

# Lesson Planning Guide (pp. 256–263)



**5-1**

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

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

NCTM Standards
2, 3, 4, 6, 7, 8, 9, 10

Recommended Pacing	
Regular Average	Day 1 of 14
Regular Advanced	Day 1 of 13
Block Average	Day 1 of 7
Block Advanced	Day 1 of 7

<b>Louisiana Grade-Level Expectations, Grade 9: 23, 24, 25</b>
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## Objectives

- \_\_\_ Find the slope of a line.
- \_\_\_ Use rate of change to solve problems.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 256
- \_\_\_ 5-Minute Check Transparencies, Lesson 5-1
- \_\_\_ Mathematical Background, *TWE*, p. 254C
- \_\_\_ Prerequisite Skills Workbook, pp. 39–40, 63–64
- \_\_\_ TeacherWorks CD-ROM, Louisiana Edition
- \_\_\_ StudentWorks CD-ROM, Louisiana Edition

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 257–258
- \_\_\_ Teaching Algebra with Manipulatives, pp. 96–97
- \_\_\_ Interactive Chalkboard CD-ROM, Lesson 5-1
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ algebra1.com/usa\_today
- \_\_\_ Guide to Daily Intervention, pp. 16–17
- \_\_\_ Daily Intervention, *TWE*, pp. 257, 259
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 281–282
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 285
- \_\_\_ Reading Mathematics, *SE*, p. 263
- \_\_\_ Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 283
- \_\_\_ Practice, *CRM*, p. 284
- \_\_\_ Extra Practice, *SE*, p. 831
- \_\_\_ Differentiated Instruction, *TWE*, p. 260
- \_\_\_ Parent and Student Study Guide Workbook, p. 38
- \_\_\_ Answer Key Transparencies, Lesson 5-1

Assignment Guide, pp. 259–262, SE			
	Objective 1	Objective 2	Other
Basic	15–29 odd, 37–43 odd, 57	50–55	58–60, 63–85
Average	15–47 odd, 57	50–55	49, 58–60, 63–85 (optional: 61, 62)
Advanced	16–38 even, 42–48 even, 57	40, 53–56	49, 58–76 (optional: 77–85)
Reading Mathematics	1–2		
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 262
- \_\_\_ Enrichment, *CRM*, p. 286
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, p. LA23

\_\_\_ Closing the Gap for Absent Students, pp. 10–11

**KEY** SE = Student Edition      TWE = Teacher Wraparound Edition      CRM = Chapter Resource Masters

# Lesson Planning Guide (pp. 264–270)



5-2

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

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

NCTM Standards
2, 4, 8, 9, 10

Recommended Pacing	
Regular Average	Day 2 of 14
Regular Advanced	Day 2 of 13
Block Average	Day 1 of 7
Block Advanced	Day 1 of 7

<b>Louisiana Grade-Level Expectations, Grade 9: 7, 38</b>
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## Objectives

- \_\_\_ Write and graph direct variation equations.
- \_\_\_ Solve problems involving direct variation.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 264
- \_\_\_ *5-Minute Check Transparencies*, Lesson 5-2
- \_\_\_ Mathematical Background, *TWE*, p. 254C
- \_\_\_ *Prerequisite Skills Workbook*, pp. 29–30
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 265–266
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 5-2
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ algebra1.com/career\_choices
- \_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 287–288
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 291
- \_\_\_ *Multimedia Applications CD-ROM*
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 289
- \_\_\_ Practice, *CRM*, p. 290
- \_\_\_ Extra Practice, *SE*, p. 831
- \_\_\_ Differentiated Instruction, *TWE*, p. 266
- \_\_\_ *Science and Mathematics Lab Manual*, pp. 43–46
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 39
- \_\_\_ *Answer Key Transparencies*, Lesson 5-2

#### Assignment Guide, pp. 267–270, SE

	Objective 1	Objective 2	Other
Basic	15–41 odd, 47	43, 45, 49, 51–53	56–58, 63–78
Average	15–41 odd, 47	43, 45, 49, 51, 55	54, 56–58, 63–78 (optional: 59–62)
Advanced	16–42 even, 47	44–50 even, 54, 55	56–72 (optional: 73–78)
All	Practice Quiz 1 (1–10)		
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Practice Quiz 1, *SE*, p. 270
- \_\_\_ Open-Ended Assessment, *TWE*, p. 270
- \_\_\_ Enrichment, *CRM*, p. 292
- \_\_\_ Assessment, Quiz, *CRM*, p. 337
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, p. LA23

\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Algebra Activity (p. 271)

## A Preview of Lesson 5-3



5

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

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

NCTM Standards
2, 3, 4, 8, 9, 10

Recommended Pacing	
Regular Average	Day 3 of 14
Regular Advanced	Day 3 of 13
Block Average	Day 2 of 7
Block Advanced	Day 2 of 7

### Objectives

- \_\_\_ Use manipulatives to investigate slope-intercept form.
- \_\_\_ State/local objectives: \_\_\_\_\_

<b>Louisiana Grade-Level Expectations, Grade 9: 10</b>
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### Getting Started

Materials/Resources Needed plastic sandwich bag, long rubber band, tape, centimeter ruler,  
scissors, grid paper, washers

### Teach

- \_\_\_ *Teaching Algebra with Manipulatives*, p. 98
- \_\_\_ *Glencoe Mathematics Classroom Manipulative Kit*
- \_\_\_ *Teaching Strategy, TWE*, p. 271

Assignment Guide, p. 271, SE	
All	1-8
Alternate Assignment	_____

### Assess

- \_\_\_ Study Notebook, *TWE*, p. 271

# Lesson Planning Guide (pp. 272–277)



5-3

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

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

NCTM Standards
2, 3, 4, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Days 3 & 4 of 14
Regular Advanced	Days 3 & 4 of 13
Block Average	Day 2 of 7
Block Advanced	Day 2 of 7

**Louisiana Grade-Level Expectations, Grade 9: 13, 24**

## Objectives

- \_\_\_ Write and graph linear equations in slope-intercept form.
- \_\_\_ Model real-world data with an equation in slope-intercept form.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ 5-Minute Check Transparencies, Lesson 5-3
- \_\_\_ Mathematical Background, *TWE*, p. 254C
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 273–274
- \_\_\_ *Teaching Algebra with Manipulatives*, p. 99
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 5-3
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 293–294
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 297
- \_\_\_ *Multimedia Applications CD-ROM*
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 295
- \_\_\_ Practice, *CRM*, p. 296
- \_\_\_ Extra Practice, *SE*, p. 831
- \_\_\_ Differentiated Instruction, *TWE*, p. 274
- \_\_\_ *School-to-Career Masters*, p. 9
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 40
- \_\_\_ *Real-World Application Transparencies and Masters*
- \_\_\_ *Answer Key Transparencies*, Lesson 5-3

#### Assignment Guide, pp. 275–277, SE

	Objective 1	Objective 2	Other
Basic	15–39 odd	41–45 odd, 46	42, 50–52, 56–67
Average	15–39 odd	41–45 odd, 46	44, 50–52, 56–67 (optional: 53–55)
Advanced	14–38 even	45–49	40–44 even 50–64 (optional: 65–67)
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 277
- \_\_\_ Enrichment, *CRM*, p. 298
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, pp. LA23, LA24

\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Graphing Calculator Investigation (pp. 278–279)



A Follow-Up of Lesson 5-3

5

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

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

NCTM Standards
2, 6, 7, 8, 10

Recommended Pacing	
Regular Average	Day 4 of 14
Regular Advanced	Day 4 of 13
Block Average	Day 2 of 7
Block Advanced	Day 2 of 7

## Objectives

\_\_\_ Use a graphing calculator to identify families of linear graphs.

\_\_\_ State/local objectives: \_\_\_\_\_

<b>Louisiana Grade-Level Expectations, Grade 9: 38, 40</b>
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## Getting Started

Materials/Resources Needed \_\_\_\_\_

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## Teach

\_\_\_ [algebra1.com/other\\_calculator\\_keystrokes](http://algebra1.com/other_calculator_keystrokes)

Assignment Guide, p. 279, SE	
All	1–9
Alternate Assignment _____	

## Assess

# Lesson Planning Guide (pp. 280–285)



5-4

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Days 5 & 6 of 14
Regular Advanced	Days 5 & 6 of 13
Block Average	Day 3 of 7
Block Advanced	Day 3 of 7

**Louisiana Grade-Level Expectations, Grade 9: 23, 37**

## Objectives

- \_\_\_ Write an equation of a line given the slope and one point on a line.
- \_\_\_ Write an equation of a line given two points on the line.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ 5-Minute Check Transparencies, Lesson 5-4
- \_\_\_ Mathematical Background, *TWE*, p. 254D
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 281–282
- \_\_\_ *Interactive Chalkboard CD-ROM, Lesson 5-4*
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 299–300
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 303
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 301
- \_\_\_ Practice, *CRM*, p. 302
- \_\_\_ Extra Practice, *SE*, p. 832
- \_\_\_ Differentiated Instruction, *TWE*, p. 282
- \_\_\_ *School-to-Career Masters*, p. 10
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 41
- \_\_\_ *Answer Key Transparencies*, Lesson 5-4
- \_\_\_ *AlgePASS CD-ROM*, Lesson 11

#### Assignment Guide, pp. 283–285, SE

	Objective 1	Objective 2	Other
Basic	11–17 odd	19–27 odd, 38	39, 44–62
Average	11–17 odd	19–33 odd, 34–38 even	39, 44–62
Advanced	12–18 even	20–32 even, 38, 41	39, 40, 42–56 (optional: 57–62)

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

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 285
- \_\_\_ Enrichment, *CRM*, p. 304
- \_\_\_ Assessment, Mid-Chapter Test, *CRM*, p. 339
- \_\_\_ Assessment, Quiz, *CRM*, p. 337
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, p. LA24

\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Lesson Planning Guide (pp. 286–291)



**5-5**

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Day 7 of 14
Regular Advanced	Days 7 & 8 of 13
Block Average	Day 4 of 7
Block Advanced	Day 4 of 7

<b>Louisiana Grade-Level Expectations, Grade 9: 13</b>
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## Objectives

- \_\_\_ Write the equation of a line in point-slope form.
- \_\_\_ Write linear equations in different forms.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ 5-Minute Check Transparencies, Lesson 5-5
- \_\_\_ Mathematical Background, *TWE*, p. 254D
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 287–288
- \_\_\_ *Teaching Algebra with Manipulatives*, pp. 100–101
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 5-5
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ algebra1.com/data\_update
- \_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_ Daily Intervention, *TWE*, p. 289
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 305–306
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 309
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 307
- \_\_\_ Practice, *CRM*, p. 308
- \_\_\_ Extra Practice, *SE*, p. 832
- \_\_\_ Differentiated Instruction, *TWE*, p. 288
- \_\_\_ *Graphing Calculator and Spreadsheet Masters*, p. 31
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 42
- \_\_\_ *Answer Key Transparencies*, Lesson 5-5
- \_\_\_ *AlgePASS CD-ROM*, Lesson 12

#### Assignment Guide, pp. 289–291, SE

	Objective 1	Objective 2	Other
Basic	15–27 odd	29–53 odd	55–57, 61–67, 72–87
Average	15–27 odd	29–53 odd	58–67, 72–87 (optional: 68–71)
Advanced	16–28 even	30–54 even	58–79 (optional: 80–87)
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 291
- \_\_\_ Enrichment, *CRM*, p. 310
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, p. LA24

\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Lesson Planning Guide (pp. 292–297)



5-6

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

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

NCTM Standards
2, 3, 6, 7, 8, 9, 10

Recommended Pacing	
Regular Average	Days 8 & 9 of 14
Regular Advanced	Day 9 of 13
Block Average	Days 4 & 5 of 7
Block Advanced	Day 5 of 7

<b>Louisiana Grade-Level Expectations, Grade 9: 13, 39</b>
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## Objectives

- \_\_\_\_\_ Write an equation of the line that passes through a given point, parallel to a given line.
- \_\_\_\_\_ Write an equation of the line that passes through a given point, perpendicular to a given line.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_\_\_ Building on Prior Knowledge, *TWE*, p. 292
- \_\_\_\_\_ 5-Minute Check Transparencies, Lesson 5-6
- \_\_\_\_\_ Mathematical Background, *TWE*, p. 254D
- \_\_\_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_\_\_ In-Class Examples, *TWE*, pp. 293–294
- \_\_\_\_\_ *Teaching Algebra with Manipulatives*, pp. 102–104
- \_\_\_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 5-6
- \_\_\_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_\_\_ Study Guide and Intervention, *CRM*, pp. 311–312
- \_\_\_\_\_ Reading to Learn Mathematics, *CRM*, p. 315
- \_\_\_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_\_\_ Skills Practice, *CRM*, p. 313
- \_\_\_\_\_ Practice, *CRM*, p. 314
- \_\_\_\_\_ Extra Practice, *SE*, p. 832
- \_\_\_\_\_ Differentiated Instruction, *TWE*, p. 294
- \_\_\_\_\_ *Parent and Student Study Guide Workbook*, p. 43
- \_\_\_\_\_ *Answer Key Transparencies*, Lesson 5-6
- \_\_\_\_\_ *AlgePASS CD-ROM*, Lesson 13

#### Assignment Guide, pp. 295–297, SE

	Objective 1	Objective 2	Other
Basic	13–27 odd	29–37 odd, 41	46–60
Average	13–27 odd	29–41 odd	43, 45–60
Advanced	14–26 even	30–40 even	42, 44, 46–54 (optional: 55–60)
All	Practice Quiz 2 (1–5)		
Alternate Assignment _____			

### 4 Assess

- \_\_\_\_\_ Practice Quiz 2, *SE*, p. 297
- \_\_\_\_\_ Open-Ended Assessment, *TWE*, p. 297
- \_\_\_\_\_ Enrichment, *CRM*, p. 316
- \_\_\_\_\_ Assessment, Quiz, *CRM*, p. 338
- \_\_\_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_\_\_ Countdown to GEE 21, *TWE*, p. LA25

\_\_\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Lesson Planning Guide (pp. 298–305)



**5-7**

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

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

NCTM Standards
2, 5, 6, 7, 8, 9, 10

Recommended Pacing	
Regular Average	Days 10 & 11 of 14
Regular Advanced	Day 10 of 13
Block Average	Days 5 & 6 of 7
Block Advanced	Days 5 & 6 of 7

<b>Louisiana Grade-Level Expectations, Grade 9: 29</b>
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## Objectives

- \_\_\_ Interpret points on a scatter plot.
- \_\_\_ Write equations for lines of fit.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

Materials/Resources Needed \_\_\_\_\_

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 298
- \_\_\_ 5-Minute Check Transparencies, Lesson 5-7
- \_\_\_ Mathematical Background, *TWE*, p. 254D
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 299–301
- \_\_\_ *Teaching Algebra with Manipulatives*, pp. 105–107
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 5-7
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ algebra1.com/careers
- \_\_\_ algebra1.com/data\_updates
- \_\_\_ *Guide to Daily Intervention*, pp. 16–17
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 317–318
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 321
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 319
- \_\_\_ Practice, *CRM*, p. 320
- \_\_\_ Extra Practice, *SE*, p. 833
- \_\_\_ Differentiated Instruction, *TWE*, p. 304
- \_\_\_ *Science and Mathematics Lab Manual*, pp. 53–58
- \_\_\_ *Graphing Calculator and Spreadsheet Masters*, p. 32
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 44
- \_\_\_ *Answer Key Transparencies*, Lesson 5-7
- \_\_\_ *WebQuest and Projects Resources*, p. 37

#### Assignment Guide, pp. 301–305, SE

	Objective 1	Objective 2	Other
Basic	11, 13	14–17	34–39, 45–55
Average	11, 13	19–23, 25–28	18, 24, 34–39, 45–55 (optional: 40–44)
Advanced	10, 12	25–28, 30–33	24, 29, 34–55

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

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 305
- \_\_\_ Enrichment, *CRM*, p. 322
- \_\_\_ Assessment, Quiz, *CRM*, p. 338
- \_\_\_ algebra1.com/self\_check\_quiz/gee21
- \_\_\_ Countdown to GEE 21, *TWE*, p. LA25

\_\_\_ *Closing the Gap for Absent Students*, pp. 10–11

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# Graphing Calculator Investigation (pp. 306–307)



## A Follow-Up of Lesson 5-7

5

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

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

NCTM Standards
2, 5, 7, 8, 9, 10

Recommended Pacing	
Regular Average	Day 12 of 14
Regular Advanced	Day 11 of 13
Block Average	Day 6 of 7
Block Advanced	Day 6 of 7

### Objectives

\_\_\_\_ Use a graphing calculator to find a median-fit line.

\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>Louisiana Grade-Level Expectations, Grade 9: 37</b>
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### Getting Started

Materials/Resources Needed \_\_\_\_\_

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### Teach

\_\_\_\_ algebra1.com/other\_calculator\_keystrokes

Assignment Guide, p. 307, SE	
All	1–5
Alternate Assignment _____	

### Assess

# Review and Testing (pp. 308–315)



5

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

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

Recommended Pacing	
Regular Average	Days 13 & 14 of 14
Regular Advanced	Days 12 & 13 of 13
Block Average	Days 6 & 7 of 7
Block Advanced	Days 6 & 7 of 7

## Assess

- \_\_\_ *Parent and Student Study Guide Workbook*, p. 45
- \_\_\_ Vocabulary and Concept Check, *SE*, p. 308
- \_\_\_ Vocabulary Test, *CRM*, p. 336
- \_\_\_ Lesson-by-Lesson Review, *SE*, pp. 308–312
- \_\_\_ Practice Test, *SE*, p. 313
- \_\_\_ Chapter 5 Tests, *CRM*, pp. 323–334
- \_\_\_ Open-Ended Assessment, *CRM*, p. 335
- \_\_\_ Standardized Test Practice, *SE*, pp. 314–315
- \_\_\_ Standardized Test Practice, *CRM*, pp. 341–342
- \_\_\_ Cumulative Review, *CRM*, p. 340
- \_\_\_ *Vocabulary PuzzleMaker CD-ROM*
- \_\_\_ [algebra1.com/vocabulary\\_review](http://algebra1.com/vocabulary_review)
- \_\_\_ [algebra1.com/chapter\\_test/gee21](http://algebra1.com/chapter_test/gee21)
- \_\_\_ [algebra1.com/standardized\\_test/gee21](http://algebra1.com/standardized_test/gee21)
- \_\_\_ *MindJogger Videoquizzes VHS*

## Other Assessment Materials

- *ExamView® Pro CD-ROM*
- *Mastering the GEE 21: Diagnose, Prescribe, and Practice Workbook for Grade 9*
- *Preparing for LEAP 21 and GEE 21 CD-ROM*
- *GEE 21 Intervention Transparencies for Grade 9*