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.

**Program Overview**

**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**
Comparing Fractions  

Use fraction strips to compare fractions with different denominators.

1. Compare the fractions.
   - The whole strips are the same size.
   - The part for \( \frac{1}{5} \) is less than the part for \( \frac{3}{4} \).
   - \( \frac{1}{5} \) is less than \( \frac{3}{4} \).

2. Compare the fractions.
   - The models show that \( \frac{3}{4} \) equals \( \frac{1}{4} \) more than \( \frac{1}{5} \).
   - \( \frac{3}{4} \) is greater than \( \frac{1}{5} \).

Common Core Coach

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

Support Coach

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

Performance Coach

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

Domain 3: Number and Operations—Fractions

LESSON 2
Comparing Fractions

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

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

The whole strips are the same size.

Compare the fractions.

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

LESSON 14
Comparing Fractions

PLUG IN
Comparing Fractions That Have the Same Numerator or Denominator

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

The fractions \( \frac{1}{2} \) and \( \frac{3}{4} \) have the same denominator but different numerators.

Four eights are greater than three eighths.

The fractions \( \frac{3}{4} \) and \( \frac{2}{3} \) have the same numerator but different denominators.

Two thirds are less than two fourths.

You can use fractions to compare the size of a slice of an apple to the size of a slice of a cake.

If the whole is the same, you are comparing \( \frac{3}{4} \) of \( \frac{1}{2} \).

The denominators are the same.

Compare the numerators to compare the fractions.

\( 3 \) is less than \( 5 \).

Both wholes are equal.

Three sixths is less than five sixths.

GETTING THE IDEA

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

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


c. \( \frac{1}{3} \) and \( \frac{2}{6} \)

\( \frac{1}{3} \) is greater than \( \frac{2}{6} \).


c. \( \frac{1}{3} \) and \( \frac{2}{6} \)

\( \frac{1}{3} \) is greater than \( \frac{2}{6} \).


c. \( \frac{1}{3} \) and \( \frac{2}{6} \)

\( \frac{1}{3} \) is greater than \( \frac{2}{6} \).


c. \( \frac{1}{3} \) and \( \frac{2}{6} \)

\( \frac{1}{3} \) is greater than \( \frac{2}{6} \).
Coherence: Linking topics and thinking across grades

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

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

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

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

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<tr>
<td><strong>Operations and Algebraic Thinking</strong></td>
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<tr>
<td>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</td>
<td>3</td>
<td>1</td>
<td>3</td>
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<tr>
<td><strong>Number and Operations in Base Ten</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and (\frac{1}{10}) of what it represents in the place to its left.</td>
<td>4</td>
<td>2, 3</td>
<td>4</td>
</tr>
<tr>
<td>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5.NBT.3.a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</td>
<td>5, 6</td>
<td>3, 4</td>
<td>6</td>
</tr>
<tr>
<td>5.NBT.3.b Compare two decimals to thousandths based on meanings of the digits in each place, using (&gt;), (=), and (&lt;), symbols to record the results of comparisons.</td>
<td>5, 6</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>5.NBT.4 Use place-value understanding to round decimals to any place.</td>
<td>7</td>
<td></td>
<td>8</td>
</tr>
<tr>
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<tr>
<td><strong>Number and Operations in Base Ten (continued)</strong></td>
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<tr>
<td>5.NBT.5</td>
<td>Fluently multiply multi-digit whole numbers using the standard algorithm.</td>
<td>8</td>
<td>5, 6, 15</td>
</tr>
<tr>
<td>5.NBT.6</td>
<td>Find whole-number quotients of whole numbers with up to four-digit dividends and two-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>9</td>
<td>6, 15</td>
</tr>
<tr>
<td>5.NBT.7</td>
<td>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</td>
<td>10, 11, 12</td>
<td>7</td>
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<tr>
<td><strong>Number and Operations—Fractions</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5.NF.1</td>
<td>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>5.NF.2</td>
<td>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>5.NF.3</td>
<td>Interpret a fraction as division of the numerator by the denominator (\frac{a}{b} = a \div b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</td>
<td>15</td>
<td>9, 14</td>
</tr>
<tr>
<td>5.NF.4.a</td>
<td>Interpret the product (\frac{a}{b} \times q) as a parts of a partition of (q) into (b) equal parts; equivalently, as the result of a sequence of operations (a \times q \div b).</td>
<td>16</td>
<td>10, 11, 12, 13, 14, 16</td>
</tr>
<tr>
<td>5.NF.4.b</td>
<td>Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>5.NF.5.a</td>
<td>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</td>
<td>17</td>
<td>12</td>
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<tr>
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<tr>
<td><strong>Number and Operations—Fractions (continued)</strong></td>
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<tr>
<td><strong>5.NF.5.b</strong> Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence ( \frac{a}{n} \times \frac{(n \times a)}{(n \times b)} ) to the effect of multiplying ( \frac{a}{b} ) by 1.</td>
<td>17</td>
<td>12, 13</td>
<td>19</td>
</tr>
<tr>
<td><strong>5.NF.6</strong> Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</td>
<td>18</td>
<td>13</td>
<td>20</td>
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<tr>
<td><strong>5.NF.7.a</strong> Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</td>
<td>19, 20</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td><strong>5.NF.7.b</strong> Interpret division of a whole number by a unit fraction, and compute such quotients.</td>
<td>19, 20</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td><strong>5.NF.7.c</strong> Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.</td>
<td>19, 20</td>
<td>14</td>
<td>22</td>
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<td><strong>Measurement and Data</strong></td>
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<tr>
<td><strong>5.MD.1</strong> Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.</td>
<td>21</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td><strong>5.MD.2</strong> Make a line plot to display a data set of measurements in fractions of a unit ( \left( \frac{1}{2}, \frac{1}{4}, \frac{1}{8} \right) ). Use operations on fractions for this grade to solve problems involving information presented in line plots.</td>
<td>22</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td><strong>5.MD.3.a</strong> A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume and can be used to measure volume.</td>
<td>23</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td><strong>5.MD.3.b</strong> A solid figure which can be packed without gaps or overlaps using ( n ) unit cubes is said to have a volume of ( n ) cubic units.</td>
<td>23</td>
<td>17</td>
<td>25</td>
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<tr>
<td><strong>5.MD.4</strong> Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft, and improvised units.</td>
<td>23</td>
<td>17</td>
<td>25</td>
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### Grade 5

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<td><strong>Measurement and Data (continued)</strong></td>
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<tr>
<td><strong>5.MD.5.a</strong> Find the volume of a right rectangular prism with whole-number side</td>
<td>24, 25</td>
<td>18</td>
<td>26</td>
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<tr>
<td>lengths by packing it with unit cubes, and show that the volume is the same as</td>
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<td>would be found by multiplying the edge lengths, equivalently by multiplying the</td>
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<td>height by the area of the base. Represent threefold whole-number products as</td>
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<tr>
<td>volumes, to represent the associative property of multiplication.</td>
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<tr>
<td><strong>5.MD.5.b</strong> Apply the formulas ( V = l \times w \times h ) and ( V = b \times h )</td>
<td>24, 25</td>
<td>18</td>
<td>26</td>
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<tr>
<td>for rectangular prisms to find volumes of right rectangular prisms with whole-</td>
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<tr>
<td>number edge lengths in the context of solving real-world and mathematical problems.</td>
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<tr>
<td><strong>5.MD.5.c</strong> Recognize volume as additive. Find volumes of solid figures composed of</td>
<td>24, 25</td>
<td>18</td>
<td>27</td>
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<tr>
<td>two non-overlapping right rectangular prisms by adding the volumes of the</td>
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<tr>
<td>non-overlapping parts, applying this technique to solve real-world problems.</td>
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<tr>
<td><strong>Geometry</strong></td>
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<tr>
<td><strong>5.G.1</strong> Use a pair of perpendicular number lines, called axes, to define a</td>
<td>26</td>
<td>1, 19</td>
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<tr>
<td>coordinate system, with the intersection of the lines (the origin) arranged to</td>
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<tr>
<td>coincide with the 0 on each line and a given point in the plane located by using</td>
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<tr>
<td>an ordered pair of numbers, called its coordinates. Understand that the first</td>
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<tr>
<td>number indicates how far to travel from the origin in the direction of one axis,</td>
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<tr>
<td>and the second number indicates how far to travel in the direction of the second</td>
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<tr>
<td>axis, with the convention that the names of the two axes and the coordinates</td>
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<tr>
<td>correspond.</td>
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<tr>
<td><strong>5.G.2</strong> Represent real-world and mathematical problems by graphing points in the</td>
<td>27</td>
<td>19</td>
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<tr>
<td>first quadrant of the coordinate plane, and interpret coordinate values of points</td>
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<tr>
<td>in the context of the situation.</td>
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<tr>
<td><strong>5.G.3</strong> Understand that attributes belonging to a category of two-dimensional</td>
<td>28</td>
<td>20</td>
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<tr>
<td>figures also belong to all subcategories of that category.</td>
<td></td>
<td></td>
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<tr>
<td><strong>5.G.4</strong> Classify two-dimensional figures in a hierarchy based on properties.</td>
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<td>20</td>
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Using the Pacing Guide

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

- Priority content requires more time to teach. More time has been allotted in the Pacing Guide for lessons that teach the priority content for your grade level. This will allow you more time to differentiate, go deeper into those topics, and allow students to see the priority standards from different perspectives.
- The Pacing Guide is designed for a 33-week school year. If your school year is longer or shorter than 33 weeks, you can make adjustments for the difference.
- Time is included for review and assessment. Review time is scheduled for each domain and for the end of the year.
- Curriculum mapping decisions should be flexible. The sequence of topics is designed to address all the content of the Common Core State Standards, but you can re-sequence the content to agree with the curriculum maps used in your state or district. Just remember to allow the amount of time for each lesson that is suggested in the Pacing Guide.
- Each day is planned around a 40-minute session. The suggested times for the core lesson and the differentiation options will vary, but the sum is always 40 minutes. If your class sessions are longer or shorter than 40 minutes, plan accordingly.
### Domain 1: Operations and Algebraic Thinking

#### LESSON FOCUS
**CCSS: 5.OA.1**

**Common Core Coach**
**Lesson 1: Evaluating Numerical Expressions**
- Teacher’s Manual pp. 18–19; 25 min.
- **EL Adaptations** Lesson 1

**Example A**
Practice: write expressions on the board and ask for students to evaluate them. Increase their complexity from examples such as $20 - (3 \times 2)$ to $(35 \div 7) \times (60 \div 10) - (100 \div 70)$. Work through Example A carefully so students do each part step by step. Prepare class for the Discuss question.

**DIFFERENTIATION OPTIONS**
- Hand out practice sheets with simple evaluations. Ask students to make up a few of their own for others to try. 15 min.

#### LESSON FOCUS
**CCSS: 5.OA.1**

**Common Core Coach**
**Lesson 1: Evaluating Numerical Expressions**
- Teacher’s Manual pp. 18–19; 25 min.
- **EL Adaptations** Lesson 1

**Example B**
Some will have trouble reading the expression of Example B, so make sure all understand what is expected before you explain it step by step. Go over again the meaning of “evaluate.” Emphasize that the computation inside the brackets comes first. Prepare class for the Try question.

**DIFFERENTIATION OPTIONS**
- Hand out practice sheets with simple evaluations. Ask students to make up a few of their own for others to try. 15 min.

#### LESSON FOCUS
**CCSS: 5.OA.2**

**Common Core Coach**
**Lesson 2: Writing and Interpreting Numerical Expressions**
- Teacher’s Manual pp. 20–21; 25 min.
- **EL Adaptations** Lesson 2

**Example A**
Practice verbally with expressions such as “subtract 10 from 20,” and ask if that is different from “subtract 20 from 10.” Make sure it is clear that the way we write symbols may be different from the way we say it. $20 - 10$ is quite different from $10 - 20$. Say: Add $7 + 1$, then divide by 3. Explain the Try.

**DIFFERENTIATION OPTIONS**
- Hand out practice sheets with simple numerical expressions. Ask students to make up a few of their own numerical expressions for others to try. 15 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Examples 2–3 and Coached Example of Student Edition pp. 7–8. 15 min.
## Domain 1: Operations and Algebraic Thinking

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<td><strong>Common Core Coach Lesson 3: Analyzing and Generating Numerical Data</strong></td>
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<td><strong>Common Core Coach Lesson 3: Analyzing and Generating Numerical Data</strong></td>
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### Differentiation Options

- **Explain the harder questions in advance of students working on them. Make sure the more complex questions are clear.** 15 min.
- **Performance Coach Teacher's Edition** pp. 2–3 with Lesson Practice section of Student Edition pp. 9–12. 15 min or as time permits.
- **Common Core Support Coach Teacher’s Manual** pp. 6–9 READY TO GO Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 6–7 with Getting the Idea section and Example 1 of Student Edition pp. 21–22. 20 min.
- **Common Core Support Coach Teacher’s Manual** pp. 6–9 READY TO GO Introduce and Model. 20 min.
- **Common Core Support Coach Teacher’s Manual** pp. 6–9 READY TO GO Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 6–7 with Coached Example of Student Edition pp. 25. 20 min

### Domain 1: Operations and Algebraic Thinking

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<tr>
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<td><strong>Example A</strong></td>
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<tr>
<td><strong>Common Core Coach Lesson 3: Analyzing and Generating Numerical Data</strong></td>
<td><strong>Example B</strong></td>
</tr>
<tr>
<td><strong>Common Core Coach Lesson 3: Analyzing and Generating Numerical Data</strong></td>
<td><strong>Example C and Example D</strong></td>
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### Domain 1: Operation and Algebraic Thinking

**REVIEW AND ASSESS**
- **Common Core Coach Domain 1 Review**
  - Student Edition pp. 20–21; 40 min.
  - Teacher’s Manual pp. 83

**Questions 1–19**
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**
Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** pp. 8 with Domain 1 Review section of Student Edition pp. 30–32 as time permits.

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**REVIEW AND ASSESS**
- **Common Core Coach Domain 1 Review**
  - Student Edition pp. 22–23; 40 min.
  - Teacher’s Manual pp. 83

**Questions 20–29 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 23. 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 (Use Five Twos) on p. 23. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**
Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** pp. 8 with Domain 1 Review section of Student Edition pp. 33–34 as time permits.

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**REVIEW AND ASSESS**
- **Common Core Coach Domain 1 Assessment**
  - Assessments pp. 4–13; 40 min.
  - Assessments Answer Key p. 4–5

**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.

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**LESION FOCUS**
- **CCSS: 5.NBT.1, 5.NBT.2**

**Common Core Coach Lesson 4: Multiplying and Dividing by Powers of Ten**
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 4

**Before the Lesson**
Use place value charts to review. Ask questions about the value of each digit. A 6 in the thousands column is how many times greater than a 6 in the tens column? Also, a 3 in the thousands column is how many times a 3 in the hundreds column? Ask questions by writing on a board or verbally: compare the two 3’s for 2033. See EL note on p. 20 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 20–21 POWER UP: Build Background. 20 min.

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**LESSON FOCUS**
- **CCSS: 5.NBT.1, 5.NBT.2**

**Common Core Coach Lesson 4: Multiplying and Dividing by Powers of Ten**
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 4

**Example A**
Students should know the value of any digit in a whole number. If not, review with place value charts and then without the charts. What is the value of 3 in 253,980 or 352,890? Find MP’s on pp. 20–21 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 20–21 POWER UP: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 12–13 with Example 1 of Student Edition p. 46. 20 min.
## Domain 2: Number and Operations in Base Ten

### LESSON FOCUS
**CCSS: 5.NBT.1, 5.NBT.2**
**Common Core Coach Lesson 4: Multiplying and Dividing by Powers of Ten**
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 4

#### Example B
Be careful with exponential notation; explain it from its definition: $5^2 = 5 \times 5 = 25$ or $10^3 = 10 \times 10 \times 10 = 1000$. Explain the relationship between the exponent of $10^3$ and the three zeros of $1000$. Divide the class into groups for the Try and discuss.

See EL note on p. 20 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 20–21 POWER UP: Words to Know. 20 min.

### LESSON FOCUS
**CCSS: 5.NBT.1, 5.NBT.2**
**Common Core Coach Lesson 4: Multiplying and Dividing by Powers of Ten**
- Teacher’s Manual pp. 26–27; 20 min.
- EL Adaptations Lesson 4

#### Practice
Divide these questions into two sections (Questions 1–13 and Questions 14–23). Ask students to work in groups, then 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. 20–21 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 22–25 READY TO GO: Build Background. 20 min.

### LESSON FOCUS
**CCSS: 5.NBT.3.a**
**Common Core Coach Lesson 5: Using Place Value to Read and Write Decimals**
- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 5

#### Example A
Given that students know the value of any digit in a whole number, they are now ready to figure out the values of digits in a decimal number. See EL note on p. 22 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 22–25 READY TO GO: Introduce and Model. 20 min.
## Domain 2: Number and Operations in Base Ten

<table>
<thead>
<tr>
<th>Day 1</th>
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<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: 5.NBT.3.a&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 5: Using Place Value to Read and Write Decimals&lt;br&gt;- Teacher’s Manual pp. 28–29; 20 min.&lt;br&gt;- EL Adaptations Lesson 5</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.3.a&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 5: Using Place Value to Read and Write Decimals&lt;br&gt;- Teacher’s Manual pp. 28–29; 20 min.&lt;br&gt;- EL Adaptations Lesson 5</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.3.a&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 5: Using Place Value to Read and Write Decimals&lt;br&gt;- Teacher’s Manual pp. 28–29; 20 min.&lt;br&gt;- EL Adaptations Lesson 5</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.3.b&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 6: Comparing Decimals&lt;br&gt;- Teacher’s Manual pp. 30–31; 20 min.&lt;br&gt;- EL Adaptations Lesson 6</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.3.b&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 6: Comparing Decimals&lt;br&gt;- Teacher’s Manual pp. 30–31; 20 min.&lt;br&gt;- EL Adaptations Lesson 6</td>
</tr>
<tr>
<td><strong>Example B</strong>&lt;br&gt;This concept is key here: the value of any place is 1/10 times the place to the left of that digit. So, for 23.45, the values are 10, 1, 1/10, and 1/100. Go over reading decimal numbers.&lt;br&gt;Review new vocabulary and their meanings: expanded form, base-ten numeral, and number name.&lt;br&gt;See EL note on p. 20 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>Practice</strong>&lt;br&gt;Divide these questions into two sections (Questions 1–8 and Questions 9–19). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19.&lt;br&gt;For a good solid review, work on the MP’s found on pp. 22–25 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Common Core Support Coach Teacher’s Manual pp. 22–25 READY TO GO: Problem Solving. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 10–11 with Lesson Practice section of Student Edition p. 40. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Common Core Support Coach Teacher’s Manual pp. 22–25 READY TO GO: Build Background. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 16–17 with Getting the Idea section and Example 1 of Student Edition pp. 59–60. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: Introduce and Model. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 16–17 with Example 2 of Student Edition p. 60. 20 min.</td>
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</table>

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

#### LESSON FOCUS

**CCSS: 5.NBT.3.a**

**Common Core Coach**

Lesson 5: Using Place Value to Read and Write Decimals

- Teacher’s Manual pp. 28–29; 20 min.
- EL Adaptations Lesson 5

**Example B**

This concept is key here: the value of any place is 1/10 times the place to the left of that digit. So, for 23.45, the values are 10, 1, 1/10, and 1/100. Go over reading decimal numbers.

- Review new vocabulary and their meanings: expanded form, base-ten numeral, and number name.
- See EL note on p. 20 of Common Core Support Coach Teacher’s Manual.

**Practice**

Divide these questions into two sections (Questions 1–8 and Questions 9–19). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19.

For a good solid review, work on the MP’s found on pp. 22–25 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

## Domain 2: Number and Operations in Base Ten

### Lesson Focus

<table>
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<tr>
<th>CCSS: 5.NBT.3.b</th>
<th>CCSS: 5.NBT.4</th>
</tr>
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<tbody>
<tr>
<td>Common Core Coach Lesson 6: Comparing Decimals</td>
<td>Common Core Coach Lesson 7: Rounding Decimals Using Place Value</td>
</tr>
<tr>
<td>EL Adaptations Lesson 6</td>
<td>EL Adaptations Lesson 7</td>
</tr>
<tr>
<td>Example B</td>
<td>Example B</td>
</tr>
</tbody>
</table>

#### Common Core Coach Lesson 6: Comparing Decimals

- Use a place value chart to line up digits in the same place. This is useful when the two numbers have a different number of digits, such as 23.583 and 203.619.

#### Common Core Coach Lesson 7: Rounding Decimals Using Place Value

- Start with small whole numbers. Ask students to explain their answers. 20 min.
- Add additional examples to the nearest whole number, then to the nearest tenth, and hundredth. 20 min.

### Differentiation Options

<p>| |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: Support Independent Practice. 20 min.</td>
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<tr>
<td>Common Core Support Coach Teacher’s Manual pp. 30–33 READY TO GO: Problem Solving. 20 min.</td>
</tr>
<tr>
<td>Performance Coach Teacher’s Edition pp. 16–17 with Lesson Practice section of Student Edition pp. 62–65. 20 min or as time permits.</td>
</tr>
</tbody>
</table>

### Week 6

- **Day 1**: Domain 2: Number and Operations in Base Ten
- **Day 2**: Lesson Focus
- **Day 3**: Lesson Focus
- **Day 4**: Lesson Focus
- **Day 5**: Lesson Focus
### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS

**CCSS: 5.NBT.4**

<table>
<thead>
<tr>
<th>Common Core Coach Lesson 7: Rounding Decimals Using Place Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Manual pp. 32–33; 20 min.</td>
</tr>
<tr>
<td><strong>EL Adaptations Lesson 7</strong></td>
</tr>
</tbody>
</table>

**Example and Problem Solving**

Do not forget what happens with fives. For example, round this number to the nearest hundredth:

34.675. The digit 7 is in the hundredths place. The digit to the right is 5, so 34.675 to the nearest hundredths is 34.68. Round this number to the nearest whole number, tenths, hundredths, and thousandths: 55.5555.

**DIFFERENTIATION OPTIONS**

- Practice with fives in different places. Write out numbers with 5’s in different places. 20 min.
- **Performance Coach Teacher’s Edition** pp. 18–19 with Coached Example of Student Edition p. 69. 20 min.

#### LESSON FOCUS

**CCSS: 5.NBT.5**

<table>
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<tr>
<th>Common Core Coach Lesson 8: Multiplying Whole Numbers</th>
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<tbody>
<tr>
<td>Teacher’s Manual pp. 34–35; 20 min.</td>
</tr>
<tr>
<td><strong>EL Adaptations Lesson 8</strong></td>
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</tbody>
</table>

**Example A**

Single-digit multiplication: understanding regrouping and remembering the multiplication facts are keys here. Keeping numbers lined up may be problematic for some students.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 38–41 READY TO GO: Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition** pp. 20–21 with Example 2 of Student Edition pp. 75–76. 20 min.

**Example B**

Double-digit multiplication: starts with ones, then with tens. Understanding regrouping and remembering the multiplication facts are keys here. Why do we write a 0 in the ones place when multiplying by tens? What are partial products? Find MP’s on pp. 38–41 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 38–41 READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 20–21 with Example 3 of Student Edition pp. 76–77. 20 min.
## Domain 2: Number and Operations in Base Ten

### LESSON FOCUS

#### CCSS: 5.NBT.5

**Common Core Coach**

**Lesson 8: Multiplying Whole Numbers**
- Teacher’s Manual pp. 34–35; 20 min.
- **EL Adaptations** Lesson 8

**Example C and Problem Solving**
Practise, practise, practise applies with all the algorithms, so keep offering good practice, but keep asking, “Where did this digit come from?”, so students are aware of place value of each digit of the quotient. The problem here will afford a bit of a twist to the work of this lesson. Observe rounding in the Check.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 20–21 with Coached Example of Student Edition p.78. 20 min.

### LESSON FOCUS

#### CCSS: 5.NBT.6

**Common Core Coach**

**Lesson 9: Dividing Whole Numbers**
- Teacher’s Manual pp. 36–37; 20 min.
- **EL Adaptations** Lesson 9

**Before the Lesson**
Multiplication and division fluency becomes critical to lessons here, but equally important is that students understand the concept of sharing. What does it mean to take 24 cookies and divide them among 6 people? Go over instances that apply to students’ lives.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 46–49 READY TO GO: Build Background, 20 min.

**Example A**
Always ask “Do we have enough to divide?”, meaning, are there enough hundreds, tens, or ones each time we divide? If not, we place a 0 in the quotient, and make the exchange. Find MP’s on pp. 46–49 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
## Domain 2: Number and Operations in Base Ten

<table>
<thead>
<tr>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.6</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.7</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NBT.7</td>
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<td>• EL Adaptations Lesson 9</td>
<td>• EL Adaptations Lesson 9</td>
<td>• EL Adaptations Lesson 10</td>
<td>• EL Adaptations Lesson 10</td>
<td>• EL Adaptations Lesson 10</td>
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</tbody>
</table>

### Example B
Stress estimation by using compatible numbers:
- 7 thousands cannot be divided by 40 (not enough thousands).
- 74 hundreds can be divided by 40 at least once (but not twice, because 74 < 80).  

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual**<br>pp. 46–49 READY TO GO: Problem Solving. 20 min.
- **Common Core Support Coach Teacher’s Manual**<br>pp. 46–49 READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition**<br>pp. 22–23 with Example 4 of Student Edition pp. 88. 20 min.

### Practice
Divide these questions into two sections (Questions 1–12 and Questions 13–19). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19. For a good solid review, work on the MP’s found on pp. 46–49 of **Common Core Support Coach Teacher’s Manual**.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual**<br>pp. 50–51 PLUG IN: Build Background. 20 min.

### Understand-Connect
Use place value models to explore the addition of two decimals. Notice how the 100-square grids models converge in the Understand page. To see how this convergence plays out in the procedure, note the Connect page. Here is where you find regrouping or exchanging in the hundredths place. See EL note on p.50 of **Common Core Support Coach Teacher’s Manual**.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual**<br>pp. 50–51 PLUG IN: Build Background. 20 min.
<table>
<thead>
<tr>
<th>Domain 2: Number and Operations in Base Ten</th>
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<tr>
<td>LESSON FOCUS</td>
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<td>CCSS: 5.NBT.7</td>
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<tr>
<td><strong>Common Core Coach</strong></td>
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<tr>
<td><strong>Lesson 10: Adding and Subtracting Decimals</strong></td>
</tr>
<tr>
<td>● Teacher’s Manual</td>
</tr>
<tr>
<td>pp. 38–39; 20 min.</td>
</tr>
<tr>
<td>● EL Adaptations Lesson 10</td>
</tr>
<tr>
<td>Example A</td>
</tr>
<tr>
<td>Subtraction via a place value chart here works out as with whole numbers. Line the digits up in the chart and then be careful about regrouping. Find MP’s on pp. 50–51 of <strong>Common Core Support Coach Teacher’s Manual</strong>.</td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
</tr>
<tr>
<td>● <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 50–51 PLUG IN: Introduce Concepts and Vocabulary. 20 min.</td>
</tr>
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<td>LESSON FOCUS</td>
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<td>CCSS: 5.NBT.7</td>
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<tr>
<td><strong>Common Core Coach</strong></td>
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</tr>
<tr>
<td>pp. 38–39; 20 min.</td>
</tr>
<tr>
<td>● EL Adaptations Lesson 10</td>
</tr>
<tr>
<td>Example B</td>
</tr>
<tr>
<td>Finding the missing number here is a good way to see if students understand the use a variable and the equation. Subtraction as the opposite of addition is clearly on view here. Practice with missing variables covers many bases. See EL note on p. 50 of <strong>Common Core Support Coach Teacher’s Manual</strong>.</td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
</tr>
<tr>
<td>● <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 50–51 PLUG IN: Support Discussion. 20 min.</td>
</tr>
<tr>
<td>LESSON FOCUS</td>
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<td><strong>Common Core Coach</strong></td>
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<td><strong>Lesson 10: Adding and Subtracting Decimals</strong></td>
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<tr>
<td>pp. 38–39; 20 min.</td>
</tr>
<tr>
<td>● EL Adaptations Lesson 10</td>
</tr>
<tr>
<td>Example C and Complete the Path</td>
</tr>
<tr>
<td>The missing number is replaced by the variable ( n ), so this equation has to be solved – or given some thought. What number do I subtract 16.84 from to arrive at 52.91? Complete the Path allows for a good quick way to assess skills. Find MP’s on pp. 50–51 of <strong>Common Core Support Coach Teacher’s Manual</strong>.</td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
</tr>
<tr>
<td>● <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 50–51 PLUG IN: Support Discussion. 20 min.</td>
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<tr>
<td><strong>Common Core Coach</strong></td>
</tr>
<tr>
<td><strong>Lesson 11: Multiplying Decimals</strong></td>
</tr>
<tr>
<td>● Teacher’s Manual</td>
</tr>
<tr>
<td>pp. 40–41; 20 min.</td>
</tr>
<tr>
<td>● EL Adaptations Lesson 11</td>
</tr>
<tr>
<td>Before the Lesson</td>
</tr>
<tr>
<td>You might want to introduce this lesson by using money: Five notebooks each cost $4.23. How much do they cost altogether? Or, weight: Eight packages weigh 3.65 kilograms each. What is the total weight? Ask students to find the answers and share their methods.</td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
</tr>
<tr>
<td>● <strong>Common Core Support Coach Teacher’s Manual</strong> pp. 52–53 POWER UP: Build Background. 20 min.</td>
</tr>
<tr>
<td>● <strong>Performance Coach Teacher’s Edition</strong> pp. 26–27 with Getting the Idea section and Example 1 of Student Edition pp. 103–104. 20 min.</td>
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</table>
Week 11

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

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<thead>
<tr>
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<td>EL Adaptations Lesson 11</td>
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</tbody>
</table>

**Understand Connect**
Use place value models to explore the multiplication of two decimals. Notice how the 100-square grids models converge in the Understand page. To see how this convergence plays out in the procedure, note the Connect page. There is no regrouping or exchanging in the tenths or hundredths places.


**DIFFERENTIATION OPTIONS**

**Example A**
Whole Number × Decimal: Line the digits up to the right, a whole number multiplying decimal number. Be careful about regrouping, which occurs here in the hundredths, tenths, and ones places.
Find MP’s on pp. 52–53 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 52–53 POWER UP: Build Background. 20 min.

**Example B**
1-digit Decimal × 1-digit Decimal: Observe the 100-square grid and find the overlap. Why does the overlap mean the result of multiplying? Explain in terms of fractions (basis for decimals) 1/2 of 3/10. See EL note on p. 52 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

**Example C and Complete the Path**
Decimal × Decimal: The procedure has to be explained each step of the way, from vertical setup to identifying the value of the digits to regrouping to marking off the decimal places in the product. Decimal Triangles allows for a good fun way to assess skills.

**DIFFERENTIATION OPTIONS**

**Practice**
Divide these questions into two sections (Questions 1–8 and Questions 9–20). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 19 and 20. For a good solid review, work on the MP’s found on pp. 52–53 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 26–27 with Lesson Practice section of Student Edition pp. 109–112. 20 min or as time permits.
LESSON FOCUS

CCSS: 5.NBT.7
Common Core Coach Lesson 12: Dividing Decimals
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

Before the Lesson
As before, it is important to explain the idea of sharing. If you have 45 soccer balls and want to divide these among 9 teams, how many does each team get? Or, if dinner for three people cost $24.36, how much does each person pay, if they all pay the same amount?

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

Example A
Decimal / Whole Number: Tens do not work, but ones do, so place the first digit of quotient in the ones place, not the tens place. Enough tenths? Yes, so divide and place a digit in the tenths place. 1 tenth left over = 10 hundredths add to 4 hundredths. Divide 14 hundredths ÷ 2 = 7 hundredths.

Find MP’s on pp. 54–57 of Common Core Support Coach Teacher’s Manual.

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

Example B
Decimal / Decimal: This Example shows how to convert the divisor to a whole number to allow for easier computation. The Check advises on using multiplication to check.

See EL note on p. 54 of Common Core Support Coach Teacher’s Manual.

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

Example C and Problem Solving
Decimal / Decimal: This example shows what happens when both divisor and dividend have the same number of decimal places. Multiplying by 100 results in both becoming whole numbers. The procedure has to be explained each step of the way, from vertical setup to identifying the value of the digits to regrouping to marking off the decimal places in the product.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO: Problem Solving. 20 min.
### Domain 2: Number and Operations in Base Ten

**LESSON FOCUS**  
CCSS: 5.NBT.7  
**Common Core Coach Lesson 12: Dividing Decimals**  
- Teacher’s Manual pp. 42–43; 20 min.  
- EL Adaptations Lesson 12

**Practice**  
Divide these questions into two sections (Questions 1–12 and Questions 13–22). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22.

For a good solid review, work on the MP’s found on pp. 54–57 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 54–57 READY TO GO: Assess. 20 min.  
- Performance Coach Teacher’s Edition pp. 28–29 with Lesson Practice section of Student Edition pp. 119–122. 20 min or as time permits.

**REVIEW AND ASSESS**  
Common Core Coach Domain 2 Review  
- Student Edition pp. 86–87; 40 min.  
- Teacher’s Manual p. 88–89

Questions 1–22  
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. 24–25 (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.  

**REVIEW AND ASSESS**  
Common Core Coach Domain 2 Review  
- Student Edition pp. 88–89; 40 min.  
- Teacher’s Manual p. 88–89

Questions 23–34 & Performance Task  
Go over the questions and discuss. Pay special attention to the Performance Task on p. 89. 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 (Painting Toy Boxes) on p. 89. See Progression Chart on pp. 24–25 (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.  

**REVIEW AND ASSESS**  
Common Core Coach Domain 2 Assessment  
- Assessments pp. 14–18; 40 min.  
- Assessments Answer Key p. 8

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 2 Assessment  
- Assessments pp. 19–21; 40 min.  
- Assessments Answer Key p. 8–10

Questions 21–25  
Provide extra time for assessments and provide readers to read word problems to students.

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

#### LESSON FOCUS
**CCSS: 5.NF.1**

**Common Core Coach**
Lesson 13: Adding and Subtracting Fractions and Mixed Numbers
- Teacher’s Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

**Before the Lesson**
Review basic fraction concepts by using models (circles, rectangles, number lines). Ask: What does the fraction 2/3 mean? Draw a sketch of this fraction. Use models to show that 5/6 and 1/6 + 1/6 + 1/6 + 1/6 + 1/6, the sum of unit fractions. Review key vocabulary words.

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

**Example A**
Subtracting two fractions: to subtract two fractions, both need to have the same denominator. Again, use the procedure of multiplying both numerator and denominator by the same number (4) to obtain an equivalent fraction (4/8) to 1/2.


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

**Example B**
Adding two mixed numbers: Change these to improper fractions (fractions greater than 1). Make sure students know and understand the “multiply and add” procedure and why it works. 2 4/5 = 2 + 4/5 = 10/5 + 4/5 = 14/5 is the same as: 5 × 2 + 4 = 14, the number of fifths.


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

**Example C and Example D**
Subtracting and adding two mixed numbers: Rename mixed numbers as improper fractions, then make sure the resulting fractions have the same denominator. To find a common denominator, you can use several techniques: the one shown in Example A or finding the LCM, the least common multiple of the two denominators. Explain and expand on LCM with examples.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 62–65 READY TO GO: Introduce and Model. 20 min.
- Performance Coach Teacher’s Edition pp. 32–33 with Lesson Practice section of Student Edition pp. 136–137. 20 min or as time permits.
### Domain 3: Number and Operations-Fractions

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<tr>
<td>● EL Adaptations Lesson 13 Practice Divide these questions into two sections (Questions 1–10 and Questions 11–22). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22. For a good solid review, work on the MP’s found on pp. 62–65 of Common Core Support Coach Teacher’s Manual.</td>
<td>● EL Adaptations Lesson 14 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 their own lives to solve problems.</td>
<td>● EL Adaptations Lesson 14 Blast Off Keep up the basic skills in preparation for fractions problem solving. These include how to model a fraction, how to express a fraction as a sum of unit fractions, and how to find a common denominator for two or more fractions. Remember: write an equation as part of the plan. See EL note on p. 62 of Common Core Support Coach Teacher’s Manual.</td>
<td>● EL Adaptations Lesson 14 Nutty Fractions Ask: Compare with Blast Off – how do you know when to add or when to subtract to solve a problem? Does a number line help with solving fraction problems? Find MP’s on pp. 62–65 of Common Core Support Coach Teacher’s Manual.</td>
<td>● EL Adaptations Lesson 14 Hiking Trails and Making Burritos Students will need to read these problems carefully. If they need assistance, read the problems out loud to them. Make sure they understand what the problems are asking them to find. If they need help in writing a plan, you may have to point out what it means to write a plan or equation.</td>
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### Domain 3: Number and Operations - Fractions

#### LESSON FOCUS

**CCSS: 5.NF.2**

**Common Core Coach**

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

**Practice**

Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions. You may want to add a fluency review.

For a good solid review, work on the MP’s found on pp. 62–65 of *Common Core Support Coach Teacher’s Manual.*

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 34–35 with Lesson Practice section of Student Edition pp. 146–147; 20 min or as time permits.

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#### LESSON FOCUS

**CCSS: 5.NF.3**

**Common Core Coach**

**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Camping Trip**

Remind students of the 4-step process. Ask if they can explain the Plan step. Explain how division such as 25/4 can also mean 25 ÷ 4. You can think of 25/4 as dividing 25 kilograms of peanuts equally among 4 movie theaters, so each theater received 25/4 of a kilogram or 6 1/4 kilograms. In this problem it is water that is divided into 8 equal parts.

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

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#### LESSON FOCUS

**CCSS: 5.NF.3**

**Common Core Coach**

**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Cooking in the Woods**

In this problem it is meat (24 pounds) that gets divided by 18 (people), so that would be 24 ÷ 18. Find MP’s on pp. 70–73 of *Common Core Support Coach Teacher’s Manual.*

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

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#### LESSON FOCUS

**CCSS: 5.NF.3**

**Common Core Coach**

**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

**Ounces of Rice and Setting Up Tents**

Students will need to read these problems carefully. If they need assistance, read the problems out loud to them. Make sure they understand what the problems are asking them to find. If they need help writing a plan, you may have to point out what it means to write a plan or equation. In these problems it is rice and rope that are divided into equal parts.

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

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

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<tr>
<th>DAY</th>
<th>Lesson Focus</th>
<th>Common Core Coach Lesson 16: Multiplying Fractions</th>
<th>Differentiation Options</th>
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<tr>
<td></td>
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<td>Understand Connect Model an example (such as 1/2 × 6) different from the one on Understand Connect pages. Explain what it means. Also: Show how the communicative property allows a different way to look at the multiplication: 2/3 × 5 = 5 × 2/3 or 5 times 2/3 of a whole. See EL note on p. 84 of Common Core Support Coach Teacher’s Manual.</td>
<td>- Common Core Support Coach Teacher’s Manual pp. 86–89 POWER UP: Model Application. 20 min.</td>
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<td>Teacher’s Manual pp. 52–53; 20 min.</td>
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<td>EL Adaptations Lesson 16</td>
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<td></td>
<td>Example A</td>
<td>Fraction times a whole number: Start with 15. 3/5 × 15 means three of the 5 equal groups dividing 15, so this means three groups of 3 each.</td>
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<td>Example C</td>
<td>Fraction times a fraction: Example C: represent one fraction (2/3) and shade 1/4 of the fraction 2/3. Example D: Carefully show how to find the area of a rectangle with sides equal to fractions. Note the procedure that evolves from these Examples: a/b × c/d = (a × c)/(b × d) Find MP’s on pp. 86–89 of Common Core Support Coach Teacher’s Manual.</td>
<td>- Common Core Support Coach Teacher’s Manual pp. 86–89 READY TO GO: Problem Solving. 20 min.</td>
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<td>Example D</td>
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<tr>
<td>Day 4</td>
<td>LESSON FOCUS</td>
<td>CCSS: 5.NF.4.a, 5.NF.4.b</td>
<td>- Common Core Support Coach Teacher’s Manual pp. 86–89 READY TO GO: Practice section of Student Edition p. 160. 20 min or as time permits.</td>
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<td>Common Core Coach Lesson 16: Multiplying Fractions</td>
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<td>Example C and Example D</td>
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<td>Day 5</td>
<td>LESSON FOCUS</td>
<td>CCSS: 5.NF.4.a, 5.NF.4.b</td>
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## Domain 3: Number and Operations-Fractions

### LESSON FOCUS
**CCSS: 5.NF.4.a, 5.NF.4.b**

**Common Core Coach Lesson 16: Multiplying Fractions**
- Teacher’s Manual pp. 52–53; 20 min.
- **EL Adaptations Lesson 16**

**Practice**
Divide these questions into two sections (Questions 1–5 and Questions 6–22). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 21.

For a good solid review, work on the MP’s found on pp. 86–89 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 86–89 READY TO GO: Assess. 20 min.
- Performance Coach Teacher’s Edition pp. 38–39 with Lesson Practice section of Student Edition pp. 161–162. 20 min or as time permits.

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**Before the Lesson**
Ask: which is greater, $\frac{3}{4} \times \frac{3}{4}$ or $\frac{3}{4} \times \frac{1}{4}$?
$\frac{3}{4} \times \frac{1}{4}$ or $\frac{3}{4} \times \frac{1}{2}$?
$\frac{3}{4} \times \frac{1}{2}$ or $\frac{3}{4} \times \frac{3}{2}$?
Discuss results and explain.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 92–93 POWER UP: Build Background. 20 min.

**Example A**
Experiment with a variety of cases to determine what happens when a whole number is multiplied by a fraction less than 1. Make sure all have the skills to multiply whole number $\times$ fraction and fraction $\times$ whole number.


### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 92–93 POWER UP: Model Application. 20 min.

**Example B**
Discuss examples of fractions equal to 1? Make sure it is clear that a fraction such as $\frac{3}{4} \times \frac{3}{4}$ is equal to 1. What happens when you multiply a fraction (say $\frac{3}{4}$) times 1. What happens when you multiply the same fraction ($\frac{3}{4}$) times a fraction less than 1? Compare the two products?

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 92–93 POWER UP: Model Application. 20 min.

**Example C**
Experiment with these:
$\frac{3}{4} \times \frac{3}{4}$
$\frac{4}{4} \times \frac{3}{4}$
$\frac{5}{4} \times \frac{3}{4}$

Which is less than 12? Equal to 12? Greater than 12? Explain each and discuss why.

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: Support Independent Practice. 20 min.
## Domain 3: Number and Operations' Fractions

### LESSON FOCUS
**Common Core Coach**
*Lesson 17: Interpreting Multiplication of Fractions*
- **CCSS:** 5.NF.5.a, 5.NF.5.b
- **Teacher's Manual** pp. 54–55; 20 min.
- **EL Adaptations** Lesson 17

**Example D**
Ask for generalizations:
- \( \frac{a}{b} \times \) whole number = \( n \)
  - When is \( n < 1? \)
  - When is \( n = 1? \)
  - When is \( n > 1? \)


### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher's Manual** pp. 94–97 READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher's Edition** pp. 42–43 with Lesson Practice section of Student Edition pp. 176–177. 20 min or as time permits.

### LESSON FOCUS
**Common Core Coach**
*Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers*
- **CCSS:** 5.NF.6
- **Teacher's Manual** pp. 56–57; 20 min.
- **EL Adaptations** Lesson 18

**Jazz Band**
Remember: write an equation as part of the plan. “Two-thirds of the musicians” means \( \frac{2}{3} \times \) because you are thinking of a part of the total number of musicians. In the same way, “4/5 of the 200 people at the show” means \( \frac{4}{5} \times 200 \).

See EL note on p. 102 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 102–105 READY TO GO: Introduce and Model. 20 min.
**Domain 3: Number and Operations-Fractions**

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NF.6&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers&lt;br&gt;• Teacher’s Manual pp. 56–57; 20 min.&lt;br&gt;• EL Adaptations Lesson 18 Recipe Revision and Area of Playground Recipe problem involves a mixed number, which needs to be renamed as an improper fraction. $1 \frac{2}{3} = 3/3 + 2/3 = 5/3$. Area problem has two mixed numbers, so be careful with this one. Find MP’s on pp102–105 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NF.6&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers&lt;br&gt;• Teacher’s Manual pp. 56–57; 20 min.&lt;br&gt;• EL Adaptations Lesson 18 Practice&lt;br&gt;Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions. You may want to add a review of critical skills used in this lesson. For a good solid review, work on the MP’s found on pp. 102–105 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NF.7.a, 5.NF.7.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 19: Dividing with Unit Fractions and Whole Numbers&lt;br&gt;• Teacher’s Manual pp. 58–59; 20 min.&lt;br&gt;• EL Adaptations Lesson 19&lt;br&gt;Before the Lesson Review what division means: To divide by 3 or 4 means to divide a whole into 3 or 4 equal parts. But, what if the “whole” is a fraction such as 1/2 and you are asked to divide this whole into 3 equal parts? Model this question and ask questions about the equal parts.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NF.7.a, 5.NF.7.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 19: Dividing with Unit Fractions and Whole Numbers&lt;br&gt;• Teacher’s Manual pp. 58–59; 20 min.&lt;br&gt;• EL Adaptations Lesson 19&lt;br&gt;Understand-Connect Models by means of area will make dividing a fraction by a whole number clear. You will have to show how 1/12 is 1/3 of 1/4 and then how 1/4 ÷ 3 is found by 1/4 × 1/3. Explain the new word “reciprocal”. See EL note on p. 110 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 5.NF.7.a, 5.NF.7.b&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 19: Dividing with Unit Fractions and Whole Numbers&lt;br&gt;• Teacher’s Manual pp. 58–59; 20 min.&lt;br&gt;• EL Adaptations Lesson 19&lt;br&gt;Example A and Example B&lt;br&gt;How many 1/3’s are in 5? This means divide 5 wholes into thirds: The diagram on the bottom of p. 134 shows this and if you want you can count the number of thirds. For 2 ÷ 1/5, the question is how many 1/5’s are in 2? Divide 2 wholes into fifths. How about drawing a diagram for this one?</td>
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**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 44–45 with Lesson Practice section of Student Edition pp. 184–185. 20 min. or as time permits.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 44–45 with Lesson Practice section of Student Edition pp. 186–187. 20 min. or as time permits.

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

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

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 5.NF.7.c&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 20: Problem Solving: Dividing with Unit Fractions&lt;br&gt;- Teacher’s Manual pp. 60–61; 20 min.&lt;br&gt;- EL Adaptations Lesson 20</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 5.NF.7.c&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 20: Problem Solving: Dividing with Unit Fractions&lt;br&gt;- Teacher’s Manual pp. 60–61; 20 min.&lt;br&gt;- EL Adaptations Lesson 20</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 5.NF.7.c&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 20: Problem Solving: Dividing with Unit Fractions&lt;br&gt;- Teacher’s Manual pp. 60–61; 20 min.&lt;br&gt;- EL Adaptations Lesson 20</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 5.NF.7.c&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 20: Problem Solving: Dividing with Unit Fractions&lt;br&gt;- Teacher’s Manual pp. 60–61; 20 min.&lt;br&gt;- EL Adaptations Lesson 20</td>
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**Week 21**


**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher’s Edition pp. 48–49 with Lesson Practice section of Student Edition pp. 201–202. 20 min or as time permits.
### Domain 3: Number and Operations—Fractions

#### LESSON FOCUS
**CCSS: 5.NF.7.c**

**Common Core Coach Lesson 20:** Problem Solving: Dividing with Unit Fractions
- **Teacher’s Manual pp. 60–61; 20 min.**
- **EL Adaptations Lesson 20 Practice**

#### REVIEW AND ASSESS
**Common Core Coach Domain 3 Review**
- **Student Edition pp. 142–143; 40 min.**
- **Teacher's Manual p. 94–95**

**Questions 1–19**
Go over the questions and discuss EL Adaptaions. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 44–45 (*Teacher's Manual*) for a view of progressions connecting Lessons of Domain 3.

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

- **Common Core Support Coach Teacher’s Manual pp. 110–113 READY TO GO: Assess. 20 min.**
- **Performance Coach Teacher’s Edition pp. 48–49 with Lesson Practice section of Student Edition pp. 203–204. 20 min or as time permits.**

**Common Core Coach Domain 3 Assessment**
- **Assessments pp. 22–26; 40 min.**
- **Assessments Answer Key p. 11–14**

**Questions 20–27 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 145. 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 (*Designing a Patio*) on p. 145. See Progression Chart on pp. 44–45 (*Teacher’s Manual*) for a view of progressions connecting Lessons of Domain 3.

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

- **Common Core Support Coach Teacher’s Manual pp. 110–113 READY TO GO: Assess. 20 min.**
- **Performance Coach Teacher’s Edition pp. 50 with Domain 3 Review section of Student Edition pp. 205–207 as time permits.**

**Common Core Coach Domain 3 Assessment**
- **Assessments pp. 27–30; 40 min.**
- **Assessments Answer Key p. 12–14**

**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.

- **Common Core Support Coach Teacher’s Manual pp. 110–113 READY TO GO: Assess. 20 min.**
- **Performance Coach Teacher’s Edition pp. 50 with Domain 3 Review section of Student Edition pp. 208–209 as time permits.**
## Domain 4: Measurement and Data

### LESSON FOCUS

**CCSS: 5.MD.1**  
**Common Core Coach Lesson 21: Converting Units of Measure to Solve Problems**

- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

#### Example A

Example A deals with the customary system of length. Expect students to know the basic equivalences:

- 1 ft = 12 in.
- 1 yd = 3 ft
- 1 mi = 5280 ft

Demonstrate how to use the equivalences.

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Build Background. 20 min.

### LESSON FOCUS

**CCSS: 5.MD.1**  
**Common Core Coach Lesson 21: Converting Units of Measure to Solve Problems**

- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

#### Example B

This example deals with the metric system of length. Here are the basics equivalences:

- 1 cm = 10 mm
- 100 cm = 1 m
- 1000 m = 1 km

Demonstrate how to use the equivalences.

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Introduce and Model. 20 min.

### LESSON FOCUS

**CCSS: 5.MD.1**  
**Common Core Coach Lesson 21: Converting Units of Measure to Solve Problems**

- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

#### Example C

This example deals with the customary and metric systems of capacity. The basic equivalences are:

- 1 c = 8 fl oz
- 1 pt = 2 c
- 1 qt = 2 pt
- 1 gal = 4 qt
- 1 L = 1000 mL

Demonstrate how to use the equivalences.

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Support Independent Practice. 20 min.
- Performance Coach Teacher’s Edition pp. 52–53 with Lesson Practice section of Student Edition pp. 216–217. 20 min or as time permits.

### LESSON FOCUS

**CCSS: 5.MD.1**  
**Common Core Coach Lesson 21: Converting Units of Measure to Solve Problems**

- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

#### Example D

Here we have weight in both measurement systems:

- 16 oz = 1 lb
- 1 Ton = 2,000 lbs
- 1000 g = 1 kg

Demonstrate how to use the equivalences.

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Problem Solving. 20 min.
- Performance Coach Teacher’s Edition pp. 52–53 with Lesson Practice section of Student Edition pp. 218–219. 20 min or as time permits.

### LESSON FOCUS

**CCSS: 5.MD.1**  
**Common Core Coach Lesson 21: Converting Units of Measure to Solve Problems**

- Teacher’s Manual pp. 64–65; 20 min.
- EL Adaptations Lesson 21

#### Practice

Divide these questions into two sections (Questions 1–18 and Questions 19–24). Ask students to work in groups, then 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. 118–121 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- Common Core Support Coach Teacher’s Manual pp. 118–121 READY TO GO: Assess. 20 min.
### Domain 4: Measurement and Data

<table>
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<tr>
<th>Day 1</th>
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</table>
| **LESSON FOCUS**  
CCSS: 5.MD.2  
Common Core Coach Lesson 22: Line Plots  
- EL Adaptations Lesson 22 |
| **EXAMPLE A**  
Prepare students by reviewing how to convert fractions to the same denominator. Remind students that $1 = \frac{8}{8}$. Ask questions about the resulting line plot. Find MP’s on pp. 126–129 of Common Core Support Coach Teacher’s Manual. |

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<tr>
<th>Day 2</th>
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| **DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 126–129 READY TO GO: Introduce and Model. 20 min.  

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<tr>
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| **LESSON FOCUS**  
CCSS: 5.MD.2  
Common Core Coach Lesson 22: Line Plots  
- Teacher’s Manual pp. 66–67; 20 min.  
- EL Adaptations Lesson 22 |
| **EXAMPLE B**  
A line plot is a graph that shows data simply and allows for easy reading. Make sure all can read the plot and answer questions about it. See EL note on p. 126 of Common Core Support Coach Teacher’s Manual. |

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<th>Day 4</th>
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| **DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 126–129 READY TO GO: Introduce and Model. 20 min.  

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<tr>
<th>Day 5</th>
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</table>
| **LESSON FOCUS**  
CCSS: 5.MD.2  
Common Core Coach Lesson 22: Line Plots  
- Teacher’s Manual pp. 66–67; 20 min.  
- EL Adaptations Lesson 22 |
| **EXAMPLE C**  
Have students draw a line plot with data assembled from classmates. Divide the class into groups to collect data on classmates and make a line plot for the data. Each group presents its findings to the class. |

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| **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 54–55 with Lesson Practice section of Student Edition pp. 225–226. 20 min or as time permits. |

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| **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 54–55 with Lesson Practice section of Student Edition pp. 227–228. 20 min or as time permits. |
### Domain 4: Measurement and Data

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<th>Week 25</th>
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<tr>
<td>LESSON FOCUS</td>
<td>CCSS: 5.MD.3.a, 5.MD.3.b, 5.MD.4</td>
<td>Common Core Coach Lesson 23: Understanding and Measuring Volume</td>
<td>● Teacher’s Manual pp. 68–69; 20 min.</td>
<td>● EL Adaptations Lesson 23 Before the Lesson Show cubes of different sizes, and ask questions about them from faces to vertices to edges. Define volume of a solid in terms of unit cubes. A unit cube is a cube whose dimensions are 1 by 1 by 1 – that can be 1 in. by 1 in. by 1 in. or 1 cm by 1 cm by 1 cm. See EL note on p. 130 of Common Core Support Coach Teacher’s Manual.</td>
<td>● PERFORMANCE COACH Teacher’s Edition pp. 237–239</td>
</tr>
<tr>
<td>LESSON FOCUS</td>
<td>CCSS: 5.MD.3.a, 5.MD.3.b, 5.MD.4</td>
<td>Common Core Coach Lesson 23: Understanding and Measuring Volume</td>
<td>● Teacher’s Manual pp. 68–69; 20 min.</td>
<td>● EL Adaptations Lesson 23 Example A Show a variety of drawings of solids with different dimensions, showing cubes on the interior and ask to find the volume of the cube. (Enable students to count the cubes in one layer.) Example A shows a solid with dimensions in customary units (inches). Volume is measured in cubic inches.</td>
<td>● PERFORMANCE COACH Teacher’s Edition pp. 237–239</td>
</tr>
<tr>
<td>LESSON FOCUS</td>
<td>CCSS: 5.MD.3.a, 5.MD.3.b, 5.MD.4</td>
<td>Common Core Coach Lesson 23: Understanding and Measuring Volume</td>
<td>● Teacher’s Manual pp. 68–69; 20 min.</td>
<td>● EL Adaptations Lesson 23 Example B Show a variety of drawings of solids with different dimensions, which show cubes on the interior. Ask for the volume of the solid. (Enable students to count the cubes in one layer.) Example B shows a solid with dimensions in the metric system (centimeters). Volume is measured in cubic centimeters. See EL note on p. 132 of Common Core Support Coach Teacher’s Manual.</td>
<td>● PERFORMANCE COACH Teacher’s Edition pp. 237–239</td>
</tr>
<tr>
<td>LESSON FOCUS</td>
<td>CCSS: 5.MD.3.a, 5.MD.3.b, 5.MD.4</td>
<td>Common Core Coach Lesson 23: Understanding and Measuring Volume</td>
<td>● Teacher’s Manual pp. 68–69; 20 min.</td>
<td>● EL Adaptations Lesson 23 Practice Divide these questions into two sections (Questions 1–5 and Questions 6–13). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 12 and 13. For a good solid review, work on the M’s found on pp. 132–133 of Common Core Support Coach Teacher’s Manual.</td>
<td>● PERFORMANCE COACH Teacher’s Edition pp. 237–239</td>
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DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 130–131 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 130–131 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 130–131 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 132–133 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 132–133 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 132–133 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 132–133 POWER UP: Build Background. 20 min.
- Common Core Support Coach Teacher’s Manual pp. 132–133 POWER UP: Build Background. 20 min.

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### Domain 4: Measurement and Data

#### Domain 4: Measurement and Data

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**LESSON FOCUS**

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

**Common Core Coach**

**Lesson 24: Finding the Volume of Rectangular Prisms**

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

**Understand-Connect**

By displaying unit cubes on a single layer of a prism, students will be able to figure out the volume, first by counting, then by seeing the stacked layers. So, in this example, the first layer is 5 by 2 unit cubes and the stack becomes 3 high. So the total number of unit cubes is 5 by 2 by 3. This thinking leads to the formula $V = l \times w \times h$.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 142–145 READY TO GO: Problem Solving, 20 min.

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**LESSON FOCUS**

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

**Common Core Coach**

**Lesson 24: Finding the Volume of Rectangular Prisms**

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

**Example and Problem Solving**

Ask for an explanation of the formula for volume. What relationship does it have to area formula? The problem asks for a comparison of volumes of two prisms. See EL note on p. 142 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.

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**LESSON FOCUS**

**CCSS: 5.MD.5.c**

**Common Core Coach**

**Lesson 25: Recognizing Volume as Additive**

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

Before the Lesson

Finding the volume of several prisms: One of the tricks here is to be able to “see” how the prisms relate to each other. Once you find the length, width, and height of a rectangular prism, then use the formula: $V = l \times w \times h$. Use real models to exhibit how two prism might be stacked.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 142–145 READY TO GO: Problem Solving, 20 min.

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**LESSON FOCUS**

**CCSS: 5.MD.5.c**

**Common Core Coach**

**Lesson 25: Recognizing Volume as Additive**

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

Example and Problem Solving

Explain: It will be clear that you have to add the volumes of the two prisms shown in the Example. Before you can actually add the volumes, you need to find the missing height of one prism. Go over each step and show why this height is 3 in.

In the problem on p. 171, use the formula to find the volume; then subtract this volume from 2,550.

See EL note on p. 142 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.
Week 27

Day 1

LESSON FOCUS
CCSS: 5.MD.5.c
Common Core Coach Lesson 25: Recognizing Volume as Additive
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

Practice Part 1 Questions 1–4. Go over number 1 with full class so that they see a model they may want to use. Ask students to work in groups, then go over the results with the entire class.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 60–61 with Lesson Practice section of Student Edition pp. 249–250. 20 min or as time permits.

Day 2

LESSON FOCUS
CCSS: 5.MD.5.c
Common Core Coach Lesson 25: Recognizing Volume as Additive
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

Practice Part 2 Questions 5–8. Pay special attention to Question 8. Go over students’ results to all questions and discuss results.

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
- Performance Coach Teacher’s Edition pp. 60–61 with Lesson Practice section of Student Edition pp. 251–252. 20 min or as time permits.

Day 3

REVIEW AND ASSESS
Common Core Coach Domain 4 Review
- Student Edition pp. 174–175; 40 min.
- Teacher’s Manual p. 97

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. 62–63 (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.


Day 4

REVIEW AND ASSESS
Common Core Coach Domain 4 Review
- Student Edition pp. 176–177; 40 min.
- Teacher’s Manual p. 97–98

Questions 22–35 & Performance Task Go over the questions and discuss. Pay special attention to the Performance Task on p. 177. 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 (Building a Storage Cabinet) on p. 177. See Progression Chart on pp. 62–63 (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.


Day 5

REVIEW AND ASSESS
Common Core Coach Domain 4 Assessment
- Assessments pp. 32–37; 40 min.
- Assessments Answer Key p. 15

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.

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## Domain 4: Domain 5: Geometry

### REVIEW AND ASSESS
**Common Core Coach Domain 4 Assessment**
- Assessments pp.38–41; 40 min.
- Assessments Answer Key p. 15–17

**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: 5.G.1**

#### Lesson 26: Graphing Points on the Coordinate Plane
- **Teacher’s Manual** pp. 76–77; 20 min.
- **EL Adaptations Lesson 26**

**Before the Lesson**
Introduce coordinate plane along with vocabulary. Show each of these: origin, x-axis, y-axis, x-coordinate, y-coordinate, ordered pairs. Demonstrate how to locate an ordered pair on the coordinate plane. See EL note on p. 148 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 148–149 POWER UP: Build Background. 20 min.

#### Example A and Example B
Make sure each step of locating an ordered pair on the coordinate plane is clear. Count off slowly along the x-axis to the first number of the pair; then count vertically for the second number of the pair. Place a dot at that location. In reverse, help students identify the ordered pair for points on a coordinate grid.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 64–65 with Example 3 and Coached Example of Student Edition pp. 262–263. 20 min.

#### Example C and Mystery Graph
Use Example C as good practice for locating an ordered pair. Offer additional points for students who locate points plotted on either the x- or y-axis. Mystery Graph is a good way to assess this lesson. See EL note on p. 148 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 64–65 with Lesson Practice section of Student Edition pp. 264–265. 20 min or as time permits.

### LESSON FOCUS
**CCSS: 5.G.1**

#### Lesson 26: Graphing Points on the Coordinate Plane
- **Teacher’s Manual** pp. 76–77; 20 min.
- **EL Adaptations Lesson 26**

#### Example C and Mystery Graph
Use Example C as good practice for locating an ordered pair. Offer additional points for students who locate points plotted on either the x- or y-axis. Mystery Graph is a good way to assess this lesson. See EL note on p. 148 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 64–65 with Lesson Practice section of Student Edition pp. 266–267. 20 min or as time permits.
### Domain 5: Geometry

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#### LESSON FOCUS

**CCSS: 5.G.2**

**Common Core Coach**

**Lesson 27: The Coordinate Plane**

- **Teacher's Manual** pp. 78–79; 20 min.
- **EL Adaptations** Lesson 27

**Example A**

This lesson is about computing the distance between two points along horizontal and vertical paths on the coordinate plane. If computing distance along a horizontal path, subtract the $x$-coordinates; if computing distance along a vertical path, subtract the $y$-coordinates.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach** Teacher’s Manual pp. 150–153 READY TO GO: Model Applications. 20 min.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach** Teacher’s Manual pp. 150–153 READY TO GO: Model Applications. 20 min.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach** Teacher’s Manual pp. 150–153 READY TO GO: Model Applications. 20 min.

#### LESSON FOCUS

**CCSS: 5.G.2**

**Common Core Coach**

**Lesson 28: Extending Classification of Two-Dimensional Figures**

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

**Example A** and **Example B**

Example A introduces a number of new figures including pentagon and parallel and perpendicular lines. Go over these with examples even if they seem familiar to your students.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach** Teacher’s Manual pp. 156–157 POWER UP: Introduce and Model. 20 min.
### Domain 5: Geometry

#### Lesson Focus

**Common Core Coach Lesson 28: Extending Classification of Two-Dimensional Figures**
- **CCSS:** 5.G.3, 5.G.4
- **Teacher’s Manual** pp. 80–81; 20 min.
- **EL Adaptations Lesson 28**

**Example D**
This example could be a good assessment of the figures organized in Example C. Looking at the hierarchy of Example C will help, but it would be prudent for students to master the properties of these polygons and understand how they fit into the tree diagram. See EL note on p. 158 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO: Problem Solving 20. min.
- **Performance Coach Teacher’s Edition** pp. 68–69 with Example 4 and Coached Example of Student Edition p. 279. 20 min.

#### Lesson Focus

**Common Core Coach Lesson 28: Extending Classification of Two-Dimensional Figures**
- **CCSS:** 5.G.3, 5.G.4
- **Teacher’s Manual** pp. 80–81; 20 min.
- **EL Adaptations Lesson 28**

**Practice**
Divide these questions into two sections (Questions 1–8 and Questions 9–17). Ask students to work in groups, then 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. 158–161 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO: Problem Solving 20. min.
- **Performance Coach Teacher’s Edition** pp. 68–69 with Lesson Practice section of Student Edition pp. 280–283. 20 min or as time permits.

#### Domain Review and Assess

**Common Core Coach Domain 5 Review**
- **Student Edition** pp. 196–197; 40 min.
- **Teacher’s Manual** p. 99

**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. 74–75 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 5.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 158–161 READY TO GO: Problem Solving 20. min.

#### Domain Review and Assess

**Common Core Coach Domain 5 Review**
- **Student Edition** pp. 198–199; 40 min.
- **Teacher’s Manual** p. 100

**Questions 27–35 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 199. 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 (Three Points in a Row) on p. 199. See Progression Chart on pp. 74–75 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 5.

**Differentiation Options**

#### Domain Review and Assess

**Common Core Coach Domain 5 Review**
- **Assessments** pp. 42–50; 40 min.
- **Assessments Answer Key** p. 18–21

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

**Differentiation Options**
### End of Year Review

**Common Core Coach Review**

**Common Core Support Coach Practice Test 1**
- Assessments pp. 64–75; 40 min.
- Assessments Answer Key pp. 27–31

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 and 2
- **Answers:** pp. 18–21

### END OF YEAR REVIEW

**Common Core Coach Review**

**Common Core Support Coach Practice Test 2**
- Assessments pp. 76–87; 40 min.
- Assessments Answer Key pp. 32–36

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. 52–63 for Performance Tasks A & B in Domains 3–5
- **Answers:** pp. 22–26

### SUMMATIVE ASSESSMENT

**Common Core Coach Summative Assessment**
- Assessments pp. 52–57; 40 min.
- Assessments Answer Key p. 22

Questions 1–26
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. 58–63; 40 min.
- Assessments Answer Key pp. 22–23

Questions 27–50
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.