



# 11 Algebra: Investigating Integers

## Chapter Pacing Guide

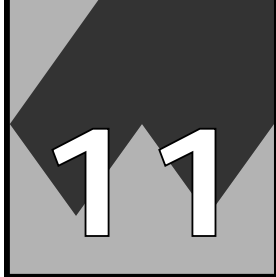
Please note that this pacing guide is based upon completing the entire text in 165 classes, approximately 50 minutes each. More time can be allotted for this chapter if you do not plan to teach the entire text.

<i>Day (Standard)</i>	<i>Day (Honors)</i>	<i>Lesson</i>	<i>Title</i>
1	1	*Chapter Project	Theme: Civics You Win Some, You Lose Some
2	2	11-1	Integers
3 & 4	3	11-2	Comparing and Ordering Integers
5 & 6		*11-3A	<small>HANDS-ON LAB</small> Cooperative Learning Zero Pairs
	4	11-3	Adding Integers
7	5	11-4	Subtracting Integers
8	6	11-5	Multiplying Integers
9	7	11-6A	<small>THINKING LAB</small> Problem Solving Work Backward
10	8	11-6	Dividing Integers
11	9	11-7	Integration: Geometry The Coordinate System
12 & 13		*11-8A	<small>HANDS-ON LAB</small> Cooperative Learning Patty Paper Transformations
	10 & 11	11-8	Integration: Geometry Graphing Transformations
14	12	Review: Study Guide and Assessment	
15	13	Assessment: Chapter Test	

\* Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b> Spanish Study Guide and Assessment Study Guide and Practice Workbook</p>	<p><b>Technology</b> Electronic Teacher's Classroom Resources (ETCR) <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> Units 3 and 15</p>	<p><b>Applications</b> Family Letters and Activities, pp. 21-22 Spanish Family Letters and Activities, pp. 21-22</p>



# Chapter Project (pp. 432-433)



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

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

## Objectives

- \_\_\_\_\_ Show changes in numbers of members in the House of Representatives for each state.
- \_\_\_\_\_ Make a line plot of the changes.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

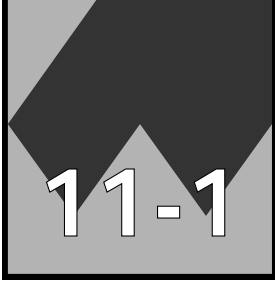
## Theme: Civics

- \_\_\_\_\_ Chapter Project, *SE*, p. 433
- \_\_\_\_\_ Chapter 11 Notes, *TWE*, p. 432
- \_\_\_\_\_ Question of the Day, *TWE*, p. 432
- \_\_\_\_\_ ⇨ *Investigations and Projects Masters*, pp. 57-60

### Homework Assignments

- \_\_\_\_\_ p. 436, Working on the Chapter Project, Exercise 41
- \_\_\_\_\_ p. 444, Working on the Chapter Project, Exercise 34
- \_\_\_\_\_ p. 461, Working on the Chapter Project, Exercise 34
- \_\_\_\_\_ p. 471, Completing the Chapter Project, Alternative Assessment

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



# Lesson Planning Guide (pp. 434-436)



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

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

## Objectives

- \_\_\_\_\_ Identify, name, and graph integers.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 6: NO I.G.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 434
- \_\_\_\_\_ ⇨ Transparency 11-1A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 434
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 434

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-1B
- \_\_\_\_\_ Mastering Basic Skills, *TWE*, p. 435
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 435
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 76
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 435
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-1

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 435

### *Homework Assignments (p. 436)*

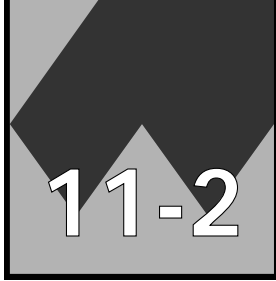
- \_\_\_\_\_ Core: 15-39 odd, 42-47                      \_\_\_\_\_ Enriched: 14-38 even, 39, 40, 42-47
- \_\_\_\_\_ Optional: 41 (Working on the Chapter Project)
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 585
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 76
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 86

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 436
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 436
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 76

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



# Lesson Planning Guide (pp. 437-439)



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

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

## Objectives

- \_\_\_\_\_ Compare and order integers.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 5-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 6:</b> NO I.G.1., MEA I.C.2., MEA II.A.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 437
- \_\_\_\_\_ ⇨ Transparency 11-2A
- \_\_\_\_\_ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 437

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-2B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 437
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 438
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 77
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 438
- \_\_\_\_\_ Error Analysis, *TWE*, p. 438
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-2, Interactive Lesson 11-2

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 438

### Homework Assignments (pp. 438-439)

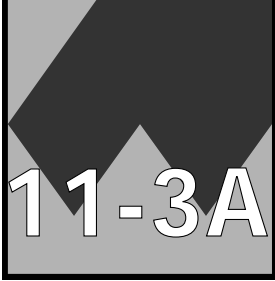
- \_\_\_\_\_ Core: 9-23 odd, 25-28
- \_\_\_\_\_ Enriched: 10-22 even, 23-28
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 585
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 77
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 11
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 87

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 439
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 295
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 439
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 77

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



# Lesson Planning Guide (p. 440)



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

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

## Objectives

- \_\_\_\_\_ Model integers using counters.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-8, 10
<b>South Carolina Math Curriculum Standards</b> Grade 6: NO II.A.1.

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 440
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 6: counters;  
p. 9: integer mat
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 11-3A
- \_\_\_\_\_ ⇨ *Overhead Manipulative Resources*: counters, integer mat

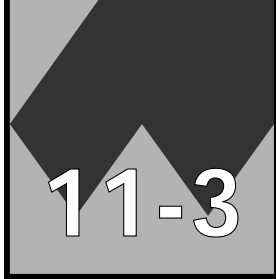
## ASSESS

- \_\_\_\_\_ *TWE*, p. 440
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 64

<b>Class Activity (p. 440)</b>
_____ All: 1-7
_____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 440

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



# Lesson Planning Guide (pp. 441-444)



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

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

## Objectives

- \_\_\_\_\_ Add integers using models.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 6: NO I.G.1., NO II.A.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 441
- \_\_\_\_\_ ⇨ Transparency 11-3A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 441

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-3B
- \_\_\_\_\_ Using Problem Solving, *TWE*, p. 442
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 442
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 78
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 443
- \_\_\_\_\_ Error Analysis, *TWE*, p. 443
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-3, Interactive Lesson 11-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 443

<b>Homework Assignments (pp. 443-444)</b>	
_____ Core: 11-33 odd, 35-39	_____ Enriched: 12-30 even, 32, 33, 35-39
_____ Optional: 34 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 586
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 78
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 29-32
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 88

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 444
- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 444
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 444
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 78

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



# Lesson Planning Guide (pp. 445-448)



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

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

## Objectives

- \_\_\_\_\_ Subtract integers using models.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-3, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 6: NO I.G.1., NO II.A.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 445
- \_\_\_\_\_ ⇨ Transparency 11-4A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 445

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-4B
- \_\_\_\_\_ Using Discussion, *TWE*, p. 446
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 446
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 79
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 447
- \_\_\_\_\_ Error Analysis, *TWE*, p. 447
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-4, Interactive Lesson 11-4

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 447

### Homework Assignments (p. 448)

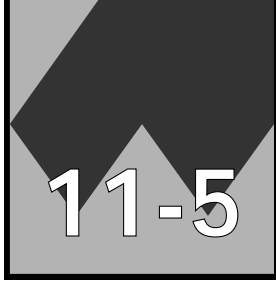
- \_\_\_\_\_ Core: 9-23 odd, 25-28                      \_\_\_\_\_ Enriched: 10-22 even, 23-28
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 586
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 79
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 89

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 448
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 294
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 295
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 448
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 79

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



# Lesson Planning Guide (pp. 449-453)



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

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

## Objectives

- \_\_\_\_\_ Multiply integers using models.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 4, 6-10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 6: NO I.G.1., NO II.A.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 449
- \_\_\_\_\_ ⇨ Transparency 11-5A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 449
- \_\_\_\_\_ Multiple Learning Styles, Interpersonal, *TWE*, p. 449

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-5B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 450
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 450
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 80
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 451
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-5, Interactive Lesson 11-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 451

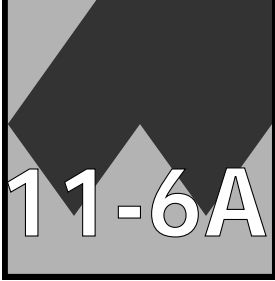
<b>Homework Assignments (pp. 451-452)</b>	
_____ Core: 9-23 odd, 25-28	_____ Enriched: 10-22 even, 23-28
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 586
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 80
- \_\_\_\_\_ ⇨ *Science and Mathematics Lab Manual*, pp. 89-92
- \_\_\_\_\_ School to Career Activity, *SE*, p. 453
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 90

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 452
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 452
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 80
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 453

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
------------	-----------------------------	---	------------------------------



# Lesson Planning Guide (pp. 454-455)



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

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

## Objectives

- \_\_\_\_\_ Solve problems by working backward.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 2, 6-9

## 1 FOCUS

- \_\_\_\_\_ Getting Started, *TWE*, p. 454

## 2 TEACH

- \_\_\_\_\_ In-Class Examples, *TWE*, p. 454
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 454

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *TWE*, p. 455

**Homework Assignments (p. 455)**

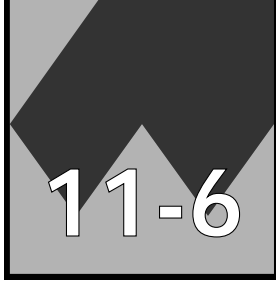
- \_\_\_\_\_ All: 4-14
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 587
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 593-594

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 455
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 455

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



# Lesson Planning Guide (pp. 456-458)



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

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

## Objectives

- \_\_\_\_\_ Divide integers using models and patterns.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 456
- \_\_\_\_\_ ⇨ Transparency 11-6A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 456

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-6B
- \_\_\_\_\_ Using Connections, *TWE*, p. 456
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 457
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 81
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 457
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-6

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 457-458

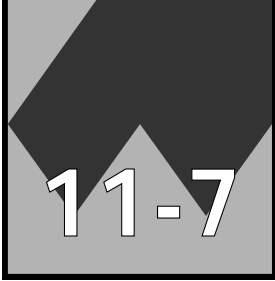
<b>Homework Assignments (p. 458)</b>	
_____ Core: 9-23 odd, 25-28	_____ Enriched: 10-22 even, 23-28
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 587
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 81
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 21
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 11
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 91

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 458
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 296
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 458
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 81

<b>KEY</b> <i>SE</i> = Student Edition <i>TWE</i> = Teacher's Wraparound Edition    ⇨ = Other Program Components
--



# Lesson Planning Guide (pp. 459-461)



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

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

## Objectives

- \_\_\_\_\_ Graph ordered pairs of numbers on a coordinate grid.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1-10

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 459
- \_\_\_\_\_ ⇨ Transparency 11-7A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 459

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-7B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 459
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 459
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 460
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 82
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 460
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-7, Interactive Lesson 11-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 460

**Homework Assignments (p. 461)**

\_\_\_\_\_ Core: 11-33 odd, 35-39                      \_\_\_\_\_ Enriched: 12-32 even, 33, 35-39

\_\_\_\_\_ Optional: 34 (Working on the Chapter Project)

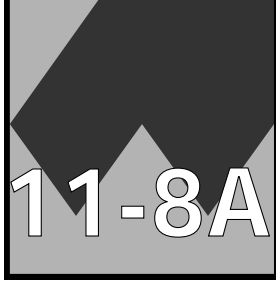
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 587
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 82
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 79
- \_\_\_\_\_ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 22
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 92

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 461
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 461
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 82

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



# Lesson Planning Guide (pp. 462-463)



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

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

## Objectives

- \_\_\_\_\_ Find transformations by using patty paper.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 2, 3, 6-8, 10
<b>South Carolina Math Curriculum Standards</b>
<b>Grade 6: GEO III.B.1.</b>

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 462

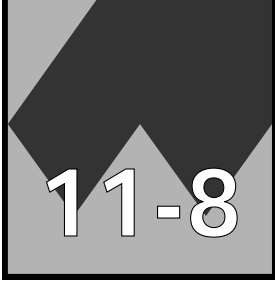
## ASSESS

- \_\_\_\_\_ *TWE*, p. 463
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 65

<b>Class Activity (pp. 462-463)</b>
_____ All: 1-5
_____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 463

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



# Lesson Planning Guide (pp. 464-467)



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

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

## Objectives

- \_\_\_\_\_ Graph transformations on a coordinate grid.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 464
- \_\_\_\_\_ ⇨ Transparency 11-8A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 464

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 11-8B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 465
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 11-8
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 465
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 83
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 466
- \_\_\_\_\_ Error Analysis, *TWE*, p. 466
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 11-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 466-467

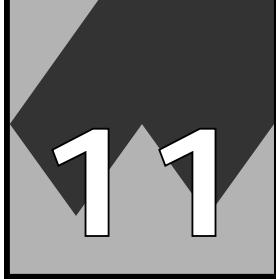
<b>Homework Assignments (p. 467)</b>	
_____ Core: 9-17 odd, 19-22	_____ Enriched: 8-16 even, 17-22
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 588
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 83
- \_\_\_\_\_ Family Activity, *SE*, p. 467
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 93

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 467
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 296
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 467
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 83

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



# Review and Assessment (pp. 468-473)



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

Grade \_\_\_\_\_ Class \_\_\_\_\_

Review M Tu W Th F

Testing M Tu W Th F

\_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 468-471

\_\_\_\_\_ Standardized Test Practice, *SE*, pp. 472-473

\_\_\_\_\_ Chapter Test, *SE*, p. 605

## ⇨ **Assessment and Evaluation Masters (pp. 281-299)**

### *Multiple-Choice Tests*

### *Free-Response Tests*

\_\_\_\_\_ Form 1A, 1B, or 1C, pp. 281-286

\_\_\_\_\_ Form 2A, 2B, or 2C, pp. 287-292

\_\_\_\_\_ Standardized Test Practice, pp. 297-298

\_\_\_\_\_ Performance Assessment, p. 293

\_\_\_\_\_ Cumulative Review, p. 299

\_\_\_\_\_ ⇨ *MindJogger Videoquizzes*, Chapter 11

\_\_\_\_\_ ⇨ *Test and Review Software*

\_\_\_\_\_ ⇨ *CD-ROM Assessment Game*

\_\_\_\_\_ ⇨ *State Test Preparation CD-ROM*

\_\_\_\_\_ ⇨  *South Carolina Parent and Student Study Guide Workbook*, p. 94

\_\_\_\_\_ ⇨  *South Carolina PACT Workbook and Test Preparation, Grade 6*

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