

# 4 Using Number Patterns, Fractions, and Percents



## 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: Cars What Color Was That Car?
2 & 3	2	*4-1A	<small>HANDS-ON LAB</small> Cooperative Learning Exploring Factors
		4-1	Divisibility Patterns
		*4-1B	<small>TECHNOLOGY LAB</small> Spreadsheets Divisibility
4	3	4-2	Prime Factorization
5	4 & 5	4-3	Integration: Patterns and Functions Sequences
		*4-3B	<small>HANDS-ON LAB</small> Cooperative Learning Exploring Sequences
6	6	4-4A	<small>THINKING LAB</small> Problem Solving Make a List
7	7	4-4	Greatest Common Factor
8	8	4-5	Simplifying Fractions and Ratios
9	9	4-6	Ratios and Percents
10	10	4-7	Fractions, Decimals, and Percents
11	11	4-8	Integration: Probability Simple Events
12	12	4-9	Least Common Multiple
13	13	4-10	Comparing and Ordering Fractions
14	14	Review: Study Guide and Assessment	
15	15	Assessment: Chapter Test	

\*Optional

## Chapter Resources

<p><b>Meeting Individual Needs</b>  <i>Investigations for the Special Education Student</i>,            Author's Fair, pp. 13-14  <i>Spanish Study Guide and Assessment</i>  <i>Study Guide and Practice Workbook</i></p>	<p><b>Technology</b>  <i>Electronic Teacher's Classroom</i>  <i>Resources (ETCR)</i>  <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 9 and 11</p>	<p><b>Applications</b>  <i>Family Letters and Activities</i>, pp. 33-34  <i>Spanish Family Letters and Activities</i>, pp. 33-34</p>



# Chapter Project (pp. 130-131)



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

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

## Objectives

- \_\_\_\_\_ Use fractions, decimals, and percents to display the results of surveys.
- \_\_\_\_\_ Investigate data about production of cars in the United States by using a table.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**South Carolina Math  
Curriculum Standards**  
Grade 7: DAP I.A.1.

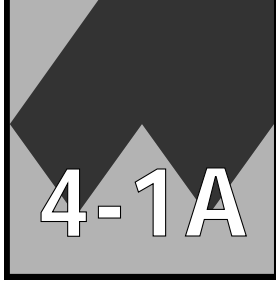
## Theme: Cars

- \_\_\_\_\_ 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. 157, Working on the Chapter Project, Exercise 34
- \_\_\_\_\_ p. 164, Working on the Chapter Project, Exercise 43
- \_\_\_\_\_ p. 168, Working on the Chapter Project, Exercise 26
- \_\_\_\_\_ p. 179, 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

\_\_\_\_\_ Discover factors of whole numbers by using number cards.

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

<b>NCTM Standards:</b> 1, 6-9
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.F.1.

## MANAGEMENT

\_\_\_\_\_ Getting Started, *TWE*, p. 132

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-1A

## ASSESS

\_\_\_\_\_ *TWE*, p. 132

\_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 44

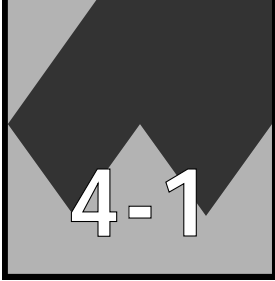
### Class Activity (p. 132)

\_\_\_\_\_ All: 1-7

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

\_\_\_\_\_ Math Journal, *TWE*, p. 132

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



# Lesson Planning Guide (pp. 133-136)



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

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

## Objectives

- \_\_\_\_\_ Use divisibility rules.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

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

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 133
- \_\_\_\_\_ ⇨ Transparency 4-1A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 133

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-1B
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 134
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-1
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 134
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 24
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 135
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-1

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 134-135

**Homework Assignments (pp. 135-136)**

\_\_\_\_\_ Core: 11-33 odd, 34-38                      \_\_\_\_\_ Enriched: 12-30 even, 31-38

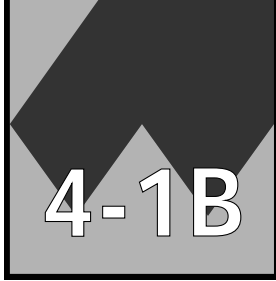
\_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 576
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 24
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 75
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 27

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 136
- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 136
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 136
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 24

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# Lesson Planning Guide (p. 137)



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

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

## Objectives

- \_\_\_\_\_ Use spreadsheets to test for divisibility.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 6-8

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 137
- \_\_\_\_\_ Using a Calculator, *TWE*, p. 137
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*,  
Lesson 4-1B

## ASSESS

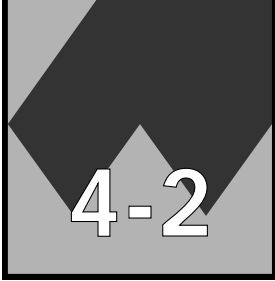
- \_\_\_\_\_ *TWE*, p. 137

**Class Activity (p. 137)**

- \_\_\_\_\_ All: 1-5
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Math Journal, *TWE*, p. 137

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# Lesson Planning Guide (pp. 138-141)



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

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

## Objectives

- \_\_\_\_\_ Find the prime factorization of a composite number.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.A.1., NO I.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 138
- \_\_\_\_\_ ⇨ Transparency 4-2A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 138

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-2B
- \_\_\_\_\_ Mastering Basic Skills, *TWE*, p. 139
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 139
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 25
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 140
- \_\_\_\_\_ Error Analysis, *TWE*, p. 140
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-2
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 140

### Homework Assignments (pp. 140-141)

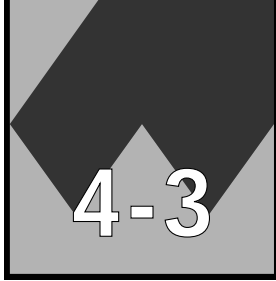
- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| _____ Core: 15-41 odd, 43-48      | _____ Enriched: 14-38 even, 40-48 |
| _____ Alternate Assignment: _____ |                                   |

- \_\_\_\_\_ Extra Practice, *SE*, p. 577
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 25
- \_\_\_\_\_ ⇨ *Classroom Games*, pp. 11-12
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 28

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 141
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 141
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 25

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# Lesson Planning Guide (pp. 142-145)



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

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

## Objectives

- \_\_\_\_\_ Recognize and extend a pattern for sequences.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 2, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 7: ALG I.A.1.,</b> <b>ALG II.A.1., ALG II.C.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 142
- \_\_\_\_\_ ⇨ Transparency 4-3A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 142

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-3B
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 143
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 26
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 144
- \_\_\_\_\_ Error Analysis, *TWE*, p. 144
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-3
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 144

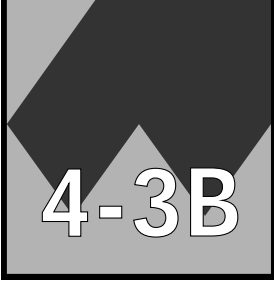
<b>Homework Assignments (pp. 144-145)</b>	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 10-28 even, 30-37
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 577
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 26
- \_\_\_\_\_ ⇨ *Diversity Masters*, p. 17
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 29

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 145
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 99
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 145
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 26

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# Lesson Planning Guide (pp. 146-147)



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

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

## Objectives

- \_\_\_\_\_ Explore patterns in sequences.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1-3, 6-9
<b>South Carolina Math Curriculum Standards</b> <b>Grade 7: ALG I.A.1.</b>

## MANAGEMENT

- \_\_\_\_\_ Getting Started, *TWE*, p. 146
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 4-3B

## ASSESS

- \_\_\_\_\_ *TWE*, p. 147
- \_\_\_\_\_ ⇨ *Hands-On Lab Masters*, p. 45

<b>Class Activity (p. 147)</b>
_____ All: 1-6 _____ Alternate Assignment: _____

- \_\_\_\_\_ Math Journal, *TWE*, p. 147

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# Lesson Planning Guide (pp. 148-149)



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

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

## Objectives

- \_\_\_\_\_ Solve problems by making an organized list.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

**NCTM Standards:**  
1, 2, 4, 6-9

## 1 FOCUS

- \_\_\_\_\_ Getting Started, *TWE*, p. 148

## 2 TEACH

- \_\_\_\_\_ In-Class Examples, *TWE*, p. 148
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 148

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *TWE*, p. 149

**Homework Assignments (p. 149)**

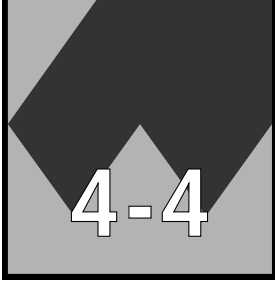
- \_\_\_\_\_ All: 4-12
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 577
- \_\_\_\_\_ Mixed Problem Solving, *SE*, pp. 605-606

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 149
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 149

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# Lesson Planning Guide (pp. 150-153)



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

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

## Objectives

- \_\_\_\_\_ Find the greatest common factor of two or more numbers.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 6-10
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 150
- \_\_\_\_\_ ⇨ Transparency 4-4A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 150

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-4B
- \_\_\_\_\_ Using Different Methods, *TWE*, p. 151
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 151
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 27
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 151
- \_\_\_\_\_ Error Analysis, *TWE*, p. 151
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-4, Interactive Lesson 4-4
- \_\_\_\_\_ ⇨ *Interactive Mathematics Tools Software*

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 152

### Homework Assignments (pp. 152-153)

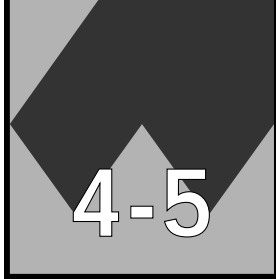
- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| _____ Core: 13-39 odd, 40-44      | _____ Enriched: 12-34 even, 36-44 |
| _____ Alternate Assignment: _____ |                                   |

- \_\_\_\_\_ Extra Practice, *SE*, p. 578
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 27
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 30

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 153
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 153
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 27
- \_\_\_\_\_ Mid-Chapter Self Test, *SE*, p. 153

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 154-157)



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

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

## Objectives

- \_\_\_\_\_ Express fractions and ratios in simplest form.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 6-10
<b>South Carolina Math Curriculum Standards</b>  <b>Grade 7: NO I.A.1., NO I.D.1., NO I.F.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 154
- \_\_\_\_\_ ⇨ Transparency 4-5A
- \_\_\_\_\_ Motivating the Lesson, Communication, *TWE*, p. 154
- \_\_\_\_\_ Cross-Curriculum Cue, *TWE*, p. 154

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-5B
- \_\_\_\_\_ Thinking Algebraically, *TWE*, p. 155
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 155
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 28
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 156
- \_\_\_\_\_ Error Analysis, *TWE*, p. 156
- \_\_\_\_\_ ⇨ *Transition Booklet*, pp. 23-28
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-5

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 155-156

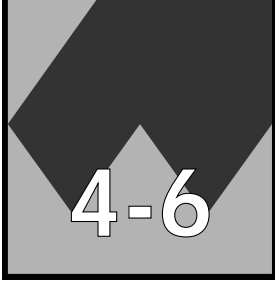
<b>Homework Assignments (pp. 156-157)</b>	
_____ Core: 9-33 odd, 35-39	_____ Enriched: 10-28 even, 30-33, 35-39
_____ Optional: 34 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 578
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 28
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 31

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 157
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 98
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 99
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 157
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 28

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# Lesson Planning Guide (pp. 158-160)



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

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

## Objectives

\_\_\_\_\_ Illustrate the meaning of percent using models or symbols.

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

<b>NCTM Standards:</b> 1, 6-10
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.A.1., NO I.D.1.

## 1 FOCUS

\_\_\_\_\_ 5-Minute Check, *TWE*, p. 158

\_\_\_\_\_ ⇨ Transparency 4-6A

\_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 158

## 2 TEACH

\_\_\_\_\_ ⇨ Transparency 4-6B

\_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 158

\_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-6

\_\_\_\_\_ In-Class Examples, *TWE*, p. 159

\_\_\_\_\_ ⇨ *Study Guide Masters*, p. 29

\_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 159

\_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-6

## 3 PRACTICE/APPLY

\_\_\_\_\_ Check for Understanding, *SE*, p. 159

### Homework Assignments (p. 160)

\_\_\_\_\_ Core: 11-29 odd, 30-33

\_\_\_\_\_ Enriched: 10-26 even, 27-33

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

\_\_\_\_\_ Extra Practice, *SE*, p. 578

\_\_\_\_\_ ⇨ *Practice Masters*, p. 29

\_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 32

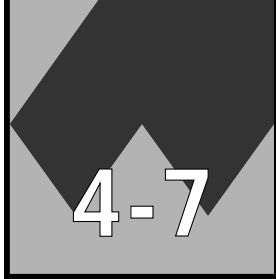
## 4 ASSESS

\_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 160

\_\_\_\_\_ Extending the Lesson, *TWE*, p. 160

\_\_\_\_\_ ⇨ *Enrichment Masters*, p. 29

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



# Lesson Planning Guide (pp. 161-164)



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

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

## Objectives

- \_\_\_\_\_ Express fractions as percents, and percents and decimals as fractions.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 7: NO I.A.1., NO I.D.1., NO I.F.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 161
- \_\_\_\_\_ ⇨ Transparency 4-7A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 161
- \_\_\_\_\_ Multiple Learning Styles, Logical, *TWE*, p. 161

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-7B
- \_\_\_\_\_ Mastering Basic Skills, *TWE*, p. 162
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 162
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 30
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 162
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-7

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 162-163

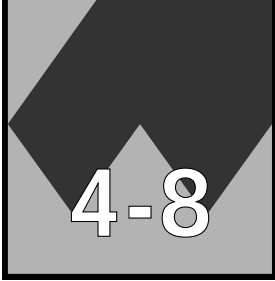
<b>Homework Assignments (pp. 163-164)</b>	
_____ Core: 13-41 odd, 44-49	_____ Enriched: 14-38 even, 39-42, 44-49
_____ Optional: 43 (Working on the Chapter Project)	
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 30
- \_\_\_\_\_ ⇨ *Technology Masters*, Calculator Activity, p. 33
- \_\_\_\_\_ ⇨ *Technology Masters*, Spreadsheet Activity, p. 34
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 33

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 164
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 164
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 30

<b>KEY</b>	<i>SE</i> = Student Edition	<i>TWE</i> = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 165-168)



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

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

## Objectives

- \_\_\_\_\_ Find the probability of a simple event.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 5-10
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.B.1., NO I.D.1., NO I.F.1., DAP III.A.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 165
- \_\_\_\_\_ ⇨ Transparency 4-8A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 165
- \_\_\_\_\_ Multiple Learning Styles, Kinesthetic, *TWE*, p. 165

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-8B
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 166
- \_\_\_\_\_ Using the Mini-Lab, *TWE*, p. 166
- \_\_\_\_\_ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 4-8
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 31
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 166
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-8, Extended Activity 4-8

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 167

### Homework Assignments (pp. 167-168)

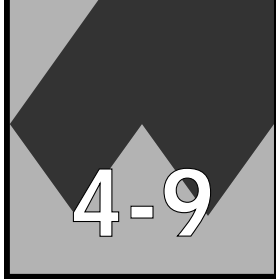
- |   |  |
|---|--|
| _____ Core: 9-25 odd, 27-30                         | _____ Enriched: 10-22 even, 23-25, 27-30 |
| _____ Optional: 26 (Working on the Chapter Project) |  |
| _____ Alternate Assignment: _____                   |  |

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 31
- \_\_\_\_\_ ⇨ *School to Career Masters*, p. 17
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 34

## 4 ASSESS

- \_\_\_\_\_ Family Activity, *SE*, p. 168
- \_\_\_\_\_ Closing Activity, Modeling, *TWE*, p. 168
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 100
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 168
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 31

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 169-171)



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

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

## Objectives

- \_\_\_\_\_ Find the least common multiple of two or more numbers.
- \_\_\_\_\_ State/local objectives: \_\_\_\_\_

<b>NCTM Standards:</b> 1, 6-10
<b>South Carolina Math Curriculum Standards</b> <b>Grade 7: NO I.F.1.</b>

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 169
- \_\_\_\_\_ ⇨ Transparency 4-9A
- \_\_\_\_\_ Motivating the Lesson, Problem Solving, *TWE*, p. 169

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-9B
- \_\_\_\_\_ Reading Mathematics, *TWE*, p. 170
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 170
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 32
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 170
- \_\_\_\_\_ Error Analysis, *TWE*, p. 170
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-9, Interactive Lesson 4-9

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, pp. 170-171

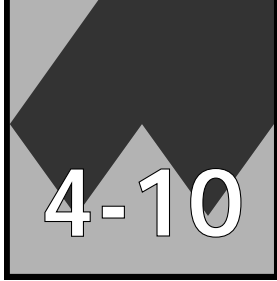
<b>Homework Assignments (p. 171)</b>	
_____ Core: 11-31 odd, 33-37	_____ Enriched: 12-30 even, 31-37
_____ Alternate Assignment: _____	

- \_\_\_\_\_ Extra Practice, *SE*, p. 579
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 32
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 35

## 4 ASSESS

- \_\_\_\_\_ Closing Activity, Writing, *TWE*, p. 171
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 171
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 32

KEY	SE = Student Edition	TWE = Teacher's Wraparound Edition	⇨ = Other Program Components
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# Lesson Planning Guide (pp. 172-175)



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

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

## Objectives

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

<b>NCTM Standards:</b> 1, 5-9
<b>South Carolina Math Curriculum Standards</b> Grade 7: NO I.B.2., NO I.F.1.

## 1 FOCUS

- \_\_\_\_\_ 5-Minute Check, *TWE*, p. 172
- \_\_\_\_\_ ⇨ Transparency 4-10A
- \_\_\_\_\_ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 172

## 2 TEACH

- \_\_\_\_\_ ⇨ Transparency 4-10B
- \_\_\_\_\_ Using Calculators, *TWE*, p. 173
- \_\_\_\_\_ In-Class Examples, *TWE*, p. 173
- \_\_\_\_\_ ⇨ *Study Guide Masters*, p. 33
- \_\_\_\_\_ Reteaching the Lesson, *TWE*, p. 174
- \_\_\_\_\_ ⇨ *CD-ROM Program*, Resource Lesson 4-10

## 3 PRACTICE/APPLY

- \_\_\_\_\_ Check for Understanding, *SE*, p. 174

### Homework Assignments (pp. 174-175)

- \_\_\_\_\_ Core: 13-41 odd, 42-47      \_\_\_\_\_ Enriched: 14-38 even, 39-47
- \_\_\_\_\_ Alternate Assignment: \_\_\_\_\_

- \_\_\_\_\_ Extra Practice, *SE*, p. 580
- \_\_\_\_\_ ⇨ *Practice Masters*, p. 33
- \_\_\_\_\_ ⇨ *South Carolina Parent and Student Study Guide Workbook*, p. 36

## 4 ASSESS

- \_\_\_\_\_ Let the Games Begin, *SE*, p. 175
- \_\_\_\_\_ Closing Activity, Speaking, *TWE*, p. 175
- \_\_\_\_\_ ⇨ *Assessment and Evaluation Masters*, Quiz D, p. 100
- \_\_\_\_\_ Extending the Lesson, *TWE*, p. 175
- \_\_\_\_\_ ⇨ *Enrichment Masters*, p. 33

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# Review and Assessment (pp. 176-181)



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

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



- \_\_\_\_\_ Study Guide and Assessment, *SE*, pp. 176-179
- \_\_\_\_\_ Standardized Test Practice, *SE*, pp. 180-181
- \_\_\_\_\_ Chapter Test, *SE*, p. 610

## ⇨ **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. 37
- \_\_\_\_\_ ⇨  *South Carolina PACT Workbook and Test Preparation, Grade 7*

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