### Domain 1: Ratios and Proportional Reasoning

#### Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Lesson Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 1: Computing Unit Rate</strong></td>
</tr>
<tr>
<td></td>
<td>● Teacher’s Manual pp. 18–19; 20 min.</td>
</tr>
<tr>
<td></td>
<td>● EL Adaptations Lesson 1</td>
</tr>
</tbody>
</table>

**Before the Lesson**
- Pay attention (pronunciation, spelling, meaning) to the term ratio. Use Before the Lesson. Add examples. Alert students to Glossary.

**Differentiation Options**
- Common Core Support Coach Teacher's Manual pp. 2–3 PLUG IN: Build Background. 20 min.
- Readiness for Common Core below level | above level

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Lesson Focus</th>
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</thead>
<tbody>
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<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 1: Computing Unit Rate</strong></td>
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**Example A**

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 2–3 for PLUG IN: Introduce and Model. 10 min.
- Readiness for Common Core below level | above level

<table>
<thead>
<tr>
<th>Day 3</th>
<th>Lesson Focus</th>
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<td>Lesson Focus</td>
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**Example B Example C**
- Make sure the idea of unit rate is clear. Offer examples that students are familiar with such as miles per hour, 5 items for 75 cents becomes 15 cents per item. See EL note on p. 4 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 4–5 for POWER UP: Build Background. 15 min.
- Readiness for Common Core below level | above level

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Lesson Focus</th>
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<tbody>
<tr>
<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 1: Computing Unit Rate</strong></td>
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<tr>
<td></td>
<td>● Teacher’s Manual pp. 18–19; 30 min.</td>
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</table>

**Practice**
- Review the concept of ratio and add rate and unit rate. Alert students to Glossary.

**Differentiation Options**
- Readiness for Common Core below level | above level

<table>
<thead>
<tr>
<th>Day 5</th>
<th>Lesson Focus</th>
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</thead>
<tbody>
<tr>
<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 2: Identifying Proportional Relationships</strong></td>
</tr>
<tr>
<td></td>
<td>● Teacher’s Manual pp. 20–21; 25 min.</td>
</tr>
<tr>
<td></td>
<td>● EL Adaptations Lesson 2</td>
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</tbody>
</table>

**Before the Lesson**
- The Before the Lesson has good examples. Add a few more that come from the students. Note the key vocabulary, always found in the Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Readiness for Common Core below level | above level

#### Week 2

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Lesson Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 2: Identifying Proportional Relationships</strong></td>
</tr>
<tr>
<td></td>
<td>● Teacher’s Manual pp. 20–21; 25 min.</td>
</tr>
<tr>
<td></td>
<td>● EL Adaptations Lesson 2</td>
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</table>

**Understand**
- Review meaning of constant of proportionality, making sure students can compute it when they see a table of equivalent ratios.

**Differentiation Options**
- Readiness for Common Core below level | above level

<table>
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<tr>
<th>Day 2</th>
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<tbody>
<tr>
<td>Lesson Focus</td>
<td><strong>Common Core Coach Lesson 2: Identifying Proportional Relationships</strong></td>
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<tr>
<td></td>
<td>● Teacher’s Manual pp. 20–21; 25 min.</td>
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<td>● EL Adaptations Lesson 2</td>
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</table>

**Connect**
- See special note for EL on p. 12 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Readiness for Common Core below level | above level

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<td><strong>Common Core Coach Lesson 2: Identifying Proportional Relationships</strong></td>
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<td>● Teacher’s Manual pp. 20–21; 25 min.</td>
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<tr>
<td></td>
<td>● EL Adaptations Lesson 2</td>
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</tbody>
</table>

**Practice**
- Begin Practice with full class vocalizing and explaining Questions 1 and 4, making sure instructions are clear. Go over the main instructions for the rest of Practice to insure full understanding.

**Differentiation Options**
- Readiness for Common Core below level | above level
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 3: Representing Proportional Relationships</em>&lt;br&gt; - Teacher’s Manual pp. 22–23; 25 min.&lt;br&gt; - EL Adaptations Lesson 3</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 4: Word Problems with Ratio and Percent</em>&lt;br&gt; - Teacher’s Manual pp. 24–25; 25 min.&lt;br&gt; - EL Adaptations Lesson 4</td>
<td></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td><strong>Connect</strong>&lt;br&gt; See p. 14 of Common Core Support Coach Teacher’s Manual for a useful note on EL. Make sure students understand that in the equation ( y = kx ), ( k ) is the constant of proportionality.</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 3: Representing Proportional Relationships</em>&lt;br&gt; - Teacher’s Manual pp. 22–23; 30 min.&lt;br&gt; - EL Adaptations Lesson 3</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Domain 1 Review</em>&lt;br&gt; - Student Edition pp. 26–27; 40 min.&lt;br&gt; - Teacher’s Manual p. 91</td>
<td></td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td><strong>Practice</strong>&lt;br&gt; Explain the Questions 1 and 3, making sure instructions are clear. Go over the main instructions for the rest of Practice to insure full understanding.</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 4: Word Problems with Ratio and Percent</em>&lt;br&gt; - Teacher’s Manual pp. 24–25; 25 min.&lt;br&gt; - EL Adaptations Lesson 4</td>
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<td><strong>Review and Assess</strong>&lt;br&gt; <em>Common Core Coach Domain 1 Review</em>&lt;br&gt; - Student Edition pp. 26–27; 40 min.&lt;br&gt; - Teacher’s Manual p. 91</td>
<td></td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td><strong>Before the Lesson</strong>&lt;br&gt; Explain how equations can represent relationships among numbers. Add examples to the ones found in the Before the Lesson.</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 4: Word Problems with Ratio and Percent</em>&lt;br&gt; - Teacher’s Manual pp. 24–25; 20 min&lt;br&gt; - EL Adaptations Lesson 4</td>
<td></td>
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<tr>
<td><strong>Questions 1–13</strong>&lt;br&gt; Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td><strong>The Four Steps for Problem Solving</strong>&lt;br&gt; Go over the four steps for problem solving, explaining the role of each step. Use sample problems to clarify each step. Discuss each problem with the class before students start working on it.</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt; <em>Common Core Coach Lesson 4: Word Problems with Ratio and Percent</em>&lt;br&gt; - Teacher’s Manual pp. 24–25; 30 min&lt;br&gt; - EL Adaptations Lesson 4</td>
<td></td>
</tr>
<tr>
<td><strong>Questions 14–17 &amp; Performance Task</strong>&lt;br&gt; Go over the questions and discuss. Pay special attention to the Performance Task on p. 27. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Population Predictions) on p. 27. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td></td>
</tr>
<tr>
<td><strong>Day 6</strong></td>
<td><strong>Example A Solving the Problem</strong>&lt;br&gt; Make sure the question of the problem is clear. See p. 22 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.</td>
</tr>
<tr>
<td><strong>Review and Assess</strong>&lt;br&gt; <em>Common Core Coach Domain 1 Assessment</em>&lt;br&gt; - Assessments pp. 4–7; 40 min.&lt;br&gt; - Assessments Answer Keys p. 4</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt; - Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Introduce and Model; 10 min.&lt;br&gt; - Readiness for Common Core below level above level</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt; - Provide extra time and assistance for students who qualify.</td>
<td></td>
</tr>
</tbody>
</table>
Week 6
Lesson Focus
Common Core Coach Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 30 min.
- EL Adaptations Lesson 5

Practice
Use the number line as needed. Refer back to earlier parts of the lesson for help with vocabulary.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 30 min.
- EL Adaptations Lesson 5

Differentiation Options
- Readiness for Common Core below level above level

Week 5
Lesson Focus
Common Core Coach Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 5

Before the Lesson
The number line will be an invaluable tool throughout, so use the Before the Lessons suggestions and add more.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 30 min.
- EL Adaptations Lesson 5

Example A Example B
See p. 76 of Common Core Support Coach Teacher’s Manual for a useful advice for EL.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example A Example B
See p. 76 of Common Core Support Coach Teacher’s Manual for a useful advice for EL.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example A Example B
See p. 76 of Common Core Support Coach Teacher’s Manual for a useful advice for EL.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson Focus
Common Core Coach Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Practice
Point out that “Simplify” means to find a way to make computation easier. See p. 79 of Common Core Support Coach Teacher’s Manual for additional advice for these pages.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 5

Problem Solving
Read the problem to students and make sure each step is clear. See further advice in Common Core Support Coach Teacher’s Manual: p. 40 on problem solving.

Differentiation Options
- Common Core Support Coach Teacher’s Manual pp. 38–41 for READY TO GO: Problem Solving. 20 min.
- Readiness for Common Core below level above level

Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level

Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers
- Teacher’s Manual pp. 30–32; 20 min.
- EL Adaptations Lesson 6

Example C Example D
Make it clear what the different properties are before beginning these Examples.

Differentiation Options
- Readiness for Common Core below level above level
<table>
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<th>Week 7</th>
<th>Week 8</th>
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<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 7: Multiplying Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 32–33; 30 min.&lt;br&gt;EL Adaptations Lesson 7</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 8: Dividing Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 34–35; 30 min.&lt;br&gt;EL Adaptations Lesson 8</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong>&lt;br&gt;Check out the word list on p. 32 of Teacher's Manual to make sure understand each property.</td>
<td><strong>Before the Lesson</strong>&lt;br&gt;See Before the Lesson for a discussion of fact families and how division and multiplication are connected.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual pp. 44–45 for POWER UP: Build Background. 10 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual for POWER UP: Build Background. pp. 52–53. 20 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
</tr>
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<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 7: Multiplying Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 32–33; 30 min.&lt;br&gt;EL Adaptations Lesson 7</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 8: Dividing Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 34–35; 30 min.&lt;br&gt;EL Adaptations Lesson 8</td>
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<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual pp. 44–45 for POWER UP: Build Background. 10 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual for POWER UP: Introduce and Model (1st two parts). pp. 52–53. 10 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
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<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 7: Multiplying Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 32–33; 25 min.&lt;br&gt;Example A</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 8: Dividing Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 34–35; 30 min.&lt;br&gt;Example A</td>
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<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual pp. 44–45 for POWER UP: Introduce and Model. 15 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
<td>Show how properties can be useful when there are several operations. Do not forget to bring back a clear definition of reciprocal.</td>
</tr>
<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 7: Multiplying Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 32–33; 25 min.&lt;br&gt;Example B and Problem Solving</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 8: Dividing Rational Numbers</strong>&lt;br&gt;Teacher's Manual pp. 34–35; 30 min.&lt;br&gt;Example B and Problem Solving</td>
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<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher's Manual pp. 44–45 for POWER UP: Introduce and Model. 15 min.&lt;br&gt;Readiness for Common Core below level, above level</td>
<td>Division problems with fractions can be tricky, so make sure the question is clear. Go over the four steps used to solve problems.</td>
</tr>
</tbody>
</table>
| **Lesson Focus**<br>**Common Core Coach Lesson 7: Multiplying Rational Numbers**<br>Teacher's Manual pp. 32–33; 25 min. | **Lesson Focus**<br>**Common Core Coach Lesson 8: Dividing Rational Numbers**<br>Teacher's Manual pp. 34–35; 30 min.
<p>| <strong>Practice</strong>&lt;br&gt;Alert students to the signs of the numbers and to use the properties to make computation simpler. Read the word problems to students. | <strong>Practice</strong>&lt;br&gt;Make sure all the words (expression, undefined, etc.) in the instructions are understood. |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Focus</th>
<th>Before the Lesson</th>
<th>Differentiation Options</th>
</tr>
</thead>
</table>
| Day 1 | **Lesson Focus** Common Core Coach Lesson 9: Converting Rational Numbers to Decimals | Alert: have students kept up with previously mastered fluencies? These cannot be relaxed, so perhaps a check-up is in order. | ● Common Core Support Coach Teacher’s Manual for PLUG IN: Build Background. pp. 18–19. 10 min. 
● Readiness for Common Core below level above level |
● EL Adaptations Lesson 10 |
● Readiness for Common Core below level above level |
● Readiness for Common Core below level above level |
| Day 3 | **Lesson Focus** Common Core Coach Lesson 9: Converting Rational Numbers to Decimals | Remind students they will have to remember the rules about operations with negative and positive numbers. Long division requires that students are careful with placement of digitals. | ● Common Core Support Coach Teacher’s Manual for PLUG IN: Model Application. pp. 18–19. 10 min. 
● Readiness for Common Core below level above level |
● Readiness for Common Core below level above level |
| Day 4 | **Lesson Focus** Common Core Coach Lesson 9: Converting Rational Numbers to Decimals | Go over the four steps used to solve problems. Always reinforce place value in reading decimals and performing operations. | ● Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 62–65. 20 min. 
● Readiness for Common Core below level above level |
● Readiness for Common Core below level above level |
● Readiness for Common Core below level above level |
● Readiness for Common Core below level above level |
## Lesson Focus

**Common Core Coach Lesson 11: Problem Solving: Rational Numbers**
- EL Adaptations Lesson 11

**Model Train Track Length**
Explain this problem as it seems to have a few words that may not be familiar ones.

**Differentiation Options**
- Readiness for Common Core below level above level

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## Lesson Focus

**Common Core Coach Lesson 11: Problem Solving: Rational Numbers**

**Practice**
Advise students: do not rush through a problem; read and understand to make sure you know what the goal is, if necessary, read the problem several times.

**Differentiation Options**
- Readiness for Common Core below level above level

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## Review and Assess

**Common Core Coach Domain 2 Review**
- Student Edition pp. 64–65; 40 min.
- Teacher's Manual pp. 99–100

**Questions 1–23**
Go over the questions and discuss.
Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear.
See Progression Chart on pp. 26–27 (Teacher's Manual) for a view of progressions connecting the Lessons of Domain 2.

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

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## Review and Assess

**Common Core Coach Domain 2 Review**
- Student Edition pp. 66–67; 40 min.
- Teacher's Manual pp. 100–101

**Questions 24–27 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 67.
Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Model Train Track Length) on p. 67.
See Progression Chart on pp. 26–27 (Teacher's Manual) for a view of progressions connecting the Lessons of Domain 2.

**Differentiation Options**
Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 26 and 27.

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## Review and Assess

**Common Core Coach Domain 2 Assessment**
- Assessments pp. 12–16; 40 min.
- Assessments Answer Keys p. 7

**Questions 1–20**
Provide extra time for assessments and provide readers to read word problems to students.

**Differentiation Options**
Provide extra time and assistance for students who qualify.

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## Lesson Focus

**Common Core Coach Lesson 12: Writing Equivalent Expressions**
- Teacher's Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example A**
Explain special vocabulary such as like, coefficient, terms, and variable. See p. 66 of Common Core Support Coach Teacher's Manual for a useful tip for EL.

**Differentiation Options**
- Readiness for Common Core below level above level

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## Lesson Focus

**Common Core Coach Lesson 12: Writing Equivalent Expressions**
- Teacher's Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example B**
See p. 68 of Common Core Support Coach Teacher's Manual for a useful tip for EL.

**Differentiation Options**
- Readiness for Common Core below level above level

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## Lesson Focus

**Common Core Coach Lesson 12: Writing Equivalent Expressions**
- Teacher's Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example C**
See p. 71 of Common Core Support Coach Teacher's Manual for a useful tip for EL.

**Differentiation Options**
- Common Core Support Coach Teacher's Manual for READY TO GO: Build Background. pp. 70–73, 20 min.
- Readiness for Common Core below level above level
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Week 14</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson Focus</strong></td>
<td><strong>Lesson Focus</strong></td>
</tr>
<tr>
<td>Common Core Coach Lesson 12: Writing Equivalent Expressions</td>
<td>Common Core Coach Lesson 13: Factoring and Expanding Linear Expressions</td>
</tr>
<tr>
<td>EL Adaptations Lesson 12</td>
<td>EL Adaptations Lesson 13</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>Spell out all instructions; explain what needs to be done in each section.</td>
<td>Warn students of the different vocabulary in this Practice. Go over key words.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>● Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice, pp. 70–73. 20 min.</td>
<td>● Common Core Support Coach Teacher’s Manual for READY TO GO: Practice and Assess, pp. 70–73. 10 min.</td>
</tr>
<tr>
<td>● Readiness for Common Core below level, above level</td>
<td>● Readiness for Common Core below level, above level</td>
</tr>
</tbody>
</table>

**Day 2**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Common Core Coach Lesson 13: Factoring and Expanding Linear Expressions</td>
<td>Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions</td>
</tr>
<tr>
<td>EL Adaptations Lesson 13</td>
<td>EL Adaptations Lesson 14</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Explain factor as in 6 is a factor of 18; and as in 6 is a factor of 6xy; and as a factor of (18 + 30y).</td>
<td>See Before the Lesson.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>● Readiness for Common Core below level, above level</td>
<td>● Readiness for Common Core below level, above level</td>
</tr>
<tr>
<td><strong>Example A</strong></td>
<td><strong>Example A</strong></td>
</tr>
<tr>
<td>Review special vocabulary such as like, coefficient, terms, expand, and variable.</td>
<td>See p. 66 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Review distributive and associative properties.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>● Readiness for Common Core below level, above level</td>
<td>● Readiness for Common Core below level, above level</td>
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</table>

**Day 3**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
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</thead>
<tbody>
<tr>
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<td>Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions</td>
</tr>
<tr>
<td>EL Adaptations Lesson 13</td>
<td>EL Adaptations Lesson 14</td>
</tr>
<tr>
<td><strong>Example A</strong></td>
<td><strong>Example A</strong></td>
</tr>
<tr>
<td>Explain GCF first with numbers, then with expressions.</td>
<td>See p. 68 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Review like terms and how to identify them.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>● Readiness for Common Core below level, above level</td>
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**Day 4**

<table>
<thead>
<tr>
<th>Lesson Focus</th>
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<tbody>
<tr>
<td>Common Core Coach Lesson 13: Factoring and Expanding Linear Expressions</td>
<td>Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions</td>
</tr>
<tr>
<td>EL Adaptations Lesson 13</td>
<td>EL Adaptations Lesson 14</td>
</tr>
<tr>
<td><strong>Example B</strong></td>
<td><strong>Example B Example C</strong></td>
</tr>
<tr>
<td>Explain the difference between factoring completely and not factoring completely.</td>
<td>See p. 71 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Make sure students understand simplify.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>● Readiness for Common Core below level, above level</td>
<td>● Readiness for Common Core below level, above level</td>
</tr>
<tr>
<td><strong>Example C</strong></td>
<td><strong>Example D</strong></td>
</tr>
<tr>
<td>Explain the difference between factoring completely and not factoring completely.</td>
<td>See p. 71 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Make sure students understand simplify.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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</tr>
<tr>
<td>● Readiness for Common Core below level, above level</td>
<td>● Readiness for Common Core below level, above level</td>
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<tr>
<td>Week 15</td>
<td>Week 16</td>
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<tr>
<td><strong>Day 1</strong></td>
<td><strong>Week Focus</strong></td>
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<tr>
<td><strong>Lesson Focus</strong></td>
<td><strong>Lesson Focus</strong></td>
</tr>
<tr>
<td><em>Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions</em></td>
<td><em>Common Core Coach Lesson 16: Word Problems with Equations</em></td>
</tr>
<tr>
<td>EL Adaptations Lesson 14</td>
<td>EL Adaptations Lesson 16</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Review key language dealing with instructions.</td>
<td>See Before the Lesson. Make that drawing or use a balance scale to mimic the example of the subtraction property of equality. This property will be used many times.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
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<tr>
<td><strong>Day 2</strong></td>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td><strong>Lesson Focus</strong></td>
<td><strong>Lesson Focus</strong></td>
</tr>
<tr>
<td><em>Common Core Coach Lesson 15: Problem Solving: Algebraic Expressions and Equations</em></td>
<td><em>Common Core Coach Lesson 16: Word Problems with Equations</em></td>
</tr>
<tr>
<td>EL Adaptations Lesson 15</td>
<td>EL Adaptations Lesson 16</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong></td>
<td><strong>Example</strong> A, Example B</td>
</tr>
<tr>
<td>See Before the Lesson.</td>
<td>Explain the addition and subtraction property of equality. See p. 90 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<td><strong>Day 3</strong></td>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td><strong>Lesson Focus</strong></td>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td><em>Common Core Coach Lesson 15: Problem Solving: Algebraic Expressions and Equations</em></td>
<td><em>Common Core Coach Lesson 16: Word Problems with Equations</em></td>
</tr>
<tr>
<td>EL Adaptations Lesson 15</td>
<td>EL Adaptations Lesson 16</td>
</tr>
<tr>
<td><strong>Maria’s Earnings</strong></td>
<td><strong>Example</strong> C, Example D</td>
</tr>
<tr>
<td>Read problem to students making sure they understand all steps of the 4-step process. See p. 74 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
<td>See p. 92 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Explain the addition property of equality.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>EL Adaptations Lesson 15</td>
<td>EL Adaptations Lesson 16</td>
</tr>
<tr>
<td><strong>Hakeem’s Stocks</strong></td>
<td><strong>Example</strong> E, Example F and Problem Solving</td>
</tr>
<tr>
<td>Make all parts of this problem clear. See p. 76 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
<td>Explain that some equations take 2 steps to solve. See p. 94 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<td><strong>Day 5</strong></td>
<td><strong>Lesson Focus</strong></td>
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<td>EL Adaptations Lesson 15</td>
<td>EL Adaptations Lesson 16</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
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</tr>
<tr>
<td>Afford students assistance with vocabulary and understanding of the word problems. See p. 79 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
<td>Review the 4-step process for problem solving. See Observation and Action at the bottom of Common Core Support Coach Teacher’s Manual, p. 93.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td><em>Readiness for Common Core</em> below level, above level</td>
<td><em>Readiness for Common Core</em> below level, above level</td>
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</tbody>
</table>
### Week 17

#### Day 1

**Lesson Focus**
*Common Core Coach Lesson 17: Word Problems with Inequalities*
- Teacher’s Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

**Before the Lesson**
Explain solution set for equations and inequalities.

**Differentiation Options**
- Readiness for Common Core below level, above level

#### Day 2

**Lesson Focus**
*Common Core Coach Lesson 17: Word Problems with Inequalities*
- Teacher’s Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Example A Example B**
Explain that the solution set of an inequality can often be made up of an infinite number of solutions. Show this on a graph (Example A). Explain infinite. Make the point about what happens when you multiply or divide by a negative number.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model, pp. 100–101. 10 min.
- Readiness for Common Core below level, above level

#### Day 3

**Lesson Focus**
*Common Core Coach Lesson 17: Word Problems with Inequalities*
- Teacher’s Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Example C Example D**
Warn students about multiplying or dividing by a negative number.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background, pp. 102–105. 10 min.
- Readiness for Common Core below level, above level

#### Day 4

**Lesson Focus**
*Common Core Coach Lesson 17: Word Problems with Inequalities*
- Teacher’s Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Example E and Problem Solving**
See p. 100 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Review the 4-step process for problem solving.

**Differentiation Options**
- Readiness for Common Core below level, above level

#### Day 5

**Lesson Focus**
*Common Core Coach Lesson 17: Word Problems with Inequalities*
- Teacher’s Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Practice**

**Differentiation Options**
- Readiness for Common Core below level, above level

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### Week 18

#### Day 1

**Review and Assess**
*Common Core Coach Domain 3 Review*
- Teacher’s Manual p. 108

**Questions 1–13**
Go over the questions and discuss. Ask students to do a single page at a time, and then go over the questions.

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

#### Day 2

**Review and Assess**
*Common Core Coach Domain 3 Review*
- Teacher’s Manual p. 108

**Questions 14–23 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 101. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Always, Sometimes, Never) on p. 101. See Progression Chart on pp. 42–43 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 3.

**Differentiation Options**
Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 22 and 23.

#### Day 3

**Review and Assess**
*Common Core Coach Domain 3 Assessment*
- Assessments pp. 22–24; 40 min.
- Assessments Answer Keys p. 10

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

**Differentiation Options**
Provide extra time and assistance for students who qualify.

#### Day 4

**Review and Assess**
*Common Core Coach Domain 3 Assessment*
- Assessments pp. 25–29; 40 min.
- Assessments Answer Keys p. 10–12

**Questions 16–20**
Provide clear explanation of questions.

**Differentiation Options**
Provide extra time and assistance for students who qualify.

#### Domain 4: Geometry

**Lesson Focus**
*Common Core Coach Lesson 18: Scale Drawings*
- EL Adaptations Lesson 18

**Understand**
See Before the Lesson. Add more examples of scale drawings. Ask: Where do we find scale drawings?

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for PLUG IN: Build Background Introduce and Model, pp. 106–107. 10 min.
- Readiness for Common Core below level, above level
<table>
<thead>
<tr>
<th>Week 19</th>
<th>Week 20</th>
</tr>
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</table>
| **Day 1** | **Lesson Focus**
*Common Core Coach Lesson 18: Scale Drawings*
- EL Adaptations Lesson 18

**Connect**
See p. 107 of Common Core Support Coach Teacher's Manual for a useful suggestion for EL.

**Differentiation Options**
- Readiness for Common Core below level above level

| **Day 2** | **Lesson Focus**
*Common Core Coach Lesson 18: Scale Drawings*
- EL Adaptations Lesson 18

**Example A**
Ask: where do we hear the word scale outside of math class? Discuss. Remind students of the Math Tool for formulas for area.

**Differentiation Options**
- Readiness for Common Core below level above level

| **Day 3** | **Lesson Focus**
*Common Core Coach Lesson 18: Scale Drawings*
- EL Adaptations Lesson 18

**Example B**
See Before the Lesson. See also: note for EL on p. 106 of Common Core Support Coach Teacher's Manual.

**Differentiation Options**
- Readiness for Common Core below level above level

| **Day 4** | **Lesson Focus**
*Common Core Coach Lesson 18: Scale Drawings*
- EL Adaptations Lesson 18

**Practice**
Read each word problem to students if necessary, and make sure all directions are clear.

**Differentiation Options**
- Readiness for Common Core below level above level

| **Day 5** | **Lesson Focus**
*Common Core Coach Lesson 19: Drawing Geometric Shapes*
- EL Adaptations Lesson 19

**Before the Lesson**
See Before the Lesson. Explain the roles of protractor and ruler. Observe students as they make drawings. Review the meaning of measure of an angle.

**Differentiation Options**
- Understanding the Protractor Expect a few students to have difficulty with using a protractor. Explain carefully the methodology and purpose of this instrument. Provide many examples of angles. 10 min.
- Readiness for Common Core below level above level

| **Day 2** | **Lesson Focus**
*Common Core Coach Lesson 19: Drawing Geometric Shapes*
- EL Adaptations Lesson 19

**Connect**
Read the instructions for this page so all steps are clearly understood. Point out the right triangle. Move slowly through this page. Add additional examples to make the use of ruler and protractor comfortable.

**Differentiation Options**
- Practice Drawing Figures Offer a variety of figures to draw with ruler and protractor. 10 min.
- Readiness for Common Core below level above level

| **Day 3** | **Lesson Focus**
*Common Core Coach Lesson 19: Drawing Geometric Shapes*
- EL Adaptations Lesson 19

**Practice**
Move through this Practice in sections, the first 2 Questions, then 2 more, each time checking student work.

**Differentiation Options**
- Practice Drawing Figures Offer a variety of figures to draw with ruler and protractor. For extra challenges: Questions 11 and 12 of Common Core Coach. 10 min.
- Readiness for Common Core below level above level

| **Day 4** | **Lesson Focus**
*Common Core Coach Lesson 20: Examining Cross Sections of Three-Dimensional Figures*
- EL Adaptations Lesson 20

**Before the Lesson**
The vocabulary list is long. Even though students may have heard a few of the three-dimensional figures before, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

**Differentiation Options**
- Name that Figure Describe in words one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.
- Readiness for Common Core below level above level

| **Day 5** | **Lesson Focus**
*Common Core Coach Lesson 20: Examining Cross Sections of Three-Dimensional Figures*
- EL Adaptations Lesson 20

**Understand**
Continue to work on the vocabulary list. The word cross section is especially important. Ask students to use this word in sentences.

**Differentiation Options**
- Name that Figure Show a model of one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.
- Readiness for Common Core below level above level
### Week 21

#### Day 1

**Lesson Focus**
**Common Core Coach Lesson 20: Examining Cross Sections of Three-Dimensional Figures**
- **Teacher’s Manual** pp. 62–63; 30 min.
- **EL Adaptations Lesson 20**

**Connect**
Have students mastered cross section? Ask where else can you use this word?

**Differentiation Options**
- **Name that Cross Section** Show a model of one of the three-dimensional figures and ask students to identify the cross-section figure that results when a plane cuts it at various places. 10 min.
- **Readiness for Common Core** below level, above level

#### Day 2

**Lesson Focus**
**Common Core Coach Lesson 20: Examining Cross Sections of Three-Dimensional Figures**
- **Teacher’s Manual** pp. 62–63; 30 min.
- **EL Adaptations Lesson 20**

**Practice**
Read each problem to students if necessary, and make sure all directions are clear.

**Differentiation Options**
- **Name that Cross Section** Show additional models of one of the three-dimensional figures and ask students to identify the cross-section figure that results when a plane cuts the three-dimensional figure at various places. 10 min.
- **Readiness for Common Core** below level, above level

#### Day 3

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 20 min.
- **EL Adaptations Lesson 21**

**Before the Lesson**
See Before the Lesson. Make sure the three words on the list are easily recognized. Add diameter to the list and describe it. See p. 114 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Build Background, pp. 114–115; 20 min.
- **Readiness for Common Core** below level, above level

#### Day 4

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 21**

**Understand**
This Example suggests that a real circle be cut into eight congruent wedges. Do that to make all on this page clear, and follow the rest of the Understanding to conclusion. Explain congruent. Make sure the number $\pi$ is understood and that students understand formulas. See p. 116 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.

**Differentiation Options**
- **Readiness for Common Core** below level, above level

#### Day 5

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 21**

**Connect**
Explain approximate for finding circumference and area. Expand further on $\pi$ and the use of formulas. See Math Tools. See p. 119 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** for POWER UP: Model Application, pp. 116–117. 10 min.
- **Readiness for Common Core** below level, above level

### Week 22

#### Day 1

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 21**

**Example**
Study this Example as it illustrates working backwards to find the radius (from the circumference) first before computing the area. Step this off carefully.

**Differentiation Options**
- **Readiness for Common Core** below level, above level

#### Day 2

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 21**

**Practice**
See p. 117 of Common Core Support Coach Teacher’s Manual – Observation-Action table. Read problems to students and ask questions about what problems are asking for.

**Differentiation Options**
- **Readiness for Common Core** below level, above level

#### Day 3

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 20 min.
- **EL Adaptations Lesson 21**

#### Day 4

**Lesson Focus**
**Common Core Coach Lesson 21: Area and Circumference of Circles**
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 21**

#### Day 5

**Lesson Focus**
**Common Core Coach Lesson 22: Angle Pairs**
- **Teacher’s Manual** pp. 66–67; 20 min.
- **EL Adaptations Lesson 22**

**Understand**
See the Before the Lesson. Go over the four vocabulary words. Add vertex, and these angles: right, straight, obtuse, and acute. Ask students to relate them to each other; e.g., how are supplementary and complementary angles related to adjacent angles? Ask students to draw diagrams for each word.

**Differentiation Options**
- **Angle Pair Cards** Hand out cards with diagrams depicting the different figures of this Lesson. Ask students to identify each figure. Add more figures such as radius, circumference, diameter, and different polygons previously studied. 20 min.
- **Readiness for Common Core** below level, above level

#### Day 6

**Lesson Focus**
**Common Core Coach Lesson 22: Angle Pairs**
- **Teacher’s Manual** pp. 66–67; 30 min.
- **EL Adaptations Lesson 22**

**Connect**
Go over the all vocabulary words. Ask students to draw examples of each. Ask students to draw diagrams for each word.

**Differentiation Options**
- **Angle Pair Cards** Hand out cards with diagrams depicting the different figures of this Lesson. Ask students to identify each figure. Add additional figures previously studied such as radius, circumference, diameter, and different polygons. Add a question similar to the TRY on p. 125 of Common Core Coach. 10 min.
- **Readiness for Common Core** below level, above level

#### Day 7

**Lesson Focus**
**Common Core Coach Lesson 22: Angle Pairs**
- **Teacher’s Manual** pp. 66–67; 30 min.
- **EL Adaptations Lesson 22**

**Example**
Make sure students draw a diagram for this Example. Review how to solve an equation. Review the meaning of measure of an angle.

**Differentiation Options**
- **Show Additional Examples** Write problems similar to those of this Example. This means show no diagrams and equations require solutions. Help students get started by going over at least one of these.
- **Readiness for Common Core** below level, above level
<table>
<thead>
<tr>
<th>Week 23</th>
<th>Week 24</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
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<tr>
<td><strong>Lesson Focus</strong></td>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td><em>Common Core Coach Lesson 22: Angle Pairs</em></td>
<td><em>Common Core Coach Lesson 23: Problem Solving: Area and Surface Area of Composite Figures</em></td>
</tr>
<tr>
<td>- EL Adaptations Lesson 22</td>
<td>- EL Adaptations Lesson 23</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>Read at least the problem and explain the diagram. Since it is Problem Solving, remind students of the 4-step process.</td>
<td>See note for EL on p. 128 of <em>Common Core Support Coach Teacher's Manual</em></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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</tr>
<tr>
<td>- Show Additional Examples Seek other real world situations that utilize angle pairs, such as analog clock faces, forks in a roadway, and fences. 10 min.</td>
<td>- Common Core Support Coach Teacher's Manual for READY TO GO: Problem Solving, pp. 126–129, 15 min.</td>
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<tr>
<td>- Readiness for Common Core below level above level</td>
<td>- Readiness for Common Core below level above level</td>
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<td><strong>Lesson Focus</strong></td>
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<td><em>Common Core Coach Lesson 22: Angle Pairs</em></td>
<td><em>Common Core Coach Lesson 23: Problem Solving: Volume of Three-Dimensional Figures</em></td>
</tr>
<tr>
<td>- EL Adaptations Lesson 22</td>
<td>- EL Adaptations Lesson 24</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Go over the vocabulary of the Lesson to make sure students have mastered the full meaning of each word. If necessary, explain each word problem clearly to students.</td>
<td>See Before the Lesson. Explain the formula $V = bh$, and explain what composite solids means. See note for EL on p. 124 of <em>Common Core Support Coach Teacher's Manual</em></td>
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<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td><strong>Day 3</strong></td>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td><em>Common Core Coach Lesson 23: Problem Solving: Area and Surface Area of Composite Figures</em></td>
<td><em>Common Core Coach Lesson 24: Problem Solving: Volume of Three-Dimensional Figures</em></td>
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<tr>
<td><strong>Before the Lesson</strong></td>
<td><strong>Before the Lesson</strong></td>
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<td><strong>Differentiation Options</strong></td>
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<td><strong>Lesson Focus</strong></td>
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<td><em>Common Core Coach Lesson 23: Problem Solving: Area and Surface Area of Composite Figures</em></td>
<td><em>Common Core Coach Lesson 24: Problem Solving: Volume of Three-Dimensional Figures</em></td>
</tr>
<tr>
<td>- EL Adaptations Lesson 23</td>
<td>- EL Adaptations Lesson 24</td>
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<tr>
<td><strong>Office Carpeting</strong></td>
<td><strong>An Arrangement of Cubes</strong></td>
</tr>
<tr>
<td>See note for EL on p. 134 of <em>Common Core Support Coach Teacher's Manual</em>.</td>
<td>Make sure congruent is understood. This concept comes up often, so make it clear for both two-dimensional and three-dimensional figures. See note for EL on p. 127 of <em>Common Core Support Coach Teacher's Manual</em>.</td>
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<tr>
<td><strong>Differentiation Options</strong></td>
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<td>- Readiness for Common Core below level above level</td>
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<tr>
<td><strong>Day 5</strong></td>
<td><strong>Day 5</strong></td>
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<td><strong>Lesson Focus</strong></td>
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<tr>
<td><em>Common Core Coach Lesson 23: Problem Solving: Area and Surface Area of Composite Figures</em></td>
<td><em>Common Core Coach Lesson 24: Problem Solving: Volume of Three-Dimensional Figures</em></td>
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<tr>
<td>- EL Adaptations Lesson 23</td>
<td>- EL Adaptations Lesson 24</td>
</tr>
<tr>
<td><strong>Face Painting</strong></td>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>Explain faces of a cube by showing a cube, and make clear what the surface area of a cube is. Note that in this problem not all the faces will be painted (Cube C, while it has 6 faces, will have only 4 faces painted.)</td>
<td>Review vocabulary words on p. 62 of <em>Common Core Coach Teacher's Manual</em>. Ask students to explain each word with the help of geometric models. Read and explain Questions to make sure they are clearly understood.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<td>- Readiness for Common Core below level above level</td>
<td>- Readiness for Common Core below level above level</td>
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### Lesson Focus

#### Domain 5: Statistics and Probability

**Lesson Focus**
- **Common Core Coach**
- **Lesson 25: Understanding Sampling**
  - Teacher’s Manual pp. 74–75; 20 min.
  - EL Adaptations Lesson 25

**Understanding-Connect**
Review vocabulary words on p. 74 of Teacher’s Manual. Ask students to explain each word with the help of examples. Explain in particular *biased* and *random sample*. See before the Lesson.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for POWER UP: Build Background pp. 132–133. 20 min.
- Readiness for Common Core below level above level

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**Lesson Focus**
- **Common Core Coach**
- **Lesson 26: Using Mean and Mean Absolute Value**
  - Teacher’s Manual pp. 76–77; 20 min.
  - EL Adaptations Lesson 26

**Before the Lesson**
See Before the Lesson. Add additional examples to compute mean, median, and range. Ask: how are *mean* and *median* related?

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for PLUG IN: Build Background pp. 130–131. 20 min.
- Readiness for Common Core below level above level

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**Lesson Focus**
- **Common Core Coach**
- **Lesson 25: Understanding Sampling**
  - Teacher’s Manual pp. 74–75; 30 min.
  - EL Adaptations Lesson 30

**Practice**

**Differentiation Options**
- Readiness for Common Core below level above level

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Week 25

| Day 1 | Review and Assess **Common Core Coach**
| Domain 4 Review |
| --- | --- |
| **Questions 1–12** |
| Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4. |
| **Differentiation Options** |
| Ask students to do a single page at a time, and then go over the questions. |

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<table>
<thead>
<tr>
<th>Day 2</th>
<th>Review and Assess <strong>Common Core Coach</strong> Domain 4 Review</th>
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<tbody>
<tr>
<td><strong>Questions 14–23 &amp; Performance Task</strong></td>
<td></td>
</tr>
<tr>
<td>Go over the questions and discuss. Pay special attention to the Performance Task on p. 141. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Exploring Composite Solids) on p. 141. See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4.</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td></td>
</tr>
<tr>
<td>Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 15 and 16.</td>
<td></td>
</tr>
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</table>

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<table>
<thead>
<tr>
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<td><strong>Questions 1–20</strong></td>
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<tr>
<td>Provide extra time for assessments and provide readers to read word problems to students.</td>
<td></td>
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<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>Provide extra time and assistance for students who qualify.</td>
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<table>
<thead>
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<td><strong>Questions 21–25</strong></td>
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<td>Provide clear explanation of questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>Provide extra time and assistance for students who qualify.</td>
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</table>

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**Domain 5: Statistics and Probability**

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<td><strong>Lesson 25: Understanding Sampling</strong></td>
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<tr>
<td></td>
<td>Teacher’s Manual pp. 74–75; 20 min.</td>
</tr>
<tr>
<td></td>
<td>EL Adaptations Lesson 25</td>
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</tbody>
</table>

**Example A**
Review again vocabulary words on p. 74 of Teacher’s Manual. Ask students to offer an example of a *biased sample* and a *random sample*.

**Differentiation Options**
- Readiness for Common Core below level above level

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**Lesson Focus**
- **Common Core Coach**
- **Lesson 26: Using Mean and Mean Absolute Value**
  - Teacher’s Manual pp. 76–77; 30 min.
  - EL Adaptations Lesson 26

**Before the Lesson**
See Before the Lesson. Add additional examples to compute mean, median, and range. Ask: how are *mean* and *median* related?

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual for PLUG IN: Introduce and Model. pp. 130–131. 10 min.
- Readiness for Common Core below level above level
### Week 27

#### Day 1

**Lesson Focus**  
*Common Core Coach Lesson 26: Using Mean and Mean Absolute Value*  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 26

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Model Application (A, B), pp. 130–131. 10 min.  
- Readiness for Common Core below level above level

**Example A**  
There is much to decipher on these pages, so make sure that the tables, data, and computations are understood. See note for EL on p. 132 of *Common Core Support Coach Teacher’s Manual.*

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Support Discussion, pp. 130–131. 10 min.  
- Readiness for Common Core below level above level

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#### Day 2

**Lesson Focus**  
*Common Core Coach Lesson 26: Using Mean and Mean Absolute Value*  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 26

**Example A**  
Notice that this Example is asking to bring back the box-and-whisker plot, but as a double plot to compare two sets of data.

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Model Application (A, B), pp. 130–131. 10 min.  
- Readiness for Common Core below level above level

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#### Day 3

**Lesson Focus**  
*Common Core Coach Lesson 26: Using Mean and Mean Absolute Value*  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 26

**Practice**  
Are the questions clear? If not have them read out loud, and provide further clarity about the questions. See note for EL on p. 132 of *Common Core Support Coach Teacher’s Manual.*

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Practice and Assess, pp. 130–131. 10 min.  
- Readiness for Common Core below level above level

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#### Day 4

**Lesson Focus**  
*Common Core Coach Lesson 27: Making Comparative Inferences about Two Populations*  
- Teacher’s Manual pp. 78–79; 20 min.  
- EL Adaptations Lesson 27

**Before the Lesson**  
See Before the Lesson. Add examples to compute mean and mean absolute deviation (MAD). Ask: are these related? What is a population? Give further examples of a population.

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Introduce and Model, pp. 146–147. 20 min.  
- Readiness for Common Core below level above level

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#### Day 5

**Lesson Focus**  
*Common Core Coach Lesson 27: Making Comparative Inferences about Two Populations*  
- Teacher’s Manual pp. 78–79; 30 min.  
- EL Adaptations Lesson 27

**Understand**  
There is much to tease out here what with much data and many graphs, so make sure there is help for students who need it. Walk through each step of Understand as it deal with changes in Team B. Explain the meaning of the difference of the means divided by MAD.

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Model Application (A, B), pp. 146–147. 10 min.  
- Readiness for Common Core below level above level

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### Week 28

#### Day 1

**Lesson Focus**  
*Common Core Coach Lesson 27: Making Comparative Inferences about Two Populations*  
- Teacher’s Manual pp. 78–79; 30 min.  
- EL Adaptations Lesson 27

**Connect**  
Here the data is shown in tables, so make sure these are clear. Likewise, note how the data is transferred from a table to a data plot, so provide help when necessary to make sure this transfer is understood.

**Differentiation Options**  
- Readiness for Common Core below level above level

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#### Day 2

**Lesson Focus**  
*Common Core Coach Lesson 27: Making Comparative Inferences about Two Populations*  
- Teacher’s Manual pp. 78–79; 30 min.  
- EL Adaptations Lesson 27

**Practice**  
Although this lesson does not introduce any new words, it uses many from recent Lessons, so make sure all are clear. Illustrate each word with an example. Tables and graphs may need explaining.

**Differentiation Options**  
- Readiness for Common Core below level above level

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#### Day 3

**Lesson Focus**  
*Common Core Coach Lesson 28: Understanding Probability*  
- Teacher’s Manual pp. 80–81; 20 min.  
- EL Adaptations Lesson 28

**Before the Lesson**  
Make sure the new vocabulary is understood via examples. Use the Before the lesson and add more examples elicited from students.

**Differentiation Options**  
- Readiness for Common Core below level above level

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#### Day 4

**Lesson Focus**  
*Common Core Coach Lesson 28: Understanding Probability*  
- Teacher’s Manual pp. 80–81; 30 min.  
- EL Adaptations Lesson 28

**Understand**  
Distinguish by further examples the difference between probability and experimental probability. See p. 138 of *Common Core Support Coach Teacher’s Manual* for a useful tip for EL.

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual for PLUG IN: Introduce and Model, pp. 138–139. 10 min.  
- Readiness for Common Core below level above level

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#### Day 5

**Lesson Focus**  
*Common Core Coach Lesson 28: Understanding Probability*  
- Teacher’s Manual pp. 80–81; 30 min.  
- EL Adaptations Lesson 28

**Connect**  
Explain every step of this example of experimental probability and show its contrast to the theoretical probability shown in Understand. Make the reading clear as there is much to digest here.

**Differentiation Options**  
- Readiness for Common Core below level above level
<table>
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<th>Practice</th>
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<tr>
<td></td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 28: Understanding Probability</strong>&lt;br&gt;Teacher's Manual pp. 80–81; 30 min.&lt;br&gt;EL Adaptations Lesson 28</td>
<td>below level</td>
<td>Help with each section of Practice to make sure instructions are clear.</td>
<td>● <strong>Differentiation Options</strong>&lt;br&gt;<strong>Common Core Support Coach Teacher’s Manual</strong> for PLUG IN: Practice and Assess, pp. 138–139; 15 min.&lt;br&gt;<strong>Readiness for Common Core</strong> below level above level</td>
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<td></td>
<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 29: Probabilities of Simple Events</strong>&lt;br&gt;Teacher's Manual pp. 82–83; 20 min.&lt;br&gt;EL Adaptations Lesson 29</td>
<td>below level</td>
<td>Read the directions to each section to make sure that they are clear. Review all words on the Vocabulary list.</td>
<td>● <strong>Differentiation Options</strong>&lt;br&gt;<strong>Common Core Support Coach Teacher’s Manual</strong> for PLUG IN: Practice and Assess, pp. 146–147. Extra challenge: p. 175 Question 14, of Common Core Coach. 10 min.&lt;br&gt;<strong>Readiness for Common Core</strong> below level above level</td>
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<td>Readiness for Common Core</td>
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<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 29: Probabilities of Simple Events</strong>&lt;br&gt;Teacher's Manual pp. 82–83; 30 min.&lt;br&gt;EL Adaptations Lesson 29</td>
<td>below level</td>
<td>Review all words on the Vocabulary list.</td>
<td>● <strong>Differentiation Options</strong>&lt;br&gt;<strong>Common Core Support Coach Teacher’s Manual</strong> for PLUG IN: Introduce and Model – Introduce Concepts and Vocabulary. pp. 146–147. 10 min.&lt;br&gt;<strong>Readiness for Common Core</strong> below level above level</td>
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<td>Differentiation Options</td>
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<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 29: Probabilities of Simple Events</strong>&lt;br&gt;Teacher's Manual pp. 82–83; 30 min.&lt;br&gt;EL Adaptations Lesson 29</td>
<td>below level</td>
<td>Explain what tree diagram are and how they are used with compound events.</td>
<td>● <strong>Differentiation Options</strong>&lt;br&gt;<strong>Common Core Support Coach Teacher’s Manual</strong> for READY TO GO: Build Background. pp. 158–161. 10 min.&lt;br&gt;<strong>Readiness for Common Core</strong> below level above level</td>
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<td>Readiness for Common Core</td>
<td>Practice</td>
<td>Differentiation Options</td>
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<tr>
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<td><strong>Lesson Focus</strong>&lt;br&gt;<strong>Common Core Coach Lesson 29: Probabilities of Simple Events</strong>&lt;br&gt;Teacher's Manual pp. 82–83; 30 min.&lt;br&gt;EL Adaptations Lesson 29</td>
<td>below level</td>
<td>Here is another example of a tree diagram, but this one is used for two depend events.</td>
<td>● <strong>Differentiation Options</strong>&lt;br&gt;<strong>Common Core Support Coach Teacher’s Manual</strong> for READY TO GO: Introduce and Model, pp. 158–161. 10 min.&lt;br&gt;<strong>Readiness for Common Core</strong> below level above level</td>
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### Week 31

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<th>Common Core Coach Lesson 30: Probabilities of Compound Events</th>
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<td>Teacher's Manual</td>
<td>pp. 84–85; 30 min.</td>
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<td>Lesson 30</td>
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<td>Practice</td>
<td>Review all words on the Vocabulary list. See note about EL on p. 158 of Common Core Support Coach Teacher's Manual. Explain directions of each section of Practice.</td>
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<td>EL Adaptations</td>
<td>Lesson 31</td>
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<td></td>
<td>Before the Lesson</td>
<td>See the Before the Lesson. Explain what a simulation is, and how it will be employed to run an experiment to determine probability. Ask: what ways can you simulate rolling a die?</td>
</tr>
<tr>
<td></td>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 158–161. 10 min. Readiness for Common Core below level above level</td>
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<th>Common Core Coach Lesson 31: Simulations</th>
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<td>EL Adaptations</td>
<td>Lesson 31</td>
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<tr>
<td></td>
<td>Understand</td>
<td>Explain what a random number is and what a random number table is.</td>
</tr>
<tr>
<td></td>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model. pp. 158–161. 10 min. Readiness for Common Core below level above level</td>
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<tr>
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<td>EL Adaptations</td>
<td>Lesson 31</td>
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<tr>
<td></td>
<td>Connect</td>
<td>Check out the Math Tool Random Digits Table on p. 203 of Common Core Coach. Remind students that when using the table they can start with any number.</td>
</tr>
<tr>
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<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice. pp. 158–161. 15 min. Readiness for Common Core below level above level</td>
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<td>EL Adaptations</td>
<td>Lesson 31</td>
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<tr>
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<td>Practice</td>
<td>Explain each section of the Practice to students before they begin. Read the direction to students as needed.</td>
</tr>
<tr>
<td></td>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice. pp. 158–161. 10 min. Readiness for Common Core below level above level</td>
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### Week 32

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<td>Teacher’s Manual</td>
<td>p. 126</td>
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<tr>
<td></td>
<td>Questions 1–8</td>
<td>Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 72–73 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 5.</td>
</tr>
<tr>
<td></td>
<td>Differentiation Options</td>
<td>Ask students to do a single page at a time, and then go over the questions.</td>
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<td></td>
<td>Student Edition</td>
<td>pp. 182–183; 40 min.</td>
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<tr>
<td></td>
<td>Teacher’s Manual</td>
<td>p. 126</td>
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<tr>
<td></td>
<td>Questions 9–12 &amp; Performance Task</td>
<td>Go over the questions and discuss. Pay special attention to the Performance Task on p. 183. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Paper Cup Toss) on p. 183. See Progression Chart on pp. 72–73 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 5.</td>
</tr>
<tr>
<td></td>
<td>Differentiation Options</td>
<td>Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 11 and 12.</td>
</tr>
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<td>Questions 1–20</td>
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