Coach® Suite
Implementation and Pacing Guide

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Program Overview

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

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

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

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

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

The Instructional Pathway
Addressing Key Instructional Shifts in Math

1 Greater focus on fewer topics

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

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

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

Performance Coach
Instruction for Review and Reinforcement
Focus: 37 standards
Full coverage of all standards
Coherence: Linking topics and thinking across grades

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

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

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

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

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations &amp; Algebraic Thinking</td>
<td>Evaluate expressions with parentheses</td>
<td>L1</td>
<td></td>
<td>L2</td>
</tr>
<tr>
<td></td>
<td>Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them</td>
<td>L2</td>
<td></td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td>Generate two numerical patterns using two given rules and identify relationships between corresponding terms</td>
<td>L3</td>
<td>L1</td>
<td>L3</td>
</tr>
<tr>
<td>Numbers &amp; Operations in Base 10</td>
<td>Know place values and write decimals in expanded form</td>
<td>L4</td>
<td>L2, L3</td>
<td>L4</td>
</tr>
<tr>
<td></td>
<td>Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10</td>
<td>L4</td>
<td>L2</td>
<td>L5</td>
</tr>
<tr>
<td></td>
<td>Write decimals given expanded form, number names or base-ten numerals</td>
<td>L5, L6</td>
<td>L3, L4</td>
<td>L6</td>
</tr>
<tr>
<td></td>
<td>Compare two decimals based on place value understanding</td>
<td>L5, L6</td>
<td>L4</td>
<td>L7</td>
</tr>
</tbody>
</table>
### Grade 5

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use place value understanding to round decimals to any place</td>
<td>L7</td>
<td></td>
<td>L8</td>
</tr>
<tr>
<td>Multiply multi-digit whole numbers</td>
<td>L8</td>
<td>L5, L6, L15</td>
<td>L9</td>
</tr>
<tr>
<td>Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors</td>
<td>L9</td>
<td>L6, L15</td>
<td>L10</td>
</tr>
<tr>
<td>Add, subtract, multiply, and divide decimals</td>
<td>L10, L11, L12</td>
<td>L8</td>
<td>L11, L12, L13</td>
</tr>
</tbody>
</table>

#### Numbers & Operations—Fractions

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and subtract fractions with unlike denominators by finding least common denominator</td>
<td>L13</td>
<td>L8</td>
<td>L14</td>
</tr>
<tr>
<td>Solve word problems involving addition and subtraction of fractions</td>
<td>L14</td>
<td>L8</td>
<td>L15</td>
</tr>
<tr>
<td>Solve word problems involving division of whole numbers</td>
<td>L15</td>
<td>L9, L14</td>
<td>L16</td>
</tr>
<tr>
<td>Interpret product (\frac{a}{b} \times q) as parts of a partition of q into b equal parts</td>
<td>L16</td>
<td>L10, L11, L12, L13, L14, L16</td>
<td>L17</td>
</tr>
<tr>
<td>Find the area of a rectangle with fractional sides by tiling it or multiplying side lengths</td>
<td>L16</td>
<td>L11</td>
<td>L18</td>
</tr>
<tr>
<td>Compare the size of a product to the size of one factor on the basis of the other factor without actually evaluating</td>
<td>L17</td>
<td>L12</td>
<td>L19</td>
</tr>
<tr>
<td>Understand multiplying a given number by a fraction greater than 1 results in a product greater than the given number</td>
<td>L17</td>
<td>L12, L13</td>
<td>L19</td>
</tr>
<tr>
<td>Solve problems involving multiplication of fractions and mixed numbers</td>
<td>L18</td>
<td>L13</td>
<td>L20</td>
</tr>
</tbody>
</table>
### Grade 5

#### Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret division of a unit fraction by a whole number</td>
<td>L19, L20</td>
<td>L14</td>
<td>L21</td>
</tr>
<tr>
<td>Interpret division of a whole number by a unit fraction</td>
<td>L19, L20</td>
<td>L14</td>
<td>L21</td>
</tr>
<tr>
<td>Solve real world problems involving division of unit fractions by whole numbers and whole numbers by unit fractions</td>
<td>L19, L20</td>
<td>L14</td>
<td>L22</td>
</tr>
</tbody>
</table>

#### Measurement & Data

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convert units within a given measurement system</td>
<td>L21</td>
<td>L15</td>
<td>L23</td>
</tr>
<tr>
<td>Solve problems given information in line plots and make a line plot</td>
<td>L22</td>
<td>L16</td>
<td>L24</td>
</tr>
<tr>
<td>Understand unit cubes</td>
<td>L23</td>
<td>L17</td>
<td>L25</td>
</tr>
<tr>
<td>Use unit cubes to find volume</td>
<td>L23</td>
<td>L17</td>
<td>L25</td>
</tr>
<tr>
<td>Measure volume by counting unit cubes</td>
<td>L23</td>
<td>L17</td>
<td>L25</td>
</tr>
<tr>
<td>Show that tiling and multiplying side lengths both result in volume of a right rectangular prism</td>
<td>L24, L25</td>
<td>L18</td>
<td>L26</td>
</tr>
<tr>
<td>Find the volume of a right rectangular prism using formula ( v = lwh )</td>
<td>L24, L25</td>
<td>L18</td>
<td>L26</td>
</tr>
<tr>
<td>Recognize volume as additive</td>
<td>L24, L25</td>
<td></td>
<td>L27</td>
</tr>
</tbody>
</table>
### Geometry

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and interpret points on a coordinate plane in terms of the situation</td>
<td>L26</td>
<td>L1, L19</td>
<td>L28</td>
</tr>
<tr>
<td>Represent problems by graphing points in the first quadrant and interpret coordinates in the context of the situation</td>
<td>L27</td>
<td>L19</td>
<td>L29</td>
</tr>
<tr>
<td>Understand that attributes belonging to a category of 2D figures also belong to subcategories of said category</td>
<td>L28</td>
<td>L20</td>
<td>L30</td>
</tr>
<tr>
<td>Classify 2D figures based on properties</td>
<td>L28</td>
<td>L20</td>
<td>L30</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

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

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

**Sample page from the Pacing Guide**

### Week 1

#### Domain 1: Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>LESSON FOCUS Instruction Coach</th>
<th>Lesson 1: Evaluating Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong> Instruction Coach</td>
<td>Lesson 1: Evaluating Expressions</td>
</tr>
<tr>
<td><strong>Student Edition</strong> pp. 4–5, with <strong>Getting the Idea</strong> pp. 6; 25 min.</td>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
</tr>
<tr>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 4–5, with <strong>Getting the Idea</strong> pp. 6–7; 15 min.</td>
<td><strong>El Adaptations Lesson 1</strong> Example A</td>
</tr>
<tr>
<td><strong>Performance Coach Teacher’s Edition</strong> p. 5; 15 min.</td>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
</tr>
<tr>
<td><strong>El Adaptations Lesson 1</strong> Example A</td>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- Hand out practice sheets with simple evaluations. Ask students to make up a few of their own for others to evaluate.
- **Performance Coach Teacher’s Edition** pp. 4–5, with **Getting the Idea** pp. 6–7; 15 min.

**LESSON FOCUS Instruction Coach | Lesson 2: Writing and Interpreting Numerical Expressions**

<table>
<thead>
<tr>
<th><strong>LESSON FOCUS</strong> Instruction Coach</th>
<th>Lesson 2: Writing and Interpreting Numerical Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Edition</strong> pp. 6–7, 15 min.</td>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
</tr>
<tr>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 5; 15 min.</td>
<td><strong>El Adaptations Lesson 2</strong> Example A</td>
</tr>
<tr>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
<td><strong>El Adaptations Lesson 2</strong> Example A</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- Hand out practice sheets with simple phrases. Ask students to write a few of their own for others to evaluate.
- **Performance Coach Teacher’s Edition** pp. 5–6, with **Getting the Idea** pp. 7–8; 15 min.

**LESSON FOCUS Instruction Coach | Lesson 3: Interpreting Numerical Expressions**

<table>
<thead>
<tr>
<th><strong>LESSON FOCUS</strong> Instruction Coach</th>
<th>Lesson 3: Interpreting Numerical Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Edition</strong> pp. 8–9, 15 min.</td>
<td><strong>Teacher’s Manual</strong> pp. 18–19</td>
</tr>
<tr>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 5–6, with <strong>Getting the Idea</strong> pp. 8–9; 15 min.</td>
<td><strong>El Adaptations Lesson 3</strong> Practice</td>
</tr>
<tr>
<td><strong>Performance Coach Teacher’s Edition</strong> pp. 5–6, with <strong>Getting the Idea</strong> pp. 8–9; 15 min.</td>
<td><strong>El Adaptations Lesson 3</strong> Practice</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- Hand out practice sheets with more difficult expressions. Ask students to make up a few of their own for others to evaluate.
- **Performance Coach Teacher’s Edition** pp. 5–6, with **Getting the Idea** pp. 8–9; 15 min.

**Sample page from the Pacing Guide**
## Week 1

### Domain 1: Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>

#### LESSON FOCUS

**Instruction Coach**

**Lesson 1: Evaluating Numerical Expressions**

- **Student Edition** p. 6; 25 min.
- **Teacher’s Manual** pp. 18–19
- **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 $(35 \div 7) \times (60 \div 10) - (100 - 70)$. Work through Example A carefully so students do each part step by step. Prepare class for the Discuss question.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 1: Evaluating Numerical Expressions**

- **Student Edition** p. 7; 25 min.
- **Teacher’s Manual** pp. 18–19
- **EL Adaptations** Lesson 1

**Example B**

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

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - Teacher’s Edition pp. 4–5, with Lesson Practice section of Student Edition pp. 17–20. 15 min or as time permits.

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 1: Evaluating Numerical Expressions**

- **Student Edition** p. 8–9; 25 min.
- **Teacher’s Manual** pp. 18–19
- **EL Adaptations** Lesson 1

**Practice**

Divide Practice into two sections (Questions 1–9 on SE p. 8 and 10–17 on p. 9). Ask students to work in groups; go over the results with the entire class. Pay special attention to Question 17.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - Teacher’s Edition pp. 4–5, with Getting the Idea section and Example 1 of Student Edition p. 6. 15 min.

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Writing and Interpreting Numerical Expressions**

- **Student Edition** p. 10; 25 min.
- **Teacher’s Manual** pp. 20–21
- **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 $7 + 5$, then divide by 3. Explain the TRY.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
  - Teacher’s Edition pp. 2–3, with Getting the Idea section and Example 1 of Student Edition pp. 7–8. 15 min.

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Writing and Interpreting Numerical Expressions**

- **Student Edition** p. 11; 25 min.
- **Teacher’s Manual** pp. 20–21
- **EL Adaptations** Lesson 2

**Example B**

This example is the reverse of Example A. Start by writing a few simple numerical expressions; such as $(15 - 5)$ on the board, and ask class to say or write the phrases that apply. Progress to more difficult expressions such as $(25 \div 5) \times 6$. Go over the Discuss.

**DIFFERENTIATION OPTIONS**

- **Performance Coach**
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>Instruction Coach</td>
</tr>
<tr>
<td>Lesson 2: Writing and Interpreting Numerical Expressions</td>
</tr>
<tr>
<td>- Teacher’s Manual pp. 20–21</td>
</tr>
<tr>
<td>- EL Adaptations Lesson 2</td>
</tr>
<tr>
<td><strong>Example A</strong></td>
</tr>
<tr>
<td>Divide Practice into two sections (Questions 1–14 on SE p. 12 and 15–23 on p. 13). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 23.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>Explain the harder questions before students work on them. Make sure the more complex questions are clear. 15 min.</td>
</tr>
<tr>
<td>- Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice section of Student Edition pp. 9–12. 15 min or as time permits.</td>
</tr>
</tbody>
</table>

| **LESSON FOCUS**                          |
| Instruction Coach                         |
| Lesson 3: Analyzing and Generating Numerical Data |
| - Student Edition pp. 14; 20 min.          |
| - Teacher’s Manual pp. 22–23              |
| - EL Adaptations Lesson 3                |
| **Example B**                            |
| Help students find both rules and then the relationship between the two patterns. When complete, ask questions about each pattern (‘What do you notice about every number in both patterns?’). Make sure all do the TRY. Find MP’s on pp. 6–9 of Support Coach Teacher’s Manual. |
| **DIFFERENTIATION OPTIONS**              |
| - Support Coach Teacher’s Manual pp. 6–9, READY TO GO: Introduce and Model. 20 min. |

| **LESSON FOCUS**                          |
| Instruction Coach                         |
| Lesson 3: Analyzing and Generating Numerical Data |
| - Student Edition pp. 15; 20 min.          |
| - Teacher’s Manual pp. 22–23              |
| - EL Adaptations Lesson 3                |
| **Example C**                            |
| The culmination of these Examples is the organization of a set of ordered pairs, first in a table and then on a grid. These examples may produce a number of new words and concepts that you should explain carefully as they are forerunners of important math concepts. |
| **DIFFERENTIATION OPTIONS**              |
| - Support Coach Teacher’s Manual pp. 6–9, READY TO GO: Support Independent Practice. 20 min. |

| **LESSON FOCUS**                          |
| Instruction Coach                         |
| Lesson 3: Analyzing and Generating Numerical Data |
| - Student Edition pp. 16–17; 20 min.        |
| - Teacher’s Manual pp. 22–23               |
| - EL Adaptations Lesson 3                |
| **Example D**                            |
| Divide Practice into two sections (Questions 1–5 on SE p. 18 and 6–10 on p. 19). Ask students to work in groups; go over the results with the entire class, carefully guiding students to use their protractors correctly. Pay special attention to Question 10. For a good review, work on the MP’s found on pp. 6–9 of Support Coach Teacher’s Manual. |
| **DIFFERENTIATION OPTIONS**              |
| - Support Coach Teacher’s Manual pp. 6–9, READY TO GO: Problem Solving. 20 min. |

| **LESSON FOCUS**                          |
| Instruction Coach                         |
| Lesson 3: Analyzing and Generating Numerical Data |
| - Student Edition pp. 18–19; 20 min.        |
| - Teacher’s Manual pp. 22–23               |
| - EL Adaptations Lesson 3                |
| **Practice**                             |
| - Performance Coach Teacher’s Edition pp. 25. 20 min |

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### Domain 1: Operations and Algebraic Thinking

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

**Questions 1–19**
Go over the questions and discuss EL Adaptations. Ask students to take a look at instructions for the first half of the Review on pp. 20–21. Make sure all instructions are clear. See Progression Chart on pp. 16–17 for a view of progressions connecting lessons of Domain 1.

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

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

**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 for the second half of the Review on p. 22. In particular, clarify any doubts with respect to Performance Task (Use Five Twos) on p. 23. See Progression Chart on pp. 16–17 for a view of progressions connecting lessons of Domain 1.

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

**LESSON FOCUS**
- **Instruction 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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - 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

**Instruction Coach**

**Lesson 4: Multiplying and Dividing by Powers of Ten**

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


**Differentiation Options**

- **Support Coach Teacher’s Manual** pp. 20–21, POWER UP: Words to Know. 20 min.
- **Performance Coach Teacher’s Edition** pp. 12–13, with Example 2 of Student Edition pp. 46–47. 20 min.

#### Lesson Focus

**Instruction Coach**

**Lesson 4: Multiplying and Dividing by Powers of Ten**

- **Student Edition** pp. 28–29; 20 min.
- **Teacher’s Manual** pp. 26–27
- **EL Adaptations** Lesson 4

**Example C** and **Powers of Ten**

Example C shows the opposite of Example B, dividing a number (instead of multiplying) by a power of 10. Note that this time the number we begin with is a decimal. To understand what happens, look at what happens when dividing by 10, 100, 1000 and acquire as rule, the opposite of the rule for multiplying by a power of 10. Assess: use Powers of Ten Number Puzzle. Find MP’s on pp. 102–105 of Support Coach Teacher’s Manual.

**Differentiation Options**

- **Support Coach Teacher’s Manual** pp. 22–25, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Getting the Idea section and Example 1 of Student Edition p. 38. 20 min.

#### Lesson Focus

**Instruction Coach**

**Lesson 5: Using Place Value to Read and Write Decimals**

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

**Before the Lesson**

Again: review the value of each digit for whole numbers. Ask: ‘What does the 6 stand for in 36,239? Or the 6 in 209,613? Also, what is the value of 3 and 4 for the decimal 0.34?’

**Differentiation Options**

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

#### LESSON FOCUS

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<tr>
<th>Instruction Coach</th>
<th>Lesson 5: Using Place Value to Read and Write Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example B</strong></td>
<td>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 Support Coach Teacher’s Manual. Find MP’s on pp. 22–25 of Support Coach Teacher’s Manual.</td>
</tr>
</tbody>
</table>

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**: pp. 22–25, READY TO GO: Support Independent Practice. 20 min.

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<table>
<thead>
<tr>
<th>Instruction Coach</th>
<th>Lesson 6: Comparing Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example A</strong></td>
<td>To compare two decimals, continue as you have with whole numbers: compare digits from left to right, starting from highest place value until you find a place where the digits are not the same. See EL note on p. 30 of Support Coach Teacher’s Manual.</td>
</tr>
</tbody>
</table>

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**: pp. 50–33, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition**: pp. 16–17, with Getting the Idea section and Example 1 of Student Edition pp. 59–60. 20 min.
- **Support Coach Teacher’s Manual**: pp. 30–33, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition**: pp. 16–17, with Example 2 of Student Edition p. 60. 20 min.
### Domain 2: Number and Operations in Base Ten

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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td><strong>Lesson 6: Comparing Decimals</strong></td>
<td><strong>Lesson 6: Comparing Decimals</strong></td>
<td><strong>Lesson 7: Rounding Decimals Using Place Value</strong></td>
<td><strong>Lesson 7: Rounding Decimals Using Place Value</strong></td>
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<tr>
<td>● EL Adaptations Lesson 6 B</td>
<td>● EL Adaptations Lesson 6 B</td>
<td>● EL Adaptations Lesson 7</td>
<td>● EL Adaptations Lesson 7</td>
<td>● EL Adaptations Lesson 7</td>
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<tr>
<td><strong>Example B</strong></td>
<td><strong>Practice</strong></td>
<td><strong>Practice</strong></td>
<td><strong>Practice</strong></td>
<td><strong>Connect</strong></td>
</tr>
<tr>
<td>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. See EL note on p. 30 of Support Coach Teacher’s Manual.</td>
<td>Divide Practice into two sections (Questions 1–17 on SE p. 40 and 18–23 on p. 41). Ask students to work in groups. Go over the results with the entire class. Pay special attention to Questions 22 and 23. For a good review, work on the MP’s found on pp. 30–33 of Support Coach Teacher’s Manual.</td>
<td></td>
<td></td>
<td>It is a good idea to circle the digit in the place you are rounding to. Think about this decimal 0.248 rounded to the nearest tenth. Circle 2 and look at 4. 4 &lt; 5, so to the nearest tenth, we have 0.2. Rounded to the nearest hundredth: circle 4 and look at 8. 8 &gt; 5, so 0.248 rounded to the nearest hundredth is 0.25.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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### Domain 2: Number and Operations in Base Ten

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<td>Instruction Coach</td>
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<tr>
<td>Lesson 7: Rounding Decimals Using Place Value</td>
<td>Lesson 7: Rounding Decimals Using Place Value</td>
<td>Lesson 8: Multiplying Whole Numbers</td>
<td>Lesson 8: Multiplying Whole Numbers</td>
<td>Lesson 8: Multiplying Whole Numbers</td>
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<tr>
<td>- EL Adaptations Lesson 7</td>
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<td>- EL Adaptations Lesson 8</td>
<td>- EL Adaptations Lesson 8</td>
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<tr>
<td><strong>Example and Problem Solving</strong></td>
<td><strong>Example and Problem Solving</strong></td>
<td><strong>Example and Problem Solving</strong></td>
<td><strong>Example and Problem Solving</strong></td>
<td><strong>Example and Problem Solving</strong></td>
</tr>
<tr>
<td>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. Look closely at the Problem, as it poses a rounding question backwards.</td>
<td>Divide Practice into two sections (Questions 1–14 on SE p. 46 and 15–26 on p. 47). Ask students to work in groups. Go over the results with the entire class. Pay special attention to Questions 25 and 26.</td>
<td>Before the Lesson Multiplication and division fluency becomes critical to a series of lessons. Start with multiplication facts for this lesson. 2’s (2 (\times)) and 5’s (5 (\times)) should be easy; remind students of the commutative property, so 7 (\times) 6 = 6 (\times) 7. Products of multiplying by 9 (9’s) have a pattern; they end in 9, 8, 7, 6, 5, 4, 3, 2, and 1. See Focus on Fluency on p. 40 of Support Coach Teacher’s Manual.</td>
<td>Single-digit multiplication: understanding regrouping and remembering the multiplication facts are keys here. Keeping numbers lined up may be problematic for some students.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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### Domain 2: Number and Operations in Base Ten

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<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 8: Multiplying Whole Numbers</td>
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<tr>
<td><strong>Student Edition</strong> pp. 50–51; 20 min.</td>
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<tr>
<td><strong>Teacher’s Manual</strong> pp. 34–35</td>
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<tr>
<td><strong>EL Adaptations Lesson 8 Example C and Problem Solving</strong></td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Divide Practice into two sections (Questions 1–10 on SE p. 52 and 11–19 on p. 53). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 18 and 19. For a good review, work on the MP’s found on pp. 38–41 of Support Coach Teacher’s Manual.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>Performance Coach Teacher’s Edition pp. 20–21, with Coached Example of Student Edition p. 78. 20 min.</td>
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<tr>
<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 9: Dividing Whole Numbers</td>
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<tr>
<td><strong>Teacher’s Manual</strong> pp. 36–37; 20 min.</td>
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<tr>
<td><strong>EL Adaptations Lesson 9 Practice</strong></td>
</tr>
<tr>
<td>Before the Lesson</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>Support Coach Teacher’s Manual pp. 46–49, READY TO GO: Build Background. 20 min.</td>
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<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 9: Dividing Whole Numbers</td>
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<tr>
<td><strong>Student Edition</strong> pp. 54–55; 20 min.</td>
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<tr>
<td><strong>Teacher’s Manual</strong> pp. 36–37</td>
</tr>
<tr>
<td><strong>EL Adaptations Lesson 9 Example A</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 9: Dividing Whole Numbers</td>
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<tr>
<td><strong>Teacher’s Manual</strong> pp. 36–37</td>
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<tr>
<td><strong>EL Adaptations Lesson 9 Example A</strong></td>
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<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<td>Support Coach Teacher’s Manual pp. 46–49, READY TO GO: Support Independent Practice. 20 min.</td>
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<tr>
<td><strong>LESSON FOCUS</strong> Instruction Coach Lesson 9: Dividing Whole Numbers</td>
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<td>Support Coach Teacher’s Manual pp. 46–49, READY TO GO: Support Independent Practice. 20 min.</td>
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### Domain 2: Number and Operations in Base Ten

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Dividing Whole Numbers&lt;br&gt;● Student Edition p. 57; 20 min.&lt;br&gt;● Teacher’s Manual pp. 36–37&lt;br&gt;● EL Adaptations Lesson 9&lt;br&gt;Example C and Problem Solving&lt;br&gt;Practice, practice, practice – and this one has a remainder. Note how it is written and note that the remainder is always less than the divisor. Why? Over the problem, making sure students can read and plan a strategy to solve. Is it a division problem? Why? Find MP’s on pp. 46–49 of Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Dividing Whole Numbers&lt;br&gt;● Student Edition pp. 59–59; 20 min.&lt;br&gt;● Teacher’s Manual pp. 36–37&lt;br&gt;● EL Adaptations Lesson 9&lt;br&gt;Example B&lt;br&gt;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 &lt; 80).</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 9: Dividing Whole Numbers&lt;br&gt;● Student Edition pp. 60–61; 20 min.&lt;br&gt;● Teacher’s Manual pp. 36–37&lt;br&gt;● EL Adaptations Lesson 9&lt;br&gt;Example C and Problem Solving&lt;br&gt;Practice&lt;br&gt;Divide Practice into two sections (Questions 1–12 on SE p. 60 and 13–19 on p. 61). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 19. For a good review, work on the MP’s found on pp. 46–49 of Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Adding and Subtracting Decimals&lt;br&gt;● Teacher’s Manual pp. 38–39; 20 min.&lt;br&gt;● EL Adaptations Lesson 10&lt;br&gt;Before the Lesson&lt;br&gt;100-square grids either as blocks or on paper (see Math Tools in Teacher’s Manual) will serve as models to represent decimals. They will help students understand the role of place value in addition (and all operations).</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 10: Adding and Subtracting Decimals&lt;br&gt;● Student Edition pp. 62–63; 20 min.&lt;br&gt;● Teacher’s Manual pp. 38–39&lt;br&gt;● EL Adaptations Lesson 10&lt;br&gt;Understand—Connect&lt;br&gt;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 Support Coach Teacher’s Manual.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

**DIFFERENTIATION OPTIONS**
- **Support Coach**<br>Teacher’s Manual pp. 46–49, READY TO GO: Assess. 20 min.<br>- **Performance Coach**<br>Teacher’s Edition pp. 22–23, with Lesson Practice section of Student Edition pp. 89–92. 20 min or as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach**<br>Teacher’s Manual pp. 50–51 PLUG IN: Build Background. 20 min.<br>- **Performance Coach**<br>Teacher’s Edition pp. 24–25, with Getting the Idea section of Student Edition p. 93. 20 min.

**DIFFERENTIATION OPTIONS**
- **Support Coach**<br>Teacher’s Manual pp. 50–51 PLUG IN: Build Background. 20 min.
### Domain 2: Number and Operations in Base Ten

#### LESSON FOCUS
**Instruction Coach**
**Lesson 10: Adding and Subtracting Decimals**
- **Student Edition** p. 64; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations** Lesson 10

**Example A**
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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 50–51 PLUG IN: Introduce Concepts and Vocabulary. 20 min.

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#### LESSON FOCUS
**Instruction Coach**
**Lesson 10: Adding and Subtracting Decimals**
- **Student Edition** p. 65; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations** Lesson 10

**Example B**
Finding the missing number here is a good way to see if students understand the use of addition as the opposite of subtraction. Practice with missing variables covers many bases. See EL note on p. 50 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 50–51 PLUG IN: Support Discussion. 20 min.

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#### LESSON FOCUS
**Instruction Coach**
**Lesson 10: Adding and Subtracting Decimals**
- **Student Edition** pp. 66–67; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations** Lesson 10

**Example C and Complete the Path**
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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 50–51 PLUG IN: Practice and Assess. 20 min.
- **Performance Coach** Teacher’s Edition pp. 24–25, with Lesson Practice section of Student Edition pp. 99–102. 20 min or as time permits.

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#### LESSON FOCUS
**Instruction Coach**
**Lesson 10: Adding and Subtracting Decimals**
- **Student Edition** pp. 68–69; 20 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations** Lesson 10

**Practice**
Divide Practice into two sections (Questions 1–8 on SE p. 68 and 9–20 on p. 69). 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 review, work on the MP’s found on pp. 50–51 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 52–53, POWER UP: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 26–27, with Getting the Idea section and Example 1 of Student Edition pp. 103–104. 20 min.
### Week 11

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#### LESSON FOCUS

**Instruction Coach**

**Lesson 11: Multiplying Decimals**

- **Student Edition**
  - pp. 70–71; 20 min.
- **Teacher’s Manual**
  - pp. 40–41
- **EL Adaptations** Lesson 11

**Understand—Connect**

Use place value models to explore the multiplication 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 either the tenths or hundredths places.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - pp. 52–53, POWER UP: Build Background. 20 min.
- **Performance Coach Teacher’s Edition**
  - pp. 26–27, with Example 2 of Student Edition pp. 105. 20 min.

#### 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 Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
- **Performance Coach Teacher’s Edition**
  - pp. 26–27, with Example 3 of Student Edition p. 106. 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 Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - pp. 52–53, POWER UP: Support Discussion. 20 min.
- **Performance Coach Teacher’s Edition**

#### Example C and Decimal Triangles

**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

- **Support Coach Teacher’s Manual**
  - pp. 52–53, POWER UP: Model Application. 20 min.
- **Performance Coach Teacher’s Edition**
  - pp. 26–27, with Coached Example of Student Edition p. 108. 20 min.

#### Practice

Divide Practice into two sections (Questions 1–8 on SE p. 76 and 9–20 on p. 77). 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 review, work on the MP’s found on pp. 52–53 of Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - pp. 52–53, POWER UP: Practice and Assess. 20 min.
- **Performance Coach Teacher’s Edition**
  - pp. 26–27, with Lesson Practice section of Student Edition pp. 109–112. 20 min or as time permits.
## Domain 2: Number and Operations in Base Ten

### LESSON FOCUS

**Instruction 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

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 12: Dividing Decimals**

- Student Edition pp. 78–79; 20 min.
- Teacher’s Manual pp. 42–43
- EL Adaptations Lesson 12

**Example A**

Decimals / 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 \( \div 2 = 7 \) hundredths.

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

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - Teacher’s Manual pp. 54–57, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach**
Domain 2: Number and Operations in Base Ten

LESSON FOCUS
Instruction Coach
Lesson 12: Dividing Decimals
- Student Edition pp. 84–85; 20 min.
- Teacher’s Manual pp. 42–43
- EL Adaptations Lesson 12 Practice

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review
- Student Edition pp. 86–87; 40 min.
- Teacher’s Manual pp. 88–89
Questions 1–22
Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on pp. 86–87. Make sure all instructions are clear. See Progression Chart on TM pp. 24–25 for a view of progressions connecting lessons of Domain 2.

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

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review
- Student Edition pp. 88–89; 40 min.
- Teacher’s Manual pp. 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 for the second half of the Review on pp. 20–21. In particular, clarify any doubts with respect to Performance Task (Painting Toy Boxes) on p. 89. See Progression Chart on TM pp. 24–25 for a view of progressions connecting lessons of Domain 2.

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

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review
- 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
Instruction Coach
Domain 2 Review
- Assessments pp. 19–21; 40 min.
- Assessments Answer Key pp. 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
**Instruction 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 = 1/6 + 1/6 + 1/6 + 1/6 + 1/6, the sum of unit fractions. Review key vocabulary words.

### DIFFERENTIATION OPTIONS
- **Support Coach**
  Teacher’s Manual pp. 62–65, READY TO GO: Build Background. 20 min.
- **Performance Coach**
  Teacher’s Edition pp. 32–33, with Getting the Idea section and Example 1 of Student Edition pp. 130–131. 20 min.

### LESSON FOCUS
**Instruction Coach**
**Lesson 13: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 92–93; 20 min.
- Teacher’s Manual pp. 46–47
- EL Adaptations Lesson 13

### Example A
**Subtracting two fractions:**
- Introduce and Model. 20 min.
- EL Adaptations Lesson 13

#### Understand—Connect
- Explain like and unlike denominators. Review adding two fractions with like denominators. Explain how to find equivalent fractions so that both fractions have the same denominator. See EL note on p. 62 of Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS
- **Support Coach**
- **Performance Coach**
  Teacher’s Edition pp. 32–33, with Coached Example of Student Edition p. 135. 20 min. or as time permits.

### LESSON FOCUS
**Instruction Coach**
**Lesson 13: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition p. 94; 20 min.
- Teacher’s Manual pp. 46–47
- EL Adaptations Lesson 13

### 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 x 2 + 4 = 14, the number of fifths. See EL note on p. 62 of Support Coach Teacher’s Manual.

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 13: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 98–99; 20 min.
- Teacher's Manual pp. 46–47
- EL Adaptations Lesson 13

**Practice**

Divide Practice into two sections (Questions 1–10 on SE p. 98 and 11–22 on p. 99). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 21 and 22.

**DIFFERENTIATION OPTIONS**

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**Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 100; 20 min.
- Teacher's Manual pp. 48–49
- 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.

**DIFFERENTIATION OPTIONS**

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**Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 101; 20 min.
- Teacher's Manual pp. 48–49
- 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 Support Coach Teacher's Manual.

**DIFFERENTIATION OPTIONS**

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**Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 102–103; 20 min.
- Teacher's Manual pp. 48–49
- 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?’


**DIFFERENTIATION OPTIONS**

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**Lesson 14: Problem Solving: Adding and Subtracting Fractions and Mixed Numbers**
- Student Edition pp. 104–105; 20 min.
- Teacher's Manual pp. 48–49
- 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.

**DIFFERENTIATION OPTIONS**

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### Domain 3: Number and Operations—Fractions

**LESSON FOCUS**
**Instruction Coach**
**Lesson 14:** Problem Solving: Adding and Subtracting Fractions and Mixed Numbers
- **Student Edition** pp. 104–105; 20 min.
- **Teacher’s Manual** pp. 48–49
- **EL Adaptations Lesson 14**

**LESSON FOCUS**
**Instruction Coach**
**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- **Student Edition** p. 106; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**LESSON FOCUS**
**Instruction Coach**
**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- **Student Edition** p. 107; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 62–65, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lessons Practice section of Student Edition pp. 146–147. 20 min or as time permits.

**LESSON FOCUS**
**Instruction Coach**
**Lesson 15:** Problem Solving: Interpreting Fractions as Division
- **Student Edition** pp. 108–109; 20 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations Lesson 15**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 70–73, READY TO GO: Assess. 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lesson Practice section of Student Edition pp. 151–154. 20 min or as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 70–73, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Getting the Idea section and Example 1 of Student Edition p. 148. 20 min.
## Domain 3: Number and Operations—Fractions

### WEEK 17

#### Day 1

**LESSON FOCUS**

**Instruction Coach**

**Lesson 16: Multiplying Fractions**

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

**Before the Lesson**

What does $\frac{1}{5} \times 3$ mean? Try to get students to explain what it means to multiply a fraction by a whole number. Ask: “Can you draw a diagram to show this?” or “Can you explain it in words?” Offer other examples of a fraction times a whole number.

#### DIFFERENTIATION OPTIONS

- **Support Coach** Teacher’s Manual pp. 84–85, POWER UP: Build Background. 20 min.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 84–85, POWER UP: Model Application. 20 min.

#### Day 2

**LESSON FOCUS**

**Instruction Coach**

**Lesson 16: Multiplying Fractions**

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

**UNDERSTAND—CONNECT**

Model an example (such as $\frac{1}{2} \times 6$) 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: $2 \times \frac{3}{5} = \frac{5 \times 2}{3} \times \frac{5}{3}$

See EL note on p. 84 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 84–85, READY TO GO: Support Independent Practice. 20 min.

#### Day 3

**LESSON FOCUS**

**Instruction Coach**

**Lesson 16: Multiplying Fractions**

- Student Edition p. 115; 20 min.
- Teacher’s Manual pp. 52–53
- EL Adaptations Lesson 16

**Example A**

Fraction times a whole number: Start with 15. $3 \times \frac{5}{5} = \frac{5 \times 3}{5}$ or $3 \times \frac{5}{5}$ of a whole.


**DIFFERENTIATION OPTIONS**

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

#### Day 4

**LESSON FOCUS**

**Instruction Coach**

**Lesson 16: Multiplying Fractions**

- Teacher’s Manual pp. 52–53
- EL Adaptations Lesson 16

**Example C**

Fraction times a fraction: $2 \times \frac{3}{5} \times \frac{1}{2} \times \frac{3}{5}$

Find MP’s on pp. 86–89 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

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

#### Day 5

**LESSON FOCUS**

**Instruction Coach**

**Lesson 16: Multiplying Fractions**

- Teacher’s Manual pp. 52–53
- EL Adaptations Lesson 16

**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: $a \times b = (a \times c)/(b \times d)$

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## Domain 3: Number and Operations—Fractions

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<td><strong>Practice</strong></td>
<td><strong>Before the Lesson</strong></td>
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<td><strong>Example C</strong></td>
<td><strong>Example C</strong></td>
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<td>Divide Practice into two sections (Questions 1–5 on p. 118 and 6–21 on p. 119). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 21. For a good review, work on the MP’s found on pp. 86–89 of Support Coach Teacher’s Manual.</td>
<td>Ask: ‘Which is greater, ( \frac{24}{3} \times \frac{1}{6} ) or ( \frac{24}{3} \times \frac{1}{4} )? ( \frac{24}{3} \times \frac{1}{4} ) or ( \frac{24}{3} \times \frac{1}{2} )? ( \frac{24}{3} \times \frac{1}{2} ) or ( \frac{24}{3} \times \frac{3}{2} )? Discuss results and explain.’</td>
<td>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. See EL note on p. 92 of Support Coach Teacher’s Manual.</td>
<td>Experiment with these: ( \frac{3}{4} \times \frac{3}{12} ), ( \frac{4}{4} \times \frac{3}{12} ), ( \frac{5}{4} \times \frac{3}{12} ). Ask: ‘Which is less than 12? Equal to 12? Greater than 12? Explain each and discuss why.’ See EL note on p. 94 of Support Coach Teacher’s Manual.</td>
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### Week 19

**Day 1**

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

**LESSON FOCUS**

- **Instruction Coach**
  - **Lesson 17: Interpreting Multiplication of Fractions**
    - **Student Edition** p. 123; 20 min.
    - **Teacher’s Manual** pp. 54–55
    - **EL Adaptations Lesson 17**

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

  Find MP’s on pp. 94–97 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 94–97, READY TO GO: 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.

**Day 2**

**LESSON FOCUS**

- **Instruction Coach**
  - **Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers**
    - **Student Edition** p. 126; 20 min.
    - **Teacher’s Manual** pp. 56–57
    - **EL Adaptations Lesson 18**

**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.
- Pay special attention to Questions 21 and 22.

**DIFFERENTIATION OPTIONS**

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

**Day 3**

**LESSON FOCUS**

- **Instruction Coach**
  - **Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers**
    - **Student Edition** p. 127; 20 min.
    - **Teacher’s Manual** pp. 56–57
    - **EL Adaptations Lesson 18**

**FAVORITE LUNCH SURVEY**

- Remember the procedure for multiplying two fractions—multiply numerators and multiply denominators. You might make up a fictional number of students to make this problem clearer. Say we start with 24 students. 1/2 of these choose sandwiches; that is 12 students. 3/4 of the 12 students choose peanut butter. That makes it 9.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 102–105, READY TO GO: Support Independent Practice. 20 min.
- **Performance Coach** Teacher’s Edition pp. 44–45, with Coached Example of Student Edition p. 183. 20 min.
### Domain 3: Number and Operations—Fractions

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 18: Problem Solving: Multiplying Fractions and Mixed Numbers&lt;br&gt;- Student Edition pp. 130–131; 20 min.&lt;br&gt;- Teacher’s Manual pp. 56–57&lt;br&gt;- EL Adaptations Lesson 18&lt;br&gt;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 review, work on the MP’s found on pp. 102–105 of Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Teacher’s Manual pp. 110–113, READY TO GO: Build Background. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 44–45, with Getting the Idea section and Example 1 of Student Edition pp. 188–189. 20 min.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 19: Dividing with Unit Fractions and Whole Numbers&lt;br&gt;- Student Edition pp. 132–133; 20 min.&lt;br&gt;- Teacher’s Manual pp. 58–59&lt;br&gt;- EL Adaptations Lesson 19&lt;br&gt;Before the Lesson&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Teacher’s Manual pp. 110–113, READY TO GO: Introduce and Model. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 44–45, with Examples 2–3 of Student Edition pp. 190–191. 20 min.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 19: Dividing with Unit Fractions and Whole Numbers&lt;br&gt;- Student Edition pp. 134–135; 20 min.&lt;br&gt;- Teacher’s Manual pp. 58–59&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?&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Support Coach Teacher’s Manual pp. 110–113, READY TO GO: Support Independent Practice. 20 min.&lt;br&gt;- Performance Coach Teacher’s Edition pp. 44–45, with Coached Example of Student Edition p. 192. 20 min.</td>
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## Domain 3: Number and Operations—Fractions

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| **LESSON FOCUS** Instruction Coach  
Lesson 19: Dividing with Unit Fractions and Whole Numbers  
- Student Edition p. 136; 20 min.  
- Teacher’s Manual pp. 58–59  
- EL Adaptations Lesson 19 Practice Part 1  
  Questions 1–14. 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.  
For a good review, work on the MP’s found on pp. 110–113 of Support Coach Teacher’s Manual. |
| **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 46–47, with Lesson Practice section of Student Edition pp. 193–194. 20 min or as time permits. |
| **LESSON FOCUS** Instruction Coach  
Lesson 20: Problem Solving: Dividing with Unit Fractions  
- Student Edition p. 138; 20 min.  
- Teacher’s Manual pp. 60–61  
- EL Adaptations Lesson 20 Party Punch  
  Ask: ‘How do you know to divide here? Justify your answer. Can you sketch a model that represents 1/2 ÷ 8?’  
| **DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual pp. 110–113, READY TO GO: Introduce and Model. 20 min.  
| **LESSON FOCUS** Instruction Coach  
Lesson 20: Problem Solving: Dividing with Unit Fractions  
- Student Edition p. 139; 20 min.  
- Teacher’s Manual pp. 60–61  
- EL Adaptations Lesson 20 Servings per Honey Jar  
  Read the problem again if necessary. Students may want to jump in and use division, but ask why before they go any further. Make sure they understand the steps necessary to find the solution.  
| **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 48–49, with Example 2 and Coached Example of Student Edition pp. 201–202. 20 min or as time permits. |
## Domain 3: Number and Operations—Fractions

### LESSON FOCUS

**Instruction Coach**

**Lesson 20: Problem Solving: Dividing with Unit Fractions**

- **Student Edition** pp. 140–141; 20 min.
- **Teacher’s Manual** pp. 60–61
- **EL Adaptations Lesson 20**

**Practice**

Ask students to work in groups, and then go over the results with the entire class. Make sure students understand questions. For a good review, work on the MP’s found on pp. 110–113 of **Support Coach Teacher’s Manual**.

### DIFFERENTIATION OPTIONS

- **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.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 3 Review**

- **Student Edition** pp. 142–143; 40 min.
- **Teacher’s Manual** pp. 94–95

**Questions 1–19**

Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review on SE pp. 142–143. Make sure all instructions are clear. See Progression Chart on TM pp. 44–45 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.

- **Performance Coach Teacher’s Edition** p. 50, with Domain 3 Review section of **Student Edition** pp. 205–207 as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 3 Review**

- **Student Edition** pp. 144–145; 40 min.
- **Teacher’s Manual** pp. 94–95

**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 for the second half of the Review on SE p. 144. In particular, clarify any doubts with respect to Performance Task (Designing a Patio) on p. 145. See Progression Chart on TM pp. 44–45 for a view of progressions connecting lessons of Domain 3.

### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher’s Edition** p. 50, with Domain 3 Review section of **Student Edition** pp. 208–209 as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 3 Assessment**

- **Assessments** pp. 22–26; 40 min.
- **Assessments Answer Key** pp. 11–14

**Questions 1–20**

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

- **Performance Coach Teacher’s Edition** p. 50, with Domain 3 Review section of **Student Edition** pp. 208–209 as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 3 Assessment**

- **Assessments** pp. 27–30; 40 min.
- **Assessments Answer Key** pp. 12–14

**Questions 21–25**

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

- **Performance Coach Teacher’s Edition** p. 50, with Domain 3 Review section of **Student Edition** pp. 208–209 as time permits.

### DIFFERENTIATION OPTIONS

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

### Lesson Focus

**Instruction Coach**

**Lesson 21: Converting Units of Measure to Solve Problems**
- **Student Edition** p. 148; 20 min.
- **Teacher’s Manual** pp. 64–65
- **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 yard = 3 ft
- 1 mile = 5280 ft

Demonstrate how to use the equivalences.

**Differentiation Options**
- **Support Coach** Teacher’s Manual pp. 118–121, READY TO GO: Build Background, 20 min.

**Example B**

This example deals with 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**
- **Support Coach** Teacher’s Manual pp. 118–121, READY TO GO: Introduce and Model, 20 min.

**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**
- **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. 216–217, 20 min or as time permits.

**Example D**

Here we have weight in both measurement systems:
- 16 oz = 1 lb
- 1 ton = 2000 lbs
- 1000 g = 1 kg

Demonstrate how to use the equivalences.

**Differentiation Options**
- **Support Coach** Teacher’s Manual pp. 118–121, READY TO GO: Assess, 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.
# Domain 4: Measurement and Data

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<td>EL Adaptations</td>
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**Example A**
Prepare students by reviewing how to convert fractions to the same denominator. Remind students that $1 = \frac{8}{8}$.

**Answer Questions about the resulting line plot.**

**See EL note on p. 126 of Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  pp. 126–129, READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition**
  pp. 54–55, with Getting the Idea section and Example 1 of Student Edition pp. 220–221. 20 min.

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**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.

**Find MP’s on pp. 126–129 of Support Coach Teacher’s Manual.**

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

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**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.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  pp. 126–129, READY TO GO: Support Independent Practice. 20 min.
- **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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**Example D**
Questions asked here combine abilities to read a line plot and to be able to compute with fractions.

**See EL note on p. 126 of Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  pp. 126–129, READY TO GO: Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition**
  pp. 54–55, with Lesson Practice section of Student Edition pp. 227–228. 20 min or as time permits.

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**Practice**
Divide Practice into two sections (Questions 1–7 on SE p. 158 and 8–11 on p. 159). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Question 11.

**For a good review, work on the MP’s found on pp. 126–129 of Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  pp. 126–129, READY TO GO: Assess. 20 min.
- **Performance Coach Teacher’s Edition**
  pp. 54–55, with Lesson Practice section of Student Edition pp. 227–228. 20 min or as time permits.
**Week 25**

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**LESSON FOCUS**

Instruction Coach

**Lesson 23: Understanding and Measuring Volume**

- **Teacher’s Manual** pp. 68–69; 20 min.
- **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 Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 130–131 PLUG IN: Build Background. 20 min.

**LESSON FOCUS**

Instruction Coach

**Lesson 23: Understanding and Measuring Volume**

- **Student Edition** p. 160; 20 min.
- **Teacher’s Manual** pp. 68–69
- **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.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 130–131 PLUG IN: Practice and Assess. 20 min.

**LESSON FOCUS**

Instruction Coach

**Lesson 23: Understanding and Measuring Volume**

- **Student Edition** p. 161; 20 min.
- **Teacher’s Manual** pp. 68–69
- **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 Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**

- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 235–236. 20 min or as time permits.

**LESSON FOCUS**

Instruction Coach

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

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

**Before the Lesson**

What is a formula? Do you know any formulas? What is the formula for area? We are looking for a formula for the volume of a solid—a rectangular prism. What is a rectangular prism? Can students figure out what the formula is? Take a look at Lesson 23.

**See EL note on p. 140 of Support Coach Teacher’s Manual.**

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher’s Manual pp. 140–141, POWER UP: Build Background. 20 min.
**Domain 4: Measurement and Data**

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<td>● Teacher’s Manual pp. 70–71</td>
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<tr>
<td>● EL Adaptations Lesson 24</td>
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**Understanding—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 $5 \times 2 \times 3$. This thinking leads to the formula $V = l \times w \times h$.

**DIFFERENTIATION OPTIONS**

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

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**LESSON FOCUS**

Instruction Coach

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

- **Student Edition** pp. 166–167; 20 min.
- **Teacher’s Manual** pp. 70–71
- **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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

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

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**LESSON FOCUS**

Instruction 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**

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

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**LESSON FOCUS**

Instruction Coach

**Lesson 25: Recognizing Volume as Additive**

- **Student Edition** pp. 170–171; 20 min.
- **Teacher’s Manual** pp. 72–73
- **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.

# Domain 4: Measurement and Data

## Lesson Focus
### Instruction Coach
**Lesson 25: Recognizing Volume as Additive**
- Student Edition p. 172; 20 min.
- Teacher’s Manual pp. 72–73
- EL Adaptations Lesson 25

### Practice Part 1
Questions 1–4. Go over Question 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
- **Support Coach**
  - Teacher’s Manual pp. 142–145, READY TO GO: Problem Solving. 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 60–61, with Lesson Practice section of Student Edition pp. 249–250. 20 min or as time permits.

## Review and Assess
### Instruction 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 Adptions. Ask students to take a look at instructions for the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 62–63 for a view of progressions connecting lessons of Domain 4.

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

## Review and Assess
### Instruction Coach
**Domain 4 Review**
- Student Edition pp. 176–177; 40 min.
- Teacher’s Manual pp. 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 for 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 TM pp. 62–63 for a view of progressions connecting lessons of Domain 4.

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

## Review and Assess
### Instruction 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.
### Domain 5: Geometry

#### REVIEW AND ASSESS
**Instruction Coach**
**Domain 4 Assessment**
- Assessments pp. 38–41; 40 min.
- Assessments Answer Key pp. 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
**Instruction Coach**
**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 **Support Coach Teacher’s Manual** on p. 148.

**DIFFERENTIATION OPTIONS**
- **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.

See **EL note on p. 148** of **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
**Instruction Coach**
**Lesson 26: Graphing Points on the Coordinate Plane**
- **Student Edition** pp. 182–183, 20 min.
- **Teacher’s Manual** pp. 76–77
- **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** on **SE p. 183** is a good way to assess this lesson.

See **EL note on p. 148** of **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**
**Instruction Coach**
**Lesson 26: Graphing Points on the Coordinate Plane**
- **Student Edition** pp. 184–185; 20 min.
- **Teacher’s Manual** pp. 76–77
- **EL Adaptations** Lesson 26

**Practice**
Divide Practice into two sections (Questions 1–14 on **SE p. 184** and 15–26 on **p. 185**). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 25 and 26. For a good review, work on the **MP’s found on pp. 148–149** of **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

**Lesson Focus**

**Instruction Coach**

**Lesson 27: The Coordinate Plane**

- **Student Edition** p. 186; 20 min.
- **Teacher’s Manual** pp. 78–79
- **EL Adaptations Lesson 27**

**Example**

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**

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

**Lesson Focus**

**Instruction Coach**

**Lesson 27: The Coordinate Plane**

- **Student Edition** p. 187; 20 min.
- **Teacher’s Manual** pp. 78–79
- **EL Adaptations Lesson 27**

**Practice**

Divide Practice into two sections (Questions 1–10 on SE p. 188 and 11–14 on p. 189). Ask students to work in groups, then go over the results with the entire class. Pay special attention to Questions 14 and 15. For a good review, work on the MP’s found on pp. 150–153 of **Support Coach Teacher’s Manual**.

**Differentiation Options**

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

**Lesson Focus**

**Instruction Coach**

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

- **Student Edition** pp. 190–91; 20 min.
- **Teacher’s Manual** pp. 80–81
- **EL Adaptations Lesson 28**

**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.

**Example B**

Shows a right triangle, also called a scalene triangle. Go over the MODEL at the bottom of p. 191. Find MP’s on pp. 156–157 of **Support Coach Teacher’s Manual**.

**Differentiation Options**

- **Support Coach**
- **Performance Coach**
LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures
- Student Edition p. 193; 20 min.
- Teacher’s Manual p. 80–81
- 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 Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS

LESSON FOCUS
Instruction Coach
Lesson 28: Extending Classification of Two-Dimensional Figures
- Teacher’s Manual pp. 80–81
- EL Adaptations Lesson 28

Practice
Divide Practice into two sections (Questions 1–8 on SE p. 194 and 9–17 on p. 195). 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 review, work on the MP’s found on p. 158–161 of Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
- 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
Instruction Coach
Domain 5 Review
- Student Edition pp. 196–197; 40 min.
- Teacher’s Manual p. 99
- Teacher’s Manual p. 100

Questions 1–26 Go over the questions and discuss EL Adaptions. Ask students to take a look at instructions for the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 74–75 for a view of progressions connecting lessons of Domain 5.

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

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 for the second half of the Review on p. 198. In particular, clarify any doubts with respect to Performance Task (Three Points in a Row) on p. 199. See Progression Chart on TM pp. 74–75 (Teacher’s Manual) for a view of progressions connecting lessons of Domain 5.

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

DOMAIN REVIEW AND ASSESS
Instruction Coach
Domain 5 Review
- Assessments pp. 42–50; 40 min.
- Assessments Answer Key pp. 18–21

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

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

DOMAIN REVIEW AND ASSESS
Instruction Coach
Domain 5 Assessment
- Assessments pp. 42–50; 40 min.
- Assessments Answer Key pp. 18–21

Questions 1–20 Provide extra time for assessments and provide readers to read word problems to students.
### End of Year Review

#### END OF YEAR REVIEW

**LESSON FOCUS**  
Instruction Coach Review  
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**  
- Support Coach Assessments pp. 44–51 for Performance Tasks A & B in Domains 1 and 2.  
- Answers: pp. 18–21

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### SUMMATIVE ASSESSMENT

**LESSON FOCUS**  
Instruction 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.

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### SUMMATIVE ASSESSMENT

**LESSON FOCUS**  
Instruction 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.