Coach® Suite

Implementation and Pacing Guide

Coach® Suite Implementation and Pacing Guide, Mathematics, Grade 4 558NA ISBN: 978-1-62928-924-3

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

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Program Overview

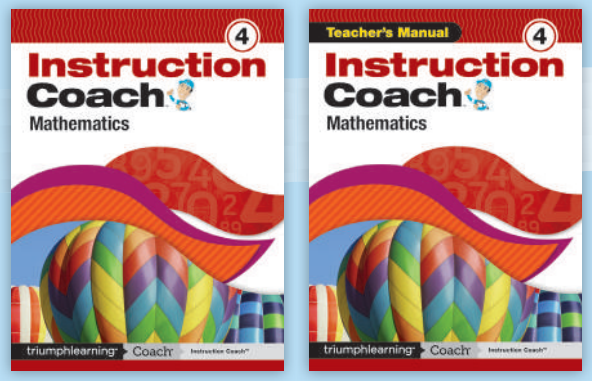
Welcome to Triumph Learning's **Coach Suite Implementation and Pacing Guide**! You have received this guide because you are using one or more of our Coach products: *Instruction Coach*, *Support Coach*, or *Performance Coach*. This guide provides an organizational structure for implementing these products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

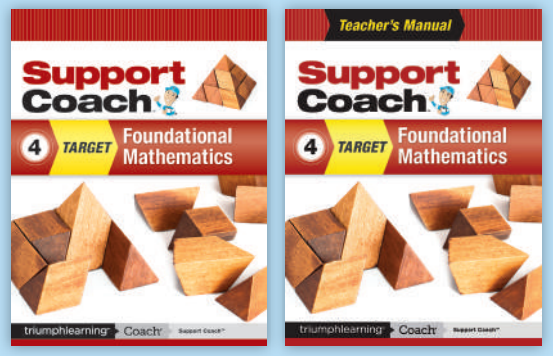
Use **Instruction Coach** as your core instruction.



Support Coach

Targeted Instruction and Practice

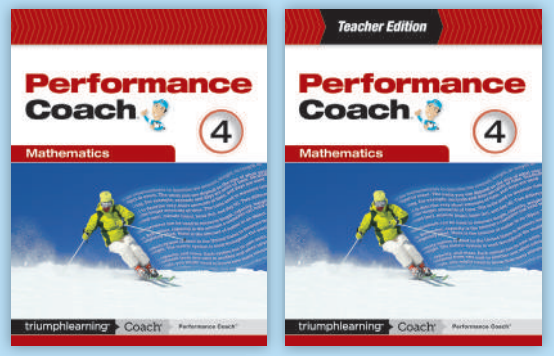
Use **Support Coach** to fill gaps in student understanding with scaffolded instruction.



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

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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 Coach Suite print products.

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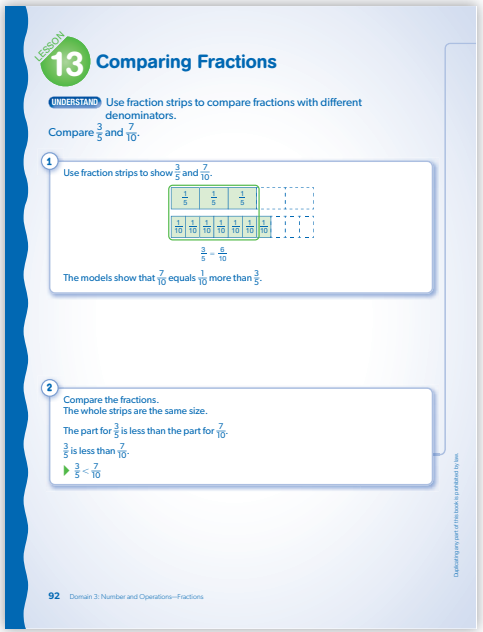
Addressing Key Instructional Shifts in Math

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.

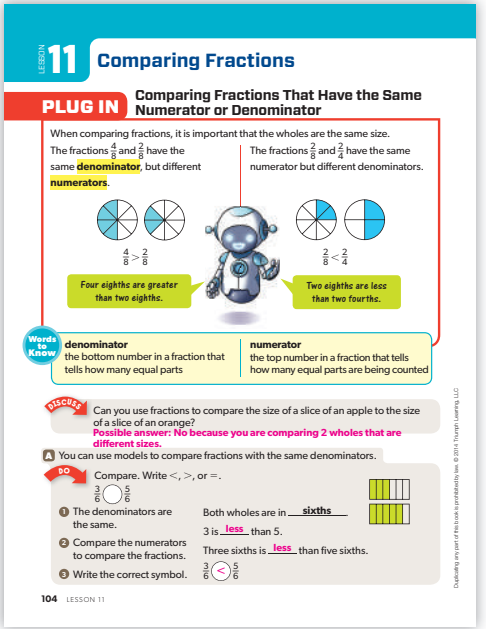


Instruction Coach

Introduction and Instruction

Focus: 37 standards

Full coverage of all standards

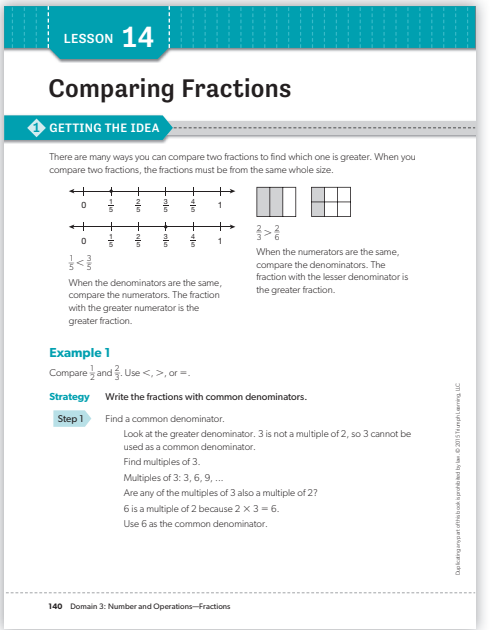


Support Coach

Scaffolded Instruction

Focus: 20 standards

More time and depth on key standards



Performance Coach

Instruction for Review and Reinforcement

Focus: 37 standards

Full coverage of all standards

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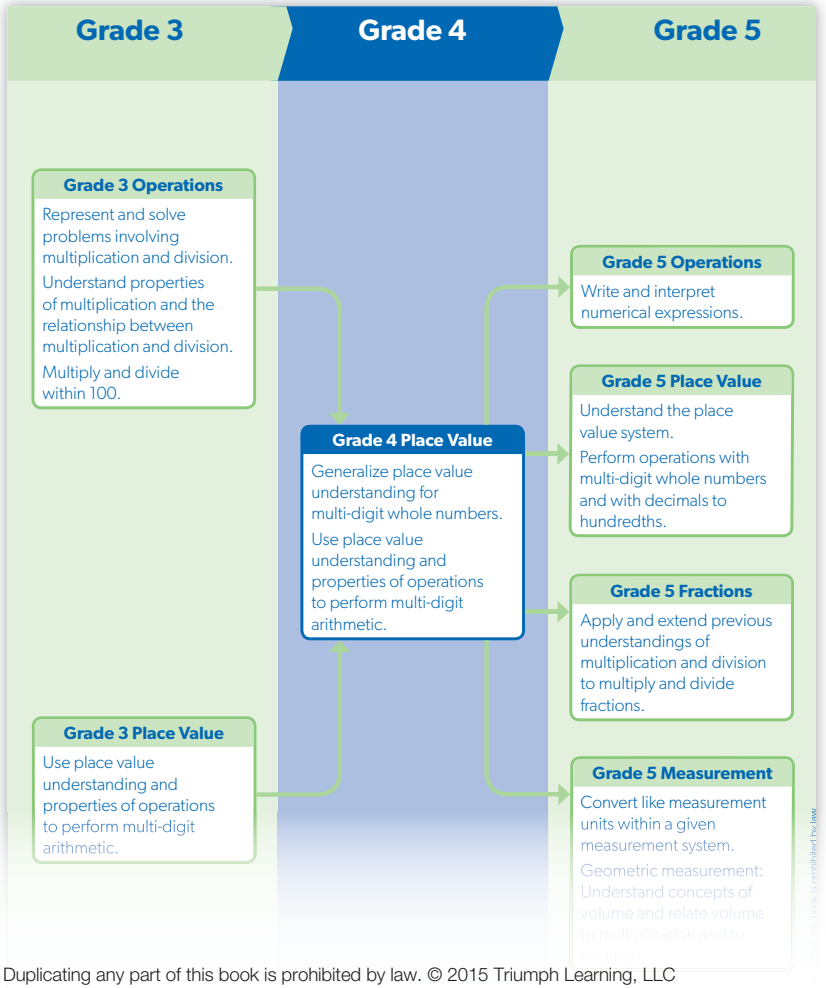
2 Coherence: Linking topics and thinking across grades

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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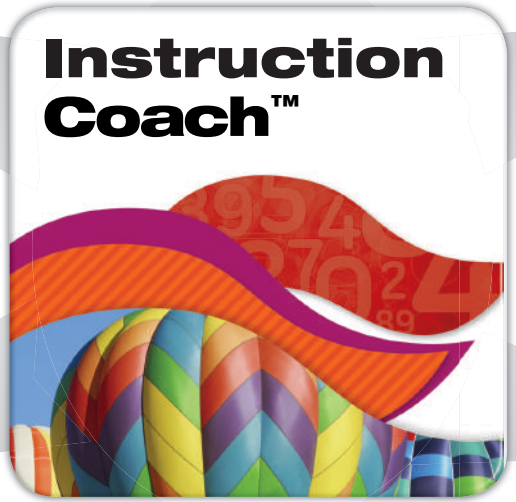
Differentiating Learning

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

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

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

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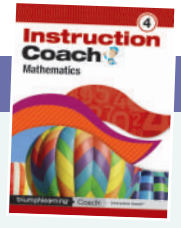
Coach® Suite Correlation

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 4			
Skill	 ***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Operations & Algebraic Thinking			
Interpret a multiplication equation as a comparison	L1	L1	L1
Multiply to solve word problems involving multiplicative comparison	L2	L1, L2	L2
Solve multistep word problems	L3	L2	L3, L4
Find all factor pairs for a whole number	L4	L3	L5
Generate a number given a pattern rule and identify features of the pattern	L5	L4	L6
Numbers & Operations in Base 10			
Understand place values	L6	L5, L6	L7

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Grade 4

Skill	*Instruction Coach* Lesson(s)	*Support Coach* Lesson(s)	*Performance Coach* Lesson(s)
Compare two multi-digit numbers	L7	L5, L6, L8	L7, L8
Use place value understanding to round multi-digit whole numbers to any place	L8		L9
Add and subtract multi-digit whole numbers	L9	L7	L10
Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers	L10	L8, L9, L16	L11
Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors	L11	L9	L12
Numbers & Operations—Fractions			
Recognize and generate equivalent fractions	L12	L10, L11	L13
Compare two fractions with different denominators	L13	L11	L14
Add and subtract fractions	L14–L17	L12	L15
Decompose a fraction into a sum of fractions with the same denominator	L14–L17	L12	L16
Add and subtract mixed numbers	L14–L17	L12	L17
Solve word problems involving addition and subtraction of fractions by using visual models	L14–L17	L12, L15, L18	L18
Understand $\frac{a}{b}$ as a multiple of $\frac{1}{b}$	L18, L19	L13	L19
Multiply a fraction by a whole number	L18, L19	L13, L15	L19

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Grade 4			
Skill	***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Solve word problems involving multiplication of fractions by using visual models	L18, L19	L13	L20
Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and add fractions	L20	L14	L21
Use decimal notation for fractions with denominators 10 or 100	L21	L14	L22
Compare two fractions or decimals by reasoning about their size	L22	L14	L23
Measurement & Data			
Know relative sizes of measurement units	L23, L24	L15, L16, L18	L24, L25, L26
Use the four operations to solve word problems involving money, distances, time, liquid volumes and masses	L25	L15, L16	L27
Apply area formula for rectangles	L26, L27	L17	L28
Make a line plot to display data set in fractions of a unit	L28	L18	L29
Understand angles within circles	L29	L19	L30
An angle that turns through *n* one-degree angles has an angle measure of *n* degrees	L29		L30
Measure angles in whole-number degrees using a protractor	L30	L19	L31
Recognize angle measure as additive	L31	L19	L32

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Grade 4			
Skill	***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Geometry			
Identify right angles	L32	L20	L33
Classify 2D figures based on presence or absence of parallel lines	L33	L20	L34
Recognize line of symmetry for a 2D figure	L34		L35

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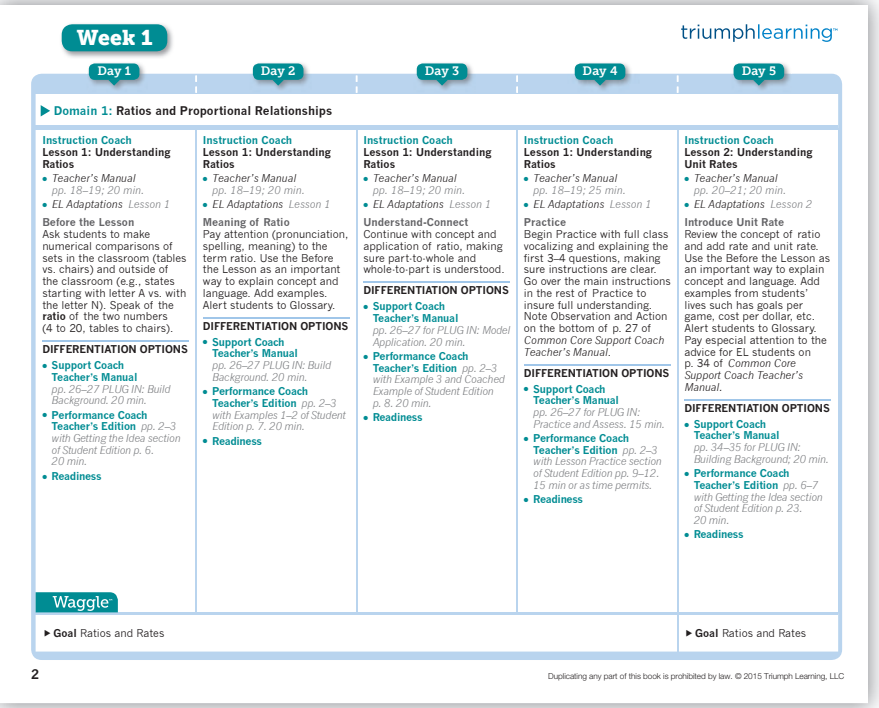
Using the Pacing Guide

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

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Day 1 | Day 2 | Day 3 | Day 4 | Day 5

▶ Domain 1: Ratios and Proportional Relationships

Day 1
Instruction Coach
Lesson 1: Understanding Ratios
- *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).

DIFFERENTIATION OPTIONS
- 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

Waggle

▸ **Goal** Ratios and Rates

Day 2
Instruction Coach
Lesson 1: Understanding Ratios
- *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.

DIFFERENTIATION OPTIONS
- 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

Day 3
Instruction Coach
Lesson 1: Understanding Ratios
- *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.

DIFFERENTIATION OPTIONS
- 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 Example of Student Edition p. 8. 20 min.*
- Readiness

Day 4
Instruction Coach
Lesson 1: Understanding Ratios
- *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.*

DIFFERENTIATION OPTIONS
- 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

Day 5
Instruction Coach
Lesson 2: Understanding Unit Rates
- *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 has goals per game, cost per dollar, etc. Alert students to Glossary. Pay especial attention to the advice for EL students on p. 34 of *Common Core Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS
- 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

▸ **Goal** Ratios and Rates

2

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Sample page from the Pacing Guide

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Week 1

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 1: Interpreting Multiplication Equations

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

Before the Lesson
What does multiplication mean? Use concrete objects: 3 sets of 5 objects; 5 sets of 2 objects; 3 sets of 7 objects – how many altogether? How can you write each of these as a multiplication sentence?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 4–5, POWER UP: Build Background. 10 min.*
- **Performance Coach Teacher's Edition** *pp. 2–3, with Getting the Idea and Example 1 of Student Edition pp. 6–7. 10 min.*
- **Readiness**

Waggle™

Day 2

LESSON FOCUS
Instruction Coach
Lesson 1: Interpreting Multiplication Equations

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

Example A
Language here can be tricky so go slowly from representation of sets to verbalizing to writing sentence. What does "equal groups" mean? How many equal groups are there? What does 3 times as many as 4 mean? 5 times as many as 2? Ask students to give examples of their own. Then write the sentences for each.

See EL note on p. 4 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 4–5, POWER UP: Introduce Concepts and Vocabulary. 10 min.*
- **Performance Coach Teacher's Edition** *pp. 2–3, with Examples 2–3 of Student Edition pp. 8–9. 10 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 1: Interpreting Multiplication Equations

- *Student Edition p. 7; 20 min.*
- *Teacher's Manual pp. 18–19*
- *EL Adaptations Lesson 1*

Example B
Make sure students can read $3 \times 5 = 15$ and represent this sentence concretely. Read the Example B problem to make sure all students understand it. Make sure "4 times as many" is clear. Offer additional examples such as 2 times as many as 9, 8 times as many as 5, etc., each time asking students to write an equation.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 4–5, POWER UP: Support Discussion. 10 min.*
- **Performance Coach Teacher's Edition** *pp. 2–3, with Coached Example of Student Edition p. 10. 10 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 1: Interpreting Multiplication Equations

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

Practice Part 1
Divide Practice into two sections (Questions 1–5 on SE p. 8 and 6–15 on p. 9), and ask students to complete first section. Go over the first question carefully to make sure students understand what needs to be done. Review this question after they complete it. Discuss and go over any trouble spots to make sure students understand all questions and solutions.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 4–5, POWER UP: Practice and Assess. 10 min.*
- **Performance Coach Teacher's Edition** *pp. 2–3, with Lesson Practice of Student Edition pp. 11–12. 10 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 1: Interpreting Multiplication Equations

- *Student Edition p. 9; 30 min.*
- *Teacher's Manual pp. 18–19*
- *EL Adaptations Lesson 1*

Practice Part 2
Have students complete Questions 6–15 from the second section of Practice. Make sure students can read the equations and tell you what each one means. Pay special attention to Questions 14 and 15 on SE p. 9.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 4–5, POWER UP: Practice and Assess. 10 min.*
- **Performance Coach Teacher's Edition** *pp. 2–3, with Lesson Practice of Student Edition pp. 13–14. 10 min or as time permits.*
- **Readiness**

Domain 1: Operations and Algebraic Thinking

Goal Multiplication

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons

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

Before the Lesson
Review the 4-step problem solving process. Ask questions about what a strategy means. Discuss various strategies. Ask students to give examples of strategies they use in own lives to solve problems.

DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher's Manual
  pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  Teacher's Edition
  pp. 4–5, with Getting the Idea and Example 1 of Student Edition pp. 15–16. 20 min.
- **Readiness**

Waggle™

Day 2

LESSON FOCUS
Instruction Coach
Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons

- *Student Edition* *p. 7; 20 min.*
- *Teacher's Manual* *pp. 20–21*
- *EL Adaptations* *Lesson 2*

Wormy Problem 1
How are multiplication facts ($3 \times 5 = 15$) connected to division facts? What is the division fact that is the opposite of $3 \times 5 = 15$? If we solve a problem with multiplication, then should we be able to check it with division? Examples A and B deal with length – that will need a transition from representation with groups.
See EL note on p. 6 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher's Manual
  pp. 6–9, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach**
  Teacher's Edition
  pp. 4–5, with Examples 2–3 of Student Edition pp. 16–18. 20 min.
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons

- *Student Edition* *p. 11; 20 min.*
- *Teacher's Manual* *pp. 20–21*
- *EL Adaptations* *Lesson 2*

Wormy Problem 2
Review the vocabulary words dividend, divisor, and quotient. Ask students to make up division sentences and identify each part with its name. Go over the basic concepts of division – how many in the set, how many in each equal group, how many groups? Examples A and B deal with length – that will need a transition from representation with groups.

DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher's Manual
  pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  Teacher's Edition
  pp. 4–5, with Coached Example of Student Edition p. 19. 20 min.
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons

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

Practice Part 1
Students need to maintain their fluency in basic facts for multiplication and division. TM pp. A1, A6–A7. Go over Question 1 to make sure students understand what needs to be done. Review this question after they complete it. Discuss and go over any trouble spots to make sure students understand all questions and solutions.

DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher's Manual
  pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  Teacher's Edition
  pp. 4–5, with Lesson Practice of Student Edition pp. 20–21. 20 min or as time permits.
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons

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

Practice Part 2
Make sure students understand Questions 2–4. Discuss results as soon as they finish each one. A fluency review is always in order.

DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher's Manual
  pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  Teacher's Edition
  pp. 4–5, with Lesson Practice of Student Edition pp. 22–23. 20 min.
- **Readiness**

▶ Domain 1: Operations and Algebraic Thinking

▶ **Goal** Multiplication
▶ **Goal** Division

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Week 3

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving: Multi-Step Problems

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

Before the Lesson
Review the 4-step problem solving process and the basic facts for all four operations. Explain what it means to solve a problem in more than one step, and demonstrate with specific problems.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 10–11, PLUG IN: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Getting the Idea and Example 1 of Student Edition pp. 24–25. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving: Multi-Step Problems

- *Student Edition* *p. 14; 20 min.*
- *Teacher's Manual* *pp. 22–23*
- *EL Adaptations* *Lesson 3*

The Music Store
Go over the READ and PLAN steps to make sure all students understand these steps and what the thinking is behind this problem. The PLAN step shows 2 steps of its own: 1) find the total number of CD's; and 2) find the number left over. Make sure students understand that the answer to 1) is part of 2).

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 14–17, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Example 2 of Student Edition p. 26. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving: Multi-Step Problems

- *Student Edition* *p. 15; 20 min.*
- *Teacher's Manual* *pp. 22–23*
- *EL Adaptations* *Lesson 3*

The Coin Collection
Ask everyone to read the problem once or more than once, and then: Think about your plan. What is the first step? How will you get the answer to the first step? What is the second step? Help students understand how the two steps connect to provide a solution. Notice how the CHECK involves rounding. Explain why this gives a good check.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 14–17, 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**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving: Multi-Step Problems

- *Student Edition* *pp. 16–17; 20 min.*
- *Teacher's Manual* *pp. 22–23*
- *EL Adaptations* *Lesson 3*

Bunches of Roses* and *Let's Celebrate
Accent that a key to planning is to find the right operation. In these problems, you have to find two operations to solve. Emphasize that is why we sometimes read the problem more than once.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 14–17, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7 with Lesson Practice of Student Edition pp. 28–29. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 3: Problem Solving: Multi-Step Problems

- *Student Edition* *pp. 18–19; 20 min.*
- *Teacher's Manual* *pp. 22–23*
- *EL Adaptations* *Lesson 3*

Practice
Divide Practice into two sections (Questions 1–2 on p. 18 and Questions 3–5 on p. 19), and ask students to work in groups. Go over their results with the entire class. Ask how you solved this problem. Explain.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 14–17, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Lesson Practice of Student Edition pp. 30–31. 20 min or as time permits.*
- **Readiness**

▶ **Domain 1:** **Operations and Algebraic Thinking**

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▶ **Goal** Multistep Word Problems

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Domain 1: Operations and Algebraic Thinking

Day 1

LESSON FOCUS
Instruction Coach
Lesson 4: Understanding Factors and Multiples

- *Student Edition* *pp. 20–21; 20 min.*
- *Teacher's Manual* *pp. 24–25*
- *EL Adaptations* *Lesson 4*

Understand–Connect
Using objects, ask students to "build" numbers such as 6 and 12 with rectangular arrays. Then use this as a base to understand factor pairs. Look at multiplication facts to determine the factor pairs and why the products are the multiples of the factors.

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

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 18–19, PLUG IN: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11 with Getting the Idea and Examples 1–2 of Student Edition pp. 40–42. 20 min.*
- **Readiness**

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▶ **Goal** Factors and Multiples

Day 2

LESSON FOCUS
Instruction Coach
Lesson 4: Understanding Factors and Multiples

- *Student Edition* *pp. 22–23; 20 min.*
- *Teacher's Manual* *pp. 24–25*
- *EL Adaptations* *Lesson 4*

Examples A, B, and C
Make the connections between counting and multiples. For example, 4, 8, 12, 16... connects to 4×1, 4×2, 4×3, 4×4, ...

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. 10–11 with Examples 3–4 and Coached Example of Student Edition pp. 43–45. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 4: Understanding Factors and Multiples

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

Examples D and E; and The Sieve of Eratosthenes
Prime numbers are the building blocks of number theory—all whole numbers greater than 1 are multiples of one or more prime numbers. Go over *sieve* on p. 25 to make sure students understand why the primes "fall out."

See EL note on p. 22 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 22–25, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11 with Lesson Practice of Student Edition pp. 46–47. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 4: Understanding Factors and Multiples

- *Student Edition* *pp. 26–27; 20 min.*
- *Teacher's Manual* *pp. 24–25*
- *EL Adaptations* *Lesson 4*

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 26 and 9–17 on p. 27). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 16 and 17.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 22–25, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11 with Lesson Practice of Student Edition pp. 48–49. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 5: Identifying and Generating Number and Shape Patterns

- *Student Edition* *pp. 28–29; 20 min.*
- *Teacher's Manual* *pp. 26–27*
- *EL Adaptations* *Lesson 5*

Understand–Connect
Ask: 'What is a pattern? Can anyone show me a number pattern? A shape pattern? Any other way to show a pattern? Is there a pattern to seasons? To yearly calendar? To weeks? Is there a pattern in games?'

See EL note on p. 28 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 28–29, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13with Getting the Idea and Examples 1–3 of Student Edition pp. 50–53. 20 min.*
- **Readiness**

▶ **Goal** Patterns

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Week 5

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Day 1

▶ **Domain 1:** Operations and Algebraic Thinking

LESSON FOCUS
Instruction Coach
Lesson 5: Identifying and Generating Number and Shape Patterns

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

Examples A and Example B
Start with easier number patterns such as: even numbers; start with 3 and add 3; start at 10 and go back by 2's; start at 100 and subtract 10.

See EL note on p. 30 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 30–33, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13, with Examples 4–5 and Coached Example of Student Edition pp. 55–57. 20 min.*
- **Readiness**

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▶ **Goal** Patterns

Day 2

LESSON FOCUS
Instruction Coach
Lesson 5: Identifying and Generating Number and Shape Patterns

- *Student Edition pp. 32–33; 20 min.*
- *Teacher's Manual pp. 26–27*
- *EL Adaptations Lesson 5*

Practice
Divide Practice into two sections (Questions 1–4 on p. 32 and 5–10 on p. 33). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Question 10.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 30–33, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13, with Lesson Practice of Student Edition pp. 58–61. 20 min or as time permits.*
- **Readiness**

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review

- *Student Edition pp. 34–35; 40 min.*
- *Teacher's Manual pp. 96*

Questions 1–14
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. 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. 14, with Domain 1 Review of Student Edition pp. 62–64 as time permits.*

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review

- *Student Edition pp. 36–37; 40 min.*
- *Teacher's Manual p. 96*

Questions 15–23 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 37.

Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Apples, Oranges, and Melons) on p. 37. See Progression Chart on pp. 16–17 (Teacher's Manual) 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. 14, with Domain 1 Review of Student Edition pp. 65–66 as time permits.*

Day 5

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.

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Day 1	Day 2	Day 3	Day 4	Day 5
▶ **Domain 1:**	▶ **Domain 2:** Number and Operations in Base Ten			
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 6: Extending Place Value** • *Teacher's Manual pp. 30–31; 20 min.* • *EL Adaptations Lesson 6* **Before the Lesson** Use the models suggested in the *Teacher's Manual* and ask questions about the value of each digit. A 6 in the hundreds column is how many times greater than a 6 in the ones column. Also, a 5 in the tens column is how many times a 5 in the ones column? See EL note on p. 42 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 42–43, PLUG IN: Build Background. 20 min.* • **Performance Coach Teacher's Edition** *pp. 16–17, with Getting the Idea and Example 1 of Student Edition pp. 70–71. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 6: Extending Place Value** • *Student Edition p. 40; 20 min.* • *Teacher's Manual pp. 30–31* • *EL Adaptations Lesson 6* **Example A** Prepare students for this Example by explaining place value, that is, the value of each place. Explain how the numeration system works based on 10 (1, 10, 10 × 10, 10 × 10 × 10, etc.). Show how places can be extended, providing for thousands, ten thousands, etc. See EL note on p. 44 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 44–45, POWER UP: Build Background. 20 min.* • **Performance Coach Teacher's Edition** *pp. 16–17, with Examples 2–3 of Student Edition pp. 71–72. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 6: Extending Place Value** • *Student Edition p. 41; 20 min.* • *Teacher's Manual pp. 30–31* • *EL Adaptations Lesson 6* **Example B** Here again we compare the same digit across different places. This time, after Example B, try it without place value charts. For example, in the number 23,505, the 5 in the hundreds place is how many times greater than the 5 in the ones place. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 44–45, POWER UP: Introduce Concepts and Vocabulary. 20 min.* • **Performance Coach Teacher's Edition** *pp. 16–17, with Example 4 and Coached Example of Student Edition pp. 72–73. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 6: Extending Place Value** • *Student Edition pp. 42–43; 20 min.* • *Teacher's Manual pp. 30–31* • *EL Adaptations Lesson 6* **Example C and Example D** Ask students to make up comparisons similar to those shown in Examples C and D, but without the use of place value charts. For example, compare the 1's in 51,108 or the 2's in 2,002. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 44–45, POWER UP: Model Application. 20 min.* • **Performance Coach Teacher's Edition** *pp. 16–17, with Lesson Practice of Student Edition pp. 74–75. 20 min or as time permits.* • **Readiness**
Waggle™	▶ **Goal** Place Value			

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Week 7

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 6: Extending Place Value

- *Student Edition* *pp. 44–45; 20 min.*
- *Teacher's Manual* *pp. 30–31*
- *EL Adaptations* *Lesson 6*

Practice
Divide Practice into two sections (Questions 1–10 on SE p. 44 and 11–16 on p. 45). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 44–45, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 16–17, with Lesson Practice of Student Edition pp. 76–77. 20 min or as time permits.*
- **Readiness**

Waggle™

▶ **Goal** Place Value

Day 2

LESSON FOCUS
Instruction Coach
Lesson 7: Reading, Writing, and Comparing Whole Numbers

- *Teacher's Manual* *pp. 32–33; 20 min.*
- *EL Adaptations* *Lesson 7*

Before the Lesson
Review place value with and without charts, challenging students to write numbers with given hundreds, thousands, tens, and ones – not in order. Ask: 'What does a 0 mean in any place?'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 18–19, with Getting the Idea and Example 1 of Student Edition pp. 78–79. 20 min.*
- **Readiness**

▶ **Goal** Place Value

Day 3

LESSON FOCUS
Instruction Coach
Lesson 7: Reading, Writing, and Comparing Whole Numbers

- *Student Edition* *p. 46; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Understand
Concentrate on number names in reading and writing. Say a number such as twenty-three thousand four hundred fifty-six, direct class to write the numeral; and vice-versa. Explain the concept that groups of three digits comprise a period – we group these together when we say a whole number, and separate them with commas when we write a whole number.
See EL note on p. 46 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 18–19, with Examples 2–3 of Student Edition pp. 79–81. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 7: Reading, Writing, and Comparing Whole Numbers

- *Student Edition* *p. 47; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Connect
Explain how expanded form is connected to the place value chart, and how this form is connected to the value of each place. To make this clear show how $235 = 2 \times \mathbf{100} + 3 \times \mathbf{10} + 5 \times \mathbf{1}$.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 18–19, with Coached Example of Student Edition p. 81. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 7: Reading, Writing, and Comparing Whole Numbers

- *Student Edition* *pp. 48–49; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Example A and Example B
To test students, offer comparisons similar to those shown in Examples A and B, but without the use of place value charts. For example, compare 63,731 and 62,985, making sure students know which place to start when comparing.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 18–19, with Lesson Practice of Student Edition pp. 82–83. 20 min or as time permits.*
- **Readiness**

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 7: Reading, Writing, and Comparing Whole Numbers

- *Student Edition* *pp. 50–51; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Practice
Divide Practice into two sections (Questions 1–4 on SE p. 50 and 5–16 on p. 51). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 18–19, with Lesson Practice of Student Edition pp. 84–85. 20 min or as time permits.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 8: Rounding Whole Numbers

- *Teacher's Manual* *pp. 34–35; 20 min.*
- *EL Adaptations* *Lesson 8*

Before the Lesson
Rounding depends upon understanding place value, so review place value with and without charts. Ask: 'Is 16 closer to 10 or 20? Is 57 closer to 50 or 60? What about 55?'

DIFFERENTIATION OPTIONS
Ask: 'Why 256 is closer to 260 than 250?' and similar questions. 20 min.

- **Performance Coach Teacher's Edition** *pp. 20–21, with Getting the Idea and Example 1 of Student Edition pp. 86–87. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 8: Rounding Whole Numbers

- *Student Edition* *p. 52; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Understand
A number line is a good guide to help with rounding, so make sure all are familiar with the idea that a number line can represent a specific range of numbers.

DIFFERENTIATION OPTIONS
Ask: 'What range would you choose to test 708?' and similar questions. 20 min.

- **Performance Coach Teacher's Edition** *pp. 20–21, with Examples 2–3 of Student Edition pp. 87–88. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 8: Rounding Whole Numbers

- *Student Edition* *p. 53; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Connect
Break a number down to its components according to place value; e.g., 3,476 is made up of 3 thousands, 4 hundreds, 7 tens, 6 ones. So, this number rounded to the nearest hundred depends on the 7 tens, making it nearer to 3,500 than 3,400.

DIFFERENTIATION OPTIONS
Ask: 'Which digit is key to rounding 67,452 to the nearest ten?' and similar questions. 20 min.

- **Performance Coach Teacher's Edition** *pp. 20–21, with Coached Example of Student Edition p. 89. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 8: Rounding Whole Numbers

- *Student Edition* *pp. 54–55; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Example A and Rounding Triangles
If you are looking for a rule, look to digit to the right. This means that if you are rounding 12,345 to the nearest thousand, find the thousands place and pick the hundreds digit. 12,345 rounds down to 12,000. *The Rounding Triangles* might be a good challenge for groups of your students.

DIFFERENTIATION OPTIONS
Practice this rule above with different whole numbers. 20 min.

- **Performance Coach Teacher's Edition** *pp. 20–21, with Lesson Practice of Student Edition pp. 90–91. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Place Value

▶ **Goal** Place Value

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Week 9

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 8: Rounding Whole Numbers

- *Student Edition pp. 56–57; 20 min.*
- *Teacher's Manual pp. 34–35*
- *EL Adaptations Lesson 8*

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 56 and 9–26 on p. 57). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 25 and 26. 20 min.

DIFFERENTIATION OPTIONS

How many whole numbers round to 20? And similar questions.

- **Performance Coach Teacher's Edition** *pp. 20–21, with Lesson Practice of Student Edition pp. 92–93. 20 min or as time permits.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 9: Adding and Subtracting Whole Numbers

- *Teacher's Manual pp. 36–37; 20 min.*
- *EL Adaptations Lesson 9*

Before the Lesson
Review place value as it again provides the underlying concepts that lead to the procedure. Do not let go of the basic foundations even as students become skillful.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Getting the Idea and Example 1 of Student Edition pp. 94–95. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 9: Adding and Subtracting Whole Numbers

- *Student Edition p. 58; 20 min.*
- *Teacher's Manual pp. 36–37*
- *EL Adaptations Lesson 9*

Example A
Addition: Practice exchanging ones to tens and tens to hundreds. Use concrete objects (coins) to make the exchange as real as possible. Do not forget the underlying exchange when teaching the procedure.

See EL note on p. 55 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Examples 2–3 of Student Edition pp. 96–97. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 9: Adding and Subtracting Whole Numbers

- *Student Edition p. 59; 20 min.*
- *Teacher's Manual pp. 36–37*
- *EL Adaptations Lesson 9*

Example B
Subtraction: Ensure understanding of the regrouping process for subtraction. In principle it is the same as addition but in reverse. For addition, for example, you take 14 ones and exchange for 1 ten and 4 ones; for subtraction you exchange 1 ten for 10 ones and add it to the 4 to get 14 ones.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Coached Example of Student Edition p. 98. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 9: Adding and Subtracting Whole Numbers

- *Student Edition pp. 60–61; 20 min.*
- *Teacher's Manual pp. 36–37*
- *EL Adaptations Lesson 9*

Example C and Problem Solving
The tricky subtracting from zeros should present no change in basic concept except the regrouping takes place twice. Experiment with "consecutive zeros" as a challenge.

See the note Focus on Fluency on p. 57 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Lesson Practice of Student Edition pp. 99–100. 20 min or as time permits.*
- **Readiness**

Waggle™

▶ **Goal** Place Value

▶ **Goal** Addition and Subtraction

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 9: Adding and Subtracting Whole Numbers

- *Student Edition pp. 62–63; 20 min.*
- *Teacher's Manual pp. 36–37*
- *EL Adaptations Lesson 9*

Practice
Divide Practice into two sections. Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 21 and 22.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Lesson Practice of Student Edition pp. 101–102. 20 min or as time permits.*
- **Readiness**

Waggle™

▶ **Goal** Addition and Subtraction

Day 2

LESSON FOCUS
Instruction Coach
Lesson 10: Multiplying Whole Numbers

- *Student Edition pp. 64–65; 20 min.*
- *Teacher's Manual pp. 38–39*
- *EL Adaptations Lesson 10*

Understand—Connect
A basic understanding for multiplying two whole numbers is the distributive property. Review for 2-digit by 2-digit numbers, starting with concrete representations. For small numbers such as 23×6, use chips or marbles or coins (2 tens and 3 ones) = 2 tens $\times$ 6 + 3 ones $\times$ 6.
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: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Getting the Idea and Examples 1–2 of Student Edition pp. 103–105. 20 min.*
- **Readiness**

▶ **Goal** Multiplication

Day 3

LESSON FOCUS
Instruction Coach
Lesson 10: Multiplying Whole Numbers

- *Student Edition pp. 66–67; 20 min.*
- *Teacher's Manual pp. 38–39*
- *EL Adaptations Lesson 10*

Example A and Example B
Multiplication by 3-digit (and 4-digit) numbers by a 1-digit number should mimic the process of 2-digit by 1-digit multiplication. Show students how the distributive property transfers to larger numbers. Of course, the same regrouping previously applied will be a necessity again here. Review and practice in its new settings.
See notes on MP's, pp. 63–65.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Examples 3–4 and Coached Example of Student Edition pp. 106–108. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 10: Multiplying Whole Numbers

- *Student Edition pp. 68–69; 20 min.*
- *Teacher's Manual pp. 38–39*
- *EL Adaptations Lesson 10*

Example C and Problem Solving
Example C will require a jump from Examples A and B. 2-digit by 2-digit multiplication is really double distributive process, first with the ones digit and then with the tens digit. Go over this before jumping into Example C: 34×26 becomes $(30 + 4) \times 2$ tens + $(30 + 4) \times 6$ ones.
See notes on MP's, pp. 63–65.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Lesson Practice of Student Edition pp. 109–110. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 10: Multiplying Whole Numbers

- *Student Edition pp. 70–71; 20 min.*
- *Teacher's Manual pp. 38–39*
- *EL Adaptations Lesson 10*

Practice
Divide Practice into two sections. Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 18 and 19.
See notes on MP's, pp. 63–65.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Lesson Practice of Student Edition pp. 111–112. 20 min or as time permits.*
- **Readiness**

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Week 11

▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 11: Dividing with One-Digit Divisors

- *Student Edition pp. 72–73; 20 min.*
- *Teacher's Manual pp. 40–41*
- *EL Adaptations Lesson 11*

Understand—Connect
There is no escaping the role of place value with all the operations, so again clear understanding of this concept will be important here. Dividing a number starts with dividing the value of the greatest place value and regrouping anything left over to the next greater place.

See EL note on p. 70 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Getting the Idea and Example 1 of Student Edition pp. 113–115. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 11: Dividing with One-Digit Divisors

- *Student Edition pp. 74–75; 20 min.*
- *Teacher's Manual pp. 40–41*
- *EL Adaptations Lesson 11*

Example A and Example B
Dividing 3-digit (and 4-digit) numbers by a 1-digit number should follow the same thinking. There is always the question of whether there is enough to divide. This occurs in Step 4 of Example B, so explain it carefully. Regrouping plays an important role throughout.

See notes on MP's, pp. 72–73.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Examples 2–3 and Coached Example of Student Edition pp. 116–119. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 11: Dividing with One-Digit Divisors

- *Student Edition pp. 76–77; 20 min.*
- *Teacher's Manual pp. 40–41*
- *EL Adaptations Lesson 11*

Example C and Problem Solving
Example C starts right off with "not enough" thousands. This will mean that the first "dividing" will be in the hundreds place; the 2 thousands add 20 hundreds to the 3 hundreds. This Example has a remainder, so start by asking students to think of applications with remainders. See Problem Solving for a real world application.

See notes on MP's, pp. 72–73.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Lesson Practice of Student Edition pp. 120–121. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 11: Dividing with One-Digit Divisors

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

Practice
Divide Practice into two sections (Questions 1–12 on SE p. 78 and 13–22 on p. 79). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 21 and 22.

See notes on MP's, pp. 72–73, including the accent on fluency on p. 73.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Lesson Practice of Student Edition pp. 122–123. 20 min or as time permits.*
- **Readiness**

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review

- *Student Edition pp. 80–81; 40 min.*
- *Teacher's Manual p. 100*

Questions 1–15
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 28–29 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. 28, with Domain 2 Review of Student Edition pp. 124–126 as time permits.*

▶ **Goal** Division

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Day 1	Day 2	Day 3	Day 4	Day 5
▶ **Domain 2:** Number and Operations in Base Ten			▶ **Domain 3:** Number and Operations—Fractions	
REVIEW AND ASSESS **Instruction Coach** **Domain 2 Review** • *Student Edition pp. 82–83; 40 min.* • *Teacher's Manual p. 100* **Questions 16–27 & Performance Task** Go over the questions and discuss. Pay special attention to the Performance Task on p. 83. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Saturday Super Sale*) on p. 93. See Progression Chart on TM pp. 28–29 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. 28, with Domain 2 Review of Student Edition pp. 127–128 as time permits.*	**REVIEW AND ASSESS** **Instruction Coach** **Domain 2 Assessment** • *Assessments pp.12–15; 40 min.* • *Assessments Answer Key p. 7* **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 2 Assessment** • *Assessments pp.16–19; 40 min.* • *Assessments Answer Key p. 7–9* **Questions 21–25** 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.	**LESSON FOCUS** **Instruction Coach** **Lesson 12: Extending Understanding of Equivalent Fractions** • *Teacher's Manual pp. 44–45; 20 min.* • *EL Adaptations Lesson 12* **Before the Lesson** Use models to review equivalent fractions. Find several fractions equivalent to a given fraction, and demonstrate their equivalence. See EL note on p. 70 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 76–77, POWER UP: Introduce and Model. 20 min.* • **Performance Coach Teacher's Edition** *pp. 30–31, with Getting the Idea and Example 1 of Student Edition pp. 132–133. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 12: Extending Understanding of Equivalent Fractions** • *Student Edition p. 86; 20 min.* • *Teacher's Manual pp. 44–45* • *EL Adaptations Lesson 12* **Understand** Make sure to explain the splitting of 1/3 in half and why 1/3 = 2/6. What is the splitting of 1/4? So, 1/4 = ? **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 78–81, READY TO GO: Introduce and Model. 20 min.* • **Performance Coach Teacher's Edition** *pp. 30–31, with Examples 2–3 of Student Edition pp. 133–134. 20 min.* • **Readiness**
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			▶ **Goal** Equivalent Fractions and Ordering	

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Week 13

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 12: Extending Understanding of Equivalent Fractions

- *Student Edition* *p. 87; 20 min.*
- *Teacher's Manual* *pp. 44–45*
- *EL Adaptations* *Lesson 12*

Connect
Not only can we multiply to find equivalent fractions, but we can also divide. So, show the reverse: 2/6 is equivalent to 1/3 arrived at by dividing by 2. Review with other fractions: 1/5 = 3/15 by multiplying by 3 and 3/15 = 1/5 by dividing by 3.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 78–81, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 30–31, with Coached Example of Student Edition p. 135.20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 12: Extending Understanding of Equivalent Fractions

- *Student Edition* *p. 89; 20 min.*
- *Teacher's Manual* *pp. 44–45*
- *EL Adaptations* *Lesson 12*

Example and Fraction Fun
How do you check for equivalent fractions? How do you know if 4/5 and 7/10 are equivalent or not? Show how to check either by models or by multiplying and dividing.

Fraction Fun: write out the fraction for each model and look for equivalent fractions.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 78–81, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 30–31, with Lesson Practice of Student Edition pp. 136–137. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 12: Extending Understanding of Equivalent Fractions

- *Student Edition* *pp. 90–91; 20 min.*
- *Teacher's Manual* *pp. 44–45*
- *EL Adaptations* *Lesson 12*

Practice
Divide Practice into two sections (Questions 1–9 on SE p. 90 and 10–21on p. 91). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Question 21.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 78–81, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 30–31, with Lesson Practice of Student Edition pp. 138–139. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 13: Comparing Fractions

- *Student Edition* *p. 92; 20 min.*
- *Teacher's Manual* *pp. 46–47*
- *EL Adaptations* *Lesson13*

Understand
Practice finding a set of equivalent fractions for a given fraction such as 2/3. Find equivalent fractions with a specific denominator; Find a fraction equivalent to 3/5 with a denominator of 15.

See EL note on p. 86 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Getting the Idea and Example 1 of Student Edition pp. 140–141. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 13: Comparing Fractions

- *Student Edition* *p. 93; 20 min.*
- *Teacher's Manual* *pp. 46–47*
- *EL Adaptations* *Lesson13*

Connect
Compare two fractions given one denominator is a multiple of the other denominator. Show models to help students understand the key steps here.

See notes on MP's, pp. 86–89.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Examples 2–3 of Student Edition pp. 142–143. 20 min.*
- **Readiness**

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▶ **Goal** Equivalent Fractions and Ordering

▶ **Goal** Equivalent Fractions and Ordering

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 13: Comparing Fractions

- *Student Edition pp. 94–95; 20 min.*
- *Teacher's Manual pp. 46–47*
- *EL Adaptations Lesson 13*

Example A and Example B
Review multiples and finding the least common multiple. Practice with many different numbers. This is the method for finding the same denominator for both fractions.

See notes on MP's, pp. 86–89.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Coached Example of Student Edition p. 145. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 13: Comparing Fractions

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

Example C and Order Please
Comparison here requires making estimates with the use of number lines and benchmark locations on the number line such as 0, 1/2 and 1.

See notes on MP's, pp. 86–89.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Lesson Practice of Student Edition pp. 146–147. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 13: Comparing Fractions

- *Student Edition pp. 98–99; 20 min.*
- *Teacher's Manual pp. 46–47*
- *EL Adaptations Lesson 13*

Practice
Divide Practice into two sections (Questions 1–10 on SE p. 98 and 11–25 on p. 99). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 24 and 25.

See notes on MP's, pp. 86–89.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Lesson Practice of Student Edition pp. 148–149. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 14: Understanding Adding and Subtracting Fractions

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

Before the Lesson
Model addition by asking students to divide a rectangle into 6 equal parts. They can do this in a number of ways. Ask to shade 1/6 of the whole – it does not matter which 1/6 they shade. Shade a second 1/6. How many sixths altogether? Write the equation 1/6 + 1/6 = ? and discuss.

See EL note on p. 90 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 90–91, PLUG IN: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Getting the Idea and Example 1 of Student Edition pp. 150–151. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 14: Understanding Adding and Subtracting Fractions

- *Student Edition pp. 100–101; 20 min.*
- *Teacher's Manual pp. 48–49*
- *EL Adaptations Lesson 14*

Understand–Connect
The goal of these pages is to introduce the sum of two fractions with like denominators by means of a model, and to guide students to come up with the rule for adding two fractions. Use different models and different fractions besides 1/5 + 1/5.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 90–91, PLUG IN: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Examples 2–3 of Student Edition pp. 152–153. 20 min.*
- **Readiness**

Domain 3: Number and Operations—Fractions

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▶ **Goal** Equivalent Fractions and Ordering

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

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Week 15

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 14: Understanding Adding and Subtracting Fractions

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

Example A
Subtraction: Model similarly to addition. Use a model to shade or identify several equal parts, say 3/5, and show the effect of subtracting 1/5. Write the equation: 3/5 − 1/5 = ? and discuss. Look for the general rule again.

See EL note on p. 90 and notes on MP on pp. 90–91 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 90–91, PLUG IN: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Coached Example of Student Edition p. 154. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 14: Understanding Adding and Subtracting Fractions

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

Example B
Note the example here uses clay. If you can get clay to mimic this example, then that would be an excellent way to model. We have three fractions here and the procedure is the same. Make sure students can explain why the rule works.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 90–91, PLUG IN: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Lesson Practice of Student Edition pp. 155–156. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 14: Understanding Adding and Subtracting Fractions

- *Student Edition* *pp.104–105; 20 min.*
- *Teacher's Manual* *pp. 48–49*
- *EL Adaptations* *Lesson 14*

Practice
Divide Practice into two sections (Questions 1–10 SE on p 104 and 11–24 on p. 105). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 24.

For a good review, work on the MP's found on pp. 90–91 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 90–91, PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Lesson Practice of Student Edition p. 157. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 15: Understanding Fractions as Sums of Unit Fractions

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

Before the Lesson
Explain via models what a unit fraction is. Offer examples of unit fractions with small and large denominators. Make sure to get across that 1 in the numerator means one part of many equal parts. Divide a strip into 2 parts, 3 parts, 4 parts, etc. and show how the unit fractions get smaller and smaller.

See EL note on p. 92 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Getting the Idea and Example 1 of Student Edition pp. 158–159. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 15: Understanding Fractions as Sums of Unit Fractions

- *Student Edition* *pp. 106–107; 20 min.*
- *Teacher's Manual* *pp. 50–51*
- *EL Adaptations* *Lesson 15*

Understand—Connect
The goal of these pages is to show how all fractions are made up of unit fractions. 3/5 is made up of three fifths. or 3/5 = 1/5 + 1/5 + 1/5. Use a combination of models, language (such as "3 fifths"), and equations to make these points clear.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Examples 2–3 of Student Edition pp. 159–160. 20 min.*
- **Readiness**

▶ Domain 3: Number and Operations—Fractions

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 15: Understanding Fractions as Sums of Unit Fractions

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

Example A
Mixed numbers: explain by means of models such as strips. Start with 3/4, add 1/4, and ask what fractions do we have now? Observe that the numerator and denominator are equal. Add 1/4 more to make 5/4, and show how 5/4 is the same as 1 whole and 1/4. Write 5/4 = 1 1/4.

See EL note on p. 92 and notes on MP on pp. 92–93 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Coached Example of Student Edition p. 161. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 15: Understanding Fractions as Sums of Unit Fractions

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

Example B
You may prefer the language "fraction greater than 1" for improper fractions. Start with 1, or 6/6; add the unit fraction associated with sixths: 6/6 + 1/6 = 7/6. Add 6/6 and 2 sixths: 6/6 + 1/6 + 1/6 = 8 sixths, or 8/6. Show how 8/6 is the same as 1 2/6.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93 POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Lesson Practice of Student Edition p. 162–163. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 15: Understanding Fractions as Sums of Unit Fractions

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

Practice
Divide Practice into two sections (Questions 1–10 on p. 110 and 11–23 on p. 111). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 22 and 23.

For a good review, work on the MP's found on pp. 92–93 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Lesson Practice of Student Edition pp. 164–165. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 16: Adding and Subtracting Mixed Numbers

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

Before the Lesson
Ask students to explain the concepts behind how to add and subtract fractions. Show and explain with examples. Look for different models from students in their explanations. Ask students to demonstrate that a mixed number is actually the sum of unit fractions.

See EL note on p. 94 of *Support Coach Teacher's Manual*.

Alert: find MP's on pp. 94–97 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. 38–39, with Getting the Idea and Example 1 of Student Edition pp. 166–167. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 16: Adding and Subtracting Mixed Numbers

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

Understand—Connect
Alternatively, can you add two mixed numbers by adding the whole number parts and the fractional parts separately? Start: ask students to add a mixed number and a whole number first. Next: add a mixed number to itself, e.g., 2 1/4 + 2 1/4.

See EL note on p. 94 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 94–97, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Examples 2–3 of Student Edition pp. 168–169. 20 min.*
- **Readiness**

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

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

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Week 17

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Day 1

Domain 3: Number and Operations—Fractions

LESSON FOCUS
Instruction Coach
Lesson 16: Adding and Subtracting Mixed Numbers

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

Example A
Add mixed numbers: Rename each mixed number as a fraction greater than 1, and then add (as long as the denominators are the same). Make sure students know how to change from a fraction greater than 1 to a mixed number. How do you rename 13/5 as a mixed number? Walk through the steps carefully.

See EL note on p. 96 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 94–97, READY TO GO: Lesson Link. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Coached Example of Student Edition p. 170. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 16: Adding and Subtracting Mixed Numbers

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

Example B
Example A starts with a word problem. Ask students to make up a word problem to fit this example. Share the results. What contexts did students use? How many used measurements: length, capacity, volume, area, mass, or time? Again, stress the renaming of a fraction greater than 1 as a mixed number. Make sure the remainder is understood.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 94–97, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Lesson Practice of Student Edition pp. 171–172. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 16: Adding and Subtracting Mixed Numbers

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

Practice
Divide Practice into two sections (Questions 1–6 on SE p. 116 and 7–18 on p. 117). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 18.

See EL note on p. 96 of *Support Coach Teacher's Manual*.

For a good solid review, work on the MP's found on pp. 94–97 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 94–97, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Lesson Practice of Student Edition pp. 173–174. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

- *Teacher's Manual* *pp. 54–55; 20 min.*
- *EL Adaptations* *Lesson 17*

Use this lesson as a mid-Domain Review

Before the Lesson
Demonstrate that a mixed number is actually the sum of unit fractions. Review: changing a mixed number to a fraction greater than 1 (improper fraction). Show and explain with examples.

See EL note on p. 94 of *Support Coach Teacher's Manual*. Alert: find MP's on pp. 94–97 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. 40–41, with Getting the Idea and Examples 1-2 of Student Edition pp. 175-177. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

- *Student Edition* *pp. 118–119; 20 min.*
- *Teacher's Manual* *pp. 54–55*
- *EL Adaptations* *Lesson 17*

Use this lesson as a mid-Domain Review

Making Breakfast* and *The Snail Race
How can you tell which operation to use: add or subtract? Make up similar problems and ask the same question. Have students make up word problems for adding and subtracting fractions; share these with the class. Which models are the most useful to students?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 94–97, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 40–41, with Example 3 and Coached Example of Student Edition pp.177–178. 20 min.*
- **Readiness**

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

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Day 1

▶ Domain 3: Number and Operations—Fractions

LESSON FOCUS
Instruction Coach
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

- *Student Edition* *pp. 120–121; 20 min.*
- *Teacher's Manual* *pp. 54–55*
- *EL Adaptations* *Lesson 17*

Use this lesson as a mid-Domain Review

Weekend Bike Trip* and *Art Class

How do you know when to add or subtract? Note in particular the different methods for changing a mixed number to an improper fraction.

See EL note on p. 94 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. 40–41, with Lesson Practice of Student Edition pp. 179–180. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Add Fractions and Mixed Numbers
▶ **Goal** Subtract Fractions and Mixed Numbers

Day 2

LESSON FOCUS
Instruction Coach
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

- *Student Edition* *pp. 122–123; 20 min.*
- *Teacher's Manual* *pp. 54–55*
- *EL Adaptations* *Lesson 17*

Use this lesson as a mid-Domain Review

Practice

Go over each question separately. Ask students to work in groups; go over the results with the entire class.

For a good review, work on the MP's found on pp. 94–97 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. 40–41, with Lesson Practice of Student Edition pp. 181–182. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 18: Using Models to Multiply Fractions by Whole Numbers

- *Student Edition* *pp. 124–125; 20 min.*
- *Teacher's Manual* *pp. 56–57*
- *EL Adaptations* *Lesson 18*

Understand—Connect

The main goal of these pages is to once again show how all fractions are made up of unit fractions. But this time it is a fraction greater than 1, say 7/5, made up of a unit fraction (1/5), displayed seven times.

See EL note on p. 100 of *Support Coach Teacher's Manual*.

Alert: find MP's on pp. 100–102 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 100–102, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Getting the Idea and Examples 1–2 of Student Edition pp. 183–184. 20 min.*
- **Readiness**

▶ **Goal** Fraction Multiplication

Day 4

LESSON FOCUS
Instruction Coach
Lesson 18: Using Models to Multiply Fractions by Whole Numbers

- *Student Edition* *p. 126; 20 min.*
- *Teacher's Manual* *pp. 56–57*
- *EL Adaptations* *Lesson 18*

Example A

Unit fractions: Use different models that show each fraction separately, remembering that multiplication by a whole number is the same as adding repeatedly. Interpret each multiplication question literally. So, $4 \times 1/5$ means 1/5 four times, or $1/5 + 1/5 + 1/5 + 1/5$. That's 4 fifths = 4/5. Or $5 \times 1/9$ (same as $1/9 \times 5$) means 1/9 added five times.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 100–102, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Example 3 and Coached Example of Student Edition pp. 185–186. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 18: Using Models to Multiply Fractions by Whole Numbers

- *Student Edition* *p. 127; 20 min.*
- *Teacher's Manual* *pp. 56–57*
- *EL Adaptations* *Lesson 18*

Example B

If not unit fractions: change fraction to unit fractions as in $3/4 = 1/4 + 1/4 + 1/4$, so $5 \times 3/4$ is the same as $5 \times (1/4 + 1/4 + 1/4)$. That makes 15 fourths = 15/4.

See EL note on p. 102 of *Support Coach Teacher's Manual*.

Alert: find MP's 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. 42–43, with Lesson Practice of Student Edition pp. 187–188. 20 min or as time permits.*
- **Readiness**

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Week 19

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 18: Using Models to Multiply Fractions by Whole Numbers

- *Student Edition* *pp. 128–129; 20 min.*
- *Teacher's Manual* *pp. 56–57*
- *EL Adaptations* *Lesson 18*

Practice
Divide Practice into two sections (Questions 1–6 on SE p. 128 and 7–22 on p. 129). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 21 and 22.

See note on fluency p. 104 of *Support Coach Teacher's Manual*.

For a good review, work on the MP's found on pp. 102–105 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 102–105, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Lesson Practice of Student Edition pp. 189–190. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Fraction Multiplication

Day 2

LESSON FOCUS
Instruction Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers

- *Teacher's Manual* *pp. 58–59; 20 min.*
- *EL Adaptations* *Lesson 19*

Before the Lesson
You can never do enough to prepare students for problem solving. Remind them of the 4-step process, especially the importance of the READ step, which really means to understand. Often a good discussion in class will be a good way to get ideas over.

See EL note on p. 102 of *Support Coach Teacher's Manual*.

Alert: find MP's 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. 44–45, with Getting the Idea and Example 1 of Student Edition pp. 191–192. 20 min.*
- **Readiness**

▶ **Goal** Fraction Multiplication

Day 3

LESSON FOCUS
Instruction Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers

- *Student Edition* *p. 130; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Planning a Party
Ask: 'Why do we solve this one by multiplying? Why is $3/8 \times 7 = 21/8$? Explain. How many pounds of cheese did Sue need? How many packages? Read the problem carefully before you answer.'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 102–105, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Example 2 of Student Edition p. 192. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers

- *Student Edition* *p. 131; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Energy Snacks
Ask: 'How many cups of wheat germ did Diana need for her recipe? Together, how many cups of wheat germ and nut butter in her recipe?' Use Lesson Links (see *Support Coach Teacher's Manual*) to review pre-requisites.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 102–105, READY TO GO: Lesson Links. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Coached Example of Student Edition p. 193. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers

- *Student Edition* *p. 132; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Practice Part 1
Ask students to work in groups on Questions 1–2. Go over the results with the entire class. Make up similar problems and ask the same question. Have students make up word problems for multiplying fractions by whole numbers. Share these with the class.

Ask: 'If $1 \times 3/4 = 3/4$, what is $1/2 \times 3/4$?'

See note on fluency p. 104 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 102–105, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Lesson Practice of Student Edition pp. 194–196. 20 min or as time permits.*
- **Readiness**

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Day 1

▶ Domain 3: Number and Operations—Fractions

LESSON FOCUS
Instruction Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers

- *Student Edition* *p. 130; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Practice Part 2
Ask students to work in groups on Questions 3–5. Go over the results with the entire class. Make up similar problems and ask the same question.

See note on fluency p. 104 of *Support Coach Teacher's Manual*.

For a good review, work on the MP's found on pp. 102–105 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 102–105, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Lesson Practice of Student Edition pp. 197–198. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Fraction Multiplication

Day 2

LESSON FOCUS
Instruction Coach
Lesson 20: Adding Fractions: Denominators of 10 and 100

- *Teacher's Manual* *pp. 60–61; 20 min.*
- *EL Adaptations* *Lesson 20*

Before the Lesson
A good start: review equivalent fractions as this lesson requires being able to move between tenths and hundredths with ease. Review with fourths and eighths; with thirds and sixths.

See EL note on p. 106 and look for MP's on pp. 106–107 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. 46–47, with Getting the Idea and Example 1 of Student Edition p. 199. 20 min.*
- **Readiness**

▶ **Goal** Fractions and Decimals

Day 3

LESSON FOCUS
Instruction Coach
Lesson 20: Adding Fractions: Denominators of 10 and 100

- *Student Edition* *p. 134; 20 min.*
- *Teacher's Manual* *pp. 60–61*
- *EL Adaptations* *Lesson 20*

Understand
The goal of these pages is to find fractions in tenths (hundredths) equivalent to fractions in hundredths (tenths), that is 3/10 = ?/100 or 70/100 = ?/10. Tenths and hundredths will lead to decimals and an extension of the place value system. But here tenths and hundredths serve as the beginning of adding two fractions with like denominators.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 106–107, PLUG IN: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Example 2 of Student Edition p. 200. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 20: Adding Fractions: Denominators of 10 and 100

- *Student Edition* *p. 135; 20 min.*
- *Teacher's Manual* *pp. 60–61*
- *EL Adaptations* *Lesson 20*

Connect
Multiplying both numerator and denominator by the same number produces an equivalent fraction. So, for 3/10, multiply both numerator and denominator by 10 to get 30/100. Ask students if the opposite might work: dividing both numerator and denominator by 10, would that produce an equivalent fraction?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 106–107, PLUG IN: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Coached Example of Student Edition p. 201. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 20: Adding Fractions: Denominators of 10 and 100

- *Student Edition* *pp. 136–137; 20 min.*
- *Teacher's Manual* *pp. 60–61*
- *EL Adaptations* *Lesson 20*

Example and Fractions Balance Scales
Adding two fractions with different denominators (10 and 100): This is where equivalent fractions come in as both fractions will have 100 as denominator, so rename the tenths (7/10) as 70/100. For Fraction Balance Scales, go over one or two and then ask students to complete the set.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 106–107, PLUG IN: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Lesson Practice of Student Edition pp. 202–203. 20 min or as time permits.*
- **Readiness**

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Week 21

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 20: Adding Fractions: Denominators of 10 and 100

- *Student Edition* *pp. 138–139; 20 min.*
- *Teacher's Manual* *pp. 60–61*
- *EL Adaptations* *Lesson 20*

Practice
Divide Practice into two sections (Questions 1–12 on SE p. 138 and 13–24 on p. 139). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 24.

For a good review, work on the MP's found on pp. 106–107 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 106–107, PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Lesson Practice of Student Edition pp. 204–205. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Fractions and Decimals

Day 2

LESSON FOCUS
Instruction Coach
Lesson 21: Introducing Decimals

- *Teacher's Manual* *pp. 62–63; 20 min.*
- *EL Adaptations* *Lesson 21*

Before the Lesson
Prepare for decimals and decimal notation. This means understanding hundredths and tenths. Make models to represent different hundredths such as 13 hundredths or 37 hundredths. Use grids to show that 13 hundredths = 1 tenth and 3 hundredths; 37 hundredths = 3 tenths and 7 hundredths.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 108–109, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Getting the Idea and Example 1 of Student Edition pp. 206–207. 20 min.*
- **Readiness**

▶ **Goal** Fractions and Decimals

Day 3

LESSON FOCUS
Instruction Coach
Lesson 21: Introducing Decimals

- *Student Edition* *pp. 140–141; 20 min.*
- *Teacher's Manual* *pp. 62–63; 20 min.*
- *EL Adaptations* *Lesson 21*

Understand—Connect
The goal of these pages is to introduce decimals and decimal notation. Decimals are a way to write fractions with denominators of 10 and 100. By using whole numbers, decimals continue the place value system for numbers less than 1. For instance, 0.47 = 47/100, or 4 tenths and 7 hundredths.

See EL note on p. 108 and look for MP's on pp. 108–109 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 108–109, POWER UP: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Examples 2–3 of Student Edition pp. 207–208. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 21: Introducing Decimals

- *Student Edition* *p. 142; 20 min.*
- *Teacher's Manual* *pp. 62–63*
- *EL Adaptations* *Lesson 21*

Example A
Writing a decimal for a fraction in tenths requires an understanding of tenths as one part of 10: 0.1 = 1/10, 0.7 = 7/10, and so forth. The first place to the right of the decimal place is the tenths place. Review all place values to the left of the decimal point, showing how each place is 10 times the one to its right.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 108–109, POWER UP: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Coached Example of Student Edition p. 209. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 21: Introducing Decimals

- *Student Edition* *p. 143; 20 min.*
- *Teacher's Manual* *pp. 62–63*
- *EL Adaptations* *Lesson 21*

Example B
Writing a decimal for a fraction in hundredths requires an understanding of hundredths as one part of 100: 0.01 = 1/100, 0.07 = 7/100, and so forth. The second place to the right of the decimal place is the hundredths place. Review all place values, showing how each place is 10 times the one to its right.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 108–109, POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Lesson Practice of Student Edition pp. 210–211. 20 min or as time permits.*
- **Readiness**

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

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 21: Introducing Decimals

- *Student Edition* *pp. 144–145; 20 min.*
- *Teacher's Manual* *pp. 62–63*
- *EL Adaptations* *Lesson 21*

Practice
Divide Practice into two sections (Questions 1–7 on SE p. 144 and 8–21on p. 145). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

For a good review, work on the MP's found on pp. 108–109 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 108–109, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Lesson Practice of Student Edition pp. 212–213. 20 min or as time permits.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals

- *Teacher's Manual* *pp. 64–65; 20 min.*
- *EL Adaptations* *Lesson 22*

Before the Lesson
Go back to grids: compare two decimals on a grid. Shade 0.23 and 0.32 on a hundreds chart. Further, money amounts can be very helpful here, as long as students understand that 1 cent is 1/100 of a dollar or 0.01 of a dollar. Comparing 23 cents and 32 cents is the same as comparing $.23 (23/100 of a dollar) and $.32 (32/100 of a dollar).

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 50–51, with Getting the Idea and Example 1 of Student Edition pp. 214–215. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals

- *Student Edition* *p. 146; 20 min.*
- *Teacher's Manual* *pp. 64–65*
- *EL Adaptations* *Lesson 22*

Understand
The goal of these pages is to compare two decimals. A good model to use is a hundreds chart. Have students shade two decimals on grid and write the inequality such as $0.23 < 0.32$.

See EL note on p. 110 and look for MP's on pp. 110–113 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 50–51, with Examples 2–3 of Student Edition pp. 216–217. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals

- *Student Edition* *p. 147; 20 min.*
- *Teacher's Manual* *pp. 64–65*
- *EL Adaptations* *Lesson 22*

Connect
Comparing can be done via a place value chart. It is the same type used previously with whole numbers to understand place value and to compare numbers. Now we have columns or places for tenths and hundredths, so to compare, it is important to understand that we begin with the greatest place – here that is tenths.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Work Together. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 50–51, with Coached Example of Student Edition p. 218. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals

- *Student Edition* *pp. 148–149; 20 min.*
- *Teacher's Manual* *pp. 64–65*
- *EL Adaptations* *Lesson 22*

Example and Math Olympics
Comparing decimals greater than 1 is no different from any comparison of two numbers. Start with the greatest place. If the digits are the same, then move to the next greatest place to compare. The place value chart can always be employed for these comparisons.

Divide the class into groups. Ask the groups to work together to solve the *Math Olympics*. Compare results.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 50–51, with Lesson Practice of Student Edition pp. 219–220. 20 min or as time permits.*
- **Readiness**

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

▶ **Goal** Fractions and Decimals

▶ **Goal** Compare Decimals

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Week 23

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals

- *Student Edition pp. 151–152; 20 min.*
- *Teacher's Manual pp. 64–65*
- *EL Adaptations Lesson 22*

Practice
Divide Practice into two sections (Questions 1–9 on p. 150 and 10–21 on p. 151). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 23 and 24.

For a good review, work on the MP's found on pp. 110–113 and Focus on Fluency on p. 111 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 50–51, with Lesson Practice of Student Edition pp. 221–222. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Compare Decimals

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition pp. 152–153; 40 min.*
- *Teacher's Manual p. 108*

Questions 1–26
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 42–43 for a view of progressions connecting 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. 52, with Domain 3 Review of Student Edition pp. 223–225 as time permits.*

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition pp. 154–155; 40 min.*
- *Teacher's Manual p. 108–109*

Questions 27–38 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 155. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Math Lemonade Stand*) on p. 155. See Progression Chart on TM pp. 42–43 for a view of progressions connecting 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. 52, with Domain 3 Review of Student Edition pp. 226–227 as time permits.*

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments pp. 20–25; 40 min.*
- *Assessments Answer Key p. 10*

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.

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments pp.26–29; 40 min.*
- *Assessments Answer Key p. 11*

Questions 26–30
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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Day 1

LESSON FOCUS
Instruction Coach
Lesson 23: Converting Customary Measures

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

Before the Lesson
Students will bring a great deal of prior knowledge to this lesson. This is a good place to ask questions about the different customary units typically found in their lives, from length to weight to capacity to time. Stress language in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as clocks, inch rulers, yard sticks, pint and quart containers.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 124–125, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 54–57, with Getting the Idea of Student Edition pp. 230–231 and Getting the Idea and Example 1 of Student dition pp. 240–241. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 23: Converting Customary Measures

- *Student Edition pp. 158–159; 20 min.*
- *Teacher's Manual pp. 68–69*
- *EL Adaptations Lesson 23*

Understand—Connect
Capacity: Emphasize vocabulary and simple conversions. Keep questioning about which is more (or less) quart or pint? How many times more is a quart than a pint? If 3 quarts = 6 pints, then how many pints in 300 quarts?

See EL note on p. 138 and look for MP's on pp. 138–139 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 124–125, POWER UP: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Examples 2-3 and Coached Example of Student Edition pp. 241–244. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 23: Converting Customary Measures

- *Student Edition pp. 160–161; 20 min.*
- *Teacher's Manual pp. 68–69*
- *EL Adaptations Lesson 23*

Example A and Example B
Weight: Converting from larger units to smaller units means multiplying – as in 3 pounds × 16 ounces in a pound = 48 ounces.

Time: focus on conversion from hours to minutes to seconds and back again. Converting from smaller units to larger units means dividing – as in 180 minutes ÷ 60 minutes in an hour = 3 hours.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 124–125, POWER UP: Model Applications. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Lesson Practice of Student Edition pp. 245–246. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 23: Converting Customary Measures

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

Practice
Divide Practice into two sections (Questions 1–13 on p. 162 and 14–21 on p. 163). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

For a good review, work on the MP's found on pp. 138–139 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 124–125, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Lesson Practice of Student Edition pp. 247–248. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 24: Converting Metric Measures

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

Before the Lesson
Students may not bring a great deal of prior knowledge to this lesson. This is a good place to introduce different metric units from length to weight to capacity. Stress language (meters, liters, grams) in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as centimeter rulers, metric sticks, liter containers.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 138–139, PLUG IN: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Getting the Idea and Example 1 of Student Edition p. 249. 20 min.*
- **Readiness**

▶ **Domain 4: Measurement and Data**

▶ **Goal** Measurement Problems

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Week 25

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 24: Converting Metric Measures

- *Student Edition* *pp. 164–165; 20 min.*
- *Teacher's Manual* *pp. 70–71*
- *EL Adaptations* *Lesson 24*

Understand—Connect
Length: Emphasize vocabulary and simple conversions. Keep questioning about which is more (or less) millimeter, centimeter, or meter?

Explain meaning of "kilo", "milli", and "centi." Show how the metric system is a base 10 system.

See EL note on p. 138 and look for MP's on pp. 138–139 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 138-139, PLUG IN: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Example 2 and Coached Example of Student Edition pp. 250–251. 20 min.*
- **Readiness**

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▶ **Goal** Measurement Problems

Day 2

LESSON FOCUS
Instruction Coach
Lesson 24: Converting Metric Measures

- *Student Edition* *pp. 166–167; 20 min.*
- *Teacher's Manual* *pp. 70–71*
- *EL Adaptations* *Lesson 24*

Example A and Example B
Weight: Converting from larger units to smaller units means multiplying – as in 3 kilograms × 1000 grams in a kilogram = 3,000 grams.

Capacity: focus on conversion from liters to milliliters and back. Converting from smaller units to larger units means dividing – as in 5,000 milliliters ÷ 1000 milliliters in a liter = 5 liters.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 138–139, PLUG IN: Model Applications. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Lesson Practice of Student Edition pp. 252–253. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 24: Converting Metric Measures

- *Student Edition* *pp. 168–169; 20 min.*
- *Teacher's Manual* *pp. 70–71*
- *EL Adaptations* *Lesson 24*

Practice
Divide Practice into two sections (Questions 1–13 on p. 168 and 14–21 on p. 169). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

For a good review, work on the MP's found on pp. 138–139 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 138–139, PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Lesson Practice of Student Edition pp. 254–255. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 25: Problem Solving Measurement

- *Student Edition* *p. 170; 20 min.*
- *Teacher's Manual* *pp. 72–73*
- *EL Adaptations* *Lesson 25*

Fruit-Juice Punch
Make sure to go over capacity conversions as a preparation for this problem.

Look for MP's on pp. 126–129 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 60–61, with Getting the Idea and Examples 1–2 of Student Edition pp. 256–257. 20 min.*
- **Readiness**

▶ **Goal** Measurement Problems

Day 5

LESSON FOCUS
Instruction Coach
Lesson 25: Problem Solving Measurement

- *Student Edition* *p. 171; 20 min.*
- *Teacher's Manual* *pp. 72–73*
- *EL Adaptations* *Lesson 25*

Piano Practice
Practice elapsed time by having students create practical everyday problems about themselves.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, 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. 258–260. 20 min.*
- **Readiness**

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 25: Problem Solving Measurement

- *Student Edition* *pp. 172–173; 20 min.*
- *Teacher's Manual* *pp. 72–73*
- *EL Adaptations* *Lesson 25*

Cold Cuts* and *Winter Snowfall
Prepare students by going over conversions for weight and length measures. Remember the rule: from larger to smaller units, multiply; from smaller to larger units, divide.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 60–61, with Lesson Practice of Student Edition pp. 261–262. 20 min or as time permits.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 25: Problem Solving Measurement

- *Student Edition* *pp. 174–175; 20 min.*
- *Teacher's Manual* *pp. 72–73*
- *EL Adaptations* *Lesson 25*

Practice
Divide Practice into two sections (Questions 1–2 on SE p. 174 and 3–5 on p. 175), and ask students to work in groups. Go over their results with the entire class. Ask students how they solved this problem.

For a good review, work on the MP's found on pp. 126–129 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 60–61, with Lesson Practice of Student Edition pp. 263–264. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 26: Applying Perimeter

- *Student Edition* *p. 176; 20 min.*
- *Teacher's Manual* *pp. 74–75*
- *EL Adaptations* *Lesson 26*

Example
Ask: 'What is perimeter? How do we find the perimeter of a rectangle? Is there more than one way to find the perimeter of a rectangle? What is a formula for the perimeter of a rectangle? Is there another formula?'

See EL note on p. 134 and look for MP's on pp. 134–137 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 134–137, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 62–63, with Getting the Idea of Student Edition p. 265. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 26: Applying Perimeter

- *Student Edition* *p. 177; 20 min.*
- *Teacher's Manual* *pp. 74–75*
- *EL Adaptations* *Lesson 26*

Problem Solving
Review what makes a quadrilateral a rectangle and what makes a rectangle a square. Find the perimeters of squares with sides of different lengths. If you know the perimeter of a square, how do you find the length of its sides? If you know the perimeter of a rectangle and the length of one of its sides, how do you find the length of the other sides?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 134–137, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 62–63, with Example 1 of Student Edition p. 266. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 26: Applying Perimeter

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

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 178 and 9–17on p. 179). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

For a good review, work on the MP's found on pp. 134–137 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 134–137, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 62–63, with Example 3 of Student Edition p. 267. 20 min.*
- **Readiness**

▶ **Domain 4:** Measurement and Data

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▶ **Goal** Measurement Problems

▶ **Goal** Perimeter and Area

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Week 27

Day 1

LESSON FOCUS
Instruction Coach
Lesson 27: Applying Area

- *Student Edition*
  p. 180; 20 min.
- *Teacher's Manual*
  pp. 76–77
- *EL Adaptations* *Lesson 27*

Example
Ask: 'What is area? How do we find the area of a rectangle? Is there more than one way to find the area of a rectangle? What is a formula for area of a square? What is a formula for the area of a rectangle? Is there another formula?'

See EL note on p. 134 and look for MP's on pp. 134–137 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 134–137, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 62–63, with Getting the Idea, Example 2, and Coached Example of Student Edition pp. 265–266, 268. 20 min.
- **Readiness**

Waggle™

Day 2

LESSON FOCUS
Instruction Coach
Lesson 27: Applying Area

- *Student Edition*
  p. 181; 20 min.
- *Teacher's Manual*
  pp. 76–77
- *EL Adaptations* *Lesson 27*

Problem Solving
Find the areas of squares with sides of different lengths. If you know the area of a square, how do you find the length of its sides? If you know the area of a rectangle and the length of one of its sides, how do you find the length of the other sides?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 134–137, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 62–63, with Lesson Practice of Student Edition pp. 269–270. 20 min or as time permits.
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 27: Applying Area

- *Student Edition*
  pp. 182–183; 20 min.
- *Teacher's Manual*
  pp. 76–77
- *EL Adaptations* *Lesson 27*

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 182 and 9–17 on p. 183). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

For a good review, work on the MP's found on pp. 134–137 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 134–137, READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 62–63, with Lesson Practice of Student Edition pp. 271–272. 20 min or as time permits.
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 28: Using Line Plot Data to Solve Problems

- *Student Edition*
  pp. 184–185; 20 min.
- *Teacher's Manual*
  pp. 78–79
- *EL Adaptations* *Lesson 28*

Example A and Example B
Preparation: Review equivalence for 2 and 3 fractions, meaning finding a common denominator. The line plot of Example A shows data in eighths. Make sure all can read the resulting line plots in Example A and Example B by asking questions.

See EL note on p. 142 and look for MP's on pp. 142–145 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 142–145, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 64–65, with Getting the Idea and Examples 1–2 of Student Edition pp. 273–275. 20 min.
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 28: Using Line Plot Data to Solve Problems

- *Student Edition*
  pp. 186–187; 20 min.
- *Teacher's Manual*
  pp. 78–79
- *EL Adaptations* *Lesson 28*

Example C and Example D
The challenges in these Examples are: To read and interpret a line plot and to apply the information by means of adding and subtracting fractions. Make sure all the steps are clear. You may have to review these steps.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 142–145, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 64–65, with Example 3 and Coached Example of Student Edition pp. 276–277. 20 min.
- **Readiness**

▶ **Domain 4: Measurement and Data**

▶ **Goal** Perimeter and Area

▶ **Goal** Line Plots

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Domain 4: Measurement and Data

Day 1

LESSON FOCUS
Instruction Coach
Lesson 28: Using Line Plot Data to Solve Problems

- *Student Edition* *pp. 189–190; 20 min.*
- *Teacher's Manual* *pp. 78–79*
- *EL Adaptations* *Lesson 28*

Practice
Divide Practice into two sections (Questions 1– 8 on SE p. 188 and 9–12 on p. 189). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 12.

For a good review, work on the MP's found on pp. 142–145 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 142–145, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 64–65, with Lesson Practice of Student Edition pp. 278–282. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Line Plots

Day 2

LESSON FOCUS
Instruction Coach
Lesson 29: Recognizing Angles

- *Student Edition* *p. 190; 20 min.*
- *Teacher's Manual* *pp. 80–81*
- *EL Adaptations* *Lesson 29*

Example A
Use models to show angles, showing endpoint, rays, angle, vertex, right angle, and general method of measuring. Point out the role of a circle in measuring angles.

See EL note on p. 146 and look for MP's on pp. 146–147 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. 66–67, with Getting the Idea and Examples 1–2 of Student Edition pp. 283–284. 20 min.*
- **Readiness**

▶ **Goal** Angle Measures

Day 3

LESSON FOCUS
Instruction Coach
Lesson 29: Recognizing Angles

- *Student Edition* *p. 191; 20 min.*
- *Teacher's Manual* *pp. 80–81*
- *EL Adaptations* *Lesson 29*

Example B
Note the different types of angles in Example A and Example B. Example A shows an angle less than a right angle (90°); Example B shows an angle greater than a right angle. Does anyone know the names of these angles? Use "acute" and "obtuse."

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 146–147, PLUG IN: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 66–67, with Example 3 and Coached Example of Student Edition pp. 285–286. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 29: Recognizing Angles

- *Student Edition* *pp. 192–193; 20 min.*
- *Teacher's Manual* *pp. 80–81*
- *EL Adaptations* *Lesson 29*

Practice
Divide Practice into two sections (Questions 1–4 on SE p. 192 and 5–8 on p. 193). Ask students to work in groups; go over the results with the entire class. Make sure students know how to measure angles with circles.

For a good review, work on the MP's found on pp. 146–147 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 146–147, PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 66–67, with Lesson Practice of Student Edition pp. 287–290. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 30: Measuring Angles

- *Student Edition* *p. 194; 20 min.*
- *Teacher's Manual* *pp. 82–83*
- *EL Adaptations* *Lesson 30*

Example A
Use models to demonstrate how opening between rays can be adjusted by moving one of the rays to produce angles measuring between 0° and 180°. Demonstrate the use of a protractor: placement on the vertex, one ray pointing to 0°, and how to read the measure.

See EL note on p. 148 and look for MP's on pp. 148–149 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. 68–69, with Getting the Idea and Example 1 of Student Edition pp. 291–293. 20 min.*
- **Readiness**

▶ **Goal** Angle Measures

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Week 29

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Day 1

Domain 4: Measurement and Data

LESSON FOCUS
Instruction Coach
Lesson 30: Measuring Angles

- *Student Edition* *p. 195; 20 min.*
- *Teacher's Manual* *pp. 82–83*
- *EL Adaptations* *Lesson 30*

Example B
Note that 130° is greater than a right angle. Start by drawing a ray and placing the protractor so that the endpoint of the ray is at 0°. Find 130° on outer scale. Practice drawing a variety of different angle measures.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 148–149, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 68–69, with Coached Example of Student Edition p. 294.20 min.*
- **Readiness**

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▶ **Goal** Angle Measures

Day 2

LESSON FOCUS
Instruction Coach
Lesson 30: Measuring Angles

- *Student Edition* *pp. 196–197; 20 min.*
- *Teacher's Manual* *pp. 82–83*
- *EL Adaptations* *Lesson 30*

Practice
Divide Practice into two sections (Questions 1– 8 on SE p. 196 and 9–15 on p. 197). Ask students to work in groups; go over the results with the entire class, carefully guiding students to use their protractors correctly. Pay special attention to Questions 14 and 15.

For a good review, work on the MP's found on pp. 148–149 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 148–149, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 68–69, with Lesson Practice of Student Edition pp. 295–298. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 31: Adding and Subtracting with Angle Measures

- *Student Edition* *p. 198; 20 min.*
- *Teacher's Manual* *pp. 84–85*
- *EL Adaptations* *Lesson 31*

Example A
For the most part, the key to these pages is reading the angle measures correctly and then adding or subtracting correctly.

See EL note on p. 150 and look for MP's on pp. 150–153 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 150–153, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 70–71, with Getting the Idea and Examples 1–2 of Student Edition pp. 299–300. 20 min.*
- **Readiness**

▶ **Goal** Angle Measures

Day 4

LESSON FOCUS
Instruction Coach
Lesson 31: Adding and Subtracting with Angle Measures

- *Student Edition* *p. 199; 20 min.*
- *Teacher's Manual* *pp. 84–85*
- *EL Adaptations* *Lesson 31*

Example B
Include questions that show an angle divided into three parts—that is, pairs of adjacent angles with a common angle.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 150–153, 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. 301–302. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 31: Adding and Subtracting with Angle Measures

- *Student Edition* *pp. 200–201; 20 min.*
- *Teacher's Manual* *pp. 84–85*
- *EL Adaptations* *Lesson 31*

Practice
Divide Practice into two sections (Questions 1–9 and Questions 10–13). Ask students to work in groups; go over the results with the entire class, carefully guiding students to use their protractors correctly. Pay special attention to Question 13.

For a good review, work on the MP's found on pp. 150–153 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 150–153, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 70–71, with Lesson Practice of Student Edition pp. 303–306. 20 min or as time permits.*
- **Readiness**

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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. 202–203; 40 min.* • *Teacher's Manual* *p. 113* **Questions 1–24** Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 66–67 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. 72 with Domain 4 Review of Student Edition pp. 307–309 as time permits.*	**REVIEW AND ASSESS** **Instruction Coach** **Domain 4 Review** • *Student Edition* *pp. 204–205; 40 min.* • *Teacher's Manual* *pp. 113–114* **Questions 25–32 & Performance Task** Go over the questions and discuss. Pay special attention to the Performance Task on p. 205. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Investigating Area and Perimeter*) on p. 205. See Progression Chart on TM pp. 66–67 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. 72 with Domain 4 Review of Student Edition pp. 310–311 as time permits.*	**REVIEW AND ASSESS** **Instruction Coach** **Domain 4 Assessment** • *Assessments* *pp. 30–35; 40 min.* • *Assessments Answer Key* *p. 17* **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 4 Assessment** • *Assessments* *pp. 36–39; 40 min.* • *Assessments Answer Key* *pp. 17–19* **Questions 21–25** 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.	**LESSON FOCUS** **Instruction Coach** **Lesson 32: Drawing and Identifying Lines and Angles** • *Student Edition* *pp. 208–209; 20 min.* • *Teacher's Manual* *pp. 88–89* • *EL Adaptations Lesson 32* **Example A and Example B** These pages re-introduce vertex, acute, right, and obtuse angles, and add parallel lines. Draw a diagram of a line intersecting two parallel lines and informally introduce angles that have equal measures via this diagram. See EL note on p. 156 and look for MP's on pp. 156–157 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 156–157, POWER UP: Build Background. 20 min.* • **Performance Coach Teacher's Edition** *pp. 74–75, with Getting the Idea and Examples 1–3 of Student Edition pp. 314–317. 20 min.* • **Readiness**
Waggle™				▶ **Goal** Lines and Angles

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Week 31

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 32: Drawing and Identifying Lines and Angles

- *Student Edition* *pp. 210–211; 20 min.*
- *Teacher's Manual* *pp. 88–89*
- *EL Adaptations* *Lesson 32*

Example C and Example D
These pages highlight perpendicular lines, intersecting lines and segments, and a trapezoid, the latter as an example of a two-dimensional figure with parallel sides. Practice language: What can you say about the adjacent sides of a rectangle? Which sides of a rectangle are parallel? State three properties of the sides of a square. And that trapezoid: what would a right trapezoid look like?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 156–157, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 74–75, with Example 4 and Coached Example pp. 318–319. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 32: Drawing and Identifying Lines and Angles

- *Student Edition* *pp. 212–213; 20 min.*
- *Teacher's Manual* *pp. 88–89*
- *EL Adaptations* *Lesson 32*

Practice
Divide Practice into two sections (Questions 1– 9 on SE p. 212 and 10–17 on p. 213). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

For a good review, work on the MP's found on pp. 156–157 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 156–157, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 74–75, with Lesson Practice of Student Edition pp. 320–324. 20 min or as time permits*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 33: Classifying Two-Dimensional Figures

- *Student Edition* *pp. 214–215; 20 min.*
- *Teacher's Manual* *pp. 90–91*
- *EL Adaptations* *Lesson 33*

Example A and Example B
Discuss polygons from triangles to octagons. Students need to draw different polygons and speak about their properties. Why can't a triangle have a right and obtuse angle, or two right or two obtuse angles? How about two acute angles?

See EL note on p. 158 and look for MP's on pp. 158–161 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. 76–77, with Getting the Idea and Examples 1–2 of Student Edition pp. 325–327. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 33: Classifying Two-Dimensional Figures

- *Student Edition* *pp. 216–217; 20 min.*
- *Teacher's Manual* *pp. 90–91*
- *EL Adaptations* *Lesson 33*

Example C and Match It Up
Classifying triangles depends upon the angles. If one angle is a right angle, then the triangle is a right triangle; if one angle is an obtuse angle, then the triangle is an obtuse triangle. If none of the angles is right or obtuse, then all three angles are acute and the triangle is acute. *Match It Up* provides a good assessment to identifying polygons.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 158–161, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 76–77, with Example 3 and Coached Example of Student Edition pp. 327–328. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 33: Classifying Two-Dimensional Figures

- *Student Edition* *pp. 218–219; 20 min.*
- *Teacher's Manual* *pp. 90–91*
- *EL Adaptations* *Lesson 33*

Practice
Divide Practice into two sections (Questions 1– 8 on SE p. 218 and 9–18 on p. 219). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 17 and 18.

For a good review, work on the MP's found on pp. 158–161 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 158–161, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 76–77, with Lesson Practice of Student Edition pp. 329–332. 20 min or as time permits.*
- **Readiness**

▶ Domain 5: Geometry

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▶ **Goal** Lines and Angles

▶ **Goal** Two-Dimensional Figures

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Week 32

Day 1

▶ Domain 5: Geometry

LESSON FOCUS
Instruction Coach
Lesson 34: Identifying Lines of Symmetry

- *Student Edition pp. 220–221; 20 min.*
- *Teacher's Manual pp. 92–93*
- *EL Adaptations Lesson 34*

Example A and Example B
What is symmetry? Ask class to offer examples of symmetry and give explanations about their examples. Use models to explain symmetry and lines of symmetry. Are there any examples of symmetry in the classroom? In school? In the neighborhood?

DIFFERENTIATION OPTIONS

Small groups: students draw sketches showing symmetry. 20 min.

- **Performance Coach Teacher's Edition** *pp. 78–79 with Getting the Idea and Examples 1–2 of Student Edition pp. 333–337. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 34: Identifying Lines of Symmetry

- *Student Edition pp. 222–223; 20 min.*
- *Teacher's Manual pp. 92–93*
- *EL Adaptations Lesson 34*

Example C and Alphabet Symmetry
Draw figures and ask, "Which ones have a line of symmetry? Two lines of symmetry? Find a figure with more than two lines of symmetry; how many does it have?"

DIFFERENTIATION OPTIONS

Small groups: students draw sketches showing symmetry. 20 min.

- **Performance Coach Teacher's Edition** *pp. 78–79, with Example 3 and Coached Example of Student Edition pp. 338–339. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 34: Identifying Lines of Symmetry

- *Student Edition pp. 224–225; 20 min.*
- *Teacher's Manual pp. 92–93*
- *EL Adaptations Lesson 34*

Practice
Divide Practice into two sections (Questions 1– 8 on SE p. 224 and 9–18 on p. 225). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 17 and 18.

DIFFERENTIATION OPTIONS

Small groups: students draw sketches showing symmetry. 20 min.

- **Performance Coach Teacher's Edition** *pp. 78–79 with Lesson Practice of Student Edition pp. 340–343. 20 min or as time permits.*
- **Readiness**

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition pp. 226–227; 40 min.*
- *Teacher's Manual p. 116*

Questions 1–21
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 86–87 for a view of progressions connecting 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. 80 with Domain 5 Review of Student Edition pp. 344–346 as time permits.*

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition pp. 228–229; 40 min.*
- *Teacher's Manual p. 116–117*

Questions 22–28 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 229. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Quilting Quiz*) on p. 229. See Progression Chart on TM pp. 86–87 for a view of progressions connecting 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. 80 with Domain 5 Review of Student Edition pp. 347–348 as time permits.*

▶ **Goal** Two-Dimensional Figures

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Week 33

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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.40–47; 40 min.* • *Assessments Answer Key pp. 17–19* **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.	**END OF YEAR REVIEW** **LESSON FOCUS** **Instruction Coach** **Review** **Support Coach Practice Test 1** • *Assessments pp. 54–66* • *Assessments Answer Key pp. 23–26* 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.* • **Performance Coach Teacher's Edition** *p. 14, 28 and 52, with Domain 1 Review of Student Edition pp. 62–66, Domain 2 Review pp. 124–128, and Domain 3 Review pp. 223–227 as time permits.*	**END OF YEAR REVIEW** **LESSON FOCUS** **Instruction Coach** **Review** **Support Coach Practice Test 2** • *Assessments pp. 67–80* • *Assessments Answer Key pp. 27–30* 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.* • **Performance Coach Teacher's Edition** *p. 72 and 80, with Domain 4 Review of Student Edition pp. 307–311 and Domain 5 Review pp. 344–348 as time permits.*	**SUMMATIVE ASSESSMENT** **LESSON FOCUS** **Instruction Coach** **Summative Assessment** • *Assessments pp. 48–52; 40 min.* • *Assessments Answer Key p. 20* **Questions 1–24** 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** **LESSON FOCUS** **Instruction Coach** **Summative Assessment** • *Assessments pp. 53–59; 40 min.* • *Assessments Answer Key pp. 20–21* **Questions 25–50** 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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