

North Carolina Guide to Daily Intervention



Mathematics

Applications and Concepts

Courses 1, 2, and 3



New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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*North Carolina Mathematics: Applications and Concepts
Guide to Daily Intervention*

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Teacher's Guide to Using the Guide to Daily Intervention

Today it is vital that students understand the mathematics that they are learning. Using computers on the job, making good consumer choices, evaluating information, and other life skills depend upon good mathematics skills. Since no two students are exactly the same, in every classroom there will be students of various abilities and skill levels. This booklet focuses on ways that teachers can intervene to assist the struggling student to improve his or her performance. Helping all students succeed in mathematics and develop their mathematical reasoning skills is an ambitious and worthwhile goal.

In order to ensure students' success, teachers can follow a three-step process of daily intervention.

- 1. Assessment of individual student needs** Teachers need to evaluate the needs of students in order to meet those needs.
- 2. Ongoing evaluation of student progress** Monitoring students' progress and understanding on a daily basis allows a teacher to head off trouble.
- 3. Monitoring instructional activities to strengthen students' weaknesses** Providing opportunities for students to immediately address any weaknesses ensures students' continued success.

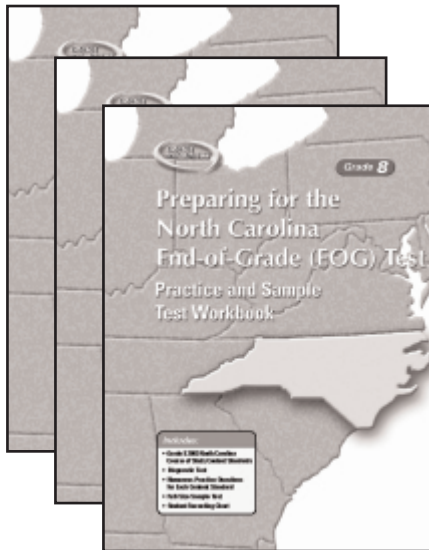
The *Glencoe Mathematics: Applications and Concepts* programs include tools for daily intervention in the Student Edition, the Teacher Wraparound Edition, the Teacher Classroom Resources, the Internet, and other products. Using these tools can help you help your students realize mathematical success. The following pages detail each resource available and the correlations show how they are used in each lesson of *Glencoe Mathematics: Applications and Concepts*.

Daily Intervention for North Carolina Students and Teachers



This booklet contains correlations to materials available from Glencoe/McGraw-Hill that can assist you in preparing your students for success on the North Carolina End-of-Grade tests for grades 6–8. In addition, the North Carolina Standard Course of Study for grades 6 through 8 are included for your convenience.

The following overview details each correlated component and how it can help meet your assessment needs.



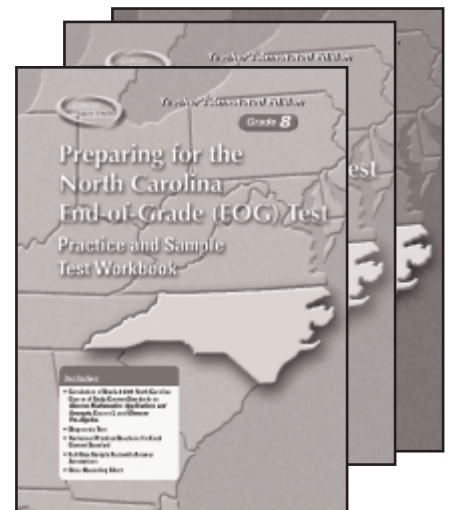
Preparing for the North Carolina End-of-Grade (EOG) Test Practice and Sample Test Workbooks, Student Editions

Preparing for the North Carolina End-of-Grade (EOG) Test Practice and Sample Test Workbooks, Grades 6–8, Student Editions

These three workbooks include a diagnostic test and multiple-choice practice for each North Carolina Standard Course of Study standard tested on the End-of-Grade tests for grades 6–8. In addition, a sample test is provided in each workbook. Each item in the diagnostic and sample test is also referenced by standard so students can track their proficiency using the student recording chart. This chart allows students to pinpoint standards where they need additional practice. Lists of the North Carolina Standard Course of Study standards are also included.

Preparing for the North Carolina End-of-Grade (EOG) Test Practice and Sample Test Workbooks, Grades 6–8, Teacher’s Annotated Editions

In the Teacher’s Annotated Editions of the *Preparing for the North Carolina End-of-Grade (EOG) Test Practice and Sample Test Workbooks*, answers are printed full-size, in place on the student pages of the diagnostic test, practice, and sample test pages. Correlations of the North Carolina Standard Course of Study to *Glencoe Mathematics: Applications and Concepts*, Courses 1–3, are also included. A class recording chart allows you to record diagnostic test scores to quickly see on which standards your students need additional practice.

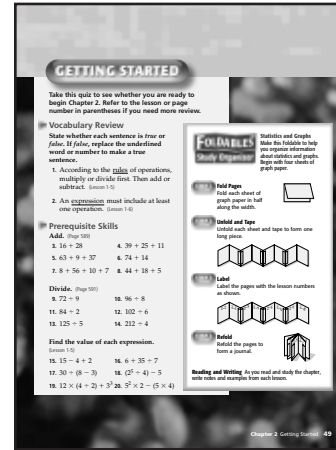


Preparing for the North Carolina End-of-Grade (EOG) Test Practice and Sample Test Workbooks, Teacher’s Annotated Editions

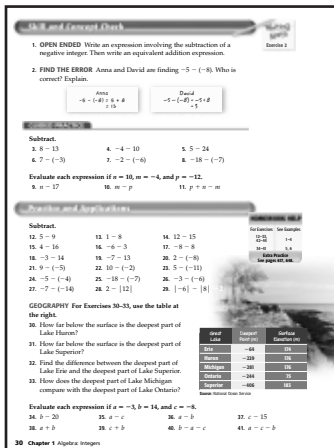
Daily Intervention in the North Carolina Student Edition



- In the Getting Started section at the beginning of each chapter in the North Carolina Student Edition, the **Prerequisite Skills** check students' preparedness for the chapter. You can check prior knowledge by reviewing prerequisite topics and explaining how these prerequisite topics are related to the current concept.
- Additional practice of **Prerequisite Skills** is provided at the end of each lesson with page references to help students review the concepts. These exercises review concepts and skills that will be applied in the next lesson. The Prerequisite Skills section in the Student Handbook in the back of the North Carolina Student Edition provides explanation and practice of skills that are needed for success in the course.



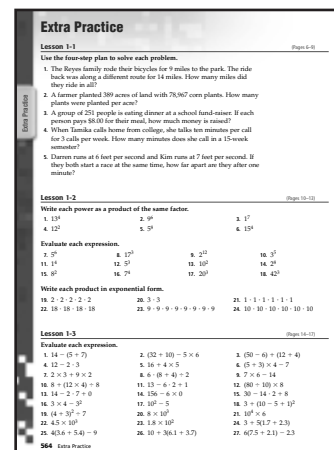
Course 1, North Carolina Student Edition, p. 49



Course 3, North Carolina Student Edition, p. 30

- You can use the **Skill and Concept Check** exercises in class to ensure that all students understand the concepts. Students communicate their understanding of the concepts just taught by defining, describing, and explaining mathematical concepts. **Find the Error** exercises help students identify and address common errors before they occur.
- **Guided Practice** These exercises present a representative sample of the exercises in the Practice and Apply section. A key is provided in the North Carolina Teacher Wraparound Edition that correlates the exercises to the corresponding examples.
- **Application** Students have the opportunity to solve a real-world or mathematical connection problem as a check for understanding.

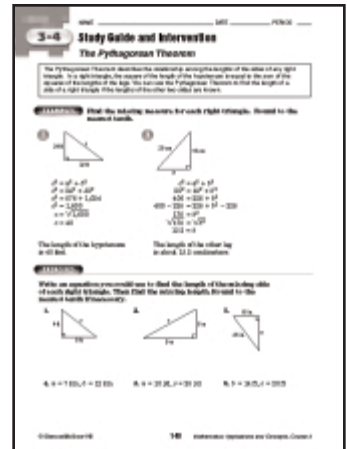
- **Extra Practice**, located in the back of the North Carolina Student Edition, provides additional, immediate practice with the skills and concepts from each lesson.
- **Mixed Problem Solving**, also in the back of the North Carolina Student Edition, includes numerous verbal problems for students to reinforce their problem-solving skills.



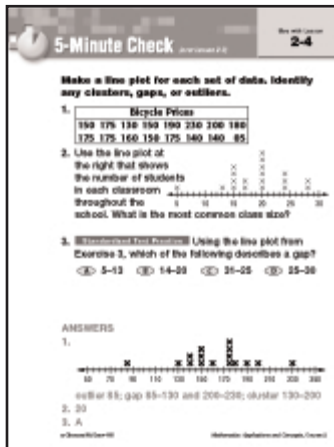
Course 2, North Carolina Student Edition, p. 564

Daily Intervention in the Teacher Classroom Resources

- The **Study Guide and Intervention** masters found in the Chapter Resource Masters summarize key concepts for each objective and provide practice exercises. These masters are also available as a consumable **Study Guide and Intervention Workbook** in English and Spanish. You may wish to use these masters for additional instruction and practice with individual students, in cooperative groups, or in peer tutoring situations.

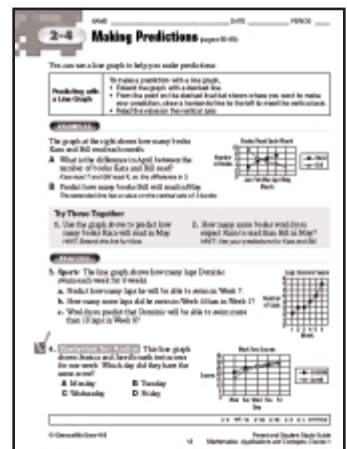


Course 3, Chapter 3 Resource Masters, p. 148



Course 2, 5-Minute Check Transparency 2-4

- Parents or guardians may need specific advice for helping students make improvements. It may help to engage in frequent correspondence, encourage parental monitoring of homework, and provide parents with a schedule of students' assignments. The **Parent and Student Study Guide Workbook** contains a one-page worksheet for each lesson in the North Carolina Student Edition and a one-page review for each chapter. This workbook offers an excellent opportunity for students and parents to work together to strengthen weaknesses and develop mathematical understanding.



Course 1, Parent and Student Study Guide Workbook, p. 13

Daily Intervention on the Internet

- **Online Study Tools** These comprehensive review and intervention tools are available anytime, anywhere, simply by logging on to:



nc.msmath1.net

nc.msmath2.net

nc.msmath3.net

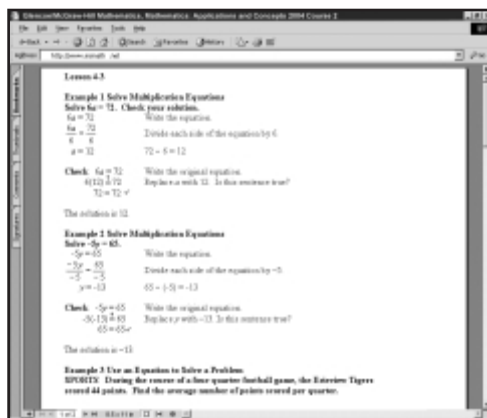
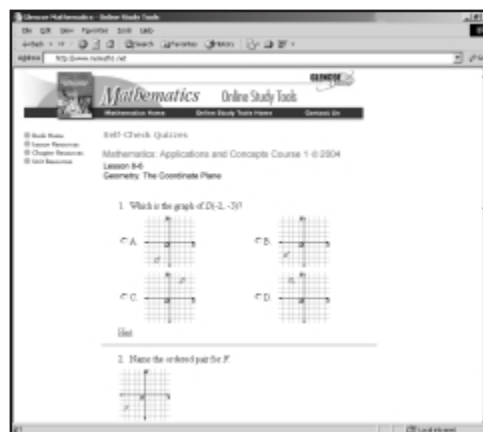
- **Self-Check Quizzes** are available for every lesson. Immediate feedback lets the student know whether the answers are correct and references specific pages and examples in the North Carolina Student Edition for review. Access the Self-Check Quizzes directly at:



msmath1.net/self_check_quiz/eog6

msmath2.net/self_check_quiz/eog7

msmath3.net/self_check_quiz/eog8



- **Extra Examples** that mimic the ones in the North Carolina Student Edition are completely worked out and available for students to review at:



msmath1.net/extra_examples/eog6

msmath2.net/extra_examples/eog7

msmath3.net/extra_examples/eog8

You may wish to use these examples in reteaching or to have students review areas of weakness.

- **Vocabulary Review** lets you and your students check their understanding of the terms and definitions used in each chapter. Access this game-style review at:

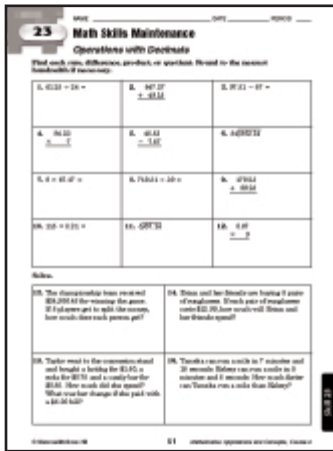
msmath1.net/vocabulary_review

msmath2.net/vocabulary_review

msmath3.net/vocabulary_review



Daily Intervention with Other Resources

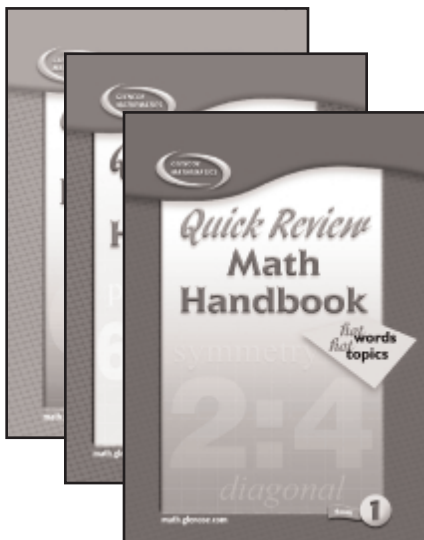
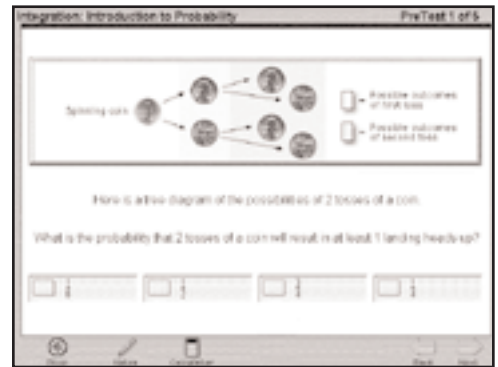


Course 2, Math Skills Maintenance, p. 51

• The **Math Skills Maintenance Masters** provide extra practice on basic skills that are needed for success in the course. You may use these pages to give students an opportunity to review and refresh their skills. Topics addressed include:

- Operations with Whole Numbers
- Operations with Decimals
- Operations with Fractions
- Operations with Integers
- Estimation
- Properties
- Measures in the Metric and Customary Systems
- Graphing

• The **MathPASS Tutorial** CD-ROM provides an interactive, self-paced tutorial for a mathematics curriculum. The lessons are correlated directly to *Glencoe Mathematics: Applications and Concepts*. Each lesson, or concept, includes a pretest, tutorial, guided practice, and posttest. Students' answers to the pretests automatically determine whether the tutorial is needed for that concept—without taking teacher time to grade it. This software is designed to identify and address student weaknesses.



• **Quick Review Math Handbook** is Glencoe's mathematical handbook for students. The Hot Words section includes a glossary of terms while the Hot Topics section consists of explanations of key mathematical concepts. An exercise set is included to check students' understanding of the concepts. This valuable resource can be used as a reference in the classroom or for home study.

Student Remediation Plan

Teacher Instructions

You can use the Student Remediation Plan template that follows to plan for students who are in need of intervention/remediation. It can be used for high stakes tests, if there is no formal remediation plan required by your school or district. It can also be used for mid-semester reviews or project-based work.

Purpose

- To identify students' specific problem areas and link them to steps that can produce attainable results.
- To provide a template to easily record remediation plans and use them to communicate with students and/or parents.

Suggested Uses

- *Involve students in their Remediation Plans.*

Hold a teacher-student conference to go over the details of the remediation plan. Make certain they understand what they are to do, and have them sign a copy of their plan as a sign of good faith.

- *Involve parents as much as possible.*

You may also wish to involve parents in the remediation plan, if the situation is appropriate. Like your students, make sure the parents understand the steps their child should take to improve his or her performance in your class.

- *Identify common steps and resources that can be used for different levels of remedial study.*

Try to identify several sets of steps and resources for at least two different levels of student need. For example, you might identify a course of action for students who need a small amount of extra work, and one for those that need a great deal of extra study in the identified academic area.

Then, as you identify students in need of intervention, you can choose their level and the appropriate remediation plan. While you will probably want to customize the plan per student, you will at least have a defined set of steps with which to begin. After the semester ends, you can then evaluate each plan's success rate and determine what can be revised to improve each set of actions or resources.

Student Remediation Plan

Student _____ Teacher _____

Course _____ Date _____

Topic/Project/Exam _____

Problem Area	Solution Steps to Be Taken	Resources Needed