

4 Multiplying and Dividing 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 (Standard)	Day (Honors)	Lesson	Title
1	1	*Chapter Project	Theme: Business Be Your Own Boss!
2 & 3		*4-1A	<small>HANDS-ON LAB</small> Cooperative Learning Multiplying Decimals by Whole Numbers
	2	4-1	Multiplying Decimals by Whole Numbers
4	3	4-2	Using the Distributive Property
5 & 6		*4-3A	<small>HANDS-ON LAB</small> Cooperative Learning Multiplying Decimals
	4 & 5	4-3	Multiplying Decimals
		*4-3B	<small>TECHNOLOGY LAB</small> Spreadsheets Reading Spreadsheets
7	6 & 7	4-4	Integration: Geometry Perimeter and Area
		*4-4B	<small>HANDS-ON LAB</small> Cooperative Learning Area and Perimeter
8	8	4-5A	<small>THINKING LAB</small> Problem Solving Solve a Simpler Problem
9	9	4-5	Dividing Decimals by Whole Numbers
10 & 11		*4-6A	<small>HANDS-ON LAB</small> Cooperative Learning Dividing by Decimals
	10	4-6	Dividing by Decimals
12	11	4-7	Zeros in the Quotient
13	12	4-8	Integration: Measurement Mass and Capacity in the Metric System
14 & 15	13	4-9	Integration: Measurement Changing Metric Units
	14	Review: Study Guide and Assessment	
16	15	Assessment: Chapter Test	

* Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, The Check's in the Mail, pp. 9-12; Super Star!, pp. 31-34 <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Units 2 and 14</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 7-9 <i>Spanish Family Letters and Activities</i>, pp. 7-9</p>



Chapter Project (pp. 130-131)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Develop a pricing strategy for a chosen product.
- _____ Design an advertisement.
- _____ State/local objectives: _____

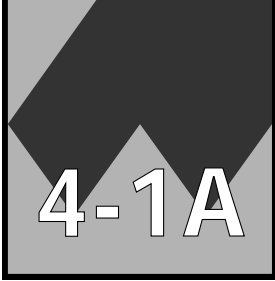
Theme: *Be Your Own Boss!*

- _____ Chapter Project, *SE*, p. 131
- _____ Chapter 4 Notes, *TWE*, p. 130
- _____ Question of the Day, *TWE*, p. 130
- _____ ⇨ *Investigations and Projects Masters*, pp. 29-32

Homework Assignments

- _____ p. 135, Working on the Chapter Project, Exercise 32
- _____ p. 143, Working on the Chapter Project, Exercise 30
- _____ p. 173, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (p. 132)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Students use grid paper to multiply decimals by whole numbers.
- _____ State/local objectives: _____

NCTM Standards: 1, 5-8, 10
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.A.1., NO III.B.2., NO III.B.3.

MANAGEMENT

- _____ Getting Started, *TWE*, p. 132
- _____ ⇨ *Hands-On Lab Masters*, p. 11: grid paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-1A
- _____ ⇨ *Overhead Manipulative Resources*: decimal models

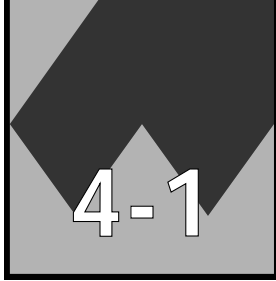
ASSESS

- _____ *TWE*, p. 132
- _____ ⇨ *Hands-On Lab Masters*, p. 43

Class Activity (p. 132)
_____ All: 1-5
_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 132

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 133-136)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Estimate and find the products of decimals and whole numbers.
- _____ State/local objectives: _____

NCTM Standards: 1, 2, 4-10
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.A.1., NO III.B.2., NO III.B.3.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 133
- _____ ⇨ Transparency 4-1A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 133
- _____ Cross-Curriculum Cue, *TWE*, p. 133

2 TEACH

- _____ ⇨ Transparency 4-1B
- _____ Reading Mathematics, *TWE*, p. 134
- _____ In-Class Examples, *TWE*, p. 134
- _____ ⇨ *Study Guide Masters*, p. 23
- _____ Reteaching the Lesson, *TWE*, p. 134
- _____ ⇨ *Transition Booklet*, pp. 21-22
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-1

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 134-135

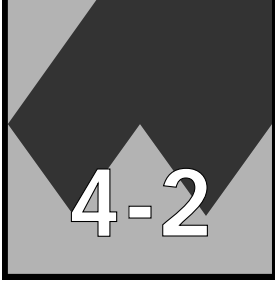
Homework Assignments (pp. 135-136)	
_____ Core: 13-31 odd, 33-37	_____ Enriched: 12-28 even, 30, 31, 33-37
_____ Optional: 32 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 565
- _____ ⇨ *Practice Masters*, p. 23
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 26

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 136
- _____ Extending the Lesson, *TWE*, p. 136
- _____ ⇨ *Enrichment Masters*, p. 23

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 137-139)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Compute products mentally using the distributive property.
- _____ State/local objectives: _____

NCTM Standards: 1, 2, 5-9
South Carolina Math Curriculum Standards Grade 6: NO II.B.1., NO III.A.1., ALG II.D.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 137
- _____ ⇨ Transparency 4-2A
- _____ Motivating the Lesson, Communication, *TWE*, p. 137

2 TEACH


- _____ ⇨ Transparency 4-2B
- _____ Thinking Algebraically, *TWE*, p. 137
- _____ In-Class Examples, *TWE*, p. 138
- _____ ⇨ *Study Guide Masters*, p. 24
- _____ Reteaching the Lesson, *TWE*, p. 138
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-2

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 138

Homework Assignments (p. 139)

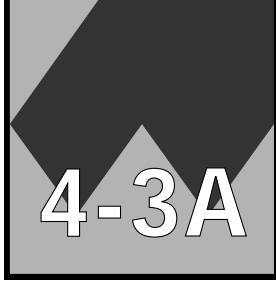
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|-----------------------------------|-----------------------------------|
| _____ Core: 11-25 odd, 27-30 | _____ Enriched: 10-24 even, 25-30 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 565
- _____ ⇨ *Practice Masters*, p. 24
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 7
- _____ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 27

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 139
- _____ Extending the Lesson, *TWE*, p. 139
- _____ ⇨ *Enrichment Masters*, p. 24

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 140)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Use grid paper to multiply decimals.
- _____ State/local objectives: _____

NCTM Standards: 1, 6-8, 10
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.A.1., NO III.B.2., NO III.B.3.

MANAGEMENT

- _____ Getting Started, *TWE*, p.140
- _____ ⇨ *Hands-On Lab Masters*, p. 11: grid paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-3A
- _____ ⇨ *Overhead Manipulative Resources*: decimal models

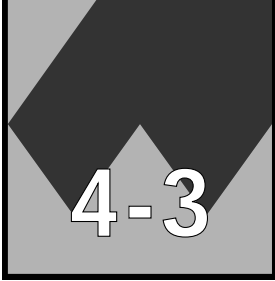
ASSESS

- _____ *TWE*, p. 140
- _____ ⇨ *Hands-On Lab Masters*, p. 44

Class Activity (p. 140)
_____ All: 1-6
_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 140

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 141-143)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Multiply decimals.
- _____ State/local objectives: _____

NCTM Standards: 1, 2, 3, 5-10
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.A.1., NO III.B.2., NO III.B.3.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 141
- _____ ⇨ Transparency 4-3A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 141
- _____ Multiple Learning Styles, Logical, *TWE*, p. 141

2 TEACH


- _____ ⇨ Transparency 4-3B
- _____ Using Logical Reasoning, *TWE*, p. 141
- _____ In-Class Examples, *TWE*, p. 142
- _____ ⇨ *Study Guide Masters*, p. 25
- _____ Reteaching the Lesson, *TWE*, p. 142
- _____ Error Analysis, *TWE*, p. 142
- _____ ⇨ *Transition Booklet*, pp. 23-24
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-3, Interactive Lesson 4-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 142

Homework Assignments (pp. 142-143)

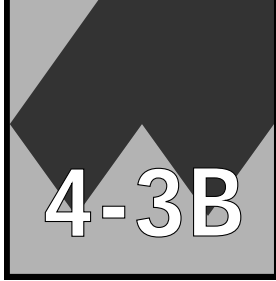
- _____ Core: 9-29 odd, 31-35 _____ Enriched: 10-28 even, 29, 31-35
- _____ Optional: 30 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 566
- _____ ⇨ *Practice Masters*, p. 25
- _____ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 28

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 143
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 99
- _____ Extending the Lesson, *TWE*, p. 143
- _____ ⇨ *Enrichment Masters*, p. 25

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



Lesson Planning Guide (p. 144)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Explore how data and formulas are entered in a computer spreadsheet.
- _____ State/local objectives: _____

NCTM Standards: 1, 6-9
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.B.3., ALG III.A.1., GEO IV.E.1.

MANAGEMENT

- _____ Getting Started, *TWE*, p. 144

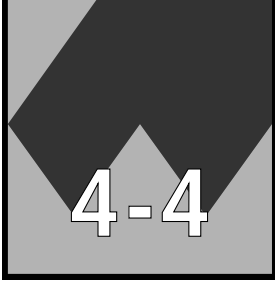
ASSESS

- _____ *TWE*, p. 144

Class Activity (pp. 144)
_____ All: 1-5 _____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 144

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇄ = Other Program Components
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Lesson Planning Guide (pp. 145-148)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Find the perimeters and the areas of rectangles and squares.
- _____ State/local objectives: _____

NCTM Standards: 1-4, 6-10
South Carolina Math Curriculum Standards
Grade 6: NO II.A.1., NO III.A.1., NO III.B.3., GEO IV.E.1., MEA I.C.2., MEA II.A.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 145
- _____ ⇨ Transparency 4-4A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 145
- _____ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 145

2 TEACH

- _____ ⇨ Transparency 4-4B
- _____ Reading Mathematics, *TWE*, p. 146
- _____ In-Class Examples, *TWE*, p. 146
- _____ ⇨ *Study Guide Masters*, p. 26
- _____ Reteaching the Lesson, *TWE*, p. 147
- _____ Error Analysis, *TWE*, p. 147
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-4, Interactive Lesson 4-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 147

Homework Assignments (pp. 147-148)

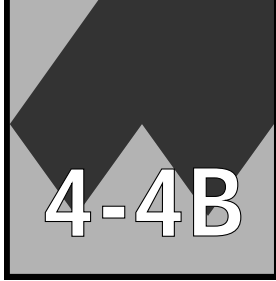
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|-----------------------------------|-----------------------------------|
| _____ Core: 9-21 odd, 23-26 | _____ Enriched: 10-18 even, 20-26 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 566
- _____ ⇨ *Practice Masters*, p. 26
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 8
- _____ Family Activity, *SE*, p. 148
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 29

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 148
- _____ Extending the Lesson, *TWE*, p. 148
- _____ ⇨ *Enrichment Masters*, p. 26

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (p. 149)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Explore how perimeter and area are related.
- _____ State/local objectives: _____

NCTM Standards: 2-4, 6-9
South Carolina Math Curriculum Standards
Grade 6: GEO IV.E.1., MEA I.C.2., MEA II.A.1.

MANAGEMENT

- _____ Getting Started, *TWE*, p. 149
- _____ ⇨ *Hands-On Lab Masters*, p. 11: grid paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-4B
- _____ ⇨ *Overhead Manipulative Resources*: centimeter grid

ASSESS

- _____ *TWE*, p. 149
- _____ ⇨ *Hands-On Lab Masters*, p. 45

Class Activity (p. 149)
_____ All: 1-4
_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 149

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Lesson Planning Guide (pp. 150-151)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by first solving a simpler problem.

_____ State/local objectives: _____

NCTM Standards:

1-10

South Carolina Math Curriculum Standards

Grade 6: GEO IV.E.1.,
MEA I.C.2., MEA II.A.1.

1 FOCUS

_____ Getting Started, *TWE*, p. 150

2 TEACH

_____ In-Class Examples, *TWE*, p. 150

_____ Reteaching the Lesson, *TWE*, p. 150

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 151

Homework Assignments (p. 151)

_____ All: 4-13

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 566

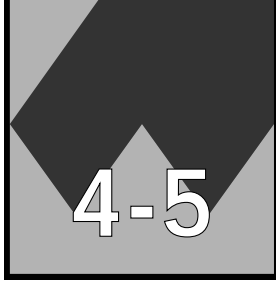
_____ Mixed Problem Solving, *SE*, pp. 593-594

4 ASSESS

_____ Closing Activity, Writing, *TWE*, p. 151

_____ Extending the Lesson, *TWE*, p. 151

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



Lesson Planning Guide (pp. 152-155)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Divide decimals by whole numbers.
- _____ State/local objectives: _____

NCTM Standards: 1-4, 6-10
South Carolina Math Curriculum Standards
Grade 6: NO II.A.1., NO III.A.1., NO III.B.1., NO III.B.2., NO III.B.3., GEO IV.E.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 152
- _____ ⇨ Transparency 4-5A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 52

2 TEACH

- _____ ⇨ Transparency 4-5B
- _____ Using Connections, *TWE*, p. 153
- _____ In-Class Examples, *TWE*, p. 153
- _____ ⇨ *Study Guide Masters*, p. 27
- _____ Reteaching the Lesson, *TWE*, p. 153
- _____ ⇨ *Transition Booklet*, pp. 25-26
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-5, Interactive Lesson 4-5

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 153

Homework Assignments (pp. 154-155)

- _____ Core: 11-31 odd, 33-37 _____ Enriched: 12-28 even, 29-37
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 567
- _____ ⇨ *Practice Masters*, p. 27
- _____ ⇨ *School to Career Masters*, p. 4
- _____ ⇨ *Science and Mathematics Lab Manual*, pp. 73-76
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 30

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 155
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 99
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 98
- _____ Extending the Lesson, *TWE*, p. 155
- _____ ⇨ *Enrichment Masters*, p. 27
- _____ Mid-Chapter Self Test, *SE*, p. 155

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (p. 156)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Use base-ten blocks to divide decimals.
- _____ State/local objectives: _____

NCTM Standards: 1, 7-10
South Carolina Math Curriculum Standards Grade 6: NO II.A.1., NO III.A.1., NO III.B.1., NO III.B.2., NO III.B.3.

MANAGEMENT

- _____ Getting Started, *TWE*, p. 156
- _____ ⇨ *Hands-On Lab Masters*, p. 1: base-ten models
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-6A
- _____ ⇨ *Overhead Manipulative Resources*: decimal models

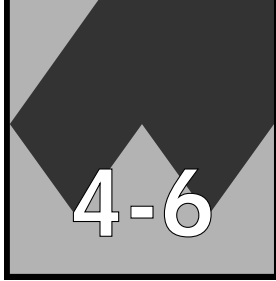
ASSESS

- _____ *TWE*, p. 156
- _____ ⇨ *Hands-On Lab Masters*, p. 46

Class Activity (p. 156)
_____ All: 1-5
_____ Alternate Assignment: _____

- _____ Math Journal, *TWE*, p. 156

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Lesson Planning Guide (pp. 157-159)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Divide decimals by decimals.
- _____ State/local objectives: _____

NCTM Standards: 1, 5-10
South Carolina Math Curriculum Standards
Grade 6: NO II.A.1., NO III.A.1., NO III.B.1., NO III.B.2., NO III.B.3.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 157
- _____ ⇨ Transparency 4-6A
- _____ Motivating the Lesson, Communication, *TWE*, p. 157
- _____ Multiple Learning Styles, Verbal/Linguistic, *TWE*, p. 157

2 TEACH

- _____ ⇨ Transparency 4-6B
- _____ Using Critical Thinking, *TWE*, p. 157
- _____ In-Class Examples, *TWE*, p. 158
- _____ ⇨ *Study Guide Masters*, p. 28
- _____ Reteaching the Lesson, *TWE*, p. 158
- _____ ⇨ *Transition Booklet*, pp. 27-28
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-6, Interactive Lesson 4-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 158

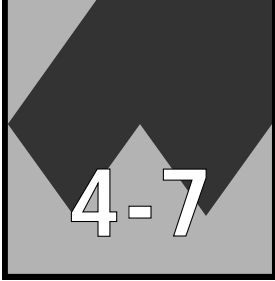
Homework Assignments (pp. 158-159)	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 10-28 even, 30-37
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 567
- _____ ⇨ *Practice Masters*, p. 28
- _____ ⇨ *Classroom Games*, pp. 7-9
- _____ School to Career Activity, *SE*, p. 160
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 31

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 159
- _____ Extending the Lesson, *TWE*, p. 159
- _____ ⇨ *Enrichment Masters*, p. 28

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 161-163)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Divide decimals involving special cases of zero in the quotient.
- _____ State/local objectives: _____

NCTM Standards: 1-4, 6-9
South Carolina Math Curriculum Standards
Grade 6: NO II.A.1., NO III.A.1., NO III.B.1., NO III.B.2., NO III.B.3., GEO IV.E.1., MEA I.C.2., MEA II.A.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 161
- _____ ⇨ Transparency 4-7A
- _____ Motivating the Lesson, Communication, *TWE*, p. 161

2 TEACH

- _____ ⇨ Transparency 4-7B
- _____ Using Calculators, *TWE*, p. 161
- _____ In-Class Examples, *TWE*, p. 162
- _____ ⇨ *Study Guide Masters*, p. 29
- _____ Reteaching the Lesson, *TWE*, p. 162
- _____ Error Analysis, *TWE*, p. 162
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 162

Homework Assignments (pp. 162-163)

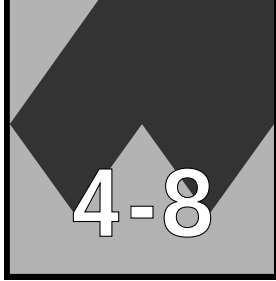
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|-----------------------------------|-----------------------------------|
| _____ Core: 13-31 odd, 33-37 | _____ Enriched: 12-28 even, 30-37 |
| _____ Alternate Assignment: _____ | |

- _____ Extra Practice, *SE*, p. 567
- _____ ⇨ *Practice Masters*, p. 29
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 32

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 163
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 100
- _____ Extending the Lesson, *TWE*, p. 163
- _____ ⇨ *Enrichment Masters*, p. 29

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Lesson Planning Guide (pp. 164-166)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Use metric units of mass and capacity.
- _____ State/local objectives: _____

NCTM Standards: 1, 4, 6-9
South Carolina Math Curriculum Standards
Grade 6: NO III.B.1., MEA II.A.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 164
- _____ ⇨ Transparency 4-8B
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 164

2 TEACH

- _____ ⇨ Transparency 4-8B
- _____ Using a Balance, *TWE*, p. 164
- _____ In-Class Examples, *TWE*, p. 165
- _____ ⇨ *Study Guide Masters*, p. 30
- _____ Reteaching the Lesson, *TWE*, p. 165
- _____ ⇨ *Transition Booklet*, pp. 31-34
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-8

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 165

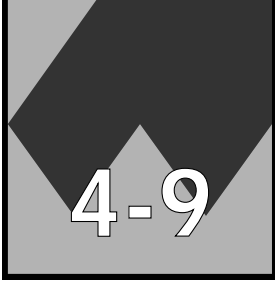
Homework Assignments (pp. 165-166)	
_____ Core: 9-25 odd, 26-29	_____ Enriched: 8-20 even, 22-29
_____ Alternate Assignment: _____	

- _____ Extra Practice, *SE*, p. 568
- _____ ⇨ *Practice Masters*, p. 30
- _____ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 33

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 166
- _____ Closing Activity, Modeling, *TWE*, p. 166
- _____ Extending the Lesson, *TWE*, p. 166
- _____ ⇨ *Enrichment Masters*, p. 30

KEY <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition ⇨ = Other Program Components
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Lesson Planning Guide (pp. 167-169)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Change units within the metric system.
- _____ State/local objectives: _____

NCTM Standards: 1, 2, 6-10
South Carolina Math Curriculum Standards Grade 6: NO I.E.1., NO II.A.1., NO III.B.3., MEA II.A.1.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 167
- _____ ⇨ Transparency 4-9A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 167

2 TEACH


- _____ ⇨ Transparency 4-9B
- _____ Mastering Basic Skills, *TWE*, p. 168
- _____ In-Class Examples, *TWE*, p. 168
- _____ ⇨ *Study Guide Masters*, p. 31
- _____ Reteaching the Lesson, *TWE*, p. 168
- _____ Error Analysis, *TWE*, p. 168
- _____ ⇨ *CD-ROM Program*, Resource Lesson 4-9, Interactive Lesson 4-9

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 168

Homework Assignments (p. 169)

- _____ Core: 11-33 odd, 34-38 _____ Enriched: 12-30 even, 32-38
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 568
- _____ ⇨ *Practice Masters*, p. 31
- _____ ⇨ *Hands-On Lab Masters*, p. 72
- _____ ⇨ *Diversity Masters*, p. 4
- _____ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 34

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 169
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 100
- _____ Extending the Lesson, *TWE*, p. 169
- _____ ⇨ *Enrichment Masters*, p. 31

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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Review and Assessment (pp. 170-175)



Teacher's Name _____ Dates _____

Grade _____ Class _____
Review M Tu W Th F
Testing M Tu W Th F



- _____ Study Guide and Assessment, *SE*, pp. 170-173
- _____ Standardized Test Practice, *SE*, pp. 174-175
- _____ Chapter Test, *SE*, p. 598

⇔ **Assessment and Evaluation Masters (pp. 85-103)**

Multiple-Choice Tests

Free-Response Tests

- | | |
|---|-------------------------------------|
| _____ Form 1A, 1B, or 1C, pp. 85-90 | _____ Form 2A, 2B, or 2C, pp. 91-96 |
| _____ Standardized Test Practice, pp. 101-102 | _____ Performance Assessment, p. 97 |
| | _____ Cumulative Review, p. 103 |

- _____ ⇔ *MindJogger Videoquizzes*, Chapter 4
- _____ ⇔ *Test and Review Software*
- _____ ⇔ *CD-ROM Assessment Game*
- _____ ⇔ *State Test Preparation CD-ROM*
- _____ ⇔  *South Carolina Parent and Student Study Guide Workbook*, p. 35
- _____ ⇔  *South Carolina PACT Workbook and Test Preparation, Grade 6*

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