Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

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

**Instruction Coach**

*Instruction and Practice*

Use **Instruction Coach** as your core instruction.

**Support Coach**

*Targeted Instruction and Practice*

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

**Performance Coach**

*Reinforcement and Test Preparation*

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

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

\[ \frac{1}{2} \quad \text{and} \quad \frac{3}{4} \]

The models show that \( \frac{3}{4} \) equals \( \frac{1}{2} \) more than \( \frac{1}{2} \).

\[ \frac{3}{4} \quad \text{is less than} \quad \frac{1}{2} \]

The whole strips are the same size.

Compare the fractions.

\[ \frac{3}{4} \quad \text{is less than} \quad \frac{1}{2} \]

Three sixths is less than five sixths.
2 Coherence: Linking topics and thinking across grades

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

Grade 3 Operations
Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100.

Grade 4 Place Value
Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.

Grade 5 Operations
Write and interpret numerical expressions.

Grade 5 Place Value
Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.

Grade 5 Fractions
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Grade 5 Measurement
Convert like measurement units within a given measurement system. Geometric measurement: Understand concepts of angle and use concepts of angle measurement.

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

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

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

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

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations &amp; Algebraic Thinking</td>
<td>Interpret a multiplication equation as a comparison</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td>Multiply to solve word problems involving multiplicative comparison</td>
<td>L2</td>
<td>L1, L2</td>
<td>L2</td>
</tr>
<tr>
<td></td>
<td>Solve multistep word problems</td>
<td>L3</td>
<td>L2</td>
<td>L3, L4</td>
</tr>
<tr>
<td></td>
<td>Find all factor pairs for a whole number</td>
<td>L4</td>
<td>L3</td>
<td>L5</td>
</tr>
<tr>
<td></td>
<td>Generate a number given a pattern rule and identify features of the pattern</td>
<td>L5</td>
<td>L4</td>
<td>L6</td>
</tr>
<tr>
<td>Numbers &amp; Operations in Base 10</td>
<td>Understand place values</td>
<td>L6</td>
<td>L5, L6</td>
<td>L7</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Skill</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
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</tr>
<tr>
<td></td>
<td>Compare two multi-digit numbers</td>
<td>L7</td>
<td>L5, L6, L8</td>
<td>L7, L8</td>
</tr>
<tr>
<td></td>
<td>Use place value understanding to round multi-digit whole numbers to</td>
<td>L8</td>
<td></td>
<td>L9</td>
</tr>
<tr>
<td></td>
<td>any place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add and subtract multi-digit whole numbers</td>
<td>L9</td>
<td>L7</td>
<td>L10</td>
</tr>
<tr>
<td></td>
<td>Multiply a whole number of up to four digits by a one-digit whole</td>
<td>L10</td>
<td>L8, L9, L16</td>
<td>L11</td>
</tr>
<tr>
<td></td>
<td>number and multiply two two-digit numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find whole number quotients and remainders with up to four-digit</td>
<td>L11</td>
<td>L9</td>
<td>L12</td>
</tr>
<tr>
<td></td>
<td>dividends and one-digit divisors</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Numbers &amp; Operations—Fractions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize and generate equivalent fractions</td>
<td>L12</td>
<td>L10, L11</td>
<td>L13</td>
</tr>
<tr>
<td></td>
<td>Compare two fractions with different denominators</td>
<td>L13</td>
<td>L11</td>
<td>L14</td>
</tr>
<tr>
<td></td>
<td>Add and subtract fractions</td>
<td>L14–L17</td>
<td>L12</td>
<td>L15</td>
</tr>
<tr>
<td></td>
<td>Decompose a fraction into a sum of fractions with the same</td>
<td>L14–L17</td>
<td>L12</td>
<td>L16</td>
</tr>
<tr>
<td></td>
<td>denominator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add and subtract mixed numbers</td>
<td>L14–L17</td>
<td>L12</td>
<td>L17</td>
</tr>
<tr>
<td></td>
<td>Solve word problems involving addition and subtraction of fractions</td>
<td>L14–L17</td>
<td>L12, L15, L18</td>
<td>L18</td>
</tr>
<tr>
<td></td>
<td>by using visual models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand $\frac{a}{b}$ as a multiple of $\frac{1}{b}$</td>
<td>L18, L19</td>
<td>L13</td>
<td>L19</td>
</tr>
<tr>
<td></td>
<td>Multiply a fraction by a whole number</td>
<td>L18, L19</td>
<td>L13, L15</td>
<td>L19</td>
</tr>
</tbody>
</table>
## Grade 4

<table>
<thead>
<tr>
<th>Skill</th>
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<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve word problems involving multiplication of fractions by using visual models</td>
<td>L18, L19</td>
<td>L13</td>
<td>L20</td>
</tr>
<tr>
<td>Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and add fractions</td>
<td>L20</td>
<td>L14</td>
<td>L21</td>
</tr>
<tr>
<td>Use decimal notation for fractions with denominators 10 or 100</td>
<td>L21</td>
<td>L14</td>
<td>L22</td>
</tr>
<tr>
<td>Compare two fractions or decimals by reasoning about their size</td>
<td>L22</td>
<td>L14</td>
<td>L23</td>
</tr>
</tbody>
</table>

### Measurement & Data

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

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

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

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

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

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

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

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

### LESSON FOCUS

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

### Before the Lesson

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

### DIFFERENTIATION OPTIONS

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

### Example A

Language here can be tricky so go slowly from representation of sets to verbalizing to writing sentence. What does “equal groups” mean? How many equal groups are there? What does 3 times as many as 4 mean? 5 times as many as 2? Ask students to give examples of their own. Then write the sentences for each. See EL note on p. 4 of Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Teacher’s Manual** pp. 4–5, **POWER UP: Support Discussion.** 10 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 2–3, with Coached Example of Student Edition p. 10. 10 min.

### Example B

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

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Teacher’s Manual** pp. 4–5, **POWER UP: Practice and Assess.** 10 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 2–3, with Lesson Practice of Student Edition pp. 13–14. 10 min or as time permits.
## Domain 1: Operations and Algebraic Thinking

### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Problem Solving: Using Multiplication and Division to Make Comparisons**

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

#### 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

- **Support Coach**
  - Teacher’s Manual
  - pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  - Teacher’s Edition
  - pp. 4–5, with Getting the Idea and Example 1 of Student Edition pp. 15–16. 20 min.

### Wormy Problem 1

How are multiplication facts ($3 \times 5 = 15$) connected to division facts? What is the division fact that is the opposite of $3 \times 5 = 15$?

If we solve a problem with multiplication, then should we be able to check it with division? Examples A and B deal with length – that will need a transition from representation with groups.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - Teacher’s Manual
  - pp. 6–9, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  - Teacher’s Edition
  - pp. 4–5, with Examples 2–3 of Student Edition pp. 16–18. 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**

- **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.

### Practice Part 1

Students need to maintain their fluency in basic facts for multiplication and division. TM pp. A1, A6–A7. Go over Question 1 to make sure students understand what needs to be done. Review this question after they complete it. Discuss and go over any trouble spots to make sure students understand all questions and solutions.

**DIFFERENTIATION OPTIONS**

- **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. 22–23. 20 min.
## Domain 1: Operations and Algebraic Thinking

### LESSON FOCUS

**Instruction 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

- **Support Coach**
  Teacher's Manual pp. 10–11; **PLUG IN:** Introduce and Model. 20 min.
- **Performance Coach**

### LESSON FOCUS

**Instruction Coach**

**Lesson 3: Problem Solving: Multi-Step Problems**

- Student Edition p. 14; 20 min.
- Teacher's Manual pp. 22–23
- 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

- **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

**Instruction Coach**

**Lesson 3: Problem Solving: Multi-Step Problems**

- Student Edition p. 15; 20 min.
- Teacher's Manual pp. 22–23
- 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

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

#### Lesson Focus

**Instruction Coach**

**Lesson 4: Understanding Factors and Multiples**
- **Student Edition** pp. 20–21; 20 min.
- **Teacher’s Manual** pp. 24–25
- **EL Adaptations** Lesson 4

**Understand–Connect**

Using objects, ask students to “build” numbers such as 6 and 12 with rectangular arrays. Then use this as a base to understand factor pairs. Look at multiplication facts to determine the factor pairs and why the products are the multiples of the factors.

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

**Differentiation Options**
- **Support Coach Teacher’s Manual** pp. 18–19, PLUG IN: Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11 with Getting the Idea and Examples 1–2 of Student Edition pp. 40–42. 20 min.

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Understanding Factors and Multiples**
- **Student Edition** pp. 22–23; 20 min.
- **Teacher’s Manual** pp. 24–25
- **EL Adaptations** Lesson 4

**Examples A, B, and C**

Make the connections between counting and multiples. For example, 4, 8, 12, 16... connects to $4 \times 1$, $4 \times 2$, $4 \times 3$, $4 \times 4$, ... See EL note on p. 20 of Support Coach Teacher’s Manual.

**Differentiation Options**
- **Support Coach Teacher’s Manual** pp. 20–21, POWER UP: Build Background. 20 min.

**Lesson Focus**

**Instruction Coach**

**Lesson 4: Understanding Factors and Multiples**
- **Student Edition** pp. 24–25; 20 min.
- **Teacher’s Manual** pp. 24–25
- **EL Adaptations** Lesson 4

**Examples D and E**

Prime numbers are the building blocks of number theory—all whole numbers greater than 1 are multiples of one or more prime numbers. Go over sieve on p. 25 to make sure students understand why the primes “fall out.”


**Differentiation Options**
- **Support Coach Teacher’s Manual** pp. 22–25, READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11 with Lesson Practice of Student Edition pp. 48–49. 20 min or as time permits.

**Lesson Focus**

**Instruction Coach**

**Lesson 5: Identifying and Generating Number and Shape Patterns**
- **Student Edition** pp. 28–29; 20 min.
- **Teacher’s Manual** pp. 26–27
- **EL Adaptations** Lesson 5

**Understand–Connect**

Ask: ‘What is a pattern? Can anyone show me a number pattern? A shape pattern? Any other way to show a pattern? Is there a pattern to seasons? To yearly calendar? To weeks? Is there a pattern in games?’

See EL note on p. 28 of Support Coach Teacher’s Manual.

**Differentiation Options**
- **Support Coach Teacher’s Manual** pp. 28–29, POWER UP: Introduce and Model. 20 min.
## Week 5

### Domain 1: Operations and Algebraic Thinking

#### Lesson Focus

**Instruction Coach**

- **Lesson 5: Identifying and Generating Number and Shape Patterns**
  - **Student Edition** pp. 30–31; 20 min.
  - **Teacher’s Manual** pp. 26–27
  - **EL Adaptations** Lesson 5 Examples A and Example B
  
  Start with easier number patterns such as: even numbers; start with 3 and add 3; start at 10 and go back by 2’s; start at 100 and subtract 10.
  

**DIFFERENTIATION OPTIONS**

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

#### Review and Assess

**Instruction Coach**

- **Domain 1 Review**
  - **Student Edition** pp. 34–35; 40 min.
  - **Teacher’s Manual** pp. 96

**Questions 1–14**

Go over the questions and discuss 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 TM pp. 16–17 for a view of progressions connecting Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**

- **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.

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

**Questions 15–23 & Performance Task**

Go over the questions and discuss. Pay special attention to the Performance Task on p. 37.

Ask students to take a look at 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.

**DIFFERENTIATION OPTIONS**

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

### Review and Assess

**Instruction Coach**

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

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

**Differentiation Options**
Provide extra time and assistance for students who qualify.

### Lesson Focus

**Instruction Coach**

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

**Before the Lesson**
Use the models suggested in the Teacher’s Manual and ask questions about the value of each digit. A 6 in the hundreds column is how many times greater than a 6 in the ones column. Also, a 5 in the tens column is how many times a 5 in the ones column?


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

**Lesson Focus**

**Instruction Coach**

**Lesson 6: Extending Place Value**
- Student Edition p. 40; 20 min.
- Teacher’s Manual pp. 30–31
- EL Adaptations Lesson 6

**Example A**
Prepare students for this Example by explaining place value, that is, the value of each place. Explain how the numeration system works based on 10 (1, 10, 10 × 10, 10 × 10 × 10, etc.). Show how places can be extended, providing for thousands, ten thousands, etc.

See EL note on p. 44 of Support Coach Teacher’s Manual.

**Differentiation Options**
- **Support Coach Teacher’s Manual** pp. 44–45, POWER UP: Model Application. 20 min.
- **Performance Coach Teacher’s Edition** pp. 16–17, with Lesson Practice of Student Edition pp. 74–75. 20 min or as time permits.
### Week 7

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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**  
*Instruction Coach*  
Lesson 6: Extending Place Value  
- Student Edition pp. 44–45; 20 min.  
- Teacher’s Manual pp. 30–31  
- EL Adaptations Lesson 6 Practice  
Divide Practice into two sections (Questions 1–10 on SE p. 44 and 11–16 on p. 45). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 15 and 16.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 16–17, with Lesson Practice of Student Edition pp. 76–77. 20 min or as time permits. |
| **LESSON FOCUS**  
*Instruction Coach*  
Lesson 7: Reading, Writing, and Comparing Whole Numbers  
- Student Edition p. 46; 20 min.  
- Teacher’s Manual pp. 32–33  
- EL Adaptations Lesson 7 Before the Lesson  
Review place value with and without charts, challenging students to write numbers with given hundreds, thousands, tens, and ones – not in order. Ask: ‘What does a 0 mean in any place?’  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual pp. 46–49, READY TO GO: Practice. 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. |
| **LESSON FOCUS**  
*Instruction Coach*  
Lesson 7: Reading, Writing, and Comparing Whole Numbers  
- Student Edition p. 46; 20 min.  
- Teacher’s Manual pp. 32–33  
- EL Adaptations Lesson 7 Before the Lesson  
Understand Concentrate on number names in reading and writing. Say a number such as twenty-three thousand four hundred fifty-six, direct class to write the numeral; and vice-versa. Explain the concept that groups of three digits comprise a period – we group these together when we say a whole number, and separate them with commas when we write a whole number. See EL note on p. 46 of Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual 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. |
| **LESSON FOCUS**  
*Instruction Coach*  
Lesson 7: Reading, Writing, and Comparing Whole Numbers  
- Student Edition pp. 48–49; 20 min.  
- Teacher’s Manual pp. 32–33  
- EL Adaptations Lesson 7 Example A and Example B  
To test students, offer comparisons similar to those shown in Examples A and B, but without the use of place value charts. For example, compare 63,731 and 62,985, making sure students know which place to start when comparing.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual pp. 46–49, READY TO GO: 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. |
### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS

**Instruction Coach**

**Lesson 7: Reading, Writing, and Comparing Whole Numbers**
- Student Edition pp. 50–51; 20 min.
- Teacher's Manual pp. 32–33
- EL Adaptations Lesson 7

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher's Edition pp. 18–19, with Lesson Practice of Student Edition pp. 84–85. 20 min or as time permits.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 8: Rounding Whole Numbers**
- Student Edition p. 52; 20 min.
- Teacher's Manual pp. 34–35
- EL Adaptations Lesson 8

**Before the Lesson**

Rounding depends upon understanding place value, so review place value with and without charts. Ask: ‘Is 16 closer to 10 or 20? Is 57 closer to 50 or 60? What about 55?’

**DIFFERENTIATION OPTIONS**

Ask: ‘Why 256 is closer to 260 than 250?’ and similar questions. 20 min.


**LESSON FOCUS**

**Instruction Coach**

**Lesson 8: Rounding Whole Numbers**
- Student Edition p. 53; 20 min.
- Teacher's Manual pp. 34–35
- EL Adaptations Lesson 8

**Before the Lesson**

Understand

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

**DIFFERENTIATION OPTIONS**

Ask: ‘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.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 8: Rounding Whole Numbers**
- Student Edition pp. 54–55; 20 min.
- Teacher's Manual pp. 34–35
- EL Adaptations Lesson 8

**Before the Lesson**

Example A and Rounding Triangles

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

**DIFFERENTIATION OPTIONS**

Practice this rule above with different whole numbers. 20 min.

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

### LESSON FOCUS

**Instruction Coach**

**Day 1: Lesson 8: Rounding Whole Numbers**
- **Student Edition** pp. 56–57; 20 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations** Lesson 8 Practice

**Day 2: Lesson 9: Adding and Subtracting Whole Numbers**
- **Student Edition** pp. 58; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations** Lesson 9

**Day 3: Lesson 9: Adding and Subtracting Whole Numbers**
- **Student Edition** p. 59; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations** Lesson 9

**Day 4: Lesson 9: Adding and Subtracting Whole Numbers**
- **Student Edition** p. 60–61; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations** Lesson 9

**Day 5: Lesson 9: Adding and Subtracting Whole Numbers**
- **Student Edition** pp. 62–63; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations** Lesson 9

### Before the Lesson

**Day 1**
- 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.

**Day 2**
- 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.

**Day 3**
- 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.

**Day 4**
- 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.

**Day 5**
- 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.

### 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 Support Coach Teacher’s Manual.

### 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.

### Example C and Problem Solving

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

See the note Focus on Fluency on p. 57 of Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Edition** pp. 54–57, READY TO GO: Support Independent Practice, 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

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### DIFFERENTIATION OPTIONS

- **Support Coach 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

**Instruction Coach**

**Lesson 9: Adding and Subtracting Whole Numbers**

- **Student Edition** pp. 62–63; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations Lesson 9**

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - pp. 4–7, READY TO GO: Assess. 20 min.
- **Performance Coach Teacher’s Edition**
  - pp. 24–25, with Lesson Practice of Student Edition pp. 101–102. 20 min or as time permits.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Multiplying Whole Numbers**

- **Student Edition** pp. 64–65; 20 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations Lesson 10**

**Practice**

Understand—Connect

A basic understanding for multiplying two whole numbers is the distributive property. Review for 2-digit by 2-digit numbers, starting with concrete representations. For small numbers such as 23 × 6, use chips or marbles or coins (2 tens and 3 ones) = 2 tens × 6 + 3 ones × 6.


**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Multiplying Whole Numbers**

- **Student Edition** pp. 66–67; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations Lesson 10**

**Practice**

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

See notes on MP’s, pp. 63–65.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Multiplying Whole Numbers**

- **Student Edition** pp. 68–69; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations Lesson 10**

**Practice**

Example C and Problem Solving Example C will require a jump from Examples A and B. 2-digit by 2-digit multiplication is really double distributive process, first with the ones digit and then with the tens digit. Go over this before jumping into Example C: 34 × 26 becomes (30 + 4) × 2 tens + (30 + 4) × 6 ones.

See notes on MP’s, pp. 63–65.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**Instruction Coach**

**Lesson 10: Multiplying Whole Numbers**

- **Student Edition** pp. 70–71; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations Lesson 10**

**Practice**

Divide Practice into two sections. Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Questions 18 and 19.

See notes on MP’s, pp. 63–65.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - pp. 62–65, READY TO GO: Assess. 20 min.
  - **Performance Coach Teacher’s Edition**
    - pp. 24–25, with Lesson Practice of Student Edition pp. 111–112. 20 min or as time permits.
## Domain 2: Number and Operations in Base Ten

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Dividing with One-Digit Divisors**

- **Student Edition** pp. 72–73; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11**

#### Understand—Connect

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

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

#### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Dividing with One-Digit Divisors**

- **Student Edition** pp. 74–75; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11**

#### Example A and Example B

Dividing 3-digit (and 4-digit) numbers by a 1-digit number should follow the same thinking. There is always the question of whether there is enough to divide. This occurs in Step 4 of Example B, so explain it carefully. Regrouping plays an important role throughout. See notes on MP’s, pp. 72–73.

#### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Dividing with One-Digit Divisors**

- **Student Edition** pp. 76–77; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11**

#### Example C and Problem Solving

Example C starts right off with “not enough” thousands. This will mean that the first “dividing” will be in the hundreds place; the 2 thousands add 20 hundreds to the 3 hundreds. This Example has a remainder, so start by asking students to think of applications with remainders. See Problem Solving for a real world application. See notes on MP’s, pp. 72–73.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** 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

**Instruction Coach**

**Lesson 11: Dividing with One-Digit Divisors**

- **Student Edition** pp. 78–79; 20 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11**

#### Practice

Divide Practice into two sections (Questions 1–12 on SE p. 78 and 13–22 on p. 79). 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

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

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Review**

- **Student Edition** pp. 80–81; 40 min.
- **Teacher’s Manual** p. 100 Questions 1–15

Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 28–29 for a view of progressions connecting Lessons of Domain 2.

#### DIFFERENTIATION OPTIONS

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

Day 1

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

**REVIEW AND ASSESS**

**Instruction Coach**

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

Questions 16–27 & Performance Task

Go over the questions and discuss. Pay special attention to the Performance Task on p. 83. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Saturday Super Sale) on p. 93. See Progression Chart on TM pp. 28–29 for a view of progressions connecting Lessons of Domain 2.

**DIFFERENTIATION OPTIONS**

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

**Domain 3: Number and Operations—Fractions**

**LESSON FOCUS**

**Instruction Coach**

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

Before the Lesson

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  - **Teacher’s Manual** pp. 78–81, READY TO GO: Introduce and Model. 20 min.
- **Performance Coach**
## Domain 3: Number and Operations—Fractions

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**LESSON FOCUS**

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

**Example and Fraction Fun**

How do we check for equivalent fractions? How do you know if 4/5 and 7/10 are equivalent or not?

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

### DIFFERENTIATION OPTIONS

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

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**LESSON FOCUS**

- **Student Edition** p. 92; 20 min.
- **Teacher’s Manual** pp. 46–47
- **EL Adaptations** Lesson 13

**Practice**

Divide Practice into two sections (Questions 1–9 on SE p. 90 and 10–21 on p. 91). Ask students to work in groups, and then go over the results with the entire class. Pay special attention to Question 21.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Teacher’s Manual pp. 86–89, READY TO GO: Assess. 20 min.
- **Performance Coach**

**LESSON FOCUS**

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**LESSON FOCUS**

- **Student Edition** p. 92; 20 min.
- **Teacher’s Manual** pp. 46–47
- **EL Adaptations** Lesson 13

**Connect**

Compare two fractions given one denominator is a multiple of the other denominator. Show models to help students understand the key steps here.

See notes on MP’s, pp. 86–89.

### DIFFERENTIATION OPTIONS

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

#### Lesson Focus

**Instruction Coach**

**Lesson 14: Understanding Adding and Subtracting Fractions**
- **Student Edition** p. 102; 20 min.
- **Teacher’s Manual** pp. 48–49
- **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: \( \frac{3}{5} - \frac{1}{5} \) and discuss. Look for the general rule again. See EL note on p. 90 and notes on MP on pp. 90–91 of **Support Coach Teacher’s Manual**.

**Differentiation Options**
- **Support Coach Teachers’ Manual** pp. 90–91, PLUG IN: Model Application. 20 min.

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

**Lesson 15: Understanding Fractions as Sums of Unit Fractions**

- **Student Edition** pp. 106–107; 20 min.
- **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. See EL note on p. 92 of **Support Coach Teacher’s Manual**.

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 15: Understanding Fractions as Sums of Unit Fractions**

- **Student Edition** p. 108; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**Example A**

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


**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 92–93; 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Coached Example of Student Edition p. 161; 20 min.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 15: Understanding Fractions as Sums of Unit Fractions**

- **Student Edition** p. 109; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**Example B**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 92–93; 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lesson Practice of Student Edition p. 162–163; 20 min or as time permits.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 15: Understanding Fractions as Sums of Unit Fractions**

- **Student Edition** pp. 110–111; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**Practice**

Divide Practice into two sections (Questions 1–10 on p. 110 and 11–23 on p. 111). 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 review, work on MP’s found on pp. 92–93 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 92–93; 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lesson Practice of Student Edition p. 164–165; 20 min or as time permits.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 16: Adding and Subtracting Mixed Numbers**

- **Teacher’s Manual** pp. 52–53; 20 min.
- **EL Adaptations Lesson 16**

**Before the Lesson**

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

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


**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 92–93; 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lesson Practice of Student Edition p. 164–165; 20 min or as time permits.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 16: Adding and Subtracting Mixed Numbers**

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

**Understand—Connect**

Alternatively, can you add two mixed numbers by adding the whole number parts and the fractional parts separately? Start: ask students to add a mixed number and a whole number first. Next: add a mixed number to itself, e.g., 2 1/4 + 2 1/4.

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 92–93; 20 min.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS

**Instruction Coach**

**Lesson 16:** Adding and Subtracting Mixed Numbers
- **Student Edition** p. 114; 20 min.
- **Teacher’s Manual** pp. 52–53
- **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 Support Coach Teacher’s Manual.

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 16:** Adding and Subtracting Mixed Numbers
- **Student Edition** p. 115; 20 min.
- **Teacher’s Manual** pp. 52–53
- **EL Adaptations** Lesson 16

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual 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

**Instruction Coach**

**Lesson 16:** Adding and Subtracting Mixed Numbers
- **Student Edition** pp. 116–117; 20 min.
- **Teacher’s Manual** pp. 52–53
- **EL Adaptations** Lesson 16

**Practice**
Divide Practice into two sections (Questions 1–6 on SE p. 116 and 7–18 on p. 117). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 18. See EL note on p. 96 of Support Coach Teacher’s Manual. For a good solid review, work on the MP’s found on pp. 94–97 of Support Coach Teacher’s Manual.

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

#### LESSON FOCUS

**Instruction Coach**

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

**Use this lesson as a mid-Domain Review**
Before the Lesson Demonstrate that a mixed number is actually the sum of unit fractions. Review: changing a mixed number to a fraction greater than 1 (improper fraction). Show and explain with examples. See EL note on p. 94 of Support Coach Teacher’s Manual. Alert: find MP’s on pp. 94–97 of Support Coach Teacher’s Manual.

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

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

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<td><strong>EL Adaptations</strong></td>
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<tr>
<td><strong>Use this lesson as a mid-Domain Review</strong></td>
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<tr>
<td><strong>Weekend Bike Trip and Art Class</strong></td>
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<tr>
<td><strong>How do you know when to add or subtract? Note in particular the different methods for changing a mixed number to an improper fraction.</strong></td>
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<tr>
<td><strong>See EL note on p. 94 of Support Coach Teacher’s Manual.</strong></td>
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### DIFFERENTIATION OPTIONS
- **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.

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<tr>
<td><strong>Understand—Connect</strong></td>
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<tr>
<td><strong>The main goal of these pages is to once again show how all fractions are made up of unit fractions.</strong></td>
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<tr>
<td><strong>But this time it is a fraction greater than 1, say 7/5, made up of a unit fraction (1/5), displayed seven times.</strong></td>
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<tr>
<td><strong>See EL note on p. 100 of Support Coach Teacher’s Manual.</strong></td>
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<td><strong>Alert: find MP’s on pp. 102–105 of Support Coach Teacher’s Manual.</strong></td>
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### DIFFERENTIATION OPTIONS

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<td><strong>EL Adaptations</strong></td>
<td>Lesson 18</td>
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</tr>
<tr>
<td><strong>Example A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>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.</strong></td>
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</table>

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** pp. 102–105, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 42–43, with Lesson Practice of Student Edition pp. 187–188. 20 min or as time permits.
### Domain 3: Number and Operations—Fractions

#### Week 19

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 18:** Using Models to Multiply Fractions by Whole Numbers
- **Student Edition** pp. 128–129; 20 min.
- **Teacher’s Manual** pp. 56–57
- **EL Adaptations** Lesson 18

**LESSON FOCUS**

**Instruction Coach**

**Lesson 19:** Problem Solving: Multiplying Fractions by Whole Numbers
- **Student Edition** pp. 130; 20 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

**Before the Lesson**

You can never do enough to prepare students for problem solving. Remind them of the 4-step process, especially the importance of the READ step, which really means to understand. Often a good discussion in class will be a good way to get ideas over. See EL note on p. 102 of Support Coach Teacher’s Manual. For a good review, work on the MP’s found on pp. 102–105 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 102–105, READY TO GO: Introduce and Model. 20 min.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 19:** Problem Solving: Multiplying Fractions by Whole Numbers
- **Student Edition** p. 131; 20 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

**Planning a Party**

Ask: ‘Why do we solve this one by multiplying? Why is $3/8 \times 7 = 21/8$? Explain. How many pounds of cheese did Sue need? How many packages? Read the problem carefully before you answer.’

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 102–105, READY TO GO: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 44–45, with Example 2 of Student Edition p. 192. 20 min.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 19:** Problem Solving: Multiplying Fractions by Whole Numbers
- **Student Edition** p. 132; 20 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

**Energy Snacks**

Ask: ‘How many cups of wheat germ did Diana need for her recipe? Together, how many cups of wheat germ and nut butter in her recipe?’ Use Lesson Links (see Support Coach Teacher’s Manual) to review pre-requisites.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 102–105, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach** Teacher’s Edition pp. 44–45, with Lesson Practice of Student Edition pp. 194–196. 20 min or as time permits.
## Domain 3: Number and Operations—Fractions

**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 19:** Problem Solving: Multiplying Fractions by Whole Numbers  
- **Student Edition** p. 130; 20 min.  
- **Teacher’s Manual** pp. 58–59  
- **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 review, work on the MP’s found on pp. 102–105 of Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** pp. 106–107, PLUG IN: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 46–47, with Getting the Idea and Example 1 of Student Edition p. 199. 20 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 20:** Adding Fractions: Denominators of 10 and 100  
- **Student Edition** p. 134; 20 min.  
- **Teacher’s Manual** pp. 60–61

**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.

**Understand**
The goal of these pages is to find fractions in tenths (hundredths) equivalent to fractions in hundredths (tenths), that is $3/10 = 5/100$ or $70/100 = 5/10$. 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
- **Support Coach Teacher’s Manual** pp. 106–107, PLUG IN: Introduce Concepts and Vocabulary. 20 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 20:** Adding Fractions: Denominators of 10 and 100  
- **Student Edition** p. 135; 20 min.  
- **Teacher’s Manual** pp. 60–61

**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
- **Support Coach Teacher’s Manual** pp. 106–107, PLUG IN: Model Application. 20 min.
- **Performance Coach Teacher’s Edition** pp. 46–47, with Lesson Practice of Student Edition pp. 202–203. 20 min or as time permits.
**Domain 3: Number and Operations—Fractions**

### Lesson Focus

**Instruction Coach**

**Lesson 20: Adding Fractions: Denominators of 10 and 100**
- **Student Edition** pp. 138–139; 20 min.
- **Teacher’s Manual** pp. 60–61
- **EL Adaptations Lesson 20**

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

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

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

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**Lesson Focus**

**Instruction Coach**

**Lesson 21: Introducing Decimals**
- **Student Edition** pp. 140–141; 20 min.
- **Teacher’s Manual** pp. 62–63
- **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**
- **Support Coach Teacher’s Manual** pp. 108–109, POWER UP: Build Background. 20 min.

**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, showing how each place is 10 times the one to its right.

**Differentiation Options**

**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 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.
### Domain 3: Number and Operations—Fractions

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#### BEFORE THE LESSON

**Practice**

Divide Practice into two sections (Questions 1–7 on SE p. 144 and 8–21 on p. 145). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

For a good review, work on the MP’s found on pp. 108–109 of **Support Coach Teacher’s Manual**.

#### DIFFERENTIATION OPTIONS

- **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

**Instruction Coach**

Lesson 21: Introducing Decimals

- Student Edition pp. 144–145; 20 min.
- Teacher’s Manual pp. 62–63
- EL Adaptations Lesson 21

**Practice**

Divide Practice into two sections (Questions 1–7 on SE p. 144 and 8–21 on p. 145). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 20 and 21.

For a good review, work on the MP’s found on pp. 108–109 of **Support Coach Teacher’s Manual**.

#### DIFFERENTIATION OPTIONS

- **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

**Instruction Coach**

Lesson 22: Comparing Decimals

- Student Edition p. 146; 20 min.
- Teacher’s Manual pp. 64–65
- 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).

#### DIFFERENTIATION OPTIONS

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

#### LESSON FOCUS

**Instruction Coach**

Lesson 22: Comparing Decimals

- Student Edition p. 147; 20 min.
- Teacher’s Manual pp. 64–65
- EL Adaptations Lesson 22

**Example and Math Olympics**

Comparing decimals greater than 1 is no different from any comparison of two numbers. Start with the greatest place. If the digits are the same, then move to the next greatest place to compare. The place value chart can always be employed for these comparisons.

Divide the class into groups. Ask the groups to work together to solve the Math Olympics. Compare results.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** 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.
Day 1

LESSON FOCUS
Instruction Coach
Lesson 22: Comparing Decimals
- Student Edition pp. 151–152; 20 min.
- Teacher’s Manual pp. 64–65
- EL Adaptations Lesson 22 Practice

Divide Practice into two sections (Questions 1–9 on p. 150 and 10–21 on p. 151). Ask students to work in groups; go over the results with the entire class. Pay special attention to Questions 23 and 24.

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

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

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review
- Student Edition pp. 152–153; 40 min.
- Teacher’s Manual p. 108

Questions 1–26
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 42–43 for a view of progressions connecting Lessons of Domain 3.

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

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review
- Student Edition pp. 154–155; 40 min.
- Teacher’s Manual p. 108–109

Questions 27–38 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 155. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Math Lemonade Stand) on p. 155. See Progression Chart on TM pp. 42–43 for a view of progressions connecting Lessons of Domain 3.

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

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment
- Assessments pp. 20–25; 40 min.
- Assessments Answer Key p. 10

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

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

Day 5

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment
- Assessments pp. 26–29; 40 min.
- Assessments Answer Key p. 11

Questions 26–30
Provide extra time for assessments and provide readers to read word problems to students.

DIFFERENTIATION OPTIONS
Provide extra time and assistance for students who qualify.
## Domain 4: Measurement and Data

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**Before the Lesson**

Students will bring a great deal of prior knowledge to this lesson. This is a good place to ask questions about the different customary units typically found in their lives, from length to weight to capacity to time. Stress language in this opening discussion and use real world models such as labels from food containers and cans; string, measuring tools such as clocks, inch rulers, yard sticks, pint and quart containers.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 124–125, POWER UP: Model Applications. 20 min.

**LESSON FOCUS**

**Instruction Coach**

Lesson 23: Converting Customary Measures

- **Support Coach Teacher’s Manual** pp. 124–125, POWER UP: Build Background. 20 min.

**Example A and Example B**

- **Weight**
  - Converting from larger units to smaller units means multiplying – as in 3 pounds × 16 ounces in a pound = 48 ounces.
  - Time: focus on conversion from hours to minutes to seconds and back again.
  - Converting from smaller units to larger units means dividing – as in 180 minutes ÷ 60 minutes in an hour = 3 hours.

**DIFFERENTIATION OPTIONS**


**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 138–139, PLUG IN: Build Background. 20 min.
### Domain 4: Measurement and Data

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**LESSON FOCUS**<br>Status Coach<br>Lesson 24: Converting Metric Measures<br>● Student Edition pp. 166–167; 20 min.<br>● Teacher’s Manual pp. 70–71<br>● EL Adaptations Lesson 24

**LESSON FOCUS**<br>Status Coach<br>Lesson 24: Converting Metric Measures<br>● Student Edition pp. 168–169; 20 min.<br>● Teacher’s Manual pp. 70–71<br>● EL Adaptations Lesson 24

**LESSON FOCUS**<br>Status Coach<br>Lesson 25: Problem Solving Measurement<br>● Student Edition p. 170; 20 min.<br>● Teacher’s Manual pp. 72–73<br>● EL Adaptations Lesson 25

**DIFFERENTIATION OPTIONS**


**DIFFERENTIATION OPTIONS**


**DIFFERENTIATION OPTIONS**


**DIFFERENTIATION OPTIONS**


**DIFFERENTIATION OPTIONS**


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## Domain 4: Measurement and Data

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### LESSON FOCUS
**Instruction Coach**

#### Lesson 25: Problem Solving Measurement
- **Student Edition** pp. 172–173; 20 min.
- **Teacher’s Manual** pp. 72–73
- **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
- **Support Coach**
- **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
**Instruction Coach**

#### Lesson 26: Applying Perimeter
- **Student Edition** p. 176; 20 min.
- **Teacher’s Manual** pp. 74–75

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


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

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## Domain 4: Measurement and Data

<table>
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<tr>
<th>Day 1</th>
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| **LESSON FOCUS**
Instruction Coach
Lesson 27: Applying Area
- Student Edition p. 180; 20 min.
- Teacher’s Manual pp. 76–77
- EL Adaptations Lesson 27

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


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

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

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


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

#### Week 28

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 28:** Using Line Plot Data to Solve Problems
- **Student Edition** pp. 189–190; 20 min.
- **Teacher’s Manual** pp. 78–79
- **EL Adaptations** Lesson 28

**Practice**
Divide Practice into two sections (Questions 1–8 on SE p. 188 and 9–12 on p. 189). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 12.
For a good review, work on the MP’s found on pp. 142–145 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **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.

**LESSON FOCUS**

**Instruction Coach**

**Lesson 29:** Recognizing Angles
- **Student Edition** pp. 190; 20 min.
- **Teacher’s Manual** pp. 80–81
- **EL Adaptations** Lesson 29

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

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

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

**Lesson 30:** Measuring Angles
- **Student Edition** pp. 194; 20 min.
- **Teacher’s Manual** pp. 82–83
- **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**
- **Support Coach Teacher’s Manual** pp. 148–149, POWER UP: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 68–69, with Getting the Idea and Example 1 of Student Edition pp. 291–293. 20 min.
## Domain 4: Measurement and Data

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

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

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  **Teacher’s Manual** pp. 148–149, **POWER UP:** Introduce and Model. 20 min.  
- **Performance Coach**  
  **Teacher’s Edition** pp. 68–69, with Coached Example of **Student Edition** p. 294. 20 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 31: Adding and Subtracting with Angle Measures**  
- **Student Edition** p. 199; 20 min.  
- **Teacher’s Manual** pp. 84–85  
- **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 **Support Coach Teacher’s Manual**.

**DIFFERENTIATION OPTIONS**  
- **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 **Example 3** and Coached Example of **Student Edition** pp. 301–302. 20 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 31: Adding and Subtracting with Angle Measures**  
- **Student Edition** pp. 200–201; 20 min.  
- **Teacher’s Manual** pp. 84–85  
- **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.

**DIFFERENTIATION OPTIONS**  
- **Support Coach**  
  **Teacher’s Manual** pp. 150–153, **READY TO GO:** Build Background. 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.
### REVIEW AND ASSESS

**Instruction 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 Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 66–67 for a view of progressions connecting Lessons of Domain 4.

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

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**Domain 4 Assessment**
- **Assessments** pp. 30–35; 40 min.
- **Assessments Answer Key** p. 17

**Questions 25–32 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 205. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Investigating Area and Perimeter) on p. 205. See Progression Chart on TM pp. 66–67 for a view of progressions connecting Lessons of Domain 4.

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.
- **Support Coach**
  - Teacher’s Manual pp. 156–157, POWER UP: Build Background. 20 min.

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**Domain 5: Geometry**

**Lesson Focus**

**Instruction Coach**

**Lesson 32: Drawing and Identifying Lines and Angles**
- **Student Edition** pp. 208–209; 20 min.
- **Teacher’s Manual** pp. 88–89
- **EL Adaptations** Lesson 32

**Example A and Example B**
These pages re-introduce vertex, acute, right, and obtuse angles, and add parallel lines. Draw a diagram of a line intersecting two parallel lines and informally introduce angles that have equal measures via this diagram. See EL note on p. 156 and look for MP’s on pp. 156–157 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher’s Manual pp. 156–157, POWER UP: Build Background. 20 min.
- **Performance Coach**
## Domain 5: Geometry

### LESSON FOCUS
**Instruction Coach**

**Lesson 32: Drawing and Identifying Lines and Angles**
- **Student Edition** pp. 210–211; 20 min.
- **Teacher’s Manual** pp. 88–89
- **EL Adaptations** Lesson 32

**Example C and Example D**

These pages highlight perpendicular lines, intersecting lines and segments, and a trapezoid, the latter as an example of a two-dimensional figure with parallel sides. Practice language: What can you say about the adjacent sides of a rectangle? Which sides of a rectangle are parallel? State three properties of the sides of a square. And that trapezoid: what would a right trapezoid look like?

### DIFFERENTIATION OPTIONS
- **Support Coach**
- **Performance Coach**

### LESSON FOCUS
**Instruction Coach**

**Lesson 33: Classifying Two-Dimensional Figures**
- **Student Edition** pp. 216–217; 20 min.
- **Teacher’s Manual** pp. 90–91
- **EL Adaptations** Lesson 33

**Example C and Match It Up**

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

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

### Lesson Focus

**Instruction Coach**

**Lesson 34: Identifying Lines of Symmetry**

- **Student Edition** pp. 220–221; 20 min.
- **Teacher’s Manual** pp. 92–93
- **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.


**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.

- **Performance Coach Teacher’s Edition** pp. 78–79 with Lesson Practice of Student Edition pp. 340–343. 20 min or as time permits.

### Lesson Focus

**Instruction Coach**

**Lesson 34: Identifying Lines of Symmetry**

- **Student Edition** pp. 222–223; 20 min.
- **Teacher’s Manual** pp. 92–93
- **EL Adaptations** Lesson 34 Example C and Alphabet Symmetry

**Practice**

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

### Differentiation Options

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


### Review and Assess

**Instruction Coach**

**Domain 5 Review**

- **Student Edition** pp. 226–227; 40 min.
- **Teacher’s Manual** p. 116 Questions 1–21

Go over the questions and discuss. Pay special attention to the Performance Task on p. 229. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 86–87 for a view of progressions connecting Lessons of Domain 5.

### Differentiation Options

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

## Domain 5: Geometry

### End of Year Review

#### REVIEW AND ASSESS
**Instruction Coach**
- Domain 5 Assessment
  - Assessments pp.40–47; 40 min.
  - Assessments Answer Key pp. 17–19
**Questions 1–20**
Provide extra time for assessments and provide readers to read word problems to students.

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

#### END OF YEAR REVIEW
**LESSON FOCUS**
**Instruction Coach**
- Review
**Support Coach Practice Test 1**
  - Assessments pp. 54–66
  - Assessments Answer Key pp. 23–26
Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.

**DIFFERENTIATION OPTIONS**

#### END OF YEAR REVIEW
**LESSON FOCUS**
**Instruction Coach**
- Review
**Support Coach Practice Test 2**
  - Assessments pp. 67–80
  - Assessments Answer Key pp. 27–30
Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.

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

#### SUMMATIVE ASSESSMENT
**LESSON FOCUS**
**Instruction Coach**
- Summative Assessment
- Assessments pp. 48–52; 40 min.
- Assessments Answer Key p. 20
**Questions 1–24**
Provide extra time for assessments and provide readers to read word problems to students.

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

#### SUMMATIVE ASSESSMENT
**LESSON FOCUS**
**Instruction Coach**
- Summative Assessment
- Assessments pp. 53–59; 40 min.
- Assessments Answer Key pp. 20–21
**Questions 25–50**
Provide extra time for assessments and provide readers to read word problems to students.

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