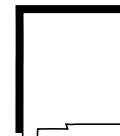


# 8 Applying Proportional Reasoning



## Chapter Pacing Guide

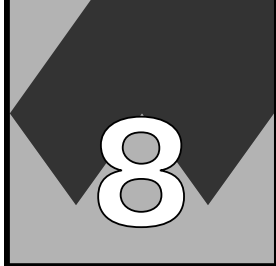
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

Day (Standard)	Day (Honors)	Lesson	Title
1	1 & 2	*Chapter Project	Theme: Television Stay Tuned!
2		8-1	Using Proportions
		*8-1B	TECHNOLOGY LAB Spreadsheets Proportions
3	3	8-2	The Percent Proportion
4	4	8-3	Integration: Algebra The Percent Equation
5	5	8-3B	THINKING LAB Problem Solving Solve a Simpler Problem
6	6	8-4	Large and Small Percents
7	7	8-5	Percent of Change
		*8-5B	TECHNOLOGY LAB Spreadsheets Discounts
8	8	8-6	Simple Interest
9	9	8-7	Integration: Geometry Similar Polygons
10 & 11	10 & 11	8-8	Indirect Measurement
		*8-8B	HANDS-ON LAB Cooperative Learning Trigonometry
12	12	8-9	Scale Drawings and Models
13	13	8-10	Integration: Geometry Dilations
14	14	Review: Study Guide and Assessment	
15	15	Assesment: Chapter Test	

\* Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student, Super Star!</i>, pp. 31-34  <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>            Unit 3</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 67-68  <i>Spanish Family Letters and Activities</i>, pp. 67-68</p>



# Chapter Project (pp. 328-329)



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

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

## Objectives

- \_\_\_\_\_ Gain an understanding of survey sampling.
- \_\_\_\_\_ Learn to apply proportions and percents to surveys.
- \_\_\_\_\_ Develop their ability to organize information verbally and to form generalizations from it.

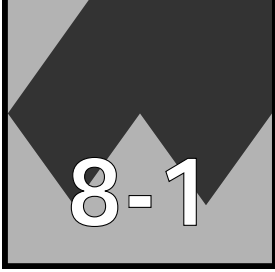
## Theme: Television

- \_\_\_\_\_ Chapter Project, *SE*, p. 329
- \_\_\_\_\_ Chapter 8 Notes, *TWE*, p. 328
- \_\_\_\_\_ Question of the Day, *TWE*, p. 328
- \_\_\_\_\_ ⇨ *Investigations and Projects Masters*, pp. 45-48

### Homework Assignments

- \_\_\_\_\_ p. 338, Working on the Chapter Project, Exercise 45
- \_\_\_\_\_ p. 351, Working on the Chapter Project, Exercise 37
- \_\_\_\_\_ p. 377, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 330-333)



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

## Objectives

\_\_\_\_\_ Solve problems by using proportions.

### NCTM Standards:

1-5, 7, 9, 10

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 330
- \_\_\_\_\_ ⇨ Transparency 8-1A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 330
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 330

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-1B
- \_\_\_\_\_ Using Calculators, *TWE*, p. 331
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 60
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 331
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 29-34
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-1

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 331-332

### Homework Assignments (pp. 332-333)

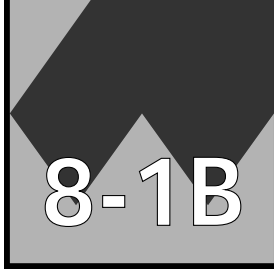
- \_\_\_\_\_ Core: 9-21 odd, 23-26
- \_\_\_\_\_ Enriched: 8-18 even, 20-26
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 60
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 61-64

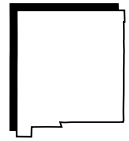
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 333
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 333
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 333
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 60

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



# Lesson Planning Guide (p. 334)



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

## Objectives

\_\_\_\_\_ Use a computer spreadsheet to solve proportions.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 334

## ASSESS

\_\_\_\_\_ *TWE*, p. 334

<b>NCTM Standards:</b> 1-4, 7-9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 1-E-1, 2-C-1, 3-C-2, 6-C-3, 7-D-1, 7-E-2, 13-F-1

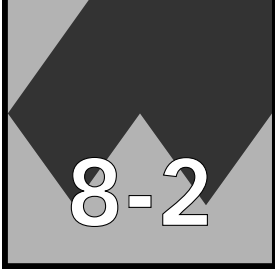
## Class Activity (p. 334)

\_\_\_\_\_ All: 1-3

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

\_\_\_\_\_ Math Journal, *TWE*, p. 334

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



# Lesson Planning Guide (pp. 335-338)



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

## Objectives

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

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 335
- \_\_\_\_\_ ⇨ Transparency 8-2A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 335

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-2B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 336
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 336
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 61
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 336
- \_\_\_\_\_ Error Analysis, *TWE*, p. 336
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 336-337

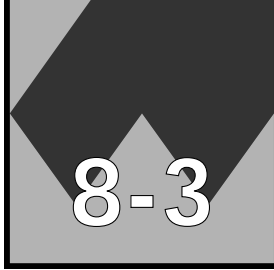
<b>Homework Assignments (pp. 337-338)</b>	
_____ Core: 15-43 odd, 46-52	_____ Enriched: 14-40 even, 42-44, 46-52
_____ Optional: 45 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 61

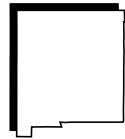
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 338
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 338
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 61

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



# Lesson Planning Guide (pp. 339-341)



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

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

## Objectives

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

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 339
- \_\_\_\_\_ ⇨ Transparency 8-3A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 339

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-3B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 340
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 62
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 340
- \_\_\_\_\_ Error Analysis, *TWE*, p. 340
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-3, Interactive Lesson 8-3

## 3 PRACTICE/APPLY

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

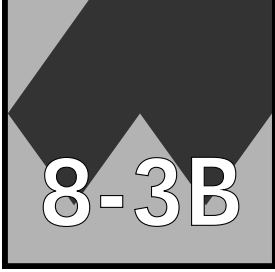
<b>Homework Assignments (pp. 340-341)</b>	
_____ Core: 11-31 odd, 32-36	_____ Enriched: 10-28 even, 30-36
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 627
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 62
- \_\_\_\_\_ Family Activity, *SE*, p. 341

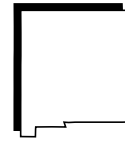
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 341
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 211
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 341
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 62

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



# Lesson Planning Guide (pp. 342-343)



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

## Objectives

\_\_\_\_\_ Solve problems by solving a simpler problem.

### 1 FOCUS

\_\_\_\_\_ Getting Started, *TWE*, p. 342

### 2 TEACH

\_\_\_\_\_ In-Class Example, *TWE*, p. 342

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 342

### 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *TWE*, p. 343

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

### Homework Assignments (p. 343)

\_\_\_\_\_ All: 4-13

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

\_\_\_\_\_ Extra Practice, *SE*, p. 628

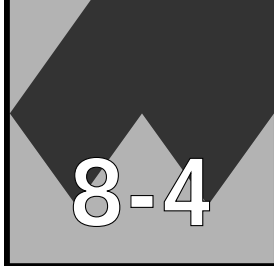
\_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 645-646

### 4 ASSESS

\_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 343

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 343

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



# Lesson Planning Guide (pp. 344-347)



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

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

## Objectives

\_\_\_\_\_ Express percents greater than 100 or less than 1 as fractions and decimals.

**NCTM Standards:**  
1-5, 7, 9

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 344
- \_\_\_\_\_ ⇨ Transparency 8-4A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 344

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-4B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-4
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 345
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 63
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 346
- \_\_\_\_\_ Error Analysis, *TWE*, p. 346
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 5-6
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 346

**Homework Assignments (pp. 346-347)**

\_\_\_\_\_ Core: 13-35 odd, 37-42                      \_\_\_\_\_ Enriched: 12-34 even, 35-42

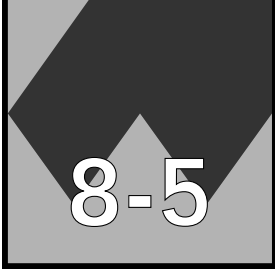
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 628
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 63
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 34
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 81-84

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 347
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 347
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 63

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



# Lesson Planning Guide (pp. 348-351)



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

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

## Objectives

\_\_\_\_\_ Find and use the percent of increase or decrease.

### NCTM Standards:

1-5, 7, 9

### New Mexico Mathematics Performance Standards

Grades 5-8:

7-E-2

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 348

\_\_\_\_\_ ⇨ Transparency 8-5A

\_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 348

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 8-5B

\_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 349

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-5

\_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 349

\_\_\_\_\_ In-Class Examples, *TWE*, p. 349

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 64

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

\_\_\_\_\_ Error Analysis, *TWE*, p. 350

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-5, Interactive Lesson 8-5

## 3 PRACTICE/APPLY

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

### Homework Assignments (pp. 350-351)

\_\_\_\_\_ Core: 11-35 odd, 38-43

\_\_\_\_\_ Enriched: 12-32 even, 34-36, 38-43

\_\_\_\_\_ Optional: 37 (Working on the Chapter Project)

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

\_\_\_\_\_ Extra Practice, *SE*, p. 628

\_\_\_\_\_ ⇨ *Practice Masters*, p. 64

\_\_\_\_\_ ⇨ *Classroom Games*, pp. 21-23

## 4 ASSESS

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

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 210

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 211

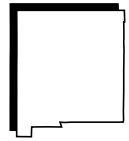
\_\_\_\_\_ Extending the Lesson, *TWE*, p. 351

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 64

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



# Lesson Planning Guide (p. 352)



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

## Objectives

\_\_\_\_\_ Use a spreadsheet to find the sale price of an item.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 352  
\_\_\_\_\_ In-Class Example, *TWE*, p. 352

## ASSESS

\_\_\_\_\_ *TWE*, p. 352

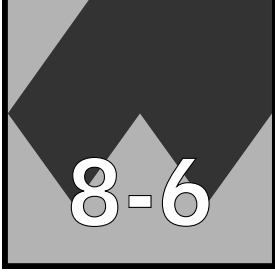
<b>NCTM Standards:</b> 1-4, 7-9
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 2-C-1

### Class Activity (p. 352)

\_\_\_\_\_ All: 1-5  
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

\_\_\_\_\_ Math Journal, *TWE*, p. 352

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



# Lesson Planning Guide (pp. 353-356)



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

## Objectives

\_\_\_\_\_ Solve problems involving simple interest.

### NCTM Standards:

1-5, 7, 9

### New Mexico Mathematics Performance Standards

Grades 5-8:

2-E-2

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 353
- \_\_\_\_\_ ⇨ Transparency 8-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 353

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-6B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 354
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 354
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 65
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 355
- \_\_\_\_\_ Error Analysis, *TWE*, p. 355
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 355

### Homework Assignments (pp. 355-356)

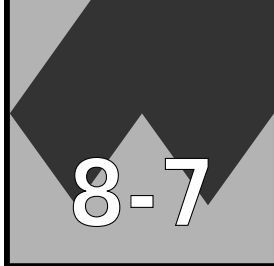
- \_\_\_\_\_ Core: 9-25 odd, 26-29                      \_\_\_\_\_ Enriched: 10-22 even, 24-29
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 629
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 65
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 67

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 356
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 356
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 65
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 356

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



# Lesson Planning Guide (pp. 357-360)



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

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

## Objectives

\_\_\_\_\_ Identify corresponding parts of similar polygons and find missing measures of similar polygons.

<b>NCTM Standards:</b> 1-5, 7, 9, 12
<b>New Mexico Mathematics Performance Standards</b> <b>Grades 5-8:</b> 6-C-3, 7-E-3, 8-A-1, 8-C-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 357
- \_\_\_\_\_ ⇨ Transparency 8-7A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 357

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-7B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 358
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-7
- \_\_\_\_\_ In-Class Examples, *TWE*, pp. 358, 359
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 66
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 358
- \_\_\_\_\_ Analysis, *TWE*, p. 358
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 359

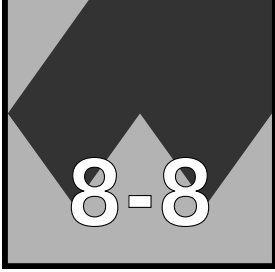
<b>Homework Assignments (p. 360)</b>	
_____ Core: 9-17 odd, 18-22	_____ Enriched: 8-14 even, 16-22
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 629
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 66

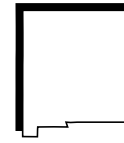
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 360
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 360
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 66

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
--



# Lesson Planning Guide (pp. 361-364)



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

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

## Objectives

\_\_\_\_\_ Solve problems involving similar triangles.

### NCTM Standards:

1-5, 7, 9, 12, 13

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

2-A-2, 2-E-2, 4-D-1, 6-C-3,  
7-D-1, 7-E-3, 7-F-2, 8-E-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 361
- \_\_\_\_\_ ⇨ Transparency 8-8A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 361
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 361

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-8B
- \_\_\_\_\_ Using Discussion, *TWE*, p. 362
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 362
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 67
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 362
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 362-363

### Homework Assignments (pp. 363-364)

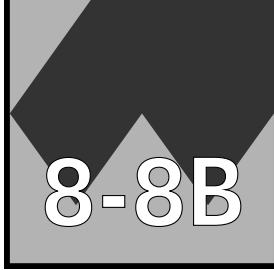
- \_\_\_\_\_ Core: 7-15 odd, 16-18
- \_\_\_\_\_ Enriched: 8-12 even, 13-18
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 629
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 67
- \_\_\_\_\_ Math in the Media, *SE*, p. 364

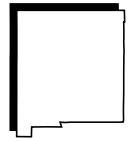
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 364
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 364
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 67

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



# Lesson Planning Guide (p. 365)



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

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

## Objectives

\_\_\_\_\_ Study the relationships among the sides of right triangles.

### NCTM Standards:

1-5, 7-9, 12, 13

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 365

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 8-8B

\_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: protractor, metric ruler

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

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

## ASSESS

\_\_\_\_\_ *TWE*, p. 365

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 56

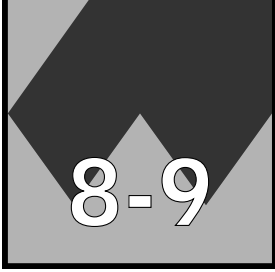
### Class Activity (p. 365)

\_\_\_\_\_ All: 1-4

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

\_\_\_\_\_ Math Journal, *TWE*, p. 365

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



# Lesson Planning Guide (pp. 366-369)



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

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

## Objectives

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

### NCTM Standards:

1-5, 7, 9, 12, 13

### New Mexico Mathematics Performance Standards

#### Grades 5-8:

1-F-1, 2-E-2, 7-D-1, 7-D-2, 7-E-2, 8-C-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 366
- \_\_\_\_\_ ⇨ Transparency 8-9A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 366
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 366

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-9B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 367
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 367
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 68
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 367
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 17-18
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-9, Interactive Lesson 8-9

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 367-368

### Homework Assignments (pp. 368-369)

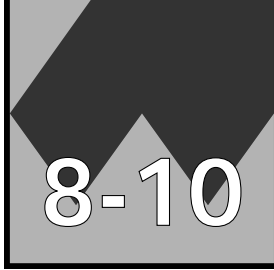
- \_\_\_\_\_ Core: 7-15 odd, 16-18
- \_\_\_\_\_ Enriched: 8-12 even, 13-18
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 630
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 68
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 75

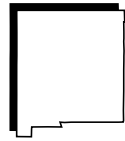
## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 369
- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 369
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 369
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 68

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



# Lesson Planning Guide (pp. 370-373)



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

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

## Objectives

\_\_\_\_\_ Graph dilations on a coordinate plane.

<b>NCTM Standards:</b> 1-4, 7-9, 12, 13
<b>New Mexico Mathematics Performance Standards Grades 5-8:</b> 4-A-2, 8-B-1

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 370
- \_\_\_\_\_ ⇨ Transparency 8-10A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 370

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 8-10B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 371
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 8-10
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 371
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 69
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 372
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 8-10, Interactive Lesson 8-10

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 372

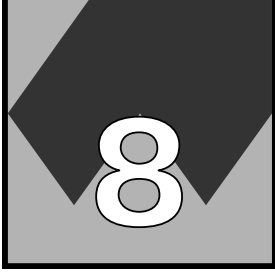
<b>Homework Assignments (pp. 372-373)</b>	
_____ Core: 9-19 odd, 20-23	_____ Enriched: 8-16 even, 18-23
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 630
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 69
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 10
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 34
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 68

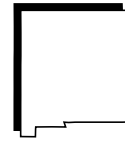
## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 373
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 212
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 373
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 69

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



# Review and Assessment (pp. 374-379)



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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 374-377
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 378-379
- \_\_\_\_\_ Chapter Test, *SE*, p. 654

## ⇔ *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*

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