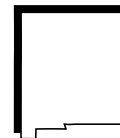


5 Geometry: Investigating Patterns



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.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1 & 2	*Chapter Project	Theme: Advertising Be True to Your School
2 & 3	1 & 2	*5-1A	<small>HANDS-ON LAB</small> Cooperative Learning Measuring and Constructing Line Segments and Angles
		5-1	Parallel Lines
		*5-1B	<small>HANDS-ON LAB</small> Cooperative Learning Constructing Parallel Lines
4	3	5-2A	<small>THINKING LAB</small> Problem Solving Use a Venn Diagram
5	4	5-2	Classifying Triangles
6 & 7	5 & 6	*5-3A	<small>HANDS-ON LAB</small> Cooperative Learning Polygons as Networks
		5-3	Classifying Quadrilaterals
8 & 9	7 & 8	*5-4A	<small>HANDS-ON LAB</small> Cooperative Learning Reflections
		5-4	Symmetry
10	9 & 10	5-5	Congruent Triangles
12		*5-5B	<small>HANDS-ON LAB</small> Cooperative Learning Constructing Congruent Triangles
11 & 12	11 & 12	*5-6A	<small>HANDS-ON LAB</small> Cooperative Learning Dilations
		5-6	Similar Triangles
13	13	5-7	Transformations and M.C. Escher
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>, 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 5</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 61-62 <i>Spanish Family Letters and Activities</i>, pp. 61-62</p>



Chapter Project (pp. 184-185)



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

Objectives

- _____ Identify line symmetry and rotational symmetry.
- _____ Translate, rotate, and reflect figures.
- _____ Create Escher-like tessellations.

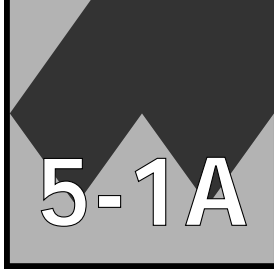
Theme: Advertising

- _____ Chapter Project, *SE*, p. 185
- _____ Chapter 5 Notes, *TWE*, p. 184
- _____ Question of the Day, *TWE*, p. 184
- _____ ⇨ *Investigations and Projects Masters*, pp. 33-36

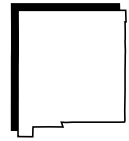
Homework Assignments

- _____ p. 209, Working on the Chapter Project, Exercise 20
- _____ p. 223, Working on the Chapter Project, Exercise 16
- _____ p. 227, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 186-187)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Measure and construct congruent line segments and angles.

NCTM Standards: 1-4, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 8-C-3, 9-B-1

MANAGEMENT

- _____ Getting Started, *TWE*, p. 186
- _____ ⇨ *Hands-On Lab Masters*, p. 21: protractors
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 5-1A
- _____ ⇨ *Overhead Manipulative Resources*: compass, protractor

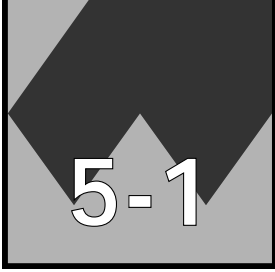
ASSESS

- _____ *TWE*, p. 187
- _____ ⇨ *Hands-On Lab Masters*, p. 45

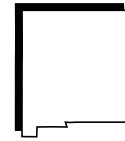
Class Activity (pp. 186-187)
_____ All: 1-10
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 187

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



Lesson Planning Guide (pp. 188-192)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Identify lines that are parallel and types of angles formed by parallel lines and transversals.

NCTM Standards:

1-4, 7, 9, 12, 13

New Mexico Mathematics Performance Standards

Grades 5-8:

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

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 188
- _____ ⇨ Transparency 5-1A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 188
- _____ Cross-Curriculum Cue, *TWE*, p. 188

2 TEACH

- _____ ⇨ Transparency 5-1B
- _____ Using the Mini-Lab, *TWE*, p. 189
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-1
- _____ In-Class Examples, *TWE*, pp. 189-190
- _____ ⇨ *Study Guide Masters*, p. 34
- _____ Reteaching the Lesson, *TWE*, p. 191
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-1, Interactive Lesson 5-1

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 191

Homework Assignments (pp. 191-192)

_____ Core: 11-27 odd, 28-32

_____ Enriched: 10-24 even, 26-32

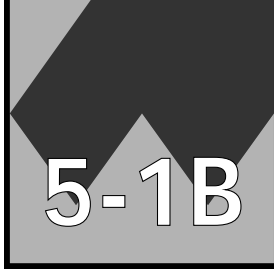
_____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 617
- _____ ⇨ *Practice Masters*, p. 34

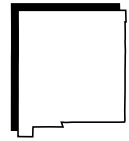
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 192
- _____ Extending the Lesson, *TWE*, p. 192
- _____ ⇨ *Enrichment Masters*, p. 34

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



Lesson Planning Guide (p. 193)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Construct a line parallel to a given line.

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

MANAGEMENT

_____ Getting Started, *TWE*, p. 193

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 5-1B

_____ ⇨ *Overhead Manipulative Resources*: compass

ASSESS

_____ *TWE*, p. 193

_____ ⇨ *Hands-On Lab Masters*, p. 46

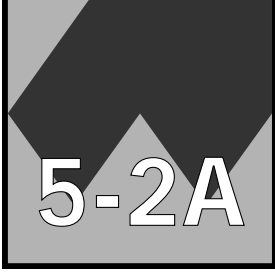
Class Activity (p. 193)

_____ All: 1-3

_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 193

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



Lesson Planning Guide (pp. 194-195)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Use a Venn diagram to solve problems.

1 FOCUS

_____ Getting Started, *TWE*, p. 194

2 TEACH

_____ In-Class Example, *TWE*, p. 194

_____ Reteaching the Lesson, *TWE*, p. 194

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 195

NCTM Standards: 1-4, 7, 8, 10, 12
New Mexico Mathematics Performance Standards Grades 5-8: 1-A-1, 3-A-1, 10-A-1, 10-C-1, 10-D-1

Homework Assignments (p. 195)

_____ All: 5-11

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 617

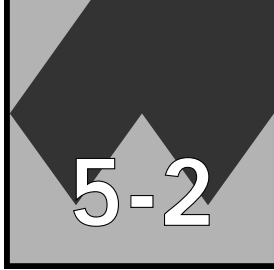
_____ Mixed Problem Solving, *SE*, pp. 645-646

4 ASSESS

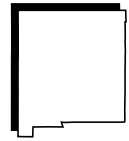
_____ Closing Activity, Speaking, *TWE*, p. 195

_____ Extending the Lesson, *TWE*, p. 195

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



Lesson Planning Guide (pp. 196-199)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Classify triangles by their angles and their sides, and find measures of missing angles in triangles.

NCTM Standards: 1-4, 7, 9, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 8-C-1, 8-C-3

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 196
- _____ ⇨ Transparency 5-2A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 196

2 TEACH

- _____ ⇨ Transparency 5-2B
- _____ Reading Mathematics, *TWE*, p. 197
- _____ In-Class Examples, *TWE*, p. 197
- _____ ⇨ *Study Guide Masters*, p. 35
- _____ Reteaching the Lesson, *TWE*, p. 198
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-2
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 198

Homework Assignments (pp. 198-199)	
_____ Core: 9-23 odd, 24-27	_____ Enriched: 10-20 even, 22-27
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 35

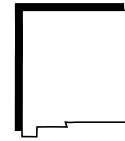
4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 199
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 127
- _____ Extending the Lesson, *TWE*, p. 199
- _____ ⇨ *Enrichment Masters*, p. 35

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 200)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Determine whether a network is traceable.

NCTM Standards:

1-4, 8, 11, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

1-F-2, 2-A-1, 3-D-1, 8-C-3

MANAGEMENT

_____ Getting Started, *TWE*, p. 200

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 5-3A

_____ ⇨ *Overhead Manipulative Resources*: regular polygon transparency

ASSESS

_____ *TWE*, p. 200

_____ ⇨ *Hands-On Lab Masters*, p. 47

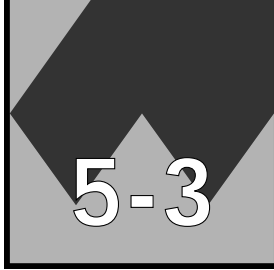
Class Activity (p. 200)

_____ All: 1-7

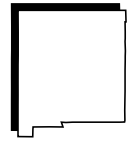
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 200

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



Lesson Planning Guide (pp. 201-204)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Classify quadrilaterals.

NCTM Standards:
1-4, 7, 9, 12, 13

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 201
- _____ ⇨ Transparency 5-3A
- _____ Motivating the Lesson, Communication, *TWE*, p. 201
- _____ Multiple Learning Styles, Kinesthetic, *TWE*, p. 201

2 TEACH

- _____ ⇨ Transparency 5-3B
- _____ Using the Mini-Lab, *TWE*, p. 202
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-3
- _____ In-Class Examples, *TWE*, p. 202
- _____ ⇨ *Study Guide Masters*, p. 36
- _____ Reteaching the Lesson, *TWE*, p. 203
- _____ Error Analysis, *TWE*, p. 203
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-3

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 203

Homework Assignments (pp. 203-204)

_____ Core: 9-21 odd, 22-25 _____ Enriched: 10-18 even, 20-25

_____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 36
- _____ ⇨ *Hands-On Lab Masters*, p. 72
- _____ ⇨ *Classroom Games*, pp. 13-16
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 61

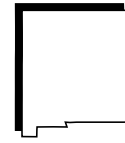
4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 204
- _____ Extending the Lesson, *TWE*, p. 204
- _____ ⇨ *Enrichment Masters*, p. 36
- _____ Mid-Chapter Self Test, *SE*, p. 204

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



Lesson Planning Guide (p. 205)



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

Objectives

_____ Use geoboards to reflect a figure.

NCTM Standards:

1-4, 8, 12, 13

MANAGEMENT

_____ Getting Started, *TWE*, p. 205

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

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 5-4A

_____ ⇨ *Overhead Manipulative Resources*: geoboard, geobands

New Mexico Mathematics Performance Standards

Grades 5-8:

2-B-1, 8-B-1, 8-C-1, 8-F-1

ASSESS

_____ *TWE*, p. 205

_____ ⇨ *Hands-On Lab Masters*, p. 48

Class Activity (p. 205)

_____ All: 1-5

_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 205

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



Lesson Planning Guide (pp. 206-209)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Identify line symmetry and rotational symmetry.

NCTM Standards: 1-4, 7, 8, 12
New Mexico Mathematics Performance Standards Grades 5-8: 4-A-2, 4-B-1, 8-C-1, 8-F-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 206
- _____ ⇨ Transparency 5-4A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 207

2 TEACH

- _____ ⇨ Transparency 5-4B
- _____ Using the Mini-Lab, *TWE*, p. 207
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-4
- _____ In-Class Examples, *TWE*, p. 207
- _____ ⇨ *Study Guide Masters*, p. 37
- _____ Reteaching the Lesson, *TWE*, p. 208
- _____ Error Analysis, *TWE*, p. 208
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-4, Interactive Lesson 5-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 208

Homework Assignments (pp. 208-209)	
_____ Core: 9-19 odd, 21-24	_____ Enriched: 8-16 even, 17-19, 21-24
_____ Optional: 20 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 618
- _____ ⇨ *Practice Masters*, p. 37
- _____ ⇨ *Diversity Masters*, p. 31

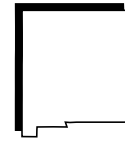
4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 209
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 126
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 127
- _____ Extending the Lesson, *TWE*, p. 209
- _____ ⇨ *Enrichment Masters*, p. 37

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 210-212)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Verify congruent triangles by using SSS, ASA, and SAS.

NCTM Standards:

1-4, 7, 9, 12

New Mexico Mathematics Performance Standards

Grades 5-8:

8-A-1, 8-C-1

1 FOCUS

_____ 5-Minute Check, *TWE*, p. 210

_____ ⇨ Transparency 5-5A

_____ Motivating the Lesson, Problem Solving, *TWE*, p. 210

_____ Multiple Learning Styles, Interpersonal, *TWE*, p. 210

2 TEACH

_____ ⇨ Transparency 5-5B

_____ Thinking Algebraically, *TWE*, p. 210

_____ In-Class Examples, *TWE*, p. 211

_____ ⇨ *Study Guide Masters*, p. 38

_____ Reteaching the Lesson, *TWE*, p. 211

_____ Error Analysis, *TWE*, p. 211

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

3 PRACTICE/APPLY

_____ Check for Understanding, *SE*, pp. 211-212

Homework Assignments (p. 212)

_____ Core: 9-15 odd, 16-18

_____ Enriched: 8-14 even, 15-18

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 619

_____ ⇨ *Practice Masters*, p. 38

_____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 62

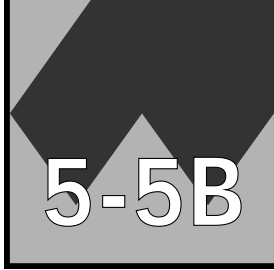
4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 212

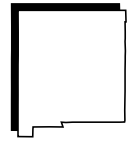
_____ Extending the Lesson, *TWE*, p. 212

_____ ⇨ *Enrichment Masters*, p. 38

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



Lesson Planning Guide (p. 213)



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

Objectives

_____ Construct a triangle congruent to a given triangle.

NCTM Standards: 1-3, 4, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 8-C-1, 8-C-3

MANAGEMENT

_____ Getting Started, *TWE*, p. 213

_____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,
Lesson 5-5B

_____ ⇨ *Overhead Manipulative Resources*: compass, straightedge

ASSESS

_____ *TWE*, p. 213

_____ ⇨ *Hands-On Lab Masters*, p. 49

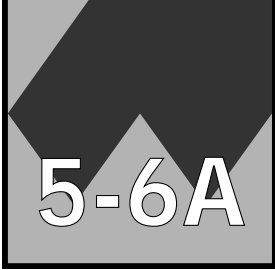
Class Activity (p. 213)

_____ All: 1-4

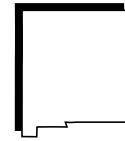
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 213

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



Lesson Planning Guide (p. 214)



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

Objectives

_____ Draw a dilation of a figure.

MANAGEMENT

_____ Getting Started, *TWE*, p. 214

ASSESS

_____ *TWE*, p. 214

_____ ⇄ *Hands-On Lab Masters*, p. 50

NCTM Standards: 1-4, 7, 12, 13
New Mexico Mathematics Performance Standards Grades 5-8: 1-F-1, 8-B-1, 8-C-1

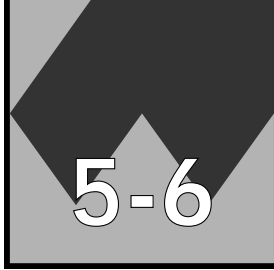
Class Activity (p. 214)

_____ All: 1-4

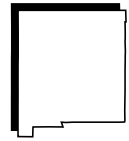
_____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 214

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



Lesson Planning Guide (pp. 215-219)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Identify similar triangles.

NCTM Standards: 1-4, 7, 9, 12
New Mexico Mathematics Performance Standards Grades 5-8: 1-F-2, 2-A-1, 3-A-2, 3-B-1, 3-D-1, 8-A-1, 8-C-1, 8-E-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 215
- _____ ⇨ Transparency 5-6A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 215

2 TEACH

- _____ Transparency 5-6B
- _____ Using the Mini-Lab, *TWE*, p. 216
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-6
- _____ In-Class Examples, *TWE*, p. 216
- _____ ⇨ *Study Guide Masters*, p. 39
- _____ Reteaching the Lesson, *TWE*, p. 217
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 216-217

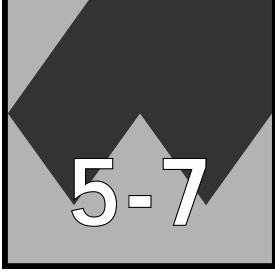
Homework Assignments (pp. 217-218)	
_____ Core: 9-15 odd, 16-18	_____ Enriched: 8-12 even, 14-18
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 619
- _____ ⇨ *Practice Masters*, p. 39
- _____ ⇨ *School to Career Masters*, p. 31
- _____ ⇨ School to Career Activity, *SE*, p. 219

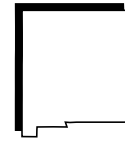
4 ASSESS

- _____ Let the Games Begin, *SE*, p. 218
- _____ Closing Activity, Modeling, *TWE*, p. 218
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 128
- _____ Extending the Lesson, *TWE*, p. 218
- _____ ⇨ *Enrichment Masters*, p. 39

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 220-223)



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

Objectives

_____ Create Escher-like drawings using translations and rotations.

NCTM Standards: 1-4, 8, 12
New Mexico Mathematics Performance Standards Grades 5-8: 3-A-2, 3-B-1, 4-A-2, 8-B-1, 8-F-1

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 220
- _____ ⇨ Transparency 5-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 221

2 TEACH

- _____ ⇨ Transparency 5-7B
- _____ Using the Mini-Lab, *TWE*, p. 221
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 5-7
- _____ Multiple Learning Styles, Intrapersonal, *TWE*, p. 221
- _____ In-Class Examples, *TWE*, pp. 221, 222
- _____ ⇨ *Study Guide Masters*, p. 40
- _____ Reteaching the Lesson, *TWE*, p. 222
- _____ ⇨ *CD-ROM Program*, Resource Lesson 5-7, Interactive Lesson 5-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 222

Homework Assignments (p. 223)

- _____ Core: 7, 8, 10, 11-15 odd, 17-19 _____ Enriched: 8, 9, 11-19
- _____ Optional: 16 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 619
- _____ ⇨ *Practice Masters*, p. 40

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 223
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 128
- _____ Extending the Lesson, *TWE*, p. 223
- _____ ⇨ *Enrichment Masters*, p. 40

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Review and Assessment (pp. 224-229)



Teacher's Name _____ Dates _____

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

_____ Study Guide and Assessment, *SE*, pp. 224-227

_____ Standardized Test Practice, *SE*, pp. 228-229

_____ Chapter Test, *SE*, p. 651

⇔ *Assessment and Evaluation Masters* (pp. 113-131)

Multiple-Choice Tests

_____ Form 1A, 1B, or 1C, pp. 113-118

_____ Standardized Test Practice,
pp. 129-130

Free-Response Tests

_____ Form 2A, 2B, or 2C, pp. 119-124

_____ Performance Assessment, p. 125

_____ Cumulative Review, p. 131

_____ ⇔ *MindJogger Videoquizzes*, Chapter 5

_____ ⇔ *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