Florida Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

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

Instruction Coach

Instruction and Practice
Use Instruction Coach as your core instruction.

Support Coach

Targeted Instruction and Practice
Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach

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

The Instructional Pathway
Use fraction strips to compare fractions with different denominators.

Example 1

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size.

The fractions \( \frac{3}{5} \) and \( \frac{5}{6} \) have the same denominator, but different numerators.

\[ \frac{3}{5} \] and \( \frac{5}{6} \) have the same denominator but different numerators.

The whole strips are the same size.

Compare the fractions.

\( \frac{3}{5} \) is less than \( \frac{5}{6} \).

Example 2

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size.

The fractions \( \frac{2}{3} \) and \( \frac{2}{4} \) have the same numerator, but different denominators.

\[ \frac{2}{3} \] and \( \frac{2}{4} \) have the same numerator but different denominators.

The whole strips are the same size.

Compare the fractions.

\( \frac{2}{3} \) is greater than \( \frac{2}{4} \).

Example 3

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size.

The fractions \( \frac{1}{2} \) and \( \frac{1}{3} \) have the same numerator, but different denominators.

\[ \frac{1}{2} \] and \( \frac{1}{3} \) have the same numerator but different denominators.

The whole strips are the same size.

Compare the fractions.

\( \frac{1}{2} \) is greater than \( \frac{1}{3} \).

Example 4

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size.

The fractions \( \frac{3}{4} \) and \( \frac{3}{5} \) have the same numerator, but different denominators.

\[ \frac{3}{4} \] and \( \frac{3}{5} \) have the same numerator but different denominators.

The whole strips are the same size.

Compare the fractions.

\( \frac{3}{4} \) is greater than \( \frac{3}{5} \).

Example 5

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size.

The fractions \( \frac{5}{6} \) and \( \frac{5}{7} \) have the same numerator, but different denominators.

\[ \frac{5}{6} \] and \( \frac{5}{7} \) have the same numerator but different denominators.

The whole strips are the same size.

Compare the fractions.

\( \frac{5}{6} \) is greater than \( \frac{5}{7} \).
Coherence: Linking topics and thinking across grades

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

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

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

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Performance Task
Lesson 1 Task
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# Florida Coach® Suite Correlation

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

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<td>MAFS.3.OA.1.1 Interpret products of whole numbers</td>
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<td>L1</td>
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<td>MAFS.3.OA.1.2 Interpret whole-number quotients of whole numbers</td>
<td>L2</td>
<td>L9, L10</td>
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<tr>
<td>MAFS.3.OA.1.3 Use multiplication within 100 to solve word problems</td>
<td>L3, L4</td>
<td>L8, L10</td>
<td>L3, L4</td>
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<tr>
<td>MAFS.3.OA.1.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers</td>
<td>L5</td>
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<td>MAFS.3.OA.2.5 Apply properties of operations as strategies to multiply and divide</td>
<td>L6</td>
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<td>MAFS.3.OA.2.6 Understand division as an unknown-factor problem</td>
<td>L5</td>
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<td>MAFS.3.OA.3.7 Divide and multiply within 100 using relationship between multiplication and division</td>
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<td>MAFS.3.OA.4.8 Solve two-step word problems using the four operations</td>
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<tr>
<td>Grade 3</td>
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<td>MAFS.3.OA.4.9 Identify arithmetic patterns</td>
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<td>MAFS.3.NBT.1.1 Use place value understanding to round whole numbers to nearest 10 or 100</td>
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<td>MAFS.3.NBT.1.2 Add and subtract using strategies and algorithms based on place value</td>
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<td>MAFS.3.NBT.1.3 Multiply one-digit whole numbers by multiples of 10</td>
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<td><strong>Numbers &amp; Operations—Fractions</strong></td>
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<td>MAFS.3.NF.1.1 Understand a fraction ( \frac{a}{b} ) as the quantity formed by a parts of size ( \frac{1}{b} )</td>
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<td>L1, L2, L3, L4</td>
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<td>MAFS.3.NF.1.2.A Represent a unit fraction on a number line diagram</td>
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<td>MAFS.3.NF.1.2.B Represent a non-unit fraction on a number line</td>
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<td>MAFS.3.NF.1.3.A Understand two fractions as equivalent if they are the same size</td>
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<td>MAFS.3.NF.1.3.B Recognize, generate and explain why two fractions are equivalent</td>
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<td></td>
<td>MAFS.3.NF.1.3.D Compare two fractions with the same numerator or denominator by reasoning about their size</td>
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## Grade 3

### Florida Standard

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<td>MAFS.3.MD.1.2 Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units</td>
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<td>MAFS.3.MD.2.3 Draw a scaled picture graph to represent a data set with several categories</td>
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<td>MAFS.3.MD.2.4 Generate measurement data by measuring lengths using rulers and show data on line plot</td>
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<td>MAFS.3.MD.3.5.A Understand unit squares</td>
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<td>MAFS.3.MD.3.5.B Use unit squares to find area</td>
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<tr>
<td>MAFS.3.MD.3.6 Measure areas by counting unit squares</td>
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<tr>
<td>MAFS.3.MD.3.7.A Find area of a rectangle by tiling</td>
<td>L24, L25</td>
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</tr>
<tr>
<td>MAFS.3.MD.3.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths</td>
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</tr>
<tr>
<td>MAFS.3.MD.3.7.C Use tiling to show that area of a rectangle is $a \times b$</td>
<td>L24, L25</td>
<td>L19</td>
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<tr>
<td>MAFS.3.MD.3.7.D Recognize area as additive</td>
<td>L24, L25</td>
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<td>MAFS.3.MD.4.8 Solve real world problems involving perimeters of polygons</td>
<td>L26</td>
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<td>Florida Standard</td>
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<td><strong>MAFS.3.G.1.1</strong> Understand attributes of different categories of shapes</td>
<td>L27</td>
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<td><strong>MAFS.3.G.1.2</strong> Partition shapes into parts with equal areas</td>
<td>L28</td>
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<td>L32</td>
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**Grade 3**

**Geometry**
Using the Pacing Guide

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

- Priority content requires more time to teach. More time has been allotted in the Pacing Guide for lessons that teach the priority content for your grade level. This will allow you more time to differentiate, go deeper into those topics, and allow students to see the priority standards from different perspectives.

- The Pacing Guide is designed for a 32- or 33-week school year. If your school year is longer or shorter than this calendar, you can make adjustments for the difference.

- Time is included for review and assessment. Review time is scheduled for each domain and for the end of the year.

- Curriculum mapping decisions should be flexible. The sequence of topics is designed to address all the content of the grade level, but you can re-sequence the content to agree with the curriculum maps used in your state or district. Just remember to allow the amount of time for each lesson that is suggested in the Pacing Guide.

- Each day is planned around a 40-minute session. The suggested times for the core lesson and the differentiation options will vary, but the sum is always 40 minutes. If your class sessions are longer or shorter than 40 minutes, plan accordingly.

Sample page from the Pacing Guide
## Domain 1: Operation and Algebraic Thinking

### LESSON FOCUS

**MAFS: 3.OA.1.1**

**Instruction Coach**

**Lesson 1: Representing Multiplication**

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

### Before the Lesson

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

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

**MAFS: 3.OA.1.1**

**Instruction Coach**

**Lesson 1: Representing Multiplication**

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

**Connect**

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

### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

**MAFS: 3.OA.1.1**

**Instruction Coach**

**Lesson 1: Representing Multiplication**

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

### Example

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

### DIFFERENTIATION OPTIONS

- **Performance Coach Teacher's Edition** pp. 2–3, with Lesson Practice section of Student Edition pp. 11–12. 20 min or as time permits.
# Domain 1: Operation and Algebraic Thinking

## Lesson Focus

### LESSON FOCUS

**MAFS: 3.OA.1.1**

**Instruction Coach**

**Lesson 1: Representing Multiplication**

- Teacher's Manual pp. 18–19; 20 min.
- EL Adaptations Lesson 1

**Practice**

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

**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher's Edition pp. 2–3, with Lesson Practice section of Student Edition pp. 13–14. 20 min or as time permits.

### LESSON FOCUS

**MAFS: 3.OA.1.2**

**Instruction Coach**

**Lesson 2: Representing Division**

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

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher's Manual POWER UP: pp. 68–69, Build Background. 10 min.

**Example**

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

**DIFFERENTIATION OPTIONS**

### Domain 1: Operation and Algebraic Thinking

#### Week 3

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**LESSON FOCUS**

**MAFS: 3.OA.1.2**

**Instruction Coach**

**Lesson 2: Representing Division**

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

**Division Models**

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

**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher’s Edition pp. 4–5, with Lesson Practice section of Student Edition pp. 20–21. 10 min or as time permits.

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**LESSON FOCUS**

**MAFS: 3.OA.1.3**

**Instruction Coach**

**Lesson 3: Problem Solving - Multiplication**

- EL Adaptations Lesson 3

**The Cabbage Patch**

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

**DIFFERENTIATION OPTIONS**

### Domain 1: Operation and Algebraic Thinking

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<th>Day 3</th>
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| **LESSON FOCUS**<br>MAFS: 3.OA.1.3<br>Instruction Coach<br>Lesson 3: Problem Solving - Multiplication<br>● Student Edition p. 20; 20 min.<br>● Teacher’s Manual pp. 22–23; 20 min.<br>● EL Adaptations Lesson 3<br>**Weighing Melons**<br>Assess which students are having trouble reading these problems. Make a special effort to help them understand what is required and how to go about solving this problem.  
**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual READY TO GO: pp. 62–65, Lesson Link. 20 min.<br>● Performance Coach Teacher’s Edition pp. 6–7, with Coached Example of Student Edition p. 27. 20 min. | **LESSON FOCUS**<br>MAFS: 3.OA.1.3<br>Instruction Coach<br>Lesson 3: Problem Solving - Multiplication<br>● Student Edition p. 21; 20 min.<br>● Teacher’s Manual pp. 22–23; 20 min.<br>● EL Adaptations Lesson 3<br>**Woodworking**<br>This problem is a good example to show how a diagram or picture of what is going on can be helpful to many students. A representation of a problem can go a long way.  
**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual READY TO GO: pp. 62–65, Support Discussion. 20 min.<br>● Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice section of Student Edition pp. 28–30. 20 min or as time permits. | **LESSON FOCUS**<br>MAFS: 3.OA.1.3<br>Instruction Coach<br>Lesson 3: Problem Solving - Multiplication<br>● Student Edition pp. 22–23; 20 min.<br>● Teacher’s Manual pp. 22–23; 20 min.<br>● EL Adaptations Lesson 3<br>**Practice**<br>Discuss each problem before students get started with each one. Make sure all understand what is needed. After students complete each problem, discuss the different ways students solved it.  
**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual READY TO GO: pp. 62–65, Problem Solving. 20 min.<br>● Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice section of Student Edition pp. 31–32. 20 min or as time permits. | **LESSON FOCUS**<br>MAFS: 3.OA.1.3<br>Instruction Coach<br>Lesson 3: Problem Solving - Division<br>● Teacher’s Manual pp. 24–25; 20 min.<br>● EL Adaptations Lesson 4<br>**Before the Lesson**<br>Review the 4-step problem solving process. Ask students to explain the difference between multiplication and division and to give examples of each. See EL note on p. 78 of Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual READY TO GO: pp. 78–81, Introduce Concepts. 20 min.<br>● Performance Coach Teacher’s Edition pp. 8–9, with Example 2 of Student Edition p. 34. 20 min. | **LESSON FOCUS**<br>MAFS: 3.OA.1.3<br>Instruction Coach<br>Lesson 4: Problem Solving - Division<br>● Teacher’s Manual pp. 24–25; 20 min.<br>● EL Adaptations Lesson 4<br>**Stamp Array**<br>Go over repeated subtraction. Connect it to division and to repeated addition. These connections are important for all multiplying and dividing problem solving.  
**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual READY TO GO: pp. 78–81, Introduce Concepts. 20 min.<br>● Performance Coach Teacher’s Edition pp. 8–9, with Getting the Idea section and Example 1 of Student Edition p. 33. 20 min. |
**Domain 1: Operation and Algebraic Thinking**

### Day 1

**LESSON FOCUS**
MAFS: 3.OA.1.3  
**Instruction Coach**  
Lesson 4: Problem Solving - Division  
- EL Adaptations Lesson 4

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

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

### Day 2

**LESSON FOCUS**
MAFS: 3.OA.1.3  
**Instruction Coach**  
Lesson 4: Problem Solving - Division  
- Student Edition p. 26; 20 min.
- EL Adaptations Lesson 4

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

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

### Day 3

**LESSON FOCUS**  
MAFS: 3.OA.1.3  
**Instruction Coach**  
Lesson 4: Problem Solving - Division  
- Student Edition pp. 27; 20 min.
- EL Adaptations Lesson 4

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

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

### Day 4

**LESSON FOCUS**  
MAFS: 3.OA.1.3  
**Instruction Coach**  
Lesson 5: Relating Multiplication and Division  
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

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

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

### Day 5

**LESSON FOCUS**  
MAFS: 3.OA.1.4, 3.OA.2.6  
**Instruction Coach**  
Lesson 5: Relating Multiplication and Division  
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

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

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual READY TO GO: pp. 78–81, Build Background. 20 min.
- Performance Coach Teacher’s Edition pp. 10–11, with Getting the Idea section and Example 1 of Student Edition pp. 41–42. 20 min.
## Domain 1: Operation and Algebraic Thinking

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### LESSON FOCUS
MAFS: 3.OA.1.4, 3.OA.2.6

**Instruction Coach**
Lesson 5: Relating Multiplication and Division
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

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

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

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

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

### LESSON FOCUS
MAFS: 3.OA.1.4, 3.OA.2.6

**Instruction Coach**
Lesson 5: Relating Multiplication and Division
- Student Edition p. 33; 20 min.
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

#### Example B
Explain inverse. Here students need to understand the connection between multiplication and division.

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

### LESSON FOCUS
MAFS: 3.OA.1.4, 3.OA.2.6

**Instruction Coach**
Lesson 5: Relating Multiplication and Division
- Student Edition pp. 34–35; 20 min.
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

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

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

### LESSON FOCUS
MAFS: 3.OA.1.4, 3.OA.2.6

**Instruction Coach**
Lesson 5: Relating Multiplication and Division
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 5

**Practice**
Practice first verbally with examples such as "4 times how many equals 20?"

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 78–81, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Lesson Practice section of Student Edition pp. 49–50. 20 min or as time permits.
### Domain 1: Operation and Algebraic Thinking

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<tr>
<td>Before the Lesson&lt;br&gt;Explore multiplication facts (3 × 4, e.g.) to see how reversing the factors does not change the product.</td>
<td>DIFFERENTIATION OPTIONS&lt;br&gt;Practice reversing factors with different facts. Use 1 and 0 as factors. 20 min.</td>
<td>DIFFERENTIATION OPTIONS&lt;br&gt;Discuss: arrays of objects can be rotated to show the commutative property of multiplication. 20 min.</td>
<td>DIFFERENTIATION OPTIONS&lt;br&gt;Review all properties with examples. 20 min.</td>
<td>DIFFERENTIATION OPTIONS&lt;br&gt;Break the class into groups to discuss how to use the distributive property to multiply: 3 × 14. 20 min.</td>
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<tr>
<td><strong>Example A</strong>&lt;br&gt;Go over the meaning of commutative. Ask class to think of other examples, including 0 and 1 as factors.</td>
<td><strong>Example</strong>&lt;br&gt;Make sure class understands the meaning of associative, that it involves three numbers, and that it is another way of saying, “it does not matter in what order you multiply, you get the same answer.” Ask students to verify this with every possible ordering of three numbers.</td>
<td><strong>Example C and Problem Solving</strong>&lt;br&gt;Show class two sets of identical arrays for the distributive property for 2 × (3 + 4). Lay out these arrays as: (3 + 4) twice.</td>
<td><strong>Example</strong>&lt;br&gt;With Coached Example of Student Edition p. 54. 20 min.</td>
<td><strong>Example</strong>&lt;br&gt;With Lesson Practice section of Student Edition pp. 55–56. 20 min or as time permits.</td>
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**Domain 1: Operation and Algebraic Thinking**

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**LESSON FOCUS**  
MAFS: 3.OA.2.5  
**Instruction Coach**  
Lesson 6: Applying Properties of Operations  
- Student Edition pp. 44–45; 20 min.  
- EL Adaptations Lesson 6  
**Practice**  
Divide the Practice into 3 or 4 parts. Ask students to complete each part and share results.  
**DIFFERENTIATION OPTIONS**  
Ask students to draw examples of three properties. 20 min.  
- Performance Coach Teacher's Edition pp. 12–13, with Lesson Practice section of Student Edition pp. 57–58. 20 min or as time permits.

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**LESSON FOCUS**  
MAFS: 3.OA.3.7  
**Instruction Coach**  
Lesson 7: Multiplying and Dividing Whole Numbers  
- EL Adaptations Lesson 7  
**Before the Lesson**  
Review the connection between multiplication and division. Use objects to form arrays and ask about the inverse relationships between the two operations.  
**DIFFERENTIATION OPTIONS**  
Review fact families by giving students three numbers (e.g., 4, 7, 28) and ask students to produce the fact family. 20 min.  

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**LESSON FOCUS**  
MAFS: 3.OA.3.7  
**Instruction Coach**  
Lesson 7: Multiplying and Dividing Whole Numbers  
- EL Adaptations Lesson 7  
**Example A and Example B**  
Before starting these pages, ask students how they would explain $4 \times 3 \div 6$. Go over several possibilities to remind students: arrays, repeated addition, and skip counting.  
**DIFFERENTIATION OPTIONS**  
Go over several possibilities to remind students: arrays, repeated addition, and skip counting. 20 min.  

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**LESSON FOCUS**  
MAFS: 3.OA.3.7  
**Instruction Coach**  
Lesson 7: Multiplying and Dividing Whole Numbers  
- EL Adaptations Lesson 7  
**Example C and Example D**  
Ask students to demonstrate the various properties: commutative, associative, and distributive.  
**DIFFERENTIATION OPTIONS**  
Review fact families for several sets of numbers. 20 min.  

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**LESSON FOCUS**  
MAFS: 3.OA.3.7  
**Instruction Coach**  
Lesson 7: Multiplying and Dividing Whole Numbers  
- EL Adaptations Lesson 7  
**Example E and Example F**  
Go over repeated subtraction for several examples.  
**DIFFERENTIATION OPTIONS**  
Ask students to demonstrate how repeated addition is connected to repeated subtraction. 20 min.  
**Domain 1: Operation and Algebraic Thinking**

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.3.7&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 7: Multiplying and Dividing Whole Numbers&lt;br&gt;● Teacher’s Manual pp. 30–31; 20 min.&lt;br&gt;● EL Adaptations Lesson 7&lt;br&gt;Example G and Example H&lt;br&gt;Write a division equation and ask students to write the equivalent multiplication equation. Then ask them to fill in all members of the fact family.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.3.7&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 7: Multiplying and Dividing Whole Numbers&lt;br&gt;● Teacher’s Manual pp. 30–31; 20 min.&lt;br&gt;● EL Adaptations Lesson 7&lt;br&gt;Practice&lt;br&gt;Divide Practice into three sections. Ask students to work in groups, then go over all questions.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.8&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Problem Solving: Two-Step Word Problems&lt;br&gt;● Teacher’s Manual pp. 32–33; 20 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Before the Lesson&lt;br&gt;Review problem-solving techniques and go over facts for all four operations. Explain what it means to solve a problem in two steps, and demonstrate with specific problems.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.8&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Problem Solving: Two-Step Word Problems&lt;br&gt;● Student Edition p. 52; 20 min.&lt;br&gt;● Teacher’s Manual pp. 32–33; 20 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Stamp Collecting&lt;br&gt;Go over the READ and PLAN steps to make sure all students understand these steps and what the thinking is behind this problem.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.8&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Problem Solving: Two-Step Word Problems&lt;br&gt;● Teacher’s Manual pp. 32–33; 20 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Art Box&lt;br&gt;Help students differentiate between when to add and when to multiply.</td>
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**DIFFERENTIATION OPTIONS**

Practice reversing factors with different facts. 20 min.<br>● Performance Coach Teacher’s Edition pp. 14–15, with Lesson Practice section of Student Edition pp. 63–64. 20 min or as time permits.

Practice drawing arrays to fit equations, then write the full family. 20 min.<br>● Performance Coach Teacher’s Edition pp. 14–15, with Lesson Practice section of Student Edition pp. 65–66. 20 min or as time permits.


Ask students to write subtraction problems for use by the entire class. 20 min.<br>● Performance Coach Teacher’s Edition pp. 16–17, with Example 2 of Student Edition pp. 69–70. 20 min.
### Domain 1: Operation and Algebraic Thinking

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.8&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Problem Solving: Two-Step Word Problems&lt;br&gt;● Teacher’s Manual pp. 32–33; 20 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Gift Bags&lt;br&gt;Warn students to distinguish between multiplying and dividing.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Ask students to write division problems for use by the entire class. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 16–17, with Lesson Practice section of Student Edition pp. 72–73. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.8&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 8: Problem Solving: Two-Step Word Problems&lt;br&gt;● Student Edition pp. 56–57; 20 min.&lt;br&gt;● Teacher’s Manual pp. 32–33; 20 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Practice&lt;br&gt;Divide Practice into two sections. Ask students to work in groups, then go over the techniques used to solve all questions.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Review the four-step problem solving process; ask what each step means. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 16–17, with Lesson Practice section of Student Edition pp. 74–75. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.9&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Identifying Patterns&lt;br&gt;● Student Edition pp. 58–59; 20 min.&lt;br&gt;● Teacher’s Manual pp. 34–35; 20 min.&lt;br&gt;● EL Adaptations Lesson 9&lt;br&gt;Understand–Connect&lt;br&gt;Move from counters (2’s, 3’s, etc.) to pictorial to abstract in all parts of this lesson. Ask students to skip count forwards and backwards. Then move to UNDERSTAND–CONNECT. The hundreds chart can be used in many ways over and over for different patterns.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Build Background. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 18–19, with Getting the Idea section and Example 1 of Student Edition pp. 76–77. 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 3.OA.4.9&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Identifying Patterns&lt;br&gt;● Student Edition p. 60; 20 min.&lt;br&gt;● Teacher’s Manual pp. 34–35; 20 min.&lt;br&gt;● EL Adaptations Lesson 9&lt;br&gt;Example A&lt;br&gt;Ask students: Is there another way to find the missing number? See EL note on p. 98 of Support Coach Teacher’s Manual.</td>
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</table>
### Domain 1: Operation and Algebraic Thinking

#### LESSON FOCUS
**MAFS: 3.OA.4.9**

**Instruction Coach**
Lesson 9: Identifying Patterns
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 9

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

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

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

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 94–97, Support Discussion. 20 min.
- **Performance Coach Teacher’s Edition** pp. 18–19, with Lesson Practice section of Student Edition pp. 83–84. 20 min or as time permits.

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**Example D**

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 94–97, Model Application. 20 min.
- **Performance Coach Teacher’s Edition** pp. 18–19, with Lesson Practice section of Student Edition pp. 85–86. 20 min or as time permits.

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**REVIEW AND ASSESS**

**Instruction Coach**
Domain 1 Review
- Student Edition pp. 66–67; 40 min.
- Teacher’s Manual pp. 87–88

**Questions 1–23**
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 66–67. Make sure all instructions are clear. See Progression Chart on TM pp. 16–17 for a view of progressions connecting lessons of Domain 1.

#### DIFFERENTIATION OPTIONS
- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 20, with Domain 1 Review section of Student Edition pp. 87–89, as time permits.
**Week 12**

### Domain 1: Operation and Algebraic Thinking

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 1 Review**
- **Student Edition** pp. 68–69; 40 min.
- **Teacher’s Manual** pp. 87–88

**Questions 24–35 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on SE p. 69.

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

**DIFFERENTIATION OPTIONS**
Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach**

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 1 Assessment**
- **Assessments** pp. 4–7; 40 min.
- **Assessments Answer Key** p. 4

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 1 Assessment**
- **Assessments** pp. 8–11; 40 min.
- **Assessments Answer Key** pp. 4–6

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.

### Domain 2: Number and Operations in Base Ten

**LESSON FOCUS**

**MAFS: 3.NBT.1.1**

**Instruction Coach**

**Lesson 10: Using Place Value to Round Whole Numbers**
- **Teacher’s Manual** pp. 38–39; 20 min.
- **EL Adaptations Lesson 10**

**Understand–Connect**
Speak to students about rounding. Ask if they know what it means to say, “Josh owes Henry around 30 cents.” See EL note on p. 82 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  - **PLUG IN:** pp. 82–83, Build Background. 20 min.
- **Performance Coach**
  - **Coached Example of Student Edition** pp. 104–105. 20 min.
## Domain 2: Number and Operations in Base Ten

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<td><strong>LESSON FOCUS</strong>  &lt;br&gt; MAFS: 3.NBT.1.2  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 11: Using Place Value to Add and Subtract Whole Numbers  &lt;br&gt; - Student Edition pp. 78–79; 20 min.  &lt;br&gt; - Teacher’s Manual pp. 40–41; 20 min.  &lt;br&gt; - EL Adaptations Lesson 11  &lt;br&gt; <strong>Practice</strong>  &lt;br&gt; Go over the place value models carefully. Use concrete blocks or their substitutes for place value to make sure the concept of regrouping becomes clear. See EL note on p. 34 of Support Coach Teacher’s Manual.  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Support Coach Teacher’s Manual PLUG IN: pp. 34–35, Introduce and Model. 20 min.  &lt;br&gt; - Performance Coach Teacher’s Edition pp. 28–29, with Lesson Practice section of Student Edition pp. 119 and 129. 20 min.</td>
<td><strong>LESSON FOCUS</strong>  &lt;br&gt; MAFS: 3.NBT.1.2  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 11: Using Place Value to Add and Subtract Whole Numbers  &lt;br&gt; - Teacher’s Manual pp. 40–41; 20 min.  &lt;br&gt; - EL Adaptations Lesson 11  &lt;br&gt; <strong>Practice</strong>  &lt;br&gt; Refer to place value charts to help with adding and subtracting, but more importantly, accent the concept of place value and how it works.  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Support Coach Teacher’s Manual PLUG IN: pp. 34–35, Introduce and Model. 20 min.  &lt;br&gt; - Performance Coach Teacher’s Edition pp. 28–29, with Lesson Practice section of Student Edition pp. 125–128. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>  &lt;br&gt; MAFS: 3.NBT.1.3  &lt;br&gt; <strong>Instruction Coach</strong>  &lt;br&gt; Lesson 12: Using Place Value to Multiply by Multiples of 10  &lt;br&gt; - Student Edition pp. 84–85; 20 min.  &lt;br&gt; - Teacher’s Manual pp. 42–43; 20 min.  &lt;br&gt; - EL Adaptations Lesson 12  &lt;br&gt; <strong>Practice</strong>  &lt;br&gt; Study the 5 × 30 models to make sure students understand the tens shown here. Alternately, you can use coins, but you will not get relative (10 to 1) size as shown here.  &lt;br&gt; <strong>DIFFERENTIATION OPTIONS</strong>  &lt;br&gt; - Support Coach Teacher’s Manual PLUG IN: pp. 34–35, Introduce and Model. 20 min.  &lt;br&gt; - Performance Coach Teacher’s Edition pp. 32–33, with Getting the Idea section and Examples 1–2 of Student Edition pp. 141–142. 20 min.</td>
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## Domain 2: Number and Operations in Base Ten

### Lesson Focus
**MAFS: 3.NBT.1.3**

**Instruction Coach**
Lesson 12: Using Place Value to Multiply by Multiples of 10
- EL Adaptations Lesson 12

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

### Differentiation Options
Add additional questions to the Mystery Numbers page. 20 min.

- **Performance Coach**

### Review and Assess
**Instruction Coach**
**Domain 2 Review**
- Student Edition pp. 90–91; 40 min.
- Teacher's Manual pp. 89–90

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

### Differentiation Options
Check students’ knowledge of basic facts. 20 min.

- **Performance Coach**
  Teacher's Edition pp. 32–33, with Lesson Practice section of Student Edition pp. 146–149. 20 min or as time permits.

### Review and Assess
**Instruction Coach**
**Domain 2 Review**
- Student Edition pp. 92–93; 40 min.
- Teacher’s Manual p. 90

**Questions 38–44 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 93. Ask students to take a look at instructions for the second half of the Review on SE p. 92. In particular, clarify any doubts with respect to Performance Task (Shopping Trip) on p. 93. See Progression Chart on TM pp. 36–37 for a view of progressions connecting lessons of Domain 2.

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

- **Performance Coach**
  Teacher's Edition p. 34, with Domain 2 Review section of Student Edition pp. 150–152, as time permits.

### Review and Assess
**Instruction Coach**
**Domain 2 Assessment**
- Assessments pp. 12–15; 40 min.
- Assessments Answer Key p. 7

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

### Differentiation Options
Provide extra time and assistance for students who qualify.
### Domain 2: Number and Operations-Fractions

#### Week 15

**Day 1**

- **REVIEW AND ASSESS**
  - Instruction Coach Domain 2 Assessment
    - Assessments pp. 16–19; 40 min.
    - Assessments Answer Key pp. 7–8

- **Questions 16–20**
  - Provide extra time for assessments and provide readers to read word problems to students.

- **DIFFERENTIATION OPTIONS**
  - Provide extra time and assistance for students who qualify.

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<td><strong>Lesson Focus</strong></td>
<td><strong>MAFS: 3.NF.1.1</strong></td>
<td><strong>Instruction Coach</strong> Lesson 13: Understanding Fractions</td>
<td>Teacher’s Manual pp. 46–47; 20 min.</td>
<td><strong>Support Coach Teacher’s Manual</strong> PLUG IN: pp. 18–19, Build Background. 20 min.</td>
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<tr>
<td><strong>Before the Lesson</strong></td>
<td><strong>Understanding–Connect</strong></td>
<td>Show a fraction such as 1/5 and ask students to draw a representation for this fraction. Repeat with other fractions.</td>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 36–37, with Getting the Idea section and Example 1 of Student Edition pp. 158–159. 20 min.</td>
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<tr>
<td><strong>Differentiation Options</strong></td>
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<td><strong>Support Coach Teacher’s Manual</strong> PLUG IN: pp. 18–19, Introduce Concepts and Vocabulary. 20 min.</td>
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**Day 2**

- **Lesson Focus**
  - **MAFS: 3.NF.1.1**
  - **Instruction Coach** Lesson 13: Understanding Fractions
    - Teacher’s Manual pp. 46–47; 20 min.
    - EL Adaptations Lesson 13

- **Example A**
  - Move to showing more than one equal part such as 2 of 3 equal parts in an area diagram. Show how these parts are a sum of unit fractions: 2/3 = 1/3 + 1/3.

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

**Day 3**

- **Lesson Focus**
  - **MAFS: 3.NF.1.1**
  - **Instruction Coach** Lesson 13: Understanding Fractions
    - Teacher’s Manual pp. 46–47; 20 min.
    - EL Adaptations Lesson 13

- **Example B**
  - Show a fraction such as 3/7 and ask students to shade a diagram that shows this fraction.

- **Differentiation Options**
  - **Support Coach Teacher’s Manual** PLUG IN: pp. 18–19, Support Discussion. 20 min.

**Day 4**

- **Lesson Focus**
  - **MAFS: 3.NF.1.1**
  - **Instruction Coach** Lesson 13: Understanding Fractions
    - Teacher’s Manual pp. 46–47; 20 min.
    - EL Adaptations Lesson 13

**Day 5**
Domain 3: Number and Operations-Fractions

### Day 1

**LESSON FOCUS**  
MAFS: 3.NF.1.1  
*Instruction Coach*  
*Lesson 13: Understanding Fractions*  
- Teacher's Manual pp. 46–47; 20 min.  
- **EL Adaptations** Lesson 13 Practice  
  Divide Practice into two sections (SE pp. 100–101), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section. Pay special attention to Questions 16 and 17 on p. 101.

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

### Day 2

**LESSON FOCUS**  
MAFS: 3.NF.1.2.a, 3.NF.1.2.b  
*Instruction Coach*  
*Lesson 14: Representing Fractions on a Number Line*  
- **EL Adaptations** Lesson 14 Before the Lesson  
  Review number lines with whole numbers. Then show a number line between 0 and 1, divided into 4 equal parts. Mark a point at the end of each part. Explain why these show 1/4, 2/4, and 3/4. See EL note on p. 20 of Support Coach Teacher's Manual.

**DIFFERENTIATION OPTIONS**  

### Day 3

**LESSON FOCUS**  
MAFS: 3.NF.1.2.a, 3.NF.1.2.b  
*Instruction Coach*  
*Lesson 14: Representing Fractions on a Number Line*  
- **EL Adaptations** Lesson 14 Example A  
  Show a fraction such as 1/5 and ask students to draw a number line to reflect this fraction, then mark the actual fraction.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher's Manual** POWER UP: pp. 20–21, Build Background. 20 min.

### Day 4

**LESSON FOCUS**  
MAFS: 3.NF.1.2.a, 3.NF.1.2.b  
*Instruction Coach*  
*Lesson 14: Representing Fractions on a Number Line*  
- **EL Adaptations** Lesson 14 Example B  
  Show a fraction such as 3/5 and ask students to draw a number line that shows this fraction. Repeat with other non-unit fractions.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher's Manual** POWER UP: pp. 20–21, Support Discussion. 20 min.

### Day 5

**LESSON FOCUS**  
MAFS: 3.NF.1.2.a, 3.NF.1.2.b  
*Instruction Coach*  
*Lesson 14: Representing Fractions on a Number Line*  
- **EL Adaptations** Lesson 14 Practice Part 1: Questions 1–6  
  Go over each question after students have completed it.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher's Manual** PLUG IN: pp. 18–19, Practice and Assess. 20 min.
### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS
**MAFS: 3.NF.1.2.a, 3.NF.1.2.b**

**Instruction Coach**
**Lesson 14: Representing Fractions on a Number Line**
- EL Adaptations Lesson 14

**Practice Part 2: Questions 7–11**
Go over each question after students have completed it.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 38–39, with Lesson Practice section of Student Edition pp. 175–176. 20 min or as time permits.

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#### LESSON FOCUS
**MAFS: 3.NF.1.3.a, 3.NF.1.3.b, 3.NF.1.3.c**

**Instruction Coach**
**Lesson 15: Understanding Equivalent Fractions**
- Teacher's Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

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

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual PLUG IN: pp. 22–25, Build Background. 20 min.

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#### LESSON FOCUS
**MAFS: 3.NF.1.3.a, 3.NF.1.3.b, 3.NF.1.3.c**

**Instruction Coach**
**Lesson 15: Understanding Equivalent Fractions**
- Teacher's Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

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

**DIFFERENTIATION OPTIONS**

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#### LESSON FOCUS
**MAFS: 3.NF.1.3.a, 3.NF.1.3.b, 3.NF.1.3.c**

**Instruction Coach**
**Lesson 15: Understanding Equivalent Fractions**
- Teacher's Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 40–41, with Lesson Practice section of Student Edition pp. 183–184. 20 min or as time permits.

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#### LESSON FOCUS
**MAFS: 3.NF.1.3.a, 3.NF.1.3.b, 3.NF.1.3.c**

**Instruction Coach**
**Lesson 15: Understanding Equivalent Fractions**
- Teacher's Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Example C**
Ask students to find fractions equivalent to a given fraction. For example, find a fraction equivalent to 2/5.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 40–41, with Lesson Practice section of Student Edition pp. 183–184. 20 min or as time permits.
### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS

**MAFS: 3.NF.1.3.a, 3.NF.1.3.b, 3.NF.1.3.c**

**Instruction Coach**

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

**Practice**

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

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

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#### LESSON FOCUS

**MAFS: 3.NF.1.3.d**

**Instruction Coach**

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

**Before the Lesson**

Use strips to show how two fractions can be compared. Show two different fractions lined up against each other to find which one is longer. An example might be: 3/4 of the length is greater than 2/5 of the same length.

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual READY TO GO: pp. 30–33, Build Background. 20 min.

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#### LESSON FOCUS

**MAFS: 3.NF.1.3.d**

**Instruction Coach**

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

**Understand–Connect**

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

**DIFFERENTIATION OPTIONS**

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#### LESSON FOCUS

**MAFS: 3.NF.1.3.d**

**Instruction Coach**

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

**Example A and Example B**

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

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual READY TO GO: pp. 30–33, Lesson Link. 20 min.
- Performance Coach Teacher's Edition pp. 44–45, with Lesson Practice section of Student Edition pp. 201–202. 20 min or as time permits.
### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS
MAFS: 3.NF.1.3.d

**Instruction Coach**
Lesson 16: Comparing Fractions
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16

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

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

#### REVIEW AND ASSESS
**Instruction Coach**
Domain 3 Review
- Student Edition pp. 120–121; 40 min.
- Teacher’s Manual p. 92

**Questions 1–18**
Go over the questions and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 120–121. Make sure all instructions are clear. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

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

**Performance Coach**

**Review and Assess**
**Instruction Coach**
Domain 3 Review
- Student Edition pp. 122–123; 40 min.
- Teacher’s Manual pp. 92–93

**Questions 19–24 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 123. Ask students to take a look at instructions for the second half of the Review on SE pp. 90–91. In particular, clarify any doubts with respect to Performance Task (Mural Painting) on p. 123. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

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

**Performance Coach**

#### REVIEW AND ASSESS
**Instruction Coach**
Domain 3 Assessment
- Assessments pp. 20–23; 40 min.
- Assessments Answer Key p. 9

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

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

**Review and Assess**
**Instruction Coach**
Domain 3 Assessment
- Assessments pp. 24–27; 40 min.
- Assessments Answer Key pp. 9–11

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify. Provide extra time for assessments and provide readers to read word problems to students.
### Domain 4: Measurement and Data

#### LESSON FOCUS

**MAFS: 3.MD.1.1**

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

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


**DIFFERENTIATION OPTIONS**

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

- **DIFFERENTIATION OPTIONS**

- Example B
  Give students a specific time, ask them to show this on an analog clock. They can use pictures of clocks or they can use an actual clock.


- **DIFFERENTIATION OPTIONS**

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

- **DIFFERENTIATION OPTIONS**
  - Performance Coach Teacher's Edition pp. 48–49, with Lesson Practice section of Student Edition pp. 219–220. 20 min or as time permits.

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

- **DIFFERENTIATION OPTIONS**
  - Performance Coach Teacher's Edition pp. 48–49, with Lesson Practice section of Student Edition pp. 221–222. 20 min or as time permits.
### Domain 4: Measurement and Data

#### LESSON FOCUS

**MAFS: 3.MD.1.2**

**Instruction Coach Lesson 18: Mass and Liquid Volume**
- EL Adaptations Lesson 18

**Before the Lesson**

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

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - pp. 106–107, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**

**Example A**

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


**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - pp. 106–107, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**

**Example B**

Explain and offer a few examples of capacity. Cite common examples of containers that hold liquid. Go over what constitutes more and less for capacity. Make comparison of containers. Assign students the job of checking labels on containers showing capacity.

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - pp. 106–107, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**

**Example C and Problem Solving**

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

**DIFFERENTIATION OPTIONS**

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

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### Domain 4: Measurement and Data

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#### LESSON FOCUS
**MAFS: 3.MD.2.3**

**Instruction Coach**

Lesson 19: Representing Data with Picture Graphs
- **Student Edition** p. 138; 20 min.
- **Teacher’s Manual** pp. 60–61; 20 min.
- **EL Adaptations** Lesson 19

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

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 118–121, Build Background. 20 min.

#### LESSON FOCUS
**MAFS: 3.MD.2.3**

**Instruction Coach**

Lesson 19: Representing Data with Picture Graphs
- **Student Edition** p. 139; 20 min.
- **Teacher’s Manual** pp. 60–61; 20 min.
- **EL Adaptations** Lesson 19

**Example B**
Expand on the role of the key and how multiplication facts can help arrive at the actual data. Make sure students can compute every line of the picture graph shown here. Pay attention to the MP’s shown on pp. 106–113 of **Support Coach Teacher’s Manual**.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 118–121, Build Background. 20 min.

#### LESSON FOCUS
**MAFS: 3.MD.2.3**

**Instruction Coach**

Lesson 19: Representing Data with Picture Graphs
- **Student Edition** pp. 140–141; 20 min.
- **Teacher’s Manual** pp. 60–61; 20 min.
- **EL Adaptations** Lesson 19

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

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 118–121, Build Background. 20 min.

#### LESSON FOCUS
**MAFS: 3.MD.2.3**

**Instruction Coach**

Lesson 20: Bar Graphs
- **Teacher’s Manual** pp. 62–63; 20 min.
- **EL Adaptations** Lesson 20

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

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 126–129, Build Background. 20 min.
**Domain 4: Measurement and Data**

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<td><strong>Lesson 20: Bar Graphs</strong></td>
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<td><strong>Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch</strong></td>
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<tr>
<td>- Teacher’s Manual</td>
<td>pp. 62–63; 20 min.</td>
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<td>Lesson 20 Example E and Problem Solving</td>
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<td>Lesson 21 Practice</td>
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<tr>
<td>- EL Adaptations</td>
<td>Lesson 20 Example C and Example D</td>
<td>Demonstrate how to transfer data from a table to a bar graph. Do this item-by-item – e.g., park, theater, zoo in Example C. In this way it will make it easier to complete the graph. Follow a similar procedure for Example D.</td>
<td>Always alert students to the scale and make sure they can read it easily as the scale is the key to reading the data.</td>
<td>Divide Practice into two sections (SE pp. 150–151), and ask students to complete first section. Then discuss and go over any trouble spots to make sure students understand all questions and solutions. Repeat for the second section.</td>
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</tbody>
</table>
### Domain 4: Measurement and Data

#### Lesson Focus

**MAFS: 3.MD.2.4**

**Instruction Coach**

**Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch**
- Student Edition pp. 154–155; 20 min.
- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

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

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

#### Practice

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

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

#### Lesson Focus

**MAFS: 3.MD.2.4**

**Instruction Coach**

**Lesson 22: Representing Data with Line Plots**
- Teacher’s Manual pp. 66–67; 20 min.
- EL Adaptations Lesson 22

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

**Differentiation Options**
- Support Coach Teacher’s Manual READY TO GO: pp. 134–137, Introduce and Model. 20 min.

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

**Differentiation Options**
- Performance Coach Teacher’s Edition pp. 58–59, with Lesson Practice section of Student Edition pp. 268–270. 20 min or as time permits.
## Domain 4: Measurement and Data

### Week 25

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#### Practice

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

#### DIFFERENTIATION OPTIONS

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

#### LESSON FOCUS

**MAFS: 3.MD.3.5.a, 3.MD.3.5.b, 3.MD.3.6**

**Instruction Coach**

Lesson 23: Understanding Area

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

**Before the Lesson**

Start this lesson by showing students a rectangle divided into unit squares, a number of the squares shaded. Ask students: What is area and how do we find the area of the shaded portion? See EL note on p. 146 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 146–147, Build Background. 20 min.

**DIFFERENTIATION OPTIONS**


**Example A**

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

**DIFFERENTIATION OPTIONS**


**Example B**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 148–149, Build Background. 20 min.

**Performance Coach Teacher’s Edition**

pp. 73–74, with Lesson Practice section of Student Edition pp. 287–289. 20 min or as time permits.
### Domain 4: Measurement and Data

#### LESSON FOCUS

**MAFS: 3.MD.3.5.a, 3.MD.3.5.b, 3.MD.3.6**

**Instruction Coach**

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

**Practice**

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 62–63, with Lesson Practice section of Student Edition pp. 290–291. 20 min or as time permits.

#### LESSON FOCUS

**MAFS: 3.MD.3.7.a, 3.MD.3.7.b**

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- Teacher's Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS

**MAFS: 3.MD.3.7.a, 3.MD.3.7.b**

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- Teacher's Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Understand**

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

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS

**MAFS: 3.MD.3.7.a, 3.MD.3.7.b**

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- Teacher's Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Example A and Problem Solving**

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 64–65, with Example 4 of Student Edition pp. 296–297. 20 min or as time permits.
### Domain 4: Measurement and Data

#### LESSON FOCUS
MAFS: 3.MD.3.7.a, 3.MD.3.7.b

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- Teacher’s Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 64–65, with Coached Example of Student Edition p. 298. 20 min or as time permits.

#### LESSON FOCUS
MAFS: 3.MD.3.7.c, 3.MD.3.7.d

**Instruction Coach**

**Lesson 25: Relating Area to Addition**
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

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

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

**Example A**
Review the distributive property starting with concrete objects and then moving to the ways distributive property aids in computation: $4 \times 12 = 4 \times (10 + 2) = 4 \times 10 + 4 \times 2$.

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 64–65, with Lesson Practice section of Student Edition p. 300. 20 min or as time permits.

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual PLUG IN: pp. 146–147, Support Discussion. 20 min.
- Performance Coach Teacher’s Edition pp. 64–65, with Lesson Practice section of Student Edition p. 301. 20 min or as time permits.
### Domain 4: Measurement and Data

#### LESSON FOCUS
**MAFS: 3.MD.3.c, 3.MD.3.d**

**Instruction Coach**
**Lesson 25: Relating Area to Addition**
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual pp. 144–147, Practice and Assess. 20 min.
- Performance Coach Teacher’s Edition pp. 64–65, with Lesson Practice section of Student Edition p. 303. 20 min or as time permits.

#### LESSON FOCUS
**MAFS: 3.MD.4.a**

**Instruction Coach**
**Lesson 26: Perimeter**
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 142–145, Build Background. 20 min.

#### LESSON FOCUS
**MAFS: 3.MD.4.a**

**Instruction Coach**
**Lesson 26: Perimeter**
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

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

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 142–145, Introduce and Model. 20 min.

#### LESSON FOCUS
**MAFS: 3.MD.4.a**

**Instruction Coach**
**Lesson 26: Perimeter**
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 60–61, with Lesson Practice section of Student Edition pp. 278–280. 20 min or as time permits.

#### LESSON FOCUS
**MAFS: 3.MD.4.a**

**Instruction Coach**
**Lesson 26: Perimeter**
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

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

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 60–61, with Lesson Practice section of Student Edition pp. 281–282. 20 min or as time permits.
## Domain 4: Measurement and Data

### REVIEW AND ASSESS

#### Instruction Coach

**Domain 4 Review**
- **Student Edition** pp. 186–187; 40 min.
- **Teacher’s Manual** pp. 96–97

**Questions 1–13**
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 186–187. Make sure all instructions are clear. See Progression Chart on TM pp. 54–55 for a view of progressions connecting lessons of Domain 4.

**DIFFERENTIATION OPTIONS**

#### Domain 4 Assessment

**Questions 14–18 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on SE p. 69. Ask students to take a look at instructions for the second half of the Review on SE p. 188. In particular, clarify any doubts with respect to Performance Task (How Long is Your Shoe?) on p. 189. See Progression Chart on TM pp. 54–55 for a view of progressions connecting lessons of Domain 4.

**DIFFERENTIATION OPTIONS**

### REVIEW AND ASSESS

#### Instruction Coach

**Domain 4 Assessment**
- **Assessments** pp. 28–37; 40 min.
- **Assessments Answer Key** p. 12

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

**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.

### REVIEW AND ASSESS

#### Instruction Coach

**Domain 4 Assessment**
- **Assessments** pp. 38–41; 40 min.
- **Assessments Answer Key** pp. 13–14

**Questions 26–30**
Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.

## Domain 5: Geometry

### LESSON FOCUS

**MAFS: 3.G.1.1**

**Instruction Coach**
- **Lesson 27: Classifying Shapes**
  - **Teacher’s Manual** pp. 78–79; 20 min.
  - **EL Adaptations** Lesson 27

**Before the Lesson**
Review the attributes of different shapes – triangles, rectangles, quadrilaterals, circles, trapezoids, rhombuses, pentagons, and octagons. Compare one to the other and ask what the differences are. Use vocabulary of side, angle, interior, and exterior.

Find a note on EL on p. 158 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 158–161, Build Background. 20 min.
### Domain 5: Geometry

#### Lesson Focus
- **MAFS: 3.G.1.1**

#### Instruction Coach Lesson 27: Classifying Shapes
- Teacher's Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 27

**Example A**
Start a discussion of polygons. What are they? What does polygon mean? Name several shapes that are polygons. Ask students to draw different polygons.

**Differentiation Options**
- Performance Coach Teacher's Edition pp. 70–71, with Lesson Practice section of Student Edition pp. 327–329. 20 min or as time permits.

#### Lesson Focus
- **MAFS: 3.G.1.1**

#### Instruction Coach Lesson 27: Classifying Shapes
- Teacher's Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 27

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

**Differentiation Options**
- Performance Coach Teacher's Edition pp. 70–71, with Lesson Practice section of Student Edition pp. 327–329. 20 min or as time permits.

#### Lesson Focus
- **MAFS: 3.G.1.2**

#### Instruction Coach Lesson 28: Relating Fractions to Area
- Teacher's Manual pp. 80–81; 20 min.
- EL Adaptations Lesson 27

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

**Differentiation Options**
- Support Coach Teacher's Manual READY TO GO: pp. 14–17, Build Background. 20 min.
**Domain 5: Geometry**

### LESSON FOCUS
MAFS: 3.G.1.2

**Instruction Coach Lesson 28: Relating Fractions to Area**
- Teacher's Manual pp. 80–81; 20 min.
- EL Adaptations Lesson 28

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

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

### REVIEW AND ASSESS
**Instruction Coach Domain 5 Review**
- **Student Edition** pp. 200–201; 40 min.
- **Teacher's Manual** pp. 98–99

**Questions 1–12**
Go over the questions and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 200–201. Make sure all instructions are clear. See Progression Chart on TM pp. 76–77 for a view of progressions connecting the lessons of Domain 5.

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

### REVIEW AND ASSESS
**Instruction Coach Domain 5 Review**
- **Student Edition** pp. 202–203; 40 min.
- **Teacher's Manual** p. 99

**Questions 13–17 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 203. Ask students to take a look at instructions for the second half of the Review on SE p. 202. In particular, clarify any doubts with respect to Performance Task (Sorting Shapes) on p. 203. See Progression Chart on TM pp. 76–77 for a view of progressions connecting the lessons of Domain 5.

### DIFFERENTIATION OPTIONS

### REVIEW AND ASSESS
**Instruction Coach Domain 5 Assessment**
- **Assessments** pp. 42–46; 40 min.
- **Assessments Answer Key** p. 15

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

### DIFFERENTIATION OPTIONS
Provide extra time and assistance for students who qualify.
### Domain 5: Geometry

**REVIEW AND ASSESS**

- **Instruction Coach**
- **Domain 5 Assessment**
  - Assessments pp. 47–50; 40 min.
  - Assessments Answer Key pp. 15–17

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.

**END OF YEAR REVIEW**

- **Instruction Coach**
- **Domain 5 Assessment**
  - Assessments pp. 47–50; 40 min.
  - Assessments Answer Key pp. 15–17

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

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

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### End of Year Review

- **Instruction Coach**
- **Domain 5 Assessment**
  - Assessments pp. 47–50; 40 min.
  - Assessments Answer Key pp. 15–17

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

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

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### SUMMATIVE ASSESSMENT

- **Instruction Coach**
- **Summative Assessment**
  - Assessments pp. 59–68; 40 min.
  - Assessments Answer Key pp. 18–19

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.