The Instructional Pathway

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

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

Instruction Coach
Instruction and Practice
Use Instruction Coach as your core instruction.

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

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

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

Compare \( \frac{3}{5} \) and \( \frac{7}{10} \).

The models show that \( \frac{7}{10} \) equals \( \frac{1}{10} \) more than \( \frac{3}{5} \).

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 \( \frac{7}{10} \).
Coherence: Linking topics and thinking across grades

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

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

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

Lesson 8 Rounding Whole Numbers ........................................... 52
Lesson 9 Adding and Subtracting Whole Numbers ............. 58
Lesson 10 Multiplying Whole Numbers ......................... 64
Lesson 11 Dividing with One-Digit Divisors ................. 72

Domain 2 Review ................................................................. 80
# Florida Coach® Suite Correlation

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

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<thead>
<tr>
<th>Florida Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>Operations &amp; Algebraic Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAFS.4.OA.1.1, MAFS.4.OA.1.A, MAFS.4.OA.1.B Interpret a multiplication equation as a comparison</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td>MAFS.4.OA.1.2 Multiply to solve word problems involving multiplicative comparison</td>
<td>L2</td>
<td>L1, L2</td>
<td>L2</td>
</tr>
<tr>
<td>MAFS.4.OA.1.3 Solve multistep word problems</td>
<td>L3</td>
<td>L2</td>
<td>L3, L4</td>
</tr>
<tr>
<td>MAFS.4.OA.1.A Determine whether an equation is true or false by using comparative relational thinking.</td>
<td>L9</td>
<td></td>
<td>L10</td>
</tr>
<tr>
<td>MAFS.4.OA.1.B Determine the unknown whole number in an equation using comparative relational thinking.</td>
<td>L9</td>
<td></td>
<td>L10</td>
</tr>
<tr>
<td>MAFS.4.OA.2.4 Find all factor pairs for a whole number</td>
<td>L4</td>
<td>L3</td>
<td>L5</td>
</tr>
<tr>
<td>MAFS.4.OA.3.5 Generate a number given a pattern rule and identify features of the pattern</td>
<td>L5</td>
<td>L4</td>
<td>L6</td>
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### Florida Standard

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<thead>
<tr>
<th>Florida Standard</th>
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<tr>
<td><strong>Numbers &amp; Operations in Base 10</strong></td>
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<tr>
<td>MAFS.4.NBT.1.1 Understand place values</td>
<td>L6</td>
<td>L5, L6</td>
<td>L7</td>
</tr>
<tr>
<td>MAFS.4.NBT.1.2 Compare two multi-digit numbers</td>
<td>L7</td>
<td>L5, L6, L8</td>
<td>L7, L8</td>
</tr>
<tr>
<td>MAFS.4.NBT.1.3 Use place value understanding to round multi-digit whole numbers to any place</td>
<td>L8</td>
<td></td>
<td>L9</td>
</tr>
<tr>
<td>MAFS.4.NBT.2.4 Add and subtract multi-digit whole numbers</td>
<td>L9</td>
<td>L7</td>
<td>L10</td>
</tr>
<tr>
<td>MAFS.4.NBT.2.5 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers</td>
<td>L10</td>
<td>L8, L9, L16</td>
<td>L11</td>
</tr>
<tr>
<td>MAFS.4.NBT.2.6 Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors</td>
<td>L11</td>
<td>L9</td>
<td>L12</td>
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<tr>
<td><strong>Numbers &amp; Operations—Fractions</strong></td>
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<tr>
<td>MAFS.4.NF.1.1 Recognize and generate equivalent fractions</td>
<td>L12</td>
<td>L10, L11</td>
<td>L13</td>
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<tr>
<td>MAFS.4.NF.1.2 Compare two fractions with different denominators</td>
<td>L13</td>
<td>L11</td>
<td>L14</td>
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<tr>
<td>MAFS.4.NF.2.3.A Add and subtract fractions</td>
<td>L14–L17</td>
<td>L12</td>
<td>L15</td>
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<tr>
<td>MAFS.4.NF.2.3.B Decompose a fraction into a sum of fractions with the same denominator</td>
<td>L14–L17</td>
<td>L12</td>
<td>L16</td>
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<tr>
<td>MAFS.4.NF.2.3.C Add and subtract mixed numbers</td>
<td>L14–L17</td>
<td>L12</td>
<td>L17</td>
</tr>
<tr>
<td>MAFS.4.NF.2.3.D Solve word problems involving addition and subtraction of fractions by using visual models</td>
<td>L14–L17</td>
<td>L12, L15, L18</td>
<td>L18</td>
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### Grade 4

#### Florida Standard

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<tbody>
<tr>
<td><strong>MAFS.4.NF.2.4.A</strong> Understand $\frac{a}{b}$ as a multiple of $\frac{1}{b}$</td>
<td>L18, L19</td>
<td>L13</td>
</tr>
<tr>
<td><strong>MAFS.4.NF.2.4.B</strong> Multiply a fraction by a whole number</td>
<td>L18, L19</td>
<td>L13, L15</td>
</tr>
<tr>
<td><strong>MAFS.4.NF.2.4.C</strong> Solve word problems involving multiplication of fractions by using visual models</td>
<td>L18, L19</td>
<td>L13</td>
</tr>
<tr>
<td><strong>MAFS.4.NF.3.5</strong> Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and add fractions</td>
<td>L20</td>
<td>L14</td>
</tr>
<tr>
<td><strong>MAFS.4.NF.3.6</strong> Use decimal notation for fractions with denominators 10 or 100</td>
<td>L21</td>
<td>L14</td>
</tr>
<tr>
<td><strong>MAFS.4.NF.3.7</strong> Compare two fractions or decimals by reasoning about their size</td>
<td>L22</td>
<td>L14</td>
</tr>
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#### Measurement & Data

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<tr>
<td><strong>MAFS.4.MD.1.1</strong> Know relative sizes of measurement units</td>
<td>L23, L24</td>
<td>L15, L16, L18</td>
</tr>
<tr>
<td><strong>MAFS.4.MD.1.2</strong> Use the four operations to solve word problems involving money, distances, time, liquid volumes and masses</td>
<td>L25</td>
<td>L15, L16</td>
</tr>
<tr>
<td><strong>MAFS.4.MD.1.3</strong> Apply area formula for rectangles</td>
<td>L26, L27</td>
<td>L17</td>
</tr>
<tr>
<td><strong>MAFS.4.MD.2.4</strong> Make a line plot to display data set in fractions of a unit</td>
<td>L28</td>
<td>L18</td>
</tr>
<tr>
<td><strong>MAFS.4.MD.3.5.A</strong> Understand angles within circles</td>
<td>L29</td>
<td>L19</td>
</tr>
<tr>
<td><strong>MAFS.4.MD.3.5.B</strong> An angle that turns through $n$ one-degree angles has an angle measure of $n$ degrees</td>
<td>L29</td>
<td></td>
</tr>
<tr>
<td>Florida Standard</td>
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<td>Support Coach Lesson(s)</td>
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<td>---------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>MAFS.4.MD.3.6 Measure angles in whole-number degrees using a protractor</td>
<td>L30</td>
<td>L19</td>
</tr>
<tr>
<td>MAFS.4.MD.3.7 Recognize angle measure as additive</td>
<td>L31</td>
<td>L19</td>
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<td><strong>Geometry</strong></td>
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<tr>
<td>MAFS.4.G.1.1 Identify right angles</td>
<td>L32</td>
<td>L20</td>
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<tr>
<td>MAFS.4.G.1.2 Classify 2D figures based on presence or absence of parallel lines</td>
<td>L33</td>
<td>L20</td>
</tr>
<tr>
<td>MAFS.4.G.1.3 Recognize line of symmetry for a 2D figure</td>
<td>L34</td>
<td></td>
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Using the Pacing Guide

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

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

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

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

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

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

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

#### LESSON FOCUS
- **MAFS: 4.OA.1.1**

#### Instruction Coach
- **Lesson 1: Interpreting Multiplication Equations**
  - **Teacher’s Manual** pp. 18–19; 30 min.
  - **EL Adaptations Lesson 1**

#### Before the Lesson
What does multiplication mean? Use concrete objects: 3 sets of 5 objects; 5 sets of 2 objects; 3 sets of 7 objects – how many altogether? How can you write each of these as a multiplication sentence?

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 4–5, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Getting the Idea and Example 1 of Student Edition pp. 6–7. 10 min.

#### LESSON FOCUS
- **MAFS: 4.OA.1.1**

#### Instruction Coach
- **Lesson 1: Interpreting Multiplication Equations**
  - **Teacher’s Manual** pp. 18–19; 30 min.
  - **EL Adaptations Lesson 1**

#### Example A
Language here can be tricky so go slowly from representation of sets to verbalizing to writing sentence. What does “equal groups” mean? How many equal groups are there? What does 3 times as many as 4 mean? 5 times as many as 2? Ask students to give examples of their own. Then write the sentences for each.

See EL note on p. 4 of Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 4–5, Introduce Concepts and Vocabulary. 10 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Examples 2–3 of Student Edition pp. 8–9. 10 min.

#### LESSON FOCUS
- **MAFS: 4.OA.1.1**

#### Instruction Coach
- **Lesson 1: Interpreting Multiplication Equations**
  - **Student Edition** p. 7; 20 min.
  - **Teacher’s Manual** pp. 18–19; 30 min.
  - **EL Adaptations Lesson 1**

#### Example B
Make sure students can read $3 \times 5 = 15$ and represent this sentence concretely. Read the Example B problem to make sure all students understand it. Make sure “4 times as many” is clear. Offer additional examples such as 2 times as many as 9, 8 times as many as 5, etc., each time asking students to write an equation.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 4–5, Practice and Assess. 10 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Lesson Practice of Student Edition pp. 13–14. 10 min or as time permits.

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<tr>
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<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td>MAFS: 4.OA.1.2</td>
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<tr>
<td><strong>Instruction Coach</strong></td>
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<tr>
<td>Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons</td>
</tr>
<tr>
<td>• Teacher's Manual p. 20–21; 20 min.</td>
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<tr>
<td>• EL Adaptations Lesson 2</td>
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<tr>
<td>Before the Lesson</td>
</tr>
<tr>
<td>Review the 4-step problem solving process. Ask questions about what a strategy means. Discuss various strategies. Ask students to give examples of strategies they use in own lives to solve problems.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• Support Coach Teacher's Manual</td>
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<tr>
<td>READY TO GO: pp. 6–9, Build Background. 20 min.</td>
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<td><strong>LESSON FOCUS</strong></td>
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<td>MAFS: 4.OA.1.2</td>
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<tr>
<td><strong>Instruction Coach</strong></td>
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<td>Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons</td>
</tr>
<tr>
<td>• Student Edition p. 10; 20 min.</td>
</tr>
<tr>
<td>• Teacher's Manual pp. 20–21; 20 min.</td>
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<tr>
<td>• EL Adaptations Lesson 2</td>
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<tr>
<td>Wormy Problem 1</td>
</tr>
<tr>
<td>How are multiplication facts (3 \times 5 = 15) connected to division facts? What is the division fact that is the opposite of 3 \times 5 = 15? If we solve a problem with multiplication, then should we be able to check it with division? Examples A and B deal with length - that will need a transition from representation with groups. See EL note on p. 6 of Support Coach Teacher's Manual.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>• Support Coach Teacher's Manual</td>
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<tr>
<td>READY TO GO: pp. 6–9, Introduce and Model. 20 min.</td>
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<tr>
<td>• Performance Coach Teacher's Edition p. 4–5, with Examples 2–3 of Student Edition pp. 16–18. 20 min.</td>
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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<td>MAFS: 4.OA.1.2</td>
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<tr>
<td><strong>Instruction Coach</strong></td>
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<tr>
<td>Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons</td>
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<tr>
<td>• Student Edition p. 11; 20 min.</td>
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<tr>
<td>• Teacher's Manual pp. 20–21; 20 min.</td>
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<tr>
<td>• EL Adaptations Lesson 2</td>
</tr>
<tr>
<td>Wormy Problem 2</td>
</tr>
<tr>
<td>Review the vocabulary words dividend, divisor, and quotient. Ask students to make up division sentences and identify each part with its name. Go over the basic concepts of division - how many in the set, how many in each equal group, how many groups? Examples A and B deal with length - that will need a transition from representation with groups.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• Support Coach Teacher's Manual</td>
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<tr>
<td>READY TO GO: pp. 6–9, Build Background. 20 min.</td>
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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td>MAFS: 4.OA.1.2</td>
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<tr>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td>Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons</td>
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<tr>
<td>• Student Edition p. 12; 20 min.</td>
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<td>• Teacher's Manual pp. 20–21; 20 min.</td>
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<tr>
<td>• EL Adaptations Lesson 2</td>
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<tr>
<td>Practice 1 Fluency and Question 1</td>
</tr>
<tr>
<td>Students need to maintain their fluency in basic facts for multiplication and division (TM, pp. A1, A6–A7). Go over Question 1 to make sure students understand what needs to be done. Review this question after they complete it. Discuss and go over any trouble spots to make sure students understand all questions and solutions.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>• Support Coach Teacher's Manual</td>
</tr>
<tr>
<td>READY TO GO: pp. 6–9, Build Background. 20 min.</td>
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<td>• Performance Coach Teacher's Edition pp. 4–5, with Lesson Practice of Student Edition pp. 22–23. 20 min.</td>
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### Domain 1: Operations and Algebraic Thinking

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<tbody>
<tr>
<td><em>Before the Lesson</em>&lt;br&gt;Review the 4-step problem solving process and the basic facts for all four operations. Explain what it means to solve a problem in more than one step, and demonstrate with specific problems.&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 10–11, Introduce and Model. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 6–7, with Getting the Idea and Example 1 of Student Edition pp. 24–25. 20 min.</td>
<td><em>Before the Lesson</em>&lt;br&gt;Go over the READ and PLAN steps to make sure all students understand these steps and what the thinking is behind this problem. The PLAN step shows 2 steps of its own: 1) find the total number of CD’s; and 2) find the number left over. Make sure students understand that the answer to 1) is part of 2).&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual READY TO GO: pp. 14–17, Introduce and Model. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 6–7, with Example 2 of Student Edition p. 26. 20 min.</td>
<td><em>Before the Lesson</em>&lt;br&gt;The Coin Collection&lt;br&gt;Ask everyone to read the problem once or more than once, and then: Think about your plan. What is the first step? How will you get the answer to the first step? What is the second step? Help students understand how the two steps connect to provide a solution. Notice how the CHECK involves rounding. Explain why this gives a good check.&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual READY TO GO: pp. 14–17, Support Independent Practice. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice of Student Edition pp. 28–29. 20 min or as time permits.</td>
<td><em>Before the Lesson</em>&lt;br&gt;Divide Practice into two sections (Questions 1–2 on SE p. 18 and 3–5 on p. 19), and ask students to work in groups. Go over their results with the entire class. Ask how you solved this problem. Explain.&lt;br&gt;&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual READY TO GO: pp. 14–17, Problem Solving. 20 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice of Student Edition pp. 30–31. 20 min or as time permits.</td>
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## Domain 1: Operations and Algebraic Thinking

### Lesson Focus

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.OA.2.4&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Factors and Multiples&lt;br&gt; - Teacher’s Manual pp. 24–25; 20 min.&lt;br&gt; - EL Adaptations Lesson 4&lt;br&gt;<strong>Understand–Connect</strong>&lt;br&gt;Using objects, ask students to &quot;build&quot; numbers such as 6 and 12 with rectangular arrays. Then use this as a base to understand factor pairs. Look at multiplication facts to determine the factor pairs and why the products are the multiples of the factors.&lt;br&gt;See EL note on p. 18 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt; - Support Coach Teacher’s Manual PLUG IN: pp. 18–19, Introduce and Model. 20 min.&lt;br&gt; - Performance Coach Teacher’s Edition pp. 10–11, with Getting the Idea and Examples 1–2 of Student Edition pp. 40–42. 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.OA.2.4&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Factors and Multiples&lt;br&gt; - Teacher’s Manual pp. 24–25; 20 min.&lt;br&gt; - EL Adaptations Lesson 4&lt;br&gt;Examples A, B, and C&lt;br&gt;Make the connections between counting and multiples. For example, 4, 8, 12, 16... connects to 4 × 1, 4 × 2, 4 × 3, 4 × 4, ...&lt;br&gt;See EL note on p. 20 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt; - Support Coach Teacher’s Manual POWER UP: pp. 20–21, Build Background. 20 min.&lt;br&gt; - Performance Coach Teacher’s Edition pp. 10–11, with Examples 3–4 and Coached Example of Student Edition pp. 43–45. 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.OA.2.4&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Factors and Multiples&lt;br&gt; - Teacher’s Manual pp. 24–25; 20 min.&lt;br&gt; - EL Adaptations Lesson 4&lt;br&gt;Examples D and E; The Sieve of Eratosthenes&lt;br&gt;Prime numbers are the building blocks of number theory—all whole numbers greater than 1 are multiples of one or more prime numbers. Go over Sieve on p. 25 to make sure students understand why the primes “fall out.”&lt;br&gt;See EL note on p. 22 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt; - Support Coach Teacher’s Manual READY TO GO: pp. 22–25, Problem Solving. 20 min.&lt;br&gt; - Performance Coach Teacher’s Edition pp. 10–11, with Lesson Practice of Student Edition pp. 46–47. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.OA.2.4&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Factors and Multiples&lt;br&gt; - Teacher’s Manual pp. 24–25; 20 min.&lt;br&gt; - EL Adaptations Lesson 4&lt;br&gt;Practice&lt;br&gt;Dive Practice into two sections (Questions 1–8 on SE p. 26 and 9–17 on p. 27), Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 16 and 17.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt; - Support Coach Teacher’s Manual READY TO GO: pp. 22–25, Problem Solving. 20 min.&lt;br&gt; - Performance Coach Teacher’s Edition pp. 10–11, with Lesson Practice of Student Edition pp. 46–47. 20 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.OA.3.5&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 5: Identifying and Generating Number and Shape Patterns&lt;br&gt; - Teacher’s Manual pp. 26–27; 20 min.&lt;br&gt; - EL Adaptations Lesson 5&lt;br&gt;<strong>Understand–Connect</strong>&lt;br&gt;Ask: ‘What is a pattern? Can anyone show me a number pattern? A shape pattern? Any other way to show a pattern? Is there a pattern to seasons? To yearly calendar? To weeks? Is there a pattern in games?’&lt;br&gt;See EL note on p. 28 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt; - Support Coach Teacher’s Manual POWER UP: pp. 28–29, Introduce and Model. 20 min.&lt;br&gt; - Performance Coach Teacher’s Edition pp. 12–13, with Getting the Idea and Examples 1–3 of Student Edition pp. 50–53. 20 min.</td>
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## Domain 1: Operations and Algebraic Thinking

### Lesson Focus

**MAFS: 4.OA.3.5**

**Instruction Coach**

**Lesson 5: Identifying and Generating Number and Shape Patterns**
- Teacher’s Manual pp. 26–27; 20 min.
- **EL Adaptations Lesson 5**
  - Examples A and Example B
  - Start with easier number patterns such as: even numbers; start with 3 and add 3; start at 10 and go back by 2’s; start at 100 and subtract 10.

### Differentiation Options

- **Support Coach Teacher’s Manual** READY TO GO: pp. 30–33, Introduce and Model. 20 min.

### Review and Assess

**Instruction Coach**

**Domain 1 Review**
- **Student Edition** pp. 34–35; 40 min.
- Teacher’s Manual pp. 96 Questions 1–14
  - Go over the questions and discuss. Ask students to take a look at the instructions on these pages, the first half of the Review. 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

- **Support Coach Teacher’s Manual** READY TO GO: pp. 30–33, Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition** pp. 12–13, with Lesson Practice of Student Edition pp. 58–61. 20 min or as time permits.

### Review and Assess

**Instruction Coach**

**Domain 1 Review**
- **Student Edition** pp. 36–37; 40 min.
- **Teacher’s Manual** p. 96 Questions 15–23 & Performance Task
  - Go over the questions and discuss. Pay special attention to the Performance Task on p. 37. Ask students to take a look at the instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Apples, Oranges, and Melons) on p. 37. 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.

### 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.
### Domain 1

#### REVIEW AND ASSESS

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

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

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

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

#### LESSON FOCUS

**MAFS: 4.NBT.1.1**

**Instruction Coach**

**Lesson 6: Extending Place Value**

- **EL Adaptations** Lesson 6

**Before the Lesson**

Use the models suggested in the Teacher’s Manual and ask questions about the value of each digit. A 6 in the hundreds column is how many times greater than a 6 in the ones column. Also, a 5 in the tens column is how many times a 5 in the ones column? See EL note on p. 42 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** PLUG IN: pp. 42–43, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 16–17, with Getting the Idea and Example 1 of Student Edition pp. 70–71. 20 min.

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**LESSON FOCUS**

**MAFS: 4.NBT.1.1**

**Instruction Coach**

**Lesson 6: Extending Place Value**

- **Teacher’s Manual** pp. 30–31; 20 min.
- **EL Adaptations** Lesson 6

**Example A**

Prepare students for this Example by explaining place value, that is, the value of each place. Explain how the numeration system works based on 10 (1, 10, 10 \times 10, 10 \times 10 \times 10, etc.). Show how places can be extended, providing for thousands, ten thousands, etc. See EL note on p. 44 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 16–17, with Example 4 and Coached Example of Student Edition pp. 72–73. 20 min.

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**LESSON FOCUS**

**MAFS: 4.NBT.1.1**

**Instruction Coach**

**Lesson 6: Extending Place Value**

- **Teacher’s Manual** pp. 30–31; 20 min.
- **EL Adaptations** Lesson 6

**Example B**

Here again we compare the same digit across different places. This time, after Example B, try it without place value charts. For example, in the number 23,505, the 5 in the hundreds place is how many times greater than the 5 in the ones place.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 44–45, Model Application. 20 min.
- **Performance Coach Teacher’s Edition** pp. 16–17, with Lesson Practice of Student Edition pp. 74–75. 20 min or as time permits.
### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS
**MAFS: 4.NBT.1.1**

**Instruction Coach**
Lesson 6: Extending Place Value
- EL Adaptations Lesson 6

**Practice**
Divide Practice into two sections (Questions 1–10 on SE p. 44 and 11–16 on p. 45). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.

#### DIFFERENTIATION OPTIONS
- **Support Coach** Teacher’s Manual
  pp. 44–45, Practice and Assess. 20 min.
- **Performance Coach**
  Teacher’s Edition pp. 16–17, with Lesson Practice of Student Edition pp. 76–77. 20 min or as time permits.

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#### LESSON FOCUS
**MAFS: 4.NBT.1.2**

**Instruction Coach**
Lesson 7: Reading, Writing, and Comparing Whole Numbers
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7

**Before the Lesson**
Review place value with and without charts, challenging students to write numbers with given hundreds, thousands, tens, and ones – not in order. Ask: ‘What does a 0 mean in any place?’

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual
  READY TO GO: pp. 46–49, Build Background. 20 min.
- **Performance Coach**
  Teacher’s Edition pp. 18–19, with Getting the Idea and Example 1 of Student Edition pp. 78–79. 20 min.

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#### LESSON FOCUS
**MAFS: 4.NBT.1.2**

**Instruction Coach**
Lesson 7: Reading, Writing, and Comparing Whole Numbers
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7

**Understand**
Concentrate on number names in reading and writing. Say a number such as twenty-three thousand four hundred fifty-six, direct class to write the numeral; and vice-versa. Explain the concept that groups of three digits comprise a period – we group these together when we say a whole number, and separate them with commas when we write a whole number. See EL note on p. 46 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual
  READY TO GO: pp. 46–49, Introduce and Model. 20 min.
- **Performance Coach**
  Teacher’s Edition pp. 18–19, with Coached Example of Student Edition p. 81. 20 min.

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#### LESSON FOCUS
**MAFS: 4.NBT.1.2**

**Instruction Coach**
Lesson 7: Reading, Writing, and Comparing Whole Numbers
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7

**Example A and Example B**
To test students, offer comparisons similar to those shown in Examples A and B, but without the use of place value charts. For example, compare 63,731 and 62,985, making sure students know which place to start when comparing.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual
  pp. 46–49, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach**
  Teacher’s Edition pp. 18–19, with Lesson Practice of Student Edition pp. 82–83. 20 min or as time permits.
### Domain 2: Number and Operations in Base Ten

**Week 8**

#### Day 1

**LESSON FOCUS**  
MAFS: 4.NBT.1.2  
**Instruction Coach**  
Lesson 7: Reading, Writing, and Comparing Whole Numbers  
- Teacher's Manual pp. 32–33; 20 min.  
- EL Adaptations Lesson 7  

**Practice**  
Divide Practice into two sections (Questions 1–4 on SE p. 50 and 5–16 on p. 51). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher's Manual READY TO GO: pp. 46–49; Assess. 20 min.  
- Performance Coach Teacher's Edition pp. 18–19, with Lesson Practice of Student Edition pp. 84–85. 20 min or as time permits.

#### Day 2

**LESSON FOCUS**  
MAFS: 4.NBT.1.3  
**Instruction Coach**  
Lesson 8: Rounding Whole Numbers  
- EL Adaptations Lesson 8

**Before the Lesson**  
Rounding depends upon understanding place value, so review place value with and without charts. Ask: “Is 16 closer to 10 or 20? Is 57 closer to 50 or 60? What about 55?”

**DIFFERENTIATION OPTIONS**  
Ask: “Why 256 is closer to 260 than 250?” and similar questions. 20 min.

**Performance Coach Teacher's Edition** pp. 20–21, with Getting the Idea and Example 1 of Student Edition pp. 86–87. 20 min.

#### Day 3

**LESSON FOCUS**  
MAFS: 4.NBT.1.3  
**Instruction Coach**  
Lesson 8: Rounding Whole Numbers  
- EL Adaptations Lesson 8

**Understand**  
A number line is a good guide to help with rounding, so make sure all are familiar with the idea that a number line can represent a specific range of numbers.

**DIFFERENTIATION OPTIONS**  
Ask: “What range would you choose to test 708?” and similar questions. 20 min.


#### Day 4

**LESSON FOCUS**  
MAFS: 4.NBT.1.3  
**Instruction Coach**  
Lesson 8: Rounding Whole Numbers  
- EL Adaptations Lesson 8

**Connect**  
Break a number down to its components according to place value: e.g., 3,476 is made up of 3 thousands, 4 hundreds, 7 tens, 6 ones. So, this number rounded to the nearest hundred depends on the 7 tens, making it nearer to 3,500 than 3,400.

**DIFFERENTIATION OPTIONS**  
Ask: “Which digit is key to rounding 67,452 to the nearest ten?” and similar questions. 20 min.

**Performance Coach Teacher's Edition** pp. 20–21, with Coached Example of Student Edition p. 89. 20 min.

#### Day 5

**LESSON FOCUS**  
MAFS: 4.NBT.1.3  
**Instruction Coach**  
Lesson 8: Rounding Whole Numbers  
- EL Adaptations Lesson 8

**Example A and Rounding Triangles**  
If you are looking for a rule, look to digit to the right. This means that if you are rounding 12,345 to the nearest thousand, find the thousands place and pick the hundreds digit. 12,345 rounds down to 12,000. The Rounding Triangles might be a good challenge for groups of your students.

**DIFFERENTIATION OPTIONS**  
Practice this rule above with different whole numbers. 20 min.

**Performance Coach Teacher's Edition** pp. 20–21, with Lesson Practice of Student Edition pp. 90–91. 20 min or as time permits.
## Domain 2: Number and Operations in Base Ten

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NBT.1.3&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 8: Rounding Whole Numbers&lt;br&gt;● Teacher's Manual pp. 34–35; 20 min.&lt;br&gt;● EL Adaptations Lesson 8</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NBT.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 9: Adding and Subtracting Whole Numbers&lt;br&gt;● Teacher's Manual pp. 36–37; 20 min.&lt;br&gt;● EL Adaptations Lesson 9</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NBT.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 9: Adding and Subtracting Whole Numbers&lt;br&gt;● Teacher's Manual pp. 36–37; 20 min.&lt;br&gt;● EL Adaptations Lesson 9</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NBT.2.4&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 9: Adding and Subtracting Whole Numbers&lt;br&gt;● Teacher's Manual pp. 36–37; 20 min.&lt;br&gt;● EL Adaptations Lesson 9</td>
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### Practice
Divide Practice into two sections (Questions 1–8 on SE p. 56 and 9–26 on p. 57). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 25 and 26.

### DIFFERENTIATION OPTIONS
How many whole numbers round to 20? And similar questions.

- **Performance Coach**<br>Teacher's Edition pp. 20–21, with Lesson Practice of Student Edition pp. 92–93. 20 min or as time permits.

**Before the Lesson**
Review place value as it again provides the underlying concepts that lead to the procedure. Do not let go of the basic foundations even as students become skillful.

### DIFFERENTIATION OPTIONS
- **Support Coach**<br>Teacher's Manual READY TO GO: pp. 54–57, Build Background. 20 min.
- **Performance Coach**<br>Teacher's Edition pp. 22–23, with Getting the Idea and Example 1 of Student Edition pp. 94–95. 20 min.

**Example A**
Addition: Practice exchanging ones to tens and tens to hundreds. Use concrete objects (coins) to make the exchange as real as possible. Do not forget the underlying exchange when teaching the procedure.


### DIFFERENTIATION OPTIONS
- **Support Coach**<br>Teacher's Manual READY TO GO: pp. 54–57, Introduce and Model. 20 min.

**Example B**
Subtraction: Ensure understanding of the regrouping process for subtraction. In principle it is the same as addition but in reverse. For addition, for example, you take 14 ones and exchange for 1 ten and 4 ones; for subtraction you exchange 1 ten for 10 ones and add it to the 4 to get 14 ones.

### DIFFERENTIATION OPTIONS
- **Support Coach**<br>Teacher's Manual READY TO GO: pp. 54–57, Build Background. 20 min.
- **Performance Coach**<br>Teacher's Edition pp. 22–23, with Lesson Practice of Student Edition pp. 99–100. 20 min or as time permits.

**Example C and Problem Solving**
The tricky subtracting from zeros should present no change in basic concept except the regrouping takes place twice. Experiment with “consecutive zeros” as a challenge.

See the note Focus on Fluency on p. 57 of Support Coach Teacher's Manual.
Domain 2: Number and Operations in Base Ten

### Lesson Focus

**MAFS: 4.NBT.2.4**

**Instruction Coach**
Lesson 9: Adding and Subtracting Whole Numbers
- **Student Edition** pp. 62–63; 20 min.
- **Teacher’s Manual** pp. 36–37; 20 min.
- **EL Adaptations** Lesson 9

**Practice**
Divide Practice into two sections. Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 21 and 22.

**Differentiation Options**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 54–57, Assess. 20 min.
- **Performance Coach Teacher’s Edition** pp. 22–23, with Lesson Practice of Student Edition pp. 101–102. 20 min or as time permits.

### Lesson Focus

**MAFS: 4.NBT.2.5**

**Instruction Coach**
Lesson 10: Multiplying Whole Numbers
- **Teacher’s Manual** pp. 38–39; 20 min.
- **EL Adaptations** Lesson 10

**Example A and Example B**
Multiplication by 3-digit (and 4-digit) numbers by a 1-digit number should mimic the process of 2-digit by 1-digit multiplication. Show students how the distributive property transfers to larger numbers. Of course, the same regrouping previously applied will be a necessity again here. Review and practice in its new settings. See notes on MP’s, pp. 63–65.

**Differentiation Options**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 62–65, Introduce and Model. 20 min.

### Lesson Focus

**MAFS: 4.NBT.2.5**

**Instruction Coach**
Lesson 10: Multiplying Whole Numbers
- **Teacher’s Manual** pp. 38–39; 20 min.
- **EL Adaptations** Lesson 10

**Example C and Problem Solving**
Example C will require a jump from Examples A and B. 2-digit by 2-digit multiplication is really double distributive process, first with the ones digit and then with the tens digit. Go over this before jumping into Example C: $34 \times 26$ becomes $(30 + 4) \times 6$ ones. See notes on MP’s, pp. 63–65.

**Differentiation Options**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 62–65, Assess. 20 min.
- **Performance Coach Teacher’s Edition** pp. 24–25, with Lesson Practice of Student Edition pp. 109–110. 20 min or as time permits.
Day 1

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

**LESSON FOCUS**
MAFS: 4.NBT.2.6
*Instruction Coach*  
**Lesson 11: Dividing with One-Digit Divisors**
- Teacher’s Manual pp. 40–41; 20 min.
- EL Adaptations Lesson 11

**Understand–Connect**
There is no escaping the role of place value with all the operations, so again clear understanding of this concept will be important here. Dividing a number starts with dividing the value of the greatest place value and regrouping anything left over to the next greater place.

See EL note on p. 70 of *Support Coach Teacher’s Manual*.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 70–73, Introduce and Model. 20 min.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 70–73, Support Independent Practice. 20 min.

**LESSON FOCUS**
MAFS: 4.NBT.2.6
*Instruction Coach*  
**Lesson 11: Dividing with One-Digit Divisors**
- Student Edition pp. 75; 20 min.
- Teacher’s Manual pp. 40–41; 20 min.
- EL Adaptations Lesson 11

Example A and Example B  
Dividing 3-digit (and 4-digit) numbers by a 1-digit number should follow the same thinking. There is always the question of whether there is enough to divide. This occurs in Step 4 of Example B, so explain it carefully. Regrouping plays an important role throughout.

See notes on MP’s, pp. 72–73.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 70–73, Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Lesson Practice of Student Edition pp. 120–121. 20 min or as time permits.

**LESSON FOCUS**
MAFS: 4.NBT.2.6
*Instruction Coach*  
**Lesson 11: Dividing with One-Digit Divisors**
- Student Edition pp. 78–79; 20 min.
- Teacher’s Manual pp. 40–41; 20 min.
- EL Adaptations Lesson 11

Example C and Problem Solving  
Example C starts right off with “not enough” thousands. This will mean that the first “dividing” will be in the hundreds place; the 2 thousands add 20 hundreds to the 3 hundreds. This Example has a remainder, so start by asking students to think of applications with remainders. See Problem Solving for a real world application.

See notes on MP’s, pp. 72–73.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 70–73, Assess. 20 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Lesson Practice of Student Edition pp. 122–123. 20 min or as time permits.

**REVIEW AND ASSESS**  
*Instruction Coach*  
**Domain 2 Review**
- **Student Edition** pp. 80–81; 40 min.
- **Teacher’s Manual** p. 100

Questions 1–15  
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 TM pp. 28–29 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.
### Domain 2: Number and Operations in Base Ten

#### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Review**
- *Student Edition* pp. 82–83; 40 min.
- *Teacher’s Manual* p. 100

**Questions 16–27 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 83. 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 (Saturday Super Sale) on p. 93. See Progression Chart on TM pp. 28–29 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.

#### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Assessment**
- *Assessments* pp. 12–15; 40 min.
- *Assessments Answer Key* p. 7

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

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

#### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Assessment**
- *Assessments* pp. 16–19; 40 min.
- *Assessments Answer Key* p. 7–9

**Questions 21–25**
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.

### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS

**MAFS: 4.NF.1.1**

**Instruction Coach**

**Lesson 12: Extending Understanding of Equivalent Fractions**
- *Teacher’s Manual* pp. 44–45; 20 min.
- *EL Adaptations Lesson 12*

**Before the Lesson**
Use models to review equivalent fractions. Find several fractions equivalent to a given fraction, and demonstrate their equivalence. See EL note on p. 70 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- *Support Coach Teacher’s Manual* READY TO GO: pp. 76–77, Introduce and Model. 20 min.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS

MAFS: 4.NF.1.1

**Instruction Coach**

**Lesson 12: Extending Understanding of Equivalent Fractions**

- Student Edition p. 87; 20 min.
- Teacher’s Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Connect**

Not only can we multiply to find equivalent fractions, but we can also divide. So, show the reverse: 2/6 is equivalent to 1/3 arrived at by dividing by 2. Review with other fractions: 1/5 = 3/15 by multiplying by 3 and 3/15 = 1/5 by dividing by 3.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual READY TO GO: pp. 78–81, Support Independent Practice. 20 min.

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#### LESSON FOCUS

MAFS: 4.NF.1.1

**Instruction Coach**

**Lesson 12: Extending Understanding of Equivalent Fractions**

- Student Edition p. 89; 20 min.
- Teacher’s Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example and Fraction Fun**

How do you check for equivalent fractions? How do you know if 4/5 and 7/10 are equivalent or not? Show how to check either by models or by multiplying and dividing.

**Fraction Fun:** write out the fraction for each model and look for equivalent fractions.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual READY TO GO: pp. 78–81, Assess. 20 min.
- Performance Coach Teacher’s Edition pp. 30–31, with Lesson Practice of Student Edition pp. 138–139. 20 min or as time permits.

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#### LESSON FOCUS

MAFS: 4.NF.1.2

**Instruction Coach**

**Lesson 13: Comparing Fractions**

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

**Understand**

Practice finding a set of equivalent fractions for a given fraction such as 2/3. Find equivalent fractions with a specific denominator; find a fraction equivalent to 3/5 with a denominator of 15.


**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual READY TO GO: pp. 86–89, Introduce and Model. 20 min.
## Domain 3: Number and Operations—Fractions

### LESSON FOCUS

**MAFS: 4.NF.1.2**

**Instruction Coach**

**Lesson 13: Comparing Fractions**
- **Teacher's Manual** pp. 46–47; 20 min.
- **EL Adaptations Lesson 13 Example A and Example B**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual Ready to Go**: pp. 86–89, Problem Solving. 20 min.
- **Performance Coach Teacher's Edition**: pp. 32–33, with Coached Example of Student Edition p. 145. 20 min.

**Example C and Order Please**
Comparison here requires making estimates with the use of number lines and benchmark locations on the number line such as 0, 1/2 and 1. See notes on MP's, pp. 86–89.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual Ready to Go**: pp. 86–89, Problem Solving. 20 min.
- **Performance Coach Teacher's Edition**: pp. 32–33, with Lesson Practice of Student Edition p. 146–147. 20 min or as time permits.

**before the Lesson**
Model addition by asking students to divide a rectangle into 6 equal parts. They can do this in a number of ways. Ask to shade 1/6 of the whole – it does not matter which 1/6 they shade. Shade a second 1/6. How many sixths altogether? Write the equation 1/6 + 1/6 = ? and discuss.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual Ready to Go**: pp. 86–89, Problem Solving. 20 min.
- **Performance Coach Teacher's Edition**: pp. 32–33, with Lesson Practice of Student Edition pp. 148–149. 20 min or as time permits.

**Understanding Adding and Subtracting Fractions**
- **Teacher's Manual** pp. 48–49; 20 min.
- **EL Adaptations Lesson 14**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual Ready to Go**: pp. 90–91, Introduce Concepts and Vocabulary. 20 min.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS

**MAFS: 4.NF.2.3.a**

**Instruction Coach**

**Lesson 14: Understanding Adding and Subtracting Fractions**
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 14

**Example A**

Subtraction: Model similarly to addition. Use a model to shade or identify several equal parts, say 3/5, and show the effect of subtracting 1/5. Write the equation: 3/5 \(-\) 1/5. Look for the general rule again.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 90–91, Support Discussion. 20 min.

#### LESSON FOCUS

**MAFS: 4.NF.2.3.a**

**Instruction Coach**

**Lesson 14: Understanding Adding and Subtracting Fractions**
- **Student Edition** p. 103; 20 min.
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 14

**Example B**

Note the example here uses clay. If you can get clay to mimic this example, then that would be an excellent way to model. Make sure students can explain why the rule works.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 90–91, Practice and Assess. 20 min.

#### LESSON FOCUS

**MAFS: 4.NF.2.3.b**

**Instruction Coach**

**Lesson 15: Understanding Fractions as Sums of Unit Fractions**
- **Teacher’s Manual** pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**Before the Lesson**

Explain via models what a unit fraction is. Offer examples of unit fractions with small and large denominators. Make sure to get across that 1 in the numerator means one part of many equal parts. Divide a strip into 2 parts, 3 parts, 4 parts, etc. and show how the unit fractions get smaller and smaller.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 36–37, with Examples 2–3 of Student Edition pp. 159–160. 20 min.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS
MAFS: 4.NF.2.3.b

**Instruction Coach**
Lesson 15: Understanding Fractions as Sums of Unit Fractions
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Example A**
Mixed numbers: explain by means of models such as strips. Start with 3/4, add 1/4, and ask what fractions do we have now? Observe that the numerator and denominator are equal. Add 1/4 more to make 5/4, and show how 5/4 is the same as 1 whole and 1/4. Write 5/4 = 1 1/4.


#### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 36–37, with Lesson Practice of Student Edition. p. 162–163. 20 min or as time permits.

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#### LESSON FOCUS
MAFS: 4.NF.2.3.b

**Instruction Coach**
Lesson 15: Understanding Fractions as Sums of Unit Fractions
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Example B**
You may prefer the language “fraction greater than 1” for improper fractions. Start with 1, or 6/6; add the unit fraction associated with sixths: 6/6 + 1/6 = 7/6. Add 6/6 and 2 sixths: 6/6 + 1/6 + 1/6 = 8 sixths, or 8/6. Show how 8/6 is the same as 1 2/6.

#### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 36–37, with Lesson Practice of Student Edition. p. 162–163. 20 min or as time permits.

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#### LESSON FOCUS
MAFS: 4.NF.2.3.c

**Instruction Coach**
Lesson 16: Adding and Subtracting Mixed Numbers
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16

**Before the Lesson**
Ask students to explain the concepts behind how to add and subtract fractions. Show and explain with examples. Look for different models from students in their explanations. Ask students to demonstrate that a mixed number is actually the sum of unit fractions.

See EL note on p. 94 of Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Introduce and Model. 20 min.
### Domain 3: Number and Operations—Fractions

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| **LESSON FOCUS**
MAFS: 4.NF.2.3.c
**Instruction Coach**
Lesson 16: Adding and Subtracting Mixed Numbers
- Student Edition pp. 114; 20 min.
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16

**Example A**
Add mixed numbers: Rename each mixed number as a fraction greater than 1, and then add (as long as the denominators are the same). Make sure students know how to change from a fraction greater than 1 to a mixed number. How do you rename 13/5 as a mixed number? How do you change from a fraction greater than 1, and then add (as long as the denominators are the same)?

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Lesson Link. 20 min.

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| **LESSON FOCUS**
MAFS: 4.NF.2.3.c
**Instruction Coach**
Lesson 16: Adding and Subtracting Mixed Numbers
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16

**Example B**
Example A starts with a word problem. Ask students to make up a word problem to fit this example. Share the results. What contexts did students use? How many used measurements: length, capacity, volume, area, mass, or time? Again, stress the renaming of a fraction greater than 1 as a mixed number. Make sure the remainder is understood.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Support Independent Practice. 20 min.

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| **LESSON FOCUS**
MAFS: 4.NF.2.3.c
**Instruction Coach**
Lesson 16: Adding and Subtracting Mixed Numbers
- Teacher’s Manual pp. 52–53; 20 min.
- EL Adaptations Lesson 16

**Practice**
Divide Practice into two sections (Questions 1–6 on SE p. 116 and 7–18 on p. 117). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 18. See EL note on p. 96 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Problem Solving. 20 min.

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| **LESSON FOCUS**
MAFS: 4.NF.2.3.d
**Instruction Coach**
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers
- Teacher’s Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

**Use this lesson as a mid-Domain Review**
Before the Lesson
Demonstrate that a mixed number is actually the sum of unit fractions. Review: changing a mixed number to a fraction greater than 1 (improper fraction). Show and explain with examples. See EL note on p. 94 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Build Background. 20 min.

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| **LESSON FOCUS**
MAFS: 4.NF.2.3.d
**Instruction Coach**
Lesson 17: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers
- Student Edition pp. 118–119; 20 min.
- Teacher’s Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

**Use this lesson as a mid-Domain Review**
Making Breakfast and the Snail Race
How can you tell which operation to use: add or subtract? Make up similar problems and ask the same question. Have students make up word problems for adding and subtracting fractions; share these with the class. Which models are the most useful to students?

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 94–97, Build Background. 20 min.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS

**MAFS: 4.NF.2.3.d**

**Instruction Coach**

**Lesson 17: Problem Solving:** Adding and Subtracting Fractions and Mixed Numbers
- Student Edition pp. 120–121; 20 min.
- Teacher's Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

Use this lesson as a mid-Domain Review

**Weekend Bike Trip and Art Class**

How do you know when to add or subtract? Note in particular the different methods for changing a mixed number to an improper fraction.


#### DIFFERENTIATION OPTIONS

- Support Coach Teacher's Manual READY TO GO: pp. 94–97, Build Background. 20 min.
- Performance Coach Teacher's Edition pp. 40–41, with Lesson Practice of Student Edition pp. 179–180. 20 min or as time permits.

## Week 18

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<td><strong>Lesson 17: Problem Solving:</strong> Adding and Subtracting Fractions and Mixed Numbers</td>
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<td><strong>Lesson 18: Using Models to Multiply Fractions by Whole Numbers</strong></td>
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<td><strong>Understand—Connect</strong></td>
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<tr>
<td><strong>Practice</strong></td>
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<td><strong>For a good review, work on the MP’s found on pp. 94–97 of Support Coach Teacher’s Manual.</strong></td>
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<td><strong>Alert: find MP’s on pp. 102–105 of Support Coach Teacher’s Manual.</strong></td>
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<td><strong>Support Coach Teacher’s Manual READY TO GO:</strong></td>
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<td>pp. 94–97, Build Background. 20 min.</td>
<td>pp. 94–97, Build Background. 20 min.</td>
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### Domain 3: Number and Operations—Fractions

#### WEEK 19

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NF.2.4.a and 4.NF.2.4.b&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 18:</strong> Using Models to Multiply Fractions by Whole Numbers&lt;br&gt;  - Teacher's Manual&lt;p&gt;pp. 56–57; 20 min.&lt;/p&gt;  - EL Adaptations&lt;br&gt;Lesson 18&lt;br&gt;<strong>Practice</strong>&lt;br&gt;Divide Practice into two sections (Questions 1–6 on SE p. 128 and 7–22 on p. 129). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 21–22. See note on fluency p. 104 of Support Coach Teacher's Manual. For a good review, work on the MP’s found on pp. 102–105 of Support Coach Teacher's Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;  - Support Coach Teacher's Manual READY TO GO:&lt;p&gt;pp. 102–105, Problem Solving. 20 min.&lt;/p&gt;  - Performance Coach Teacher's Edition&lt;p&gt;pp. 42–43, with Lesson Practice of Student Edition pp. 189–190. 20 min or as time permits.&lt;/p&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NF.2.4.c&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 19:</strong> Problem Solving: Multiplying Fractions by Whole Numbers&lt;br&gt;  - Teacher's Manual&lt;p&gt;pp. 58–59; 20 min.&lt;/p&gt;  - EL Adaptations&lt;br&gt;Lesson 19&lt;br&gt;<strong>Before the Lesson</strong>&lt;br&gt;You can never do enough to prepare students for problem solving. Remind them of the 4-step process, especially the importance of the READ step, which really means to understand. Often a good discussion in class will be a good way to get ideas over. See EL note on p. 102 of Support Coach Teacher's Manual. Alert: find MP’s on pp. 102–105 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;  - Performance Coach Teacher's Edition&lt;p&gt;pp. 44–45, with Getting the Idea and Example 1 of Student Edition pp. 191–192. 20 min.&lt;/p&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NF.2.4.c&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 19:</strong> Problem Solving: Multiplying Fractions by Whole Numbers&lt;br&gt;  - Student Edition&lt;br&gt;p. 130; 20 min.&lt;br&gt;  - Teacher's Manual&lt;p&gt;pp. 58–59; 20 min.&lt;/p&gt;  - EL Adaptations&lt;br&gt;Lesson 19&lt;br&gt;<strong>Planning a Party</strong>&lt;br&gt;Ask: ‘Why do we solve this one by multiplying? Why is 3/8 × 7 = 21/8? Explain. How many pounds of cheese did Sue need? How many packages? Read the problem carefully before you answer.’&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;  - Performance Coach Teacher's Edition&lt;p&gt;pp. 44–45, with Coached Example of Student Edition p. 192. 20 min.&lt;/p&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NF.2.4.c&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 19:</strong> Problem Solving: Multiplying Fractions by Whole Numbers&lt;br&gt;  - Student Edition&lt;br&gt;p. 131; 20 min.&lt;br&gt;  - Teacher's Manual&lt;p&gt;pp. 58–59; 20 min.&lt;/p&gt;  - EL Adaptations&lt;br&gt;Lesson 19&lt;br&gt;<strong>Energy Snacks</strong>&lt;br&gt;Ask: ‘How many cups of wheat germ did Diana need for her recipe? Together, how many cups of wheat germ and nut butter in her recipe?’ Use Lesson Links (see Support Coach Teacher’s Manual) to review pre-requisites.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;  - Performance Coach Teacher's Edition&lt;p&gt;pp. 44–45, with Lesson Practice of Student Edition pp. 194–196. 20 min or as time permits.&lt;/p&gt;</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 4.NF.2.4.c&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;<strong>Lesson 19:</strong> Problem Solving: Multiplying Fractions by Whole Numbers&lt;br&gt;  - Student Edition&lt;br&gt;p. 132; 20 min.&lt;br&gt;  - Teacher's Manual&lt;p&gt;pp. 58–59; 20 min.&lt;/p&gt;  - EL Adaptations&lt;br&gt;Lesson 19&lt;br&gt;<strong>Practice Part 1</strong>&lt;br&gt;Ask students to work in groups on questions 1–2. Go over the results with the entire class. Make up similar problems and ask the same question. Have students make up word problems for multiplying fractions by whole numbers. Share these with the class.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;  - Performance Coach Teacher's Edition&lt;p&gt;pp. 44–45, with Lesson Practice of Student Edition pp. 194–196. 20 min or as time permits.&lt;/p&gt;</td>
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### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS
MAFS: 4.NF.2.4.c

**Instruction Coach**

Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers
- Student Edition p. 133; 20 min.
- EL Adaptations Lesson 19

**Practice Part 2**

Ask students to work in groups on Questions 3–5. Go over the results with the entire class. Make up similar problems and ask the same question.


**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 44–45, with Lesson Practice of Student Edition pp. 197–198. 20 min or as time permits.

#### LESSON FOCUS
MAFS: 4.NF.3.5

**Instruction Coach**

Lesson 20: Adding Fractions: Denominators of 10 and 100
- Teacher's Manual pp. 60–61; 20 min.
- EL Adaptations Lesson 20

**Before the Lesson**

A good start: review equivalent fractions as this lesson requires being able to move between tenths and hundredths with ease. Review with fourths and eighths, with thirds and sixths.


**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual PLUG IN: pp. 106–107, Build Background. 20 min.

#### LESSON FOCUS
MAFS: 4.NF.3.5

**Instruction Coach**

Lesson 20: Adding Fractions: Denominators of 10 and 100
- Teacher's Manual pp. 60–61; 20 min.
- EL Adaptations Lesson 20

**Understand**

The goal of these pages is to find fractions in tenths (hundredths) equivalent to fractions in hundredths (tenths), that is 3/10 = ?/100 or 7/100 = ?/10. Tenths and hundredths will lead to decimals and an extension of the place value system. But here tenths and hundredths serve as the beginning of adding two fractions with like denominators.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 46–47, with Coached Example of Student Edition p. 201. 20 min.

#### LESSON FOCUS
MAFS: 4.NF.3.5

**Instruction Coach**

Lesson 20: Adding Fractions: Denominators of 10 and 100
- Teacher's Manual pp. 60–61; 20 min.
- EL Adaptations Lesson 20

**Connect**

Multiplying both numerator and denominator by the same number produces an equivalent fraction. So, for 3/10, multiply both numerator and denominator by 10 to get 30/100. Ask students if the opposite might work: dividing both numerator and denominator by 10, would that produce an equivalent fraction?

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

#### LESSON FOCUS

**MAFS: 4.NF.3.5**

**Instruction Coach**

Lesson 20: Adding Fractions: Denominators of 10 and 100

- Teacher’s Manual pp. 60–61; 20 min.
- EL Adaptations Lesson 20

**Practice**

Divide Practice into two sections (Questions 1–12 on SE p. 138 and 13–24 on p. 139). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 24.

For a good review, work on the MP’s found on pp. 106–107 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual PLUG IN: pp. 106–107, Practice and Assess. 20 min.
- Performance Coach Teacher’s Edition pp. 46–47, with Lesson Practice of Student Edition pp. 204–205. 20 min or as time permits.

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#### LESSON FOCUS

**MAFS: 4.NF.3.6**

**Instruction Coach**

Lesson 21: Introducing Decimals

- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 21

**Before the Lesson**

Prepare for decimals and decimal notation. This means understanding hundredths and tenths. Make models to represent different hundredths such as 13 hundredths or 37 hundredths. Use grids to show that 13 hundredths = 1 tenth and 3 hundredths; 37 hundredths = 3 tenths and 7 hundredths.

**DIFFERENTIATION OPTIONS**


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#### LESSON FOCUS

**MAFS: 4.NF.3.6**

**Instruction Coach**

Lesson 21: Introducing Decimals

- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 21

**Example A**

Writing a decimal for a fraction in tenths requires an understanding of tenths as one part of 10: 0.1 = 1/10, 0.7 = 7/10, and so forth. The first place to the right of the decimal place is the tenths place. Review all place values to the left of the decimal point, showing how each place is 10 times the one to its right.

**DIFFERENTIATION OPTIONS**


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#### LESSON FOCUS

**MAFS: 4.NF.3.6**

**Instruction Coach**

Lesson 21: Introducing Decimals

- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 21

**Example B**

Writing a decimal for a fraction in hundredths requires an understanding of hundredths as one part of 100: 0.01 = 1/100, 0.07 = 7/100, and so forth. The second place to the right of the decimal place is the hundredths place. Review all place values, showing how each place is 10 times the one to its right.

**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher’s Edition pp. 48–49, with Lesson Practice of Student Edition pp. 210–211. 20 min or as time permits.
## Domain 3: Number and Operations—Fractions

**LESSON FOCUS**  
MAFS: 4.NF.3.6  
**Instruction Coach**  
**Lesson 21: Introducing Decimals**  
- Teacher’s Manual pp. 62–63; 20 min.  
- EL Adaptations Lesson 21

**Practice**  
Divide Practice into two sections (Questions 1–7 on SE p. 144 and 8–21 on p. 145). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21. For a good review, work on the MP’s found on pp. 108–109 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual **POWER UP:** pp. 108–109, Practice and Assess. 20 min.
- Performance Coach Teacher’s Edition pp. 48–49, with Lesson Practice of Student Edition pp. 212–213. 20 min or as time permits.

**LESSON FOCUS**  
MAFS: 4.NF.3.7  
**Instruction Coach**  
**Lesson 22: Comparing Decimals**  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 22

**Before the Lesson**  
Go back to grids: compare two decimals on a grid. Shade 0.23 and 0.32 on a hundreds chart. Further, money amounts can be very helpful here, as long as students understand that 1 cent is 1/100 of a dollar or 0.01 of a dollar. Comparing 23 cents and 32 cents is the same as comparing $0.23 (23/100 of a dollar) and $0.32 (32/100 of a dollar).

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual **READY TO GO:** pp. 110–113, Introduce and Model. 20 min.

**LESSON FOCUS**  
MAFS: 4.NF.3.7  
**Instruction Coach**  
**Lesson 22: Comparing Decimals**  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 22

**Understand**  
The goal of these pages is to compare two decimals. A good model to use is a hundreds chart. Have students shade two decimals on grid and write the inequality such as 0.23 < 0.32. See EL note on p. 110 and look for MP’s on pp. 110–113 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual **READY TO GO:** pp. 110–113, Build Background. 20 min.

**LESSON FOCUS**  
MAFS: 4.NF.3.7  
**Instruction Coach**  
**Lesson 22: Comparing Decimals**  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 22

**Connect**  
Comparing can be done via a place value chart. It is the same type used previously with whole numbers to understand place value and to compare numbers. Now we have columns or places for tenths and hundredths, so to compare, it is important to understand that we begin with the greatest place – here that is tenths.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual **READY TO GO:** pp. 110–113, Work Together. 20 min.

**LESSON FOCUS**  
MAFS: 4.NF.3.7  
**Instruction Coach**  
**Lesson 22: Comparing Decimals**  
- Teacher’s Manual pp. 64–65; 20 min.  
- EL Adaptations Lesson 22

**Example and Math Olympics**  
Comparing decimals greater than 1 is no different from any comparison of two numbers. Start with the greatest place. If the digits are the same, then move to the next greatest place to compare. The place value chart can always be employed for these comparisons. Divide the class into groups. Ask the groups to work together to solve the Math Olympics. Compare results.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual **READY TO GO:** pp. 110–113, Support Independent Practice. 20 min.
- Performance Coach Teacher’s Edition pp. 50–51, with Lesson Practice of Student Edition pp. 219–220. 20 min or as time permits.
## Domain 3: Number and Operations—Fractions

### LESSON FOCUS

**MAFS: 4.NF.3.7**

**Instruction Coach**

Lesson 22: Comparing Decimals

- Teacher's Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 22

### Practice

Divide Practice into two sections (Questions 1–9 on SE p. 150 and 10–24 on p. 151). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 23 and 24.

For a good review, work on the MP's found on pp. 110–113 and Focus on Fluency on p. 111 of Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- Performance Coach Teacher’s Edition pp. 50–51, with Lesson Practice of Student Edition pp. 221–222. 20 min or as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

Domain 3 Review

- Student Edition pp. 152–153; 40 min.
- Teacher’s Manual p. 108

Questions 1–26

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 TM pp. 42–43 for a view of progressions connecting 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

**Instruction Coach**

Domain 3 Review

- Student Edition pp. 154–155; 40 min.
- Teacher’s Manual p. 108–109

Questions 27–38 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on p. 155. 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 (Math Lemonade Stand) on p. 155. See Progression Chart on TM pp. 42–43 for a view of progressions connecting 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

**Instruction Coach**

Domain 3 Assessment

- Assessments pp. 20–25; 40 min.
- Assessments Answer Key p. 10

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 3 Assessment

- Assessments pp. 26–29; 40 min.
- Assessments Answer Key p. 11

Questions 26–30

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 4: Measurement and Data

#### LESSON FOCUS
MAFS: 4.MD.1.1

**Instruction Coach**
**Lesson 23: Converting Customary Measures**
- Teacher's Manual pp. 68–69; 20 min.
- EL Adaptations Lesson 23

**Before the Lesson**
Students will bring a great deal of prior knowledge to this lesson. This is a good place to ask questions about the different customary units typically found in their lives, from length to weight to capacity to time. Stress language in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as clocks, inch rulers, yard sticks, pint and quart containers. Students may not bring a great deal of prior knowledge to this lesson. This is a good place to introduce different metric units from length to weight to capacity. Stress language (meters, liters, grams) in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as centimeter rulers, metric sticks, liter containers.

#### DIFFERENTIATION OPTIONS
- Support Coach Teacher's Manual
  - POWER UP: pp. 124–125, Build Background. 20 min.

#### LESSON FOCUS
MAFS: 4.MD.1.1

**Instruction Coach**
**Lesson 23: Converting Customary Measures**
- Student Edition pp. 158–159; 20 min.
- Teacher's Manual pp. 68–69; 20 min.
- EL Adaptations Lesson 23

**Understand–Connect**
Capacity: Emphasize vocabulary and simple conversions. Keep questioning about which is more (or less) quart or pint? How many times more is a quart than a pint? If 3 quarts = 6 pints, then how many pints in 300 quarts? See EL note on p. 138 and look for MP's on pp. 138–139 of Support Coach Teacher's Manual.

#### DIFFERENTIATION OPTIONS
- Support Coach Teacher's Manual

#### LESSON FOCUS
MAFS: 4.MD.1.1

**Instruction Coach**
**Lesson 23: Converting Customary Measures**
- Student Edition pp. 160–161; 20 min.
- Teacher's Manual pp. 68–69; 20 min.
- EL Adaptations Lesson 23

**Example A and Example B**
Weight: Converting from larger units to smaller units means multiplying – as in 3 pounds × 16 ounces in a pound = 48 ounces.

Time: focus on conversion from hours to minutes to seconds and back again. Converting from smaller units to larger units means dividing – as in 180 minutes ÷ 60 minutes in an hour = 3 hours.

#### DIFFERENTIATION OPTIONS
- Support Coach Teacher's Manual
  - POWER UP: Practice and Assess. 20 min.
- Performance Coach Teacher's Edition pp. 56–57, with Lesson Practice of Student Edition pp. 247–248. 20 min or as time permits.

#### LESSON FOCUS
MAFS: 4.MD.1.1

**Instruction Coach**
**Lesson 24: Converting Metric Measures**
- Teacher's Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Before the Lesson**
Students may not bring a great deal of prior knowledge to this lesson. This is a good place to introduce different metric units from length to weight to capacity. Stress language (meters, liters, grams) in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as centimeter rulers, metric sticks, liter containers.

#### DIFFERENTIATION OPTIONS
- Support Coach Teacher's Manual
  - POWER UP: pp. 138–139, Build Background. 20 min.
### Domain 4: Measurement and Data

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#### Understand–Connect

**Length:** Emphasize vocabulary and simple conversions. Keep questioning about which is more (or less) millimeter, centimeter, or meter? Explain meaning of “kilo”, “milli”, and “centi.” Show how the metric system is a base 10 system. See EL note on p. 138 and look for MP’s on pp. 138–139 of Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** READY TO GO: pp. 126–129, Introduce and Model. 20 min.

### LESSON FOCUS MAFS: 4.MD.1.1

**Instruction Coach** Lesson 24: Converting Metric Measures

- Teacher’s Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Example A and Example B**

Weight: Converting from larger units to smaller units means multiplying – as in 3 kilograms \( \times 1000 \) grams in a kilogram = 3,000 grams.

Capacity: focus on conversion from liters to milliliters and back. Converting from smaller units to larger units means dividing – as in 5,000 milliliters \( \div 1000 \) milliliters in a liter = 5 liters.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** **PLUG IN:** pp. 138–139, Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach Teacher’s Edition** pp. 58–59, with Lesson Practice of Student Edition pp. 252–253. 20 min or as time permits.

### LESSON FOCUS MAFS: 4.MD.1.1

**Instruction Coach** Lesson 24: Converting Metric Measures

- Teacher’s Manual pp. 70–71; 20 min.
- EL Adaptations Lesson 24

**Example A and Example B**

Weight: Converting from larger units to smaller units means multiplying – as in 3 kilograms \( \times 1000 \) grams in a kilogram = 3,000 grams.

Capacity: focus on conversion from liters to milliliters and back. Converting from smaller units to larger units means dividing – as in 5,000 milliliters \( \div 1000 \) milliliters in a liter = 5 liters.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** **PLUG IN:** pp. 138–139, Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach Teacher’s Edition** pp. 58–59, with Lesson Practice of Student Edition pp. 252–253. 20 min or as time permits.

### LESSON FOCUS MAFS: 4.MD.1.2

**Instruction Coach** Lesson 25: Problem Solving Measurement

- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

**Fruit-Juice Punch**


**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 126–129, Introduce and Model. 20 min.

### LESSON FOCUS MAFS: 4.MD.1.2

**Instruction Coach** Lesson 25: Problem Solving Measurement

- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

**Piano Practice**

Practice elapsed time by having students create practical everyday problems about themselves.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 126–129, Introduce and Model. 20 min.
## Domain 4: Measurement and Data

### LESSON FOCUS

- **MAFS: 4.MD.1.2**

#### Instruction Coach

**Lesson 25: Problem Solving Measurement**
- Teacher's Manual pp. 72-73; 20 min.
- EL Adaptations Lesson 25

**Cold Cuts and Winter Snowfall**
Prepare students by going over conversions for weight and length measures. Remember the rule: from larger to smaller units, multiply; from smaller to larger units, divide.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher's Edition** pp. 60–61, with Lesson Practice of Student Edition pp. 261–262. 20 min or as time permits.

### LESSON FOCUS

- **MAFS: 4.MD.1.3**

#### Instruction Coach

**Lesson 26: Applying Perimeter**
- Teacher's Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

**Example**
Review what makes a quadrilateral a rectangle and what makes a rectangle a square. Find the perimeters of squares with sides of different lengths. If you know the perimeter of a square, how do you find the length of its sides? If you know the perimeter of a rectangle and the length of one of its sides, how do you find the length of the other sides?

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher's Manual** READY TO GO: pp. 134–137, Build Background. 20 min.

**Problem Solving**
Divide Practice into two sections (Questions 1–8 on SE p. 178 and 9–17 on p. 179). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher's Manual** READY TO GO: pp. 134–137, Problem Solving. 20 min.
- **Performance Coach Teacher's Edition** pp. 62–63, with Example 3 of Student Edition p. 266. 20 min.
### Domain 4: Measurement and Data

**LESSON FOCUS**
MAFS: 4.MD.1.3

**Instruction Coach**
Lesson 27: Applying Area
- Teacher’s Manual pp. 76–77; 20 min.
- EL Adaptations Lesson 27

**Example**
Ask: ‘What is area? How do we find the area of a rectangle? Is there more than one way to find the area of a rectangle? What is a formula for area of a square? What is a formula for the area of a rectangle? Is there another formula?’

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 134–137, Introduce and Model. 20 min.
- Performance Coach Teacher’s Edition pp. 62–63, with Lesson Practice of Student Edition pp. 269–270. 20 min or as time permits.

- Performance Coach Teacher’s Edition pp. 62–63, with Lesson Practice of Student Edition pp. 269–270. 20 min or as time permits.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 62–63, with Lesson Practice of Student Edition pp. 271–272. 20 min or as time permits.

### Domain 4: Measurement and Data

**LESSON FOCUS**
MAFS: 4.MD.2.4

**Instruction Coach**
Lesson 28: Using Line Plot Data to Solve Problems
- Student Edition pp. 184–185; 20 min.
- Teacher’s Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 28

**Example A and Example B**
Preparation: Review equivalence for 2 and 3 fractions, meaning finding a common denominator. The line plot of Example A shows data in eighths. Make sure all can read the resulting line plots in Example A and Example B by asking questions.

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

**Example C and Example D**
The challenges in these Examples are: To read and interpret a line plot and to apply the information by means of adding and subtracting fractions. Make sure all the steps are clear. You may have to review these steps.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 142–145, Introduce and Model. 20 min.
Domain 4: Measurement and Data

LESSON FOCUS
MAFS: 4.MD.2.4
Instruction Coach
Lesson 28: Using Line Plot Data to Solve Problems
- Teacher's Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 28

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 188 and 9–12 on p. 189). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 12.

For a good review, work on the MP's found on pp. 142–145 of Support Coach Teacher's Manual.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher's Edition pp. 64–65, with Lesson Practice of Student Edition pp. 278–282. 20 min or as time permits.

LESSON FOCUS
MAFS: 4.MD.3.5.a and 4.MD.3.5.b
Instruction Coach
Lesson 29: Recognizing Angles
- Teacher's Manual pp. 80–81; 20 min.
- EL Adaptations Lesson 29

Example A
Use models to show angles, showing endpoint, rays, angle, vertex, right angle, and general method of measuring. Point out the role of a circle in measuring angles.


DIFFERENTIATION OPTIONS
- Support Coach Teacher's Manual PLUG IN: pp. 146–147, Build Background. 20 min.

LESSON FOCUS
MAFS: 4.MD.3.5.a and 4.MD.3.5.b
Instruction Coach
Lesson 29: Recognizing Angles
- Student Edition pp. 190–191; 20 min.
- Teacher's Manual pp. 80–81; 20 min.
- EL Adaptations Lesson 29

Example B
Note the different types of angles in Example A and Example B. Example A shows an angle less than a right angle (90°); Example B shows an angle greater than a right angle. Does anyone know the names of these angles? Use “acute” and “obtuse.”

DIFFERENTIATION OPTIONS

LESSON FOCUS
MAFS: 4.MD.3.6
Instruction Coach
Lesson 30: Measuring Angles
- Teacher's Manual pp. 82–83; 20 min.
- EL Adaptations Lesson 30

Example A
Use models to demonstrate how opening between rays can be adjusted by moving one of the rays to produce angles measuring between 0° and 180°. Demonstrate the use of a protractor: placement on the vertex, one ray pointing to 0°, and how to read the measure.


DIFFERENTIATION OPTIONS
## Domain 4: Measurement and Data

### Lesson Focus

**MAFS: 4.MD.3.6**

**Instruction Coach**  
**Lesson 30: Measuring Angles**
- **Student Edition**  
  p. 195; 20 min.
- **Teacher’s Manual**  
  pp. 82–83; 20 min.
- **EL Adaptations** Lesson 30

**Example B**  
Note that 130° is greater than a right angle. Start by drawing a ray and placing the protractor so that the endpoint of the ray is at 0°. Find 130° on outer scale. Practice drawing a variety of different angle measures.

**Differentiation Options**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 148–149, Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition**  
  pp. 68–69, with Coached Example of Student Edition p. 294.20 min.

**Practice**  
Divide Practice into two sections (Questions 1–8 on SE p. 196 and 9–15 on p. 197). Ask students to work in groups; go over the results with the entire class, carefully guiding students to use their protractors correctly. Pay special attention to Questions 14 and 15. For a good review, work on the MP’s found on pp. 148–149 of Support Coach Teacher’s Manual.

**Differentiation Options**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 150–153, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**  
  pp. 70–71, with Getting the Idea and Examples 1–2 of Student Edition pp. 299–300. 20 min.

**Example A**  
For the most part, the key to these pages is reading the angle measures correctly and then adding or subtracting correctly. See EL note on p. 150 and look for MP’s on pp. 150–153 of Support Coach Teacher’s Manual.

**Differentiation Options**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 150–153, Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition**  

**Example B**  
Include questions that show an angle divided into three parts—that is, pairs of adjacent angles with a common angle.

**Differentiation Options**
- **Support Coach Teacher’s Manual**  
  READY TO GO: pp. 150–153, Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition**  
  pp. 70–71, with Lesson Practice of Student Edition pp. 303–306. 20 min or as time permits.
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<th>Day</th>
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| Day 1 | REVIEW AND ASSESS Instruction Coach Domain 4 Review  
- Teacher’s Manual p. 113  
Questions 1–24 Go over the questions and discuss EL Adoptions. 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 TM pp. 66–67 for a view of progressions connecting Lessons of Domain 4.  
DIFFERENTIATION OPTIONS Ask students to do a single page at a time, and then go over the questions.  
Instruction Coach Lesson 32: Drawing and Identifying Lines and Angles  
- Teacher’s Manual pp. 88–89; 20 min.  
- EL Adaptations Lesson 32 Example A and Example B These pages re-introduce vertex, acute, right, and obtuse angles, and add parallel lines. Draw a diagram of a line intersecting two parallel lines and informally introduce angles that have equal measures via this diagram. See EL note on p. 156 and look for MP’s on pp. 156–157 of Support Coach Teacher’s Manual.  
DIFFERENTIATION OPTIONS  
| Day 2 | REVIEW AND ASSESS Instruction Coach Domain 4 Review  
- Student Edition pp. 204–205; 40 min.  
- Teacher’s Manual pp. 113–114  
Questions 25–32 & Performance Task Go over the questions and discuss. Pay special attention to the Performance Task on p. 205. 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 (Investigating Area and Perimeter) on p. 205. See Progression Chart on TM pp. 66–67 for a view of progressions connecting Lessons of Domain 4.  
DIFFERENTIATION OPTIONS Provide extra time and assistance for students who qualify. |  |
| Day 3 | REVIEW AND ASSESS Instruction Coach Domain 4 Assessment  
- Assessments pp. 30–35; 40 min.  
- Assessments Answer Key p. 17  
Questions 1–20 Provide extra time for assessments and provide readers to read word problems to students.  
DIFFERENTIATION OPTIONS Provide extra time and assistance for students who qualify. |  |
| Day 4 | REVIEW AND ASSESS Instruction Coach Domain 4 Assessment  
- Assessments pp. 36–39; 40 min.  
- Assessments Answer Key pp. 17–19  
Questions 21–25 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 5 | REVIEW AND ASSESS Instruction Coach Domain 4 Assessment  
- Assessments pp. 36–39; 40 min.  
- Assessments Answer Key pp. 17–19  
Questions 21–25 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. |  |
### Domain 5: Geometry

#### LESSON FOCUS
MAFS: 4.G.1.1
**Instruction Coach**
**Lesson 32: Drawing and Identifying Lines and Angles**
- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Example C and Example D**
These pages highlight perpendicular lines, intersecting lines and segments, and a trapezoid, the latter as an example of a two-dimensional figure with parallel sides.

**Practice language:** What can you say about the adjacent sides of a rectangle? Which sides of a rectangle are parallel? State three properties of the sides of a square. And that trapezoid: what would a right trapezoid look like?

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 74–75, with Example 4 and Coached Example pp. 318–319. 20 min.

#### LESSON FOCUS
MAFS: 4.G.1.2
**Instruction Coach**
**Lesson 33: Classifying Two-Dimensional Figures**
- Teacher’s Manual pp. 90–91; 20 min.
- EL Adaptations Lesson 33

**Example A and Example B**
Discuss polygons from triangles to octagons. Students need to draw different polygons and speak about their properties. Why can’t a triangle have a right and obtuse angle, or two right or two obtuse angles? How about two acute angles? See EL note on p. 158 and look for MP’s on pp. 158–161 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 76–77, with Lesson Practice of Student Edition pp. 329–332. 20 min or as time permits.

#### LESSON FOCUS
MAFS: 4.G.1.2
**Instruction Coach**
**Lesson 33: Classifying Two-Dimensional Figures**
- Student Edition p. 217; 20 min.
- Teacher’s Manual pp. 90–91; 20 min.
- EL Adaptations Lesson 33

**Example C and Match It Up**
Classifying triangles depends upon the angles. If one angle is a right angle, then the triangle is a right triangle; if one angle is an obtuse angle, then the triangle is an obtuse triangle. If none of the angles is right or obtuse, then all three angles are acute and the triangle is acute. Match It Up provides a good assessment to identifying polygons.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 76–77, with Lesson Practice of Student Edition pp. 329–332. 20 min or as time permits.
## Domain 5: Geometry

### Lesson Focus

**MAFS: 4.G.1.3**

**Instruction Coach**

Lesson 34: Identifying Lines of Symmetry
- Teacher’s Manual pp. 92–93; 20 min.
- EL Adaptations Lesson 34

**Example A and Example B**

What is symmetry? Ask class to offer examples of symmetry and give explanations about their examples. Use models to explain symmetry and lines of symmetry. Are there any examples of symmetry in the classroom? In school? In the neighborhood?

**Differentiation Options**

Small groups: students draw sketches showing symmetry. 20 min.

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### Lesson Focus

**MAFS: 4.G.1.3**

**Instruction Coach**

Lesson 34: Identifying Lines of Symmetry
- Teacher’s Manual pp. 92–93; 20 min.
- EL Adaptations Lesson 34

**Example C and Alphabet Symmetry**

Draw figures and ask, “Which ones have a line of symmetry? Two lines of symmetry? Find a figure with more than two lines of symmetry; how many does it have?”

**Differentiation Options**

Small groups: students draw sketches showing symmetry. 20 min.

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### Lesson Focus

**MAFS: 4.G.1.3**

**Instruction Coach**

Lesson 34: Identifying Lines of Symmetry
- Teacher’s Manual pp. 92–93; 20 min.
- EL Adaptations Lesson 34

**Practice**

Divide Practice into two sections (Questions 1–8 on SE p. 224 and 9–18 on p. 225). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 17 and 18.

**Differentiation Options**

Small groups: students draw sketches showing symmetry. 20 min.
- Performance Coach Teacher’s Edition pp. 78–79, with Lesson Practice of Student Edition pp. 340–343. 20 min or as time permits.

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### Review and Assess

**Instruction Coach**

Domain 5 Review
- Student Edition pp. 226–227; 40 min.
- Teacher’s Manual p. 116

Questions 1–21

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 TM pp. 86–87 for a view of progressions connecting Lessons of Domain 5.

**Differentiation Options**

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

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### Review and Assess

**Instruction Coach**

Domain 5 Review
- Student Edition pp. 228–229; 40 min.
- Teacher’s Manual p. 116–117

Questions 22–28 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on p. 229. 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 (Quilting Quiz) on p. 229. See Progression Chart on TM pp. 86–87 for a view of progressions connecting Lessons of Domain 5.

**Differentiation Options**

Ask students to do a single page at a time, and then go over the questions.
### Week 33

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#### Domain 5: Geometry

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 5 Assessment**
- Assessments pp. 40–47; 40 min.
- Assessments Answer Key pp. 17–19

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.

#### END OF YEAR REVIEW

**Instruction Coach**

**Review**

**Support Coach Practice Test 1**
- Assessments pp. 54–66
- Assessments Answer Key pp. 23–26

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

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

**END OF YEAR REVIEW**

**Instruction Coach**

**Review**

**Support Coach Practice Test 2**
- Assessments pp. 67–80
- Assessments Answer Key pp. 27–30

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

**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. 48–52; 40 min.
- Assessments Answer Key p. 20

Questions 1–24
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.

**SUMMATIVE ASSESSMENT**

**Instruction Coach**

**Summative Assessment**
- Assessments pp. 53–59; 40 min.
- Assessments Answer Key pp. 20–21

Questions 25–50
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.