Coach® Common Core Suite Implementation and Pacing Guide

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Program Overview

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

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.

Common Core Coach

Instruction and Practice

Use Common Core Coach as your core instruction.

Support Coach

Targeted Instruction and Practice

Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach

Reinforcement and Test Preparation

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

The Instructional Pathway
Greater focus on fewer topics

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

The School Specialty Common Core Suite is designed to build connections across the grade levels—fundational 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 School Specialty Common Core 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  | 4.NBT.3
Lesson 9  Adding and Subtracting Whole Numbers .................. 58  | 4.NBT.4
Lesson 10  Multiplying Whole Numbers .................................. 64  | 4.NBT.5
Lesson 11  Dividing with One-Digit Divisors ............................ 72  | 4.NBT.6

Domain 2 Review ................................................................. 80
The chart below lists all of the Common Core Standards for the grade level and their correlations to coverage in the Coach® Common Core Suite. If you find that students are struggling with a particular standard, look to the lessons indicated in these Coach programs for review and remediation.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Common Core Standards</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
<td></td>
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</tr>
<tr>
<td>4.OA.1</td>
<td>Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4.OA.2</td>
<td>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</td>
<td>2</td>
<td>1, 2</td>
<td>2</td>
</tr>
<tr>
<td>4.OA.3</td>
<td>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</td>
<td>3</td>
<td>2</td>
<td>3, 4</td>
</tr>
<tr>
<td>4.OA.4</td>
<td>Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4.OA.5</td>
<td>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td><strong>Number and Operations in Base Ten</strong></td>
<td></td>
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</tr>
<tr>
<td>4.NBT.1</td>
<td>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</td>
<td>6</td>
<td>5, 6</td>
<td>7</td>
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</tbody>
</table>
### Grade 4

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<tr>
<td><strong>Number and Operations in Base Ten (continued)</strong></td>
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<tr>
<td>4.NBT.2</td>
<td>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using &gt;, =, or &lt;, symbols to record the results of comparisons.</td>
<td>7</td>
<td>5, 6, 8</td>
</tr>
<tr>
<td>4.NBT.3</td>
<td>Use place value understanding to round multi-digit whole numbers to any place.</td>
<td>8</td>
<td></td>
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<tr>
<td>4.NBT.4</td>
<td>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</td>
<td>9</td>
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<tr>
<td>4.NBT.5</td>
<td>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</td>
<td>10</td>
<td>8, 9, 16</td>
</tr>
<tr>
<td>4.NBT.6</td>
<td>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</td>
<td>11</td>
<td></td>
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</tbody>
</table>

| **Number and Operations—Fractions** | | | |
| 4.NF.1 | Explain why a fraction \(\frac{a}{b}\) is equivalent to a fraction \(\frac{(n \times a)}{(n \times b)}\) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | 12 | 10, 11 | 13 |
| 4.NF.2 | Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as \(\frac{1}{2}\). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | 13 | 11 | 14 |
| 4.NF.3.a | Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | 14–17 | 12 | 15 |
| 4.NF.3.b | Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. | 14–17 | 12 | 16 |
### Grade 4

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<tr>
<td><strong>Number and Operations—Fractions (continued)</strong></td>
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</tr>
<tr>
<td><strong>4.NF.3.c</strong> Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</td>
<td>14-17</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td><strong>4.NF.3.d</strong> Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</td>
<td>14-17</td>
<td>12, 15, 18</td>
<td>18</td>
</tr>
<tr>
<td><strong>4.NF.4.a</strong> Understand a fraction ( \frac{a}{b} ) as a multiple of ( \frac{1}{b} ).</td>
<td></td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td><strong>4.NF.4.b</strong> Understand a multiple of ( \frac{2}{b} ) as a multiple of ( \frac{1}{b} ), and use this understanding to multiply a fraction by a whole number.</td>
<td>18, 19</td>
<td>13, 15</td>
<td>19</td>
</tr>
<tr>
<td><strong>4.NF.4.c</strong> Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.</td>
<td>18, 19</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td><strong>4.NF.5</strong> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</td>
<td>20</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td><strong>4.NF.6</strong> Use decimal notation for fractions with denominators 10 or 100.</td>
<td>21</td>
<td>14</td>
<td>22</td>
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<tr>
<td><strong>4.NF.7</strong> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols &gt;, =, or &lt;, and justify the conclusions, e.g., by using a visual model.</td>
<td>22</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td><strong>Measurement and Data</strong></td>
<td></td>
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<tr>
<td><strong>4.MD.1</strong> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; L, mL; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</td>
<td>23, 24</td>
<td>15, 16, 18</td>
<td>24, 25, 26</td>
</tr>
<tr>
<td><strong>4.MD.2</strong> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</td>
<td>25</td>
<td>15, 16</td>
<td>27</td>
</tr>
<tr>
<td><strong>4.MD.3</strong> Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</td>
<td>26, 27</td>
<td>17</td>
<td>28</td>
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<td>Grade 4</td>
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<tr>
<td><strong>Measurement and Data (continued)</strong></td>
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<tr>
<td><strong>4.MD.4</strong> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</td>
<td>28</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td><strong>4.MD.5.a</strong> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.</td>
<td>29</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td><strong>4.MD.5.b</strong> An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.</td>
<td>29</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>4.MD.6</strong> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</td>
<td>30</td>
<td>19</td>
<td>31</td>
</tr>
<tr>
<td><strong>4.MD.7</strong> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</td>
<td>31</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>4.G.1</strong> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</td>
<td>32</td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td><strong>4.G.2</strong> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</td>
<td>33</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td><strong>4.G.3</strong> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</td>
<td>34</td>
<td></td>
<td>35</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
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<td>CCSS: 4.OA.1</td>
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<tr>
<td>EL Adaptations Lesson 1</td>
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<tr>
<td>Before the Lesson</td>
<td>Before the Lesson</td>
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<tr>
<td>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?</td>
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</table>

**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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**


**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 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**


**Practice 1 Questions 1–5**

Divide Practice into two sections (Pages 8 and 9), and ask students to complete first section. Go over the first question carefully 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.

**DIFFERENTIATION OPTIONS**


**Practice 2 Questions 6–15**

Make sure students can read the equations and tell you what each one means. Pay special attention to Questions 14 and 15.

**DIFFERENTIATION OPTIONS**

## Domain 1: Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>CCSS: 4.OA.2</th>
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</thead>
<tbody>
<tr>
<td><strong>Common Core Coach</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons</strong></td>
<td></td>
</tr>
<tr>
<td>● Teacher’s Manual pp. 20–21; 20 min.</td>
<td></td>
</tr>
<tr>
<td>● EL Adaptations Lesson 2</td>
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</tbody>
</table>

**Before the Lesson**
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.

**DIFFERENTIATION OPTIONS**
- ● Common Core Support Coach Teacher’s Manual pp. 6–9 READY TO GO: Build Background. 20 min.

### Wormy Problem 1
How are multiplication facts (3 × 5 = 15) connected to division facts? What is the division fact that is the opposite of 3 × 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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- ● Common Core Support Coach Teacher’s Manual pp. 6–9 READY TO GO: Build Background. 20 min.

### Wormy Problem 2
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.

**DIFFERENTIATION OPTIONS**
- ● Common Core Support Coach Teacher’s Manual pp. 6–9 READY TO GO: Build Background. 20 min.

### Practice 1 Fluency and Question 1
Students need to maintain their fluency in basic facts for multiplication and division. See Teacher’s Manual, pp. A1, A6, and 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.

**DIFFERENTIATION OPTIONS**
- ● Common Core Support Coach Teacher’s Manual pp. 6–9 READY TO GO: Build Background. 20 min.
- ● Performance Coach Teacher’s Edition pp. 4–5 with Lesson Practice of Student Edition pp. 20–21. 20 min or as time permits.
### Domain 1: Operations and Algebraic Thinking

**LESSON FOCUS**  
CCSS: 4.OA.3

**Common Core Coach Lesson 3: Problem Solving: Multi-Step Problems**
- EL Adaptations Lesson 3

**Before the Lesson**
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.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 10–11 PLUG IN: Introduce and Model. 20 min.

**LESSON FOCUS**  
CCSS: 4.OA.3

**Common Core Coach Lesson 3: Problem Solving: Multi-Step Problems**
- EL Adaptations Lesson 3

**The Music Store**
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).

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 14–17 READY TO GO: Introduce and Model. 20 min.

**LESSON FOCUS**  
CCSS: 4.OA.3

**Common Core Coach Lesson 3: Problem Solving: Multi-Step Problems**
- EL Adaptations Lesson 3

**The Coin Collection**
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.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 14–17 READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 6–7 with Lesson Practice of Student Edition pp. 28–29. 20 min or as time permits.

**LESSON FOCUS**  
CCSS: 4.OA.3

**Common Core Coach Lesson 3: Problem Solving: Multi-Step Problems**
- EL Adaptations Lesson 3

**Bunches of Roses and Let’s Celebrate**
Accent that a key to planning is to find the right operation. In these problems, you have to find two operations to solve. Emphasize that is why we sometimes read the problem more than once.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 14–17 READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition** pp. 6–7 with Lesson Practice of Student Edition pp. 30–31. 20 min or as time permits.

**LESSON FOCUS**  
CCSS: 4.OA.3

**Common Core Coach Lesson 3: Problem Solving: Multi-Step Problems**
- EL Adaptations Lesson 3

**Practice**
Divide these questions into two sections (Questions 1–2 and Questions 3–5), and ask students to work in groups. Go over their results with the entire class. Ask how you solved this problem. Explain.
### Domain 1: Operations and Algebraic Thinking

<table>
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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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**LESSON FOCUS**

**COMMON CORE COACH**

**Lesson 4:** Understanding Factors and Multiples

- **Teacher’s Manual** pp. 24–25; 20 min.
- **EL Adaptations** Lesson 4

**LESSON FOCUS**

**COMMON CORE COACH**

**Lesson 4:** Understanding Factors and Multiples

- **Teacher’s Manual** pp. 24–25; 20 min.
- **EL Adaptations** Lesson 4

**LESSON FOCUS**

**COMMON CORE COACH**

**Lesson 4:** Understanding Factors and Multiples

- **Teacher’s Manual** pp. 24–25; 20 min.
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**LESSON FOCUS**

**COMMON CORE COACH**

**Lesson 4:** Understanding Factors and Multiples

- **Teacher’s Manual** pp. 24–25; 20 min.
- **EL Adaptations** Lesson 4

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 20–21 **Power Up:** Build Background; 20 min.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 22–25 **Ready to Go:** Problem Solving; 20 min.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 28–29 **Power Up:** Introduce and Model; 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11 with Lesson Practice of Student Edition pp. 46–47; 20 min or as time permits.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 26–27; 20 min.
## Week 5

### Domain 1: Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.OA.5&lt;br&gt;Common Core 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 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. See EL note on p. 30 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.OA.5&lt;br&gt;Common Core 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 Practice Divide these questions into two sections (Questions 1–4 and Questions 5–10). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Question 10.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Domain 1 Review&lt;br&gt;• Student Edition pp. 34–35; 40 min.&lt;br&gt;• Teacher’s Manual pp. 96 Questions 1–14 Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Domain 1 Review&lt;br&gt;• Student Edition pp. 36–37; 40 min.&lt;br&gt;• Teacher’s Manual pp. 96 Questions 15–23 &amp; 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 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 pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Domain 1 Assessment&lt;br&gt;• Assessments pp. 4–7; 40 min.&lt;br&gt;• Assessments Answer Key p. 4 Questions 1–20 Provide extra time for assessments and provide readers to read word problems to students.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**


**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

### Domain 1: Number and Operations in Base Ten

#### REVIEW AND ASSESS
**Common Core Coach**
- **Domain 1 Assessment**
  - Assessments pp. 8–11; 40 min.
  - Assessments Answer Key pp. 4–6

#### DIFFERENTIATION OPTIONS

- Provide clear explanation of questions.

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

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>CCSS: 4.NBT.1</th>
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<tbody>
<tr>
<td><strong>Common Core Coach</strong></td>
<td><strong>Lesson 6: Extending Place Value</strong></td>
</tr>
<tr>
<td><strong>Teacher’s Manual</strong> pp. 30–31; 20 min.</td>
<td><strong>Example A</strong></td>
</tr>
<tr>
<td><strong>EL Adaptations</strong> Lesson 6</td>
<td>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 × 10, 10 × 10 × 10, etc.). Show how places can be extended, providing for thousands, ten thousands, etc.</td>
</tr>
<tr>
<td><strong>See EL note on p. 42 of Common Core Support Coach Teacher’s Manual</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Common Core Support Coach Teacher’s Manual</strong> pp. 42–43 PLUG IN: Build Background. 20 min.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 16–17 with Getting the Idea and Example 1 of Student Edition pp. 70–71. 20 min.</td>
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<td><strong>Teacher’s Manual</strong> pp. 30–31; 20 min.</td>
<td><strong>Example B</strong></td>
</tr>
<tr>
<td><strong>EL Adaptations</strong> Lesson 6</td>
<td>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.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Common Core Support Coach Teacher’s Manual</strong> pp. 44–45 POWER UP Model Application. 20 min.</td>
</tr>
<tr>
<td></td>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 16–17 with Lesson Practice of Student Edition pp. 74–75. 20 min or as time permits.</td>
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Week 7

Day 1

Domain 2: Number and Operations in Base Ten

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</tbody>
</table>

Practice
Divide these questions into two sections (Questions 1–10 and Questions 11–16). 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
- Common Core Support Coach Teacher’s Manual pp. 44–45 POWER UP 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.

Day 2

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<td>Common Core Coach</td>
<td>Lesson 7: Reading, Writing, and Comparing Whole Numbers</td>
</tr>
<tr>
<td>Teacher’s Manual</td>
<td>pp. 32–33; 20 min.</td>
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<tr>
<td>EL Adaptations</td>
<td>Lesson 7</td>
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</tbody>
</table>

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
- Common Core Support Coach Teacher’s Manual pp. 46–49 READY TO GO 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.

Day 3

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<td>Teacher’s Manual</td>
<td>pp. 32–33; 20 min.</td>
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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 Common Core Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
- Common Core 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 Coached Example of Student Edition p. 81. 20 min.

Day 4

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<td>pp. 32–33; 20 min.</td>
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</table>

Connect
Explain how expanded form is connected to the place value chart, and how this form is connected to the value of each place. To make this clear show how 235 = 2 × 100 + 3 × 10 + 5 × 1.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 46–49 READY TO GO Problem Solving. 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.

Day 5

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<td>Teacher’s Manual</td>
<td>pp. 32–33; 20 min.</td>
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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
- Common Core Support Coach Teacher’s Manual pp. 46–49 READY TO GO Introduce and Model. 20 min.
- Performance Coach Teacher’s Edition pp. 18–19 with Examples 2–3 of Student Edition pp. 79–81. 20 min.
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| **LESSON FOCUS**
CCSS: 4.NBT.2
Common Core Coach Lesson 7: Reading, Writing, and Comparing Whole Numbers
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7 Practice Divide these questions into two sections (Questions 1–4 and Questions 5–16). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.
| **LESSON FOCUS**
CCSS: 4.NBT.3
Common Core Coach Lesson 8: Rounding Whole Numbers
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 8 Before the Lesson Rounding depends upon understanding place value, so review place value with and without charts. Questions: Is 16 closer to 10 or 20? Is 57 closer to 50 or 60? What about 55?
| **LESSON FOCUS**
CCSS: 4.NBT.3
Common Core Coach Lesson 8: Rounding Whole Numbers
- Teacher’s Manual pp. 34–35; 20 min.
- 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.
| **LESSON FOCUS**
CCSS: 4.NBT.3
Common Core Coach Lesson 8: Rounding Whole Numbers
- Teacher’s Manual pp. 34–35; 20 min.
- 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.
| **LESSON FOCUS**
CCSS: 4.NBT.3
Common Core Coach Lesson 8: Rounding Whole Numbers
- Teacher’s Manual pp. 34–35; 20 min.
- 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**
- Common Core Support Coach Teacher’s Manual pp. 46–49 READY TO GO 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.
| **DIFFERENTIATION OPTIONS**
- Ask: explain why 256 is closer to 260 than 250? and similar questions. 20 min.
| **DIFFERENTIATION OPTIONS**
- Ask: What range would you choose to test 708? and similar questions. 20 min.
| **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.
| **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.

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## Domain 2: Number and Operations in Base Ten

### LESSON FOCUS
**CCSS: 4.NBT.3**
Common Core Coach
Lesson 8: Rounding Whole Numbers  
- Teacher’s Manual pp. 34–35; 20 min.
- EL Adaptations Lesson 8

**Practice**
Divide these questions into two sections (Questions 1–8 and Questions 9–26). 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 Teacher’s Edition pp. 20–21 with Lesson Practice of Student Edition pp. 92–93. 20 min or as time permits.

### LESSON FOCUS
**CCSS: 4.NBT.4**
Common Core Coach
Lesson 9: Adding and Subtracting Whole Numbers  
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**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**
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO Build Background. 20 min.

### LESSON FOCUS
**CCSS: 4.NBT.4**
Common Core Coach
Lesson 9: Adding and Subtracting Whole Numbers  
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**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. See EL note on p. 55 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO Introduce and Model. 20 min.

### LESSON FOCUS
**CCSS: 4.NBT.4**
Common Core Coach
Lesson 9: Adding and Subtracting Whole Numbers  
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**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**
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO Support Independent Practice. 20 min.

### LESSON FOCUS
**CCSS: 4.NBT.4**
Common Core Coach
Lesson 9: Adding and Subtracting Whole Numbers  
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**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.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO Problem Solving. 20 min.
- Performance Coach Teacher’s Edition pp. 22–23 with Lesson Practice of Student Edition pp. 99–100. 20 min or as time permits.
**Domain 2: Number and Operations in Base Ten**

**LESSON FOCUS**  
CCSS: 4.NBT.4  
Common Core Coach  
Lesson 9: Adding and Subtracting Whole Numbers  
- Teacher’s Manual pp. 36–37; 20 min.  
- EL Adaptations Lesson 9 Practice  

Divide these questions into two sections (Questions 1–12 and Questions 13–22). 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**  
- Common Core Support Teacher’s Manual pp. 54–57 READY TO GO 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**  
CCSS: 4.NBT.5  
Common Core Coach  
Lesson 10: Multiplying Whole Numbers  
- EL Adaptations Lesson 10 Practice  

Divide these questions into two sections (Questions 1–7 and Questions 8–19). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 18 and 19.  

**DIFFERENTIATION OPTIONS**  
- Common Core Support Teacher’s Manual pp. 62–65 READY TO GO Assess. 20 min.  
<table>
<thead>
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| **LESSON FOCUS**  
CCSS: 4.NBT.6  
Common Core Coach  
Lesson 11: Dividing with One-Digit Divisors  
- Teacher’s Manual pp. 40–41; 20 min.  
- EL Adaptations Lesson 11 |
| **LESSON FOCUS**  
CCSS: 4.NBT.6  
Common Core Coach  
Lesson 11: Dividing with One-Digit Divisors  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 70–73 READY TO GO Introduce and Model. 20 min.  
| **LESSON FOCUS**  
CCSS: 4.NBT.6  
Common Core Coach  
Lesson 11: Dividing with One-Digit Divisors  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 70–73 READY TO GO Support Independent Practice. 20 min.  
| **LESSON FOCUS**  
CCSS: 4.NBT.6  
Common Core Coach  
Lesson 11: Dividing with One-Digit Divisors  
- Teacher’s Manual pp. 40–41; 20 min.  
- EL Adaptations Lesson 11  
Practice  
Divide these questions into two sections (Questions 1–12 and Questions 13–22). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 21 and 22.  
See notes on MP’s, pp. 72–73, including the accent on fluency on p. 73.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 70–73 READY TO GO Assess. 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**  
CCSS: 4.NBT.6  
Common Core Coach  
Lesson 11: Dividing with One-Digit Divisors  
- Teacher’s Manual pp. 40–41; 20 min.  
- EL Adaptations Lesson 11  
Practice  
Divide these questions into two sections (Questions 1–12 and Questions 13–22). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 21 and 22.  
See notes on MP’s, pp. 72–73, including the accent on fluency on p. 73.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 70–73 READY TO GO Assess. 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. |
| **REVIEW AND ASSESS**  
Common Core 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 pp. 28–29 (Teacher’s Manual) 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
**Common Core Coach**
- **Domain 2 Review**
  - *Student Edition* pp. 82–83; 40 min.
  - *Teacher’s Manual* p. 100

**Performance Task**
- Go over 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 pp. 28–29 (*Teacher’s Manual*) 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 3: Number and Operations-Fractions

### LESSON FOCUS
**CCSS: 4.NF.1**

**Common Core 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.

**DIFFERENTIATION OPTIONS**
- Make sure to explain the splitting of 1/3 in half and why 1/3 = 2/6. What is the splitting of 1/4? So, 1/4 = ?

**DIFFERENTIATION OPTIONS**
- *Common Core Support Coach Teacher’s Manual* pp. 78–81 READY TO GO Introduce and Model. 20 min.
## Week 13

### Domain 3: Number and Operations-Fractions

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 4.NF.1</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 12: Extending Understanding of Equivalent Fractions&lt;br&gt;- Teacher’s Manual pp. 44–45; 20 min.&lt;br&gt;- EL Adaptations Lesson 12&lt;br&gt;<strong>Connect</strong>&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 78–81 READY TO GO Support Independent Practice. 20 min.&lt;br&gt;- <strong>Performance Coach Teacher’s Edition</strong> pp. 30–31 with Coached Example of Student Edition p. 135. 20 min.</td>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 4.NF.1</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 12: Extending Understanding of Equivalent Fractions&lt;br&gt;- Teacher’s Manual pp. 44–45; 20 min.&lt;br&gt;- EL Adaptations Lesson 12&lt;br&gt;<strong>Example and Fraction Fun</strong>&lt;br&gt;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.&lt;br&gt;<strong>Fraction Fun</strong>: write out the fraction for each model and look for equivalent fractions.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 78–81 READY TO GO Support Independent Practice. 20 min.&lt;br&gt;- <strong>Performance Coach Teacher’s Edition</strong> pp. 30–31 with Lesson Practice of Student Edition pp. 136–137. 20 min or as time permits.</td>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 4.NF.1</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 12: Extending Understanding of Equivalent Fractions&lt;br&gt;- Teacher’s Manual pp. 44–45; 20 min.&lt;br&gt;- EL Adaptations Lesson 12&lt;br&gt;<strong>Practice</strong>&lt;br&gt;Divide these questions into two sections (Questions 1–9 and Questions 10–21). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Question 21.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 78–81 READY TO GO Support Independent Practice. 20 min.&lt;br&gt;- <strong>Performance Coach Teacher’s Edition</strong> pp. 30–31 with Lesson Practice of Student Edition pp. 138–139. 20 min or as time permits.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 4.NF.2</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 13: Comparing Fractions&lt;br&gt;- Teacher’s Manual pp. 46–47; 20 min.&lt;br&gt;- EL Adaptations Lesson 13&lt;br&gt;<strong>Connect</strong>&lt;br&gt;Compare two fractions given one denominator is a multiple of the other denominator. Show models to help students understand the key steps here.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 86–89 READY TO GO Support Independent Practice. 20 min.&lt;br&gt;- <strong>Performance Coach Teacher’s Edition</strong> pp. 32–33 with Examples 2–3 of Student Edition pp. 142–143. 20 min.</td>
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</table>
Domain 3: Number and Operations-Fractions

LES SO N FOCUS

CCSS: 4.NF.2

Common Core Coach Lesson 13: Comparing Fractions
- Teacher’s Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

Example A and Example B
Review multiples and finding the least common multiple. Practice with many different numbers. This is the method for finding the same denominator for both fractions.
See notes on MP’s, pp. 86–89

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 86–89 READY TO GO Support Independent Practice. 20 min.

LESSO N FOCUS

CCSS: 4.NF.2

Common Core Coach Lesson 13: Comparing Fractions
- Teacher’s Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

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
- Common Core Support Coach Teacher’s Manual pp. 86–89 READY TO GO Problem Solving. 20 min.
- Performance Coach Teacher’s Edition pp. 32–33 with Lesson Practice of Student Edition pp. 146–147. 20 min or as time permits.

LESSO N FOCUS

CCSS: 4.NF.2

Common Core Coach Lesson 13: Comparing Fractions
- Teacher’s Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

Practice Divide these questions into two sections (Questions 1–10 and Questions 11–25). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 24 and 25.
See notes on MP’s, pp. 86–89

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 86–89 READY TO GO Assess. 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.

LESSO N FOCUS

CCSS: 4.NF.3.a

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

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
- Common Core Support Coach Teacher’s Manual pp. 90–91 PLUG IN Build Background. 20 min.
**Domain 3: Number and Operations-Fractions**

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</table>
| **LESSON FOCUS**  
CCSS: 4.NF.3.a  
Common Core 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 = ? and discuss. Look for the general rule again.  
See EL note on p. 90 and notes on MP on pp. 90–91 of Common Core Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 90–91 PLUG IN Support Discussion. 20 min.  
- Performance Coach Teacher’s Edition pp. 34–35 with Lesson Practice of Student Edition. 20 min or as time permits. |
| **LESSON FOCUS**  
CCSS: 4.NF.3.a  
Common Core Coach  
Lesson 14: Understanding Adding and Subtracting Fractions  
- 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. We have three fractions here and the procedure is the same. Make sure students can explain why the rule works.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 90–91 PLUG IN Model Application. 20 min.  
- Performance Coach Teacher’s Edition pp. 34–35 with Lesson Practice of Student Edition pp. 155–156. 20 min or as time permits. |
| **LESSON FOCUS**  
CCSS: 4.NF.3.a  
Common Core Coach  
Lesson 15: Understanding Fractions as Sums of Unit Fractions  
- Teacher’s Manual pp. 50–51; 20 min.  
- EL Adaptations Lesson 15  
Practice  
Divide these questions into two sections (Questions 1–10 and Questions 11–24). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 24. For a good solid review, work on the MP’s found on pp. 90–91 of Common Core Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 36–37 with Examples 2–3 of Student Edition. 20 min or as time permits.  
| **LESSON FOCUS**  
CCSS: 4.NF.3.b  
Common Core 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**  
- Common Core Support Coach Teacher’s Manual pp. 92–93 POWER UP Build Background. 20 min.  
### Domain 3: Number and Operations-Fractions

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<th>LESSON FOCUS</th>
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<tr>
<td>Common Core Coach Lesson 15: Understanding Fractions as Sums of Unit Fractions</td>
<td>Teacher’s Manual pp. 50–51; 20 min.</td>
</tr>
<tr>
<td>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. See EL note on p. 92 and notes on MP on pp. 92–93 of Common Core Coach Teacher’s Manual.</td>
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<td>Teacher’s Manual pp. 50–51; 20 min.</td>
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<tr>
<td>EL Adaptations Lesson 15 Example B You may prefer the language “fraction greater than 1&quot; for improper fraction. 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.</td>
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<td>Performance Coach Teacher’s Edition pp. 36–37 with Lesson Practice of Student Edition p. 162–163. 20 min or as time permits.</td>
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<td>Common Core Coach Lesson 15: Understanding Fractions as Sums of Unit Fractions</td>
<td>Teacher’s Manual pp. 50–51; 20 min.</td>
</tr>
<tr>
<td>EL Adaptations Lesson 15 Practice Divide these questions into two sections (Questions 1–10 and Questions 11–23). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 22 and 23. For a good solid review, work on the MP’s found on pp. 92–93 of Common Core Support Coach Teacher’s Manual.</td>
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<td>Performance Coach Teacher’s Edition pp. 36–37 with Lesson Practice of Student Edition pp. 164–165. 20 min or as time permits.</td>
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<th>LESSON FOCUS</th>
<th>CCSS: 4.NF.3.c</th>
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<tr>
<td>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 Common Core Support Coach Teacher’s Manual.</td>
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<tr>
<td>DIFFERENTIATION OPTIONS</td>
<td>Common Core Support Coach Teacher’s Manual pp. 94–97 READY TO GO Introduce and Model. 20 min.</td>
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# Week 17

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### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 4.NF.3.c  
Common Core Coach  
Lesson 16: Adding and Subtracting Mixed Numbers  
- 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? Walk through the steps carefully. See EL note on p. 96 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 94–97 READY TO GO Lesson Link. 20 min.  

### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 4.NF.3.c  
Common Core 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. For a good solid review, work on the MP’s found on pp. 94–97 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 94–97 READY TO GO Support Independent Practice. 20 min.  
- **Performance Coach Teacher’s Edition** pp. 38–39 with Lesson Practice of Student Edition pp. 171–172. 20 min or as time permits.

### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 4.NF.3.d  
Common Core 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.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 94–97 READY TO GO Support Independent Practice. 20 min.  

### LESSON FOCUS

**LESSON FOCUS**  
CCSS: 4.NF.3.d  
Common Core 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

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

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

#### LESSON FOCUS

**CCSS: 4.NF.3.d**

**Common Core 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
- 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.
- See EL note on p. 94 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

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

#### LESSON FOCUS

**CCSS: 4.NF.3.d**

**Common Core Coach**

**Lesson 18: Using Models to Multiply Fractions by Whole Numbers**
- Teacher’s Manual pp. 56–57; 20 min.
- **EL Adaptations Lesson 18**
- Understand–Connect
  - The main goal of these pages is to once again show how all fractions are made up of unit fractions. But this time it is a fraction greater than 1, say 7/5, made up of a unit fraction (1/5), displayed seven times.
  - See EL note on p. 100 of Common Core Support Coach Teacher’s Manual.
- **Example A**
  - Unit fractions: Use different models that show each fraction separately, remembering that multiplication by a whole number is the same as adding repeatedly. Interpret each multiplication question literally.
  - So, 4 × 1/5 means 1/5 four times, or 1/5 + 1/5 + 1/5 + 1/5. That’s 4 fifths = 4/5. Or 5 × 1/9 (same as 1/9 × 5) means 1/9 added five times.

#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 100–102 READY TO GO Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 42–43 with Example 3 and Coached Example of Student Edition pp. 185–186. 20 min.
### Domain 3: Number and Operations-Fractions

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### Domain 3: Number and Operations-Fractions

#### LESSON FOCUS
**CCSS: 4.NF.4.c**
Common Core Coach
Lesson 19: Problem Solving: Multiplying Fractions by Whole Numbers
- 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.
For a good solid review, work on the MP’s found on pp. 102–105 of Common Core Support Coach Teacher’s Manual.

#### 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
**CCSS: 4.NF.5**
Common Core 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
- Common Core Support Coach Teacher’s Manual pp. 106–107 PLUG IN Build Background, 20 min.

#### LESSON FOCUS
**CCSS: 4.NF.5**
Common Core 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 70/100 = ?/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

#### LESSON FOCUS
**CCSS: 4.NF.5**
Common Core 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

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- EL Adaptations Lesson 20 Practice |

#### DIFFERENTIATION OPTIONS
- 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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<th>Day 2</th>
<th>Lesson Focus</th>
<th>CCSS: 4.NF.6</th>
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- 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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<th>Day 3</th>
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</table>
- EL Adaptations Lesson 21 |

#### UNDERSTAND–CONNECT
The goal of these pages is to introduce decimals and decimal notation. Decimals are a way to write fractions with denominators of 10 and 100. By using whole numbers, decimals continue the place value system for numbers less than 1. For instance, 0.47 = 47/100, or 4 tenths and 7 hundredths. See EL note on p. 108 and look for MP’s on pp. 108–109 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

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<th>Day 4</th>
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</table>
- 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
- Performance Coach Teacher’s Edition pp. 48–49 with Lesson Practice of Student Edition pp. 210–211. 20 min or as time permits.

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<th>Day 5</th>
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<th>CCSS: 4.NF.6</th>
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- 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.
### Domain 3: Number and Operations - Fractions

#### LESSON FOCUS
**CCSS: 4.NF.6**
- **Common Core Coach**
- **Lesson 21: Introducing Decimals**
  - Teacher’s Manual pp. 62–63; 20 min.
  - EL Adaptations Lesson 21

#### Practice
- Divide these questions into two sections (Questions 1–7 and Questions 8–21). 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 solid review, work on the MP’s found on pp. 108–109 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **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
**CCSS: 4.NF.7**
- **Common Core 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 $.23 (23/100 of a dollar) and $.32 (32/100 of a dollar).

#### 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.


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

#### LESSON FOCUS
**CCSS: 4.NF.7**
- **Common Core 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
- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO Work Together. 20 min.
- **Performance Coach Teacher’s Edition** pp. 50–51 with Coached Example of Student Edition p. 218. 20 min.

#### LESSON FOCUS
**CCSS: 4.NF.7**
- **Common Core 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
- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO 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

**CCSS: 4.NF.7**

#### Common Core Coach Lesson 22: Comparing Decimals

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

#### Practice

Divide these questions into two sections (Questions 1–9 and Questions 10–21). 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 solid review, work on the MP’s found on pp. 110–113 and Focus on Fluency on p. 111 of Common Core Support Coach Teacher’s Manual.

### REVIEW AND ASSESS

#### Common Core 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 pp. 42–43 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 3.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 110–113 READY TO GO Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition** pp. 50–51 with Lesson Practice of Student Edition pp. 221–222. 20 min or as time permits.


### REVIEW AND ASSESS

#### Common Core 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 pp. 42–43 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 3.

### DIFFERENTIATION OPTIONS


### REVIEW AND ASSESS

#### Common Core 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


### REVIEW AND ASSESS

#### Common Core 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

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.MD.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 23: Converting Customary Measures&lt;br&gt;• Teacher’s Manual pp. 68–69; 20 min.&lt;br&gt;• EL Adaptations Lesson 23</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.MD.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 23: Converting Customary Measures&lt;br&gt;• Teacher’s Manual pp. 68–69; 20 min.&lt;br&gt;• EL Adaptations Lesson 23</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.MD.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 23: Converting Customary Measures&lt;br&gt;• Teacher’s Manual pp. 68–69; 20 min.&lt;br&gt;• EL Adaptations Lesson 23</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 4.MD.1&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 24: Converting Metric Measures&lt;br&gt;• Teacher’s Manual pp. 70–71; 20 min.&lt;br&gt;• EL Adaptations Lesson 24</td>
<td></td>
</tr>
<tr>
<td>Before the Lesson&lt;br&gt;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.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 124–125 POWER UP Build Background. 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 54–57 with Getting the Idea of Student Edition pp. 230–231 and Getting the Idea and Example 1 of Student Edition pp. 240–241. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 124–125 POWER UP Introduce Concepts and Vocabulary. 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 56–57 with Examples 2–3 and Coached Example of Student Edition pp. 241–244. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 124–125 POWER UP Model Applications. 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 56–57 with Lesson Practice of Student Edition pp. 245–246. 20 min or as time permits.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 138–139 PLUG IN Build Background. 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 58–59 with Getting the Idea and Example 1 of Student Edition p. 249. 20 min.</td>
</tr>
</tbody>
</table>
## Domain 4: Measurement and Data

### Week 25

#### Day 1

**LESSON FOCUS**  
CCSS: 4.MD.1  
**Common Core Coach**  
Lesson 24: Converting Metric Measures  
- Teacher’s Manual pp. 70–71; 20 min.  
- EL Adaptations Lesson 24

**Differentiation Options**  

#### Day 2

**LESSON FOCUS**  
CCSS: 4.MD.1  
**Common Core 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**  
- Common Core Support Coach Teacher’s Manual pp. 138–139 PLUG IN Model Applications. 20 min.  

#### Day 3

**LESSON FOCUS**  
CCSS: 4.MD.1  
**Common Core Coach**  
Lesson 24: Converting Metric Measures  
- Teacher’s Manual pp. 70–71; 20 min.  
- EL Adaptations Lesson 24

**Practice**  
- Divide these questions into two sections (Questions 1–13 and Questions 14–21). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

**Differentiation Options**  

#### Day 4

**LESSON FOCUS**  
CCSS: 4.MD.2  
**Common Core Coach**  
Lesson 25: Problem Solving Measurement  
- Teacher’s Manual pp. 72–73; 20 min.  
- EL Adaptations Lesson 25

**Fruit-Juice Punch**  

**Differentiation Options**  
- Common Core Support Coach Teacher’s Manual pp. 126–129 READY TO GO Introduce and Model. 20 min.

#### Day 5

**LESSON FOCUS**  
CCSS: 4.MD.2  
**Common Core 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**  
## Domain 4: Measurement and Data

### LESSON FOCUS

**CCSS: 4.MD.2**

**Common Core 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

- **Common Core Support Coach Teacher’s Manual** pp. 126–129 READY TO GO Support Independent Practice. 20 min.
- **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

**CCSS: 4.MD.3**

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

**Example**

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 126–129 READY TO GO Problem Solving, 20 min.
- **Performance Coach Teacher’s Edition** pp. 60–61 with Lesson Practice of Student Edition pp. 263–264. 20 min or as time permits.

### LESSON FOCUS

**CCSS: 4.MD.3**

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

**Problem Solving**
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

- **Common Core Support Coach Teacher’s Manual** pp. 134–137 READY TO GO Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63 with Example 1 of Student Edition p. 266. 20 min.

### LESSON FOCUS

**CCSS: 4.MD.3**

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

**Practice**
Divide these questions into two sections (Questions 1–8 and Questions 9–17). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

For a good solid review, work on the MP’s found on pp. 134–137 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 134–137 READY TO GO Problem Solving, 20 min.
## Domain 4: Measurement and Data

### Week 27

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#### LESSON FOCUS
**CCSS: 4.MD.3**
**Common Core Coach Lesson 27: Applying Area**
- **Teacher’s Manual** pp. 76–77; 20 min.
- **EL Adaptations** Lesson 27

**Example**
Ask questions: 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**
- **Common Core Support Coach Teacher’s Manual** pp. 134–137 READY TO GO Build Background. 20 min.

#### LESSON FOCUS
**CCSS: 4.MD.3**
**Common Core Coach Lesson 27: Applying Area**
- **Teacher’s Manual** pp. 76–77; 20 min.
- **EL Adaptations** Lesson 27

**Problem Solving**
Find the areas of squares with sides of different lengths. If you know the area of a square, how do you find the length of its sides? If you know the area of a rectangle and the length of one of its sides, how do you find the length of the other sides?

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 134–137 READY TO GO 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.

#### LESSON FOCUS
**CCSS: 4.MD.3**
**Common Core Coach Lesson 27: Applying Area**
- **Teacher’s Manual** pp. 76–77; 20 min.
- **EL Adaptations** Lesson 27

**Practice**
Divide these questions into two sections (Questions 1–8 and Questions 9–17). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 16 and 17.

For a good solid review, work on the MP’s found on pp. 134–137 of **Common Core Support Coach Teacher’s Manual**.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 134–137 READY TO GO Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition** pp. 62–63 with Lesson Practice of Student Edition pp. 271–272. 20 min or as time permits.

#### LESSON FOCUS
**CCSS: 4.MD.4**
**Common Core Coach Lesson 28: Using Line Plot Data to Solve Problems**
- **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**
- **Common Core Support Coach Teacher’s Manual** pp. 142–145 READY TO GO Introduce and Model. 20 min.
## Domain 4: Measurement and Data

### LESSON FOCUS

**Domain 4: Measurement and Data**

#### LESSON FOCUS

**CCSS: 4.MD.4**

**Common Core Coach**

**Lesson 28: Using Line Plot Data to Solve Problems**

- Teacher’s Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 28

**Practice**

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

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

#### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 142–145 READY TO GO Problem Solving. 20 min.
- Performance Coach Teacher’s Edition pp. 64–65 with Lesson Practice of Student Edition pp. 278–282. 20 min or as time permits.

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#### LESSON FOCUS

**CCSS: 4.MD.5.a and 4.MD.5.b**

**Common Core 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**

- Common Core Support Coach Teacher’s Manual pp. 146–147 PLUG IN Build Background. 20 min.

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#### LESSON FOCUS

**CCSS: 4.MD.5.a and 4.MD.5.b**

**Common Core Coach**

**Lesson 29: Recognizing Angles**

- 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**

- Common Core Support Coach Teacher’s Manual pp. 146–147 PLUG IN Build Background. 20 min.

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#### LESSON FOCUS

**CCSS: 4.MD.6**

**Common Core 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

**CCSS: 4.MD.6**

**Common Core Coach**

**Lesson 30: Measuring Angles**
- 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**

**Lesson Focus**

**CCSS: 4.MD.6**

**Common Core Coach**

**Lesson 30: Measuring Angles**
- Teacher’s Manual pp. 82–83; 20 min.
- EL Adaptations Lesson 30

**Practice**

Divide these questions into two sections (Questions 1–8 and Questions 9–15). 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 solid review, work on the MP’s found on pp. 148–149 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Performance Coach Teacher’s Edition pp. 68–69 with Lesson Practice of Student Edition pp. 295–298. 20 min or as time permits.

### Lesson Focus

**CCSS: 4.MD.7**

**Common Core Coach**

**Lesson 31: Adding and Subtracting with Angle Measures**
- Teacher’s Manual pp. 84–85; 20 min.
- EL Adaptations Lesson 31

**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 Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 150–153 READY TO GO Introduce and Model. 20 min.

**Lesson Focus**

**CCSS: 4.MD.7**

**Common Core Coach**

**Lesson 31: Adding and Subtracting with Angle Measures**
- Teacher’s Manual pp. 84–85; 20 min.
- EL Adaptations Lesson 31

**Example B**

Include questions that show an angle divided into three parts—that is, pairs of adjacent angles with a common angle. This is a good way to assess 4.MD.7

**Differentiation Options**
- Common Core Support Coach Teacher’s Manual pp. 150–153 READY TO GO Introduce and Model. 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.
## Domain 4: Measurement and Data

### REVIEW AND ASSESS

**Common Core Coach**

- **Domain 4 Review**
  - **Student Edition** pp. 202–203; 40 min.
  - **Teacher’s Manual** p. 113

**Questions 1–24**

Go over the questions and discuss EL Adaptations. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 66–67 (Teacher’s Manual) 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.

- **Performance Coach**
  - **Teacher’s Edition** p. 72

### REVIEW AND ASSESS

**Common Core Coach**

- **Domain 4 Review**
  - **Student Edition** pp. 204–205; 40 min.
  - **Teacher’s Manual** p. 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 pp. 66–67 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 4.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

### REVIEW AND ASSESS

**Common Core 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.

### REVIEW AND ASSESS

**Common Core Coach**

- **Domain 4 Assessment**
  - **Assessments** pp. 36–39; 40 min.
  - **Assessments Answer Key** p. 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.

### LESSON FOCUS

**CCSS: 4.G.1**

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

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Teacher’s Manual** pp. 156–157
  - **POWER UP** Build Background. 20 min.

- **Performance Coach**
  - **Teacher’s Edition** pp. 74–75
### Domain 5: Geometry

#### LESSON FOCUS

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<td><strong>EL Adaptations Lesson 32</strong></td>
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<td><strong>Example C and Example D</strong></td>
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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

- **Common Core Support Coach Teacher’s Manual** pp. 156–157 POWER UP Introduce and Model. 20 min.  
- **Performance Coach Teacher’s Edition** pp. 74–75 with Example 4 and Coached Example pp. 318–319. 20 min.

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<td><strong>EL Adaptations Lesson 33</strong></td>
</tr>
<tr>
<td><strong>Example C and Match It Up</strong></td>
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</table>

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

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

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#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO Introduce and Model. 20 min.  
Domain 5: Geometry

LESSON FOCUS
CCSS: 4.G.3
Common Core 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.

LESSON FOCUS
CCSS: 4.G.3
Common Core 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.

LESSON FOCUS
CCSS: 4.G.3
Common Core Coach
Lesson 34: Identifying Lines of Symmetry
- Teacher’s Manual pp. 92–93; 20 min.
- EL Adaptations Lesson 34
Example C and Alphabet Symmetry
Divide these questions into two sections (Questions 1–8 and Questions 9–18). 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.

REVIEW AND ASSESS
Common Core 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 EL Adaptations. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 86–87 (Teacher’s Manual) 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.

REVIEW AND ASSESS
Common Core 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 pp. 86–87 (Teacher’s Manual) 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.
# Domain 5: Geometry

## REVIEW AND ASSESS

**Common Core Coach Domain 5 Assessment**
- Assessments pp. 40–47; 40 min.
- Assessments Answer Key p. 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

**Common Core Coach Review**
- Common Core 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**
- Common Core Support Coach Assessments pp. 44–51 for Performance Tasks A & B in Domains 1–3

## END OF YEAR REVIEW

**Common Core Coach Review**
- Common Core 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**
- Common Core Support Coach Assessments pp. 52–57 for Performance Tasks A & B in Domains 4 and 5

## SUMMATIVE ASSESSMENT

**Common Core 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

**Common Core 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.