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
Instruction Coach
Introduction and Instruction
Focus: 37 standards
Full coverage of all standards

Support Coach
Scaffolded Instruction
Focus: 20 standards
More time and depth on key standards

Performance Coach
Instruction for Review and Reinforcement
Focus: 37 standards
Full coverage of all standards

Comparing Fractions

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

1. The denominators are the same.
2. Compare the numerators to compare the fractions.
3. Write the correct symbol.

Comparing Fractions That Have the Same Numerator or Denominator

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

The fractions \( \frac{4}{8} \) and \( \frac{2}{8} \) have the same numerator but different denominators.

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

The part for \( \frac{3}{5} \) is less than the part for \( \frac{7}{10} \).

The whole strips are the same size.

Compare the fractions.

\( \frac{3}{5} \) is less than \( \frac{7}{10} \).

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.

When the denominators are the same, compare the numerators. The fraction with the greater numerator is the greater fraction.

Example 1
Compare \( \frac{1}{2} \) and \( \frac{2}{3} \). Use fraction strips to compare fractions with different denominators. The models show that \( \frac{7}{10} \) equals \( \frac{1}{10} \) more than \( \frac{3}{5} \).

When the numerators are the same, compare the denominators. The fraction with the greater denominator is the greater fraction.

3. Sixths

Use fraction strips to compare fractions with different denominators.

Compare \( \frac{1}{5} \) and \( \frac{2}{6} \).

The models show that \( \frac{2}{6} \) requires more than \( \frac{1}{5} \).
2 Coherence: Linking topics and thinking across grades

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

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

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

## Grade 3

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operations &amp; Algebraic Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret products of whole numbers</td>
<td>L1</td>
<td>L7, L8, L10</td>
<td>L1</td>
</tr>
<tr>
<td>Interpret whole-number quotients of whole numbers</td>
<td>L2</td>
<td>L9, L10</td>
<td>L2</td>
</tr>
<tr>
<td>Use multiplication within 100 to solve word problems</td>
<td>L3, L4</td>
<td>L8, L10</td>
<td>L3, L4</td>
</tr>
<tr>
<td>Determine the unknown whole number in a multiplication or division equation relating three whole numbers</td>
<td>L5</td>
<td></td>
<td>L5</td>
</tr>
<tr>
<td>Apply properties of operations as strategies to multiply and divide</td>
<td>L6</td>
<td></td>
<td>L6</td>
</tr>
<tr>
<td>Understand division as an unknown-factor problem</td>
<td>L5</td>
<td>L10</td>
<td>L5</td>
</tr>
<tr>
<td>Divide and multiply within 100 using relationship between multiplication and division</td>
<td>L7</td>
<td>L8, L10, L11, L12</td>
<td>L7</td>
</tr>
<tr>
<td>Solve two-step word problems using the four operations</td>
<td>L8</td>
<td>L11</td>
<td>L8</td>
</tr>
<tr>
<td>Skill</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>Identify arithmetic patterns</td>
<td>L9</td>
<td>L12</td>
<td>L9</td>
</tr>
</tbody>
</table>

### Numbers & Operations in Base 10

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use place value understanding to round whole numbers to nearest 10 or 100</td>
<td>L10</td>
<td>L11</td>
<td>L10, L11</td>
</tr>
<tr>
<td>Add and subtract using strategies and algorithms based on place value</td>
<td>L11</td>
<td>L5, L6, L11, L13, L15, L16</td>
<td>L12, L13, L14</td>
</tr>
<tr>
<td>Multiply one-digit whole numbers by multiples of 10</td>
<td>L12</td>
<td></td>
<td>L15</td>
</tr>
</tbody>
</table>

### Numbers & Operations—Fractions

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
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<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$</td>
<td>L13</td>
<td>L1, L2, L3, L4</td>
<td>L16</td>
</tr>
<tr>
<td>Represent a unit fraction on a number line diagram</td>
<td>L14</td>
<td>L1, L2</td>
<td>L17</td>
</tr>
<tr>
<td>Represent a non-unit fraction on a number line</td>
<td>L14</td>
<td>L2, L3, L17</td>
<td>L17</td>
</tr>
<tr>
<td>Understand two fractions as equivalent if they are the same size</td>
<td>L15, L16</td>
<td>L3</td>
<td>L18</td>
</tr>
<tr>
<td>Recognize, generate and explain why two fractions are equivalent</td>
<td>L15, L16</td>
<td>L3</td>
<td>L18</td>
</tr>
<tr>
<td>Express whole numbers as fractions</td>
<td>L15, L16</td>
<td></td>
<td>L19</td>
</tr>
<tr>
<td>Compare two fractions with the same numerator or denominator by reasoning about their size</td>
<td>L15, L16</td>
<td>L4</td>
<td>L20</td>
</tr>
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</table>
## Grade 3

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<tbody>
<tr>
<td><strong>Measurement &amp; Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell and write time to the nearest minute</td>
<td>L17</td>
<td>L13</td>
<td>L21</td>
</tr>
<tr>
<td>Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units</td>
<td>L18</td>
<td>L14</td>
<td>L22, L23</td>
</tr>
<tr>
<td>Draw a scaled picture graph to represent a data set with several categories</td>
<td>L19, L20</td>
<td>L15, L16</td>
<td>L24, L25</td>
</tr>
<tr>
<td>Generate measurement data by measuring lengths using rulers and show data on line plot</td>
<td>L21, L22</td>
<td>L17</td>
<td>L26</td>
</tr>
<tr>
<td>Understand unit squares</td>
<td>L23</td>
<td>L19</td>
<td>L28</td>
</tr>
<tr>
<td>Use unit squares to find area</td>
<td>L23</td>
<td>L19</td>
<td>L28</td>
</tr>
<tr>
<td>Measure areas by counting unit squares</td>
<td>L23</td>
<td>L19</td>
<td>L28</td>
</tr>
<tr>
<td>Find area of a rectangle by tiling</td>
<td>L24, L25</td>
<td></td>
<td>L28, L29</td>
</tr>
<tr>
<td>Multiply side lengths to find areas of rectangles with whole-number side lengths</td>
<td>L24, L25</td>
<td>L19</td>
<td>L29, L30</td>
</tr>
<tr>
<td>Use tiling to show that area of a rectangle is $a \times b$</td>
<td>L24, L25</td>
<td></td>
<td>L29</td>
</tr>
<tr>
<td>Recognize area as additive</td>
<td>L24, L25</td>
<td></td>
<td>L29</td>
</tr>
<tr>
<td>Solve real world problems involving perimeters of polygons</td>
<td>L26</td>
<td>L18</td>
<td>L27, L30</td>
</tr>
</tbody>
</table>
# Grade 3

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</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand attributes of different categories of shapes</td>
<td>L27</td>
<td>L20</td>
<td>L31</td>
</tr>
<tr>
<td>Partition shapes into parts with equal areas</td>
<td>L28</td>
<td></td>
<td>L32</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 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.

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**Week 1**

**Domain 1: Operation and Algebraic Thinking**

### LESSON FOCUS: Instruction Coach

**Lesson 1: Representing Multiplication**

- **Teacher’s Manual** pp. 18–19
- **Support Coach Teacher’s Manual** pp. 2–3, with Getting the Idea section and Example 1 of Student Edition pp. 6–7, 10 min.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 2–3, with Getting the Idea section and Example 1 of Student Edition pp. 6–7, 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: Instruction Coach

**Lesson 1: Representing Multiplication**

- **Student Edition** pp. 4–5, 10 min.
- **Teacher’s Manual** pp. 19–20
- **Support Coach Teacher’s Manual** pp. 2–3, with Getting the Idea section and Example 1 of Student Edition pp. 6–7, 10 min.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 2–3, with Getting the Idea section and Example 1 of Student Edition pp. 6–7, 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.

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

#### LESSON FOCUS

**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 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

**Instruction Coach**

**Lesson 1: Representing Multiplication**

- **Student Edition** p. 6; 30 min.
- **Teacher’s Manual** pp. 18–19
- **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 Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Support Coach** Teacher’s Manual pp. 52–53, POWER UP: 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

**Instruction Coach**

**Lesson 1: Representing Multiplication**

- **Student Edition** p. 8; 30 min.
- **Teacher’s Manual** pp. 18–19
- **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

- **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

<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** Instruction Coach Lesson 1: Representing Multiplication  
- **Student Edition** pp. 10–11; 20 min.  
- **Teacher’s Manual** pp. 18–19  
- **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**  
- **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. |
| **LESSON FOCUS** Instruction Coach Lesson 1: Representing Multiplication  
- **Teacher’s Manual** pp. 20–21; 30 min.  
- **EL Adaptations Lesson 1**  
**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** 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. |
| **LESSON FOCUS** Instruction Coach Lesson 2: Representing Division  
- **Student Edition** p. 12; 30 min.  
- **Teacher’s Manual** pp. 20–21  
- **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? With the same 10 objects, divide into five equal groups, and again ask: ‘How many in each group?’  
**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** pp. 68–69, POWER UP: Build Background. 10 min.  
| **LESSON FOCUS** Instruction Coach Lesson 2: Representing Division  
- **Student Edition** p. 13; 30 min.  
- **Teacher’s Manual** pp. 20–21  
- **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**  
- **Support Coach Teacher’s Manual** pp. 68–69, POWER UP: Build Background. 10 min.  
- **Performance Coach Teacher’s Edition** pp. 4–5, with Coached Example of Student Edition pp. 19. 10 min. |
| **LESSON FOCUS** Instruction Coach Lesson 2: Representing Division  
- **Student Edition** p. 14; 30 min.  
- **Teacher’s Manual** pp. 20–21  
- **EL Adaptations Lesson 2**  
**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**  
- **Support Coach Teacher’s Manual** pp. 68–69, POWER UP: Build Background. 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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 2: Representing Division**
- Student Edition p. 15; 30 min.
- Teacher’s Manual pp. 20–21
- 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.

#### LESSON FOCUS
**Instruction Coach**
**Lesson 2: Representing Division**
- Student Edition pp. 16–17; 20 min.
- Teacher’s Manual pp. 20–21
- 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
**Instruction 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 Support Coach Teacher’s Manual.

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 3: Problem Solving - Multiplication**
- Student Edition p. 18; 20 min.
- Teacher’s Manual pp. 22–23
- 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**
- Performance Coach Teacher’s Edition pp. 6–7, with Example 2 of Student Edition p. 25. 20 min.
### Domain 1: Operation and Algebraic Thinking

#### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Problem Solving - Multiplication**

- **Student Edition** p. 20; 20 min.
- **Teacher’s Manual** pp. 22–23
- **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**

- **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.

**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**

- **Support Coach Teacher’s Manual** pp. 62–65, READY TO GO: Support Discussion. 20 min.
- **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**

**Instruction Coach**

**Lesson 3: Problem Solving - Multiplication**

- **Student Edition** p. 21; 20 min.
- **Teacher’s Manual** pp. 22–23
- **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**

- **Support Coach Teacher’s Manual** pp. 62–65, READY TO GO: Support Discussion. 20 min.
- **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**

**Instruction Coach**

**Lesson 4: Problem Solving - Division**

- **Student Edition** p. 24; 20 min.
- **Teacher’s Manual** pp. 24–25; 20 min.
- **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. See EL note on p. 78 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **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.
### Domain 1: Operation and Algebraic Thinking

#### Lesson Focus

**Lesson 4: Problem Solving - Division**

- **Student Edition** p. 25; 20 min.
- **Teacher’s Manual** pp. 24–25
- **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 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.

**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 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.

**Fences**

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

**Differentiation Options**

- **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 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 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
**Instruction Coach**

**Lesson 5: Relating Multiplication and Division**

- **Student Edition** pp. 30–31; 20 min.
- **Teacher’s Manual** pp. 26–27
- **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 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.

### LESSON FOCUS
**Instruction Coach**

**Lesson 5: Relating Multiplication and Division**

- **Student Edition** p. 32; 20 min.
- **Teacher’s Manual** pp. 26–27
- **EL Adaptations** Lesson 5

#### 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 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.

### LESSON FOCUS
**Instruction Coach**

**Lesson 5: Relating Multiplication and Division**

- **Student Edition** pp. 33–35; 20 min.
- **Teacher’s Manual** pp. 26–27
- **EL Adaptations** Lesson 5

#### Example C and Fact Families

Explain inverse. Here students need to understand the connection between multiplication and division. Offer three members of a fact family and ask students to name all facts.

#### DIFFERENTIATION OPTIONS
- **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

<table>
<thead>
<tr>
<th>Day 1</th>
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**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.

**Performance Coach**


**Understanding—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 × 4 = 4 × 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.

**Performance Coach**


**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.

**Performance Coach**


**Example**

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.

**DIFFERENTIATION OPTIONS**

Review all properties with examples. 20 min.

**Performance Coach**

Teacher’s Edition pp. 12–13, with Coached Example of Student Edition p. 54. 20 min.

**Example C and Problem Solving**

Show class two sets of identical arrays for the distributive property for 2 × (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 × 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.
### Domain 1: Operation and Algebraic Thinking

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<tr>
<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 6: Applying Properties of Operations</td>
<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 7: Multiplying and Dividing Whole Numbers</td>
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</tr>
<tr>
<td>≤ Student Edition pp. 44–45; 20 min. ≤ Teacher’s Manual pp. 28–29 ≤ EL Adaptations Lesson 6 Practice Divide the Practice into 3 or 4 parts. Ask students to complete each part and all share results.</td>
<td>≤ Student Edition pp. 30–31; 20 min. ≤ 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. ≤ Performance Coach Teacher’s Edition pp. 12–13, with Lesson Practice section of Student Edition pp. 57–58. 20 min or as time permits.</td>
<td>≤ Student Edition p. 46; 20 min. ≤ 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. ≤ DIFFERENTIATION OPTIONS Review fact families for several sets of numbers. 20 min. ≤ Performance Coach Teacher’s Edition pp. 14–15; with Getting the Idea section of Student Edition pp. 59. 20 min.</td>
<td>≤ Student Edition p. 47; 20 min. ≤ 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. ≤ Performance Coach Teacher’s Edition pp. 14–15, with Example 2 of Student Edition p. 60. 20 min.</td>
<td>≤ Student Edition p. 48; 20 min. ≤ Teacher’s Manual pp. 30–31 ≤ 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. ≤ Performance Coach Teacher’s Edition pp. 14–15, with Coached Example of Student Edition p. 62. 20 min.</td>
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### Domain 1: Operation and Algebraic Thinking

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<td><strong>Lesson 7: Multiplying and Dividing Whole Numbers</strong></td>
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<td>Before the Lesson</td>
<td>● EL Adaptations Lesson 8</td>
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<tr>
<td>Example G and Example H</td>
<td>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>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>Stamp Collecting</td>
<td>Art Box</td>
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<tr>
<td>Practice reversing factors with different facts. 20 min.</td>
<td>Practice drawing arrays to fit equations, then write the full family. 20 min.</td>
<td>Review the four-step problem solving process; ask what each step means. 20 min.</td>
<td>Help students differentiate between when to add and when to multiply.</td>
<td>Ask students to write subtraction problems for use by the entire class. 20 min.</td>
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</tbody>
</table>
# Domain 1: Operation and Algebraic Thinking

## LESSON FOCUS

### Instruction Coach

**Lesson 8: Problem Solving: Two-Step Word Problems**
- **Student Edition** p. 54; 20 min.
- **Teacher’s Manual** pp. 32–33
- **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.
- **Gift Bags**
  Warn students to distinguish between multiplying and dividing.

**DIFFERENTIATION OPTIONS**
Ask students to write division problems for use by the entire class. 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.

**LESSON FOCUS**

### Instruction Coach

**Lesson 8: Problem Solving: Two-Step Word Problems**
- **Student Edition** p. 55; 20 min.
- **Teacher’s Manual** pp. 32–33
- **EL Adaptations Lesson 8**

**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. 74–75. 20 min or as time permits.

**LESSON FOCUS**

### Instruction Coach

**Lesson 9: Identifying Patterns**
- **Student Edition** p. 58; 20 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations Lesson 9**

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

**DIFFERENTIATION OPTIONS**
- **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
Instruction Coach
Lesson 9: Identifying Patterns
- Student Edition p. 61; 20 min.
- Teacher’s Manual pp. 34–35
- 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 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
Instruction Coach
Lesson 9: Identifying Patterns
- Student Edition p. 62; 20 min.
- Teacher’s Manual pp. 34–35
- 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
- Support Coach
  Teacher’s Manual pp. 94–97, READY TO GO: Support Discussion. 20 min.
- Performance Coach
  Teacher’s Edition pp. 18–19, with Coached Example of Student Edition p. 82. 20 min.

LESSON FOCUS
Instruction Coach
Lesson 9: Identifying Patterns
- Student Edition p. 63; 20 min.
- Teacher’s Manual pp. 34–35
- EL Adaptations Lesson 9

Example D
Present students with a problem such as “If you multiply 5 by a number, is the product always odd?” Use it to discuss the importance of providing more than one example to prove that a conclusion is true.

DIFFERENTIATION OPTIONS
- 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
Instruction Coach
Lesson 9: Identifying Patterns
- Student Edition pp. 64–65; 20 min.
- Teacher’s Manual pp. 34–35
- EL Adaptations Lesson 9

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

DIFFERENTIATION OPTIONS
- 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
Instruction Coach
Lesson 9: Identifying Patterns
- 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
- Performance Coach
  Teacher’s Edition p. 20, with Domain 1 Review section of Student Edition pp. 87–89, as time permits.
## 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.

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

### 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.

### LESSON FOCUS

**Instruction Coach**
- **Lesson 10: Using Place Value to Round Whole Numbers**
  - *Student Edition* pp. 72–73; 20 min.
  - *Teacher’s Manual* pp. 38–39
  - *EL Adaptations* Lesson 10

**Understanding—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* pp. 82–83, PLUG IN: Build Background. 20 min.
### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS

**Instruction Coach**

**Lesson 10: Using Place Value to Round Whole Numbers**
- **Student Edition** pp. 76–77; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations Lesson 10**

**Practice**
Divide Practice into three sections; ask students to complete each section and discuss. Pay special attention to Questions 22 and 23 on SE p. 77.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher’s Manual pp. 82–83, PLUG IN: Practice and Assess. 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 24–25, with Lesson Practice section of Student Edition pp. 106–109, 20 min or as time permits.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 11: Using Place Value to Add and Subtract Whole Numbers**
- **Student Edition** pp. 78–79; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11**

**Understanding—Connect**
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.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher’s Manual pp. 34–35, PLUG IN: Introduce and Model. 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 24–25, with Lesson Practice section of Student Edition pp. 106–109, 20 min or as time permits.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 12: Using Place Value to Multiply by Multiples of 10**
- **Student Edition** pp. 82–83; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 12**

**Practice**
Divide Practice into two sections (SE p. 82 and p. 83), 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 22 and 23 on p. 83.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
- **Performance Coach**
### Domain 2: Number and Operations in Base Ten

**LESSON FOCUS**

**Instruction Coach**

**Lesson 12: Using Place Value to Multiply by Multiples of 10**

- **Student Edition** pp. 86–87; 20 min.
- **Teacher’s Manual** pp. 42–43
- **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 here.

**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 Adaptions. 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**

Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach**
  - Teacher’s Edition pp. 34, with Domain 2 Review 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.
### Week 15

#### Domain 2:
- **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 help students read word problems to students.

#### Domain 3: Number and Operations—Fractions
- **LESSON FOCUS**
  - Instruction Coach Lesson 13: Understanding Fractions
    - Teacher’s Manual pp. 46–47; 20 min.
    - EL Adaptations Lesson 13

#### Domain 3: Number and Operations—Fractions
- **LESSON FOCUS**
  - Instruction Coach Lesson 13: Understanding Fractions
    - Student Edition pp. 96–97; 20 min.
    - Teacher’s Manual pp. 46–47
    - EL Adaptations Lesson 13

#### Domain 3: Number and Operations—Fractions
- **LESSON FOCUS**
  - Instruction Coach Lesson 13: Understanding Fractions
    - Student Edition p. 98; 20 min.
    - Teacher’s Manual pp. 46–47
    - EL Adaptations Lesson 13

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

#### Domain 3: Number and Operations—Fractions
- **DIFFERENTIATION OPTIONS**
  - Provide extra time and assistance for students who qualify.

#### Domain 3: Number and Operations—Fractions
- **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual pp. 18–19, PLUG IN: Build Background. 20 min.

#### Domain 3: Number and Operations—Fractions
- **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual pp. 18–19, PLUG IN: Build Background. 20 min.

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- **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual pp. 18–19, PLUG IN: Build Background. 20 min.
## Domain 3: Number and Operations—Fractions

### LESSON FOCUS

**Instruction Coach**

**Lesson 13: Understanding Fractions**

- **Student Edition** pp. 100–101; 20 min.
- **Teacher’s Manual** pp. 46–47
- **EL Adaptations** Lesson 13

**Practice**

Divide Practice into two sections (SE p. 100 and p. 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 pp. 18–19, PLUG IN: Practice and Assess. 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 38–39, with Lesson Practice section of Student Edition pp. 165–166. 20 min or as time permits.

### LESSON FOCUS

**Instruction Coach**

**Lesson 14: Representing Fractions on a Number Line**

- **Student Edition** p. 102; 20 min.
- **Teacher’s Manual** pp. 48–49
- **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**

- **Support Coach**
- **Performance Coach**

**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 pp. 20–21, POWER UP: Support Discussion. 20 min.
- **Performance Coach**

**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 pp. 20–21, POWER UP: Practice and Assess. 20 min.
- **Performance Coach**
**Domain 3: Number and Operations—Fractions**

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<td><strong>Lesson 15: Understanding Equivalent Fractions</strong></td>
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<td>● Student Edition p. 105; 20 min.</td>
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<td>● Teacher’s Manual pp. 48–49</td>
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<td>● EL Adaptations Lesson 14</td>
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<td><strong>Practice Part 2: Questions 7–11</strong></td>
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<tr>
<td>‘Go over each question after students have completed it.’</td>
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<td>● Performance Coach Teacher’s Edition pp. 38–39, with Lesson Practice section of Student Edition pp. 175–176. 20 min or as time permits.</td>
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| **LESSON FOCUS** | **Instruction Coach** | **Lesson 15: Understanding Equivalent Fractions** | | | |
| | **Lesson 15: Understanding Equivalent Fractions** | | | | |
| | ● Student Edition p. 106; 20 min. | | | | |
| | ● Teacher’s Manual pp. 50–51 | | | | |
| | ● 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** | | | | | |
| ● Support Coach Teacher’s Manual pp. 22–25, PLUG IN: Introduce and Model. 20 min. | | | | | |

| **LESSON FOCUS** | **Instruction Coach** | **Lesson 15: Understanding Equivalent Fractions** | | | |
| | **Lesson 15: Understanding Equivalent Fractions** | | | | |
| | ● Student Edition p. 107; 20 min. | | | | |
| | ● Teacher’s Manual pp. 50–51 | | | | |
| | ● 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. | | | | | |

| **LESSON FOCUS** | **Instruction Coach** | **Lesson 15: Understanding Equivalent Fractions** | | | |
| | **Lesson 15: Understanding Equivalent Fractions** | | | | |
| | ● Teacher’s Manual pp. 50–51 | | | | |
| | ● EL Adaptations Lesson 15 | | | | |
| **Example C and Example D** Ask students to find fractions equivalent to a given fraction. For example, find a fraction equivalent to 2/5. | | | | | |
| **DIFFERENTIATION OPTIONS** | | | | | |
| ● Support Coach Teacher’s Manual pp. 22–25, PLUG IN: Introduce and Model. 20 min. | | | | | |
## Domain 3: Number and Operations—Fractions

### Day 1

**LESSON FOCUS**
- **Instruction Coach**
  - Lesson 15: Understanding Equivalent Fractions
  - Student Edition pp. 110–111; 20 min.
  - Teacher’s Manual pp. 50–51
  - EL Adaptations Lesson 15

**Practice**
- Divide Practice into two sections (SE p. 110 and p. 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 pp. 22–25, PLUG IN: 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.

### Day 2

**LESSON FOCUS**
- **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 pp. 30–33, READY TO GO: Introduce Concepts and Vocabulary, 20 min.
- **Performance Coach**

### Day 3

**LESSON FOCUS**
- **Instruction Coach**
  - Lesson 16: Comparing Fractions
  - Student Edition pp. 112–113; 20 min.
  - Teacher’s Manual pp. 52–53
  - 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**
- **Support Coach**
  - Teacher’s Manual pp. 30–33, READY TO GO: 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.

### Day 4

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

**Example A and Example B**
- Here we find numerators that are different. Ask which is more; 3/4 or 2/4? 4/5 or 1/5? Point out that if the denominators are the same, the fraction with the greater numerator is the greater fraction.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher’s Manual pp. 30–33, READY TO GO: Support Discussion, 20 min.
- **Performance Coach**
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS
**Instruction Coach**
**Lesson 16: Comparing Fractions**
- **Student Edition** pp. 118–119; 20 min.
- **Teacher’s Manual** pp. 52–53
- **EL Adaptations Lesson 16**

#### Practice
Divide Practice into two sections (SE p. 118 and p. 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** 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
**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**

**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**

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

#### 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.

**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

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<td><strong>LESSON FOCUS</strong> Instruction Coach</td>
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<td>20 min.</td>
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</tr>
<tr>
<td>Day 5</td>
<td><strong>LESSON FOCUS</strong> Instruction Coach</td>
<td><strong>LESSON FOCUS</strong> Instruction Coach</td>
<td>20 min.</td>
<td><strong>LESSON FOCUS</strong> Instruction Coach</td>
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</tbody>
</table>

### 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 Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Build Background. 20 min.
- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Introduce and Model. 20 min.
- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Lesson Link. 20 min.
- **Performance Coach Teacher’s Edition** pp. 48–49, with Coached Example of Student Edition p. 218. 20 min.
- **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.
- **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 of Student Edition pp. 221–222. 20 min or as time permits.

### LESSON FOCUS

**Instruction Coach**

- **Lesson 17: Time**

**Before the Lesson**

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**DIFFERENTIATION OPTIONS**

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- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Introduce and Model. 20 min.
- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Lesson Link. 20 min.
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- **Performance Coach Teacher’s Edition** pp. 48–49, with Lesson Practice of Student Edition pp. 221–222. 20 min or as time permits.
## Domain 4: Measurement and Data

### LESSON FOCUS

**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, PLUG IN: Build Background. 20 min.

### LESSON FOCUS

**Instruction Coach**

**Lesson 18: Mass and Liquid Volume**
- Student Edition p. 132; 20 min.
- Teacher’s Manual pp. 58–59
- EL Adaptations Lesson 18

**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, PLUG IN: Build Background. 20 min.

### LESSON FOCUS

**Instruction Coach**

**Lesson 18: Mass and Liquid Volume**
- Student Edition p. 133; 20 min.
- Teacher’s Manual pp. 58–59
- EL Adaptations Lesson 18

**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


### LESSON FOCUS

**Instruction Coach**

**Lesson 18: Mass and Liquid Volume**
- Student Edition pp. 134–135; 20 min.
- Teacher’s Manual pp. 58–59
- EL Adaptations Lesson 18

**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, 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.
### Domain 4: Measurement and Data

#### LESSON FOCUS
**Instruction Coach**

**Lesson 19: Representing Data with Picture Graphs**
- **Student Edition** p. 138; 20 min.
- **Teacher’s Manual** pp. 60–61
- **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** pp. 118–121, READY TO GO: Build Background. 20 min.

**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** pp. 118–121, READY TO GO: Introduce and Model. 20 min.

**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** 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. 246–247. 20 min or as time permits.

**Example E**
Divide Practice into two sections (SE p. 142 and p. 143), 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 9 on p. 143.

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

#### LESSON FOCUS
**Instruction Coach**

**Lesson 20: Bar Graphs**
- **Student Edition** pp. 144–145; 20 min.
- **Teacher’s Manual** pp. 62–63
- **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** pp. 126–129, READY TO GO: Build Background. 20 min.
### Week 23

**Day 1**

**Domain 4: Measurement and Data**

#### LESSON FOCUS

**Instruction Coach**

**Lesson 20: Bar Graphs**
- **Student Edition** pp. 146–147; 20 min.
- **Teacher’s Manual** pp. 62–63
- **EL Adaptations** Lesson 20

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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 126–129, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 256–258. 20 min or as time permits.

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**Day 2**

#### LESSON FOCUS

**Instruction Coach**

**Lesson 20: Bar Graphs**
- **Student Edition** pp. 150–151; 20 min.
- **Teacher’s Manual** pp. 62–63
- **EL Adaptations** Lesson 20

Example E and Problem Solving
Always alert students to the scale and make sure they can read it easily as the scale is the key to reading the data.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 126–129, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 254–255. 20 min.

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**Day 3**

#### LESSON FOCUS

**Instruction Coach**

**Lesson 20: Bar Graphs**
- **Student Edition** pp. 150–151; 20 min.
- **Teacher’s Manual** pp. 62–63
- **EL Adaptations** Lesson 20

Example C and Example D

**Practice**

Divide Practice into two sections (SE p. 150 and p. 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. Pay special attention to Question 7 on p. 151.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 126–129, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 259–260. 20 min or as time permits.

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**Day 4**

#### LESSON FOCUS

**Instruction Coach**

**Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch**
- **Student Edition** pp. 152–153; 20 min.
- **Teacher’s Manual** pp. 64–65
- **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**
- **Support Coach** Teacher’s Manual pp. 126–129, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 259–260. 20 min or as time permits.

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**Day 5**

#### LESSON FOCUS

**Instruction Coach**

**Lesson 21: Measuring Length to the Nearest 1/2 and 1/4 Inch**
- **Student Edition** pp. 152–153; 20 min.
- **Teacher’s Manual** pp. 64–65
- **EL Adaptations** Lesson 21

Understand—Connect
Do not assume that students understand 1) 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**
- Place the class in groups and ask how they would measure the height of everyone in the group. Measure the height of one person in each group. 20 min.
### Domain 4: Measurement and Data

#### LESSON FOCUS

**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
- **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); 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.

#### LESSON FOCUS

**Instruction Coach**

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

**Before the Lesson**
As with all graphic displays of data, start this lesson with a concrete simulation of a data plot. Use a number line marked off with whole numbers and collect data from students (such as color of their eyes). Use counters or cubes to represent each student.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Teacher’s Manual** pp. 134–137, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach**
### Week 25

#### Domain 4: Measurement and Data

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<th>Day 4</th>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 22: Representing Data with Line Plots&lt;br&gt;● Student Edition pp.160–161; 20 min.&lt;br&gt;● Teacher’s Manual pp. 66–67&lt;br&gt;● EL Adaptations Lesson 22 Practice&lt;br&gt;Divide Practice into two sections (SE p. 160 and p. 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 23: Understanding Area&lt;br&gt;● Teacher’s Manual pp. 68–69; 20 min.&lt;br&gt;● EL Adaptations Lesson 23&lt;br&gt;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. <strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual pp. 146–147, PLUG IN: Build Background, 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 58–59, with Lesson Practice section of Student Edition pp. 271–272, 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 23: Understanding Area&lt;br&gt;● Student Edition pp. 162–163; 20 min.&lt;br&gt;● Teacher’s Manual pp. 68–69&lt;br&gt;● EL Adaptations Lesson 23&lt;br&gt;Understand-Connect Before you get started, try to make this page concrete by examining floors with tiles in the classroom or hallway to accent the idea of squares being the basic measure for finding areas. See EL note on p. 148 of Support Coach Teacher’s Manual. <strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual pp. 148–149, POWER UP: Introduce Concepts and Vocabulary, 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 62–63, with Coach Example of Student Edition p. 286, 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 23: Understanding Area&lt;br&gt;● Student Edition p. 164; 20 min.&lt;br&gt;● Teacher’s Manual pp. 68–69&lt;br&gt;● EL Adaptations Lesson 23&lt;br&gt;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. <strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual pp. 148–149, POWER UP: Model Applications, 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 62–63, with Lesson Practice section of Student Edition pp. 287–289, 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 23: Understanding Area&lt;br&gt;● Teacher’s Manual pp. 68–69&lt;br&gt;● EL Adaptations Lesson 23&lt;br&gt;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? <strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual pp. 148–149, POWER UP: Model Applications, 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 62–63, with Lesson Practice section of Student Edition pp. 287–289, 20 min or as time permits.</td>
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### Domain 4: Measurement and Data

#### LESSON FOCUS

**Instruction Coach**

**Lesson 23: Understanding Area**
- *Student Edition* pp. 166–167; 20 min.
- *Teacher’s Manual* pp. 68–69
- *EL Adaptations* Lesson 23

**Practice**
Divide Practice into two sections (SE p. 166 and p. 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

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- *Student Edition* p. 168; 20 min.
- *Teacher’s Manual* pp. 70–71
- *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**
- **Support Coach** *Teacher’s Manual* pp. 150–153, READY TO GO: Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach** *Teacher’s Edition* pp. 64–65, with Getting the Idea section and Example 1 of Student Edition pp. 292–293. 20 min.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- *Student Edition* pp. 169–170; 20 min.
- *Teacher’s Manual* pp. 70–71
- *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*, p. A14.

**DIFFERENTIATION OPTIONS**
- **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 pp. 296–297. 20 min or as time permits.
### Domain 4: Measurement and Data

#### LESSON FOCUS

**Instruction Coach**

**Lesson 24: Using Multiplication to Solve Area Problems**
- **Student Edition** pp. 172–173; 20 min.
- **Teacher’s Manual** pp. 70–71
- **EL Adaptations Lesson 24**

**Practice**

Divide Practice into two sections (SE p. 172 and p. 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**
- **Support Coach**
  - **Teacher’s Manual** pp. 146–147, PLUG IN: Problem Solving. 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**
- **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.

**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** pp. 146–147, PLUG IN: Support Discussion. 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

**Instruction Coach**

**Day 1:** Lesson 25: Relating Area to Addition
- **Student Edition** p. 177–179; 20 min.
- **Teacher’s Manual** pp. 72–73
- **EL Adaptations** Lesson 25

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Teacher’s Manual** pp. 146–147, PLUG IN: 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.

**Day 3:** Lesson 26: Perimeter
- **Teacher’s Manual** pp. 74–75
- **EL Adaptations** Lesson 26

**LESSON FOCUS**

**Instruction Coach**

**Day 2:** Lesson 26: Perimeter
- **Student Edition** pp. 180–181; 20 min.
- **Teacher’s Manual** pp. 74–75
- **EL Adaptations** Lesson 26

**LESSON FOCUS**

**Instruction Coach**

**Day 3:** Lesson 26: Perimeter
- **Student Edition** pp. 182–183; 20 min.
- **Teacher’s Manual** pp. 74–75
- **EL Adaptations** Lesson 26

**LESSON FOCUS**

**Instruction Coach**

**Day 4:** Lesson 26: Perimeter
- **Student Edition** pp. 184–185; 20 min.
- **Teacher’s Manual** pp. 74–75
- **EL Adaptations** Lesson 26

**Day 5:** Practice
Divide Practice into two sections (SE p. 184 and p. 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**
- **Support Coach**
  - **Teacher’s Manual** pp. 146–147, PLUG IN: Practice and Assess. 20 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 60–61, with Lesson Practice section of Student Edition pp. 281–282. 20 min or as time permits.

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**LESSON FOCUS**

**Instruction Coach**

**Day 1:** Lesson 25: Relating Area to Addition

**Day 2:** Lesson 26: Perimeter

**Day 3:** Lesson 26: Perimeter

**Day 4:** Lesson 26: Perimeter

**Day 5:** Practice
Week 29

Day 1

Domain 4: Measurement and Data

REVIEW AND ASSESS
Instruction 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 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

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review
- Student Edition pp. 188–189; 40 min.
- Teacher’s Manual p. 97

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

Day 3

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.

Day 4

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.

Day 5

LESSON FOCUS
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 pp. 158–161, READY TO GO: Build Background. 20 min.

Domain 5: Geometry

REVIEW AND ASSESS
Instruction Coach
Domain 4 Review
- 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.

LESSON FOCUS
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 pp. 158–161, READY TO GO: Build Background. 20 min.
## Domain 5: Geometry

### Day 1

**Lesson Focus**

**Instruction Coach**

Lesson 27: Classifying Shapes

- **Student Edition** p. 192; 20 min.
- **Teacher’s Manual** pp. 78–79
- **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 Support Coach Teacher’s Manual.

**Differentiation Options**

- **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 Example 3 and Coached Example of Student Edition pp. 325–326. 20 min.

### Day 2

**Lesson Focus**

**Instruction Coach**

Lesson 27: Classifying Shapes

- **Student Edition** p. 193; 20 min.
- **Teacher’s Manual** pp. 78–79
- **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**

- **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.

### Day 3

**Lesson Focus**

**Instruction Coach**

Lesson 28: Relating Fractions to Area

- **Student Edition** p. 196; 20 min.
- **Teacher’s Manual** pp. 80–81
- **EL Adaptations** Lesson 28

**Example A**

The emphasis here is on equal parts of an area. Six equal parts means sixths. It 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 1/5 of the length from 0 to 1.

**Differentiation Options**

- **Support Coach Teacher’s Manual** pp. 158–161, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 70–71, with Lesson Practice section of Student Edition pp. 330–331. 20 min or as time permits.

### Day 4

**Lesson Focus**

**Instruction Coach**

Lesson 28: Relating Fractions to Area

- **Teacher’s Manual** pp. 80–81; 20 min.
- **EL Adaptations** Lesson 28

**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** pp. 14–17, READY TO GO: Build Background. 20 min.

### Day 5

**Lesson Focus**

**Instruction Coach**

Lesson 28: Relating Fractions to Area

- **Student Edition** p. 196; 20 min.
- **Teacher’s Manual** pp. 80–81
- **EL Adaptations** Lesson 28

**Example A**

The emphasis here is on equal parts of an area. Six equal parts means sixths. It 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 1/5 of the length from 0 to 1.
## Domain 5: Geometry

### Lesson Focus
**Instruction Coach**

**Lesson 28: Relating Fractions to Area**
- **Student Edition** p. 197; 20 min.
- **Teacher’s Manual** pp. 80–81
- **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 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
**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.

**Performance Coach**

**Domain 5 Assessment**
- **Assessments** pp. 42–46; 40 min.
- **Assessments Answer Key** p. 15

**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**

**Performance Coach**
- Teacher’s Edition p. 74, with Domain 5 Review section of Student Edition pp. 345–347, as time permits.
### Domain 5: Geometry

#### REVIEW AND ASSESS
**Instruction Coach**
- Domain 5 Assessment
  - Assessments pp. 47–50; 40 min.
  - Assessments Answer Key pp. 15–17
**End of Year Review**
  - Lessons 1–17
  - Assessments pp. 58–90
  - Assessments Answer Key pp. 19–28
  - Support Coach Practice Tests 1 & 2
  - Assessments pp. 58–90
  - Assessments Answer Key pp. 19–28
**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.

#### END OF YEAR REVIEW
**Instruction Coach**
- Review Domains 1 and 2 Lessons 1–17
- Support Coach Practice Tests 1 & 2
- Assessments pp. 44–51, for Performance Tasks A & B in Domains 1–3.
  - Assessments Answer Key pp. 18
**DIFFERENTIATION OPTIONS**
- Support Coach Assessments pp. 52–57, for Performance Tasks A & B in Domains 4 and 5.

#### END OF YEAR REVIEW
**Instruction Coach**
- Review Domains 3–5 Lessons 18–31
- Support Coach Practice Tests 1 & 2
- Assessments pp. 58–90
- Assessments Answer Key pp. 19–28
**DIFFERENTIATION OPTIONS**
- Support Coach Assessments pp. 52–57, for Performance Tasks A & B in Domains 4 and 5.

#### SUMMATIVE ASSESSMENT
**Instruction Coach**
- Summative Assessment
  - Assessments pp. 52–59; 40 min.
  - Assessments Answer Key p. 18
**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.

#### SUMMATIVE ASSESSMENT
**Instruction Coach**
- Summative Assessment
  - Assessments pp. 59–68; 40 min.
  - Assessments Answer Key pp. 18–19
**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.

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

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

**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.

**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.