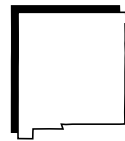


# 7 Algebra: Using Rational Numbers



## Chapter Pacing Guide

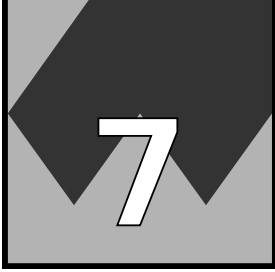
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

Day (Standard)	Day (Honors)	Lesson	Title
1	1	*Chapter Project	Theme: Nature Patterns in Nature
2		7-1	Adding and Subtracting Like Fractions
3	2	7-2	Adding and Subtracting Unlike Fractions
4	3	7-3	Multiplying Fractions
5	4	7-4	Properties of Rational Numbers
6	5	7-5A	<small>THINKING LAB</small> Problem Solving Look for a Pattern
7	6 & 7	7-5	Integration: Patterns and Functions Sequences
		*7-5B	<small>HANDS-ON LAB</small> Cooperative Learning The Fibonacci Sequence
8	8 & 9	7-6	Integration: Geometry Area of Triangles and Trapezoids
		*7-6B	<small>HANDS-ON LAB</small> Cooperative Learning Area and Pick's Theorem
9 & 10		*7-7A	<small>HANDS-ON LAB</small> Cooperative Learning Graphing Pi
	10	7-7	Integration: Geometry Circles and Circumference
11	11	7-8	Dividing Fractions
12	12	7-9	Solving Equations
13	13	7-10	Solving Inequalities
14	14	Review: Study Guide and Assessment	
15	15	Assessment: Chapter Test	

\* *Optional*

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,            Read All About Us, p. 15; Wall Street Week,            pp.17-18  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom</i>  <i>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 9 and 11</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 65-66  <i>Spanish Family Letters and Activities</i>, pp. 65-66</p>



# Chapter Project (pp. 276-277)



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

## Objectives

- \_\_\_\_\_ Gain an awareness of mathematical patterns in the world around them.
- \_\_\_\_\_ Develop their skills in presenting knowledge both verbally and visually.

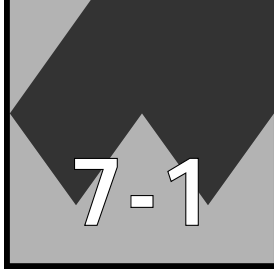
## Theme: Nature

- \_\_\_\_\_ Chapter Project, *SE*, p. 277
- \_\_\_\_\_ Chapter 7 Notes, *TWE*, p. 276
- \_\_\_\_\_ Question of the Day, *TWE*, p. 276
- \_\_\_\_\_ ⇄ *Investigations and Projects Masters*, pp. 41-44

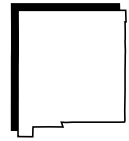
### Homework Assignments

- \_\_\_\_\_ p. 298, Working on the Chapter Project, Exercise 29
- \_\_\_\_\_ p. 311, Working on the Chapter Project, Exercise 26
- \_\_\_\_\_ p. 325, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 278-280)



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

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

## Objectives

\_\_\_\_\_ Add and subtract fractions with like denominators.

<b>NCTM Standards:</b> 1-5, 7-9, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 6-A-1, 7-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 278
- \_\_\_\_\_ ⇨ Transparency 7-1A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 278

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-1B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 278
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-1
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 279
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 50
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 279
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 15-20, 23-24
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 279-280

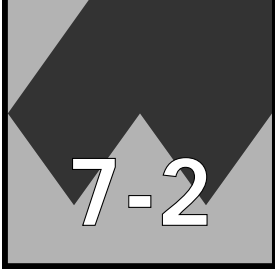
<b>Homework Assignments (p. 280)</b>	
_____ Core: 9-23 odd, 25-28	_____ Enriched: 10-22 even, 23-28
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 623
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 50

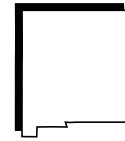
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 280
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 280
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 50

<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. 281-285)



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

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

## Objectives

\_\_\_\_\_ Add and subtract fractions with unlike denominators.

<b>NCTM Standards:</b> 1-4, 6, 7, 9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 5-B-1, 7-F-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 281
- \_\_\_\_\_ ⇨ Transparency 7-2A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 281

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-2B
- \_\_\_\_\_ Using Connections, *TWE*, p. 282
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 282
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 51
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 283
- \_\_\_\_\_ Error Analysis, *TWE*, p. 283
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 21-24
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-2, Interactive Lesson 7-2
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 382

### Homework Assignments (pp. 283-284)

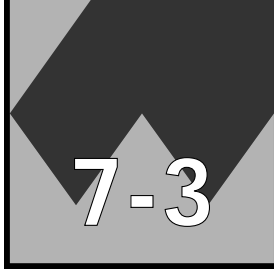
- \_\_\_\_\_ Core: 15-35 odd, 37-42
- \_\_\_\_\_ Enriched: 16-32 even, 34-42
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 623
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 51
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 19-20

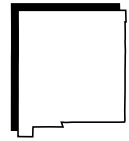
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 285
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 284
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 284
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 51

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



# Lesson Planning Guide (pp. 286-289)



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

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

## Objectives

\_\_\_\_\_ Multiply fractions.

<b>NCTM Standards:</b> 1-5, 7, 9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 6-C-1, 7-A-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 286
- \_\_\_\_\_ ⇨ Transparency 7-3A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 286
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 286

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-3B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 287
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-3
- \_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 287
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 287
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 52
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 288
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 25-26
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-3, Interactive Lesson 7-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 288

<b>Homework Assignments (pp. 288-289)</b>	
_____ Core: 11-29 odd, 30-34	_____ Enriched: 10-26 even, 28-34
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 624
- \_\_\_\_\_ Math in the Media, *SE*, p. 289
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 52
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 33

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 289
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 183
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 289
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 52

<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. 290-293)



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

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

## Objectives

\_\_\_\_\_ Identify and use rational number properties.

### NCTM Standards:

1-5, 7, 9

### New Mexico Mathematics Performance Standards

Grades 5-8:

2-A-3, 6-B-2

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 290
- \_\_\_\_\_ ⇨ Transparency 7-4A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 290
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 290

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-4B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 291
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 291
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 53
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 291
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 291

### Homework Assignments (p. 292)

- \_\_\_\_\_ Core: 11-31 odd, 32-36
- \_\_\_\_\_ Enriched: 10-28 even, 30-36
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 624
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 53
- \_\_\_\_\_ School to Career Activity, *SE*, p. 293

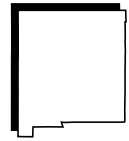
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 292
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 292
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 53

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



# Lesson Planning Guide (pp. 294-295)



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

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

## Objectives

\_\_\_\_\_ Solve problems by finding and extending a pattern.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 294

### 2 TEACH

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 294

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 295

<b>NCTM Standards:</b> 1-5, 7-9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 1-A-1, 3-C-1, 3-D-1, 7-B-1, 12-A-1, 12-A-2, 13-B-1

### Homework Assignments (p. 295)

\_\_\_\_\_ All: 5-14

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

\_\_\_\_\_ Extra Practice, *SE*, p. 624

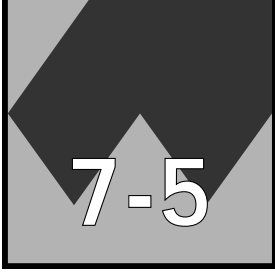
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 645-646

### 4 ASSESS

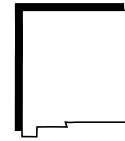
\_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 295

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 295

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



# Lesson Planning Guide (pp. 296-299)



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

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

## Objectives

\_\_\_\_\_ Recognize and extend arithmetic and geometric sequences.

### NCTM Standards:

1-5, 7-9, 12

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

2-A-1, 2-A-2, 12-A-2,  
13-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 296
- \_\_\_\_\_ ⇨ Transparency 7-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 296

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-5B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 297
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 297
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 54
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 298
- \_\_\_\_\_ Error Analysis, *TWE*, p. 298
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 7-8
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-5
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 298

### Homework Assignments (pp. 298-299)

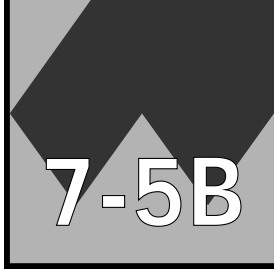
- \_\_\_\_\_ Core: 11-27 odd, 31-36 \_\_\_\_\_ Enriched: 12-28 even, 30-36
- \_\_\_\_\_ Optional: 29 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 625
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 54
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 77-80

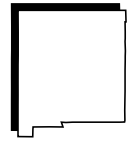
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 299
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 182
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 183
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 299
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 54
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 299

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



# Lesson Planning Guide (p. 300)



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

## Objectives

\_\_\_\_\_ Discover the numbers that make up the Fibonacci sequence.

<b>NCTM Standards:</b> 1-5, 8
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 12-A-1

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 300  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 10: grid paper

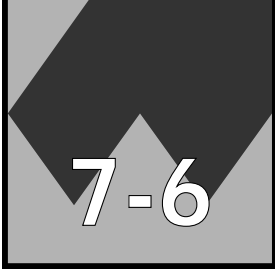
## ASSESS

\_\_\_\_\_ *TWE*, p. 300  
\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 53

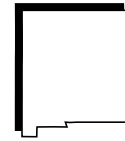
<b>Class Activity (p. 300)</b>	
_____ All: 1-5	_____ Alternate Assignment: _____

\_\_\_\_\_ Math Journal, *TWE*, p. 300

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



# Lesson Planning Guide (pp. 301-304)



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

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

## Objectives

\_\_\_\_\_ Find the areas of triangles and trapezoids.

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 301
- \_\_\_\_\_ ⇨ Transparency 7-6A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 301

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-6B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 302
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-6
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 302
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 55
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 303
- \_\_\_\_\_ Error Analysis, *TWE*, p. 303
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-6, Interactive Lesson 7-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 303

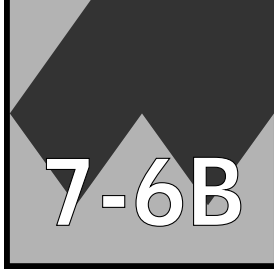
<b>Homework Assignments (pp. 303-304)</b>	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 12-30 even, 31-37
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 625
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 55
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 74
- \_\_\_\_\_ Family Activity, *SE*, p. 304

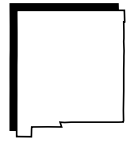
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 304
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 304
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 55

KEY	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 305-306)



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

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

### Objectives

\_\_\_\_\_ Connect algebra and geometry to find the area of a triangle.

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

### MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 305

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 12: square dot paper

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 7-6B

\_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: geoboard and geobands, rectangular dot paper transparency

### ASSESS

\_\_\_\_\_ *TWE*, p. 306

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

#### Class Activity (p. 306)

\_\_\_\_\_ All: 1-5

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

\_\_\_\_\_ Math Journal, *TWE*, p. 306

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



# Lesson Planning Guide (pp. 307-308)



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

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

## Objectives

\_\_\_\_\_ Explore the value of pi.

### NCTM Standards:

1-6, 8, 12, 13

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 307

\_\_\_\_\_ ⇔ *Hands-On Lab Masters*, p. 10: grid paper

## ASSESS

\_\_\_\_\_ *TWE*, p. 308

\_\_\_\_\_ ⇔ *Hands-On Lab Masters*, p. 55

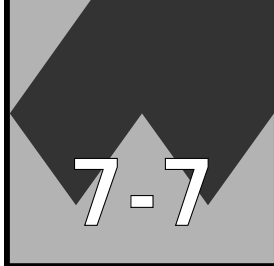
### Class Activity (p. 308)

\_\_\_\_\_ All: 1-2

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

\_\_\_\_\_ Math Journal, *TWE*, p. 308

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



# Lesson Planning Guide (pp. 309-311)



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

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

## Objectives

\_\_\_\_\_ Find the circumference of circles.

### NCTM Standards:

1-5, 7, 9, 12, 13

### New Mexico Mathematics Performance Standards

Grades 5-8:

8-D-1

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 309

\_\_\_\_\_ ⇨ Transparency 7-7A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 309

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 7-7B

\_\_\_\_\_ Reading Mathematics, *TWE*, p. 309

\_\_\_\_\_ In-Class Examples, *TWE*, p. 310

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 56

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 310

\_\_\_\_\_ Error Analysis, *TWE*, p. 310

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-7, Interactive Lesson 7-7

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 310

### Homework Assignments (pp. 310-311)

\_\_\_\_\_ Core: 11-25 odd, 27-30

\_\_\_\_\_ Enriched: 10-24 even, 25, 27-30

\_\_\_\_\_ Optional: 26 (Working on the Chapter Project)

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

\_\_\_\_\_ Extra Practice, *SE*, p. 625

\_\_\_\_\_ ⇨ *Practice Masters*, p. 56

\_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 65

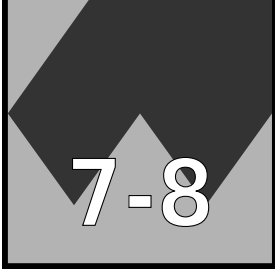
## 4 ASSESS

\_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 311

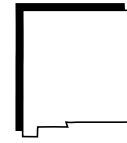
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 311

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 56

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



# Lesson Planning Guide (pp. 312-314)



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

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

## Objectives

\_\_\_\_\_ Divide fractions.

### NCTM Standards:

1-5, 7, 9, 12

### New Mexico Mathematics Performance Standards

Grades 5-8:

6-A-1, 7-F-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 312
- \_\_\_\_\_ ⇨ Transparency 7-8A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 312
- \_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 312

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-8B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 312
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 313
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 57
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 313
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 27-28
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 313

### Homework Assignments (p. 314)

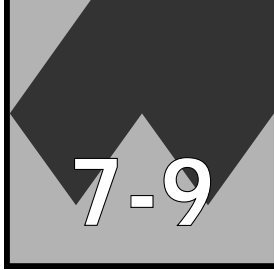
- \_\_\_\_\_ Core: 9-21 odd, 23-26
- \_\_\_\_\_ Enriched: 10-20 even, 21-26
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 626
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 57

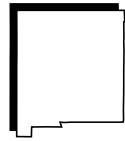
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 314
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 184
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 314
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 57

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# Lesson Planning Guide (pp. 315-317)



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

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

## Objectives

\_\_\_\_\_ Solve equations involving rational numbers.

**NCTM Standards:**  
1-4, 7, 9

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 315
- \_\_\_\_\_ ⇨ Transparency 7-9A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 315

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-9B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 315
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 316
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 58
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 316
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-9

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 316

**Homework Assignments (p. 317)**

\_\_\_\_\_ Core: 11-29 odd, 31-35                      \_\_\_\_\_ Enriched: 12-26 even, 28-35

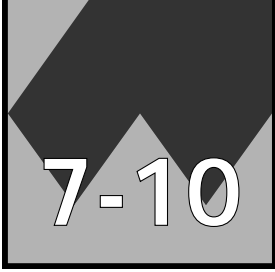
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 626
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 58
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 66
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 33

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 317
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 317
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 58

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



# Lesson Planning Guide (pp. 318-321)



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

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

## Objectives

\_\_\_\_\_ Solve inequalities involving rational numbers and graph their solutions.

<b>NCTM Standards:</b> 1-9
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 13-E-3

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 318
- \_\_\_\_\_ ⇨ Transparency 7-10A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 318

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 7-10B
- \_\_\_\_\_ Using Logical Reasoning, *TWE*, p. 319
- \_\_\_\_\_ In-Class Examples, *TWE*, pp. 319, 320
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 59
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 320
- \_\_\_\_\_ Error Analysis, *TWE*, p. 320
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 7-10

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 320

<b>Homework Assignments (p. 321)</b>	
_____ Core: 11-31 odd, 32-36	_____ Enriched: 10-28 even, 30-36
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 626
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 59

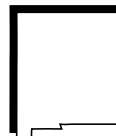
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 321
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 184
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 321
- \_\_\_\_\_ ⇨ *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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# Review and Assessment (pp. 322-327)



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

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

\_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 322-325

\_\_\_\_\_ Standardized Test Practice, *SE*, pp. 326-327

\_\_\_\_\_ Chapter Test, *SE*, p. 653

## ⇔ **Assessment and Evaluation Masters (pp. 169-187)**

### *Multiple-Choice Tests*

\_\_\_\_\_ Form 1A, 1B, or 1C, pp. 169-174

\_\_\_\_\_ Standardized Test Practice,  
pp. 185-186

### *Free-Response Tests*

\_\_\_\_\_ Form 2A, 2B, or 2C, pp. 175-180

\_\_\_\_\_ Performance Assessment, p. 181

\_\_\_\_\_ Cumulative Review, p. 187

\_\_\_\_\_ ⇔ *MindJogger Videoquizzes*, Chapter 7

\_\_\_\_\_ ⇔ *Test and Review Software*

\_\_\_\_\_ ⇔ *CD-ROM Assessment Game*

\_\_\_\_\_ ⇔ *State Test Preparation CD-ROM*

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