

Coach® Suite

Implementation and Pacing Guide

**Coach® Suite Implementation and Pacing Guide, Mathematics,
Grade 3** 557NA ISBN: 978-1-62928-923-6

Triumph Learning® 136 Madison Avenue, 7th Floor, New York, NY 10016

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Program Overview

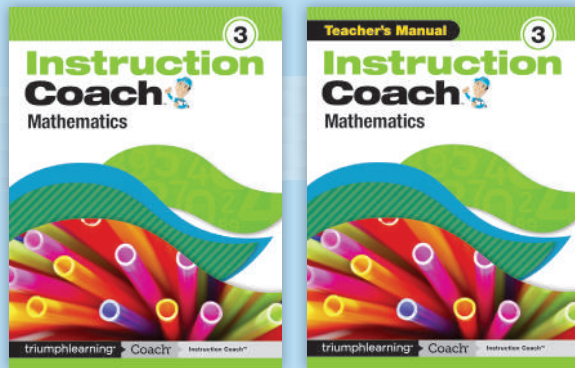
Welcome to Triumph Learning's **Coach Suite Implementation and Pacing Guide!** You have received this guide because you are using one or more of our Coach products: *Instruction Coach*, *Support Coach*, or *Performance Coach*. This guide provides an organizational structure for implementing these products together.

The Coach products are designed to provide a flexible instructional pathway that fits your classroom needs. Use the print and digital components of each product for the blended teaching and learning environment that best suits your teaching style.

Instruction Coach

Instruction and Practice

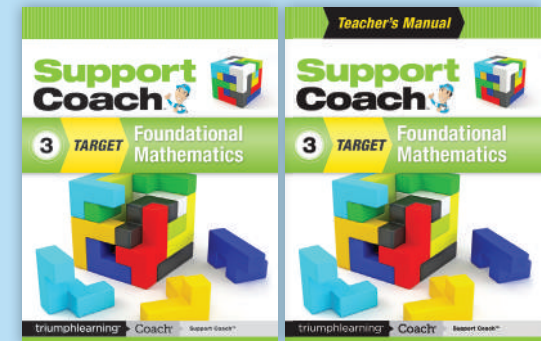
Use **Instruction Coach** as your core instruction.



Support Coach

Targeted Instruction and Practice

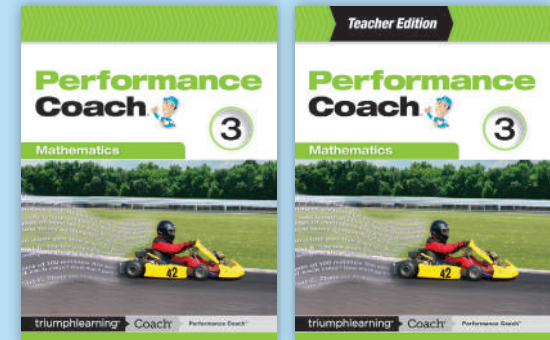
Use **Support Coach** to fill gaps in student understanding with scaffolded instruction.



Performance Coach

Reinforcement and Test Preparation

Use **Performance Coach** to extend understanding for your on-level students and provide practice with a variety of item types.



The Instructional Pathway

Digital Options for Blended Learning



Readiness

Teacher-driven Practice and Instructional Resources

Readiness is a digital resource library of proven Triumph Learning content. This online library enables teachers to choose among a variety of instructional approaches, guides interactive practice and discussion, assigns independent work that addresses the individual needs of students, and measures student progress with online assessments.

Waggle

Student-driven Adaptive Practice and Instruction

Waggle is Triumph Learning's new interactive learning system where practice meets differentiated learning. This adaptive platform helps teachers to understand student performance in real time, enabling students to be immediately remediated or accelerated to meet their needs. Waggle includes a digital version of the Coach Suite print products.



Addressing Key Instructional Shifts in Math

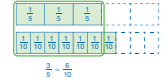
1 Greater focus on fewer topics

The Triumph Learning Suite provides greater focus in mathematics. The curriculum is centered on the major work at each grade level, and the supporting materials provide resources to deepen the time and energy spent on the major topics. The Pacing Guide on pages 2–33 will help in allotting proper time to the major work.

LESSON 13 Comparing Fractions

UNDERSTAND Use fraction strips to compare fractions with different denominators.
Compare $\frac{3}{5}$ and $\frac{7}{10}$.

1 Use fraction strips to show $\frac{3}{5}$ and $\frac{7}{10}$.



The models show that $\frac{7}{10}$ equals $\frac{6}{10}$ more than $\frac{3}{5}$.

2 Compare the fractions. The whole strips are the same size. The part for $\frac{3}{5}$ is less than the part for $\frac{7}{10}$. $\frac{3}{5}$ is less than $\frac{7}{10}$. $\frac{3}{5} < \frac{7}{10}$

92 Domain 3: Number and Operations—Fractions

Instruction Coach

Introduction and Instruction


Focus: 37 standards

Full coverage of all standards

LESSON 11 Comparing Fractions

PLUG IN Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size. The fractions $\frac{4}{8}$ and $\frac{2}{4}$ have the same **denominator**, but different numerators. The fractions $\frac{2}{8}$ and $\frac{2}{4}$ have the same numerator but different denominators.



Four eighths are greater than two eighths. Two eighths are less than two fourths.

Words to Know
denominator the bottom number in a fraction that tells how many equal parts
numerator the top number in a fraction that tells how many equal parts are being counted

DISCUSS Can you use fractions to compare the size of a slice of an apple to the size of a slice of an orange?
Possible answer: No because you are comparing 2 wholes that are different sizes.

A You can use models to compare fractions with the same denominators.

DO Compare. Write $<$, $>$, or $=$.

1 The denominators are the same. Both wholes are in sixths. 3 is less than 5. Three sixths is less than five sixths.

2 Compare the numerators to compare the fractions. $\frac{3}{6} < \frac{5}{6}$

3 Write the correct symbol.

104 LESSON 11

Support Coach

Scaffolded Instruction

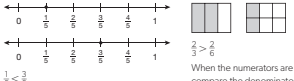
Focus: 20 standards

More time and depth on key standards

LESSON 14 Comparing Fractions

GETTING THE IDEA

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, the fractions must be from the same whole size.



When the numerators are the same, compare the denominators. The fraction with the lesser denominator is the greater fraction.

When the denominators are the same, compare the numerators. The fraction with the greater numerator is the greater fraction.

Example 1
Compare $\frac{1}{2}$ and $\frac{2}{3}$. Use $<$, $>$, or $=$.

Strategy Write the fractions with common denominators.

Step 1 Find a common denominator. Look at the greater denominator. 3 is not a multiple of 2, so 3 cannot be used as a common denominator. Find multiples of 3: 3, 6, 9, ... Multiples of 3: 3, 6, 9, ... Are any of the multiples of 3 also a multiple of 2? 6 is a multiple of 2 because $2 \times 3 = 6$. Use 6 as the common denominator.

140 Domain 3: Number and Operations—Fractions

Performance Coach

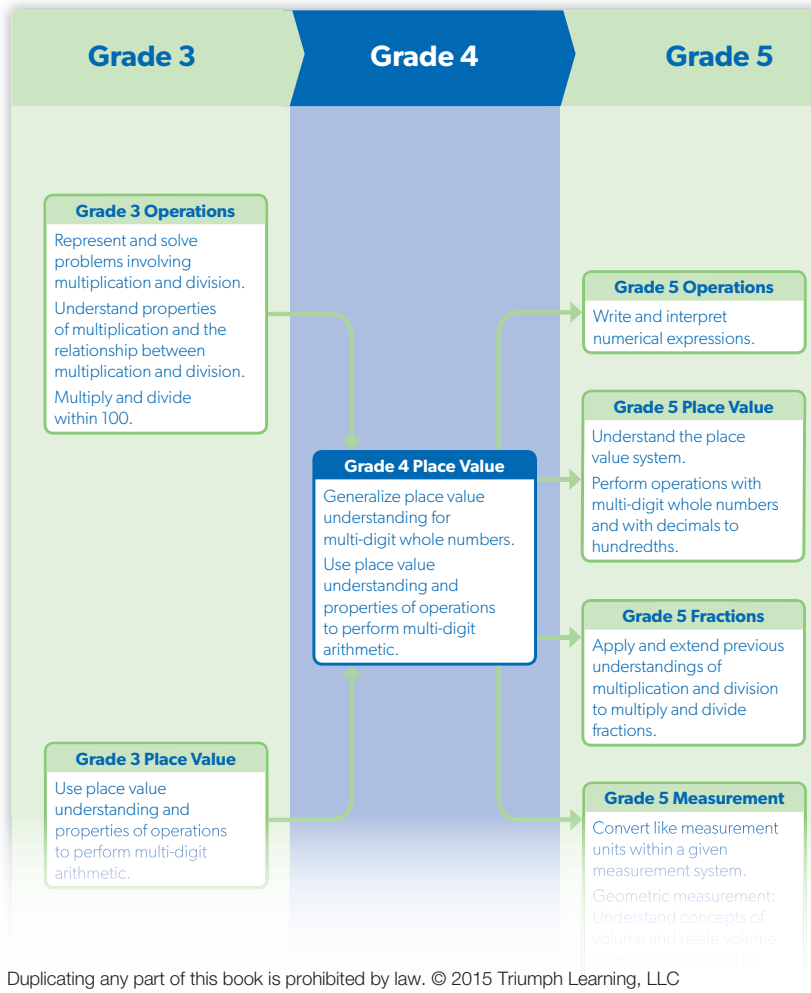
Instruction for Review and Reinforcement

Focus: 37 standards

Full coverage of all standards

2 Coherence: Linking topics and thinking across grades

The Coach Suite is designed to build connections across the grade levels—foundational concepts are introduced at one level and extended and applied in the succeeding levels. These coherent progressions are supported by the structure of Support Coach, which explicitly connects the concepts from one grade level to those at the next grade level.



3 Rigor: Pursuit of conceptual understanding, procedural skills and fluency, and application with equal intensity

The Coach Suite has lessons focused on each of the three major emphases in mathematics—concepts, skills, and problem solving/applications.

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Problem Solving Fluency Lesson Performance Task

Differentiating Learning

One way to differentiate learning in your classroom is to begin a lesson with the Instruction Coach materials. As you assess student needs, you can reach into the Suite for additional resources:



Use **Support Coach** to scaffold instruction for learners who are struggling.



Use **Performance Coach** to reinforce skill development by introducing a variety of different examples and assessment formats.





Use **Waggle** to provide adaptive practice that will individualize the pace at which students master the content.



Use **Readiness** to provide above level and below level support and to provide different formats for practice.

Coach[®] Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the Triumph Learning Coach Suite. If you find that students are struggling with a particular skill, look to the lessons indicated in these *Coach* programs for review and remediation.

Grade 3	 <i>Instruction Coach</i> Lesson(s)	 <i>Support Coach</i> Lesson(s)	 <i>Performance Coach</i> Lesson(s)
Operations & Algebraic Thinking			
Interpret products of whole numbers	L1	L7, L8, L10	L1
Interpret whole-number quotients of whole numbers	L2	L9, L10	L2
Use multiplication within 100 to solve word problems	L3, L4	L8, L10	L3, L4
Determine the unknown whole number in a multiplication or division equation relating three whole numbers	L5		L5
Apply properties of operations as strategies to multiply and divide	L6		L6
Understand division as an unknown-factor problem	L5	L10	L5
Divide and multiply within 100 using relationship between multiplication and division	L7	L8, L10, L11, L12	L7
Solve two-step word problems using the four operations	L8	L11	L8

Grade 3			
Skill	Instruction Coach Lesson(s)	Support Coach Lesson(s)	Performance Coach Lesson(s)
Identify arithmetic patterns	L9	L12	L9
Numbers & Operations in Base 10			
Use place value understanding to round whole numbers to nearest 10 or 100	L10	L11	L10, L11
Add and subtract using strategies and algorithms based on place value	L11	L5, L6, L11, L13, L15, L16	L12, L13, L14
Multiply one-digit whole numbers by multiples of 10	L12		L15
Numbers & Operations—Fractions			
Understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$	L13	L1, L2, L3, L4	L16
Represent a unit fraction on a number line diagram	L14	L1, L2	L17
Represent a non-unit fraction on a number line	L14	L2, L3, L17	L17
Understand two fractions as equivalent if they are the same size	L15, L16	L3	L18
Recognize, generate and explain why two fractions are equivalent	L15, L16	L3	L18
Express whole numbers as fractions	L15, L16		L19
Compare two fractions with the same numerator or denominator by reasoning about their size	L15, L16	L4	L20

Grade 3

Skill	Instruction Coach Lesson(s)	Support Coach Lesson(s)	Performance Coach Lesson(s)
Measurement & Data			
Tell and write time to the nearest minute	L17	L13	L21
Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units	L18	L14	L22, L23
Draw a scaled picture graph to represent a data set with several categories	L19, L20	L15, L16	L24, L25
Generate measurement data by measuring lengths using rulers and show data on line plot	L21, L22	L17	L26
Understand unit squares	L23	L19	L28
Use unit squares to find area	L23	L19	L28
Measure areas by counting unit squares	L23	L19	L28
Find area of a rectangle by tiling	L24, L25		L28, L29
Multiply side lengths to find areas of rectangles with whole-number side lengths	L24, L25	L19	L29, L30
Use tiling to show that area of a rectangle is $a \times b$	L24, L25		L29
Recognize area as additive	L24, L25		L29
Solve real world problems involving perimeters of polygons	L26	L18	L27, L30

Grade 3			
Skill	<i>Instruction Coach Lesson(s)</i>	<i>Support Coach Lesson(s)</i>	<i>Performance Coach Lesson(s)</i>
Geometry			
Understand attributes of different categories of shapes	L27	L20	L31
Partition shapes into parts with equal areas	L28		L32

Using the Pacing Guide

You can use the Math Pacing Guide that follows to plan the delivery of the curriculum over the school year. There are several assumptions built into the Pacing Guide:

- ➔ Priority content requires more time to teach. More time has been allotted in the Pacing Guide for lessons that teach the priority content for your grade level. This will allow you more time to differentiate, go deeper into those topics, and allow students to see the priority standards from different perspectives.
- ➔ The Pacing Guide is designed for a 33-week school year. If your school year is longer or shorter than 33 weeks, you can make adjustments for the difference.
- ➔ Time is included for review and assessment. Review time is scheduled for each domain and for the end of the year.
- ➔ Curriculum mapping decisions should be flexible. The sequence of topics is designed to address all the content of the grade level, but you can re-sequence the content to agree with the curriculum maps used in your state or district. Just remember to allow the amount of time for each lesson that is suggested in the Pacing Guide.
- ➔ Each day is planned around a 40-minute session. The suggested times for the core lesson and the differentiation options will vary, but the sum is always 40 minutes. If your class sessions are longer or shorter than 40 minutes, plan accordingly.

Week 1				
Day 1	Day 2	Day 3	Day 4	Day 5
Domain 1: Ratios and Proportional Relationships				
Instruction Coach Lesson 1: Understanding Ratios <ul style="list-style-type: none"> Teacher's Manual pp. 18–19; 20 min. EL Adaptations Lesson 1 Before the Lesson Ask students to make numerical comparisons of sets in the classroom (tables vs. chairs) and outside of the classroom (e.g., states starting with letter A vs. with the letter N). Speak of the ratio of the two numbers (4 to 20, tables to chairs).	Instruction Coach Lesson 1: Understanding Ratios <ul style="list-style-type: none"> Teacher's Manual pp. 18–19; 20 min. EL Adaptations Lesson 1 Meaning of Ratio Pay attention (pronunciation, spelling, meaning) to the term ratio. Use the Before the Lesson as an important way to explain concept and language. Add examples. Alert students to Glossary.	Instruction Coach Lesson 1: Understanding Ratios <ul style="list-style-type: none"> Teacher's Manual pp. 18–19; 20 min. EL Adaptations Lesson 1 Understand-Connect Continue with concept and application of ratio, making sure part-to-whole and whole-to-part is understood.	Instruction Coach Lesson 1: Understanding Ratios <ul style="list-style-type: none"> Teacher's Manual pp. 18–19; 25 min. EL Adaptations Lesson 1 Practice Begin Practice with full class vocalizing and explaining the first 3–4 questions, making sure instructions are clear. Go over the main instructions in the rest of Practice to insure full understanding. Note Observation and Action on the bottom of p. 27 of Common Core Support Coach Teacher's Manual.	Instruction Coach Lesson 2: Understanding Unit Rates <ul style="list-style-type: none"> Teacher's Manual pp. 20–21; 20 min. EL Adaptations Lesson 2 Introduce Unit Rate Review the concept of ratio and add rate and unit rate. Use the Before the Lesson as an important way to explain concept and language. Add examples from students' lives such as goals per game, cost per dollar, etc. Alert students to Glossary. Pay special attention to the advice for EL students on p. 34 of Common Core Support Coach Teacher's Manual.
DIFFERENTIATION OPTIONS <ul style="list-style-type: none"> Support Coach Teacher's Manual pp. 26–27 PLUG IN: Build Background; 20 min. Performance Coach Teacher's Edition pp. 2–3 with Getting the Idea section of Student Edition p. 6; 20 min. Readiness 	DIFFERENTIATION OPTIONS <ul style="list-style-type: none"> Support Coach Teacher's Manual pp. 26–27 PLUG IN: Build Background; 20 min. Performance Coach Teacher's Edition pp. 2–3 with Examples 1–2 of Student Edition p. 7; 20 min. Readiness 	DIFFERENTIATION OPTIONS <ul style="list-style-type: none"> Support Coach Teacher's Manual pp. 26–27 for PLUG IN: Model Application; 20 min. Performance Coach Teacher's Edition pp. 2–3 with Example 3 and Coached p. 8; 20 min. Readiness 	DIFFERENTIATION OPTIONS <ul style="list-style-type: none"> Support Coach Teacher's Manual pp. 26–27 for PLUG IN: Practice and Assess; 15 min. Performance Coach Teacher's Edition pp. 2–3 with Lesson Practice section of Student Edition pp. 9–12; 15 min or as time permits. Readiness 	DIFFERENTIATION OPTIONS <ul style="list-style-type: none"> Support Coach Teacher's Manual pp. 34–35 for PLUG IN: Building Background; 20 min. Performance Coach Teacher's Edition pp. 6–7 with Getting the Idea section of Student Edition p. 23; 20 min. Readiness
Waggle				
Goal Ratios and Rates				Goal Ratios and Rates

Sample page from the Pacing Guide

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach

Lesson 1: Representing Multiplication

- *Teacher's Manual* pp. 18–19; 30 min.
- *EL Adaptations Lesson 1*

Before the Lesson

Use concrete objects to set this lesson up: 3 sets of 5 objects; 5 sets of 2 objects; 3 sets of 7 objects – how do you find the total number of objects? Use student responses to begin a discussion about repeated addition.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual
pp. 50–51, *PLUG IN: Build Background*. 10 min.
- **Performance Coach**
Teacher's Edition
pp. 2–3, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 6–7. 10 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 1: Representing Multiplication

- *Student Edition* p. 6; 30 min.
- *Teacher's Manual* pp. 18–19
- *EL Adaptations Lesson 1*

Understand

The lesson starts by showing a set of ovals for groups of objects. Portray this concretely first to make sure students understand multiplication as repeated addition. Ask students to give examples of their own. See EL note on p. 50 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual
pp. 50–51, *PLUG IN: Introduce and Model*. 10 min.
- **Performance Coach**
Teacher's Edition
pp. 2–3, with *Examples 2–3* of *Student Edition* pp. 8–9. 10 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 1: Representing Multiplication

- *Student Edition* p. 7; 25 min.
- *Teacher's Manual* pp. 18–19
- *EL Adaptations Lesson 1*

Connect

Make sure students can read 3×5 explaining what it means in terms of objects. Ask for illustrations. Add other examples (e.g., 5×3) to make sure students understand the full meaning of this basic concept. (What is the difference between 5×3 and 3×5 ?). Skip counting: students should be able to vocalize 2's, 3's, and 4's, each with a string of about five.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual
pp. 52–53, *POWER UP: Build Background*. 15 min.
- **Performance Coach**
Teacher's Edition
pp. 2–3, with *Example 4* of *Student Edition* p. 9. 15 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 1: Representing Multiplication

- *Student Edition* p. 8; 30 min.
- *Teacher's Manual* pp. 18–19
- *EL Adaptations Lesson 1*

Example

Discuss the counting bears prior to moving through this example. Start a discussion on what students might do to find the total number of bears. Explain “factor.”

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual
pp. 52–53, *POWER UP: Introduce and Model*. 10 min.
- **Performance Coach**
Teacher's Edition
pp. 2–3, with *Coached Example of Student Edition* p. 10. 10 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 1: Representing Multiplication

- *Student Edition* p. 9; 20 min.
- *Teacher's Manual* pp. 18–19
- *EL Adaptations Lesson 1*

Multiplication Models

Use this page for independent work, making sure all students understand what needs to be done. Monitor groups and ask students to make new multiplication examples for each other.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual
pp. 52–53, *POWER UP: Model Application*. 20 min.
- **Performance Coach**
Teacher's Edition
pp. 2–3, with *Lesson Practice* section of *Student Edition* pp. 11–12. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Represent Multiplication

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach
Lesson 1: Representing Multiplication

- *Student Edition* pp. 10–11; 20 min.
- *Teacher’s Manual* pp. 18–19
- *EL Adaptations Lesson 1*

Practice
 Pay special attention to Questions 9 and 10 on Instruction Coach SE p. 11. Fluency practice can be found on TM p. A10.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 52–53, **POWER UP:** Practice and Assess. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 2–3, with Lesson Practice section of Student Edition pp. 13–14. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Represent Multiplication

LESSON FOCUS
Instruction Coach
Lesson 2: Representing Division

- *Teacher’s Manual* pp. 20–21; 30 min.
- *EL Adaptations Lesson 2*

Before the Lesson
 Use concrete objects to give students the idea of equal groups and start to show how this idea is related to the previous work in Lesson 1.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 66–67, **PLUG IN:** Build Background. 10 min.
- **Performance Coach**
Teacher’s Edition pp. 4–5, with Getting the Idea section and Example 1 of Student Edition pp. 15–16. 10 min.
- **Readiness**

► **Goal** Represent Division

LESSON FOCUS
Instruction Coach
Lesson 2: Representing Division

- *Student Edition* p. 12; 30 min.
- *Teacher’s Manual* pp. 20–21
- *EL Adaptations Lesson 2*

Understand
 Start with concrete objects and ask students to divide into equal groups. Say: I started with 10 objects and I am going to divide them into two equal groups. How many will there be in each group? With the same 10 objects, divide into five equal groups, and again ask: ‘How many in each group?’

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 66–67, **PLUG IN:** Introduce and Model. 10 min.
- **Performance Coach**
Teacher’s Edition pp. 4–5, with Examples 2–3 of Student Edition pp. 17–18. 10 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 2: Representing Division

- *Student Edition* p. 13; 30 min.
- *Teacher’s Manual* pp. 20–21
- *EL Adaptations Lesson 2*

Connect
 Ask students to explain $12/4$. Go over the meaning of this expression and the names attached to each part.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 68–69, **POWER UP:** Build Background. 10 min.
- **Performance Coach**
Teacher’s Edition pp. 4–5, with Example 4 of Student Edition p. 19. 10 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 2: Representing Division

- *Student Edition* p. 14; 30 min.
- *Teacher’s Manual* pp. 20–21
- *EL Adaptations Lesson 2*

Example
 The example returns to Understand – start with a set of objects and divide them into equal groups, but this time with a greater number. You should offer students many opportunities to group objects into equal groups. Start with 10 and advance to greater numbers.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 68–69, **POWER UP:** Introduce and Model. 10 min.
- **Performance Coach**
Teacher’s Edition pp. 4–5, with Coached Example of Student Edition pp. 19. 10 min
- **Readiness**

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach

Lesson 2: Representing Division

- *Student Edition* p. 15; 30 min.
- *Teacher's Manual* pp. 20–21
- *EL Adaptations Lesson 2*

Division Models

Additional practice is here to move students from concrete to representational stage. See EL note on p. 68 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 68–69, **POWER UP: Model Application**. 10 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with *Lesson Practice* section of *Student Edition* pp. 20–21. 10 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 2: Representing Division

- *Student Edition* pp. 16–17; 20 min.
- *Teacher's Manual* pp. 20–21
- *EL Adaptations Lesson 2*

Practice

Pay special attention to Questions 9 and 10 on *Instruction Coach SE* p. 17. Fluency practice starts on *TM* p. A15.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 68–69, **POWER UP: Practice and Assess**. 20 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with *Lesson Practice* section of *Student Edition* pp. 22–23. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 3: Problem Solving - Multiplication

- *Teacher's Manual* pp. 22–23; 20 min.
- *EL Adaptations Lesson 3*

Before the Lesson

Review the 4-step problem solving process. Ask questions about what a strategy means. Ask students to give examples of strategies they use in their lives to solve problems. See EL note on p. 62 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 62–65, **READY TO GO: Build Background**. 20 min.
- **Performance Coach Teacher's Edition** pp. 6–7, with *Getting the Idea* section and *Example 1* of *Student Edition* p. 24. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 3: Problem Solving - Multiplication

- *Student Edition* p. 18; 20 min.
- *Teacher's Manual* pp. 22–23
- *EL Adaptations Lesson 3*

The Cabbage Patch

Prior to reading this problem, prepare students for these: array, equation, and repeated addition. Show examples of each.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 62–65, **READY TO GO: Introduce Concepts and Vocabulary**. 20 min.
- **Performance Coach Teacher's Edition** pp. 6–7, with *Example 2* of *Student Edition* p. 25. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 3: Problem Solving - Multiplication

- *Student Edition* p. 19; 20 min.
- *Teacher's Manual* pp. 22–23
- *EL Adaptations Lesson 3*

Apple Picking

Review the basics concepts of multiplication – how many in each group and how many groups – prior to this problem.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 62–65, **READY TO GO: Support Discussion**. 20 min.
- **Performance Coach Teacher's Edition** pp. 6–7, with *Example 3* of *Student Edition* p. 26. 20 min.
- **Readiness**

Waggle™

► **Goal** Represent Division

► **Goal** Multiply Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving - Multiplication

- *Student Edition* p. 20; 20 min.
- *Teacher's Manual* pp. 22–23
- *EL Adaptations Lesson 3*

Weighing Melons
Assess which students are having trouble reading these problems. Make a special effort to help them understand what is required and how to go about solving this problem.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 62–65, *READY TO GO: Lesson Link*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 6–7, with *Coached Example of Student Edition* p. 27. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving - Multiplication

- *Student Edition* p. 21; 20 min.
- *Teacher's Manual* pp. 22–23
- *EL Adaptations Lesson 3*

Woodworking
This problem is a good example to show how a diagram or picture of what is going on can be helpful to many students. A representation of a problem can go a long way.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 62–65, *READY TO GO: Support Discussion*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 6–7, with *Lesson Practice section of Student Edition* pp. 28–30. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving - Multiplication

- *Student Edition* pp. 22–23; 20 min.
- *Teacher's Manual* pp. 22–23
- *EL Adaptations Lesson 3*

Practice
Discuss each problem before students get started with each one. Make sure all understand what is needed. After students complete each problem, discuss the different ways students solved it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 62–65, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 6–7, with *Lesson Practice section of Student Edition* pp. 31–32. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 4: Problem Solving - Division

- *Teacher's Manual* pp. 24–25; 20 min.
- *EL Adaptations Lesson 4*

Before the Lesson
Review the 4-step problem solving process. Ask students to explain the difference between multiplication and division and to give examples of each. See EL note on p. 78 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Getting the Idea section and Example 1 of Student Edition* p. 33. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 4: Problem Solving - Division

- *Student Edition* p. 24; 20 min.
- *Teacher's Manual* pp. 24–25
- *EL Adaptations Lesson 4*

Stamp Array
Go over repeated subtraction. Connect it to division and to repeated addition. These connections are important for all multiplying and dividing problem solving.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Introduce Concepts*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Example 2 of Student Edition* p. 34. 20 min.
- **Readiness**

Waggle™

► **Goal** Multiply Whole Numbers

► **Goal** Divide Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach

Lesson 4: Problem Solving - Division

- *Student Edition* p. 25; 20 min.
- *Teacher's Manual* pp. 24–25
- *EL Adaptations Lesson 4*

Kickball Teams

Review the basic concepts of division – how many altogether, how many groups, and how many in each group – prior to this problem.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Support Discussion*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Example 3* of *Student Edition* p. 35. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 4: Problem Solving - Division

- *Student Edition* p. 26; 20 min.
- *Teacher's Manual* pp. 24–25
- *EL Adaptations Lesson 4*

Bulletin Board Decorations

This problem is a good example to show how a diagram or picture of what is going on can be helpful to many students. A representation of a problem can go a long way.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Lesson Link*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Coached Example* of *Student Edition* p. 36. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 4: Problem Solving - Division

- *Student Edition* p. 27; 20 min.
- *Teacher's Manual* pp. 24–25
- *EL Adaptations Lesson 4*

Fences

This problem brings back the use of a number line with multiplying and dividing.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Lesson Practice* section of *Student Edition* pp. 37–38. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 4: Problem Solving - Division

- *Student Edition* pp. 28–29; 20 min.
- *Teacher's Manual* pp. 24–25
- *EL Adaptations Lesson 4*

Practice

Discuss each problem before students get started. Make sure all understand what is needed. After students complete each problem, discuss the different ways students solved it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 8–9, with *Lesson Practice* section of *Student Edition* pp. 39–40. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 5: Relating Multiplication and Division

- *Teacher's Manual* pp. 26–27; 20 min.
- *EL Adaptations Lesson 5*

Before the Lesson

Model multiplication with objects. Ask, for example, how many in each group when 12 is divided into 4 equal groups? Repeat this exercise.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 41–42. 20 min.
- **Readiness**

Waggle™

► **Goal** Divide Whole Numbers

► **Goal** Represent Multiplication
► **Goal** Represent Division

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS

Instruction Coach
Lesson 5: Relating Multiplication and Division

- *Student Edition* pp. 30–31; 20 min.
- *Teacher's Manual* pp. 26–27
- *EL Adaptations Lesson 5*

Understand—Connect

Using objects, ask students to explain the difference between multiplication and division. ‘Ask: What is the missing part?’

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Introduce Concepts*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with Example 2 of *Student Edition* p. 43. 20 min.
- **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 5: Relating Multiplication and Division

- *Student Edition* p. 32; 20 min.
- *Teacher's Manual* pp. 26–27
- *EL Adaptations Lesson 5*

Example A

The missing dividend can be tricky. It is equivalent to how many objects did we start with; hence this means understanding the connection between multiplication and division.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Support Discussion*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with Example 3 of *Student Edition* pp. 44–45. 20 min.
- **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 5: Relating Multiplication and Division

- *Student Edition* p. 33; 20 min.
- *Teacher's Manual* pp. 26–27
- *EL Adaptations Lesson 5*

Example B

Explain *inverse*. Here students need to understand the connection between multiplication and division.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Lesson Link*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with *Coached Example of Student Edition* p. 46. 20 min.
- **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 5: Relating Multiplication and Division

- *Student Edition* pp. 34–35; 20 min.
- *Teacher's Manual* pp. 26–27
- *EL Adaptations Lesson 5*

Example C and Fact Families

Explain fact family and show how it fits both multiplication and division. Offer three members of a fact family and ask students to name all facts.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with *Lesson Practice section of Student Edition* pp. 47–48. 20 min or as time permits.
- **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 5: Relating Multiplication and Division

- *Student Edition* p. 36–20; 20 min.
- *Teacher's Manual* pp. 26–27
- *EL Adaptations Lesson 5*

Practice

Practice first verbally with examples such as “4 times how many equals 20?”

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 78–81, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 10–11, with *Lesson Practice section of Student Edition* pp. 49–50. 20 min or as time permits.
- **Readiness**

Waggle™

- **Goal** Represent Multiplication
- **Goal** Represent Division

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS

Instruction Coach
Lesson 6: Applying Properties of Operations

- *Teacher's Manual* pp. 28–29; 20 min.
- *EL Adaptations Lesson 6*

Before the Lesson

Explore multiplication facts (3×4 , e.g.) to see how reversing the factors does not change the product.

DIFFERENTIATION OPTIONS

- Practice reversing factors with different facts. Use 1 and 0 as factors. 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with *Getting the Idea* section and *Example 1* of Student Edition pp. 51–52. 20 min.
 - **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 6: Applying Properties of Operations

- *Student Edition* pp. 38–39; 20 min.
- *Teacher's Manual* pp. 28–29
- *EL Adaptations Lesson 6*

Understand—Connect

UNDERSTAND and CONNECT are tied together as usual, with UNDERSTAND laying down the concept and CONNECT showing a by-product of the UNDERSTAND – a multiplication table showing how to find $3 \times 4 = 4 \times 3$.

DIFFERENTIATION OPTIONS

- Show arrays and ask students to find the multiplication fact. Then ask students to rearrange array to find a 2nd fact equal to the first. 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with *Example 2* of Student Edition p. 53. 20 min.
 - **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 6: Applying Properties of Operations

- *Student Edition* p. 40; 20 min.
- *Teacher's Manual* pp. 28–29
- *EL Adaptations Lesson 6*

Example A

Go over the meaning of *commutative*. Ask class to think of other examples, including 0 and 1 as factors.

DIFFERENTIATION OPTIONS

- Discuss: arrays of objects can be rotated to show the commutative property of multiplication. 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with *Example 3* of Student Edition pp. 53–54. 20 min.
 - **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 6: Applying Properties of Operations

- *Teacher's Manual* p. 41; 20 min.
- *EL Adaptations Lesson 6*

Example

Make sure class understands the meaning of *associative*, that it involves three numbers, and that it is another way, of saying “it does not matter in what order you multiply, you get the same answer.” Ask students to verify this with every possible ordering of three numbers.

DIFFERENTIATION OPTIONS

- Review all properties with examples. 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with *Coached Example* of Student Edition p. 54. 20 min.
 - **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 6: Applying Properties of Operations

- *Teacher's Manual* p. 42; 20 min.
- *EL Adaptations Lesson 6*

Example C and Problem Solving

Show class two sets of identical arrays for the distributive property for $2 \times (3 + 4)$. Lay out these arrays as: $(3 + 4)$ twice.

DIFFERENTIATION OPTIONS

- Break the class into groups to discuss how to use the distributive property to multiply: 3×14 . 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with *Lesson Practice* section of Student Edition pp. 55–56. 20 min or as time permits.
 - **Readiness**

Waggle™

► **Goal** Represent Multiplication

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 1: Operation and Algebraic Thinking

LESSON FOCUS
Instruction Coach
Lesson 6: Applying Properties of Operations

- *Student Edition* pp. 44–45; 20 min.
- *Teacher’s Manual* pp. 28–29
- *EL Adaptations Lesson 6*

Practice
 Divide the Practice into 3 or 4 parts. Ask students to complete each part and all share results.

DIFFERENTIATION OPTIONS
 Ask students to draw examples of three properties. 20 min.

- **Performance Coach Teacher’s Edition** pp. 12–13, with *Lesson Practice* section of *Student Edition* pp. 57–58. 20 min or as time permits.
- **Readiness**

Waggle™

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Teacher’s Manual* pp. 30–31; 20 min.
- *EL Adaptations Lesson 7*

Before the Lesson
 Review the connection between multiplication and division. Use objects to form arrays and ask about the inverse relationships between the two operations.

DIFFERENTIATION OPTIONS
 Review fact families by giving students three numbers (e.g., 4, 7, 28) and ask students to produce the fact family. 20 min.

- **Performance Coach Teacher’s Edition** pp. 14–15, with *Getting the Idea* section of *Student Edition* p. 59. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Student Edition* p. 46; 20 min.
- *Teacher’s Manual* pp. 30–31
- *EL Adaptations Lesson 7*

Example A and Example B
 Before starting these pages, ask students how they would explain 4×6 . Go over several possibilities to remind students: arrays, repeated addition, and skip counting.

DIFFERENTIATION OPTIONS
 Go over several possibilities to remind students: arrays, repeated addition, and skip counting. 20 min.

- **Performance Coach Teacher’s Edition** pp. 14–15, with *Example 1* of *Student Edition* p. 60. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Student Edition* p. 47; 20 min.
- *Teacher’s Manual* pp. 30–31
- *EL Adaptations Lesson 7*

Example C and Example D
 Ask students to demonstrate the various properties: commutative, associative, and distributive.

DIFFERENTIATION OPTIONS
 Review fact families for several sets of numbers. 20 min.

- **Performance Coach Teacher’s Edition** pp. 14–15, with *Example 2* of *Student Edition* p. 61. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Student Edition* p. 48; 20 min.
- *Teacher’s Manual* pp. 30–31
- *EL Adaptations Lesson 7*

Example E and Example F
 Go over repeated subtraction for several examples.

DIFFERENTIATION OPTIONS
 Ask students to demonstrate how repeated addition is connected to repeated subtraction. 20 min.

- **Performance Coach Teacher’s Edition** pp. 14–15, with *Coached Example* of *Student Edition* p. 62. 20 min.
- **Readiness**

► **Goal** Represent Multiplication

► **Goal** Multiply Whole Numbers
 ► **Goal** Divide Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Student Edition* p. 49; 20 min.
- *Teacher's Manual* pp. 30–31
- *EL Adaptations Lesson 7*

Example G and Example H
Write a division equation and ask students to write the equivalent multiplication equation. Then ask them to fill in all members of the fact family.

DIFFERENTIATION OPTIONS

Practice reversing factors with different facts. 20 min.

- **Performance Coach**
Teacher's Edition pp. 14–15, with *Lesson Practice* section of *Student Edition* pp. 63–64. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 7: Multiplying and Dividing Whole Numbers

- *Student Edition* pp. 50–51; 20 min.
- *Teacher's Manual* pp. 30–31
- *EL Adaptations Lesson 7*

Practice
Divide Practice into three sections. Ask students to work in groups, then go over all questions.

DIFFERENTIATION OPTIONS

Practice drawing arrays to fit equations, then write the full family. 20 min.

- **Performance Coach**
Teacher's Edition pp. 14–15, with *Lesson Practice* section of *Student Edition* pp. 65–66. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 8: Problem Solving: Two-Step Word Problems

- *Teacher's Manual* pp. 32–33; 20 min.
- *EL Adaptations Lesson 8*

Before the Lesson
Review problem-solving techniques and go over facts for all four operations. Explain what it means to solve a problem in two steps, and demonstrate with specific problems.

DIFFERENTIATION OPTIONS

Review the four-step problem solving process; ask what each step means. 20 min.

- **Performance Coach**
Teacher's Edition pp. 16–17, with *Getting the Idea of Student Edition* p. 67. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 8: Problem Solving: Two-Step Word Problems

- *Student Edition* p. 52; 20 min.
- *Teacher's Manual* pp. 32–33
- *EL Adaptations Lesson 8*

Stamp Collecting
Go over the READ and PLAN steps to make sure all students understand these steps and what the thinking is behind this problem.

DIFFERENTIATION OPTIONS

Ask students to write addition problems for use by the entire class. 20 min.

- **Performance Coach**
Teacher's Edition pp. 16–17, with *Example 1 of Student Edition* pp. 68–69. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 8: Problem Solving: Two-Step Word Problems

- *Student Edition* p. 53; 20 min.
- *Teacher's Manual* pp. 32–33
- *EL Adaptations Lesson 8*

Art Box
Help students differentiate between when to add and when to multiply.

DIFFERENTIATION OPTIONS

Ask students to write subtraction problems for use by the entire class. 20 min.

- **Performance Coach**
Teacher's Edition pp. 16–17, with *Example 2 of Student Edition* pp. 69–70. 20 min.
- **Readiness**

Waggle™

- **Goal** Multiply Whole Numbers
- **Goal** Divide Whole Numbers

- **Goal** Two-Step Word Problems

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 1: Operation and Algebraic Thinking

LESSON FOCUS**Instruction Coach****Lesson 8: Problem Solving: Two-Step Word Problems**

- *Student Edition* p. 54; 20 min.
- *Teacher's Manual* pp. 32–33
- *EL Adaptations* Lesson 8

Camera Shopping

Accent that looking for the operation is a key to planning how to solve a problem.

DIFFERENTIATION OPTIONS

Ask students to write multiplication problems for use by the entire class. 20 min.

- **Performance Coach Teacher's Edition** pp. 16–17, with *Coached Example of Student Edition* p. 71. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 8: Problem Solving: Two-Step Word Problems**

- *Student Edition* p. 55; 20 min.
- *Teacher's Manual* pp. 32–33
- *EL Adaptations* Lesson 8

Gift Bags

Warn students to distinguish between multiplying and dividing.

DIFFERENTIATION OPTIONS

Ask students to write division problems for use by the entire class. 20 min.

- **Performance Coach Teacher's Edition** pp. 16–17, with *Lesson Practice* section of *Student Edition* pp. 72–73. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 8: Problem Solving: Two-Step Word Problems**

- *Student Edition* pp. 56–57; 30 min.
- *Teacher's Manual* pp. 32–33
- *EL Adaptations* Lesson 8

Practice

Divide Practice into two sections. Ask students to work in groups, then go over the techniques used to solve all questions.

DIFFERENTIATION OPTIONS

Review the four-step problem solving process; ask what each step means. 20 min.

- **Performance Coach Teacher's Edition** pp. 16–17, with *Lesson Practice* section of *Student Edition* pp. 74–75. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 9: Identifying Patterns**

- *Student Edition* pp. 58–59; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations* Lesson 9

Understand—Connect

Move from counters (2's, 3's, etc.) to pictorial to abstract in all parts of this lesson. Ask students to skip count forwards and backwards. Then move to UNDERSTAND—CONNECT. The hundreds chart can be used in many ways over and over for different patterns.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 94–97, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 18–19, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 76–77. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 9: Identifying Patterns**

- *Student Edition* p. 60; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations* Lesson 9

Example A

Ask students: Is there another way to find the missing number?

See EL note on p. 98 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 94–97, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 18–19, with *Examples 2–3* of *Student Edition* pp. 79–81. 20 min.
- **Readiness**

Waggle™

► **Goal** Two-Step Word problems► **Goal** Patterns

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

LESSON FOCUS
Instruction Coach
Lesson 9: Identifying Patterns

- *Student Edition* p. 61; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 9*

Example B

Ask students to come up with patterns to challenge others in the class.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 94–97, *READY TO GO: Introduce Concepts and Vocabulary*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 18–19, with *Example 4 of Student Edition* p. 81. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 9: Identifying Patterns

- *Student Edition* p. 62; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 9*

Example C

Discuss even and odd numbers prior to Example C. Ask students if they know these numbers. Do verbal practice with even and odd patterns. Add two even numbers, and ask what kind of a number the sum is.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 94–97, *READY TO GO: Support Discussion*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 18–19, with *Coached Example of Student Edition* p. 82. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 9: Identifying Patterns

- *Student Edition* p. 63; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 9*

Example D

Present students with a problem such as “If you multiply 5 by a number, is the product always odd?” Use it to discuss the importance of providing more than one example to prove that a conclusion is true.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 94–97, *READY TO GO: Model Application*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 18–19, with *Lesson Practice section of Student Edition* pp. 83–84. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 9: Identifying Patterns

- *Student Edition* pp. 64–65; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 9*

Practice

Divide Practice into three sections; ask students to complete each section and discuss.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 94–97, *READY TO GO: Practice and Assess*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 18–19, with *Lesson Practice section of Student Edition* pp. 85–86. 20 min or as time permits.
- **Readiness**

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review

- *Student Edition* pp. 66–67; 40 min.
- *Teacher's Manual* pp. 87–88

Questions 1–23

Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 66–67. Make sure all instructions are clear. See Progression Chart on TM pp. 16–17 for a view of progressions connecting lessons of Domain 1.

DIFFERENTIATION OPTIONS

Ask students to do a single page at a time, and then go over the questions.

- **Performance Coach**
Teacher's Edition p. 20, with *Domain 1 Review section of Student Edition* pp. 87–89, as time permits.

Waggle™

► **Goal** Patterns

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Operation and Algebraic Thinking**

► **Domain 2: Number and Operations in Base Ten**

REVIEW AND ASSESS

**Instruction Coach
Domain 1 Review**

- *Student Edition* pp. 68–69; 40 min.
- *Teacher’s Manual* pp. 87–88

Questions 24–35 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on SE p. 69.

Ask students to take a look at instructions for the second half of the Review on p. 68. In particular, clarify any doubts with respect to Performance Task (*A Trip to the Museum*) on p. 69. See Progression Chart on TM pp. 16–17 for a view of progressions connecting lessons of Domain 1.

DIFFERENTIATION OPTIONS

Ask students to do a single page at a time, and then go over the questions.

- **Performance Coach Teacher’s Edition** p. 20, with *Domain 1 Review* section of *Student Edition* pp. 90–91 as time permits.

REVIEW AND ASSESS

**Instruction Coach
Domain 1 Assessment**

- *Assessments* pp. 4–7; 40 min.
- *Assessments Answer Key* p. 4

Questions 1–20

Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

REVIEW AND ASSESS

**Instruction Coach
Domain 1 Assessment**

- *Assessments* pp. 8–11; 40 min.
- *Assessments Answer Key* pp. 4–6

Questions 21–25

Provide clear explanation of questions.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

LESSON FOCUS

**Instruction Coach
Lesson 10: Using Place Value to Round Whole Numbers**

- *Student Edition* pp. 72–73; 20 min.
- *Teacher’s Manual* pp. 38–39
- *EL Adaptations Lesson 10*

Understand—Connect

Speak to students about rounding. Ask if they know what it means to say, “Josh owes Henry around 30 cents.”

See EL note on p. 82 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 82–83, *PLUG IN: Build Background*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 24–25, with *Getting the Idea* section and *Examples 1–2 of Student Edition* pp. 102–103. 20 min.
- **Readiness**

LESSON FOCUS

**Instruction Coach
Lesson 10: Using Place Value to Round Whole Numbers**

- *Student Edition* pp. 74–75; 20 min.
- *Teacher’s Manual* pp. 38–39
- *EL Adaptations Lesson 10*

Example A and Example B

Make sure students understand digits and their placement in a number. Do they understand the difference between rounding to the nearest 10 and the nearest 100?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 82–83, *PLUG IN: Introduce and Model*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 24–25, with *Example 3 and Coached Example of Student Edition* pp. 104–105. 20 min.
- **Readiness**

Waggle™

► **Goal** Round Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 2: Number and Operations in Base Ten**

LESSON FOCUS
Instruction Coach

Lesson 10: Using Place Value to Round Whole Numbers

- *Student Edition* pp. 76–77; 20 min.
- *Teacher's Manual* pp. 38–39
- *EL Adaptations Lesson 10*

Practice

Divide Practice into three sections; ask students to complete each section and discuss. Pay special attention to Questions 22 and 23 on SE p. 77.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 82–83, *PLUG IN: Practice and Assess.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 24–25, with *Lesson Practice* section of *Student Edition* pp. 106–109. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 11: Using Place Value to Add and Subtract Whole Numbers

- *Student Edition* pp. 78–79; 20 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

Understand—Connect

Go over the place value models carefully. Use concrete blocks or their substitutes for place value to make sure the concept of regrouping becomes clear. See EL note on p. 34 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 34–35, *PLUG IN: Build Background.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 28–31, with *Getting the Idea* sections of *Student Edition* pp. 119 and 129. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 11: Using Place Value to Add and Subtract Whole Numbers

- *Student Edition* pp. 80–81; 20 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

Example A and Example B

Refer to place value charts to help with adding and subtracting, but more importantly, accent the concept of place value and how it works.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 34–35 *PLUG IN: Introduce and Model.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 28–29, with *Lesson Practice* section of *Student Edition* pp. 125–128. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 11: Using Place Value to Add and Subtract Whole Numbers

- *Student Edition* pp. 82–83; 20 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

Practice

Divide Practice into two sections (SE p. 82 and p. 83), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 22 and 23 on p. 83.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 34–35 *PLUG IN: Build Background.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 30–31, with *Lesson Practice* section of *Student Edition* pp. 137–140. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 12: Using Place Value to Multiply by Multiples of 10

- *Student Edition* pp. 84–85; 20 min.
- *Teacher's Manual* pp. 42–43
- *EL Adaptations Lesson 12*

Understand—Connect

Study the 5×30 models to make sure students understand the tens shown here. Alternately, you can use coins, but you will not get relative (10 to 1) size as shown here.

DIFFERENTIATION OPTIONS

- Ask students to make their own models for 30×5 . Compare models. 20 min
- **Performance Coach**
Teacher's Edition pp. 32–33, with *Getting the Idea* section and *Examples 1–2* of *Student Edition* pp. 141–142. 20 min.
 - **Readiness**

Waggle™

► **Goal** Add and Subtract Whole Numbers

► **Goal** Multiply Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 2: Number and Operations in Base Ten**

LESSON FOCUS
Instruction Coach
Lesson 12: Using Place Value to Multiply by Multiples of 10

- *Student Edition pp. 86–87; 20 min.*
- *Teacher’s Manual pp. 42–43*
- *EL Adaptations Lesson 12*

Example and Mystery Numbers
 Remind students how important fluency with multiplication facts is, and show how to use facts to multiply by 10. Offer many different examples here.

DIFFERENTIATION OPTIONS

- Add additional questions to the Mystery Numbers page. 20 min.
- **Performance Coach Teacher’s Edition** pp. 32–33, with Examples 3–4 and Coached Example of Student Edition pp. 143–145. 20 min.
 - **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 12: Using Place Value to Multiply by Multiples of 10

- *Student Edition pp. 88–89; 20 min.*
- *Teacher’s Manual pp. 42–43*
- *EL Adaptations Lesson 12*

Practice
 Divide Practice into two p. sections (SE p. 88 and p. 89), ask students to complete each section and discuss. Pay special attention to Questions 20 and 21 on p. 89.

DIFFERENTIATION OPTIONS

- Check students’ knowledge of basic facts. 20 min.
- **Performance Coach Teacher’s Edition** pp. 32–33, with Lesson Practice section of Student Edition pp. 146–149. 20 min or as time permits.
 - **Readiness**

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review

- *Student Edition pp. 90–91; 40 min.*
- *Teacher’s Manual pp. 89–90*

Questions 1–37
 Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 90–91. Make sure all instructions are clear. See Progression Chart on TM pp. 36–37 for a view of progressions connecting lessons of Domain 2.

DIFFERENTIATION OPTIONS

- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 34, with Domain 2 Review section of Student Edition pp. 150–152, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review

- *Student Edition pp. 92–93; 40 min.*
- *Teacher’s Manual p. 90*

Questions 38–44 & Performance Task
 Go over the questions and discuss. Pay special attention to the Performance Task on p. 93.

Ask students to take a look at instructions for the second half of the Review on SE p. 92. In particular, clarify any doubts with respect to Performance Task (*Shopping Trip*) on p. 93. See Progression Chart on TM pp. 36–37 for a view of progressions connecting lessons of Domain 2.

DIFFERENTIATION OPTIONS

- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 34, with Domain 2 Review section of Student Edition pp. 153–154, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 2 Assessment

- *Assessments pp. 12–15; 40 min.*
- *Assessments Answer Key p. 7*

Questions 1–15
 Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

Waggle™

► **Goal** Multiply Whole Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 2:**

► **Domain 3: Number and Operations—Fractions**

REVIEW AND ASSESS
Instruction Coach
Domain 2 Assessment

- *Assessments pp. 16–19; 40 min.*
- *Assessments Answer Key pp. 7–8*

Questions 16–20

Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

LESSON FOCUS
Instruction Coach
Lesson 13: Understanding Fractions

- *Teacher’s Manual pp. 46–47; 20 min.*
- *EL Adaptations Lesson 13*

Before the Lesson

Prepare students by using fractions strips cut into 3 equal parts and explain that 1 of 3 equal parts is $\frac{1}{3}$. Do the same with other fractions.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual
pp. 18–19, PLUG IN: Build Background. 20 min.
- **Performance Coach**
Teacher’s Edition *pp. 36–37, with Getting the Idea section and Example 1 of Student Edition pp. 158–159. 20 min.*
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 13: Understanding Fractions

- *Student Edition pp. 96–97; 20 min.*
- *Teacher’s Manual pp. 46–47*
- *EL Adaptations Lesson 13*

Understand—Connect

Show a fraction such as $\frac{1}{5}$ and ask students to draw a representation for this fraction. Repeat with other fractions.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual
pp. 18–19, PLUG IN: Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach**
Teacher’s Edition *pp. 36–37, with Examples 2–4 of Student Edition pp. 159–161. 20 min.*
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 13: Understanding Fractions

- *Student Edition p. 98; 20 min.*
- *Teacher’s Manual pp. 46–47*
- *EL Adaptations Lesson 13*

Example A

Move to showing more than one equal part such as 2 of 3 equal parts in an area diagram. Show how these parts are a sum of unit fractions: $\frac{2}{3} = \frac{1}{3} + \frac{1}{3}$.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual
pp. 18–19, PLUG IN: Support Discussion. 20 min.
- **Performance Coach**
Teacher’s Edition *pp. 36–37, with Coached Example of Student Edition p. 161. 20 min.*
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 13: Understanding Fractions

- *Student Edition p. 99; 20 min.*
- *Teacher’s Manual pp. 46–47*
- *EL Adaptations Lesson 13*

Example B

Show a fraction such as $\frac{3}{7}$ and ask students to shade a diagram that shows this fraction.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual
pp. 18–19, PLUG IN: Model Application. 20 min.
- **Performance Coach**
Teacher’s Edition *pp. 36–37, with Lesson Practice section of Student Edition pp. 162–164. 20 min or as time permits.*
- **Readiness**

Waggle™

► **Goal** Represent Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 3: Number and Operations—Fractions**

LESSON FOCUS
Instruction Coach
Lesson 13: Understanding Fractions

- *Student Edition* pp. 100–101; 20 min.
- *Teacher’s Manual* pp. 46–47
- *EL Adaptations* Lesson 13

Practice
 Divide Practice into two sections (SE p. 100 and p. 101), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 16 and 17 on p. 101.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 18–19, *PLUG IN: Practice and Assess*. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 36–37, with *Lesson Practice* section of *Student Edition* pp. 165–166. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 14: Representing Fractions on a Number Line

- *Teacher’s Manual* pp. 48–49; 20 min.
- *EL Adaptations* Lesson 14

Before the Lesson
 Review number lines with whole numbers. Then show a number line between 0 and 1, divided into 4 equal parts. Mark a point at the end of each part. Explain why these show $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$. See EL note on p. 20 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 20–21, *POWER UP: Build Background*. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 38–39, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 167–168. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 14: Representing Fractions on a Number Line

- *Student Edition* p. 102; 20 min.
- *Teacher’s Manual* pp. 48–49
- *EL Adaptations* Lesson 14

Example A
 Show a fraction such as $\frac{1}{5}$ and ask students to draw a number line to reflect this fraction, then mark the actual fraction.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 20–21, *POWER UP: Introduce Concepts*. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 38–39, with *Examples 2–4* of *Student Edition* pp. 169–171. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 14: Representing Fractions on a Number Line

- *Student Edition* p. 103; 20 min.
- *Teacher’s Manual* pp. 48–49
- *EL Adaptations* Lesson 14

Example B
 Show a fraction such as $\frac{3}{5}$ and ask students to draw a number line that shows this fraction. Repeat with other non-unit fractions.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 20–21, *POWER UP: Support Discussion*. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 38–39, with *Coached Example* of *Student Edition* p. 172. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 14: Representing Fractions on a Number Line

- *Student Edition* p. 104; 20 min.
- *Teacher’s Manual* pp. 48–49
- *EL Adaptations* Lesson 14

Practice Part 1: Questions 1–6
 Go over each question after students have completed it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 20–21, *POWER UP: Practice and Assess*. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 38–39, with *Lesson Practice* section of *Student Edition* pp. 173–174. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Represent Fractions

► **Goal** Represent Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 3: Number and Operations—Fractions**

LESSON FOCUS
Instruction Coach

Lesson 14: Representing Fractions on a Number Line

- *Student Edition* p. 105; 20 min.
- *Teacher's Manual* pp. 48–49
- *EL Adaptations* Lesson 14

Practice Part 2: Questions 7–11

Go over each question after students have completed it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 20–21 **POWER UP: Practice and Assess.** 20 min.
- **Performance Coach**
Teacher's Edition pp. 38–39, with Lesson Practice section of *Student Edition* pp. 175–176. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Represent Fractions

LESSON FOCUS
Instruction Coach

Lesson 15: Understanding Equivalent Fractions

- *Teacher's Manual* pp. 50–51; 20 min.
- *EL Adaptations* Lesson 15

Before the Lesson

Use strips to show how two fractions are equivalent, that is, they have a different number of equal parts, but are equal in length. An example might be 3 of 6 equal parts and 2 of 4 equal parts. Point out that the strips have to be equal in length at the start.

See EL note on p. 18 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 22–25, **PLUG IN: Build Background.** 20 min.
- **Performance Coach**
Teacher's Edition pp. 40–41, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 177–178. 20 min.
- **Readiness**

► **Goal** Equivalent Fractions

LESSON FOCUS
Instruction Coach

Lesson 15: Understanding Equivalent Fractions

- *Student Edition* p. 106; 20 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations* Lesson 15

Example A

Remind students of the meaning of equivalent fractions. Start with two areas that are equal. Divide them into a different number of equal parts. If the parts cover the same area then the fractions representing the parts are equivalent.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 22–25, **PLUG IN: Introduce and Model.** 20 min.
- **Performance Coach**
Teacher's Edition pp. 40–41, with *Examples 2–4* of *Student Edition* pp. 179–181. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 15: Understanding Equivalent Fractions

- *Student Edition* p. 107; 20 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations* Lesson 15

Example B

Remind students of the idea of equivalent fractions. Start with two equal segments on a number line and divide them into a different number of equal parts. If the parts cover the same length then the fractions are equivalent.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 22–25, **PLUG IN: Introduce and Model.** 20 min.
- **Performance Coach**
Teacher's Edition pp. 40–41, with *Coached Example* of *Student Edition* p. 182. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 15: Understanding Equivalent Fractions

- *Student Edition* pp. 108–109; 20 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations* Lesson 15

Example C and Example D

Ask students to find fractions equivalent to a given fraction. For example, find a fraction equivalent to $\frac{2}{5}$.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 22–25, **PLUG IN: Model Application.** 20 min.
- **Performance Coach**
Teacher's Edition pp. 40–41, with Lesson Practice section of *Student Edition* pp. 183–184. 20 min or as time permits.
- **Readiness**

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 3: Number and Operations—Fractions

LESSON FOCUS**Instruction Coach****Lesson 15: Understanding Equivalent Fractions**

- *Student Edition* pp. 110–111; 20 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations* Lesson 15

Practice

Divide Practice into two sections (SE p. 110 and p. 111), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 15 and 16 on p. 111.

DIFFERENTIATION OPTIONS

- **Support Coach** *Teacher's Manual* pp. 22–25, *PLUG IN: Build Background*. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 40–41, with Lesson Practice section of *Student Edition* pp. 185–186. 20 min or as time permits.
- **Readiness**

Waggle™

Goal Equivalent Fractions**LESSON FOCUS****Instruction Coach****Lesson 16: Comparing Fractions**

- *Teacher's Manual* pp. 52–53; 20 min.
- *EL Adaptations* Lesson 16

Before the Lesson

Use strips to show how two fractions can be compared. Show two different fractions lined up against each other to find which one is longer. An example might be: $\frac{3}{4}$ of the length is greater than $\frac{2}{5}$ of the same length. Pay attention to the MP's shown on pp. 30–33 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach** *Teacher's Manual* pp. 30–33, *READY TO GO: Build Background*. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 44–45, with *Getting the Idea* section and Example 1 of *Student Edition* pp. 196–197. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 16: Comparing Fractions**

- *Student Edition* pp. 112–113; 20 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

Understand—Connect

The fractions here are unit fractions with denominators of 2 and 3. Students should recognize these as dividing a whole into halves and thirds. They might think of what it means to divide into 2 and 3 parts – and which yields smaller parts.

DIFFERENTIATION OPTIONS

- **Support Coach** *Teacher's Manual* pp. 30–33, *READY TO GO: Introduce Concepts and Vocabulary*. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 44–45, with Examples 2–3 of *Student Edition* pp. 198–199. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 16: Comparing Fractions**

- *Student Edition* pp. 114–115; 20 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

Example A and Example B

Here we find numerators that are different. Ask which is more; 3 fourths; or 2 fourths? 4 fifths or 1 fifth? Point out that if the denominators are the same, the fraction with the greater numerator is the greater fraction.

Pay attention to the MP's shown on pp. 30–33 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach** *Teacher's Manual* pp. 30–33, *READY TO GO: Support Discussion*. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 44–45, with *Coached Example* of *Student Edition* p. 200. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 16: Comparing Fractions**

- *Student Edition* pp. 116–117; 20 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

Example C and Find the Greater Fraction

Ask: "Which is greater; $\frac{3}{5}$ or $\frac{3}{7}$? which fraction has the greater parts? You are comparing 3 of 5 parts with 3 of 7 parts."

DIFFERENTIATION OPTIONS

- **Support Coach** *Teacher's Manual* pp. 30–33, *READY TO GO: Lesson Link*. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 44–45, with Lesson Practice section of *Student Edition* pp. 201–202. 20 min or as time permits.
- **Readiness**

► **Goal** Compare Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 3: Number and Operations—Fractions**

LESSON FOCUS
Instruction Coach

Lesson 16: Comparing Fractions

- *Student Edition* pp. 118–119; 20 min.
- *Teacher’s Manual* pp. 52–53
- *EL Adaptations Lesson 16*

Practice

Divide Practice into two sections (SE p. 118 and p. 119), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 16 and 17 on p. 119.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 30–33, **READY TO GO: Assess.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 44–45, with *Lesson Practice* section of *Student Edition* pp. 203–204. 20 min or as time permits.
- **Readiness**

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REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition* pp. 120–121; 40 min.
- *Teacher’s Manual* p. 92

Questions 1–18

Go over the questions and discuss.

Ask students to take a look at instructions for the first half of the Review on SE pp. 120–121. Make sure all instructions are clear. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

DIFFERENTIATION OPTIONS

Ask students to do a single page at a time, and then go over the questions.

- **Performance Coach**
Teacher’s Edition p. 46, with *Domain 3 Review* section of *Student Edition* pp. 205–207 as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition* pp. 122–123; 40 min.
- *Teacher’s Manual* pp. 92–93

Questions 19–24 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on p. 123.

Ask students to take a look at instructions for the second half of the Review on SE pp. 90–91. In particular, clarify any doubts with respect to Performance Task (Mural Painting) on p. 123. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

DIFFERENTIATION OPTIONS

Ask students to do a single page at a time, and then go over the questions. Extra challenge: Question 24, *Instruction Coach Student Edition* p. 122.

- **Performance Coach**
Teacher’s Edition p. 46, with *Domain 3 Review* section of *Student Edition* pp. 208–209 as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments* pp. 20–23; 40 min.
- *Assessments Answer Key* p. 9

Questions 1–15

Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify. Provide extra time for assessments and provide readers to read word problems to students.

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments* pp. 24–27; 40 min.
- *Assessments Answer Key* pp. 9–11

Questions 16–20

Provide clear explanation of questions.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify. Provide extra time for assessments and provide readers to read word problems to students.

► **Goal** Compare Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 4: Measurement and Data

LESSON FOCUS
Instruction Coach
Lesson 17: Time

- *Teacher's Manual* pp. 56–57; 20 min.
- *EL Adaptations Lesson 17*

Before the Lesson

Are students acquainted with analog clocks? Make sure they recognize the basics for analog time telling from hour hand to minute hand.

Pay attention to the MP's shown on pp. 102–105 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 102–105, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 48–49, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 212–214. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 17: Time

- *Student Edition* p. 126; 20 min.
- *Teacher's Manual* pp. 56–57
- *EL Adaptations Lesson 17*

Example A

Keep testing students about analog clocks, such as time after the hour and time before the hour – right down to the minute. Translate analog into digital and back again.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 102–105, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach Teacher's Edition** pp. 48–49, with *Examples 2–3* of *Student Edition* pp. 215–217. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 17: Time

- *Student Edition* pp. 127; 20 min.
- *Teacher's Manual* pp. 56–57
- *EL Adaptations Lesson 17*

Example B

Give students a specific time, ask them to show this on an analog clock. They can use pictures of clocks or they can use an actual clock. Pay attention to the MP's shown on pp. 102–105 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 102–105, *READY TO GO: Lesson Link*. 20 min.
- **Performance Coach Teacher's Edition** pp. 48–49, with *Coached Example* of *Student Edition* p. 218. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 17: Time

- *Student Edition* pp. 128–129; 20 min.
- *Teacher's Manual* pp. 56–57
- *EL Adaptations Lesson 17*

Example C and Problem Solving

Read the problems to students and discuss strategies. Remind students of the 4-step problem solving process, and that they should think of a plan or strategy before they jump in to solve.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 102–105, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach Teacher's Edition** pp. 48–49, with *Lesson Practice* section of *Student Edition* pp. 219–220. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 17: Time

- *Student Edition* pp. 130–131; 20 min.
- *Teacher's Manual* pp. 56–57
- *EL Adaptations Lesson 17*

Practice

Divide Practice into two sections (SE p. 130 and p. 131), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 16 on p. 131.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 102–105, *READY TO GO: Assess*. 20 min.
- **Performance Coach Teacher's Edition** pp. 48–49, with *Lesson Practice* section of *Student Edition* pp. 221–222. 20 min or as time permits.
- **Readiness**

Waggle™

► Goal Time

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach

Lesson 18: Mass and Liquid Volume

- *Teacher's Manual* pp. 58–59; 20 min.
- *EL Adaptations Lesson 18*

Before the Lesson

Explain what a system of measurement means, and what the metric system is. Introduce mass. Give examples of 1 gram and 1 kilogram. Show examples from around the classroom and ask students to think of how much each weighs.

Pay attention to the MP's shown on pp. 106–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 106–107, *PLUG IN: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 50–51, with *Getting the Idea* section and *Examples 1–3* of *Student Edition* pp. 223–225. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 18: Mass and Liquid Volume

- *Student Edition* p. 132; 20 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

Example A

Use a balanced scale to weigh different objects using 1-gram and 10-gram weights. Explain how a balanced scale works, and find the mass of a number of objects.

See EL note on p. 106 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 106–107, *PLUG IN: Build Background* 20 min.
- **Performance Coach Teacher's Edition** pp. 50–51, with *Example 4* and *Coached Example of Student Edition* pp. 225–226. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 18: Mass and Liquid Volume

- *Student Edition* p. 133; 20 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

Example B

Explain and offer a few examples of capacity. Cite common examples of containers that hold liquid. Go over what constitutes more and less for capacity. Make comparison of containers. Assign students the job of checking labels on containers showing capacity. Pay attention to the MP's shown on pp. 106–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 108–109, *POWER UP: Introduce and Model*. 20 min.
- **Performance Coach Teacher's Edition** pp. 52–53, with *Getting the Idea* section and *Examples 1–3* of *Student Edition* pp. 232–234. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 18: Mass and Liquid Volume

- *Student Edition* pp. 134–135; 20 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

Example C and Problem Solving

Ask students to bring a variety of containers (with labels in metric units) to class to discuss their capacities. Compare the sizes of these containers. Ask class to read the labels to give an idea of how large a liter is, how large 500 ml, 100 ml, 10 ml, etc. is.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 110–113, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach Teacher's Edition** pp. 52–53, with *Example 4* and *Coached Example of Student Edition* pp. 234–235. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 18: Mass and Liquid Volume

- *Student Edition* pp. 136–137; 20 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

Practice

Divide Practice into two sections (SE p. 136 and p. 137), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 18 and 19 on p. 137.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 110–113, *READY TO GO: Assess*. 20 min.
- **Performance Coach Teacher's Edition** pp. 50–53, with *Lesson Practice* sections of *Student Edition* pp. 227–229, and pp. 236–238. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Mass and Capacity

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 4: Measurement and Data

LESSON FOCUS**Instruction Coach****Lesson 19: Representing Data with Picture Graphs**

- *Student Edition* p. 138; 20 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations* Lesson 19

Example A

Explain the concept of a picture graph. Show students several and discuss. Explain how to read a graph from titles to categories to key to data. See EL note on p. 118 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 118–121, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Getting the Idea* section and *Examples 1–2* of *Student Edition* pp. 241–243. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 19: Representing Data with Picture Graphs**

- *Student Edition* p. 139; 20 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations* Lesson 19

Example B

Expand on the role of the key and how multiplication facts can help arrive at the actual data. Make sure students can compute every line of the picture graph shown here.

Pay attention to the MP's shown on pp. 106–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 118–121, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Example 3* and *Coached Example* of *Student Edition* pp. 244–245. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 19: Representing Data with Picture Graphs**

- *Student Edition* pp. 140–141; 20 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations* Lesson 19

Example C and Example D

Demonstrate how to transfer data from a table to a picture graph. Do this item-by-item – e.g., cereal, pancakes, eggs in Example A. In this way it will make it easier to complete the graph. Follow a similar procedure for Example B.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 118–121, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Lesson Practice* section of *Student Edition* pp. 246–247. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 19: Representing Data with Picture Graphs**

- *Student Edition* pp. 142–143; 20 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations* Lesson 19

Practice

Divide Practice into two sections (SE p. 142 and p. 143), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 9 on p. 143.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 118–121, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Lesson Practice* section of *Student Edition* pp. 248–249. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 20: Bar Graphs**

- *Student Edition* pp. 144–145; 20 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations* Lesson 20

Example A and Example B

Explain the concept of a bar graph. Show a sample of a bar graph prior to beginning Example A. Discuss all parts from title to scale to categories to data.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 126–129, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 56–57, with *Getting the Idea* section and *Examples 1–3* of *Student Edition* pp. 250–253. 20 min.
- **Readiness**

Waggle™

► **Goal** Picture Graphs and Bar Graphs► **Goal** Picture Graphs and Bar Graphs

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach
Lesson 20: Bar Graphs

- *Student Edition* pp. 146–147; 20 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations Lesson 20*

Example C and Example D
Demonstrate how to transfer data from a table to a bar graph. Do this item-by-item – e.g., park, theater, zoo in Example C. In this way it will make it easier to complete the graph. Follow a similar procedure for Example D. Pay attention to the MP's shown on pp. 106–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 126–129, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach Teacher's Edition** pp. 56–57, with *Example 4 and Coached Example of Student Edition* pp. 254–255. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 20: Bar Graphs

- *Student Edition* pp. 148–149; 20 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations Lesson 20*

Example E and Problem Solving
Always alert students to the scale and make sure they can read it easily as the scale is the key to reading the data.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 126–129, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach Teacher's Edition** pp. 56–57, with *Lesson Practice section of Student Edition* pp. 256–258. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 20: Bar Graphs

- *Student Edition* pp. 150–151; 20 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations Lesson 20*

Practice
Divide Practice into two sections (SE p. 150 and p. 151), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 7 on p, 151.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 126–129, *READY TO GO: Assess*. 20 min.
- **Performance Coach Teacher's Edition** pp. 56–57, with *Lesson Practice section of Student Edition* pp. 259–260. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch

- *Teacher's Manual* pp. 64–65; 20 min.
- *EL Adaptations Lesson 21*

Before the Lesson
Ask: 'How would you measure the length of the classroom without using standard instruments (such as rulers, yardsticks, tape measures, etc.)? How about using pencils? Or pacing it off? A piece of string?' Follow through to explain what non-standard units are.

DIFFERENTIATION OPTIONS

Place the class in groups and ask how they would measure the height of a wall in the classroom. Discuss. 20 min.

- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch

- *Student Edition* pp. 152–153; 20 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

Understand—Connect
Do not assume that students understand 1) how to place a ruler carefully against the item measured, 2) how to align the ruler, and 3) how to read a ruler (CONNECT). Go over the steps using the number line (UNDERSTAND) as a starting place.

DIFFERENTIATION OPTIONS

Place the class in groups and ask how they would measure the height of everyone in the group. Measure the height of one person in each group. 20 min.

- **Readiness**

Waggle™

► **Goal** Picture Graphs and Bar Graphs

► **Goal** Line Plots

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 4: Measurement and Data

LESSON FOCUS**Instruction Coach****Lesson 21: Measuring Length to the Nearest $\frac{1}{2}$ and $\frac{1}{4}$ Inch**

- *Student Edition* pp. 154–155; 20 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

Example A and Example B

These examples show two activities that are reverses of each other. Example A asks to find a length (to the nearest $\frac{1}{2}$ inch); Example B asks for a drawing to meet a specific length. Aligning and reading the ruler correctly are the keys here.

DIFFERENTIATION OPTIONS

Place the class in groups with a standard inch-ruler for each person. Give each group a rectangular object (a frame?) to measure the length and width. 20 min.

- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 21: Measuring Length to the Nearest $\frac{1}{2}$ and $\frac{1}{4}$ Inch**

- *Student Edition* pp. 156–157; 20 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

Practice

Divide Practice into two sections (SE p. 156 and p. 157), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 10 on p. 157.

DIFFERENTIATION OPTIONS

Ask the class to draw lines of different lengths using their inch-rulers. 20 min.

- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 22: Representing Data with Line Plots**

- *Teacher's Manual* pp. 66–67; 20 min.
- *EL Adaptations Lesson 22*

Before the Lesson

As with all graphic displays of data, start this lesson with a concrete simulation of a data plot. Use a number line marked off with whole numbers and collect data from students (such as color of their eyes). Use counters or cubes to represent each student.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 134–137, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 58–59, with *Getting the Idea* section and *Examples 1–2* of *Student Edition* pp. 261–263. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 22: Representing Data with Line Plots**

- *Student Edition* p. 158; 20 min.
- *Teacher's Manual* pp. 66–67
- *EL Adaptations Lesson 22*

Example A

Explain what a line plot is. Add another example from the classroom such as computing devices (laptops, desktops, tablets).

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 134–137, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 58–59, with *Example 3* and *Coached Example of Student Edition* pp. 264–267. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 22: Representing Data with Line Plots**

- *Student Edition* p. 159; 20 min.
- *Teacher's Manual* pp. 66–67
- *EL Adaptations Lesson 22*

Example B

Demonstrate how to transfer data from a table to a line plot. Start by making estimates of the scale of number line. Read each item of the table step-by-step to mark the data: 5 inches, 5 $\frac{1}{4}$ inches, etc. In this way it will make it easier to complete the dot plot.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 134–137, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 58–59, with *Lesson Practice* section of *Student Edition* pp. 268–270. 20 min or as time permits.
- **Readiness**

Waggle™

► Goal Line Plots

► Goal Line Plots

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach

Lesson 22: Representing Data with Line Plots

- *Student Edition* pp. 160–161; 20 min.
- *Teacher’s Manual* pp. 66–67
- *EL Adaptations* Lesson 22

Practice

Divide Practice into two sections (SE p. 160 and p. 161), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 12 on p. 161.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 134–137, *READY TO GO: Assess*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 58–59, with Lesson Practice section of *Student Edition* pp. 271–272. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Line Plots

LESSON FOCUS
Instruction Coach

Lesson 23: Understanding Area

- *Teacher’s Manual* pp. 68–69; 20 min.
- *EL Adaptations* Lesson 23

Before the Lesson

Start this lesson by showing students a rectangle divided into unit squares, a number of the squares shaded. Ask students: What is area and how do we find the area of the shaded portion?

See EL note on p. 146 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 146–147, *PLUG IN: Build Background*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with *Getting the Idea* section and *Example 1* of *Student Edition* p. 283. 20 min.
- **Readiness**

► **Goal** Understand Area

LESSON FOCUS
Instruction Coach

Lesson 23: Understanding Area

- *Student Edition* pp. 162–163; 20 min.
- *Teacher’s Manual* pp. 68–69
- *EL Adaptations* Lesson 23

Understand-Connect

Before you get started, try to make this page concrete by examining floors with tiles in the classroom or hallway to accent the idea of squares being the basic measure for finding areas.

See EL note on p. 148 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 148–149, *POWER UP: Build Background*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with *Examples 2–3* of *Student Edition* pp. 284–285. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 23: Understanding Area

- *Student Edition* p. 164; 20 min.
- *Teacher’s Manual* pp. 68–69
- *EL Adaptations* Lesson 23

Example A

Create regions where the squares are not arranged in a rectangular array. Ask students to find several different arrangements for an area of, say, 8 square units.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 148–149, *POWER UP: Introduce Concepts and Vocabulary*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with *Coached Example of Student Edition* p. 286. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 23: Understanding Area

- *Student Edition* pp. 165; 20 min.
- *Teacher’s Manual* pp. 68–69
- *EL Adaptations* Lesson 23

Example B

Treat this as a regular problem; ask students to go over the 4-step process before getting started, and make sure they have a good plan. Ask if there is another way to show 18 square feet other than the solution shown. How many different ways can your students find to arrive at 18 square feet?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 148–149, *POWER UP: Model Applications*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with Lesson Practice section of *Student Edition* pp. 287–289. 20 min or as time permits.
- **Readiness**

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach
Lesson 23: Understanding Area

- *Student Edition* pp. 166–167; 20 min.
- *Teacher’s Manual* pp. 68–69
- *EL Adaptations* Lesson 23

Practice

Divide Practice into two sections (SE p. 166 and p. 167), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 12. on p. 167; this question is related to Example B, where students explore alternative solutions.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 148–149, **POWER UP: Practice and Assess.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 62–63, with *Lesson Practice* section of *Student Edition* pp. 290–291. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Understand Area

LESSON FOCUS
Instruction Coach
Lesson 24: Using Multiplication to Solve Area Problems

- *Teacher’s Manual* pp. 70–71; 20 min.
- *EL Adaptations* Lesson 24

Before the Lesson

Ask students to draw an area of 6 squares on large-grid paper. Remind students of the many ways to arrive at area of 6, including a 6 by 1 arrangement. After looking at all samples, whether in rectangular form or not, ask students to shade an area of 12 squares, but this time do it as a rectangular array.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 150–153, **READY TO GO: Build Background.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Getting the Idea* section and *Example 1* of *Student Edition* pp. 292–293. 20 min.
- **Readiness**

► **Goal** Area of Rectangles

LESSON FOCUS
Instruction Coach
Lesson 24: Using Multiplication to Solve Area Problems

- *Student Edition* p. 168; 20 min.
- *Teacher’s Manual* pp. 70–71
- *EL Adaptations* Lesson 24

Understand

Show samples of rectangular arrays of tiles such as 2 by 5, and ask students to find area. Counting and adding works, but what is another way? See EL note on p. 150 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 150–153, **READY TO GO: Introduce Concepts and Vocabulary.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Example 2* of *Student Edition* p. 294. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 24: Using Multiplication to Solve Area Problems

- *Student Edition* p. 169; 20 min.
- *Teacher’s Manual* pp. 70–71
- *EL Adaptations* Lesson 24

Connect

This is a good time to pause and check fluency of multiplication facts before moving forward. See *Teacher’s Manual*, p. A14.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 150–153, **READY TO GO: Support Discussion.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Example 3* of *Student Edition* p. 295. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 24: Using Multiplication to Solve Area Problems

- *Student Edition* pp. 170–171; 20 min.
- *Teacher’s Manual* pp. 70–71
- *EL Adaptations* Lesson 24

Example A and Problem Solving

Prepare students for the missing factor in multiplication. Provide practice such as $4 \times ? = 28$, $6 \times ? = 18$. etc.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 150–153, **READY TO GO: Support Independent Practice.** 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Example 4* of *Student Edition* pp. 296–297. 20 min or as time permits.
- **Readiness**

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach

Lesson 24: Using Multiplication to Solve Area Problems

- *Student Edition* pp. 172–173; 20 min.
- *Teacher’s Manual* pp. 70–71
- *EL Adaptations* Lesson 24

Practice

Divide Practice into two sections (SE p. 172 and p. 173), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 12 on p. 173.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 150–153, **READY TO GO: Problem Solving**. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Coached Example of Student Edition* p. 298. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Area of Rectangles

LESSON FOCUS
Instruction Coach

Lesson 25: Relating Area to Addition

- *Teacher’s Manual* pp. 72–73; 20 min.
- *EL Adaptations* Lesson 25

Before the Lesson

Display a rectangle with unit squares shaded in an array of 5 rows by 7 columns. Explain that they can break this rectangle into two parts: 5 rows by 4 columns and 5 rows by 3 columns. By multiplying 5×4 and 5×3 , then arrive at the total area: $5 \times 4 + 5 \times 3 = 20 + 15 = 35$ square units.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 146–147, **PLUG IN: Build Background**. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Lesson Practice section of Student Edition* p. 299. 20 min or as time permits.
- **Readiness**

► **Goal** Area of Rectangles

LESSON FOCUS
Instruction Coach

Lesson 25: Relating Area to Addition

- *Student Edition* p. 174; 20 min.
- *Teacher’s Manual* pp. 72–73
- *EL Adaptations* Lesson 25

Example A

Review the distributive property starting with concrete objects and then moving to the ways distributive property aids in computation: $4 \times 12 = 4 \times (10 + 2) = 4 \times 10 + 4 \times 2$. See EL note on p. 146 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 146–147, **PLUG IN: Introduce Concepts and Vocabulary**. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Lesson Practice section of Student Edition* p. 300. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 25: Relating Area to Addition

- *Student Edition* p. 175; 20 min.
- *Teacher’s Manual* pp. 72–73
- *EL Adaptations* Lesson 25

Example B

Explain that a good strategy to utilize is “make a problem simpler” or “break a problem down into smaller parts.” Computing area is a good example. Show how making a good partition of a rectangle can help in computing the area of a rectangle.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 146–147, **PLUG IN: Support Discussion**. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Lesson Practice section of Student Edition* p. 301. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach

Lesson 25: Relating Area to Addition

- *Student Edition* p. 176; 20 min.
- *Teacher’s Manual* pp. 72–73
- *EL Adaptations* Lesson 25

Practice Part 1: Questions 1–4

Go over each question after students have completed it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher’s Manual pp. 146–147, **PLUG IN: Model Application**. 20 min.
- **Performance Coach**
Teacher’s Edition pp. 64–65, with *Lesson Practice section of Student Edition* p. 302. 20 min or as time permits.
- **Readiness**

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach
Lesson 25: Relating Area to Addition

- *Student Edition* p. 177; 20 min.
- *Teacher's Manual* pp. 72–73
- *EL Adaptations* Lesson 25

Practice Part 2: Questions 5–9
 Go over each question after students have completed it.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 146–147, *PLUG IN: Practice and Assess.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 64–65, with *Lesson Practice* section of *Student Edition* p. 303. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 26: Perimeter

- *Student Edition* pp. 178–179; 20 min.
- *Teacher's Manual* pp. 74–75
- *EL Adaptations* Lesson 26

Understand—Connect
 Explain what perimeter is. Ask: ‘How would you find the perimeter of a square? A rectangle? A triangle? What would you do to measure perimeter of a rectangular frame (for a photo) if you did not have a standard ruler?’

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 142–145, *READY TO GO: Build Background.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 60–61, with *Getting the Idea* section and *Examples 1–2* of *Student Edition* pp. 273–275. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 26: Perimeter

- *Student Edition* pp. 180–181; 20 min.
- *Teacher's Manual* pp. 74–75
- *EL Adaptations* Lesson 26

Example A and Example B
 Ask: ‘When would you use multiplication to find the perimeter? If you are finding the perimeter of an octagon with side lengths all different, how would you do it?’
 Pay attention to the MP’s shown on pp. 106–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 142–145, *READY TO GO: Introduce and Model.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 60–61, with *Example 3* and *Coached Example* of *Student Edition* pp. 276–277. 20 min.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 26: Perimeter

- *Student Edition* pp. 182–183; 20 min.
- *Teacher's Manual* pp. 74–75
- *EL Adaptations* Lesson 26

Example C and Problem Solving
 Show how rectangles with area equal to 12 square units can have different perimeters. How many whole number perimeters could this rectangle have? (3 by 4 and 4 by 3 are the same.) Which rectangle has the greatest perimeter?

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 142–145, *READY TO GO: Problem Solving.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 60–61, with *Lesson Practice* section of *Student Edition* pp. 278–280. 20 min or as time permits.
- **Readiness**

LESSON FOCUS
Instruction Coach
Lesson 26: Perimeter

- *Student Edition* pp. 184–185; 20 min.
- *Teacher's Manual* pp. 74–75
- *EL Adaptations* Lesson 26

Practice
 Divide Practice into two sections (SE p. 184 and p. 185), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 10 on p. 185.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 142–145, *READY TO GO: Assess.* 20 min.
- **Performance Coach**
Teacher's Edition pp. 60–61, with *Lesson Practice* section of *Student Edition* pp. 281–282. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Area of Rectangles

► **Goal** Perimeter and Area

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 4: Measurement and Data**

► **Domain 5: Geometry**

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review

- *Student Edition* pp. 186–187; 40 min.
- *Teacher’s Manual* pp. 96–97

Questions 1–13

Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 186–187. Make sure all instructions are clear. See Progression Chart on TM pp. 54–55 for a view of progressions connecting lessons of Domain 4.

DIFFERENTIATION OPTIONS

- **Performance Coach Teacher’s Edition** p. 68, with *Domain 4 Review* section of *Student Edition* pp. 314–316, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review

- *Student Edition* pp. 188–189; 40 min.
- *Teacher’s Manual* p. 97

Questions 14–18 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on SE p. 69. Ask students to take a look at instructions for the second half of the Review on SE p. 188. In particular, clarify any doubts with respect to Performance Task (How Long is Your Shoe?) on p. 189. See Progression Chart on TM pp. 54–55 for a view of progressions connecting Lessons of Domain 4.

DIFFERENTIATION OPTIONS

- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 68, with *Domain 4 Review* section of *Student Edition* pp. 317–319, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 4 Assessment

- *Assessments* pp. 28–37; 40 min.
- *Assessments Answer Key* p. 12

Questions 1–25

Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

REVIEW AND ASSESS
Instruction Coach
Domain 4 Assessment

- *Assessments* pp. 38–41; 40 min.
- *Assessments Answer Key* pp. 13–14

Questions 26–30

Provide clear explanation of questions.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

LESSON FOCUS
Instruction Coach
Lesson 27: Classifying Shapes

- *Teacher’s Manual* pp. 78–79; 20 min.
- *EL Adaptions Lesson 27*

Before the Lesson

Review the attributes of different shapes – triangles, rectangles, quadrilaterals, circles, trapezoids, rhombuses, pentagons, and octagons. Compare one to the other and ask what the differences are. Use vocabulary of side, angle, interior, and exterior. Find a note on EL on p. 158 of *Support Coach Teacher’s Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 158–161, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher’s Edition** pp. 70–71, with *Getting the Idea* section and *Examples 1–2 of Student Edition* pp. 322–324. 20 min.
- **Readiness**

Waggle™

► **Goal Shapes**

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 5: Geometry

LESSON FOCUS**Instruction Coach****Lesson 27: Classifying Shapes**

- *Student Edition* p. 192; 20 min.
- *Teacher's Manual* pp. 78–79
- *EL Adaptations Lesson 27*

Example A

Start a discussion of polygons. What are they? What does *polygon* mean? Name several shapes that are polygons. Ask students to draw different polygons. Pay attention to the MP's shown on pp. 159–161 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 158–161, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach Teacher's Edition** pp. 70–71, with *Example 3* and *Coached Example of Student Edition* pp. 325–326. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 27: Classifying Shapes**

- *Student Edition* p. 193; 20 min.
- *Teacher's Manual* pp. 78–79
- *EL Adaptations Lesson 27*

Example B

Draw a trapezoid, and ask students to name it. How many names does it have? Ask students to name a shape that has four names. Do polygons have the same number of angles as sides?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 158–161, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach Teacher's Edition** pp. 70–71, with *Lesson Practice* section of *Student Edition* pp. 327–329. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 27: Classifying Shapes**

- *Student Edition* pp. 194–195; 20 min.
- *Teacher's Manual* pp. 78–79
- *EL Adaptations Lesson 27*

Practice

Divide Practice into two sections (SE p. 194 and p. 195), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 15 on p. 195.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 158–161, *READY TO GO: Problem Solving*. 20 min.
- **Performance Coach Teacher's Edition** pp. 70–71, with *Lesson Practice* section of *Student Edition* pp. 330–331. 20 min or as time permits.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 28: Relating Fractions to Area**

- *Teacher's Manual* pp. 80–81; 20 min.
- *EL Adaptations Lesson 28*

Before the Lesson

This lesson makes a strong connection between dividing an area into equal parts and fractions. Although it may seem like a short step from the previous fractions work of Domain 2, students will need a good review of fractions' basics here: The bottom number tells us the number of equal parts and the top number tells us how many of those parts we are using.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 14–17, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 72–73, with *Getting the Idea* section and *Examples 1–3* of *Student Edition* pp. 332–335. 20 min.
- **Readiness**

LESSON FOCUS**Instruction Coach****Lesson 28: Relating Fractions to Area**

- *Student Edition* p. 196; 20 min.
- *Teacher's Manual* pp. 80–81
- *EL Adaptations Lesson 28*

Example A

The emphasis here is on equal parts of an area. Six equal parts means sixths. If there were ten equal parts, we would have tenths. Practice the language and the idea, back and forth. Contrast this with dividing a number line between 0 and 1 into equal parts, say, 5, so that each part is 1 fifth, or 1/5 of the length from 0 to 1.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 14–17, *READY TO GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 72–73, with *Example 4* and *Coached Example of Student Edition* pp. 335–336. 20 min.
- **Readiness**

Waggle™

► Goal Shapes

► Goal Represent Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 5: Geometry**

LESSON FOCUS

Instruction Coach
Lesson 28: Relating Fractions to Area

- *Student Edition* p. 197; 20 min.
- *Teacher's Manual* pp. 80–81
- *EL Adaptations Lesson 28*

Example B

An area is divided into 10 equal parts. If 1 part of an area is 1 tenth, then what are 2 parts of the same area? 3 parts? And so forth. Ask students to verbalize these ideas.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 14–17, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 72–73, with *Lesson Practice* section of *Student Edition* pp. 337–339. 20 min or as time permits.
- **Readiness**

LESSON FOCUS

Instruction Coach
Lesson 28: Relating Fractions to Area

- *Student Edition* p. 198; 20 min.
- *Teacher's Manual* pp. 80–81
- *EL Adaptations Lesson 28*

Practice

Divide Practice into two sections (SE p. 198 and p. 199), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Question 14 on p. 199.

DIFFERENTIATION OPTIONS

- **Support Coach**
Teacher's Manual pp. 14–17, *READY TO GO: Build Background*. 20 min.
- **Performance Coach**
Teacher's Edition pp. 72–73, with *Lesson Practice* section of *Student Edition* pp. 340–341. 20 min or as time permits.
- **Readiness**

REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition* pp. 200–201; 40 min.
- *Teacher's Manual* pp. 98–99

Questions 1–12

Go over the questions and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 200–201. Make sure all instructions are clear. See Progression Chart on TM pp. 76–77 for a view of progressions connecting the lessons of Domain 5.

DIFFERENTIATION OPTIONS

- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach**
Teacher's Edition p. 74, with *Domain 5 Review* section of *Student Edition* pp. 342–344, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition* pp. 202–203; 40 min.
- *Teacher's Manual* p. 99

Questions 13–17 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on p. 203. Ask students to take a look at instructions for the second half of the Review on SE p. 202. In particular, clarify any doubts with respect to Performance Task (Sorting Shapes) on p. 203. See Progression Chart on TM pp. 76–77, for a view of progressions connecting the lessons of Domain 5.

DIFFERENTIATION OPTIONS

- Ask students to do a single page at a time, and then go over the questions. Extra challenge: Questions 16 and 17 of *Instruction Coach Student Edition* p. 202.
- **Performance Coach**
Teacher's Edition p. 74, with *Domain 5 Review* section of *Student Edition* pp. 345–347, as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 5 Assessment

- *Assessments* pp. 42–46; 40 min.
- *Assessments Answer Key* p. 15

Questions 1–15

Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

Waggle™

► **Goal** Represent Fractions

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 5: Geometry**

► **End of Year Review**

REVIEW AND ASSESS
Instruction Coach
Domain 5 Assessment

- Assessments pp. 47–50; 40 min.
- Assessments Answer Key pp. 15–17

Questions 16–20
Provide clear explanation of questions.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

END OF YEAR REVIEW
Instruction Coach
Review Domains 1 and 2
Lessons 1–17

Support Coach Practice Tests 1 & 2

- Assessments pp. 58–90
- Assessments Answer Key pp. 19–28

Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.

DIFFERENTIATION OPTIONS

- **Support Coach Assessments**
pp. 44–51, for Performance Tasks A & B in Domains 1–3.

END OF YEAR REVIEW
Instruction Coach
Review Domains 3–5
Lessons 18–31

Support Coach Practice Tests 1 & 2

- Assessments pp. 58–90
- Assessments Answer Key pp. 19–28

Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.

DIFFERENTIATION OPTIONS

- **Support Coach Assessments**
pp. 52–57, for Performance Tasks A & B in Domains 4 and 5.

SUMMATIVE ASSESSMENT
Instruction Coach
Summative Assessment

- Assessments pp. 52–59; 40 min.
- Assessments Answer Key p. 18

Questions 1–25
Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

SUMMATIVE ASSESSMENT
Instruction Coach
Summative Assessment

- Assessments pp. 59–68; 40 min.
- Assessments Answer Key pp. 18–19

Questions 26–50
Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

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