

**GLENCOE
MATHEMATICS**

Pre-Algebra

Ohio Guide to Daily Intervention



**Glencoe
McGraw-Hill**

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Glencoe Pre-Algebra
Ohio Guide to Daily Intervention

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Teacher's Guide to Using the Ohio 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.

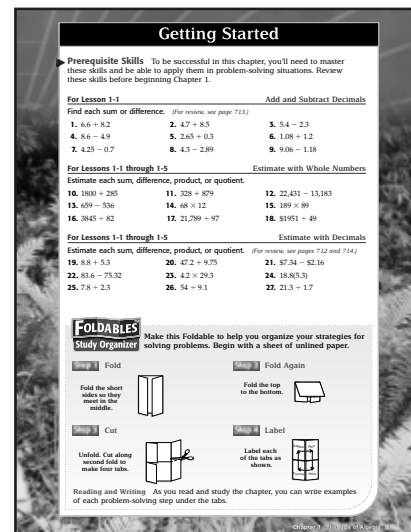
In order to ensure students' success, teachers can follow a three-step process of daily intervention.

- 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 Pre-Algebra* program includes 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 correlation shows how they are used in each lesson of *Glencoe Pre-Algebra*.

Daily Intervention in the Student Edition

- In the Getting Started section at the beginning of each chapter in the 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 Student Edition provides explanation and practice of skills that are needed for success in geometry.



Pre-Algebra Student Edition, p. 5

Check for Understanding

Concept Check

- OPEN ENDED** Write a numerical sentence that illustrates the Commutative Property of Multiplication.
- Tell the difference** between the Commutative and Associative Properties.
- FIND THE ERROR** Kimberly and Carlos are using the Associative Properties of Addition and Multiplication to rewrite expressions.

Kimberly $(4 + 5) + 6 = 4 + (5 + 6)$	Carlos $(2 + 7) \cdot 5 = 2 + (7 \cdot 5)$
---	---

Who is correct? Explain your reasoning.

Guided Practice Name the property shown by each statement.

4. $7 + 5 = 5 + 7$ 5. $8 \cdot 0 = 0 \cdot 8$ 6. $8 \cdot 4 \cdot 13 = 4 \cdot 8 \cdot 13$

Find each sum or product mentally.

7. $13 + 8 + 7$ 8. $6 \cdot 9 \cdot 5$ 9. $8 + 11 + 22 + 4$

10. State whether the conjecture *division of whole numbers is commutative* is true or false. If false, provide a counterexample.

ALGEBRA Simplify each expression.

11. $6 + (n + 7)$ 12. $(3 \cdot m) \cdot 9$

Application

13. **SHOPPING** Denyce purchased a pair of jeans for \$26, a T-shirt for \$12, and a pair of socks for \$4. What is the total cost of the items? Explain how the Commutative Property of Addition can be used to find the total.

Practice and Apply

For Examples	See Examples	Name the property shown by each statement.
$14 \cdot 3 = 3 \cdot 14$	15. $1 \cdot 4 = 4$	14. $5 \cdot 3 = 3 \cdot 5$
$16 \cdot 2 = 0 = 0$	17. $12 \cdot 8 = 8 \cdot 12$	16. $6 \cdot 2 = 0 = 0$
$18 \cdot 0 + 13 = 13 + 0$	18. $(4 + 5) + 15 = 4 + (5 + 15)$	18. $0 + 13 = 13 + 0$
20. $10 = 8$	21. $7x + 0 = 7x$	20. $10 = 8$
22. $(5 + 3) + 6 = 5 + (3 + 6)$	23. $4(mn) = (4m)n$	22. $(5 + 3) + 6 = 5 + (3 + 6)$
24. $9(0) = (9 \cdot 0)$	25. $(3x + 9) + 2x = 2x + (3x + 9)$	24. $9(0) = (9 \cdot 0)$

Find each sum or product mentally.

26. $11 + 8 + 19$ 27. $17 \cdot 5 + 33$ 28. $15 \cdot 0 \cdot 2$

29. $5 + 18 + 15 + 2$ 30. $2 \cdot 7 \cdot 30$ 31. $11 \cdot 9 \cdot 10$

32. $23 + 3 + 17 + 7$ 33. $125 \cdot 4 \cdot 0$ 34. $16 + 97 + 94 + 33$

State whether each conjecture is true or false. If false, provide a counterexample.

35. Division of whole numbers is associative.

36. The sum of two whole numbers is always greater than either addend.

37. Subtraction of whole numbers is commutative.

20 Chapter 1 The Tools of Algebra

Pre-Algebra Student Edition, p. 26

In the back of the Student Edition,

- **Extra Practice** provides additional, immediate practice with the skills and concepts from each lesson.
- **Mixed Problem Solving** includes numerous verbal problems for students to reinforce their problem-solving skills.
- **Preparing for Standardized Tests** reviews various strategies for resolving questions like those that appear on the Ohio Proficiency Test.

Extra Practice

Lesson 1-1 (pages 6–10)

Solve.

1. **POSTAL SERVICE** The U.S. Postal Service offers air mail service to other countries. The rates for International Air Mail letters and packages are shown in the table at right. Determine the air mail rate for a package that weighs 5.5 ounces.

Weight (not over) (ounces)	Rate
0.5	\$5.00
1.0	\$6.95
1.5	\$7.94
2.0	\$8.93
2.5	\$9.92
3.0	\$10.91
3.5	\$11.90
4.0	\$12.89

a. Write the *Explore* step. What do you know and what do you need to find?

b. Write the *Plan* step. What strategy will you use? What do you estimate the answer to be?

c. Solve the problem using your plan. What is your answer?

d. Examine your solution. Is it reasonable? Does it answer the question?

2. **POSTAL SERVICE** In 1997, the state of Florida celebrated the 150th anniversary of its statehood. The U.S. Postal Service issued a stamp, the first to bear the 35-cent price, to honor the occasion. Ninety million of the commemorative stamps were issued. About how much postage did the stamps represent?

a. Which method of computation do you think is most appropriate for this problem? Justify your choice.

b. Solve the problem using the four-step plan. Be sure to examine your solution.

Find the next term in each list.

3. 3, 9, 15, 18, 25, ... 4. 32, 29, 26, 23, 20, ... 5. 6, 7, 9, 12, 16, ...

Lesson 1-2 (pages 12–16)

Find the value of each expression.

1. $8 + 7 + 12 + 4$ 2. $20 + 4 - 5 + 10$ 3. $(25 \cdot 3) + (10 \cdot 3)$

4. $36 \div 6 + 7 - 6$ 5. $30 \cdot (6 - 4)$ 6. $(40 \cdot 2) - (6 \cdot 11)$

7. $\frac{1}{2} + \frac{1}{3}$ 8. $\frac{1}{4} + \frac{1}{5}$ 9. $\frac{2}{3} + \frac{1}{6}$

10. $15 - 9 \cdot 4$ 11. $25 - 5(2 \cdot 4)$ 12. $81 \div 27 \cdot 6 \div 2$

13. Find the value of thirty-two divided by the product of four and ten.

Write a numerical phrase for each verbal phrase.

14. three increased by nine 15. fifteen divided by three 16. six less than ten

Lesson 1-3 (pages 17–21)

ALGEBRA Evaluate each expression if $a = 2$, $b = 4$, and $c = 3$.

1. $4a - ac$ 2. $4b + a + c$ 3. $11 \cdot c - ab$ 4. $4b - (a + c)$

5. $7a + b) \cdot c$ 6. $ba + b^2$ 7. $10a \cdot b^2$ 8. $3b - 12c$

9. $\frac{7}{c} - 1$ 10. $abc - bc$ 11. $2b - bc + a$ 12. $a(b - c)$

ALGEBRA Translate each phrase into an algebraic expression.

13. nine more than n 14. eleven less than t

15. three times p 16. the product of some number and five

17. twice Shelby's score decreased by 18 18. the quotient of 16 and n

724 Extra Practice

Pre-Algebra Student Edition, p. 724

Daily Intervention in the Teacher Wraparound Edition

- Every Ohio Academic Content Standard for Grade 8 is correlated to lessons in *Glencoe Pre-Algebra Student Edition*.
- **Daily Intervention** features provide suggestions for addressing various learning styles and helping students who are having difficulty.
- The **Differentiated Instruction** suggestions are keyed to eight commonly-accepted learning styles.
- **Unlocking Misconceptions** suggestions help you analyze where students make common errors so you can point these trouble spots out to them.

3 Practice/Apply

Study Notebook

- Run students...
- Ask the students to identify the auxiliary lines in their... auxiliary ruler worksheets for Chapter 3.
- Ask the class: any problem... asking, plan and write a brief explanation of each step.
- Include any other activity that they find helpful in mastering the skills in this lesson.

Study Notebook (with graphic)

About the Exercises

Organization by Objective

4 Four New Problems-Solving Plans: 9–20

4 Choose the Method of Computation: 21–26

Odd-Even Assignments

Exercises 9–20 are structured so that students practice the same concepts whether they are assigned odd or even problems.

Assignment Guide

Basic: 9, 10, 11–15 odd, 19–25 odd, 27–30

Average: 9, 10, 11–25 odd, 27–30

Advanced: 12–26 even, 27–30 (Optional 31–36)

CHOOSE THE METHOD OF COMPUTATION Choosing the method of computation is like an important step in solving problems. Use the strategies below to help you decide which method is most appropriate.

Example 3. Choose the Method of Computation

Log on for: Here are some activities to try using the resources on the USA TODAY website.

USA TODAY Snapshot: Glencoe's exclusive partnership with USA TODAY provides actual USA TODAY images of that state's mathematical landscape.

Explore: You know the seating capacities of Cincinnati Park and Fenway Park. You need to find how many more seats Cincinnati Park has than Fenway Park.

Plan: The quantities are the same, and you can use the same operation to find the amount of seats for each park. Then subtract.

Solve: Cincinnati Park: 41,000 – 41,000 = 41,000 – 34,000 = 7,000. Fenway Park: 41,000 – 34,000 = 7,000. Subtract 7,000 from 41,000. So, Cincinnati Park has about 7,000 more seats than Fenway Park.

Examine: Since 41,000 – 41,000 = 0, the answer makes sense.

Check 1: The box of Algebra.

DAILY INTERVENTION Differentiated Instruction

Visual/Spatial Give the students 10 minutes to build the following models.

All students to build the models. Four sets show the number of toothpicks used to build each model. Finally, students should determine the number of toothpicks needed to build the sixth model.

Pre-Algebra Teacher Wraparound Edition, p. 8

4 Assess

Open-Ended Assessment Speaking Show students the expressions $3 + 4 = 7$, $2 + 4 = 6$, and $3 + 5 = 8$. Ask them to give two different verbal phrases for the expressions. Then evaluate the expressions, explaining their reasoning.

Getting Ready for Lesson 1-3

BASIC SKILL In Lessons 1-3, you will continue to evaluate expressions using addition, subtraction, multiplication, and division. Exercises 42-45 practice the basic skills of finding a sum.

Assessment Options

Quiz (Exercises 1-4 and 1-3) is available on p. 51 of the Chapter 1 Student Masters.

Assessment Options (with graphic)

Answer

42. Sample answer: We need to apply an order of operations so that each expression has one unique value. Answers should include the following:

- When evaluating a numerical expression, simplify any expressions inside grouping symbols. Then do all multiplication and division from left to right. Then do all addition and subtraction from left to right.
- When the order of operations is not followed, an incorrect value for the expression may result.

43. Sample answer: 115 + 25 = 140. 9 × 9 = 81. (11 + 1) = 12.

44. CRITICAL THINKING Suppose only the 1, 10, 100, 1,000, and 10,000 coins in circulation are working. How can you get a total of 75 if you are only allowed to push these keys fewer than 20 times?

45. CONCEPTS Answer the questions that were posed at the beginning of the lesson. See samples.

Why do we need to agree on an order of operations?

- An explanation of how the order of operations are performed, and an explanation of what will happen to the value of an expression if the order of operations are not followed.

18. Which expression has a value of 10?

Standardized Test Practice

19. Which expression has a value of 10?

20. $20 - 30 = 10$

21. $10 - 20 = -10$

22. $10 + 20 = 30$

23. $20 + 30 = 50$

24. Identify the expression that represents the product of two tens. 8

25. $10 \times 10 = 100$

26. $10 \times 2 = 20$

27. $2 \times 10 = 20$

28. $10 \times 10 = 100$

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45. $2 \times 10 = 20$

46. **TRAVEL** The graph shows the projected number of international tourists to the United States from 2008 to 2020. How many tourists are projected to visit the United States from 2008 to 2020?

USA TODAY Snapshot: The number of international tourists to the United States is projected to increase from about 60 million in 2008 to about 100 million in 2020.

47. SPACE SHUTTLE The space shuttle can carry a payload of about 28,000 pounds. If a space shuttle can carry a payload of about 28,000 pounds, about how many space shuttles can carry the space shuttle?

BASIC SKILL Find each sum.

42. $10 + 24 = 34$

43. $15 + 41 = 56$

44. $100 + 10 = 110$

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390. $100 + 10 = 110$

391. $100 + 10 = 110$

392. $100 + 10 = 110$

393. $100 + 10 = 110$

394. $100 + 10 = 110$

395. $100 + 10 = 110$

396. $100 + 10 = 110$

397

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.

NAME _____ DATE _____ PERIOD _____

1-7 Study Guide and Intervention

Scatter Plots

A scatter plot is a graph that shows the relationship between two sets of data. In a scatter plot two sets of data are graphed as ordered pairs on a coordinate system. A scatter plot may show a pattern or relationship of the data. The relation may be positive or negative, or there may be no relationship.

Example SCHOOL The table shows Miranda's math quiz scores for the last five weeks. Make a scatter plot of the data.

Since the points are showing an upward trend from left to right, the data suggest a positive relationship.

Week	Score
1	50
2	51
3	65
4	72
5	80

Miranda's Quiz Scores

Exercises

FOOD For Exercises 1–3, use the table below which shows the fat grams and calories for several snack foods.

Food	Fat grams per serving	Calories per serving
doughnut	13	306
corn chips	13	200
pudding	3	150
cake	13	230
snack crackers	6	140
ice cream (light)	5	130
yogurt	2	70
cheese pizza	18	410

Snack Food Data

1. Make a scatter plot of the data in the table.
2. What do the x -coordinates represent? y -coordinates?
3. Is there a relationship between fat and calories? Explain.

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5-Minute Check

(Over Lesson 1-6) Transparency 1-7

Refer to the graph for Questions 1–5.

Name the point which corresponds to the ordered pair.

1. (2, 5)
2. (4, 3)

Write the ordered pair that names each point.

3. Q
4. T

5. Determine the domain and range of the relation.

6. Standardized Test Practice

What point lies on both the x -axis and the y -axis?

Ⓐ (1, 1) Ⓔ (0, 1)
 Ⓒ (0, 0) Ⓕ (1, 0)

ANSWERS

1. P
2. R
3. (3, 2)
4. (6, 4)
5. domain = {1, 2, 3, 4, 6}; range = {0, 2, 3, 4, 5, 6}
6. C

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5-Minute Check Transparency 1-7

- **5-Minute Check Transparencies with Standardized Test Practice** For each lesson, there is a full-size transparency with questions covering the previous lesson or chapter. Also included on each transparency is a Standardized Test Practice question. These provide an excellent ongoing opportunity for checking students' understanding of the mathematics they are learning.

Daily Intervention on the Internet

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



oh.pre-alg.com

- The **Parent and Student Study Guide** contains a one-page worksheet for each lesson in the Student Edition and a one-page review for each chapter. This online workbook offers an excellent opportunity for students and parents to work together to strengthen weaknesses and develop mathematical understanding.

oh.pre-alg.com/parent_student

- **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 Student Edition for review. Access the Self-Check Quizzes directly at:

oh.pre-alg.com/self_check_quiz



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

oh.pre-alg.com/extra_examples

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:

oh.pre-alg.com/vocabulary_review



Daily Intervention with Other Resources

SKILL 8 Name _____ Date _____ Period _____

Decimals and Place Value

You can use a place-value chart like the one below to help you write and read decimals and understand their values.

The decimal 160.289 is shown in the chart at the right. The place-value chart can be extended in either direction. The digit 9, together with its place value, names the number nine thousandths or 0.009.

Notice that the decimal point separates the ones and tenths places. It is read as *and*.

The decimal 160.289 is read as *one hundred sixty and two hundred eighty-nine thousandths*.

Examples

- Write nine and five hundred twenty-six ten-thousandths as a number.
9.0526
- Write 623.75 in words.
six hundred twenty-three and seventy-five hundredths

Write the number named by the underlined digit in words.

1. 9.45	2. 2.3 <u>0</u> 2	3. 110.5 <u>1</u>
4. 43.6 <u>7</u> 2	5. 98.0 <u>0</u> 0	6. 5.312 <u>0</u>
7. 16.0 <u>0</u>	8. 2.0 <u>0</u> 24	9. 2.0 <u>0</u> 74
10. 0.0 <u>0</u> 7	11. 0.0 <u>0</u> 251	12. 7.58 <u>5</u> 2

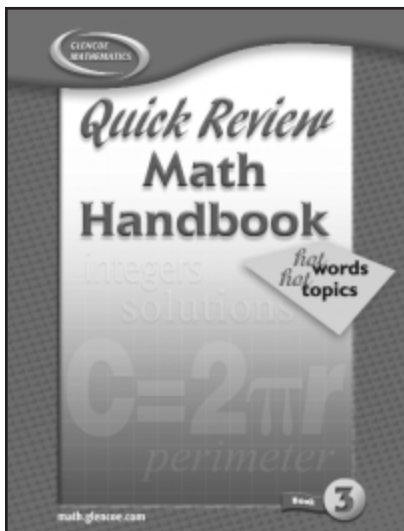
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Prerequisite Skills Workbook, p. 15

- The **Prerequisite Skills Workbook** provides extra practice on basic skills that are needed for success in pre-algebra. 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
- Measures in the Metric and Customary Systems
- Line Graphs
- Histograms
- Probability

- The **Pre-AlgePASS: Tutorial Plus** CD-ROM provides an interactive, self-paced tutorial for a pre-algebra curriculum. The lessons are correlated directly to *Glencoe Pre-Algebra*. 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: Hot Words, Hot Topics**, 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