

# Lesson Planning Guide (pp. 524–530)



**10-1**

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Day 1 of 16
Regular Advanced	Day 1 of 16
Block Average	Day 1 of 9
Block Advanced	Day 1 of 8

**Louisiana Grade-Level Expectations, Grade 9: 15**

## Objectives

- \_\_\_ Graph quadratic functions.
- \_\_\_ Find the equation of the axis of symmetry and the coordinates of the vertex of a parabola.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

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

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 524
- \_\_\_ *5-Minute Check Transparencies*, Lesson 10-1
- \_\_\_ Mathematical Background, *TWE*, p. 522C
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 525–527
- \_\_\_ *Teaching Algebra with Manipulatives*, pp. 176–177
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-1
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 579–580
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 583
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 581
- \_\_\_ Practice, *CRM*, p. 582
- \_\_\_ Extra Practice, *SE*, p. 841
- \_\_\_ Differentiated Instruction, *TWE*, p. 526
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 75
- \_\_\_ *Answer Key Transparencies*, Lesson 10-1
- \_\_\_ *AlgePASS CD-ROM*, Lesson 28
- \_\_\_ *WebQuest and Projects Resources*, p. 54

#### Assignment Guide, pp. 528–530, SE

	Objective 1	Objective 2	Other
Basic	11–15 odd	17–29 odd, 37, 39, 51	38, 40, 50 52, 53, 60–80
Average	11–15 odd	17–37 odd, 39–43, 50, 51	52, 53, 60–80 (optional: 54–59)
Advanced	10–14 even	16–38 even, 44–51	52–74 (optional: 75–80)
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 530
- \_\_\_ Enrichment, *CRM*, p. 584
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Graphing Calculator Investigation (pp. 531-532)



## A Follow-Up of Lesson 10-1

10

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

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

NCTM Standards
2, 6, 7, 8

Recommended Pacing	
Regular Average	Day 2 of 16
Regular Advanced	Day 2 of 16
Block Average	Day 2 of 9
Block Advanced	Day 2 of 8

### Objectives

\_\_\_\_ Use a graphing calculator to explore families of quadratic graphs.

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

### Getting Started

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

---



---



---

### Teach

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

Assignment Guide, p. 532, SE	
All	1-12
Alternate Assignment _____	

### Assess

# Lesson Planning Guide (pp. 533–538)



**10-2**

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Days 3 & 4 of 16
Regular Advanced	Days 3 & 4 of 16
Block Average	Days 2 & 3 of 9
Block Advanced	Day 2 of 8

**Louisiana Grade-Level Expectations, Grade 9: 15**

## Objectives

- \_\_\_ Solve quadratic equations by graphing.
- \_\_\_ Estimate solutions of quadratic equations by graphing.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

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

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 533
- \_\_\_ *5-Minute Check Transparencies*, Lesson 10-2
- \_\_\_ Mathematical Background, *TWE*, p. 522C
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 534–535
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-2
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Daily Intervention, *TWE*, p. 534
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 585–586
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 589
- \_\_\_ *Multimedia Applications CD-ROM*
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 587
- \_\_\_ Practice, *CRM*, p. 588
- \_\_\_ Extra Practice, *SE*, p. 842
- \_\_\_ Differentiated Instruction, *TWE*, p. 535
- \_\_\_ *School-to-Career Masters*, p. 19
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 76
- \_\_\_ *Answer Key Transparencies*, Lesson 10-2
- \_\_\_ *WebQuest and Projects Resources*, p. 54
- \_\_\_ algebra1.com/webquest

#### Assignment Guide, pp. 536–538, SE

	Objective 1	Objective 2	Other
Basic	11–19 odd, 35–37, 39	21–33 odd	47–50, 53–68
Average	11–19 odd, 35–39	21–33 odd, 41, 42	47–50, 53–68 (optional: 51, 52)
Advanced	12–20 even, 35, 36, 38, 40	22–34 even, 41–46	47–62 (optional: 63–68)

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

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 538
- \_\_\_ Enrichment, *CRM*, p. 590
- \_\_\_ Assessment, Quiz, *CRM*, p. 635
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Lesson Planning Guide (pp. 539–544)



10-3

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Day 5 of 16
Regular Advanced	Day 5 of 16
Block Average	Day 3 of 9
Block Advanced	Day 3 of 8

## Objectives

- \_\_\_ Solve quadratic equations by finding the square root.
- \_\_\_ Solve quadratic equations by completing the square.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

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

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 539
- \_\_\_ 5-Minute Check Transparencies, Lesson 10-3
- \_\_\_ Mathematical Background, *TWE*, p. 522C
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 540–541
- \_\_\_ *Teaching Algebra with Manipulatives*, pp. 178–179
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-3
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ algebra1.com/careers
- \_\_\_ algebra1.com/data\_update
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Daily Intervention, *TWE*, p. 540
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 591–592
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 595
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 593
- \_\_\_ Practice, *CRM*, p. 594
- \_\_\_ Extra Practice, *SE*, p. 842
- \_\_\_ Differentiated Instruction, *TWE*, p. 541
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 77
- \_\_\_ *Answer Key Transparencies*, Lesson 10-3
- \_\_\_ *AlgePASS CD-ROM*, Lesson 29

#### Assignment Guide, pp. 542–544, SE

	Objective 1	Objective 2	Other
Basic	15–19 odd	21–25 odd, 29–45 odd, 49, 51	53–75
Average	15–19 odd	21–51 odd	53–75
Advanced	16–20 even	22–52 even	50–51, 53–71 (optional: 72–75)
All	Practice Quiz 1 (1–10)		
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Practice Quiz 1, *SE*, p. 544
- \_\_\_ Open-Ended Assessment, *TWE*, p. 544
- \_\_\_ Enrichment, *CRM*, p. 596
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Graphing Calculator Investigation (p. 545)



A Follow-Up of Lesson 10-3

10

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

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

NCTM Standards
2, 6, 7, 8

Recommended Pacing	
Regular Average	Day 6 of 16
Regular Advanced	Day 6 of 16
Block Average	Day 4 of 9
Block Advanced	Day 3 of 8

## Objectives

\_\_\_\_ Using a graphing calculator to graph quadratic functions in vertex form.

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

## Getting Started

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

---

---

---

## Teach

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

Assignment Guide, p. 545, SE	
All	1-5
Alternate Assignment	_____

## Assess

# Lesson Planning Guide (pp. 546–552)



10-4

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 16
Regular Advanced	Day 7 of 16
Block Average	Days 4 & 5 of 9
Block Advanced	Day 4 of 8

## Objectives

- \_\_\_ Solve quadratic equations by using the Quadratic Formula.
- \_\_\_ Use the discriminant to determine the number of solutions for a quadratic equation.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

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

- \_\_\_ 5-Minute Check Transparencies, Lesson 10-4
- \_\_\_ Mathematical Background, *TWE*, p. 522D
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 547–549
- \_\_\_ *Interactive Chalkboard CD-ROM, Lesson 10-4*
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Daily Intervention, *TWE*, p. 550
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 597–598
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 601
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 599
- \_\_\_ Practice, *CRM*, p. 600
- \_\_\_ Extra Practice, *SE*, p. 842
- \_\_\_ Differentiated Instruction, *TWE*, p. 547
- \_\_\_ *School-to-Career Masters*, p. 20
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 78
- \_\_\_ *Answer Key Transparencies*, Lesson 10-4
- \_\_\_ *AlgePASS CD-ROM*, Lessons 30 & 31

#### Assignment Guide, pp. 550–552, SE

	Objective 1	Objective 2	Other
Basic	15–37 odd, 47, 54	39–45 odd, 50	46, 55–74
Average	15–37 odd, 49, 54	39–45 odd, 50	55–74
Advanced	14–36 even, 49, 51–54	38–44 even, 50	55–71 (optional: 72–74)
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 552
- \_\_\_ Enrichment, *CRM*, p. 602
- \_\_\_ Assessment, Mid-Chapter Test, *CRM*, p. 637
- \_\_\_ Assessment, Quiz, *CRM*, p. 636
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Graphing Calculator Investigation (p. 553)



A Follow-Up of Lesson 10-4

10

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

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

NCTM Standards
2, 6

Recommended Pacing	
Regular Average	Day 8 of 16
Regular Advanced	Day 8 of 16
Block Average	Day 5 of 9
Block Advanced	Day 4 of 8

## Objectives

\_\_\_ Use a graphing calculator to solve quadratic-linear systems.

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

## Getting Started

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

---



---



---

## Teach

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

Assignment Guide, p. 553, SE	
All	1-6
Alternate Assignment _____	

## Assess

# Lesson Planning Guide (pp. 554–560)



10-5

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Days 9 & 10 of 16
Regular Advanced	Days 9 & 10 of 16
Block Average	Day 6 of 9
Block Advanced	Day 5 of 8

## Objectives

- \_\_\_ Graph exponential functions.
- \_\_\_ Identify data that displays exponential behavior.
- \_\_\_ State/local objectives: \_\_\_\_\_

**Louisiana Grade-Level Expectations, Grade 9: 15**

### 1 Focus

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

- \_\_\_ *5-Minute Check Transparencies*, Lesson 10-5
- \_\_\_ *Mathematical Background*, *TWE*, p. 522D
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 555–557
- \_\_\_ *Teaching Algebra with Manipulatives*, p. 180
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-5
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ *Daily Intervention*, *TWE*, p. 558
- \_\_\_ *Study Guide and Intervention*, *CRM*, pp. 603–604
- \_\_\_ *Reading to Learn Mathematics*, *CRM*, p. 607
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ *Skills Practice*, *CRM*, p. 605
- \_\_\_ *Practice*, *CRM*, p. 606
- \_\_\_ *Extra Practice*, *SE*, p. 843
- \_\_\_ *Differentiated Instruction*, *TWE*, p. 557
- \_\_\_ *Graphing Calculator and Spreadsheet Masters*, p. 42
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 79
- \_\_\_ *Answer Key Transparencies*, Lesson 10-5

#### Assignment Guide, pp. 558–560, SE

	Objective 1	Objective 2	Other
Basic	13–21 odd, 25, 34	27–31 odd	33, 35, 42–64
Average	13–25 odd	27–31 odd	37–39, 42–64
Advanced	14–26 even	28–32 even	36–60 (optional: 61–64)
All	Practice Quiz 2 (1–5)		
Alternate Assignment _____			

### 4 Assess

- \_\_\_ *Practice Quiz 2*, *SE*, p. 560
- \_\_\_ *Open-Ended Assessment*, *TWE*, p. 560
- \_\_\_ *Enrichment*, *CRM*, p. 608
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Lesson Planning Guide (pp. 561–566)



**10-6**

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

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

NCTM Standards
2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Days 11 & 12 of 16
Regular Advanced	Days 11 & 12 of 16
Block Average	Day 7 of 9
Block Advanced	Day 6 of 8

<b>Louisiana Grade-Level Expectations, Grade 9: 15</b>
--

## Objectives

- \_\_\_ Solve problems involving exponential growth.
- \_\_\_ Solve problems involving exponential decay.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

- Materials/Resources Needed \_\_\_\_\_
- \_\_\_ *5-Minute Check Transparencies*, Lesson 10-6
  - \_\_\_ Mathematical Background, *TWE*, p. 522D
  - \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
  - \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 562–563
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-6
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 609–610
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 613
- \_\_\_ Reading Mathematics, *SE*, p. 566
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 611
- \_\_\_ Practice, *CRM*, p. 612
- \_\_\_ Extra Practice, *SE*, p. 843
- \_\_\_ Differentiated Instruction, *TWE*, p. 562
- \_\_\_ *Science and Mathematics Lab Manual*, pp. 79–82
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 80
- \_\_\_ *Real-World Application Transparencies and Masters*
- \_\_\_ *Answer Key Transparencies*, Lesson 10-6

Assignment Guide, pp. 563–565, SE			
	Objective 1	Objective 2	Other
Basic	9–12, 13, 15	17, 19	23, 24, 29–48
Average	9–15	17, 19	23, 24, 29–48
Advanced	11, 12, 14 18, 21, 22	16, 20, 25–28	23, 24, 29–45 (optional: 46–48)
Reading Mathematics	1–5		
Alternate Assignment _____			

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 565
- \_\_\_ Enrichment, *CRM*, p. 614
- \_\_\_ Assessment, Quiz, *CRM*, p. 636
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Lesson Planning Guide (pp. 567–572)



10-7

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

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

NCTM Standards
1, 2, 3, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Day 13 of 16
Regular Advanced	Day 13 of 16
Block Average	Day 8 of 9
Block Advanced	Day 7 of 8

## Objectives

- \_\_\_ Recognize and extend geometric sequences.
- \_\_\_ Find geometric means.
- \_\_\_ State/local objectives: \_\_\_\_\_

### 1 Focus

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

- \_\_\_ Building on Prior Knowledge, *TWE*, p. 567
- \_\_\_ *5-Minute Check Transparencies*, Lesson 10-7
- \_\_\_ Mathematical Background, *TWE*, p. 522D
- \_\_\_ *Prerequisite Skills Workbook*, pp. 9–12, 47–48
- \_\_\_ *TeacherWorks CD-ROM, Louisiana Edition*
- \_\_\_ *StudentWorks CD-ROM, Louisiana Edition*

### 2 Teach

- \_\_\_ In-Class Examples, *TWE*, pp. 568–570
- \_\_\_ *Teaching Algebra with Manipulatives*, p. 181
- \_\_\_ *Interactive Chalkboard CD-ROM*, Lesson 10-7
- \_\_\_ algebra1.com/extra\_examples/gee21
- \_\_\_ *Guide to Daily Intervention*, pp. 26–27
- \_\_\_ Study Guide and Intervention, *CRM*, pp. 615–616
- \_\_\_ Reading to Learn Mathematics, *CRM*, p. 619
- \_\_\_ *Noteables™: Interactive Study Notebook with Foldables™, Louisiana Edition*

### 3 Practice/Apply

- \_\_\_ Skills Practice, *CRM*, p. 617
- \_\_\_ Practice, *CRM*, p. 618
- \_\_\_ Extra Practice, *SE*, p. 843
- \_\_\_ Differentiated Instruction, *TWE*, p. 568
- \_\_\_ *Graphing Calculator and Spreadsheet Masters*, p. 41
- \_\_\_ *Parent and Student Study Guide Workbook*, p. 81
- \_\_\_ *Answer Key Transparencies*, Lesson 10-7
- \_\_\_ algebra1.com/webquest

#### Assignment Guide, pp. 570–572, SE

	Objective 1	Objective 2	Other
Basic	17–21 odd, 25–29 odd, 33–39 odd, 53, 61–63	43–53 odd	64, 65, 69–74
Average	17–41 odd, 55–57, 61–63	43–53 odd	64, 65, 69–74 (optional: 66–68)
Advanced	18–42 even, 56–62 even	44–54 even	57–61 odd, 63–74

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

### 4 Assess

- \_\_\_ Open-Ended Assessment, *TWE*, p. 572
- \_\_\_ Enrichment, *CRM*, p. 620
- \_\_\_ Assessment, Quiz, *CRM*, p. 636
- \_\_\_ algebra1.com/self\_check\_quiz/gee21

\_\_\_ *Closing the Gap for Absent Students*, pp. 20–21

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

# Algebra Activity (p. 573)

A Follow-Up of Lesson 10-7



10

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

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

NCTM Standards
1, 2, 6, 8, 9, 10

Recommended Pacing	
Regular Average	Day 14 of 16
Regular Advanced	Day 14 of 16
Block Average	Day 8 of 9
Block Advanced	Day 7 of 9

## Objectives

\_\_\_ Use a table to investigate rates of change.

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

## Getting Started

Materials/Resources Needed grid paper

---



---



---

## Teach

\_\_\_ *Teaching Algebra with Manipulatives*, p. 182

\_\_\_ *Glencoe Mathematics Classroom Manipulative Kit*

\_\_\_ *Teaching Strategy, TWE*, p. 573

Assignment Guide, p. 573, SE	
All	1-6
Alternate Assignment _____	

## Assess

\_\_\_ *Study Notebook, TWE*, p. 573

# Review and Testing (pp. 574–581)



10

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

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

Recommended Pacing	
Regular Average	Days 15 & 16 of 16
Regular Advanced	Days 15 & 16 of 16
Block Average	Day 9 of 9
Block Advanced	Day 8 of 8

## Assess

- \_\_\_ *Parent and Student Study Guide Workbook*, p. 82
- \_\_\_ Vocabulary and Concept Check, *SE*, p. 574
- \_\_\_ Vocabulary Test, *CRM*, p. 634
- \_\_\_ Lesson-by-Lesson Review, *SE*, pp. 574–578
- \_\_\_ Practice Test, *SE*, p. 579
- \_\_\_ Chapter 10 Tests, *CRM*, pp. 621–632
- \_\_\_ Open-Ended Assessment, *CRM*, p. 633
- \_\_\_ Standardized Test Practice, *SE*, pp. 580–581
- \_\_\_ Standardized Test Practice, *CRM*, pp. 639–640
- \_\_\_ Cumulative Review, *CRM*, p. 638
- \_\_\_ *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*
- \_\_\_ Unit 3 Test, *CRM*, pp. 641–642

## 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*

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