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Pre-planning: What can you do to prepare to teach each chapter?

- Look at the syllabus. Remember it is very flexible.
- Get a Teacher's Edition that is yours and yours only. You are going to annotate it and make it a valuable teaching tool.
- Tab and highlight your own personal Teacher's Edition. Write in the margins. Try to avoid post-it notes. There will be too many of them.
- Note in your book any personal anecdotes you have on the topic. If you drive, pay a mortgage, have a credit card, etc., you probably have lots of stories. Kids love them. They are *real*.
- Watch the narrated webinar from the Cengage website.
- Read the chapter and do the problems you are going to present or assign. If they look easy for you, you know you can handle planning them the day before you teach them. Note the ones that you will need more time to digest, and work on getting those under your belt in advance.
- Plan how you are going to cover each problem. Chalkboard? Smartboard? Powerpoint?
- Look ahead at what projects you might want to assign, since they are usually assigned early in the unit so the kids have time to complete them. If you are inviting in an insurance agent, set up the optimal time. The projects are listed at the end of each chapter.
- Look at the suggested discussion points in the margin of the TE. These will be used as the kids read aloud.
- Familiarize yourself with the new vocabulary words.
- Remember—you will be saying “I don't know—I'll find out” many times.
- Look at the end of chapter assessments and decide which ones you want to do.
- Look at the workbook pages and see which problems you plan to use.

Teaching a Chapter Opener

- There is a two-page spread at the beginning of each chapter. Familiarize your self with it.
- Go over the quote with the students.
- Go over the sections in a general fashion.
- Have students read the blurb and use the margin notes or your own questions/stories to comment on it.
- Do the Really? Really! Activity. Remind students that there is a math activity at the end of the chapter based on this feature.
- You can have students preview the projects at this point. Certain projects require students having a few weeks to plan. Since you want them finish by the end of the chapter, they are assigned early.

Teaching a typical section

- Sections may take more than one day.
- Plan a do now. Daily quiz?
- One the first day of a section, have a student read the quote and the class can discuss it.
- Put essential question on the board.
- Read passage aloud. Interject comments and questions using the suggestions in the margin, students' own questions, or your own questions/comments.
- Start the model problems in Skills and Strategies. Present each example. Have students do the Check Your Understanding at their seats. This is just like any typical math lesson.
- Assign exercises at the end of each section for the remaining classwork and for homework.

Assessment at the end of each chapter

- Assign the end-of-chapter features to meet your needs. Don't assign some—make some extra credit, etc.
- You Write the Story!!—a routine or nonroutine graph. Electronic copy of it is on website so it can be included in student's report. It's better if students research information and add true facts, rather than fictionalizing or hypothesizing. You can allow any level of this you decide.
- Reality Check—These are the projects. Some of them require going to a bank, insurance agent, funeral parlor, etc., so give the students lead time on these. Have them get a business card from anyone they visit, and make sure they hand in a written thank you letter in a stamped envelope, that you can mail. Get the good community/high school relationship started!
- Dollars and Sense—this is a website activity that is updated periodically so the course stays current. Cengage website has all instructions. Familiarize yourself with it if you are going to assign it.
- Really? Really! Revisited—This is a follow-up of the chapter opening story.
- Applications—These are end-of-chapter problems.
- The workbook. If you use the workbook, you will have many leftover problems from each section that can be assigned, with textbook problems from each section that weren't assigned. This will make a solid chapter review.