Coach® Suite

Implementation and Pacing Guide

Coach® Suite Implementation and Pacing Guide, Grade 5 559NA ISBN: 978-1-62928-925-0

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Program Overview

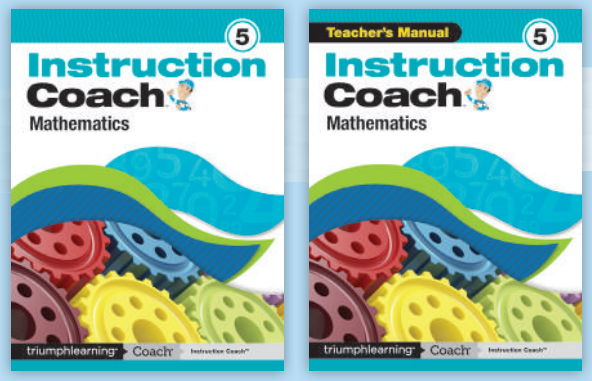
Welcome to Triumph Learning's **Coach Suite Implementation and Pacing Guide**! You have received this guide because you are using one or more of our Coach products: *Instruction Coach*, *Support Coach*, or *Performance Coach*. This guide provides an organizational structure for implementing these products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

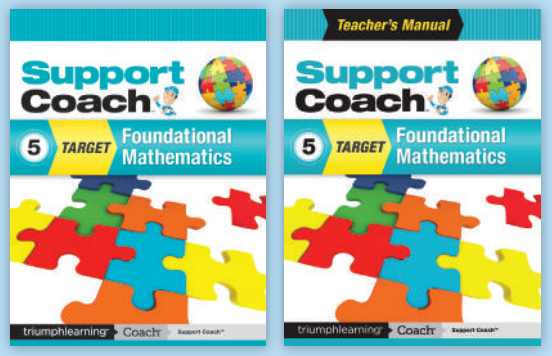
Use **Instruction Coach** as your core instruction.



Support Coach

Targeted Instruction and Practice

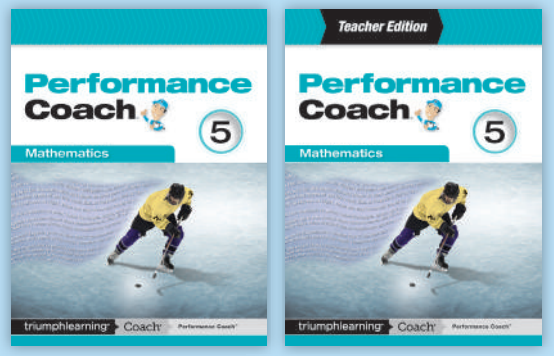
Use **Support Coach** to fill gaps in student understanding with scaffolded instruction.



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 the Coach Suite print products.

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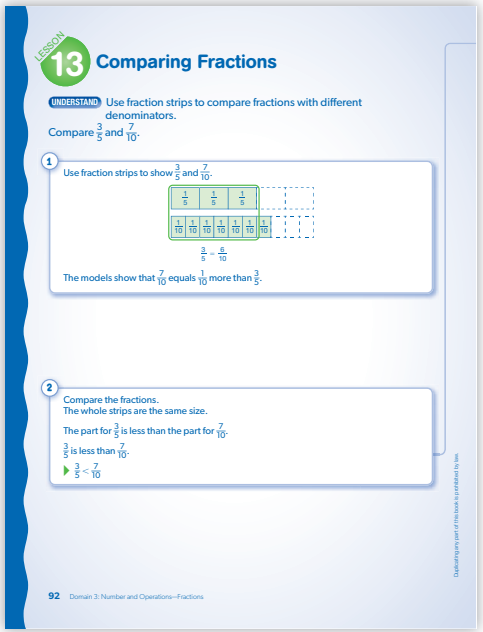
Addressing Key Instructional Shifts in Math

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.

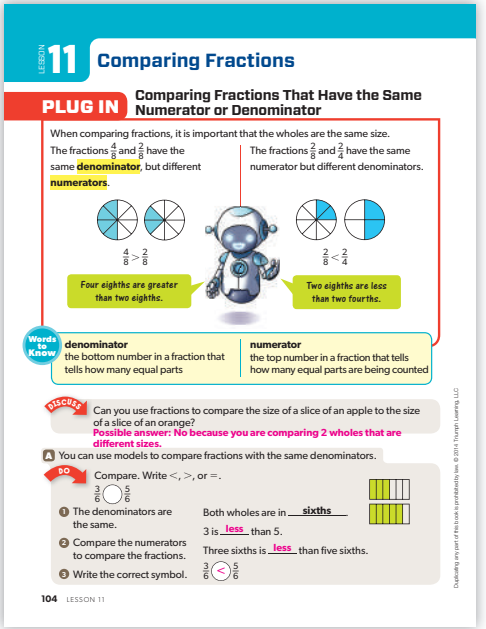


Instruction Coach

Introduction and Instruction

Focus: 37 standards

Full coverage of all standards

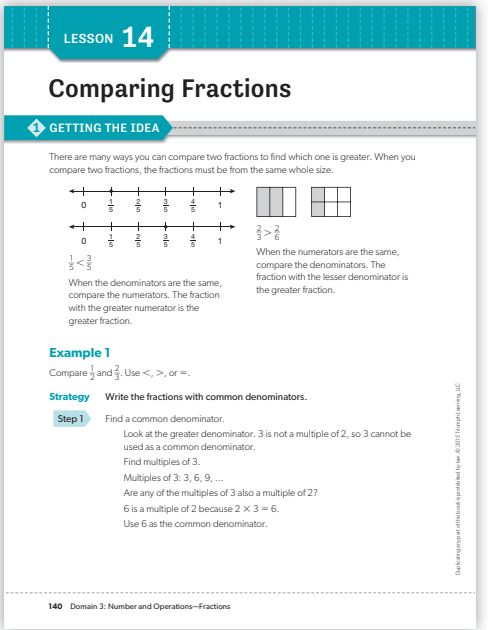


Support Coach

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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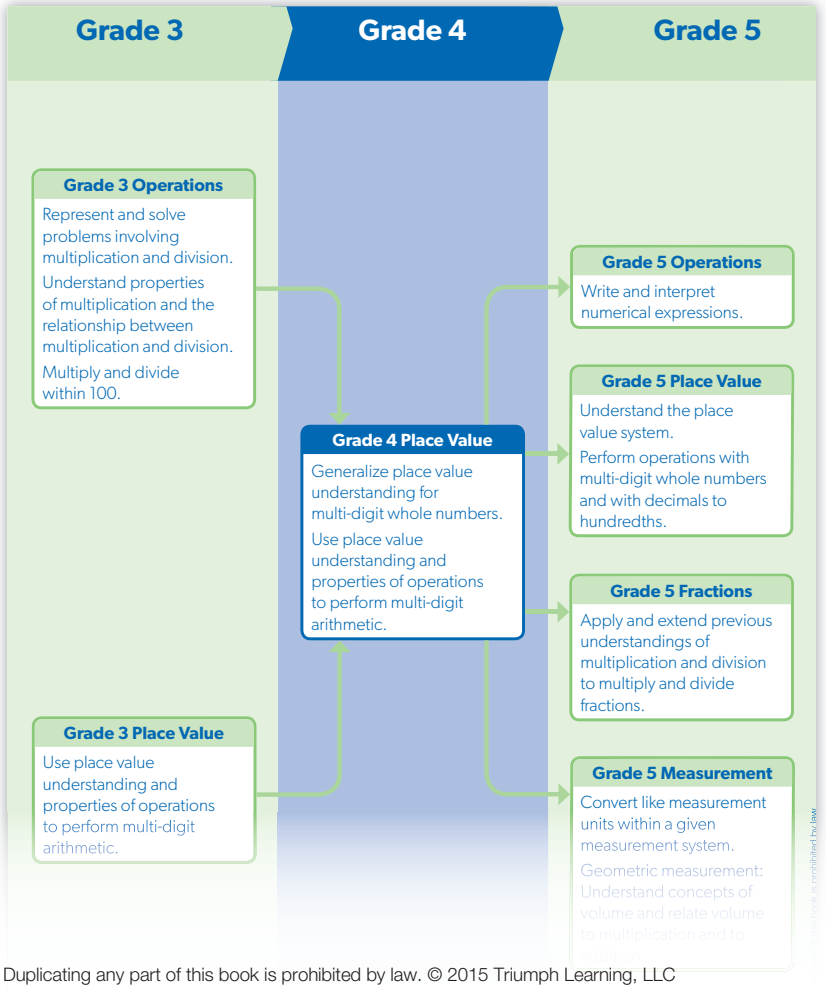
2 Coherence: Linking topics and thinking across grades

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 Common Core 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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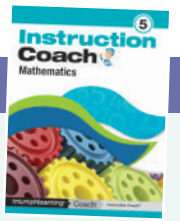
Coach® Suite Correlation

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 5			
Skill	***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Operations & Algebraic Thinking			
Evaluate expressions with parentheses	L1		L2
Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them	L2		L1
Generate two numerical patterns using two given rules and identify relationships between corresponding terms	L3	L1	L3
Numbers & Operations in Base 10			
Know place values and write decimals in expanded form	L4	L2, L3	L4
Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10	L4	L2	L5
Write decimals given expanded form, number names or base-ten numerals	L5, L6	L3, L4	L6
Compare two decimals based on place value understanding	L5, L6	L4	L7

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Grade 5			
Skill	***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Use place value understanding to round decimals to any place	L7		L8
Multiply multi-digit whole numbers	L8	L5, L6, L15	L9
Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors	L9	L6, L15	L10
Add, subtract, multiply, and divide decimals	L10, L11, L12	L8	L11, L12, L13
Numbers & Operations—Fractions			
Add and subtract fractions with unlike denominators by finding least common denominator	L13	L8	L14
Solve word problems involving addition and subtraction of fractions	L14	L8	L15
Solve word problems involving division of whole numbers	L15	L9, L14	L16
Interpret product $\left(\frac{a}{b}\right) \times q$ as parts of a partition of q into b equal parts	L16	L10, L11, L12, L13, L14, L16	L17
Find the area of a rectangle with fractional sides by tiling it or multiplying side lengths	L16	L11	L18
Compare the size of a product to the size of one factor on the basis of the other factor without actually evaluating	L17	L12	L19
Understand multiplying a given number by a fraction greater than 1 results in a product greater than the given number	L17	L12, L13	L19
Solve problems involving multiplication of fractions and mixed numbers	L18	L13	L20

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Grade 5

Skill	*Instruction Coach* Lesson(s)	*Support Coach* Lesson(s)	*Performance Coach* Lesson(s)
Interpret division of a unit fraction by a whole number	L19, L20	L14	L21
Interpret division of a whole number by a unit fraction	L19, L20	L14	L21
Solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions	L19, L20	L14	L22
Measurement & Data			
Convert units within a given measurement system	L21	L15	L23
Solve problems given information in line plots and make a line plot	L22	L16	L24
Understand unit cubes	L23	L17	L25
Use unit cubes to find volume	L23	L17	L25
Measure volume by counting unit cubes	L23	L17	L25
Show that tiling and multiplying side lengths both result in volume of a right rectangular prism	L24, L25	L18	L26
Find the volume of a right rectangular prism using formula $v = lwh$	L24, L25	L18	L26
Recognize volume as additive	L24, L25		L27

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Grade 5			
Skill	***Instruction Coach* Lesson(s)**	***Support Coach* Lesson(s)**	***Performance Coach* Lesson(s)**
Geometry			
Understand and interpret points on a coordinate plane in terms of the situation	L26	L1, L19	L28
Represent problems by graphing points in the first quadrant and interpret coordinates in the context of the situation	L27	L19	L29
Understand that attributes belonging to a category of 2D figures also belong to subcategories of said category	L28	L20	L30
Classify 2D figures based on properties	L28	L20	L30

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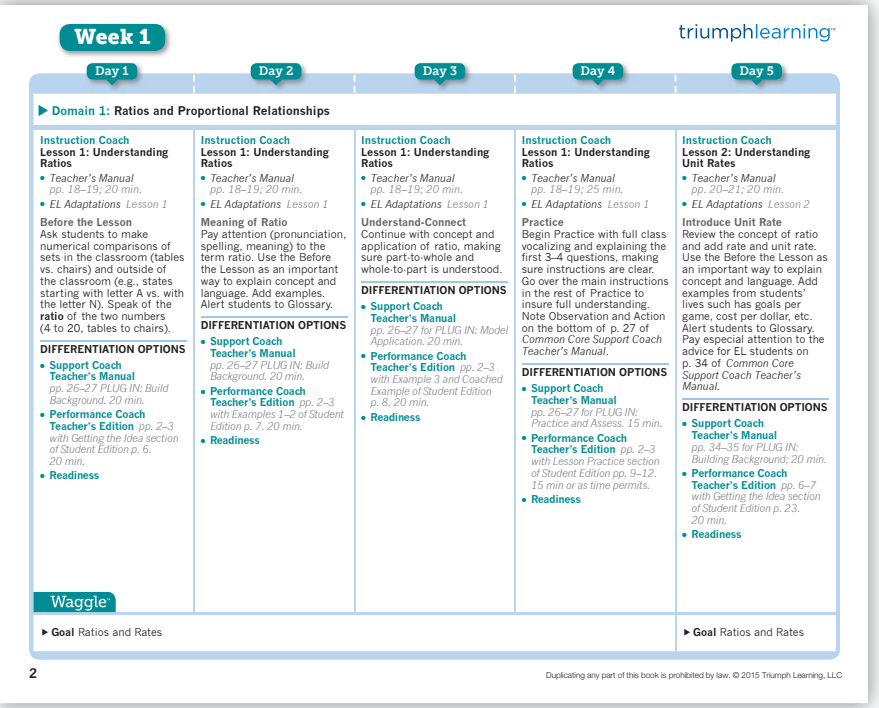
Using the Pacing Guide

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				
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	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	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	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	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
Waggle				
▸ Goal Ratios and Rates				▸ 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

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

LESSON FOCUS
Instruction Coach
Lesson 1: Evaluating Numerical Expressions

- *Student Edition*
  p. 6; 25 min.
- *Teacher's Manual*
  pp. 18–19
- *EL Adaptations* *Lesson 1*

Example A
Practice: write expressions on the board and ask for students to evaluate them. Increase their complexity from examples such as $20 - (3 \times 2)$ to $(35 \div 7) \times (60 \div 10) - (100 - 70)$. Work through Example A carefully so students do each part step by step. Prepare class for the Discuss question.

DIFFERENTIATION OPTIONS

Hand out practice sheets with simple evaluations. Ask students to make up a few of their own for others to try. 15 min.

- **Performance Coach Teacher's Edition**
  pp. 4–5, with Getting the Idea section and Examples 1–2 of Student Edition pp. 13–14. 15 min.
- **Readiness**

Waggle™

▶ **Goal** Numerical Expressions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 1: Evaluating Numerical Expressions

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

Example B
Some will have trouble reading the expression of Example B, so make sure all students understand what is expected before you explain it step by step. Review the meaning of "evaluate." Emphasize that the computation inside the brackets comes first. Prepare class for the TRY question.

DIFFERENTIATION OPTIONS

Hand out practice sheets with simple evaluations. Ask students to make up a few of their own for others to try. 15 min.

- **Performance Coach Teacher's Edition**
  pp. 4–5, with Examples 3–5 and Coached Example of Student Edition pp. 14–16. 15 min.
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 1: Evaluating Numerical Expressions

- *Student Edition*
  pp. 8–9; 25 min.
- *Teacher's Manual*
  pp. 18–19
- *EL Adaptations* *Lesson 1*

Practice
Divide Practice into two sections (Questions 1–9 on SE p. 8 and 10–17 on p. 9). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 17.

DIFFERENTIATION OPTIONS

Explain the harder questions in advance of students working on them. Make sure the more complex questions are clear. 15 min.

- **Performance Coach Teacher's Edition**
  pp. 4–5, with Lesson Practice section of Student Edition pp. 17–20. 15 min or as time permits.
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 2: Writing and Interpreting Numerical Expressions

- *Student Edition*
  p. 10; 25 min.
- *Teacher's Manual*
  pp. 20–21
- *EL Adaptations* *Lesson 2*

Example A
Practice verbally with expressions such as "subtract 10 from 20," and ask if that is different from "subtract 20 from 10." Make sure it is clear that the way we write symbols may be different from the way we say it. $20 - 10$ is quite different from $10 - 20$. Say: Add $7 + 5$, then divide by 3. Explain the TRY.

DIFFERENTIATION OPTIONS

Hand out practice sheets with simple phrases. Ask students to make up a few of their own phrases for others to try. 15 min.

- **Performance Coach Teacher's Edition**
  pp. 2–3, with Getting the Idea section and Example 1 of Student Edition p. 6. 15 min.
- **Readiness**

▶ **Goal** Numerical Expressions

Day 5

LESSON FOCUS
Instruction Coach
Lesson 2: Writing and Interpreting Numerical Expressions

- *Student Edition*
  p. 11; 25 min.
- *Teacher's Manual*
  pp. 20–21
- *EL Adaptations* *Lesson 2*

Example B
This example is the reverse of Example A. Start by writing a few simple numerical expressions; such as $(15 - 5)$ on the board, and ask class to say or write the phrases that apply. Progress to more difficult expressions such as $(25 \div 5) \times 6$. Go over the Discuss.

DIFFERENTIATION OPTIONS

Hand out practice sheets with simple numerical expressions. Ask students to make up a few of their own numerical expressions for others to try. 15 min.

- **Performance Coach Teacher's Edition**
  pp. 2–3, with Examples 2–3, and Coached Example of Student Edition pp. 7–8. 15 min.
- **Readiness**

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 2: Writing and Interpreting Numerical Expressions

- *Student Edition pp. 12–13; 25 min.*
- *Teacher's Manual pp. 20–21*
- *EL Adaptations Lesson 2*

Practice
Divide Practice into two sections (Questions 1–14 on SE p. 12 and 15–23 on p. 13). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 23.

DIFFERENTIATION OPTIONS

Explain the harder questions before students work on them. Make sure the more complex questions are clear. 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**

Waggle™

▶ **Goal** Numerical Expressions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 3: Analyzing and Generating Numerical Data

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

Example A
You may assume that most students will have some acquaintance with numerical patterns, usually of the simple types. Do not assume that they are prepared to do the difficult work of figuring out what the rule is that governs patterns. This is the work of this Example. Help with the TRY.

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: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Getting the Idea section and Example 1 of Student Edition pp. 21–22. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 3: Analyzing and Generating Numerical Data

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

Example B
Help students find both rules and then the relationship between the two patterns. When complete, ask questions about each pattern ('What do you notice about every number in both patterns?'). Make sure all do the TRY.

Find MP's on pp. 6–9 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. 6–7, with Examples 2–3 of Student Edition pp. 22–24. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 3: Analyzing and Generating Numerical Data

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

Example C and Example D
The culmination of these Examples is the organization of a set of ordered pairs, first in a table and then on a grid. These examples may produce a number of new words and concepts that you should explain carefully as they are forerunners of important math concepts.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 6–9, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Coached Example of Student Edition pp. 25. 20 min*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 3: Analyzing and Generating Numerical Data

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

Practice
Divide Practice into two sections (Questions 1–5 on SE p. 18 and 6–10 on p. 19). 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 10.

For a good review, work on the MP's found on pp. 6–9 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 6–9, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 6–7, with Lesson Practice section of Student Edition pp. 26–29. 20 min or as time permits.*
- **Readiness**

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

▶ **Goal** Patterns and Relationships

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Week 3

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Day 1

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

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review

- *Student Edition pp. 20–21; 40 min.*
- *Teacher's Manual p. 83*

Questions 1–19
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on pp. 20–21. Make sure all instructions are clear. See Progression Chart on 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. 8, with Domain 1 Review section of Student Edition pp. 30–32 as time permits.

Waggle™

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review

- *Student Edition pp. 22–23; 40 min.*
- *Teacher's Manual p. 83*

Questions 20–29 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 23.

Ask students to take a look at instructions for the second half of the Review on p. 22. In particular, clarify any doubts with respect to Performance Task (*Use Five Twos*) on p. 23. See Progression Chart on 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. 8, with Domain 1 Review section of Student Edition pp. 33–34 as time permits.

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 1 Assessment

- *Assessments pp. 4–13; 40 min.*
- *Assessments Answer Key pp. 4–5*

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.

Day 4

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

LESSON FOCUS
Instruction Coach
Lesson 4: Multiplying and Dividing by Powers of Ten

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

Before the Lesson
Use place value charts to review. Ask questions about the value of each digit. A 6 in the thousands column is how many times greater than a 6 in the tens column? Also, a 3 in the thousands column is how many times a 3 in the hundreds column? Ask questions by writing on a board or verbally: compare the two 3's for 2033.

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. 12–13, with Getting the Idea section of Student Edition p. 45. 20 min.
- **Readiness**

▶ **Goal** Place Value

Day 5

LESSON FOCUS
Instruction Coach
Lesson 4: Multiplying and Dividing by Powers of Ten

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

Example A
Students should know the value of any digit in a whole number. If not, review with place value charts and then without the charts. What is the value of 3 in 253,980 or 352,890?

Find MP's on pp. 20–21 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**
  pp. 20–21, POWER UP: Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach Teacher's Edition**
  pp. 12–13, with Example 1 of Student Edition p. 46. 20 min.
- **Readiness**

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Day 1

▶ Domain 2: Number and Operations in Base Ten

LESSON FOCUS
Instruction Coach
Lesson 4: Multiplying and Dividing by Powers of Ten

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

Example B
Be careful with exponential notation; explain it from its definition: $5^2 = 5 \times 5 = 25$ or $10^3 = 10 \times 10 \times 10 = 1000$. Explain the relationship between the exponent of 10^3 and the three zeros of 1000. Divide the class into groups for the TRY and discuss.

See EL note on p. 20 of *Support Coach Teacher's Manual*.

Find MP's on pp. 20–21 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 20–21, POWER UP: Words to Know. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13, with Example 2 of Student Edition pp. 46–47. 20 min.*
- **Readiness**

Waggle™

Day 2

LESSON FOCUS
Instruction Coach
Lesson 4: Multiplying and Dividing by Powers of Ten

- *Student Edition pp. 28–29; 20 min.*
- *Teacher's Manual pp. 26–27*
- *EL Adaptations Lesson 4*

Example C and Powers of Ten
Example C shows the opposite of Example B, dividing a number (instead of multiplying) by a power of 10. Note that this time the number we begin with is a decimal. To understand what happens, look at what happens when dividing by 10, 100, 1000 and acquire as rule, the opposite of the rule for multiplying by a power of 10. Assess: use *Powers of Ten Number Puzzle*.

Find MP's on pp. 102–105 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 20–21, POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13, with Coached Example of Student Edition p. 47. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 4: Multiplying and Dividing by Powers of Ten

- *Student Edition pp. 30–31; 20 min.*
- *Teacher's Manual pp. 26–27*
- *EL Adaptations Lesson 4*

Practice
Divide Practice into two sections (Questions 1–13 on SE p. 30 and 14–23 on p. 31). Ask students to work in groups, then 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. 20–21 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 20–21, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 12–13, with Lesson Practice section of Student Edition pp. 48–51. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 5: Using Place Value to Read and Write Decimals

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

Before the Lesson
Again: review the value of each digit for whole numbers. Ask: 'What does the 6 stand for in 36,239? Or the 6 in 209,613? Also, what is the value of 3 and 4 for the decimal 0.34?'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 22–25, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11, with Getting the Idea section and Example 1 of Student Edition p. 38. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 5: Using Place Value to Read and Write Decimals

- *Student Edition p. 32; 20 min.*
- *Teacher's Manual pp. 28–29*
- *EL Adaptations Lesson 5*

Example A
Given that students know the value of any digit in a whole number, they are now ready to figure out the values of digits in a decimal number.

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 Example 2 of Student Edition p. 39. 20 min.*
- **Readiness**

▶ **Goal** Place Value

▶ **Goal** Decimals to Thousandths

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Week 5

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 5: Using Place Value to Read and Write Decimals

- *Student Edition p. 33; 20 min.*
- *Teacher's Manual pp. 28–29*
- *EL Adaptations* Lesson 5

Example B
This concept is key here: the value of any place is 1/10 times the place to the left of that digit. So, for 23.45, the values are 10, 1, 1/10, and 1/100. Go over reading decimal numbers.

Review new vocabulary and their meanings: expanded form, base-ten numeral, and number name.

See EL note on p. 20 of *Support Coach Teacher's Manual*.

Find MP's on pp. 22–25 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 22–25, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11, with Example 3 of Student Edition p. 39. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 5: Using Place Value to Read and Write Decimals

- *Student Edition pp. 34–35; 20 min.*
- *Teacher's Manual pp. 28–29*
- *EL Adaptations* Lesson 5

Example C and *Your New Title*
Expanded form comes right out of place value: $254 = 2 \times 100 + 5 \times 10 + 4 \times 1$, or $200 + 50 + 3$ or 2 hundreds, 5 tens, 4 ones. For decimals: $0.87 = 8 \times 1/10 + 7 \times 1/100$, or $8/10 + 7/100$, or 8 tenths, 7 hundredths. Prepare for Discuss. Assess: Use *Your New Title*.

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 Coached Example of Student Edition p. 40. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 5: Using Place Value to Read and Write Decimals

- *Student Edition pp. 36–37; 20 min.*
- *Teacher's Manual pp. 28–29*
- *EL Adaptations* Lesson 5

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 36 and 9–19 on p. 37). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19.

For a good review, work on the MP's found on pp. 22–25 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 22–25, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 10–11, with Lesson Practice section of Student Edition pp. 41–44. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 6: Comparing Decimals

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

Before the Lesson
How do you compare whole numbers? Review by comparing digits in the highest place value. Offer examples and ask for explanations for each one.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 30–33, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 16–17, with Getting the Idea section and Example 1 of Student Edition pp. 59–60. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 6: Comparing Decimals

- *Student Edition p. 38; 20 min.*
- *Teacher's Manual pp. 30–31*
- *EL Adaptations* Lesson 6

Example A
To compare two decimals, continue as you have with whole numbers: compare digits from left to right, starting from highest place value until you find a place where the digits are not the same.

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. 16–17, with Example 2 of Student Edition p. 60. 20 min.*
- **Readiness**

▶ Domain 2: Number and Operations in Base Ten

▶ **Goal** Decimals to Thousandths

▶ **Goal** Decimals to Thousandths

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 6: Comparing Decimals

- *Student Edition* *p. 39; 20 min.*
- *Teacher's Manual* *pp. 30–31*
- *EL Adaptations* *Lesson 6*

Example B
Use a place value chart to line up digits in the same place. This is useful when the two numbers have a different number of digits, such as 23.583 and 203.619.

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

Find MP's on pp. 30–33 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 30–33, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 16–17, with Coached Example of Student Edition p. 61. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 6: Comparing Decimals

- *Student Edition* *pp. 40–41; 20 min.*
- *Teacher's Manual* *pp. 30–31*
- *EL Adaptations* *Lesson 6*

Practice
Divide Practice into two sections (Questions 1–17 on SE p. 40 and 18–23 on p. 41). 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. 30–33 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 30–33, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 16–17, with Lesson Practice section of Student Edition pp. 62–65. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 7: Rounding Decimals Using Place Value

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

Before the Lesson
Practice with whole numbers, rounding each to the nearest 10, 100, and 1000. Number lines are useful, but this means students have to be adept at locating numbers on the line. Typically, if they can locate a number on a number line 578, e.g.), they already have a good sense of rounding.

DIFFERENTIATION OPTIONS

Start with small whole numbers. Ask students to explain their answers. 20 min.

- **Performance Coach Teacher's Edition** *pp. 18–19, with Getting the Idea section and Example 1 of Student Edition pp. 66–67. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 7: Rounding Decimals Using Place Value

- *Student Edition* *p. 42; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Understand
Start with rounding to the nearest whole number by using a number line. Hand out copies of number lines, with numbers 7.3, 6.6, 8.8 marked on them. Point out what the nearest whole number means. Explain that a number such as 6.5 is halfway between 6 and 7, so we decide to round this number up to 7. This is a rule that will apply in all aspects of rounding.

DIFFERENTIATION OPTIONS

Add additional examples to the nearest whole number, then to the nearest tenth, and hundredth. 20 min.

- **Performance Coach Teacher's Edition** *pp. 18–19, with Example 2 of Student Edition p. 67. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 7: Rounding Decimals Using Place Value

- *Student Edition* *p. 43; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Connect
It is a good idea to circle the digit in the place you are rounding to. Think about this decimal 0.248 rounded to the nearest tenth. Circle 2 and look at 4. $4 < 5$, so to the nearest tenth, we have 0.2. Rounded to the nearest hundredth: circle 4 and look at 8. $8 > 5$, so 0.248 rounded to the nearest hundredth is 0.25.

DIFFERENTIATION OPTIONS

Present a series of decimal numbers such as 0.34, 0.345, and 0.3456 and ask students to round to the nearest tenth, hundredth, and thousandth. 20 min.

- **Performance Coach Teacher's Edition** *pp. 18–19, with Example 3 of Student Edition p. 68. 20 min.*
- **Readiness**

Domain 2: Number and Operations in Base Ten

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▶ **Goal** Decimals to Thousandths

▶ **Goal** Decimals to Thousandths

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Week 7

Day 1

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

LESSON FOCUS
Instruction Coach
Lesson 7: Rounding Decimals Using Place Value

- *Student Edition* *pp. 44–45; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Example and Problem Solving
Do not forget what happens with fives. For example, round this number to the nearest hundredth: 34.675. The digit 7 is in the hundredths place. The digit to the right is 5, so 34.675 to the nearest hundredths is 34.68. Round this number to the nearest whole number, tenths, hundredths, and thousandths: 55.5555.

Look closely at the Problem, as it poses a rounding question backwards.

DIFFERENTIATION OPTIONS

Practice with fives in different places. Write out numbers with 5's in different places. 20 min.

- **Performance Coach Teacher's Edition** *pp. 18–19, with Coached Example of Student Edition p. 69. 20 min.*
- **Readiness**

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▶ **Goal** Decimals to Thousandths

Day 2

LESSON FOCUS
Instruction Coach
Lesson 7: Rounding Decimals Using Place Value

- *Student Edition* *pp. 46–47; 20 min.*
- *Teacher's Manual* *pp. 32–33*
- *EL Adaptations* *Lesson 7*

Practice
Divide Practice into two sections (Questions 1–14 on SE p. 46 and 15–26 on p. 47). Ask students to work in groups. Go over the results with the entire class. Pay special attention to Questions 25 and 26.

DIFFERENTIATION OPTIONS

How many numbers of the form 6.7x ($x \neq 0$) round to 6.7? 20 min.

- **Performance Coach Teacher's Edition** *pp. 18–19, with Lesson Practice section of Student Edition pp. 70–73. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 8: Multiplying Whole Numbers

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

Before the Lesson
Multiplication and division fluency becomes critical to a series of lessons. Start with multiplication facts for this lesson. 2's ($2 \times$) and 5's ($5 \times$) should be easy; remind students of the commutative property, so $7 \times 6 = 6 \times 7$. Products of multiplying by 9 (9's) have a pattern; they end in 9, 8, 7, 6, 5, 4, 3, 2, and 1. See *Focus on Fluency* on p. 40 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 38–41, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 20–21, with Getting the Idea section and Example 1 of Student Edition pp. 74–75. 20 min.*
- **Readiness**

▶ **Goal** Multiply and Divide Whole Numbers

Day 4

LESSON FOCUS
Instruction Coach
Lesson 8: Multiplying Whole Numbers

- *Student Edition* *p. 48; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Example A
Single-digit multiplication: understanding regrouping and remembering the multiplication facts are keys here. Keeping numbers lined up may be problematic for some students.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 38–41, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 20–21, with Example 2 of Student Edition pp. 75–76. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 8: Multiplying Whole Numbers

- *Student Edition* *p. 49; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Example B
Double-digit multiplication: starts with ones, then with tens. Understanding regrouping and remembering the multiplication facts are keys here. Why do we write a 0 in the ones place when multiplying by tens? What are partial products?

Find MP's on pp. 38–41 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 38–41, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 20–21, with Example 3 of Student Edition pp. 76–77. 20 min.*
- **Readiness**

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 8: Multiplying Whole Numbers

- *Student Edition* *pp. 50–51; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Example C and Problem Solving
Practice, practice, practice applies with all the algorithms, so keep offering good practice, but keep asking, "Where did this digit come from?", so students are aware of place value of each digit of the quotient.

The problem here will afford a bit of a twist to the work of this lesson. Observe rounding in the CHECK.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 38–41, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 20–21, with Coached Example of Student Edition p. 78. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 8: Multiplying Whole Numbers

- *Student Edition* *pp. 52–53; 20 min.*
- *Teacher's Manual* *pp. 34–35*
- *EL Adaptations* *Lesson 8*

Practice
Divide Practice into two sections (Questions 1–10 on SE p. 52 and 11–19 on p. 53). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 18 and 19.

For a good review, work on the MP's found on pp. 38–41 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 38–41, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 20–21, with Lesson Practice section of Student Edition pp. 79–82. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

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

Before the Lesson
Multiplication and division fluency becomes critical to lessons here, but equally important is that students understand the concept of sharing. What does it mean to take 24 cookies and divide them among 6 people? Go over instances that apply to students' lives.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Getting the Idea section and Example 1 of Student Edition pp. 83–85. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

- *Student Edition* *pp. 54–55; 20 min.*
- *Teacher's Manual* *pp. 36–37*
- *EL Adaptations* *Lesson 9*

Understand—Connect
Use place value models to explore the meaning of division and to understand the algorithm. Notice the role of regrouping or exchanging, that with division we exchange a higher value (hundred) for a group of smaller values (tens), that is, 1 hundred = 10 tens. Leftovers move to the next lower place.

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. 22–23, with Example 2 of Student Edition p. 85. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

- *Student Edition* *p. 56; 20 min.*
- *Teacher's Manual* *pp. 36–37*
- *EL Adaptations* *Lesson 9*

Example A
Always ask "Do we have enough to divide?", meaning, are there enough hundreds, tens, or ones each time we divide? If not, we place a 0 in the quotient, and make the exchange.

Find MP's on pp. 46–49 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Example 3 of Student Edition p. 86. 20 min.*
- **Readiness**

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

▶ **Goal** Multiply and Divide Whole Numbers

▶ **Goal** Multiply and Divide Whole Numbers

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Week 9

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

- *Student Edition* *p. 57; 20 min.*
- *Teacher's Manual* *pp. 36–37*
- *EL Adaptations* *Lesson 9*

Example B
Stress estimation by using compatible numbers: 7 thousands cannot be divided by 40 (not enough thousands). 74 hundreds can be divided by 40 at least once (but not twice, because 74 < 80).

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Example 4 of Student Edition pp. 87–88. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

- *Student Edition* *pp. 58–59; 20 min.*
- *Teacher's Manual* *pp. 36–37*
- *EL Adaptations* *Lesson 9*

Example C and Problem Solving
Practice, practice, practice – and this one has a remainder. Note how it is written and note that the remainder is always less than the divisor. Why? Go over the problem, making sure students can read and plan a strategy to solve. Is it a division problem? Why?
Find MP's on pp. 46–49 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Coached Example of Student Edition p. 88. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 9: Dividing Whole Numbers

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

Practice
Divide Practice into two sections (Questions 1–12 on SE p. 60 and 13–19 on p. 61). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19.
For a good review, work on the MP's found on pp. 46–49 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 46–49, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 22–23, with Lesson Practice section of Student Edition pp. 89–92. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

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

Before the Lesson
100-square grids either as blocks or on paper (see Math Tools in *Teacher's Manual*) will serve as models to represent decimals. They will help students understand the role of place value in addition (and all operations).

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Getting the Idea section of Student Edition p. 93. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

- *Student Edition* *pp. 62–63; 20 min.*
- *Teacher's Manual* *pp. 38–39*
- *EL Adaptations* *Lesson 10*

Understand—Connect
Use place value models to explore the addition of two decimals. Notice how the 100-square grids models converge in the UNDERSTAND page. To see how this convergence plays out in the procedure, note the CONNECT page. Here is where you find regrouping or exchanging in the hundredths place.
See EL note on p. 50 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Example 1 of Student Edition pp. 93–94. 20 min.*
- **Readiness**

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

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▶ **Goal** Multiply and Divide Whole Numbers

▶ **Goal** Decimal Operations

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

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

Example A
Subtraction via a place value chart here works out as with whole numbers. Line the digits up in the chart and then be careful about regrouping.

Find MP's on pp. 50–51 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Introduce Concepts and Vocabulary. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Example 2 of Student Edition pp. 94–95. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

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

Example B
Finding the missing number here is a good way to see if students understand the use a variable and the equation. Subtraction as the opposite of addition is clearly on view here. Practice with missing variables covers many bases.

See EL note on p. 50 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Example 3 of Student Edition pp. 96–97. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

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

Example C and Complete the Path
The missing number is replaced by the variable *n*, so this equation has to be solved – or given some thought. What number do I subtract 16.84 from to arrive at 52.91?

Complete the Path allows for a good quick way to assess skills.

Find MP's on pp. 50–51 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Coached Example of Student Edition p. 98. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals

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

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 68 and 9–20 on p. 69). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 19 and 20.

For a good review, work on the MP's found on pp. 50–51 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 50–51 PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 24–25, with Lesson Practice section of Student Edition pp. 99–102. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

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

Before the Lesson
You might want to introduce this lesson by using money: Five notebooks each cost $4.23. How much do they cost altogether? Or, weight: Eight packages weigh 3.65 kilograms each. What is the total weight? Ask students to find the answers and share their methods.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Getting the Idea section and Example 1 of Student Edition pp. 103–104. 20 min.*
- **Readiness**

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

▶ **Goal** Decimal Operations

▶ **Goal** Decimal Operations

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Week 11

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

- *Student Edition* *pp. 70–71; 20 min.*
- *Teacher's Manual* *pp. 40–41*
- *EL Adaptations* *Lesson 11*

Understand—Connect
Use place value models to explore the multiplication two decimals. Notice how the 100-square grids models converge in the UNDERSTAND page. To see how this convergence plays out in the procedure, note the CONNECT page. There is no regrouping or exchanging in either the tenths or hundredths places.

See EL note on p. 52 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Example 2 of Student Edition pp. 105. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

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

Example A
Whole Number × Decimal: Line the digits up to the right, a whole number multiplying decimal number. Be careful about regrouping, which occurs here in the hundredths, tenths, and ones places.

Find MP's on pp. 52–53 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Introduce Concepts. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Example 3 of Student Edition p. 106. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

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

Example B
1-digit Decimal × 1-digit Decimal: Observe the 100- square grid and find the overlap. Why does the overlap mean the result of multiplying? Explain in terms of fractions (basis for decimals) 1/2 of 3/10.

See EL note on p. 52 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Support Discussion. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Example 4 of Student Edition p. 107. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

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

Example C and *Decimal Triangles*
Decimal × Decimal: The procedure has to be explained each step of the way, from vertical setup to identifying the value of the digits to regrouping to marking off the decimal places in the product.

Decimal Triangles allows for a good fun way to assess skills.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Coached Example of Student Edition p. 108. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying Decimals

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

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 76 and 9–20 on p. 77). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 19 and 20.

For a good review, work on the MP's found on pp. 52–53 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 52–53, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 26–27, with Lesson Practice section of Student Edition pp. 109–112. 20 min or as time permits.*
- **Readiness**

▶ **Goal** Decimal Operations

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Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

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

Before the Lesson
As before, it is important to explain the idea of sharing. If you have 45 soccer balls and want to divide these among 9 teams, how many does each team get? Or, if dinner for three people cost $24.36, how much does each person pay, if they all pay the same amount?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 28–29, with Getting the Idea section and Example 1 of Student Edition pp. 113–114. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

- *Student Edition* *pp. 78–79; 20 min.*
- *Teacher's Manual* *pp. 42–43*
- *EL Adaptations* *Lesson 12*

Understand—Connect
Use place value models to explore dividing a decimal by a whole number. The UNDERSTAND page demonstrates how 1 whole equals 10 tenths and 1.23 equals 123 hundredths. These can be divided by 3 equally to get 3 groups of 41 hundredths as shown. On the CONNECT page, add the 10 tenths to the 2 tenths of 0.23 to make 12 tenths, which is divisible by 3.
1.2 = 12 tenths ÷ 3 = 0.4
See EL note on p. 54 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. 28–29, with Example 2 of Student Edition p. 115. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

- *Student Edition* *p. 80; 20 min.*
- *Teacher's Manual* *pp. 42–43*
- *EL Adaptations* *Lesson 12*

Example A
Decimal / Whole Number: Tens do not work, but ones do, so place the first digit of quotient in the ones place, not the tens place. Enough tenths? Yes, so divide and place a digit in the tenths place. 1 tenth left over = 10 hundredths add to 4 hundredths. Divide 14 hundredths ÷ 2 = 7 hundredths.
Find MP's on pp. 54–57 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 28–29, with Example 3 of Student Edition p. 116. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

- *Student Edition* *p. 81; 20 min.*
- *Teacher's Manual* *pp. 42–43*
- *EL Adaptations* *Lesson 12*

Example B
Decimal / Decimal: This example shows how to convert the divisor to a whole number to allow for easier computation. The Check advises on using multiplication to check.
See EL note on p. 54 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 28–29, with Example 4 of Student Edition pp. 117–118. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

- *Student Edition* *p. 82; 20 min.*
- *Teacher's Manual* *pp. 42–43*
- *EL Adaptations* *Lesson 12*

Example C and Problem Solving
Decimal / Decimal: This example shows what happens when both divisor and dividend have the same number of decimal places. Multiplying by 100 results in both becoming whole numbers. The procedure has to be explained each step of the way, from vertical setup to identifying the value of the digits to regrouping to marking off the decimal places in the product.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 28–29, with Coached Example of Student Edition p. 118. 20 min.*
- **Readiness**

▶ **Goal** Decimal Operations

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Week 13

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▶ Domain 2: Number and Operations in Base Ten

Day 1

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals

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

Practice
Divide Practice into two sections (Questions 1–12 on SE p. 84 and 13–22 on p. 85). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22.

For a good review, work on the MP's found on pp. 54–57 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 54–57, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 28–29, with Lesson Practice section of Student Edition pp. 119–122. 20 min or as time permits.*
- **Readiness**

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review

- *Student Edition pp. 86–87; 40 min.*
- *Teacher's Manual pp. 88–89*

Questions 1–22
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on pp. 86–87. Make sure all instructions are clear. See Progression Chart on TM pp. 24–25 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. 30, with Domain 2 Review section of Student Edition pp. 123–125 as time permits.*

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review

- *Student Edition pp. 88–89; 40 min*
- *Teacher's Manual pp. 88–89*

Questions 23–34 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 89. Ask students to take a look at instructions for the second half of the Review on pp. 20–21. In particular, clarify any doubts with respect to Performance Task (*Painting Toy Boxes*) on p. 89. See Progression Chart on TM pp. 24–25 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. 30, with Domain 2 Review section of Student Edition pp. 126–127 as time permits.*

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 2 Assessment

- *Assessments pp. 14–18; 40 min.*
- *Assessments Answer Key p. 8*

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.

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 2 Assessment

- *Assessments pp. 19–21; 40 min.*
- *Assessments Answer Key pp. 8–10*

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.

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▶ **Goal** Decimal Operations

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

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

Before the Lesson
Review basic fraction concepts by using models (circles, rectangles, number lines). Ask: 'What does the fraction 2/3 mean?' Draw a sketch of this fraction. Use models to show that 5/6 = 1/6 + 1/6 + 1/6 + 1/6 + 1/6, the sum of unit fractions. Review key vocabulary words.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Getting the Idea section and Example 1 of Student Edition pp. 130–131. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

- *Student Edition* *pp. 92–93; 20 min.*
- *Teacher's Manual* *pp. 46–47*
- *EL Adaptations* *Lesson 13*

Understand—Connect
Explain like and unlike denominators. Review adding two fractions with like denominators. Explain how to find equivalent fractions so that both fractions have the same denominator.

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. 32–33, with Examples 2–3 of Student Edition pp. 131–132. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

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

Example A
Subtracting two fractions: to subtract two fractions, both need to have the same denominator. Again use the procedure of multiplying both numerator and denominator by the same number (4) to obtain an equivalent fraction (4/8) to 1/2.

Find MP's on pp. 62–65 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Examples 4–5 of Student Edition pp. 133–134. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

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

Example B
Adding two mixed numbers: Change these to improper fractions (fractions greater than 1). Make sure students know and understand the "multiply and add" procedure and why it works. 2 4/5 = 2 + 4/5 = 10/5 + 4/5 = 14/5 is the same as: 5 × 2 + 4 = 14, the number of fifths.

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: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Coached Example of Student Edition p. 135. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

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

Example C and Example D
Subtracting and adding two mixed numbers: Rename mixed numbers as improper fractions, then make sure the resulting fractions have the same denominator. To find a common denominator, you can use several techniques: the one shown in Example A, or finding the LCM, the least common multiple of the two denominators. Explain and expand on LCM with examples.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Lesson Practice section of Student Edition pp. 136–137. 20 min or as time permits.*
- **Readiness**

▶ **Goal** Add and Subtract Fractions

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Week 15

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers

- *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 11–22 on p. 99). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22.

For a good review, work on the MP's found on pp. 62–65 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 32–33, with Lesson Practice section of Student Edition pp. 138–139. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Add and Subtract Fractions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

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

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 their own lives to solve problems.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Getting the Idea section and Example 1 of Student Edition pp. 140–141. 20 min.*
- **Readiness**

▶ **Goal** Solve Problems by Adding and Subtracting Fractions

Day 3

LESSON FOCUS
Instruction Coach
Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

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

Blast Off
Keep up the basic skills in preparation for fractions problem solving. These include how to model a fraction, how to express a fraction as a sum of unit fractions, and how to find a common denominator for two or more fractions.

Remember: write an equation as part of the plan.

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. 34–35, with Examples 2–3 of Student Edition pp. 141–142. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

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

Nutty Fractions
Ask: 'Compare with *Blast Off* – how do you know when to add or when to subtract to solve a problem? Does a number line help with solving fraction problems?'

Find MP's on pp. 62–65 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Coached Example of Student Edition p. 143. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

- *Student Edition* *pp. 102–103; 20 min.*
- *Teacher's Manual* *pp. 48–49*
- *EL Adaptations* *Lesson 14*

Hiking Trails* and *Making Burritos
Students will need to read these problems carefully. If they need assistance, read the problems out loud to them. Make sure they understand what the problems are asking them to find. If they need help in writing a plan, you may have to point out what it means to write a plan or equation.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Lesson Practice section of Student Edition pp. 144–145. 20 min or as time permits.*
- **Readiness**

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers

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

Practice
Ask students to work in groups, and then go over the results with the entire class.

Make sure students understand questions. You may want to add a fluency review.

For a good review, work on the MP's found on pp. 62–65 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 62–65, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 34–35, with Lesson Practice section of Student Edition pp. 146–147. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Solve Problems by Adding and Subtracting Fractions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 15: Problem Solving: Interpreting Fractions as Division

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

Camping Trip
Remind students of the 4-step process. Ask if they can explain the PLAN step. Explain how division such as 25/4 can also mean 25/4. You can think of 25/4 as dividing 25 kilograms of peanuts equally among 4 movie theaters, so each theater received 25/4 of a kilogram or 6 1/4 kilograms. In this problem it is water that is divided into 8 equal parts.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Getting the Idea section and Example 1 of Student Edition p. 148. 20 min.*
- **Readiness**

▶ **Goal** Fractions and Division

Day 3

LESSON FOCUS
Instruction Coach
Lesson 15: Problem Solving: Interpreting Fractions as Division

- *Student Edition* *p. 107; 20 min.*
- *Teacher's Manual* *pp. 50–51*
- *EL Adaptations* *Lesson 14*
- *EL Adaptations* *Lesson 15*

Cooking in the Woods
In this problem it is meat (24 pounds) that gets divided by 18 (people), so that would be 24/18.

Find MP's on pp. 70–73 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Examples 2–3 of Student Edition pp. 149–150. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 15: Problem Solving: Interpreting Fractions as Division

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

Ounces of Rice* and *Setting Up Tents
Students will need to read these problems carefully. If they need assistance, read the problems out loud to them. Make sure they understand what the problems are asking them to find. If they need help writing a plan, you may have to point out what it means to write a plan or equation. In these problems it is rice and rope that are divided into equal parts.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Coached Example of Student Edition p. 150. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 15: Problem Solving: Interpreting Fractions as Division

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

Practice
Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions.

For a good review, work on the MP's found on pp. 70–73 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 70–73, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 36–37, with Lesson Practice section of Student Edition pp. 151–154. 20 min or as time permits.*
- **Readiness**

▶ Domain 3: Number and Operations—Fractions

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Week 17

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Before the Lesson
What does 1/5 × 5 mean? Try to get students to explain what it means to multiply a fraction by a whole number. Ask: "Can you draw a diagram to show this?" or "Can you explain it in words?" Offer other examples of a fraction times a whole number.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 84–85, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Getting the Idea section and Example 1 of Student Edition pp. 155–156. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Understand—Connect
Model an example (such as 1/2 × 6) different from the one on UNDERSTAND—CONNECT pages. Explain what it means. Also: Show how the communicative property allows a different way to look at the multiplication: 2/3 × 5 = 5 × 2/3 or 5 times 2/3 of a whole.

See EL note on p. 84 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 84–85, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Examples 2–3 of Student Edition pp. 156–157. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Example A
Fraction times a whole number: Start with 15. 3/5 × 15 means three of the 5 equal groups dividing 15, so this means three groups of 3 each.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 84–85, POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Example 4 of Student Edition p. 158. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Example B
Fraction times a whole number: 3/4 × 5 means three of 4 equal groups dividing 5. Think 3/4 of five hours. You can also add: 3/4 + 3/4 + 3/4 + 3/4 + 3/4.

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: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Coached Example of Student Edition p. 159. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Example C and Example D
Example C: Fraction times a fraction: Example C: represent one fraction (2/3) and shade 1/4 of the fraction 2/3. Example D: Carefully show how to find the area of a rectangle with sides equal to fractions. Note the procedure that evolves from these examples: a/b × c/d = (a × c)/(b × d)

Find MP's on pp. 86–89 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Lesson Practice section of Student Edition p. 160. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Multiply with Fractions

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 16: Multiplying Fractions

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

Practice
Divide Practice into two sections (Questions 1–5 on p. 118 and 6–21 on p. 119). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 21.

For a good review, work on the MP's found on pp. 86–89 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 86–89, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 38–39, with Lesson Practice section of Student Edition pp. 161–162. 20 min or as time permits.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

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

Before the Lesson
Ask: 'Which is greater,
24×3 or $24 \times 1/6$?
$24 \times 1/6$ or $24 \times 1/4$?
$24 \times 1/4$ or $24 \times 1/2$?
$24 \times 1/2$ or $24 \times 3/2$?
Discuss results and explain.'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Getting the Idea section and Example 1 of Student Edition pp. 173–174. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

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

Example A
Experiment with a variety of cases to determine what happens when a whole number is multiplied by a fraction less than 1. Make sure all have the skills to multiply whole number × fraction and fraction × whole number.

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

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Example 2 of Student Edition pp. 174. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

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

Example B
Discuss examples of fractions equal to 1. Make sure it is clear that a fraction such as 34/34 is equal to 1. Ask 'What happens when you multiply a fraction (say 3/4) times 1? What happens when you multiply the same fraction (3/4) times a fraction less than 1? Compare the two products.'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 92–93, POWER UP: Model Application. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Example 3 of Student Edition p. 174. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

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

Example C
Experiment with these:
$3/4 \times 12$
$4/4 \times 12$
$5/4 \times 12$
Ask: 'Which is less than 12? Equal to 12? Greater than 12? Explain each and discuss why.'

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: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Coached Example of Student Edition p. 175. 20 min.*
- **Readiness**

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▶ **Goal** Multiply with Fractions

▶ **Goal** Multiply with Fractions

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Week 19

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Day 1

Domain 3: Number and Operations—Fractions

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

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

Example D
Ask for generalizations:
$a/b \times$ whole number $= n$
When is $n < 1$?
When is $n = 1$?
When is $n > 1$?
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: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Lesson Practice section of Student Edition pp. 176–177. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Multiply with Fractions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 17: Interpreting Multiplication of Fractions

- *Student Edition* *pp. 124–125; 20 min.*
- *Teacher's Manual* *pp. 54–55*
- *EL Adaptations* *Lesson 17*

Practice
Divide Practice into two sections (Questions 1–13 on SE p. 30 and 14–23 on p.31). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22.
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: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 42–43, with Lesson Practice section of Student Edition pp. 178–179. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers

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

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 their own lives to solve problems. Ask: 'What equation might be a good plan to write for this problem: 1/3 of the total 18 school buses are painted yellow; How many are painted yellow?'

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 section and Example 1 of Student Edition pp. 180–181. 20 min.*
- **Readiness**

▶ **Goal** Multiply with Fractions

Day 4

LESSON FOCUS
Instruction Coach
Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers

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

Jazz Band
Remember: write an equation as part of the plan. "Two-thirds of the musicians" means $2/3 \times$ because you are thinking of a part of the total number of musicians. In the same way, "4/5 of the 200 people at the show" means $4/5 \times 200$.
See EL note on p. 102 of *Support Coach Teacher's Manual*.

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 Examples 2–3 of Student Edition pp. 181–183. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers

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

Favorite Lunch Survey
Remember the procedure for multiplying two fractions – multiply numerators and multiply denominators. You might make up a fictional number of students to make this problem clearer. Say we start with 24 students. 1/2 of these choose sandwiches; that is 12 students. 3/4 of the 12 students choose peanut butter. That makes it 9.

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 Coached Example of Student Edition p. 183. 20 min.*
- **Readiness**

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers

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

Recipe Revision* and *Area of a Playground
Recipe problem involves a mixed number, which needs to be renamed as an improper fraction. 1 2/3 = 3/3 + 2/3 = 5/3. Area problem has two mixed numbers, so be careful with this one.

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: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Lesson Practice section of Student Edition pp. 184–185. 20 min or as time permits.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers

- *Student Edition* *pp. 130–131; 20 min.*
- *Teacher's Manual* *pp. 56–57*
- *EL Adaptations* *Lesson 18*

Practice
Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions. You may want to add a review of critical skills used in this lesson.

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: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 44–45, with Lesson Practice section of Student Edition pp. 186–187. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 19: Dividing with Unit Fractions and Whole Numbers

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

Before the Lesson
Review what division means: To divide by 3 or 4 means to divide a whole into 3 or 4 equal parts. But, what if the "whole" is a fraction such as 1/2 and you are asked to divide this whole into 3 equal parts? Model this question and ask questions about the equal parts.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Getting the Idea section and Example 1 of Student Edition pp. 188–189. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 19: Dividing with Unit Fractions and Whole Numbers

- *Student Edition* *pp. 132–133; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Understand—Connect
Models by means of area will make dividing a fraction by a whole number clear. You will have to show how 1/12 is 1/3 of 1/4 and then how 1/4 ÷ 3 is found by 1/4 × 1/3. Explain the new word "reciprocal".

See EL note on p. 110 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. 46–47, with Examples 2–3 of Student Edition pp. 190–191. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 19: Dividing with Unit Fractions and Whole Numbers

- *Student Edition* *pp. 134–135; 20 min.*
- *Teacher's Manual* *pp. 58–59*
- *EL Adaptations* *Lesson 19*

Example A and Example B
How many 1/3's are in 5? This means divide 5 wholes into thirds: The diagram on the bottom of p. 134 shows this and if you want you can count the number of thirds. For 2 ÷ 1/5, the question is how many 1/5's are in 2? Divide 2 wholes into fifths. How about drawing a diagram for this one?

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Coached Example of Student Edition p. 192. 20 min.*
- **Readiness**

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

▶ **Goal** Multiply with Fractions

▶ **Goal** Divide with Unit Fractions

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Week 21

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Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 19: Dividing with Unit Fractions and Whole Numbers

- *Student Edition p. 136; 20 min.*
- *Teacher's Manual pp. 58–59*
- *EL Adaptations Lesson 19*

Practice Part 1
Questions 1–14. Go over number 1 with full class so that they see a model they may want to use. Ask students to work in groups, then go over the results with the entire class.

For a good review, work on the MP's found on pp. 110–113 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. 46–47, with Lesson Practice section of Student Edition pp. 193–194. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Divide with Unit Fractions

Day 2

LESSON FOCUS
Instruction Coach
Lesson 19: Dividing with Unit Fractions and Whole Numbers

- *Student Edition p. 137; 20 min.*
- *Teacher's Manual pp. 58–59*
- *EL Adaptations Lesson 19*

Practice Part 2

Questions 15–22.
Pay special attention to Questions 19– 22. Go over students' results.

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

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 46–47, with Lesson Practice section of Student Edition pp. 195–196. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 20: Problem Solving: Dividing with Unit Fractions

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

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 might use in this lesson. Ask: 'If you had a ribbon 1/2 yard long and wanted to cut it in 6 equal parts, how long would each part be?'

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Getting the Idea section and Example 1 of Student Edition pp. 197–198. 20 min.*
- **Readiness**

▶ **Goal** Divide with Unit Fractions

Day 4

LESSON FOCUS
Instruction Coach
Lesson 20: Problem Solving: Dividing with Unit Fractions

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

Party Punch
Ask: 'How do you know to divide here? Justify your answer. Can you sketch a model that represents 1/2 ÷ 8?'

See EL note on p. 110 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Example 2 and Coached Example of Student Edition pp. 199–200. 20 min.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 20: Problem Solving: Dividing with Unit Fractions

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

Servings per Honey Jar
Read the problem again if necessary. Students may want to jump in and use division, but ask why before they go any further. Make sure they understand the steps necessary to find the solution.

Find 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: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Lesson Practice section of Student Edition pp. 201–202. 20 min or as time permits.*
- **Readiness**

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▶ Domain 3: Number and Operations—Fractions

Day 1

LESSON FOCUS
Instruction Coach
Lesson 20: Problem Solving: Dividing with Unit Fractions

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

Practice
Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions.

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

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 110–113, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 48–49, with Lesson Practice section of Student Edition pp. 203–204. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Divide with Unit Fractions

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition pp. 142–143; 40 min.*
- *Teacher's Manual pp. 94–95*

Questions 1–19
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 142–143. Make sure all instructions are clear. See Progression Chart on TM pp. 44–45 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. 50, with Domain 3 Review section of Student Edition pp. 205–207 as time permits.*

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review

- *Student Edition pp. 144–145; 40 min.*
- *Teacher's Manual pp. 94–95*

Questions 20–27 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 145. Ask students to take a look at instructions for the second half of the Review on SE p. 144. In particular, clarify any doubts with respect to Performance Task (*Designing a Patio*) on p. 145. See Progression Chart on TM pp. 44–45 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. 50, with Domain 3 Review section of Student Edition pp. 208–209 as time permits.*

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments pp. 22–26; 40 min.*
- *Assessments Answer Key pp. 11–14*

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.

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment

- *Assessments pp. 27–30; 40 min.*
- *Assessments Answer Key pp. 12–14*

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.

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Week 23

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▶ Domain 4: Measurement and Data

Day 1

LESSON FOCUS
Instruction Coach
Lesson 21: Converting Units of Measure to Solve Problems

- *Student Edition p. 148; 20 min.*
- *Teacher's Manual pp. 64–65*
- *EL Adaptations Lesson 21*

Example A
Example A deals with the customary system of length. Expect students to know the basic equivalences:
1 ft = 12 in.
1 yd = 3 ft
1 mi = 5280 ft
Demonstrate how to use the equivalences.
Find MP's on pp. 118–121 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 118–121, READY TO GO: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 52–53, with Getting the Idea section and Example 1 of Student Edition p. 212. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 21: Converting Units of Measure to Solve Problems

- *Student Edition p. 149; 20 min.*
- *Teacher's Manual pp. 64–65*
- *EL Adaptations Lesson 21*

Example B
This example deals with metric system of length. Here are the basics equivalences:
1 cm = 10 mm
100 cm = 1 m
1000 m = 1 km
Demonstrate how to use the equivalences.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 118–121, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 52–53, with Examples 2–3 of Student Edition pp. 213–214. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 21: Converting Units of Measure to Solve Problems

- *Student Edition p. 150; 20 min.*
- *Teacher's Manual pp. 64–65*
- *EL Adaptations Lesson 21*

Example C
This example deals with the customary and metric systems of capacity. The basic equivalences are:
1 c = 8 fl oz
1 pt = 2 c
1 qt = 2 pt
1 gal = 4 qt
l L = 1000 mL
Demonstrate how to use the equivalences.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 118–121, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 52–53, with Example 4 and Coached Example of Student Edition pp. 214–215. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 21: Converting Units of Measure to Solve Problems

- *Student Edition p. 151; 20 min.*
- *Teacher's Manual pp. 64–65*
- *EL Adaptations Lesson 21*

Example D
Here we have weight in both measurement systems:
16 oz = 1 lb
1 Ton = 2,000 lbs
1000 g = l kg
Demonstrate how to use the equivalences.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 118–121, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 52–53, with Lesson Practice section of Student Edition pp. 216–217. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 21: Converting Units of Measure to Solve Problems

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

Practice
Divide Practice into two sections (Questions 1–18 on SE p. 152 and 19–24 on p. 153). Ask students to work in groups, then 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. 118–121 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 118–121, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 52–53, with Lesson Practice section of Student Edition pp. 218–219. 20 min or as time permits.*
- **Readiness**

▶ **Goal** Measurement Problems

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Day 1

LESSON FOCUS
Instruction Coach
Lesson 22: Line Plots

- *Student Edition* *p. 154; 20 min.*
- *Teacher's Manual* *pp. 66–67*
- *EL Adaptations* *Lesson 22*

Example A
Prepare students by reviewing how to convert fractions to the same denominator. Remind students that 1 = 8/8. Ask questions about the resulting line plot.

Find 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. 54–55, with Getting the Idea section and Example 1 of Student Edition pp. 220–221. 20 min.*
- **Readiness**

Day 2

LESSON FOCUS
Instruction Coach
Lesson 22: Line Plots

- *Student Edition* *p. 155; 20 min.*
- *Teacher's Manual* *pp. 66–67*
- *EL Adaptations* *Lesson 22*

Example B
A line plot is a graph that shows data simply and allows for easy reading. Make sure all can read the plot and answer questions about it.

See EL note on p. 126 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, READY TO GO: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 54–55, with Examples 2–3 of Student Edition pp. 222–223. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 22: Line Plots

- *Student Edition* *p. 156; 20 min.*
- *Teacher's Manual* *pp. 66–67*
- *EL Adaptations* *Lesson 22*

Example C
Have students draw a line plot with data assembled from classmates. Divide the class into groups to collect data on classmates and make a line plot for the data. Each group presents its findings to the class.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 126–129, READY TO GO: Support Independent Practice. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 54–55, with Coached Example of Student Edition p. 224. 20 min.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 22: Line Plots

- *Student Edition* *p. 157; 20 min.*
- *Teacher's Manual* *pp. 66–67*
- *EL Adaptations* *Lesson 22*

Example D
Questions asked here combine abilities to read a line plot and to be able to compute with fractions.

See EL note on p. 126 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. 54–55, with Lesson Practice section of Student Edition pp. 225–226. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 22: Line Plots

- *Student Edition* *pp. 158–159; 20 min.*
- *Teacher's Manual* *pp. 66–67*
- *EL Adaptations* *Lesson 22*

Practice
Divide Practice into two sections (Questions 1–7 on SE p. 158 and 8–11 on p. 159). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 11.

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: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 54–55, with Lesson Practice section of Student Edition pp. 227–228. 20 min or as time permits.*
- **Readiness**

▶ **Domain 4: Measurement and Data**

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▶ **Goal** Line Plots

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Week 25

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Day 1

Domain 4: Measurement and Data

LESSON FOCUS
Instruction Coach
Lesson 23: Understanding and Measuring Volume

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

Before the Lesson
Show cubes of different sizes, and ask questions about them from faces to vertices to edges. Define volume of a solid in terms of unit cubes. A unit cube is a cube whose dimensions are 1 by 1 by 1 – that can be 1 in. by 1 in. by 1 in. Or 1 cm by 1 cm by 1 cm.

See EL note on p. 130 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 130–131 PLUG IN: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Getting the Idea section and Examples 1–2 of Student Edition pp. 229–231. 20 min.*
- **Readiness**

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▶ **Goal** Understand Volume

Day 2

LESSON FOCUS
Instruction Coach
Lesson 23: Understanding and Measuring Volume

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

Example A
Show a variety of drawings of solids with different dimensions, showing cubes on the interior and ask to find the volume of the cube. (Enable students to count the cubes in one layer.) Example A shows a solid with dimensions in customary units (inches). Volume is measured in cubic inches.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 130–131 PLUG IN: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Example 3 and Coached Example of Student Edition pp. 231–232. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 23: Understanding and Measuring Volume

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

Example B
Show a variety of drawings of solids with different dimensions, which show cubes on the interior. Ask for the volume of the solid. (Enable students to count the cubes in one layer.) Example B shows a solid with dimensions in the metric system (centimeters). Volume is measured in cubic centimeters.

See EL note on p. 132 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 132–133, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Lesson Practice section of Student Edition pp. 233–234. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 23: Understanding and Measuring Volume

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

Practice
Divide Practice into two sections (Questions 1–5 on SE p. 162 and 6–13 on p. 163). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 12 and 13.

For a good review, work on the MP's found on pp. 132–133 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 132–133, POWER UP: Practice and Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 56–57, with Lesson Practice section of Student Edition pp. 235–236. 20 min or as time permits.*
- **Readiness**

Day 5

LESSON FOCUS
Instruction Coach
Lesson 24: Finding the Volume of Rectangular Prisms

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

Before the Lesson
What is a formula? Do you know any formulas? What is the formula for area? We are looking for a formula for the volume of a solid–a rectangular prism. What is a rectangular prism? Can students figure out what the formula is? Take a look at Lesson 23.

See EL note on p. 140 of *Support Coach Teacher's Manual.*

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 140–141, POWER UP: Build Background. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Getting the Idea section and Examples 1–2 of Student Edition pp. 237–239. 20 min.*
- **Readiness**

▶ **Goal** Volume of Rectangular Prisms

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Day 1

▶ Domain 4: Measurement and Data

LESSON FOCUS
Instruction Coach
Lesson 24: Finding the Volume of Rectangular Prisms

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

Understand—Connect
By displaying unit cubes on a single layer of a prism, students will be able to figure out the volume, first by counting, then by seeing the stacked layers. So, in this example, the first layer is 5 by 2 unit cubes and the stack becomes 3 high. So the total number of unit cubes is 5 by 2 by 3. This thinking leads to the formula $V = l \times w \times h$.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 140–141, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Example 3 and Coached Example of Student Edition pp. 239–240. 20 min.*
- **Readiness**

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▶ **Goal** Volume of Rectangular Prisms

Day 2

LESSON FOCUS
Instruction Coach
Lesson 24: Finding the Volume of Rectangular Prisms

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

Example and Problem Solving
Ask for an explanation of the formula for volume. What relationship does it have to area formula? The problem asks for a comparison of volumes of two prisms.
See EL note on p. 142 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. 58–59, with Lesson Practice section of Student Edition pp. 241–242. 20 min or as time permits.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 24: Finding the Volume of Rectangular Prisms

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

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 168 and 9–14 on p. 169). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 13 and 14.
For a good solid 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: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 58–59, with Lesson Practice section of Student Edition pp. 243–244. 20 min or as time permits.*
- **Readiness**

Day 4

LESSON FOCUS
Instruction Coach
Lesson 25: Recognizing Volume as Additive

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

Before the Lesson
Finding the volume of several prisms: One of the tricks here is to be able to "see" how the prisms relate to each other. Once you find the length, width, and height of a rectangular prism, then use the formula: $V = l \times w \times h$.
Use real models to exhibit how tow prism might be stacked.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 142–145, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 60–61, with Getting the Idea section and Example 1 of Student Edition pp. 245–246. 20 min.*
- **Readiness**

▶ **Goal** Volume of Rectangular Prisms

Day 5

LESSON FOCUS
Instruction Coach
Lesson 25: Recognizing Volume as Additive

- *Student Edition pp. 170–171; 20 min.*
- *Teacher's Manual pp. 72–73*
- *EL Adaptations Lesson 25*

Example and Problem Solving
Explain: It will be clear that you have to add the volumes of the two prisms shown in the example. Before you can actually add the volumes, you need to find the missing height of one prism. Go over each step and show why this height is 3 in.
In the problem on p. 171, use the formula to find the volume; then subtract this volume from 2,550.
See EL note on p. 142 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. 60–61, with Example 2 and Coached Example of Student Edition pp. 246–248. 20 min.*
- **Readiness**

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Week 27

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Day 1

▶ **Domain 4: Measurement and Data**

LESSON FOCUS
Instruction Coach
Lesson 25: Recognizing Volume as Additive

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

Practice Part 1
Questions 1–4. Go over Question 1 with full class so that they see a model they may want to use. Ask students to work in groups, then go over the results with the entire class.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 142–145, READY TO GO: Problem Solving. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 60–61, with Lesson Practice section of Student Edition pp. 249–250. 20 min or as time permits.*
- **Readiness**

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▶ **Goal** Volume of Rectangular Prisms

Day 2

LESSON FOCUS
Instruction Coach
Lesson 25: Recognizing Volume as Additive

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

Practice Part 2
Questions 5–8.

Pay special attention to Question 8. Go over students' results to all questions and discuss results.

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. 60–61, with Lesson Practice section of Student Edition pp. 251–252. 20 min or as time permits.*
- **Readiness**

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review

- *Student Edition pp. 174–175; 40 min.*
- *Teacher's Manual p. 97*

Questions 1–21
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 62–63 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. 62, with Domain 4 Review section of Student Edition pp. 253–255 as time permits.*

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review

- *Student Edition pp. 176–177; 40 min.*
- *Teacher's Manual pp. 97–98*

Questions 22–35 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 177. Ask students to take a look at instructions for the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Building a Storage Cabinet*) on p. 177. See Progression Chart on TM pp. 62–63 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. 62, with Domain 4 Review section of Student Edition pp. 256–257 as time permits.*

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 4 Assessment

- *Assessments pp. 32–37; 40 min.*
- *Assessments Answer Key p. 15*

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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Week 28

Day 1	Day 2	Day 3	Day 4	Day 5
	▶ **Domain 5: Geometry**			
REVIEW AND ASSESS **Instruction Coach** **Domain 4 Assessment** • *Assessments pp. 38–41; 40 min.* • *Assessments Answer Key pp. 15–17* **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 26: Graphing Points on the Coordinate Plane** • *Teacher's Manual pp. 76–77; 20 min.* • *EL Adaptations Lesson 26* **Before the Lesson** Introduce coordinate plane along with vocabulary. Show each of these: *origin*, *x-axis*, *y-axis*, *x-coordinate*, *y-coordinate*, *ordered pairs*. Demonstrate how to locate an ordered pair on the coordinate plane. See EL note on p. 148 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 148–149, POWER UP: Build Background. 20 min.* • **Performance Coach Teacher's Edition** *pp. 64–65, with Getting the Idea section and Examples 1–2 of Student Edition pp. 260–262. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 26: Graphing Points on the Coordinate Plane** • *Student Edition pp. 180–181; 20 min.* • *Teacher's Manual pp. 76–77* • *EL Adaptations Lesson 26* **Example A and Example B** Make sure each step of locating an ordered pair on the coordinate plane is clear. Count off slowly along the *x*-axis to the first number of the pair; then count vertically for the second number of the pair. Place a dot at that location. In reverse, help students identify the ordered pair for points on a coordinate grid. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 148–149, POWER UP: Introduce Concepts and Vocabulary. 20 min.* • **Performance Coach Teacher's Edition** *pp. 64–65, with Example 3 and Coached Example of Student Edition pp. 262–263. 20 min.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 26: Graphing Points on the Coordinate Plane** • *Student Edition pp. 182–183; 20 min.* • *Teacher's Manual pp. 76–77* • *EL Adaptations Lesson 26* **Example C and *Mystery Graph*** Use Example C as good practice for locating an ordered pair. Offer additional points for students who locate points plotted on either the *x*- or *y*-axis. *Mystery Graph* on SE p. 183 is a good way to assess this lesson. See EL note on p. 148 of *Support Coach Teacher's Manual*. **DIFFERENTIATION OPTIONS** • **Support Coach Teacher's Manual** *pp. 148–149, POWER UP: Model Applications. 20 min.* • **Performance Coach Teacher's Edition** *pp. 64–65, with Lesson Practice section of Student Edition pp. 264–265. 20 min or as time permits.* • **Readiness**	**LESSON FOCUS** **Instruction Coach** **Lesson 26: Graphing Points on the Coordinate Plane** • *Student Edition pp. 184–185; 20 min.* • *Teacher's Manual pp. 76–77* • *EL Adaptations Lesson 26* **Practice** Divide Practice into two sections (Questions 1–14 on SE p. 184 and 15–26 on p. 185). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 25 and 26. 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. 64–65, with Lesson Practice section of Student Edition pp. 266–267. 20 min or as time permits.* • **Readiness**
Waggle™	▶ **Goal** The Coordinate Plane			

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Week 29

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▶ Domain 5: Geometry

Day 1

LESSON FOCUS
Instruction Coach
Lesson 27: The Coordinate Plane

- *Student Edition* *p. 186; 20 min.*
- *Teacher's Manual* *pp. 78–79*
- *EL Adaptations* *Lesson 27*

Example
This lesson is about computing the distance between two points along horizontal and vertical paths on the coordinate plane. If computing distance along a horizontal path, subtract the *x*-coordinates; if computing distance along a vertical path, subtract the *y*-coordinates.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 150–153, READY TO GO: Model Applications. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 66–67, with Getting the Idea section and Example 1 of Student Edition pp. 268–269. 20 min.*
- **Readiness**

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Day 2

LESSON FOCUS
Instruction Coach
Lesson 27: The Coordinate Plane

- *Student Edition* *p. 187; 20 min.*
- *Teacher's Manual* *pp. 78–79*
- *EL Adaptations* *Lesson 27*

Problem Solving
This is the kind of problem you can replicate in other settings; in fact, this is the kind of situation that would appeal to your students, so do not forget to give them an opportunity to create their own stories around the coordinate plane. Having them work in groups and report back to the class about their creations might be a very good ways to achieve this.
See EL note on p. 150 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 150–153, READY TO GO: Model Applications. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 66–67, with Example 2 and Coached Example of Student Edition pp. 269–271. 20 min.*
- **Readiness**

Day 3

LESSON FOCUS
Instruction Coach
Lesson 27: The Coordinate Plane

- *Student Edition* *pp. 188–189; 20 min.*
- *Teacher's Manual* *pp. 78–79*
- *EL Adaptations* *Lesson 27*

Practice
Divide Practice into two sections (Questions 1–10 on SE p. 188 and 11–14 on p. 189). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 14 and 15.
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: Model Applications. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 66–67, with Lesson Practice section of Student Edition pp. 272–275. 20 min or as time permits.*
- **Readiness**

▶ **Goal** The Coordinate Plane

Day 4

LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures

- *Student Edition* *pp. 190–91; 20 min.*
- *Teacher's Manual* *pp. 80–81*
- *EL Adaptations* *Lesson 28*

Example A and Example B
Example A introduces a number of new figures including pentagon and parallel and perpendicular lines. Go over these with examples even if they seem familiar to your students. Example B shows a right triangle, also called a scalene triangle. Go over the MODEL at the bottom of p. 191.
Find 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. 68–69, with Getting the Idea section and Example 1 of Student Edition pp. 276–277. 20 min.*
- **Readiness**

▶ **Goal** Classify Shapes

Day 5

LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures

- *Student Edition* *p. 192; 20 min.*
- *Teacher's Manual* *pp. 80–81*
- *EL Adaptations* *Lesson 28*

Example C
Students need to know the definitions of many polygons, so Example C lays out a useful tree diagram for them to understand and discuss. Why is trapezoid not in the parallelogram branch? (See Discuss.) What is a rhombus and why does it go where it is? What is the difference between a rhombus and a square?
See EL note on p. 156 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 156–157, POWER UP: Introduce and Model. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 68–69, with Examples 2–3 of Student Edition pp. 277–278. 20 min.*
- **Readiness**

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Day 1

▶ Domain 5: Geometry

LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures

- *Student Edition p. 193; 20 min.*
- *Teacher's Manual pp. 80–81*
- *EL Adaptations Lesson 28*

Example D
This example could be a good assessment of the figures organized in Example C. Looking at the hierarchy of Example C will help, but it would be prudent for students to master the properties of these polygons and understand how they fit into the tree diagram.

See EL note on p. 158 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. 68–69, with Example 4 and Coached Example of Student Edition p. 279. 20 min.*
- **Readiness Waggle™**

▶ **Goal** Classify Shapes

Day 2

LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures

- *Student Edition pp. 194–195; 20 min.*
- *Teacher's Manual pp. 80–81*
- *EL Adaptations Lesson 28*

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 194 and 9–17 on p. 195). Ask students to work in groups, then 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. 158–161 of *Support Coach Teacher's Manual*.

DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** *pp. 158–161, READY TO GO: Assess. 20 min.*
- **Performance Coach Teacher's Edition** *pp. 68–69, with Lesson Practice section of Student Edition pp. 280–283. 20 min or as time permits.*
- **Readiness**

Day 3

DOMAIN REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition pp. 196–197; 40 min.*
- *Teacher's Manual p. 99*

Questions 1–26
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 74–75 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. 70, with Domain 5 Review section of Student Edition pp. 284–286 as time permits.*

Day 4

DOMAIN REVIEW AND ASSESS
Instruction Coach
Domain 5 Review

- *Student Edition pp. 198–199; 40 min.*
- *Teacher's Manual p. 100*

Questions 27–35 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 199. Ask students to take a look at instructions for the second half of the Review on p. 198. In particular, clarify any doubts with respect to Performance Task (*Three Points in a Row*) on p. 199. See Progression Chart on TM pp. 74–75 (*Teacher's Manual*) 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. 70, with Domain 5 Review section of Student Edition pp. 287–288 as time permits.*

Day 5

DOMAIN REVIEW AND ASSESS
Instruction Coach
Domain 5 Assessment

- *Assessments pp. 42–50; 40 min.*
- *Assessments Answer Key pp. 18–21*

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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Week 31

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▶ End of Year Review

Day 1

END OF YEAR REVIEW

LESSON FOCUS
Instruction Coach
Review
Support Coach
Practice Test 1

- *Assessments pp. 64–75; 40 min.*
- *Assessments Answer Key pp. 27–31*

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 and 2.*
- *Answers: pp. 18–21*

Day 2

END OF YEAR REVIEW

LESSON FOCUS
Instruction Coach
Review
Support Coach
Practice Test 2

- *Assessments pp. 76–87; 40 min.*
- *Assessments Answer Key pp. 32–36*

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

DIFFERENTIATION OPTIONS

- **Support Coach Assessments** *pp. 52–63 for Performance Tasks A & B in Domains 3–5.*
- *Answers: pp. 22–26*

Day 3

SUMMATIVE ASSESSMENT

LESSON FOCUS
Instruction Coach
Summative Assessment

- *Assessments pp. 52–57; 40 min.*
- *Assessments Answer Key p. 22*

Questions 1–26
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 4

SUMMATIVE ASSESSMENT

LESSON FOCUS
Instruction Coach
Summative Assessment

- *Assessments pp. 58–63; 40 min.*
- *Assessments Answer Key pp. 22–23*

Questions 27–50
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.

Day 5

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