<table>
<thead>
<tr>
<th>Day 1</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 1: Understanding Rational and Irrational Numbers</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 18–19; 20 min.</td>
<td></td>
</tr>
<tr>
<td>Before the Lesson</td>
<td>See Before the Lesson, and continue a review of the different sets of numbers—whole numbers, integers, rational numbers, and irrational numbers. Explain how each set is related to each other.</td>
<td></td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 2–3 PLUG IN: Build Background. 20 min.</td>
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<td></td>
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<tr>
<td></td>
<td>Teacher’s Manual pp. 18–19; 30 min.</td>
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<tr>
<td></td>
<td>EL Adaptations Lesson 1</td>
<td></td>
</tr>
<tr>
<td>Understand-Connect</td>
<td>Explain the definitions of the different sets of numbers. Expand on the diagram of the set of real numbers shown on the Understand page. You can add additional examples that explain the language of the number systems.</td>
<td></td>
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<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 2–3 for PLUG IN: Introduce and Model. 10 min.</td>
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<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 4–5 for POWER UP: Build Background. 10 min.</td>
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<tr>
<th>Day 4</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 1: Understanding Rational and Irrational Numbers</th>
</tr>
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<tbody>
<tr>
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<td>Teacher’s Manual pp. 18–19; 30 min.</td>
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<tr>
<td></td>
<td>EL Adaptations Lesson 1</td>
<td></td>
</tr>
<tr>
<td>Example C</td>
<td>Help students get started with TRY, bottom of Example C.</td>
<td></td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 4–5 for POWER UP: Introduce and Model. 10 min.</td>
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<tr>
<td></td>
<td>Teacher’s Manual pp. 18–19; 30 min.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EL Adaptations Lesson 1</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>See EL note on p. 4 of Common Core Support Coach Teacher’s Manual. Make sure each section of Practice is clear.</td>
<td></td>
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<td></td>
<td>Readiness for Common Core below level above level</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 2: Estimating the Value of Irrational Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 20–21; 20 min.</td>
<td></td>
</tr>
<tr>
<td>Before the Lesson</td>
<td>Carefully explain the discussion about why the squares of 2 and 3 are the two integers that will get the approximation started in the Before The Lesson. Choosing the right integers to approximate can save a great deal of time. Calculators are essential throughout this Lesson.</td>
<td></td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 6–9 for READY TO GO: Build Background. 20 min.</td>
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<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 20–21; 25 min.</td>
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<tr>
<td></td>
<td>EL Adaptations Lesson 2</td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td>Carefully explain the discussion about why the squares of 3.4 and 3.5 were chosen in the Before The Lesson. Choosing the right decimals to approximate can save a great deal of time. Calculators are essential.</td>
<td></td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 6–9 for READY TO GO: Introduce and Model. 15 min.</td>
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<td></td>
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<tr>
<td></td>
<td>Teacher’s Manual pp. 20–21; 25 min.</td>
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<tr>
<td></td>
<td>EL Adaptations Lesson 2</td>
<td></td>
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<tr>
<td>Connect</td>
<td>Discuss why 2 and 3 are chosen; and why the sequence in Step 2 begins with 2.6. Make sure all language here is clear. See useful EL note on page 6 of Common Core Support Coach Teacher’s Manual.</td>
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<td>Readiness for Common Core below level above level</td>
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<th>Day 3</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 2: Estimating the Value of Irrational Expressions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 20–21; 30 min.</td>
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<tr>
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<td>EL Adaptations Lesson 2</td>
<td></td>
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<tr>
<td>Practice</td>
<td>Begin Practice by explaining what is required for each section. Use your calculator as often as you need to. The Observation-Action chart on p. 9 should help detect problems and help solve them.</td>
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<thead>
<tr>
<th>Day 4</th>
<th>Lesson Focus</th>
<th>Common Core Coach Domain 1 Review</th>
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<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 16–17; 40 min.</td>
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<tr>
<td></td>
<td>Student Edition pp. 16–17; 40 min.</td>
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<tr>
<td>Questions 1–20</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. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td></td>
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<tr>
<td>Differentiation Options</td>
<td>Support Coach Teacher’s Manual pp. 16–17; 40 min.</td>
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<tr>
<td>Week 3</td>
<td>Week 4</td>
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<tr>
<td><strong>Review and Assess</strong>&lt;br&gt;Common Core Coach Domain 1 Review&lt;br&gt;• Student Edition pp. 18–19; 40 min.&lt;br&gt;• Teacher’s Manual p. 91</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 3: Applying Properties of Exponents&lt;br&gt;• Teacher’s Manual pp. 24–25; 30 min.&lt;br&gt;• EL Adaptations Lesson 3</td>
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<tr>
<td><strong>Questions 21–34 &amp; Performance Task</strong>&lt;br&gt;Go over the questions and discuss. Pay special attention to the Performance Task on p. 19. 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 (Approximating Circumference) on p. 19. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td><strong>Practice</strong>&lt;br&gt;Every section here needs to be clearly understood even if the problems look simple. They are not.</td>
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<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 33 and 34.</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Check Understanding&lt;br&gt;Choose odd questions and ask students to explain how they got their answers to these. This will allow for an opportunity to see how much understanding students have of what looks like a set of easy questions. Note extra challenges: Questions 27 and 28. 10 min.</td>
<td></td>
</tr>
<tr>
<td><strong>Review and Assess</strong>&lt;br&gt;Common Core Coach Domain 1 Assessment&lt;br&gt;• Assessments pp. 4–11; 40 min.&lt;br&gt;• Assessments Answer Keys pp. 4–5</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 4: Understanding Square and Cube Roots&lt;br&gt;• Teacher’s Manual pp. 25–26; 25 min.&lt;br&gt;• EL Adaptations Lesson 4</td>
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</tr>
<tr>
<td><strong>Questions 1–20</strong>&lt;br&gt;Provide extra time for assessments and provide readers to read word problems to students.</td>
<td><strong>Before the Lesson</strong>&lt;br&gt;Make sure students are acquainted with square roots of numbers; review square roots of square numbers so they have a feeling for inverses. See Before the Lesson.</td>
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</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Provide extra time and assistance for students who qualify. Since Domain 1 is short (only two lessons), Domain 1 Assessment is short and takes only one day. All other Domain Assessments take two days.</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher’s Manual pp. 10–11 for PLUG IN: Build Background. 15 min.&lt;br&gt;• Readiness for Common Core below level above level</td>
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<tr>
<td><strong>Domain 2: Expressions and Equations</strong>&lt;br&gt;Lesson Focus&lt;br&gt;Common Core Coach Lesson 3: Applying Properties of Exponents&lt;br&gt;• Teacher’s Manual pp. 24–25; 30 min.&lt;br&gt;• EL Adaptations Lesson 3</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 4: Understanding Square and Cube Roots&lt;br&gt;• Teacher’s Manual pp. 25–26; 25 min.&lt;br&gt;• EL Adaptations Lesson 4</td>
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<tr>
<td><strong>Before the Lesson</strong>&lt;br&gt;See Before the Lesson. Make sure to reinforce the two words base and exponent asking students to show examples of each one.</td>
<td><strong>Understand</strong>&lt;br&gt;Go over critical vocabulary and distinguish between principal square root and square root. Alert students to the Glossary where they can find definitions of all words used in the Lessons.</td>
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</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Understanding Exponentiation Break down all exponential expressions to their meaning, e.g., $7^2 = 7 \times 7$; and start with repeated multiplication to write an exponential expression, e.g., $2 \times 2 \times 2 \times 2 \times 2 = 2^5$. 20 min.</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher’s Manual pp. 12–13 for POWER UP: Build Background. 15 min.&lt;br&gt;• Readiness for Common Core below level above level</td>
<td></td>
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<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 3: Applying Properties of Exponents&lt;br&gt;• Teacher’s Manual pp. 24–25; 30 min.&lt;br&gt;• EL Adaptations Lesson 3</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 4: Understanding Square and Cube Roots&lt;br&gt;• Teacher’s Manual pp. 25–26; 25 min.&lt;br&gt;• EL Adaptations Lesson 4</td>
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<tr>
<td><strong>Understand</strong>&lt;br&gt;On the Understand page, make note that the diagram shows two paths, one with a positive exponent, and one with a negative exponent. Point out the differences down both columns.</td>
<td><strong>Connect</strong>&lt;br&gt;Move through each of the first two steps at the top carefully; repeat the same steps with another example. Do the same with the cubic equation.</td>
<td></td>
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<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Exponent Expression Cards Hand out index cards with a variety of exercises about positive and negative exponents, working both ways from expression to multiplication/division and reverse. If these are ordered in some way by difficulty then they can serve to advance students from easier to more difficult computations and understandings. 10 min.</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher’s Manual pp. 12–13 for POWER UP: Introduce and Model. 15 min.&lt;br&gt;• Readiness for Common Core below level above level</td>
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<tr>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 3: Applying Properties of Exponents&lt;br&gt;• Teacher’s Manual pp. 24–25; 30 min.&lt;br&gt;• EL Adaptations Lesson 3</td>
<td><strong>Lesson Focus</strong>&lt;br&gt;Common Core Coach Lesson 4: Understanding Square and Cube Roots&lt;br&gt;• Teacher’s Manual pp. 25–26; 30 min.&lt;br&gt;• EL Adaptations Lesson 4</td>
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<tr>
<td><strong>Connect</strong>&lt;br&gt;The Connect page shows the rules of multiplying and dividing two exponential expressions that have the same bases. Explain these carefully.</td>
<td><strong>Practice</strong>&lt;br&gt;It is important to read these questions to students so that each one is clear and understood before students get started. A designated appropriate reader among the students might work.</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation Options</strong>&lt;br&gt;Exponent Expression Cards Hand out index cards with a variety of exercises applying the rules for multiplying and dividing exponential expressions. If ordered in some way by difficulty then these cards can serve to advance students from easier to more difficult computations and understandings. 10 min.</td>
<td><strong>Differentiation Options</strong>&lt;br&gt;Common Core Support Coach Teacher’s Manual pp. 14–17 for READY TO GO: Support Independent Practice (1–8). Extra challenges: see Questions 30 and 31 of Common Core Coach 10 min.</td>
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<tr>
<td>Week 5</td>
<td>Week 6</td>
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</table>
| **Day 1** | **Lesson Focus** Common Core Coach Lesson 5: Scientific Notation  
EL Adaptations Lesson 5 | **Lesson Focus** Common Core Coach Lesson 6: Using Scientific Notation  
EL Adaptations Lesson 6 |
| **Before the Lesson** | **Example C Example D**  
See Before the Lesson. Accent powers of 10 (positive and negative exponents) and their decimal representation with examples. Make sure the vocabulary is understood. | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Differentiation Options**  
Common Core Support Coach Teacher’s Manual pp. 18–19 for PLUG IN: Build Background, 15 min.  
Readiness for Common Core below level above level | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Day 2** | **Lesson Focus** Common Core Coach Lesson 5: Scientific Notation  
Teacher’s Manual pp. 28–29, 30 min.  
EL Adaptations Lesson 5 | **Lesson Focus** Common Core Coach Lesson 6: Using Scientific Notation  
EL Adaptations Lesson 6 |
| **Understand** | **Example E**  
The essence of scientific notation is explained here, so walk through each step, even reading what is on this page and expanding on the main points. Review coefficient. Add further examples as necessary. | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Differentiation Options**  
Readiness for Common Core below level above level | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Day 3** | **Lesson Focus** Common Core Coach Lesson 5: Scientific Notation  
EL Adaptations Lesson 5 | **Lesson Focus** Common Core Coach Lesson 6: Using Scientific Notation  
EL Adaptations Lesson 6 |
| **Connect** | **Problem Solving**  
Read the problem to students and make sure each step is clear. See p. 24 of Common Core Support Coach Teacher’s Manual for a useful advice for EL | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Differentiation Options**  
Common Core Support Coach Teacher’s Manual pp. 20–21 for POWER UP: Model Application (B), 10 min.  
Readiness for Common Core below level above level | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Day 4** | **Lesson Focus** Common Core Coach Lesson 5: Scientific Notation  
Teacher’s Manual pp. 28–29, 30 min.  
EL Adaptations Lesson 5 | **Lesson Focus** Common Core Coach Lesson 6: Using Scientific Notation  
EL Adaptations Lesson 6 |
| **Practice** | **Practice**  
It is never too late to make sure – see Spotlight on Mathematical Language on p. 21 of Common Core Support Coach Teacher’s Manual. | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Differentiation Options**  
Readiness for Common Core below level above level | **Differentiation Options**  
Readiness for Common Core below level above level |
| **Day 5** | **Lesson Focus** Common Core Coach Lesson 6: Using Scientific Notation  
EL Adaptations Lesson 6 | **Lesson Focus** Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships  
Teacher’s Manual pp. 32–33, 20 min.  
EL Adaptations Lesson 7 |
| **Example A Example B**  
See Before Lesson for advice on reviewing properties, as they are used when multiplying and dividing. See Example A for an application. | **Understand**  
Check out the word list on p. 32 of Teacher’s Manual to make sure understand each word. | **Differentiation Options**  
Common Core Support Coach Teacher’s Manual pp. 26–27 for PLUG IN: Model and Application (A), 20 min.  
Readiness for Common Core below level above level |
| **Differentiation Options**  
Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Build Background, 20 min.  
Readiness for Common Core below level above level | **Differentiation Options**  
Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Build Background, 20 min.  
Readiness for Common Core below level above level |
| Day 1 | Lesson Focus | Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7
| Connect | Review each word of the word list on p. 32 of Common Core Coach Teacher’s Manual.
| Differentiation Options | Common Core Support Coach Teacher’s Manual pp. 26–27 for PLUG IN: Model and Application (B). 20 min.
| Readiness for Common Core | below level above level |

| Day 2 | Lesson Focus | Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships
- Teacher’s Manual pp. 32–33; 25 min.
- EL Adaptations Lesson 7
| Example A | See p. 26 of Common Core Support Coach Teacher’s Manual for a useful tip on slope.
| Readiness for Common Core | below level above level |

| Day 3 | Lesson Focus | Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships
- Teacher’s Manual pp. 32–33; 30 min.
- EL Adaptations Lesson 7
| Example B | To illustrate the data more vividly, ask students to draw a graph for the Cost of Gasoline. Ask students to look at the graph and answer the question of the Example?
| Readiness for Common Core | below level above level |

| Day 4 | Lesson Focus | Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships
- Teacher’s Manual pp. 32–33; 30 min.
- EL Adaptations Lesson 7
| Practice | Explain all parts of Practice and work out Questions that are not clear to students. You can always use a Practice to diagnose progress and difficulties.
| Readiness for Common Core | below level above level |

| Day 5 | Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- EL Adaptations Lesson 8
| Understand | Go over all steps slowly and carefully as there is much here. Make sure the idea of the difference in y values divided by the difference in x values makes sense in terms of rate of change.
| Readiness for Common Core | below level above level |

| Week 8 | Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- EL Adaptations Lesson 8
| Connect | Ask: what is slope of a line? Explain that it is equal to the constant of proportionality or rate of change. See advice for EL, p. 34 of Common Core Support Coach Teacher’s Manual.
| Readiness for Common Core | below level above level |

| Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- EL Adaptations Lesson 8
| Example | See p. 36 of Common Core Support Coach Teacher’s Manual for a useful tip for EL.
| Readiness for Common Core | below level above level |

| Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- EL Adaptations Lesson 8
| Problem Solving | Remind students of the 4-step process for solving problems. See p. 38 of Common Core Support Coach Teacher’s Manual for a useful tip for EL.
| Differentiation Options | Common Core Support Coach Teacher’s Manual pp. 38–41 for READY TO GO: Problem Solving. 10 min.
| Readiness for Common Core | below level above level |

| Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8
| Practice | Each section asks different questions, so be prepared to instruct students on what is coming for each section of Practice.
| Readiness for Common Core | below level above level |

| Lesson Focus | Common Core Coach Lesson 8: Relating Slope and y-intercept to Linear Equations
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8
| Before the Lesson | This time solving takes two steps, so show examples of one-step and two-step solutions so this difference is clear. Actually, there are often a few preliminary steps that are not counted, such as combining like terms, or rearranging terms.
| Differentiation Options | Common Core Support Coach Teacher’s Manual pp. 44–45 for POWER UP: Build Background. 20 min.
| Readiness for Common Core | below level above level |
### Week 10

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td></td>
<td>Example A</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 50–51 for PLUG IN: Model Application (A), 10 min.</td>
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<tr>
<th>Day 2</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 9: Solving Equations in One Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 35–36; 30 min.</td>
<td></td>
</tr>
<tr>
<td>Connect</td>
<td></td>
<td>Example B</td>
</tr>
<tr>
<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 44–45 for POWER UP: Introduce and Model, 10 min.</td>
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<th>Common Core Coach Lesson 9: Solving Equations in One Variable</th>
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<tbody>
<tr>
<td></td>
<td>Teacher’s Manual pp. 35–36; 30 min.</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
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<th>Day 4</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically</th>
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<tr>
<td>Understand</td>
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<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 50–51 for PLUG IN: Build Background, 10 min.</td>
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<th>Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically</th>
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<tr>
<td>Connect</td>
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<td>Differentiation Options</td>
<td>Common Core Support Coach Teacher’s Manual pp. 50–51 for PLUG IN: Introduce Concepts and Vocabulary, 20 min.</td>
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</table>
### Week 11

#### Day 1

**Lesson Focus**

**Common Core Coach Lesson 11: Solving Systems of Two Linear Equations Algebraically**
- EL Adaptations Lesson 11

**Example C**

Another way to solve a system is by substitution, and students need to understand how to do both methods. Make sure students practice with a variety of equations.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 52–53 for POWER UP: Model Application (A); 15 min.
- Readiness for Common Core: below level | above level

#### Day 2

**Lesson Focus**

**Common Core Coach Lesson 11: Solving Systems of Two Linear Equations Algebraically**
- EL Adaptations Lesson 11

**Example D**

Advise students: do not rush through this Example as it is tricky. Help students throughout this Example, step by step.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 52–53 for POWER UP: Model Application (B); 15 min.
- Readiness for Common Core: below level | above level

#### Day 3

**Lesson Focus**

**Common Core Coach Lesson 11: Solving Systems of Two Linear Equations Algebraically**
- Teacher’s Manual pp. 40–41; 30 min.
- EL Adaptations Lesson 11

**Practice**

Advise students: do not rush through these Questions, and try to make sure that all work is done carefully as there are so many opportunities for error.

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

#### Day 4

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

**Before the Lesson**

Go over the ways to solve systems of equations. (These are basically found in Lessons 10 and 11.) Review with examples, again asking students to be careful with the variety of moves necessary that can easily lead to error.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Build Background, 20 min.
- Readiness for Common Core: below level | above level

#### Day 5

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 30 min.
- EL Adaptations Lesson 12

**Nina’s Wallet**

Help with the writing of the equations after students understand what needs to be done to find a solution to the problem. Then help solving the equations making each step clear.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Introduce and Model, 10 min.
- Readiness for Common Core: below level | above level

### Week 12

#### Day 1

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 30 min.
- EL Adaptations Lesson 12

**Ralph’s Deli**

Help students decipher the reasons why each equation is chosen for the system of equations. Remind students to think of translating words into algebraic expressions. See p. 95 of Coach Teacher’s Manual for useful EL advice.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level

#### Day 2

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

**Practice**

Read as much of each problem as is necessary to make sure students understand what needs to be done, then help with the writing of equations. Follow the 4–step process for solving problems.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level

#### Day 3

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

**Questions 1–21**

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

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level

#### Day 4

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

**Questions 22–30 & Performance Task**

Go over the questions and discuss. Pay special attention to the Performance Task on p. 75. 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. 22–23 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 2.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level

#### Day 5

**Lesson Focus**

**Common Core Coach Lesson 12: Problem Solving: Using Systems of Equations**
- Teacher’s Manual pp. 42–43; 30 min.
- EL Adaptations Lesson 12

**Nina’s Wallet**

Help with the writing of the equations after students understand what needs to be done to find a solution to the problem. Then help solving the equations making each step clear.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Introduce and Model, 10 min.
- Readiness for Common Core: below level | above level

**Review and Assess**

**Common Core Coach Domain 2 Review**
- Student Edition pp. 72–73; 40 min.
- Teacher’s Manual pp. 97–98

**Questions 1–21**

Go over the questions and discuss. Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 29 and 30.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level

**Review and Assess**

**Common Core Coach Domain 2 Assessment**
- Assessments pp. 12–17; 40 min.
- Assessments Answer Keys p. 6

**Questions 1–25**

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

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 54–57 for READY TO GO: Support Independent Practice (1–7); 20 min.
- Readiness for Common Core: below level | above level
## Week 13

### Day 1

**Review and Assess**

**Common Core Coach**

- Domain 2 Assessment
  - Assessments pp. 18–21; 40 min.
  - Assessments Answer Keys pp. 6–8

**Questions 26–30**

Provide clear explanation of questions.

**Differentiation Options**

Provide extra time and assistance for students who qualify.

### Domain 3: Functions

**Lesson Focus**

**Common Core Coach Lesson 13: Introducing Functions**

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

**Before the Lesson**

See Before the Lesson. Ask students to think of additional examples where a single input yields a single output. This is in contrast to situations where a single input yields many outputs.

**Differentiation Options**

- Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Build Background. 20 min.
- Readiness for Common Core below level above level

### Day 2

**Lesson Focus**

**Common Core Coach Lesson 13: Introducing Functions**

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

**Before the Lesson**

Review rate of change before students start on Practice. See p. 70 of Common Core Support Coach Teacher’s Manual for useful advice.

**Differentiation Options**

- Readiness for Common Core below level above level

### Day 3

**Lesson Focus**

**Common Core Coach Lesson 13: Introducing Functions**

- Teacher’s Manual pp. 46–47; 30 min.
- EL Adaptations Lesson 13

**Connect**

Distinguish between relation and function. See p. 58 of Common Core Support Coach Teacher’s Manual for useful EL advice.

**Differentiation Options**

- Readiness for Common Core below level above level

### Day 4

**Lesson Focus**

**Common Core Coach Lesson 13: Introducing Functions**

- Teacher’s Manual pp. 46–47; 30 min.
- EL Adaptations Lesson 13

**Practice**

Make sure students can distinguish between relations and functions. See Questions 1–6. Provide assistance with reading and interpreting Questions.

**Differentiation Options**

- Understanding why the vertical line test works is key here, so provide additional examples. Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Practice and Assess. Extra challenge: Questions 11 and 12 of Common Core Coach. 10 min.
- Readiness for Common Core below level above level

### Day 5

**Lesson Focus**

**Common Core Coach Lesson 13: Introducing Functions**

- Teacher’s Manual pp. 46–47; 30 min.
- EL Adaptations Lesson 13

**Practice**

Make sure students can distinguish between relations and functions. See Questions 1–6. Provide assistance with reading and interpreting Questions.

**Differentiation Options**

- Readiness for Common Core below level above level

## Week 14

### Week 14

**Lesson Focus**

**Common Core Coach Lesson 14: Comparing Functions Represented in Different Ways**

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

**Before the Lesson**

See Before the Lesson. Add practice with additional linear equations, so that students get to see the connection with equations, graphs, and tables.

**Differentiation Options**

- Common Core Support Coach Teacher’s Manual pp. 70–73 for READY TO GO. Introduce and Model. 10 min.
- Readiness for Common Core below level above level

### Lesson Focus

**Common Core Coach Lesson 14: Comparing Functions Represented in Different Ways**

- Teacher’s Manual pp. 48–49; 30 min.
- EL Adaptations Lesson 14

**Understand**

Review key words such as slope and intercept. This Understand affords a good example of how the three representations work together.

**Differentiation Options**

- Common Core Support Coach Teacher’s Manual pp. 70–73 for READY TO GO. Work Together. 10 min.
- Readiness for Common Core below level above level

### Lesson Focus

**Common Core Coach Lesson 14: Comparing Functions Represented in Different Ways**

- Teacher’s Manual pp. 48–49; 30 min.
- EL Adaptations Lesson 14

**Practice**

Review rate of change before students start on Practice. See p. 70 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.

**Differentiation Options**

- Readiness for Common Core below level above level

### Lesson Focus

**Common Core Coach Lesson 15: Linear and Nonlinear Functions**

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

**Before the Lesson**

See Before the Lesson. Review how to plot a function on a graph. Literally do this on graph paper, and make sure students know where to place each point.

**Differentiation Options**

- Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Build Background. 20 min.
- Readiness for Common Core below level above level
<table>
<thead>
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<th>Differentiation Options</th>
<th>Support Discussion. 10 min.</th>
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<td><strong>Lesson Focus</strong></td>
<td><strong>Common Core Coach Lesson 15: Linear and Nonlinear Functions</strong></td>
<td><strong>Teacher’s Manual pp. 50–51; 20 min.</strong></td>
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<td><strong>EL Adaptations Lesson 15</strong></td>
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<td><strong>Understand</strong></td>
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<td>Do students understand the difference between linear and nonlinear functions, and can they explain the difference with examples?</td>
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<td>Differentiation Options</td>
<td>Model Application (A). 10 min.</td>
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<td><strong>Teacher’s Manual pp. 50–51; 20 min.</strong></td>
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<td><strong>Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Model Application (A, B), 20 min.</strong></td>
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<td><strong>Connect</strong></td>
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<td></td>
<td>See p. 58 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
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<td><strong>Common Core Support Coach Teacher’s Manual pp. 62–65 for PLUG IN: Model Application (A, B), 20 min.</strong></td>
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<td>Differentiation Options</td>
<td>Model Application (A). 20 min.</td>
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<td><strong>Teacher’s Manual pp. 50–51; 20 min.</strong></td>
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<td><strong>Practice</strong></td>
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<td></td>
<td>Make sure all directions are clear. Ask: is it possible to look at an equation to see if it is linear or not?</td>
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<td>Lesson Focus</td>
<td>Differentiation Options</td>
<td>Before the Lesson. 20 min.</td>
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<td><strong>Lesson Focus</strong></td>
<td><strong>Common Core Coach Lesson 16: Using Functions to Model Relationships</strong></td>
<td><strong>Teacher’s Manual pp. 52–53; 20 min.</strong></td>
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<td><strong>EL Adaptations Lesson 16</strong></td>
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<td><strong>Before the Lesson</strong></td>
<td><strong>Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Model Application (A), 20 min.</strong></td>
<td><strong>Common Core Support Coach Teacher’s Manual pp. 62–65 for PLUG IN: Model Application (A), 20 min.</strong></td>
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<tr>
<td></td>
<td>See Before the Lesson. A clear understanding of the connection between rate of change and slope will be helpful for this Lesson and going forward as these are key concepts in mathematics. Use a few examples showing tables, graphs, and equations.</td>
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<td><strong>Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN: Model Application (A), 20 min.</strong></td>
<td><strong>Common Core Support Coach Teacher’s Manual pp. 62–65 for PLUG IN: Model Application (A), 20 min.</strong></td>
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<tr>
<td>Day 5</td>
<td>Lesson Focus</td>
<td>Differentiation Options</td>
<td>Build Background. 20 min.</td>
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<td><strong>Lesson Focus</strong></td>
<td><strong>Common Core Coach Lesson 16: Using Functions to Model Relationships</strong></td>
<td><strong>Teacher’s Manual pp. 52–53; 30 min.</strong></td>
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<td><strong>EL Adaptations Lesson 16</strong></td>
<td><strong>EL Adaptations Lesson 16</strong></td>
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<tr>
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<td><strong>Example A</strong></td>
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<tr>
<td></td>
<td>Support understanding of key vocabulary. See p. 62 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Read the problem with students and explain what is necessary to find the rate of change.</td>
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### Week 17

#### Day 1

**Lesson Focus**
*Common Core Coach Lesson 17: Describing Functional Relationships from Graphs*
- Teacher’s Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Practice**
After explaining how to get started on each section, monitor student work to make sure they are not off track. Work through Questions 6 and 7 to make sure all understand these.

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

#### Day 2

**Review and Assess**
*Common Core Coach Domain 3 Review*
- Student Edition pp. 98–99; 40 min.
- Teacher’s Manual p. 101

**Questions 1–9**
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. 44–45 (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.

#### Day 3

**Review and Assess**
*Common Core Coach Domain 3 Review*
- Teacher’s Manual pp. 101–102

**Questions 10–14 & 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 (Describing Functions) on p. 101. See Progression Chart on pp. 44–45 (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.

#### Day 4

**Review and Assess**
*Common Core Coach Domain 3 Assessment*
- Assessments pp. 22–28; 40 min.
- Assessments Answer Keys p. 9

**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**
*Common Core Coach Domain 3 Assessment*
- Assessments pp. 29–33; 40 min.
- Assessments Answer Keys pp. 9–11

**Questions 21–25**
Provide clear explanation of questions.

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

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### Week 18

#### Domain 4: Geometry

**Lesson Focus**
*Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations*
- Teacher’s Manual pp. 58–59; 40 min.
- EL Adaptations Lesson 18

**Before the Lesson**
Get ready for a new round of words. See Vocabulary. Go over each of these with the support of a good model. Use the section (3 of them) called Introduce and Model from Common Core Support Coach Teacher’s Manual pp. 74–75, 82–83, and 90–91 for PLUG IN. These will provide concrete introductions to translation, reflection, and rotation.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual – see above.
- Readiness for Common Core: below level, above level

**Lesson Focus**
*Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations*
- EL Adaptations Lesson 18

**Example A**
See the references below. These are from three PLUG IN sections (name is Support Discussion) of Common Core Support Coach Teacher’s Manual, chosen to support Examples A and B. These sections are designed to create discussion in groups about the ideas and models of this Lesson.

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

**Lesson Focus**
*Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations*
- EL Adaptations Lesson 18

**Example B**
See the references below. These are from three PLUG IN sections (called Support Discussion) of Common Core Support Coach Teacher’s Manual, chosen to support Examples A and B. These sections are designed to create discussion in groups about the ideas and models of this Lesson.

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

**Lesson Focus**
*Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations*
- EL Adaptations Lesson 18

**Practice**
See p. 74, 82, and 90 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Guide students slowly through this practice, reminding them of the various characteristics of the rigid motions studied.

**Differentiation Options**
- Readiness for Common Core: below level, above level
### Week 19

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Focus</th>
<th>Differentiation Options</th>
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</thead>
</table>
| **Day 1** | **Common Core Coach Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)**  
- Teacher’s Manual pp. 60–61; 30 min.  
- EL Adaptations Lesson 19 |  
- **Differentiation Options**  
  - Readiness for Common Core below level above level |
| **Day 2** | **Common Core Coach Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)**  
- Teacher’s Manual pp. 60–61; 30 min.  
- EL Adaptations Lesson 19 |  
- **Differentiation Options**  
  - Readiness for Common Core below level above level |
| **Day 3** | **Common Core Coach Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)**  
- Teacher’s Manual pp. 60–61; 30 min.  
- EL Adaptations Lesson 19 |  
- **Differentiation Options**  
  - Readiness for Common Core below level above level |
| **Day 4** | **Common Core Coach Lesson 20: Rigid Motion on the Coordinate Plane**  
- Teacher’s Manual pp. 62–63; 20 min.  
- EL Adaptations Lesson 19 |  
- **Practice**  
  - Readiness for Common Core below level above level |
| **Day 5** | **Common Core Coach Lesson 20: Rigid Motion on the Coordinate Plane**  
- Teacher’s Manual pp. 62–63; 20 min.  
- EL Adaptations Lesson 20 |  
- **Example A**  
  - Common Core Support Coach Teacher’s Manual pp. 78–81 for READY TO GO: Introduce and Model. 10 min.  
  - Readiness for Common Core below level above level |

### Week 20

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Focus</th>
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</table>
| **Day 1** | **Common Core Coach Lesson 20: Rigid Motion on the Coordinate Plane**  
- EL Adaptations Lesson 20 |  
- **Example B**  
  - Common Core Support Coach Teacher’s Manual pp. 94–97 for READY TO GO: Problem Solving. 10 min.  
  - Readiness for Common Core below level above level |
| **Day 2** | **Common Core Coach Lesson 20: Rigid Motion on the Coordinate Plane**  
- EL Adaptations Lesson 20 |  
- **Example C**  
  - Common Core Support Coach Teacher’s Manual pp. 94–97 for READY TO GO: Build Background. 20 min.  
  - Readiness for Common Core below level above level |
| **Day 3** | **Common Core Coach Lesson 20: Rigid Motion on the Coordinate Plane**  
- EL Adaptations Lesson 20 |  
- **Practice**  
  - Common Core Support Coach Teacher’s Manual pp. 98–99 for PLUG IN: Independent Practice. 10 min.  
  - Readiness for Common Core below level above level |
| **Day 4** | **Common Core Coach Lesson 21: Dilation on the Coordinate Plane**  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 21 |  
- **Before the Lesson**  
  - Common Core Support Coach Teacher’s Manual pp. 98–99 for READY TO GO: Build Background. 20 min.  
  - Readiness for Common Core below level above level |
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<tr>
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<th>Week 22</th>
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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 21: Dilation on the Coordinate Plane</em></td>
<td><em>Common Core Coach Lesson 22: Understanding Similarity of Two-Dimensional Figures (Using Transformations)</em></td>
</tr>
<tr>
<td>● EL Adaptations Lesson 21</td>
<td>● EL Adaptations Lesson 22</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>The dilation here is an enlargement. Explain how the rectangle became enlarged by a factor of 3. Go over each step of the process.</td>
<td>This Connect is a good way to compare two rectangles that may look similar and test if they are. Make sure all steps are clear.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>● Ready for Common Core below level</td>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td>● EL Adaptations Lesson 22</td>
<td>● EL Adaptations Lesson 23</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Read all directions to students if necessary, and make sure all questions are clear. See p. 100 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.</td>
<td>Many new ideas and words are here to introduce and demonstrate, so go over the list on p. 68 of the Teacher’s Manual. Students need to hear each of these words spoken and clarified.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
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<tr>
<td>● Ready for Common Core below level</td>
<td>● Ready for Common Core below level</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 23: Extending Understanding of Angle Relationships</em></td>
<td><em>Common Core Coach Lesson 23: Extending Understanding of Angle Relationships</em></td>
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<tr>
<td>● EL Adaptations Lesson 23</td>
<td>● EL Adaptations Lesson 23</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Distinguish between congruent and similar figures. Use models. Broaden the discussion to three-dimensional figures. See Before the Lesson.</td>
<td>Carefully guide students through every step and every move of this page, making sure they understand the concepts, words, and symbols. You may need to coach students paragraph by paragraph.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
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<tr>
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<td>● Ready for Common Core below level</td>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
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<tr>
<td>● EL Adaptations Lesson 23</td>
<td>● EL Adaptations Lesson 23</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>Review all the rigid motions studied and make sure students understand the motions involved. See p. 108 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.</td>
<td>To students: Watch out for parallel and angle measure symbols. Make sure that angle identification with numbers is clear to students.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>● Ready for Common Core below level</td>
<td>● Ready for Common Core below level</td>
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</tbody>
</table>
### Week 23

#### Day 1

**Lesson Focus**

**Common Core Coach Lesson 23: Extending Understanding of Angle Relationships**
- Teacher’s Manual pp. 68–69; 30 min.
- EL Adaptations Lesson 23

**Practice**

See p. 114 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL. Read directions to students and observe their work to ensure they are moving along correctly.

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

#### Day 2

**Lesson Focus**

**Common Core Coach Lesson 24: Angles in Triangles**
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

**Before the Lesson**

Go over vocabulary dealing with angles and triangles, from acute, obtuse, straight, and right to vertex and opposite. Make sure students have mastered the full meaning of each word.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 118–121 for READY TO GO: Build Background. 10 min.
- Readiness for Common Core  below level  above level

#### Day 3

**Lesson Focus**

**Common Core Coach Lesson 24: Angles in Triangles**
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

**Understand**

Note the new ideas and words, and “old” words such as alternate interior, parallel, and transversal. See note for EL on p. 122 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 118–121 for READY TO GO: Introduce and Model. 10 min.
- Readiness for Common Core  below level  above level

#### Day 4

**Lesson Focus**

**Common Core Coach Lesson 24: Angles in Triangles**
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

**Connect**

See note for EL on p. 114 of Common Core Support Coach Teacher’s Manual. Students need to be able to figure out problems such as those posed on this page. Offer additional practice. (See reference below.)

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

#### Day 5

**Lesson Focus**

**Common Core Coach Lesson 24: Angles in Triangles**
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

**Practice**

Explain each section and go over each section before moving on to the next section.

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

### Week 24

#### Day 1

**Lesson Focus**

**Common Core Coach Lesson 25: Explaining the Pythagorean Theorem**
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

**Understand**

Concentrate on right triangles, acquainting students with all parts. Make sure students can identify all parts easily. This page introduces the Pythagorean Theorem written in its famous form, and its converse. Explain all steps on this page.

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

#### Day 2

**Lesson Focus**

**Common Core Coach Lesson 25: Explaining the Pythagorean Theorem**
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Connect**

This page is an application of the Theorem. Offer additional opportunities for students to use the formula.

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

#### Day 3

**Lesson Focus**

**Common Core Coach Lesson 25: Explaining the Pythagorean Theorem**
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Example A**

Example A shows an application of the Theorem. See note for EL on p. 122 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 25: Explaining the Pythagorean Theorem**
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Example B**

Example B is a problem dealing with the converse of the Theorem. Explain converse.

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

#### Day 5

**Lesson Focus**

**Common Core Coach Lesson 25: Explaining the Pythagorean Theorem**
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Practice**

Review vocabulary and make sure students can define each one. Ask students to explain each word with the help of geometric models. Read and explain Questions to make sure they are clearly understood.

**Differentiation Options**
- Readiness for Common Core  below level  above level
### Lesson Focus

**Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions**
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

**Before the Lesson**
Review the Pythagorean Theorem along with all concepts and vocabulary associated with the theorem.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 124–125 for POWER
  - UP: Build Background, 20 min.
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane**
- Teacher’s Manual pp. 76–77; 30 min.
- EL Adaptations Lesson 27

**Example A**
This page is an application of the Theorem – computing the distance between any two points on a grid. Offer additional opportunities to use the formula. See Math Tools of Common Core Coach for Coordinate Plane.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 126–129 for READY
  - TO GO: Introduce and Model, 10 min.
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions**
- Teacher’s Manual pp. 74–75; 30 min.
- EL Adaptations Lesson 26

**Example A**
This page is an application of the theorem. Offer additional opportunities to use the formula.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 124–125 for POWER
  - UP: Model Application (A), 10 min.
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane**
- Teacher’s Manual pp. 76–77; 30 min.
- EL Adaptations Lesson 27

**Example B**
This page is another application of the Theorem. Offer additional opportunities to use the formula.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 126–129 for READY
  - TO GO: Work Together (A), 10 min.
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions**
- Teacher’s Manual pp. 74–75; 30 min.
- EL Adaptations Lesson 26

**Practice**
Read the Questions if they are not clear.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 124–125 for POWER
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane**
- Teacher’s Manual pp. 76–77; 30 min.
- EL Adaptations Lesson 27

**Practice**
Read the Questions if they are not clear.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 126–129 for READY
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 28: Problem Solving: Volume**
- Teacher’s Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 28

**Soup Can**
Make sure students know the common three-dimensional figures. Reminder: volume is measured in cubic units, such as cubic inches, cubic centimeters, etc. Recall what π means and how it is appears in the formulas.

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 132–133 for POWER
  - UP: Model Application (A), 20 min.
  - Readiness for Common Core **below level** **above level**

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### Lesson Focus

**Common Core Coach Lesson 28: Problem Solving: Volume**
- Teacher’s Manual pp. 78–79; 30 min.
- EL Adaptations Lesson 28

**Carnival Treats**

**Differentiation Options**
- **Common Core** Support Coach Teacher’s Manual pp. 132–133 for POWER
  - UP: Model Application (B), 20 min.
  - Readiness for Common Core **below level** **above level**
### Week 27

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<td>Common Core Coach Lesson 28: Problem Solving: Volume</td>
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<tr>
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<tr>
<td>EL Adaptations Lesson 28</td>
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<tr>
<td><strong>Beach Ball</strong></td>
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<td><strong>Differentiation Options</strong></td>
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<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 132–133 for POWER</td>
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<tr>
<td>UP: Model Application (C). 20 min.</td>
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<td>Readiness for Common Core</td>
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<th>Day 2</th>
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<td><strong>Lesson Focus</strong></td>
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<td>Common Core Coach Lesson 28: Problem Solving: Volume</td>
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<tr>
<td>Teacher’s Manual pp. 78–79; 20 min.</td>
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<td>EL Adaptations Lesson 28</td>
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<tr>
<td><strong>Tennis Balls in a Can</strong></td>
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<td><strong>Differentiation Options</strong></td>
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<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 132–133 for POWER</td>
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<tr>
<td>UP: Model Application (A, C). 20 min.</td>
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<tbody>
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<td><strong>Lesson Focus</strong></td>
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<td>Common Core Coach Lesson 28: Problem Solving: Volume</td>
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<td>Teacher’s Manual pp. 78–79; 20 min.</td>
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<tr>
<td>EL Adaptations Lesson 28</td>
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<tr>
<td><strong>Practice</strong></td>
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<td><strong>Differentiation Options</strong></td>
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<td>Common Core Support Coach Teacher’s Manual pp. 132–133 for POWER</td>
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<td>UP: Practice and Assess. 20 min.</td>
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<td>Readiness for Common Core</td>
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<tr>
<th>Day 4</th>
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<tr>
<td><strong>Review and Assess</strong></td>
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<tr>
<td>Common Core Coach Domain 4 Review</td>
</tr>
<tr>
<td>Student Edition pp. 156–157; 40 min.</td>
</tr>
<tr>
<td>Teacher’s Manual pp. 111–112</td>
</tr>
<tr>
<td><strong>Questions 1–10</strong></td>
</tr>
<tr>
<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. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Ask students to do a single page at a time, and then go over the questions.</td>
</tr>
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<thead>
<tr>
<th>Day 5</th>
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<tr>
<td><strong>Review and Assess</strong></td>
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<tr>
<td>Common Core Coach Domain 4 Review</td>
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<tr>
<td>Student Edition pp. 158–159; 40 min.</td>
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<tr>
<td>Teacher’s Manual pp. 112–112</td>
</tr>
<tr>
<td><strong>Questions 11–14 &amp; Performance Task</strong></td>
</tr>
<tr>
<td>Go over the questions and discuss. Pay special attention to the Performance Task on p. 159. 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 (Proving the Pythagorean Theorem) on p. 159. See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Ask students to do a single page at a time, and then go over the questions.</td>
</tr>
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</table>

### Week 28

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<td><strong>Review and Assess</strong></td>
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<td>Common Core Coach Domain 4 Assessment</td>
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<tr>
<td>Assessments pp. 34–39; 40 min.</td>
</tr>
<tr>
<td>Assessments Answer Keys p. 12</td>
</tr>
<tr>
<td><strong>Questions 1–20</strong></td>
</tr>
<tr>
<td>Provide extra time for assessments and provide readers to read word problems to students.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Provide extra time and assistance for students who qualify.</td>
</tr>
</tbody>
</table>

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<th>Day 2</th>
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<td><strong>Lesson Focus</strong></td>
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<tr>
<td>Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots</td>
</tr>
<tr>
<td>Teacher’s Manual pp. 82–83; 20 min.</td>
</tr>
<tr>
<td>EL Adaptations Lesson 29</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>See Before the Lesson. Review plotting graphs given a set of ordered pairs. Explain bivariate and outlier with examples.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 140–141 for POWER</td>
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<td>UP: Build Background. 20 min.</td>
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<tr>
<td>Readiness for Common Core</td>
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<tr>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td>Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots</td>
</tr>
<tr>
<td>Teacher’s Manual pp. 82–83; 30 min.</td>
</tr>
<tr>
<td>EL Adaptations Lesson 29</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
</tr>
<tr>
<td>Explain the idea of connecting two sets of data to determine of an association exists. Give simple examples such as age and height for school people. See p. 140 of Common Core Support Coach Teacher’s Manual for a useful tip for EL</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 140–141 for POWER</td>
</tr>
<tr>
<td>UP: Introduce and Model. 10 min.</td>
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<tr>
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<tr>
<td><strong>Lesson Focus</strong></td>
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<tr>
<td>Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots</td>
</tr>
<tr>
<td>Teacher’s Manual pp. 82–83; 30 min.</td>
</tr>
<tr>
<td>EL Adaptations Lesson 29</td>
</tr>
<tr>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>Slopes of straight lines can be positive and negative. Explain the meaning of a positive slope and a negative slope when creating scatter plots.</td>
</tr>
<tr>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 140–141 for POWER</td>
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<tr>
<td>UP: Model Application (A). 10 min.</td>
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<td>Readiness for Common Core</td>
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</tbody>
</table>
Lesson Focus
*Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots*
- Teacher’s Manual pp. 82–83; 20 min.
- EL Adaptations Lesson 29

**Practice**
Help with each section of Practice, making sure instructions are clear. Explain each graph of Practice to make sure students know how to answer the questions.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 140–141 for POWER
- Readiness for Common Core [below level][above level]

Lesson Focus
*Common Core Coach Lesson 30: Modeling Relationships in Scatter with Straight Lines*
- Teacher’s Manual pp. 84–85; 20 min.
- EL Adaptations Lesson 30

**Before the Lesson**
Go over the concepts in the Before the Lesson. Explain a linear association, and both a positive and negative linear association. Display examples of both.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY
- Readiness for Common Core [below level][above level]

Lesson Focus
*Common Core Coach Lesson 30: Modeling Relationships in Scatter with Straight Lines*
- Teacher’s Manual pp. 84–85; 20 min.
- EL Adaptations Lesson 30

**Understand**
Understand-Connect: These pages illustrate two examples of scatter plot. On the Understand page find a positive association (correlation) between number of sponsors and money raised. Explain trend line and outlier. Offer additional examples.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY
- Readiness for Common Core [below level][above level]

Lesson Focus
*Common Core Coach Lesson 30: Modeling Relationships in Scatter with Straight Lines*
- Teacher’s Manual pp. 84–85; 30 min.
- EL Adaptations Lesson 30

**Connect**
On the Connect page, find a negative association between pages in novels and times checked out of a library. Notice that the trend line here shows a negative slope, meaning a negative association between the two variables in contrast to graph in Understand. Explore and contrast the two situations.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY
- Readiness for Common Core [below level][above level]

Lesson Focus
*Common Core Coach Lesson 30: Modeling Relationships in Scatter with Straight Lines*
- Teacher’s Manual pp. 84–85; 30 min.
- EL Adaptations Lesson 30

**Understand-Connect**
On this third day of Understand-Connect, direct students to find two contrasting associations, one positive and one negative. Ask them to come up with data for both. Also, ask students to find bivariate data that has almost no association.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY
- Readiness for Common Core [below level][above level]
### Week 32

#### Day 1

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Before the Lesson**
See the Before the Lesson. To prepare students for categorizing data, start a discussion about where students see data in categories – sports teams, most popular movies, neighborhood piano tuners, etc. Make up several tables with local data, and ask about frequency and relative frequency of specific categories.

**Differentiation Options**
- Make a Frequency Chart Break class into groups, and have each group collect data on a single topic and make a frequency chart. Compare charts. 20 min.
- Readiness for Common Core below level above level

#### Day 2

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Understand**
The Understand page shows a two-way frequency table. Make each part of this exercise clear, the collection of data, the calculation of percents, and what relative frequency means.

**Differentiation Options**
- Make a Frequency Table Break class into groups, and have each group collect data and then produce a two-way frequency table. Ask for all computations as shown on Understand page. Compare charts. 20 min.
- Readiness for Common Core below level above level

#### Day 3

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Connect**
Point out that a two-way frequency table is another way to show associations between two categories. In the Understand page, we saw an association between boy and girls and their agreement on a school issue. In Connect, explain the association between curfews and bedtimes. Compare scatter plots and two-way tables as ways of showing associations, and the virtues/deficits of each.

**Differentiation Options**
- Discuss Association Use the two-way tables from the previous day to discuss any associations. Break class into groups, and discuss the degree of association on their two-way tables. 20 min.
- Readiness for Common Core below level above level

#### Day 4

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Practice**
Read the directions to students as needed. Prepare students for each section (there are 4 altogether) of this Practice. Ask students to do Questions 1–11 (3 sections), as Questions 12 and 13 will be assigned the next day. Go over the results of Questions 1 to 11, and discuss.

**Differentiation Options**
- Discuss the Practice Break class into groups to discuss results of Questions 1–11. Questions 12 and 13 for the next day. 10 min.
- Readiness for Common Core below level above level

#### Day 5

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Practice**
Give students time to do Questions 12 and 13. Assist them in making the correct computations. Go over Questions 12 and 13, and discuss results.

**Differentiation Options**
- Discuss the Practice Break class into groups to discuss results of Questions 12 and 13. 10 min.
- Readiness for Common Core below level above level

### Week 31

#### Day 1

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Before the Lesson**
See the Before the Lesson. To prepare students for categorizing data, start a discussion about where students see data in categories – sports teams, most popular movies, neighborhood piano tuners, etc. Make up several tables with local data, and ask about frequency and relative frequency of specific categories.

**Differentiation Options**
- Make a Frequency Chart Break class into groups, and have each group collect data on a single topic and make a frequency chart. Compare charts. 20 min.
- Readiness for Common Core below level above level

#### Day 2

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Understand**
The Understand page shows a two-way frequency table. Make each part of this exercise clear, the collection of data, the calculation of percents, and what relative frequency means.

**Differentiation Options**
- Make a Frequency Table Break class into groups, and have each group collect data and then produce a two-way frequency table. Ask for all computations as shown on Understand page. Compare charts. 20 min.
- Readiness for Common Core below level above level

#### Day 3

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Connect**
Point out that a two-way frequency table is another way to show associations between two categories. In the Understand page, we saw an association between boy and girls and their agreement on a school issue. In Connect, explain the association between curfews and bedtimes. Compare scatter plots and two-way tables as ways of showing associations, and the virtues/deficits of each.

**Differentiation Options**
- Discuss Association Use the two-way tables from the previous day to discuss any associations. Break class into groups, and discuss the degree of association on their two-way tables. 20 min.
- Readiness for Common Core below level above level

#### Day 4

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Practice**
Read the directions to students as needed. Prepare students for each section (there are 4 altogether) of this Practice. Ask students to do Questions 1–11 (3 sections), as Questions 12 and 13 will be assigned the next day. Go over the results of Questions 1 to 11, and discuss.

**Differentiation Options**
- Discuss the Practice Break class into groups to discuss results of Questions 1–11. Questions 12 and 13 for the next day. 10 min.
- Readiness for Common Core below level above level

#### Day 5

**Lesson Focus**
Common Core Coach Lesson 32: Investigating Patterns of Association in Categorical Data
- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

**Practice**
Give students time to do Questions 12 and 13. Assist them in making the correct computations. Go over Questions 12 and 13, and discuss results.

**Differentiation Options**
- Discuss the Practice Break class into groups to discuss results of Questions 12 and 13. 10 min.
- Readiness for Common Core below level above level
Week 33

Day 1

End of Year Review
Common Core Coach Review Domains 4 and 5
Lessons 18–32

Common Core Support Coach
Practice Tests 1 & 2
● Assessments pp. 64–101
● Assessments Answer Key pp. 26–38

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

Differentiation Options
Common Core Support Coach Assessments pp. 56–61 for Performance Tasks A & B in Domains 4 and 5

Day 2

Summative Assessment
Common Core Coach Summative Assessment
● Assessments pp. 58–67; 40 min.
● Assessments Answer Key p. 18

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

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

Day 3

Summative Assessment
Common Core Coach Summative Assessment
● Assessments pp. 67–76; 40 min.
● Assessments Answer Key pp. 18–19

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

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

Day 4

Day 5