A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 317
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 317

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-1B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 318
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 318
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 58
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 318
- \_\_\_\_\_ Error Analysis, *TWE*, p. 318
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-1, Interactive Lesson 8-1

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 318-319

### Homework Assignments (pp. 319-320)

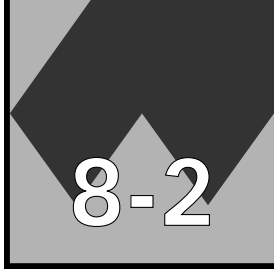
- \_\_\_\_\_ Core: 13-41 odd, 43-48      \_\_\_\_\_ Enriched: 14-38 even, 39-41, 43-48
- \_\_\_\_\_ Optional: 42 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 589
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 58

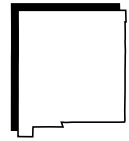
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 320
- \_\_\_\_\_ 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 (pp. 321-324)



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

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

## Objectives

\_\_\_\_\_ Determine unit rates.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 321
- \_\_\_\_\_ ⇨ Transparency 8-2A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 321
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 321

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-2B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 322
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 322
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 59
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 322
- \_\_\_\_\_ Error Analysis, *TWE*, p. 322
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 322-323

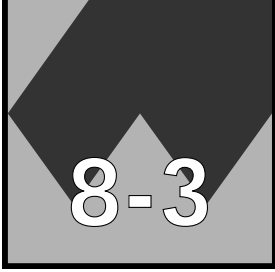
<b>Homework Assignments (pp. 323-324)</b>	
_____ Core: 11-35 odd, 36-39	_____ Enriched: 12-30 even, 31-39
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 589
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 59
- \_\_\_\_\_ Family Activity, *SE*, p. 324

## 4 ASSESS

- \_\_\_\_\_ Math in the Media, *SE*, p. 324
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 324
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 324
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 59

<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. 325-328)



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

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

## Objectives

\_\_\_\_\_ Solve proportions.

### NCTM Standards:

1-7, 9, 13

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 325
- \_\_\_\_\_ ⇨ Transparency 8-3A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 325
- \_\_\_\_\_ Multiple Learning Styles, Naturalist, *TWE*, p. 325

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-3B
- \_\_\_\_\_ Using Problem Solving, *TWE*, p. 326
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 326
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 60
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 327
- \_\_\_\_\_ Error Analysis, *TWE*, p. 327
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-3, Interactive Lesson 8-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 327

### Homework Assignments (pp. 327-328)

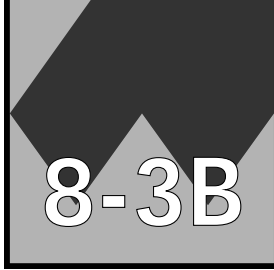
- \_\_\_\_\_ Core: 9-23 odd, 25-28                      \_\_\_\_\_ Enriched: 8-20 even, 22-28
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 590
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 60
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 37-40

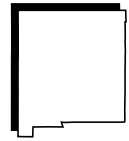
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 328
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 328
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 211
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 328
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 60

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# Lesson Planning Guide (pp. 329)



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

## Objectives

\_\_\_\_\_ Use the capture-recapture technique to estimate.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 329  
\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 8-3B

## ASSESS

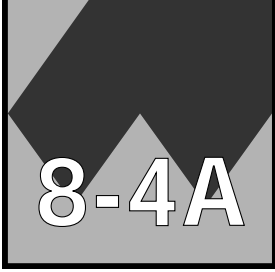
\_\_\_\_\_ *TWE*, p. 329  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 55

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

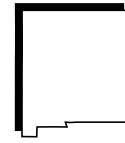
<i>Class Activity</i> (p. 329)	
_____ All: 1-4	_____ Alternate Assignment: _____

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

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# Lesson Planning Guide (pp. 330-331)



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

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

## Objectives

\_\_\_\_\_ Solve problems by drawing a diagram.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 330

### 2 TEACH

\_\_\_\_\_ In-Class Examples, *TWE*, p. 330

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 330

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 331

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

### Homework Assignments (p. 331)

\_\_\_\_\_ All: 4-12

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

\_\_\_\_\_ Extra Practice, *SE*, p. 590

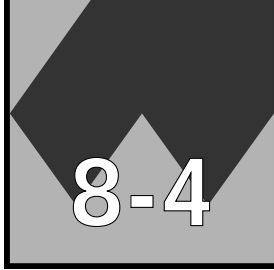
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 605-606

### 4 ASSESS

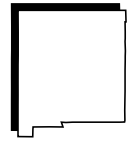
\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 331

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 331

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# Lesson Planning Guide (pp. 332-335)



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

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

## Objectives

\_\_\_\_\_ Solve problems involving scale drawings.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 332
- \_\_\_\_\_ ⇨ Transparency 8-4A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 332

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-4B
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 333
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 333
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-4
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 61
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 334
- \_\_\_\_\_ Error Analysis, *TWE*, p. 334
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-4, Extended Activity 8-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 334

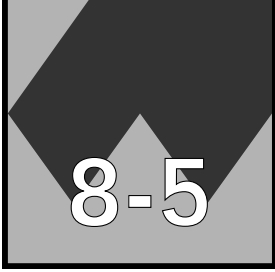
<b>Homework Assignments (pp. 334-335)</b>	
_____ Core: 9-21 odd, 23-26	_____ Enriched: 10-20 even, 21-26
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 590
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 61
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 79
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 21

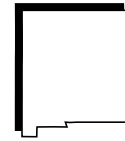
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 335
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 335
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 61
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 335

<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. 336-338)



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

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

## Objectives

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

### NCTM Standards:

1-5, 7, 10

### New Mexico Mathematics Performance Standards

Grades 5-8:

5-A-1, 5-C-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 336
- \_\_\_\_\_ ⇨ Transparency 8-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 336
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 336

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-5B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 336
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 337
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 62
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 337
- \_\_\_\_\_ Error Analysis, *TWE*, p. 337
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 337-338

### Homework Assignments (p. 338)

\_\_\_\_\_ Core: 11-33 odd, 34-38

\_\_\_\_\_ Enriched: 10-30 even, 32-38

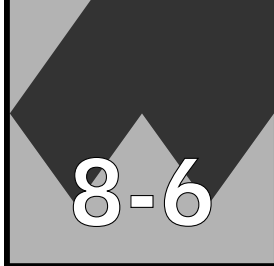
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 591
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 62
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 41

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 210
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 211
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 62

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# Lesson Planning Guide (pp. 339-341)



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

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

## Objectives

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

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 339
- \_\_\_\_\_ ⇨ Transparency 8-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 339
- \_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 339

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-6B
- \_\_\_\_\_ Using Calculators, *TWE*, p. 339
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 63
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 340

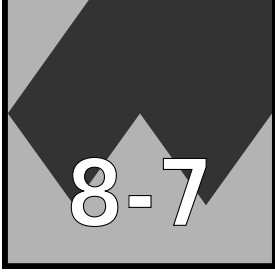
<b>Homework Assignments (pp. 340-341)</b>	
_____ Core: 11-33 odd, 35-39	_____ Enriched: 12-32 even, 33-39
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 591
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 63
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 81-84

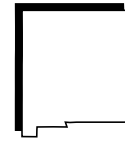
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 341
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 341
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 63

<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. 342-345)



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

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

## Objectives

\_\_\_\_\_ Express percents greater than 100% and percents less than 1% as fractions and as decimals, and vice versa.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 342
- \_\_\_\_\_ ⇨ Transparency 8-7A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 342

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-7B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 343
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-7
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 343
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 64
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 344
- \_\_\_\_\_ Error Analysis, *TWE*, p. 344
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 344

### Homework Assignments (pp. 344-345)

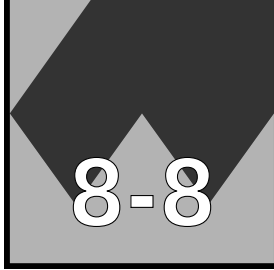
- \_\_\_\_\_ Core: 15-51 odd, 52-57 \_\_\_\_\_ Enriched: 16-46 even, 47-49, 51-57
- \_\_\_\_\_ Optional: 50 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 591
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 64
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 23-25

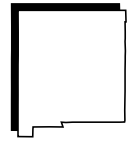
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 64

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



# Lesson Planning Guide (pp. 346-348)



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

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

## Objectives

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

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 346
- \_\_\_\_\_ ⇨ Transparency 8-8A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 346

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-8B
- \_\_\_\_\_ Modeling Mathematics, *TWE*, p. 347
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 347
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 65
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 347
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-8, Interactive Lesson 8-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 347

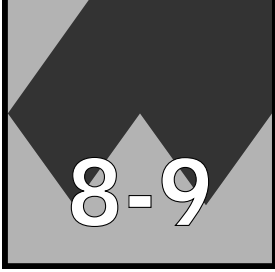
<b>Homework Assignments (p. 348)</b>	
_____ Core: 9-23 odd, 24-27	_____ Enriched: 8-18 even, 20-27
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 592
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 65

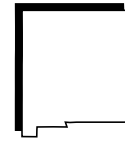
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 348
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 348
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 65

<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. 349-351)



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

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

## Objectives

\_\_\_\_\_ Solve problems using the percent proportion.

### NCTM Standards:

1-5, 7

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

5-C-1, 6-C-3, 7-D-1, 7-E-2

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 349

\_\_\_\_\_ ⇨ Transparency 8-9A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 349

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 8-9B

\_\_\_\_\_ Thinking Algebraically, *TWE*, p. 349

\_\_\_\_\_ In-Class Examples, *TWE*, p. 350

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 66

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 350

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-9

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 350

### Homework Assignments (p. 351)

\_\_\_\_\_ Core: 11-31 odd, 32-36

\_\_\_\_\_ Enriched: 12-28 even, 29-36

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

\_\_\_\_\_ Extra Practice, *SE*, p. 592

\_\_\_\_\_ ⇨ *Practice Masters*, p. 66

\_\_\_\_\_ ⇨ *Technology Masters*, Spreadsheet Activity, p. 42

\_\_\_\_\_ ⇨ *Diversity Masters*, p. 21

## 4 ASSESS

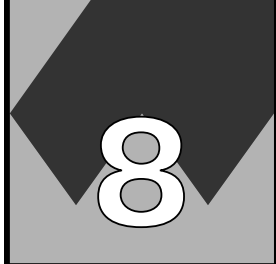
\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 351

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

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 351

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 66

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# Review and Assessment (pp. 352-357)



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

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

\_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 352-355

\_\_\_\_\_ Standardized Test Practice, *SE*, pp. 356-357

\_\_\_\_\_ Chapter Test, *SE*, p. 614

## ⇔ *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*

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