

7 Algebra: Using Rational Numbers



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 n*Chapter Project

Day (Standard)	Day (Honors)	Lesson	Title
1	1	*Chapter Project	Theme: Nature Patterns in Nature
2		7-1	Adding and Subtracting Like Fractions
3	2	7-2	Adding and Subtracting Unlike Fractions
4	3	7-3	Multiplying Fractions
5	4	7-4	Properties of Rational Numbers
6	5	7-5A	THINKING LAB Problem Solving Look for a Pattern
7	6 & 7	7-5	Integration: Patterns and Functions Sequences
		*7-5B	HANDS-ON LAB Cooperative Learning The Fibonacci Sequence
8	8 & 9	7-6	Integration: Geometry Area of Triangles and Trapezoids
		*7-6B	HANDS-ON LAB Cooperative Learning Area and Pick's Theorem
9 & 10		*7-7A	HANDS-ON LAB Cooperative Learning Graphing Pi
	10	7-7	Integration: Geometry Circles and Circumference
11	11	7-8	Dividing Fractions
12	12	7-9	Solving Equations
13	13	7-10	Solving Inequalities
14	14	Review: Study Guide and Assessment	
15	15	Assessment: Chapter Test	

* Optional

Chapter Resources

<p>Meeting Individual Needs <i>Investigations for the Special Education Student</i>, Read All About Us, p. 15; Wall Street Week, pp.17-18 <i>Spanish Study Guide and Assessment</i> <i>Study Guide and Practice Workbook</i></p>	<p>Technology <i>Electronic Teacher's Classroom</i> <i>Resources (ETCR)</i> www.glencoe.com/sec/math/mac/mathnet</p>
<p>Interactive Mathematics: Activities and Investigations Units 9 and 11</p>	<p>Applications <i>Family Letters and Activities</i>, pp. 65-66 <i>Spanish Family Letters and Activities</i>, pp. 65-66</p>



Chapter Project (pp. 276-277)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

- _____ Gain an awareness of mathematical patterns in the world around them.
- _____ Develop their skills in presenting knowledge both verbally and visually.

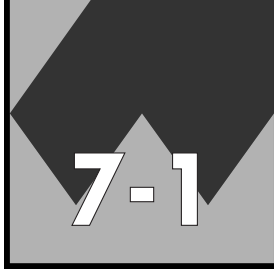
Theme: Nature

- _____ Chapter Project, *SE*, p. 277
- _____ Chapter 7 Notes, *TWE*, p. 276
- _____ Question of the Day, *TWE*, p. 276
- _____ ⇔ *Investigations and Projects Masters*, pp. 41-44

Homework Assignments

- _____ p. 298, Working on the Chapter Project, Exercise 29
- _____ p. 311, Working on the Chapter Project, Exercise 26
- _____ p. 325, Completing the Chapter Project, Alternative Assessment

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



Lesson Planning Guide (pp. 278-280)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Add and subtract fractions with like denominators.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 278
- _____ ⇨ Transparency 7-1A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 278

2 TEACH

- _____ ⇨ Transparency 7-1B
- _____ Using the Mini-Lab, *TWE*, p. 278
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-1
- _____ In-Class Examples, *TWE*, p. 279
- _____ ⇨ *Study Guide Masters*, p. 50
- _____ Reteaching the Lesson, *TWE*, p. 279
- _____ ⇨ *Transition Booklet*, pp. 15-20, 23-24
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-1
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, pp. 279-280

Homework Assignments (p. 280)

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

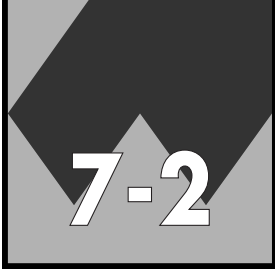
- _____ Extra Practice, *SE*, p. 623
- _____ ⇨ *Practice Masters*, p. 50

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 280
- _____ Extending the Lesson, *TWE*, p. 280
- _____ ⇨ *Enrichment Masters*, p. 50

NCTM Standards: 1-5, 7-9, 13
New York Learning Standards for Mathematics, Science, and Technology: 3-3-a, 3-3-f
New York Mathematics Core Curriculum—Intermediate Grades 7-8: 3-3A-a, 3-3E-a, 3-3F-a

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



Lesson Planning Guide (pp. 281-285)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Add and subtract fractions with unlike denominators.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 281
- _____ ⇨ Transparency 7-2A
- _____ Motivating the Lesson, Communication, *TWE*, p. 281

2 TEACH

- _____ ⇨ Transparency 7-2B
- _____ Using Connections, *TWE*, p. 282
- _____ In-Class Examples, *TWE*, p. 282
- _____ ⇨ *Study Guide Masters*, p. 51
- _____ Reteaching the Lesson, *TWE*, p. 283
- _____ Error Analysis, *TWE*, p. 283
- _____ ⇨ *Transition Booklet*, pp. 21-24
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-2, Interactive Lesson 7-2
- _____ ⇨ *Interactive Mathematics Tools Software*

NCTM Standards: 1-4, 6, 7, 9
New York Learning Standards for Mathematics, Science, and Technology: 3-3-a, 3-3-f
New York Mathematics Core Curriculum—Intermediate Grades 5–6: 3-3A-h
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-3A-a, 3-3E-a, 3-3F-a

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 382

Homework Assignments (pp. 283-284)

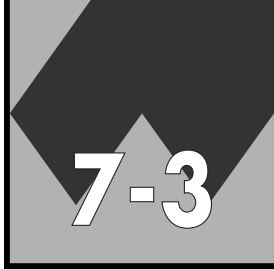
- _____ Core: 15-35 odd, 37-42 _____ Enriched: 16-32 even, 34-42
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 623
- _____ Practice Masters, p. 51
- _____ ⇨ *Classroom Games*, pp. 19-20

4 ASSESS

- _____ Let the Games Begin, *SE*, p. 285
- _____ Closing Activity, Writing, *TWE*, p. 284
- _____ Extending the Lesson, *TWE*, p. 284
- _____ ⇨ *Enrichment Masters*, p. 51

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Lesson Planning Guide (pp. 286-289)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Multiply fractions.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 286
- _____ ⇨ Transparency 7-3A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 286
- _____ Cross-Curriculum Cue, *TWE*, p. 286

2 TEACH

- _____ ⇨ Transparency 7-3B
- _____ Using the Mini-Lab, *TWE*, p. 287
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-3
- _____ Multiple Learning Styles, Logical, *TWE*, p. 287
- _____ In-Class Examples, *TWE*, p. 287
- _____ ⇨ *Study Guide Masters*, p. 52
- _____ Reteaching the Lesson, *TWE*, p. 288
- _____ ⇨ *Transition Booklet*, pp. 25-26
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-3, Interactive Lesson 7-3
- _____ ⇨ *Interactive Mathematics Tools Software*

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 288

Homework Assignments (pp. 288-289)

_____ Core: 11-29 odd, 30-34 _____ Enriched: 10-26 even, 28-34
 _____ Alternate Assignment: _____

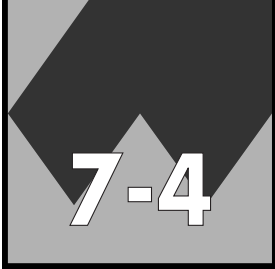
- _____ Extra Practice, *SE*, p. 624
- _____ Math in the Media, *SE*, p. 289
- _____ ⇨ *Practice Masters*, p. 52
- _____ ⇨ *School to Career Masters*, p. 33

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 289
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz A, p. 183
- _____ Extending the Lesson, *TWE*, p. 289
- _____ ⇨ *Enrichment Masters*, p. 52

NCTM Standards: 1-5, 7, 9
New York Learning Standards for Mathematics, Science, and Technology: 3-3-a, 3-3-e, 3-3-f
New York Mathematics Core Curriculum—Intermediate Grades 5–6: 3-3A-e, 3-3A-g
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-3A-a, 3-3E-a, 3-3F-a

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Lesson Planning Guide (pp. 290-293)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Identify and use rational number properties.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 290
- _____ ⇨ Transparency 7-4A
- _____ Motivating the Lesson, Communication, *TWE*, p. 290
- _____ Multiple Learning Styles, Visual/Spatial, *TWE*, p. 290

2 TEACH

- _____ ⇨ Transparency 7-4B
- _____ Reading Mathematics, *TWE*, p. 291
- _____ In-Class Examples, *TWE*, p. 291
- _____ ⇨ *Study Guide Masters*, p. 53
- _____ Reteaching the Lesson, *TWE*, p. 291
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-4

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 291

NCTM Standards: 1-5, 7, 9
New York Learning Standards for Mathematics, Science, and Technology: 3-3-d
New York Mathematics Core Curriculum—Intermediate Grades 5–6: 3-3C-b
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-3D-b, 3-3D-c, 3-3D-f

Homework Assignments (p. 292)

- _____ Core: 11-31 odd, 32-36 _____ Enriched: 10-28 even, 30-36
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 624
- _____ ⇨ *Practice Masters*, p. 53
- _____ School to Career Activity, *SE*, p. 293

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 292
- _____ Extending the Lesson, *TWE*, p. 292
- _____ ⇨ *Enrichment Masters*, p. 53

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Lesson Planning Guide (pp. 294-295)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve problems by finding and extending a pattern.

1 FOCUS

_____ Getting Started, *TWE*, p. 294

2 TEACH

_____ Reteaching the Lesson, *TWE*, p. 294

3 PRACTICE/APPLY

_____ Check for Understanding, *TWE*, p. 295

NCTM Standards: 1-5, 7-9
New York Learning Standards for Mathematics, Science, and Technology: 1-2-a, 3-1-a, 3-1-b, 3-1-c, 3-1-d, 3-7-a, 3-7-k, 6-2-a
New York Mathematics Core Curriculum—Intermediate Grades 5–6: 1-1A-d
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-1A-b, 3-1B-f, 3-1B-h, 3-1C-b, 7-7A-a, 7-7B-a, 7-7K-a

Homework Assignments (p. 295)

_____ All: 5-14

_____ Alternate Assignment: _____

_____ Extra Practice, *SE*, p. 624

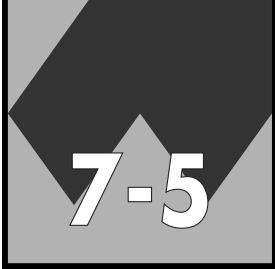
_____ Mixed Problem Solving, *SE*, pp. 645-646

4 ASSESS

_____ Closing Activity, Modeling, *TWE*, p. 295

_____ Extending the Lesson, *TWE*, p. 295

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Lesson Planning Guide (pp. 296-299)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Recognize and extend arithmetic and geometric sequences.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 296
- _____ ⇨ Transparency 7-5A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 296

2 TEACH

- _____ ⇨ Transparency 7-5B
- _____ Thinking Algebraically, *TWE*, p. 297
- _____ In-Class Examples, *TWE*, p. 297
- _____ ⇨ *Study Guide Masters*, p. 54
- _____ Reteaching the Lesson, *TWE*, p. 298
- _____ Error Analysis, *TWE*, p. 298
- _____ ⇨ *Transition Booklet*, pp. 7-8
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-5
- _____ ⇨ *Interactive Mathematics Tools Software*

NCTM Standards:

1-5, 7-9, 12

New York Mathematics

Core Curriculum—

Intermediate Grades 5–6:

7-7A-a, 7-7A-b, 7-7A-c

New York Mathematics

Core Curriculum—

Intermediate Grades 7–8:

3-1C-b, 7-7A-a, 7-7B-a, 7-7K-a

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 298

Homework Assignments (pp. 298-299)

- _____ Core: 11-27 odd, 31-36 _____ Enriched: 12-28 even, 30-36
- _____ Optional: 29 (Working on the Chapter Project)
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 625
- _____ ⇨ *Practice Masters*, p. 54
- _____ ⇨ *Science and Mathematics Lab Manual*, pp. 77-80

4 ASSESS

- _____ Closing Activity, Modeling, *TWE*, p. 299
- _____ ⇨ *Assessment and Evaluation Masters*, Mid-Chapter Test, p. 182
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz B, p. 183
- _____ Extending the Lesson, *TWE*, p. 299
- _____ ⇨ *Enrichment Masters*, p. 54
- _____ Mid-Chapter Self Test, *SE*, p. 299

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Lesson Planning Guide (p. 300)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Discover the numbers that make up the Fibonacci sequence.

MANAGEMENT

_____ Getting Started, *TWE*, p. 300
 _____ ⇨ *Hands-On Lab Masters*, p. 10: grid paper

ASSESS

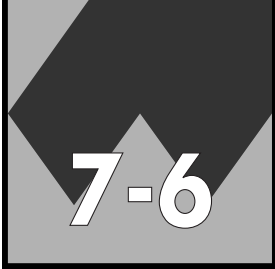
_____ *TWE*, p. 300
 _____ ⇨ *Hands-On Lab Masters*, p. 53

NCTM Standards: 1-5, 8
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-1C-b, 7-7A-a, 7-7B-a, 7-7K-a

Class Activity (p. 300)	
_____ All: 1-5	
_____ Alternate Assignment:	_____

_____ Math Journal, *TWE*, p. 300

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Lesson Planning Guide (pp. 301-304)



Teacher's Name _____ Dates _____

Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the areas of triangles and trapezoids.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 301
- _____ ⇨ Transparency 7-6A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 301

2 TEACH

- _____ ⇨ Transparency 7-6B
- _____ Using the Mini-Lab, *TWE*, p. 302
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Mini-Lab for Lesson 7-6
- _____ In-Class Examples, *TWE*, p. 302
- _____ ⇨ *Study Guide Masters*, p. 55
- _____ Reteaching the Lesson, *TWE*, p. 303
- _____ Error Analysis, *TWE*, p. 303
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-6, Interactive Lesson 7-6

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 303

NCTM Standards: 1-4, 7, 9, 12, 13
New York Learning Standards for Mathematics, Science, and Technology: 3-5-c
New York Mathematics Core Curriculum—Intermediate Grades 5–6: 4-4A-b, 5-5C-e
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 5-5C-a, 5-5C-c

Homework Assignments (pp. 303-304)

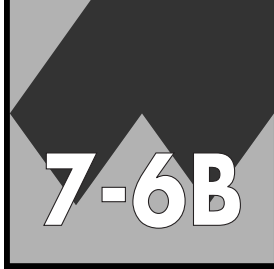
- _____ Core: 11-31 odd, 33-37
- _____ Enriched: 12-30 even, 31-37
- _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 625
- _____ ⇨ *Practice Masters*, p. 55
- _____ ⇨ *Hands-On Lab Masters*, p. 74
- _____ Family Activity, *SE*, p. 304

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 304
- _____ Extending the Lesson, *TWE*, p. 304
- _____ ⇨ *Enrichment Masters*, p. 55

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Lesson Planning Guide (pp. 305-306)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Connect algebra and geometry to find the area of a triangle.

NCTM Standards: 1-4, 7, 8, 9, 12, 13
New York Learning Standards for Mathematics, Science, and Technology: 1-2-a, 2-1-b, 3-1-b

MANAGEMENT

- _____ Getting Started, *TWE*, p. 305
- _____ ⇨ *Hands-On Lab Masters*, p. 12: square dot paper
- _____ ⇨ *Teacher's Guide for Overhead Manipulative Resources*, Lesson 7-6B
- _____ ⇨ *Overhead Manipulative Resources*: geoboard and geobands, rectangular dot paper transparency

ASSESS

- _____ *TWE*, p. 306
- _____ ⇨ *Hands-On Lab Masters*, p. 54

Class Activity (p. 306)	
_____ All: 1-5	
_____ Alternate Assignment:	_____

_____ Math Journal, *TWE*, p. 306

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Lesson Planning Guide (pp. 307-308)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Explore the value of pi.

MANAGEMENT

_____ Getting Started, *TWE*, p. 307
_____ ⇨ *Hands-On Lab Masters*, p. 10: grid paper

ASSESS

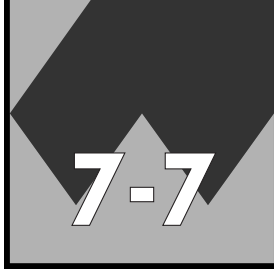
_____ *TWE*, p. 308
_____ ⇨ *Hands-On Lab Masters*, p. 55

NCTM Standards: 1-6, 8, 12, 13
New York Learning Standards for Mathematics, Science, and Technology: 1-2-a, 3-1-b
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-1B-i, 4-4I-a

Class Activity (p. 308)
_____ All: 1-2 _____ Alternate Assignment: _____

_____ Math Journal, *TWE*, p. 308

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Lesson Planning Guide (pp. 309-311)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Find the circumference of circles.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 309
- _____ ⇨ Transparency 7-7A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 309

2 TEACH

- _____ ⇨ Transparency 7-7B
- _____ Reading Mathematics, *TWE*, p. 309
- _____ In-Class Examples, *TWE*, p. 310
- _____ ⇨ *Study Guide Masters*, p. 56
- _____ Reteaching the Lesson, *TWE*, p. 310
- _____ Error Analysis, *TWE*, p. 310
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-7, Interactive Lesson 7-7

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 310

Homework Assignments (pp. 310-311)
_____ Core: 11-25 odd, 27-30 _____ Enriched: 10-24 even, 25, 27-30
_____ Optional: 26 (Working on the Chapter Project)
_____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 625
- _____ ⇨ *Practice Masters*, p. 56
- _____ ⇨ *Technology Masters*, Calculator Activity, p. 65

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 311
- _____ Extending the Lesson, *TWE*, p. 311
- _____ ⇨ *Enrichment Masters*, p. 56

NCTM Standards:

1-5, 7, 9, 12, 13

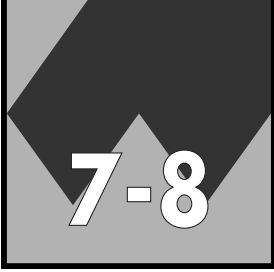
New York Learning Standards for Mathematics, Science, and Technology:

3-5-c

New York Mathematics Core Curriculum—Intermediate Grades 7–8:

5-5C-a, 5-5C-c

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Lesson Planning Guide (pp. 312-314)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Divide fractions.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 312
- _____ ⇨ Transparency 7-8A
- _____ Motivating the Lesson, Hands-On-Activity, *TWE*, p. 312
- _____ Multiple Learning Styles, Interpersonal, *TWE*, p. 312

2 TEACH

- _____ ⇨ Transparency 7-8B
- _____ Thinking Algebraically, *TWE*, p. 312
- _____ In-Class Examples, *TWE*, p. 313
- _____ ⇨ *Study Guide Masters*, p. 57
- _____ Reteaching the Lesson, *TWE*, p. 313
- _____ ⇨ *Transition Booklet*, pp. 27-28
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-8

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 313

NCTM Standards: 1-5, 7, 9, 12
New York Learning Standards for Mathematics, Science, and Technology: 3-3-a, 3-3-f
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-3A-a, 3-3E-a, 3-3F-a

Homework Assignments (p. 314)

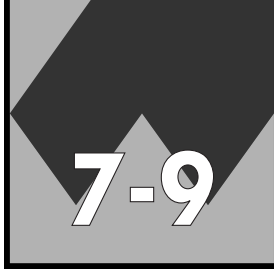
_____ Core: 9-21odd, 23-26 _____ Enriched: 10-20 even, 21-26
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 626
- _____ ⇨ *Practice Masters*, p. 57

4 ASSESS

- _____ Closing Activity, Writing, *TWE*, p. 314
- _____ ⇨ *Assessment and Evaluation Masters*, Quiz C, p. 184
- _____ Extending the Lesson, *TWE*, p. 314
- _____ ⇨ *Enrichment Masters*, p. 57

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Lesson Planning Guide (pp. 315-317)



Teacher's Name _____ Dates _____
 Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve equations involving rational numbers.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 315
- _____ ⇨ Transparency 7-9A
- _____ Motivating the Lesson, Communication, *TWE*, p. 315

2 TEACH

- _____ ⇨ Transparency 7-9B
- _____ Thinking Algebraically, *TWE*, p. 315
- _____ In-Class Examples, *TWE*, p. 316
- _____ ⇨ *Study Guide Masters*, p. 58
- _____ Reteaching the Lesson, *TWE*, p. 316
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-9

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 316

Homework Assignments (p. 317)

- _____ Core: 11-29 odd, 31-35 _____ Enriched: 12-26 even, 28-35
 _____ Alternate Assignment: _____

- _____ Extra Practice, *SE*, p. 626
- _____ ⇨ *Practice Masters*, p. 58
- _____ ⇨ *Technology Masters*, Graphing Calculator Activity, p. 66
- _____ ⇨ *Diversity Masters*, p. 33

4 ASSESS

- _____ Closing Activity, Speaking, *TWE*, p. 317
- _____ Extending the Lesson, *TWE*, p. 317
- _____ ⇨ *Enrichment Masters*, p. 58

NCTM Standards: 1-4, 7, 9
New York Learning Standards for Mathematics, Science, and Technology: 3-7-c
New York Mathematics Core Curriculum—Intermediate Grades 7–8: 3-1A-h, 7-7C-b, 7-7E-a

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Lesson Planning Guide (pp. 318-321)



Teacher's Name _____ Dates _____
Grade _____ Class _____ M Tu W Th F

Objectives

_____ Solve inequalities involving rational numbers and graph their solutions.

1 FOCUS

- _____ 5-Minute Check, *TWE*, p. 318
- _____ ⇨ Transparency 7-10A
- _____ Motivating the Lesson, Problem Solving, *TWE*, p. 318

2 TEACH

- _____ ⇨ Transparency 7-10B
- _____ Using Logical Reasoning, *TWE*, p. 319
- _____ In-Class Examples, *TWE*, pp. 319, 320
- _____ ⇨ *Study Guide Masters*, p. 59
- _____ Reteaching the Lesson, *TWE*, p. 320
- _____ Error Analysis, *TWE*, p. 320
- _____ ⇨ *CD-ROM Program*, Resource Lesson 7-10

3 PRACTICE/APPLY

- _____ Check for Understanding, *SE*, p. 320

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