Program Overview

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

Common Core Coach

*Instruction and Practice*

Use Common Core 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 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.
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**Addressing Key Instructional Shifts in Math**

1. **Greater focus on fewer topics**

The School Specialty Suite provides greater focus in mathematics. The curriculum is centered on the major work at each grade level, and the supporting materials provide resources to deepen the time and energy spent on the major topics. The Pacing Guide on pages 2–33 will help in allotting proper time to the major work.

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**Common Core Coach**

*Introduction and Instruction*

**Focus:** 37 standards

Full coverage of all standards

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**Support Coach**

*Scaffolded Instruction*

**Focus:** 20 standards

More time and depth on key standards

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**Performance Coach**

*Instruction for Review and Reinforcement*

**Focus:** 37 standards

Full coverage of all standards

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**Comparing Fractions**

*Plug In*

Comparing Fractions That Have the Same Numerator or Denominator

When comparing fractions, it is important that the wholes are the same size. The fractions \(\frac{2}{8}\) and \(\frac{4}{8}\) have the same denominator, but different numerators. The fraction \(\frac{4}{8}\) is greater than \(\frac{2}{8}\).

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, the fractions must be from the same whole size.

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, the fractions must be from the same whole size.

1. **Example 1**

Compare \(\frac{1}{2}\) and \(\frac{2}{3}\).

Step 1: Write the fractions with common denominators.

- \(\frac{1}{2}\) and \(\frac{2}{3}\)

Step 2: Use 6 as the common denominator.

- \(\frac{1}{2}\) is \(\frac{3}{6}\)
- \(\frac{2}{3}\) is \(\frac{4}{6}\)

Step 3: Compare the numerators.

- \(\frac{3}{6}\) is less than \(\frac{4}{6}\), so \(\frac{1}{2}\) is less than \(\frac{2}{3}\).

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2 Coherence: Linking topics and thinking across grades

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

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

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

The chart below lists all of the Common Core Standards for the grade level and their correlations to coverage in the Coach® Common Core Suite. If you find that students are struggling with a particular standard, look to the lessons indicated in these Coach programs for review and remediation.

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Common Core Standards</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>3.OA.1 Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.</td>
<td>1</td>
<td>7, 8, 10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.</td>
<td>2</td>
<td>9, 10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</td>
<td>3, 4</td>
<td>8, 10</td>
<td>3, 4</td>
</tr>
<tr>
<td></td>
<td>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3.OA.5 Apply properties of operations as strategies to multiply and divide.</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3.OA.6 Understand division as an unknown-factor problem.</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</td>
<td>7</td>
<td>8, 10, 11, 12</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</td>
<td>8</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</td>
<td>9</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>Common Core Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>3.NBT.1</strong> Use place value understanding to round whole numbers to the nearest 10 or 100.</td>
<td>10</td>
<td>11</td>
<td>10, 11</td>
<td></td>
</tr>
<tr>
<td><strong>3.NBT.2</strong> Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</td>
<td>11</td>
<td>5, 6, 11, 13, 15, 16</td>
<td>12, 13, 14</td>
<td></td>
</tr>
<tr>
<td><strong>3.NBT.3</strong> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.</td>
<td>12</td>
<td></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number and Operations—Fractions</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.NF.1</strong> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$.</td>
<td>13</td>
<td>1, 2, 3, 4</td>
<td>16</td>
</tr>
<tr>
<td><strong>3.NF.2.a</strong> Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</td>
<td>14</td>
<td>1, 2</td>
<td>17</td>
</tr>
<tr>
<td><strong>3.NF.2.b</strong> Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</td>
<td>14</td>
<td>2, 3, 17</td>
<td>17</td>
</tr>
<tr>
<td><strong>3.NF.3.a</strong> Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</td>
<td>15, 16</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td><strong>3.NF.3.b</strong> Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</td>
<td>15, 16</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td><strong>3.NF.3.c</strong> Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</td>
<td>15, 16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td><strong>3.NF.3.d</strong> Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $&gt;$, $=$, or $&lt;$, and justify the conclusions, e.g., by using a visual fraction model.</td>
<td>15, 16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grade 3

#### Common Core Standards

<table>
<thead>
<tr>
<th>Measurement and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.MD.1</strong> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</td>
</tr>
<tr>
<td><strong>3.MD.2</strong> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</td>
</tr>
<tr>
<td><strong>3.MD.3</strong> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</td>
</tr>
<tr>
<td><strong>3.MD.4</strong> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</td>
</tr>
<tr>
<td><strong>3.MD.5.a</strong> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</td>
</tr>
<tr>
<td><strong>3.MD.5.b</strong> A plane figure which can be covered without gaps or overlaps by (n) unit squares is said to have an area of (n) square units.</td>
</tr>
<tr>
<td><strong>3.MD.6</strong> Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).</td>
</tr>
<tr>
<td><strong>3.MD.7.a</strong> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</td>
</tr>
<tr>
<td><strong>3.MD.7.b</strong> Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</td>
</tr>
<tr>
<td><strong>3.MD.7.c</strong> Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths (a) and (b + c) is the sum of (a \times b) and (a \times c). Use area models to represent the distributive property in mathematical reasoning.</td>
</tr>
<tr>
<td><strong>3.MD.7.d</strong> Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.</td>
</tr>
<tr>
<td>Common Core Standards</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons,</td>
</tr>
<tr>
<td>including finding the perimeter given the side lengths, finding an unknown side</td>
</tr>
<tr>
<td>length, and exhibiting rectangles with the same perimeter and different areas or</td>
</tr>
<tr>
<td>with the same area and different perimeters.</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
</tr>
<tr>
<td>3.G.1 Understand that shapes in different categories may share attributes, and that</td>
</tr>
<tr>
<td>the shared attributes can define a larger category. Recognize rhombuses, rectangles,</td>
</tr>
<tr>
<td>and squares as examples of quadrilaterals, and draw examples of quadrilaterals that</td>
</tr>
<tr>
<td>do not belong to any of these subcategories.</td>
</tr>
<tr>
<td>3.G.2 Partition shapes into parts with equal areas. Express the area of each part</td>
</tr>
<tr>
<td>as a unit fraction of the whole.</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

- Curriculum mapping decisions should be flexible. The sequence of topics is designed to address all the content of the Common Core State Standards, 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.
## Domain 1: Operation and Algebraic Thinking

### LESSON FOCUS

**CCSS: 3.OA.1**

**Common Core 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

- Common Core Support Coach Teacher’s Manual pp. 50–51 PLUG IN: 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

**CCSS: 3.OA.1**

**Common Core Coach**

**Lesson 1: Representing Multiplication**

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

**Understand**

The lesson starts by showing a set of ovals for groups of objects. Portray this concretely first to make sure students understand multiplication as repeated addition. Ask students to give examples of their own. See EL note on p. 50 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 50–51 PLUG IN: Introduce and Model. 10 min.

### LESSON FOCUS

**CCSS: 3.OA.1**

**Common Core Coach**

**Lesson 1: Representing Multiplication**

- Teacher’s Manual pp. 18–19; 25 min.
- EL Adaptations Lesson 1

**Connect**

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

### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 52–53 POWER UP: Build Background. 10 min.
- Performance Coach Teacher’s Edition pp. 2–3 with Coached Example of Student Edition p. 10. 10 min.

### LESSON FOCUS

**CCSS: 3.OA.1**

**Common Core Coach**

**Lesson 1: Representing Multiplication**

- 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

- Common Core Support Coach Teacher’s Manual pp. 52–53 POWER UP: Introduce and Model. 10 min.
- 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

**CCSS: 3.OA.1**  
**Common Core 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. Fluency practice can be found on page A10 of Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 52–53 **POWER UP: Practice and Assess** 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Lesson Practice section of Student Edition pp. 13–14. 20 min or as time permits.

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#### LESSON FOCUS

**CCSS: 3.OA.2**  
**Common Core 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**

- **Common Core Support Coach Teacher’s Manual** pp. 66–67 **PLUG IN: Build Background**. 10 min.
- **Performance Coach Teacher’s Edition** pp. 4–5 with Getting the Idea section and Example 1 of Student Edition pp. 15–16. 10 min.

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#### LESSON FOCUS

**CCSS: 3.OA.2**  
**Common Core Coach Lesson 2: Representing Division**  
- Teacher’s Manual pp. 20–21; 30 min.  
- **EL Adaptations Lesson 2**

**Understand**

- Start with concrete objects and ask students to divide into equal groups. Say: I started with 10 objects and I am going to divide them into two equal groups. How many will there be in each group? Again with the same 10 objects, divide into five equal groups, and again ask: How many in each group?

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 68–69 **POWER UP: Build Background**. 10 min.

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#### LESSON FOCUS

**CCSS: 3.OA.2**  
**Common Core Coach Lesson 2: Representing Division**  
- Teacher’s Manual pp. 20–21; 30 min.  
- **EL Adaptations Lesson 2**

**Connect**

- Ask students to explain 12/4. Go over the meaning of this expression and the names attached to each part.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 68–69 **POWER UP: Introduce and Model**. 10 min.
- **Performance Coach Teacher’s Edition** pp. 4–5 with Coached Example of Student Edition pp. 19. 10 min.
## Domain 1: Operation and Algebraic Thinking

### Week 3

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>

#### LESSON FOCUS

**CCSS: 3.OA.2**

**Common Core 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 Common Core 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.

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 2: Representing Division**
- Teacher’s Manual pp. 20–21; 20 min.
- EL Adaptations Lesson 2

**Practice**

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 4–5 with Lesson Practice section of Student Edition pp. 22–23. 20 min or as time permits.

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Multiplication**
- EL Adaptations Lesson 3

**Before the Lesson**
Review the 4-step problem solving process. Ask questions about what a strategy means. Ask students to give examples of strategies they use in their lives to solve problems. See EL note on p. 62 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 62–65 READY TO GO: Build Background 20 min.

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Multiplication**
- EL Adaptations Lesson 3

**Apple Picking**
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

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Multiplication**
- **EL Adaptations** Lesson 3

**Weighing Melons**
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

- **Common Core Support**
  - Coach Teacher’s Manual pp. 62–65 READY TO GO: Lesson Link 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 6–7 with Coached Example of Student Edition p. 27. 20 min.

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Multiplication**
- **EL Adaptations** Lesson 3

**Woodworking**
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

- **Common Core Support**
- **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

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Multiplication**
- **EL Adaptations** Lesson 3

**Practice**
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

- **Common Core Support**
- **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

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 3: Problem Solving - Division**
- **EL Adaptations** Lesson 4

**Before the Lesson**
Review the 4-step problem solving process. Ask students to explain the difference between multiplication and division and to give examples of each.

#### DIFFERENTIATION OPTIONS

- **Common Core Support**
  - Coach Teacher’s Manual pp. 78–81 READY TO GO: Build Background 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 8–9 with Example 2 of Student Edition p. 34. 20 min.

#### LESSON FOCUS

**CCSS: 3.OA.3**

**Common Core Coach**

**Lesson 4: Problem Solving - Division**
- **EL Adaptations** Lesson 4

**Stamp Array**
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

- **Common Core Support**
  - Coach Teacher’s Manual pp. 78–81 READY TO GO: Introduce Concepts 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 8–9 with Getting the Idea section and Example 1 of Student Edition p. 33. 20 min.
## Week 5

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Operation and Algebraic Thinking</strong></td>
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<td><strong>Domain 1: Operation and Algebraic Thinking</strong></td>
</tr>
</tbody>
</table>

### LESSON FOCUS

**CCSS: 3.OA.3**

Common Core Coach Lesson 4: Problem Solving - Division

- 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

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

### LESSON FOCUS

**CCSS: 3.OA.3**

Common Core Coach Lesson 4: Problem Solving - Division

- EL Adaptations Lesson 4

Fences

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

#### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 78–81 READY TO GO: 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.

### LESSON FOCUS

**CCSS: 3.OA.3**

Common Core Coach Lesson 4: Problem Solving - Division

- EL Adaptations Lesson 4

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

- Common Core Support Coach Teacher’s Manual pp. 78–81 READY TO GO: Build Background 20 min.
- Performance Coach Teacher’s Edition pp. 8–9 with Getting the Idea section and Example 1 of Student Edition pp. 39–40. 20 min or as time permits.

### LESSON FOCUS

**CCSS: 3.OA.4, 3.OA.6**

Common Core 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

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

#### LESSON FOCUS

**CCSS: 3.OA.4, 3.OA.6**

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

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

#### Example B

Explain “inverse.” Here students need to understand the connection between multiplication and division.

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

#### 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**
- **Common Core Support Coach Teacher’s Manual** pp. 78–81 READY TO GO: Support Independent Practice 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11 with Lesson Practice section of Student Edition pp. 47–48. 20 min or as time permits.

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**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 78–81 READY TO GO: 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**

### LESSON FOCUS
**CCSS: 3.OA.5**

**Common Core Coach Lesson 6: Applying Properties of Operations**
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 6

**Before the Lesson**
Explore multiplication facts (3 × 4, e.g.) to see how reversing the factors does not change the product.

**DIFFERENTIATION OPTIONS**
- Practice reversing factors with different facts. Use 1 and 0 as factors. 20 min.

### LESSON FOCUS
**CCSS: 3.OA.5**

**Common Core Coach Lesson 6: Applying Properties of Operations**
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 6

**Understand Connect**
Understand and Connect are tied together as usual, with Understand laying down the concept and Connect showing a by-product of the Understand – a multiplication table showing how to find $3 \times 4 = 4 \times 3$.

**DIFFERENTIATION OPTIONS**
- Show arrays and ask students to find the multiplication fact. Then ask students to rearrange array to find a 2nd fact equal to the first. 20 min.

### LESSON FOCUS
**CCSS: 3.OA.5**

**Common Core Coach Lesson 6: Applying Properties of Operations**
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 6

**Example A**
Go over the meaning of “commutative.” Ask class to think of other examples, including 0 and 1 as factors.

**DIFFERENTIATION OPTIONS**
- Discuss: arrays of objects can be rotated to show the commutative property of multiplication. 20 min.

### LESSON FOCUS
**CCSS: 3.OA.5**

**Common Core Coach Lesson 6: Applying Properties of Operations**
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 6

**Example C and Problem Solving**
Show class two sets of identical arrays for the distributive property for $2 \times (3 + 4)$. Lay out these arrays as: $(3 + 4)$ twice.

**DIFFERENTIATION OPTIONS**
- Break the class into groups to discuss how to use the distributive property to multiply: $3 \times 14$. 20 min.
- Performance Coach Teacher’s Edition pp. 12–13 with Lesson Practice section of Student Edition pp. 55–56. 20 min or as time permits.
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<td>• EL Adaptations Lesson 6 Practice</td>
<td>• 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.</td>
<td>• EL Adaptations Lesson 7 Example A and Example B Before starting these pages, ask students how they would explain $4 \times 6$. Go over several possibilities to remind students: arrays, repeated addition, and skip counting.</td>
<td>• EL Adaptations Lesson 7 Example C and Example D Ask students to demonstrate the various properties: commutative, associative, and distributive.</td>
<td>• EL Adaptations Lesson 7 Example E and Example F Go over repeated subtraction for several examples.</td>
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<td>Divide the Practice into 3 or 4 parts. Ask students to complete each part and all share results.</td>
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<td>• Ask students to draw examples of three properties. 20 min.</td>
<td>• Review fact families by giving students three numbers (e.g., 4, 7, 28) and ask students to produce the fact family. 20 min.</td>
<td>• Review fact families for several sets of numbers. 20 min.</td>
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### Domain 1: Operation and Algebraic Thinking

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.OA.7&lt;br&gt;Common Core 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</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.OA.8&lt;br&gt;Common Core 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</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.OA.8&lt;br&gt;Common Core 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</td>
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<td><strong>Example G and Example H</strong>&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>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Practice reversing factors with different facts. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 14–15 with Lesson Practice section of Student Edition pp. 63–64. 20 min or as time permits.</td>
<td><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 Getting the Idea of Student Edition p. 67. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Ask students to write subtractions problems for use by the entire class. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 16–17 with Example 2 of Student Edition pp. 69–70. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Performance Coach Teacher’s Edition pp. 16–17 with Example 2 of Student Edition pp. 69–70. 20 min.</td>
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**Week 9**
## Domain 1: Operation and Algebraic Thinking

### LESSON FOCUS

**CCSS: 3.OA.8**

**Common Core Coach**

**Lesson 8: Problem Solving: Two-Step Word Problems**

- Teacher’s Manual pp. 32–33; 20 min.
- **EL Adaptations** Lesson 8

**Camera Shopping**

Accent that looking for the operation is a key to planning how to solve a problem.

**DIFFERENTIATION OPTIONS**

- Ask students to write multiplication problems for use by the entire class. 20 min.
- **Performance Coach Teacher’s Edition** pp. 16–17 with Coached Example of Student Edition p. 71. 20 min.

### LESSON FOCUS

**CCSS: 3.OA.9**

**Common Core Coach**

**Lesson 9: Identifying Patterns**

- Teacher’s Manual pp. 34–35; 20 min.
- **EL Adaptations** Lesson 9

**Gift Bags**

Warn students to distinguish between multiplying and dividing.

**DIFFERENTIATION OPTIONS**

- Review the four-step problem solving process; ask what each step means. 20 min.
- **Performance Coach Teacher’s Edition** pp. 16–17 with Lesson Practice section of Student Edition pp. 72–73. 20 min or as time permits.

**Example A**

Ask students: is there another way to find the missing number? See EL note on p. 98 of **Common Core Support Coach Teacher’s Manual**.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 94–97 READY TO GO: Build Background 20 min.
- **Performance Coach Teacher’s Edition** pp. 18–19 with Examples 2–3 of Student Edition pp. 79–81. 20 min.
Domain 1: Operation and Algebraic Thinking

LESSON FOCUS
CCSS: 3.OA.9
Common Core 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
- Common Core Support Coach Teacher’s Manual pp. 94–97 READY TO GO: Introduce Concepts and Vocabulary 20 min.
- Performance Coach Teacher’s Edition pp. 18–19 with Example 4 of Student Edition p. 81. 20 min.

LESSON FOCUS
CCSS: 3.OA.9
Common Core Coach Lesson 9: Identifying Patterns
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 9

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
- Common Core Support Coach Teacher’s Manual pp. 94–97 READY TO GO: Model Application 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.

LESSON FOCUS
CCSS: 3.OA.9
Common Core Coach Lesson 9: Identifying Patterns
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 9

Example D

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 94–97 READY TO GO: Practice and Assess 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.

LESSON FOCUS
CCSS: 3.OA.9
Common Core Coach Lesson 9: Identifying Patterns
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 9

Practice
Divide Practice into three sections, ask students to complete each section and discuss.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 94–97 READY TO GO: Practice and Assess 20 min.
- Performance Coach Teacher’s Edition pp. 18–19 with Domain 1 Review section of Student Edition pp. 87–89 as time permits.

Review and Assess
Common Core 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 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 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 pp. 20 with Domain 1 Review section of Student Edition pp. 87–89 as time permits.
### Domain 1: Operation and Algebraic Thinking

#### REVIEW AND ASSESS

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

**Week 12**

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

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 (A Trip to the Museum) on p. 69. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.

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

#### REVIEW AND ASSESS

**Common Core 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

**Common Core 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

**CCSS: 3.NBT.1**

**Common Core Coach Lesson 10: Using Place Value to Round Whole Numbers**
- 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.” What does this mean? See EL note on p. 82 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 82–83 PLUG IN: Introduce and Model 20 min.
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<td><strong>EL Adaptations Lesson 11</strong></td>
<td><strong>EL Adaptations Lesson 12</strong></td>
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<td>Divide Practice into three sections, ask students to complete each section and discuss.</td>
<td>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.</td>
<td>Refer to place value charts to help with adding and subtracting, but more importantly, accent the concept of place value and how it works.</td>
<td>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.</td>
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### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS
**CCSS: 3.NBT.3**

**Common Core Coach**

**Lesson 12: Using Place Value to Multiply by Multiples of 10**
- Teacher’s Manual pp. 42–43; 20 min.
- **EL Adaptations** Lesson 12 Example and Mystery Numbers

Remind students how important fluency with multiplication facts are, and show how to use facts to multiply by 10. Offer many different examples here.

#### DIFFERENTIATION OPTIONS
- Add additional questions to the Mystery Numbers page. 20 min.

#### LESSON FOCUS
**CCSS: 3.NBT.3**

**Common Core Coach**

**Lesson 12: Using Place Value to Multiply by Multiples of 10**
- Teacher’s Manual pp. 42–43; 20 min.
- **EL Adaptations** Lesson 12 Practice

Divide Practice into two sections (Pages 88 and 89), ask students to complete each section and discuss. Pay special attention to Questions 20 and 21.

#### 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
**Common Core 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 Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 36–37 (Teacher’s Manual) 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.

**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 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: 

**REVIEW AND ASSESS**

- **Common Core Coach Domain 2 Assessment**
  - Assessments pp.16–19; 40 min.
  - Assessments Answer Key p. 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.

### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS

- **CCSS: 3.NF.1**
  - **Common Core Coach**
    - **Lesson 13: Understanding Fractions**
      - Teacher’s Manual pp. 46–47; 20 min.
      - **EL Adaptations** Lesson 13

**Before the Lesson**

Prepare students by using fractions strips cut into 3 equal parts and explain that 1 of 3 equal parts is 1/3. Do the same with other fractions.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 18–19 PLUG IN: Build Backgro 20 min.

#### LESSON FOCUS

- **CCSS: 3.NF.1**
  - **Common Core Coach**
    - **Lesson 13: Understanding Fractions**
      - Teacher’s Manual pp. 46–47; 20 min.
      - **EL Adaptations** Lesson 13

**Understand-Connect**

Show a fraction such as 1/5 and ask students to draw a representation for this fraction. Repeat with other fractions.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 18–19 PLUG IN: Support Discussion 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.
**Domain 3: Number and Operations-Fractions**

<table>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.NF.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 13: Understanding Fractions&lt;br&gt;● Teacher’s Manual pp. 46–47; 20 min.&lt;br&gt;● EL Adaptations Lesson 13 Practice&lt;br&gt;Divide Practice into two sections (Pages 100 and 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.NF.2.a, 3.NF.2.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 14: Representing Fractions on a Number Line&lt;br&gt;● Teacher’s Manual pp. 48–49; 20 min.&lt;br&gt;● EL Adaptations Lesson 14 Before the Lesson&lt;br&gt;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 Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.NF.2.a, 3.NF.2.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 14: Representing Fractions on a Number Line&lt;br&gt;● Teacher’s Manual pp. 48–49; 20 min.&lt;br&gt;● EL Adaptations Lesson 14 Example A&lt;br&gt;Show a fraction such as 1/5 and ask students to draw a number line to reflect this fraction, then mark the actual fraction.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.NF.2.a, 3.NF.2.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 14: Representing Fractions on a Number Line&lt;br&gt;● Teacher’s Manual pp. 48–49; 20 min.&lt;br&gt;● EL Adaptations Lesson 14 Example B&lt;br&gt;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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.NF.2.a, 3.NF.2.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 14: Representing Fractions on a Number Line&lt;br&gt;● Teacher’s Manual pp. 48–49; 20 min.&lt;br&gt;● EL Adaptations Lesson 14 Practice Part 1: Questions 1–6&lt;br&gt;Go over each question after students have completed it.</td>
</tr>
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**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 18–19 PLUG IN: 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.

**DIFFERENTIATION OPTIONS**

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**DIFFERENTIATION OPTIONS**
## Domain 3: Number and Operations-Fractions

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<td><strong>LESSON FOCUS</strong> CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 15: Understanding Equivalent Fractions&lt;br&gt;• Teacher’s Manual pp. 50–51; 20 min.&lt;br&gt;• EL Adaptations Lesson 15&lt;br&gt;Example A&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 22–25 PLUG IN: Build Background 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 40–41 with Getting the Idea section and Example 1 of Student Edition pp. 177–178. 20 min.</td>
<td><strong>LESSON FOCUS</strong> CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 15: Understanding Equivalent Fractions&lt;br&gt;• Teacher’s Manual pp. 50–51; 20 min.&lt;br&gt;• EL Adaptations Lesson 15&lt;br&gt;Example B&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 22–25 PLUG IN: Introduce and Model 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 40–41 with Coached Example of Student Edition pp. 182. 20 min.</td>
<td><strong>LESSON FOCUS</strong> CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 15: Understanding Equivalent Fractions&lt;br&gt;• Teacher’s Manual pp. 50–51; 20 min.&lt;br&gt;• EL Adaptations Lesson 15&lt;br&gt;Example C Example D&lt;br&gt;Ask students to find fractions equivalent to a given fraction. For example, find a fraction equivalent to 2/5.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 22–25 PLUG IN: Model Application 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 40–41 with Lesson Practice section of Student Edition pp. 183–184. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong> CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 15: Understanding Equivalent Fractions&lt;br&gt;• Teacher’s Manual pp. 50–51; 20 min.&lt;br&gt;• EL Adaptations Lesson 15&lt;br&gt;Example D&lt;br&gt;Ask students to find fractions equivalent to a given fraction. For example, find a fraction equivalent to 2/5.</td>
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### Domain 3: Number and Operations-Fractions

#### Day 1

**LESSON FOCUS**  
CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c  
**Common Core Coach**  
**Lesson 15: Understanding Equivalent Fractions**  
- Teacher’s Manual pp. 50–51; 20 min.  
- EL Adaptations Lesson 15 Practice

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 40–41 with Lesson Practice section of Student Edition pp. 185–186. 20 min or as time permits.

#### Day 2

**LESSON FOCUS**  
CCSS: 3.NF.3.a, 3.NF.3.b, 3.NF.3.c  
**Common Core 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

**DIFFERENTIATION OPTIONS**  

#### Day 3

**LESSON FOCUS**  
CCSS: 3.NF.3.d  
**Common Core Coach**  
**Lesson 16: Comparing Fractions**  
- 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.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: Lesson Link 20 min.

#### Day 4

**LESSON FOCUS**  
CCSS: 3.NF.3.d  
**Common Core Coach**  
**Lesson 16: Comparing Fractions**  
- Teacher’s Manual pp. 52–53; 20 min.  
- EL Adaptations Lesson 16

**Example C and Find the Greater Fraction**  
Which is greater 3/5 or 3/7? Ask students to think about this: which fraction has the greater parts? You are comparing 3 of 5 parts with 3 of 7 parts.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: Support Discussion 20 min.

#### Day 5

**LESSON FOCUS**  
CCSS: 3.NF.3.d  
**Common Core Coach**  
**Lesson 16: Comparing Fractions**  
- Teacher’s Manual pp. 52–53; 20 min.  
- EL Adaptations Lesson 16

Example C and Find the Greater Fraction

**DIFFERENTIATION OPTIONS**  
**Domain 3: Number and Operations-Fractions**

**LESSON FOCUS**
CCSS: 3.NF.3.d
Common Core Coach Lesson 16: Comparing Fractions
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16 Practice

Divide Practice into two sections (Pages 118 and 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.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: 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**
Common Core 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 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.

**REVIEW AND ASSESS**
Common Core Coach Domain 3 Review
- Student Edition pp. 122–123; 40 min.
- Go over the questions and discuss. Pay special attention to the Performance Task on p. 123.
- 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 (Mural Painting) on p. 123. See Progression Chart on pp. 44–45 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 3.

**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.

**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**
Common Core Coach Domain 3 Assessment
- Assessments pp. 20–23; 40 min.
- Assessments Answer Keys 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.

**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.
Day 1

Domain 4: Measurement and Data

LESSON FOCUS
CCSS: 3.MD.1
Common Core 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. Pay attention to the MP’s shown on pp.102–105 of Common Core Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
• Common Core Support Coach Teacher’s Manual pp. 102–105 READY TO GO: Build Background 20 min.

LESSON FOCUS
CCSS: 3.MD.1
Common Core Coach Lesson 17: Time
• Teacher’s Manual pp. 56–57; 20 min.
• EL Adaptations Lesson 17

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
• Common Core Support Coach Teacher’s Manual pp. 102–105 READY TO GO: Introduce and Model 20 min.

LESSON FOCUS
CCSS: 3.MD.1
Common Core Coach Lesson 17: Time
• Teacher’s Manual pp. 56–57; 20 min.
• EL Adaptations Lesson 17

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. Pay attention to the MP’s shown on pp.102–105 of Common Core Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
• Common Core Support Coach Teacher’s Manual pp. 102–105 READY TO GO: Support Independent Practice 20 min.
• Performance Coach Teacher’s Edition pp. 48–49 with Lesson Practice section of Student Edition p. 218. 20 min or as time permits.

LESSON FOCUS
CCSS: 3.MD.1
Common Core Coach Lesson 17: Time
• Teacher’s Manual pp. 56–57; 20 min.
• EL Adaptations Lesson 17

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

DIFFERENTIATION OPTIONS
• Common Core Support Coach Teacher’s Manual pp. 102–105 READY TO GO: Assess 20 min.
• Performance Coach Teacher’s Edition pp. 48–49 with Lesson Practice section of Student Edition pp. 219–220. 20 min or as time permits.

LESSON FOCUS
CCSS: 3.MD.1
Common Core Coach Lesson 17: Time
• Teacher’s Manual pp. 56–57; 20 min.
• EL Adaptations Lesson 17

Practice
Divide Practice into two sections (Pages 130 and 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.

DIFFERENTIATION OPTIONS
• Common Core Support Coach Teacher’s Manual pp. 102–105 READY TO GO: Practice 20 min.
• 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
CCSS: 3.MD.2

**Common Core Coach Lesson 18: Mass and Liquid Volume**
- **Teacher’s Manual** pp. 58–59; 20 min.
- **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 Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 106–107 PLUG IN: Build Background 20 min.

### 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. See EL note on p. 106 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 106–107 PLUG IN: Build Background 20 min.

### 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 Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO: Problem Solving 20 min.

### 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. Assign to the 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
- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO: 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.

### Practice
Divide Practice into two sections (Pages 136 and 137), 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 18 and 19.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO: Problem Solving 20 min.
- **Performance Coach Teacher’s Edition** pp. 52–53 with Lesson Practice sections of Student Edition pp. 227–229 and pp. 236–238. 20 min or as time permits.
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<td><strong>LESSON FOCUS</strong> CCSS: 3.MD.3</td>
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<tr>
<td>Common Core Coach Lesson 19: Representing Data with Picture Graphs</td>
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<tr>
<td>• Teacher’s Manual pp. 60–61; 20 min.</td>
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<tr>
<td>• EL Adaptations Lesson 19</td>
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<tr>
<td>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 Common Core Support Coach Teacher’s Manual.</td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Build Background 20 min.</td>
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| **LESSON FOCUS** CCSS: 3.MD.3 |
| Common Core Coach Lesson 19: Representing Data with Picture Graphs |
| • 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 Common Core Support Coach Teacher’s Manual. |
| **DIFFERENTIATION OPTIONS** |
| • Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Support Independent Practice 20 min. |
| • Performance Coach Teacher’s Edition pp. 54–55 with Lesson Practice section of Student Edition pp. 244–245. 20 min. |

| **LESSON FOCUS** CCSS: 3.MD.3 |
| Common Core Coach Lesson 19: Representing Data with Picture Graphs |
| • 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** |
| • Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Build Background 20 min. |
| • Performance Coach Teacher’s Edition pp. 54–55 with Lesson Practice section of Student Edition pp. 246–247. 20 min or as time permits. |

| **LESSON FOCUS** CCSS: 3.MD.3 |
| Common Core 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 Examples A and B. Discuss all parts from title to scale to categories to data. |
| **DIFFERENTIATION OPTIONS** |
| • Common Core Support Coach Teacher’s Manual pp. 126–129 READY TO GO: Build Background 20 min. |

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### Week 23

#### Domain 4: Measurement and Data

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**LESSON FOCUS**  
**CCSS: 3.MD.3**  
Common Core Coach Lesson 20: Bar Graphs  
- Teacher’s Manual pp. 62–63; 20 min.  
- EL Adaptations Lesson 20  
Example C and Example D  
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. Pay attention to the MP’s shown on pp. 106–113 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 56–57 with Lesson Practice section of Student Edition pp. 256–258. 20 min or as time permits.

**LESSON FOCUS**  
**CCSS: 3.MD.3**  
Common Core Coach Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 21  
Before the Lesson  
Ask: how would you measure the length of the classroom without using standard instruments (such as rulers, yardsticks, tape measures, etc.)? How about using pencils? Or pacing it off? A piece of string? Follow through to explain what non-standard units are.

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 56–57 with Lesson Practice section of Student Edition pp. 259–260. 20 min or as time permits.

**LESSON FOCUS**  
**CCSS: 3.MD.4**  
Common Core Coach Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 21  
Understand-Connect  
Do not assume that students 1) understand how to place a ruler carefully against the item measured, 2) how to align the ruler, and 3) how to read a ruler (Connect). Go over the steps using the number line (Understand) as a starting place.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Place the class in groups and ask how they would measure the height of a wall in the classroom. Discuss. 20 min.
### Domain 4: Measurement and Data

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.MD.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch&lt;br&gt;● Teacher’s Manual pp. 64–65; 20 min.&lt;br&gt;● EL Adaptations Lesson 21 Example A and Example B&lt;br&gt;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.**&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.MD.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 22: Representing Data with Line Plots&lt;br&gt;● Teacher’s Manual pp. 66–67; 20 min.&lt;br&gt;● EL Adaptations Lesson 22 Example A&lt;br&gt;Explain what a line plot is. Add another example from the classroom such as computing devices (laptops, desktops, pads).**&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 134–137 READY TO GO: Introduce and Model 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.MD.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 22: Representing Data with Line Plots&lt;br&gt;● Teacher’s Manual pp. 66–67; 20 min.&lt;br&gt;● EL Adaptations Lesson 22 Example B&lt;br&gt;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.**&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 134–137 READY TO GO: Support Independent Practice 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 3.MD.4&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 22: Representing Data with Line Plots&lt;br&gt;● Teacher’s Manual pp. 66–67; 20 min.&lt;br&gt;● EL Adaptations Lesson 22 Example A and Example B&lt;br&gt;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.**&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● 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.</td>
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## Domain 4: Measurement and Data

### LESSON FOCUS

**CCSS: 3.MD.4**

**Common Core Coach**

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

**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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- 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

**CCSS: 3.MD.5.a, 3.MD.5.b, 3.MD.6**

**Common Core Coach**

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

**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**

### LESSON FOCUS

**CCSS: 3.MD.5.a, 3.MD.5.b, 3.MD.6**

**Common Core Coach**

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

**Example B**
Treat this as a regular problem; ask students to go over the 4-step process before getting started, and make sure they have a good plan. Ask if there is another way to show 18 square feet other than the solution shown. How many different ways can your students find to arrive at 18 square feet?

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 62–63 with Lesson Practice section of Student Edition pp. 287–289. 20 min or as time permits.
### Domain 4: Measurement and Data

<table>
<thead>
<tr>
<th>Day 1</th>
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| **LESSON FOCUS**  
CCSS: 3.MD.5.a, 3.MD.5.b, 3.MD.6  
**Common Core Coach**  
**Lesson 23: Understanding Area**  
- Teacher’s Manual pp. 68–69; 20 min.  
- EL Adaptations Lesson 23 Practice  
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**  
CCSS: 3.MD.7.a, 3.MD.7.b  
**Common Core 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 other way? See EL note on p.150 of Common Core Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach Teacher’s Manual** pp. 150–153 READY TO GO: Introduce Concepts and Vocabulary 20 min.  
| **LESSON FOCUS**  
CCSS: 3.MD.7.a, 3.MD.7.b  
**Common Core Coach**  
**Lesson 24: Using Multiplication to Solve Area Problems**  
- Teacher’s Manual pp. 70–71; 20 min.  
- EL Adaptations Lesson 24 Connect  
This is a good time to pause and check fluency of multiplication facts before moving forward. See Teacher’s Manual, page A14.  
**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach Teacher’s Manual** pp. 150–153 READY TO GO: Support Discussion 20 min.  
- **Performance Coach Teacher’s Edition** pp. 64–65 with Example 3 of Student Edition p. 295. 20 min. | 
| **LESSON FOCUS**  
CCSS: 3.MD.7.a, 3.MD.7.b  
**Common Core 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**  
- **Common Core Support Coach Teacher’s Manual** pp. 150–153 READY TO GO: Support Independent Practice 20 min.  
- **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

**Domain 4: Measurement and Data**

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| **LESSON FOCUS**

CCSS: 3.MD.7.a, 3.MD.7.b

*Common Core 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 (Pages 172 and 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.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 150–153 READY TO GO: Problem Solving 20 min.
- **Performance Coach** Teacher’s Edition pp. 64–65 with Coached Example of Student Edition p. 298. 20 min or as time permits.

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| **LESSON FOCUS**

CCSS: 3.MD.7.c, 3.MD.7.d

*Common Core 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**
- **Common Core Support Coach** Teacher’s Manual pp. 146–147 PLUG IN: 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.

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| **LESSON FOCUS**

CCSS: 3.MD.7.c, 3.MD.7.d

*Common Core Coach*

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

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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 146–147 PLUG IN: Introduce Concepts and Vocabulary 20 min.
- **Performance Coach** Teacher’s Edition pp. 64–65 with Lesson Practice section of Student Edition p. 300. 20 min or as time permits.

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| **LESSON FOCUS**

CCSS: 3.MD.7.c, 3.MD.7.d

*Common Core Coach*

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

Practice Part 1: Questions 1–4
Go over each question after students have completed it.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 146–147 PLUG IN: Model Application 20 min.
- **Performance Coach** Teacher’s Edition pp. 64–65 with Lesson Practice section of Student Edition p. 302. 20 min or as time permits.
## Domain 4: Measurement and Data

### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 3.MD.7.c, 3.MD.7.d  
Common Core 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**  
- 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

**LESSON FOCUS**  
CCSS: 3.MD.8  
Common Core Coach  
Lesson 26: Perimeter  
- Teacher’s Manual pp. 74–75; 20 min.  
- EL Adaptations Lesson 26  
Example A and Example B: 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**  
- Common Core Support Coach Teacher’s Manual pp. 142–145 READY TO GO: Build Background 20 min.  

### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 3.MD.8  
Common Core Coach  
Lesson 26: Perimeter  
- Teacher’s Manual pp. 74–75; 20 min.  
- EL Adaptations Lesson 26  
Example C and Example D: 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 Common Core Support Coach Teacher’s Manual.

**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

**LESSON FOCUS**  
CCSS: 3.MD.8  
Common Core Coach  
Lesson 26: Perimeter  
- Teacher’s Manual pp. 74–75; 20 min.  
- EL Adaptations Lesson 26  
Example E 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. 281–282. 20 min or as time permits.
## Domain 4: Measurement and Data

### REVIEW AND ASSESS

**Common Core Coach Domain 4 Review**
- 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 on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 54–55 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 4.

### DIFFERENTIATION OPTIONS

### REVIEW AND ASSESS

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

**Questions 14–18 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 69. 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 (How Long is Your Shoe?) on p. 189. See Progression Chart on pp. 54–55 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 4.

### DIFFERENTIATION OPTIONS

### REVIEW AND ASSESS

**Common Core 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.

### LESSON FOCUS

**CCSS: 3.G.1**

**Common Core 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 page 158 of Common Core Support Coach Teacher’s Manual.

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

### LESSON FOCUS

**CCSS: 3.G.1**

**Common Core 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. Pay attention to the MP’s shown on pp. 159–161 of *Common Core Support Coach Teacher’s Manual*.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO: Introduce and Model 20 min.
- **Performance Coach Teacher’s Edition** pp. 70–71 with Example 3 and Coached Example of Student Edition pp. 325–326. 20 min.

### LESSON FOCUS

**CCSS: 3.G.1**

**Common Core 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

- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO: Support Independent Practice 20 min.
- **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

**CCSS: 3.G.1**

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

### Practice

Divide Practice into two sections (Pages 194 and 195), 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 15.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 14–17 READY TO GO: Build Background 20 min.

### LESSON FOCUS

**CCSS: 3.G.2**

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

### Example A

The emphasis here is on equal parts of an area. Six equal parts means sixths. If there were ten equal parts, we would have tenths. Practice the language and the idea, back and forth. Contrast this with dividing a number line between 0 and 1 into equal parts, say, 5, so that each part is 1 fifth, or 1/5 of the length from 0 to 1.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 14–17 READY TO GO: Build Background 20 min.
### Domain 5: Geometry

#### LESSON FOCUS

**CCSS: 3.G.2**

Common Core 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

- Common Core Support  
  Coach Teacher's Manual pp. 14–17 READY TO GO: 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

Common Core 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 on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 76–77 (Teacher’s Manual) 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.

- Performance Coach  

#### REVIEW AND ASSESS

Common Core Coach  
Domain 5 Review  
- 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 on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Sorting Shapes) on p. 203. See Progression Chart on pp. 76–77 (Teacher’s Manual) 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. Note extra challenges: Questions 16 and 17.

- Performance Coach  

#### WEEK 31
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<tr>
<td><strong>Domain 5: Geometry</strong></td>
<td><strong>End of Year Review</strong></td>
<td><strong>End of Year Review</strong></td>
<td><strong>SUMMATIVE ASSESSMENT</strong></td>
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<tr>
<td>REVIEW AND ASSESS&lt;br&gt;Common Core Coach&lt;br&gt;Domain 5 Assessment&lt;br&gt;• Assessments pp. 47–50; 40 min.&lt;br&gt;• Assessments Answer Keys pp. 15–17&lt;br&gt;Questions 16–20&lt;br&gt;Provide clear explanation of questions.&lt;br&gt;&lt;br&gt;Differentiation options&lt;br&gt;Provide extra time and assistance for students who qualify.</td>
<td>END OF YEAR REVIEW&lt;br&gt;Common Core Coach&lt;br&gt;Review Domains 1 and 2 Lessons 1–17&lt;br&gt;Common Core Support Coach Practice Tests 1 &amp; 2&lt;br&gt;• Assessments pp. 58–90&lt;br&gt;• Assessments Answer Key pp. 19–28&lt;br&gt;Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.&lt;br&gt;&lt;br&gt;Differentiation options&lt;br&gt;• Common Core Support Coach Assessments pp. 44–51 for Performance Tasks A &amp; B in Domains 1–3</td>
<td>END OF YEAR REVIEW&lt;br&gt;Common Core Coach&lt;br&gt;Review Domains 3–5 Lessons 18–31&lt;br&gt;Common Core Support Coach Practice Tests 1 &amp; 2&lt;br&gt;• Assessments pp. 58–90&lt;br&gt;• Assessments Answer Key pp. 19–28&lt;br&gt;Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.&lt;br&gt;&lt;br&gt;Differentiation options&lt;br&gt;• Common Core Support Coach Assessments pp. 52–57 for Performance Tasks A &amp; B in Domains 4 and 5</td>
<td>SUMMATIVE ASSESSMENT&lt;br&gt;Common Core Coach&lt;br&gt;Summative Assessment&lt;br&gt;• Assessments pp. 52–59; 40 min.&lt;br&gt;• Assessments Answer Key p. 18&lt;br&gt;Questions 1–25&lt;br&gt;Provide extra time for assessments and provide readers to read word problems to students.&lt;br&gt;&lt;br&gt;Differentiation options&lt;br&gt;Provide extra time and assistance for students who qualify.</td>
<td>SUMMATIVE ASSESSMENT&lt;br&gt;Common Core Coach&lt;br&gt;Summative Assessment&lt;br&gt;• Assessments pp. 59–68; 40 min.&lt;br&gt;• Assessments Answer Key pp. 18–19&lt;br&gt;Questions 26–50&lt;br&gt;Provide extra time for assessments and provide readers to read word problems to students.&lt;br&gt;&lt;br&gt;Differentiation options&lt;br&gt;Provide extra time and assistance for students who qualify.</td>
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