



### 3 Adding and Subtracting Decimals

#### 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<br>(Standard) | Day<br>(Honors) | Lesson                             | Title   |
|-------------------|-----------------|------------------------------------|---|
| 1                 | 1               | *Chapter Project                   | Theme: Travel<br>Vacation Destination   |
| 2 & 3             |                 | *3-1A                              | <small>HANDS-ON LAB</small> Cooperative Learning<br>Decimals Through Hundredths |
|                   | 2               | 3-1                                | Decimals Through Ten-Thousandths  |
| 4 & 5             |                 | *3-2A                              | <small>HANDS-ON LAB</small> Cooperative Learning<br>Measurement                 |
|                   | 3               | 3-2                                | Integration: Measurement<br>Length in the Metric System                         |
| 6                 | 4               | 3-3                                | Comparing and Ordering Decimals   |
| 7                 | 5               | 3-4                                | Rounding Decimals   |
| 8                 | 6               | 3-5                                | Estimating Sums and Differences   |
| 9                 | 7               | 3-6A                               | <small>THINKING LAB</small> Problem Solving<br>Reasonable Answers               |
| 10                | 8               | 3-6                                | Adding and Subtracting Decimals   |
| 11                | 9               | Review: Study Guide and Assessment |   |
| 12                | 10              | Assessment: Chapter Test           |   |

\* Optional

#### Chapter Resources

|   |  |
|---|--|
| <p><b>Meeting Individual Needs</b><br/> <i>Investigations for the Special Education Student</i>,<br/>           Dining Out, p. 7<br/> <i>Spanish Study Guide and Assessment</i><br/> <i>Study Guide and Practice Workbook</i></p> | <p><b>Technology</b><br/> <i>Electronic Teacher's Classroom Resources (ETCR)</i><br/> <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><br/>           Units 12 and 18</p>   | <p><b>Applications</b><br/> <i>Family Letters and Activities</i>, pp. 5-6<br/> <i>Spanish Family Letters and Activities</i>, pp. 5-6</p>   |



# Chapter Project (pp. 92-93)



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

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

## Objectives

- \_\_\_\_\_ Understand estimating, adding, and subtracting decimals.
- \_\_\_\_\_ Be able to solve problems using decimals.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**South Carolina Math  
Curriculum Standards**  
**Grade 6:** NO II.A.1., NO III.A.1.,  
NO III.B.3.

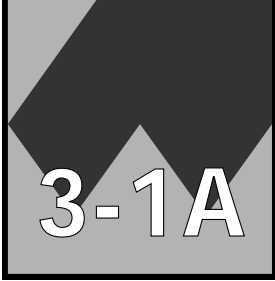
## Theme: Travel

- \_\_\_\_\_ Chapter Project, *SE*, p. 93
- \_\_\_\_\_ Chapter 3 Notes, *TWE*, p. 92
- \_\_\_\_\_ Question of the Day, *TWE*, p. 92
- \_\_\_\_\_ ⇨ *Investigations and Projects Masters*, pp. 25-28

### Homework Assignments

- \_\_\_\_\_ p.115, Working on the Chapter Project, Exercise 35
- \_\_\_\_\_ p.120, Working on the Chapter Project, Exercise 34
- \_\_\_\_\_ p.125, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (p. 94)



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

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

## Objectives

- \_\_\_\_\_ Students model decimals through hundredths.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 6-10

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 1
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 1: base-ten models
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 3-1A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: decimal models
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Interactive Lesson 3-1A

## ASSESS

- \_\_\_\_\_ *TWE*, p. 94
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 41

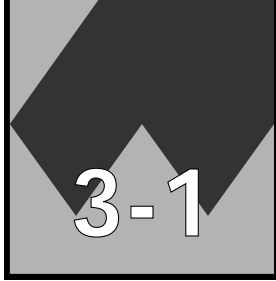
**Class Activity (p. 94)**

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

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

\_\_\_\_\_ Math Journal, *TWE*, p. 94

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# Lesson Planning Guide (pp. 95-98)



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

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

## Objectives

- \_\_\_\_\_ Model, read, and write decimals.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 4, 6-10

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 95
- \_\_\_\_\_ ⇨ Transparency 3-1A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 96
- \_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 95
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 95

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-1B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 96
- \_\_\_\_\_ In-Class Examples, *TWE*, pp. 96-97
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 17
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 97
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 5-6
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-1
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 97

**Homework Assignments (pp. 97-98)**

\_\_\_\_\_ Core: 11-29 odd, 31-35                      \_\_\_\_\_ Enriched: 12-28 even, 29-35

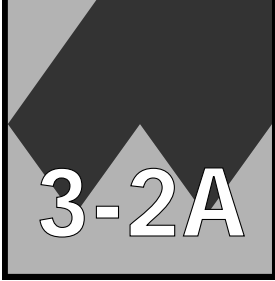
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 563
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 17
- \_\_\_\_\_ School to Career Activity, *SE*, p. 99
- \_\_\_\_\_ Math in the Media, *SE*, p. 98
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 19

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 98
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 98
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 17

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# Lesson Planning Guide (pp. 100-101)



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

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

## Objectives

- \_\_\_\_\_ Measure length in metric units.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

|   |
|---|
| <b>NCTM Standards:</b><br>1, 4, 6-10                                    |
| <b>South Carolina Math Curriculum Standards</b><br>Grade 6: MEA II.B.1. |

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 100

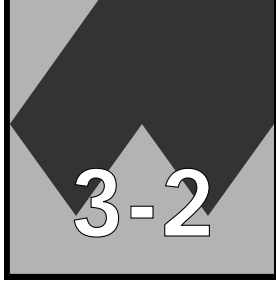
## ASSESS

- \_\_\_\_\_ *TWE*, p. 101
- \_\_\_\_\_ ⇔ *Hands-On Lab Masters*, p. 42

|                                   |
|-----------------------------------|
| <b>Class Activity (p. 101)</b>    |
| _____ All: 1-5                    |
| _____ Alternate Assignment: _____ |

- \_\_\_\_\_ Math Journal, *TWE*, p. 101

|     |                      |                                    |                              |
|-----|----------------------|------------------------------------|------------------------------|
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|-----|----------------------|------------------------------------|------------------------------|



# Lesson Planning Guide (pp. 102-104)



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

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

## Objectives

\_\_\_\_\_ Show relationships among metric units of length and measure line segments.

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

|  |
|--|
| <b>NCTM Standards:</b><br>1, 3, 4, 6-10                  |
| <b>South Carolina Math Curriculum Standards</b>          |
| <b>Grade 6:</b> GEO IV.E.1.,<br>MEA II.A.1., MEA II.B.1. |

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 102

\_\_\_\_\_ ⇨ Transparency 3-2A

\_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 102

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 3-2B

\_\_\_\_\_ Using the Mini-Lab, *TWE*, p 102

\_\_\_\_\_ ⇨ *Teacher's Guide, Overhead Manipulative Resources*, Mini-Lab for Lesson 3-2.

\_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 102

\_\_\_\_\_ In-Class Examples, *TWE*, p. 103

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 18

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 103

\_\_\_\_\_ Error Analysis, *TWE*, p. 103

\_\_\_\_\_ ⇨ *Transition Booklet*, pp. 29-30

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-2

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, pp. 103-104

### Homework Assignments (p. 104)

\_\_\_\_\_ Core 9-23 odd, 24-27

\_\_\_\_\_ Enriched: 10-20 even, 22-27

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

\_\_\_\_\_ Extra Practice, *SE*, p. 563

\_\_\_\_\_ ⇨ *Practice Masters*, p. 18

\_\_\_\_\_ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 20

## 4 ASSESS

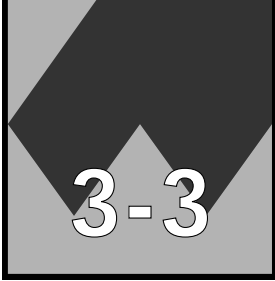
\_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 104

\_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 71

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 104

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 18

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# Lesson Planning Guide (pp. 105-108)



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

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

## Objectives

- \_\_\_\_\_ Compare decimals and order a set of decimals.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

|   |
|---|
| <b>NCTM Standards:</b><br>1, 3, 5-10            |
| <b>South Carolina Math Curriculum Standards</b> |
| <b>Grade 6: NO I.B.1, MEA II.A.1</b>            |

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 105
- \_\_\_\_\_ ⇨ Transparency 3-3A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 105

## 2 TEACH


- \_\_\_\_\_ ⇨ Transparency 3-3B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 106
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 3-3
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 106
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 19
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 107
- \_\_\_\_\_ Error Analysis, *TWE*, p. 107
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 7-8
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-3, Interactive Lesson 3-3

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 107

### Homework Assignments (p. 108)

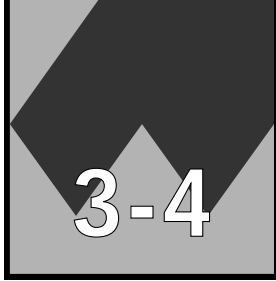
- \_\_\_\_\_ Core: 11-27 odd, 28-32
- \_\_\_\_\_ Enriched: 10-24 even, 26-32
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 563
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 19
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 71
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 6
- \_\_\_\_\_ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 21

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 108
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 70
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 71
- \_\_\_\_\_ Extending the Lesson, *TWE*, p.108
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 19

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# Lesson Planning Guide (pp. 109-111)



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

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

## Objectives

- \_\_\_\_\_ Round decimals.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 3, 4, 6-10

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 109
- \_\_\_\_\_ ⇨ Transparency 3-4A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 109

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-4B
- \_\_\_\_\_ Using Number Lines, *TWE*, p. 110
- \_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 110
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 110
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 20
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 110
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 110
- \_\_\_\_\_ Family Activity, *SE*, p. 111

**Homework Assignments (pp. 110-111)**

\_\_\_\_\_ Core: 9-23 odd, 25-28                      \_\_\_\_\_ Enriched: 10-22 even, 23-28

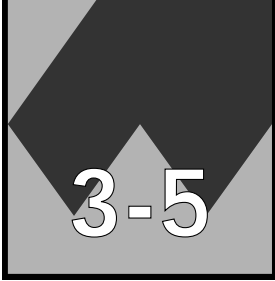
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 564
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 20
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 3
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 22

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 111
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 111
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 20
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 111

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# Lesson Planning Guide (pp. 112-115)



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

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

## Objectives

- \_\_\_\_\_ Estimate decimal sums and differences.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 6-10

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 112
- \_\_\_\_\_ ⇨ Transparency 3-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 112

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 3-5B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 113
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 113
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 21
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 114
- \_\_\_\_\_ Error Analysis, *TWE*, p. 114
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 3-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 114

**Homework Assignments (pp. 114-115)**

\_\_\_\_\_ Core: 13-33 odd, 36-41                      \_\_\_\_\_ Enriched: 12-32 even, 33, 34, 36-41

\_\_\_\_\_ Optional: 35 (Working on the Chapter Project)

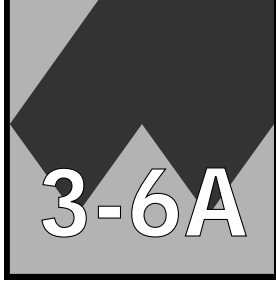
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 564
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 21
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 23

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 115
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 72
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 115
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 21

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# Lesson Planning Guide (pp. 116-117)



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

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

## Objectives

- \_\_\_\_\_ Determine whether answers to problems are reasonable.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 6-10

## 1 FOCUS

- \_\_\_\_\_ Getting Started, *TWE*, p. 116

## 2 TEACH

- \_\_\_\_\_ In-Class Examples, *TWE*, p. 116
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 116

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *TWE*, p. 117

**Homework Assignments (p. 117)**

- \_\_\_\_\_ All: 5-13
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 564
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 593-594

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 117
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 117

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





# Review and Assessment (pp. 122-127)



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

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

- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 122-125
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 126-127
- \_\_\_\_\_ Chapter Test, *SE*, p. 597



## ⇨ *Assessment and Evaluation Masters (pp. 57-75)*

### Multiple-Choice Tests

- \_\_\_\_\_ Form 1A, 1B, or 1C, pp. 57-62
- \_\_\_\_\_ Standardized Test Practice, pp. 73-74

### Free-Response Tests

- \_\_\_\_\_ Form 2A, 2B, or 2C, pp. 63-68
- \_\_\_\_\_ Performance Assessment, p. 69
- \_\_\_\_\_ Cumulative Review, p. 75

- \_\_\_\_\_ ⇨ *MindJogger Videoquizzes*, Chapter 3
- \_\_\_\_\_ ⇨ *Test and Review Software*
- \_\_\_\_\_ ⇨ *CD-ROM Assessment Game*
- \_\_\_\_\_ ⇨ *State Test Preparation CD-ROM*
- \_\_\_\_\_ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 25
- \_\_\_\_\_ ⇨  *South Carolina PACT Workbook and Test Preparation, Grade 6*

## *Interdisciplinary Investigation, SE*, pp. 128-129

- \_\_\_\_\_ ⇨ *Interdisciplinary Investigation, TWE*, pp. 128-129
- \_\_\_\_\_ ⇨ *Investigations and Projects Masters*, pp. 1-4

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