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
1 Greater focus on fewer topics

The Coach 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.

Comparison of Fractions

Use fraction strips to compare fractions with different denominators.

Example 1

Compare \(\frac{2}{3}\) and \(\frac{3}{5}\).

**Getting the Idea**

There are many ways you can compare two fractions to determine which one is greater. When you compare two fractions, you need to be comparing fractions of wholes that are the same size.

**Example 1**

Comparing Fractions That Have the Same Numerator or Denominator

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

- The fractions \(\frac{4}{5}\) and \(\frac{3}{5}\) have the same denominator but different numerators.
- The fractions \(\frac{2}{3}\) and \(\frac{1}{3}\) have the same denominator but different numerators.

Four sixths are greater than two sixths.

Two sixths are less than two sixths.

- Compare the fractions. The whole strips are the same size.
- The part for \(\frac{2}{3}\) is less than the part for \(\frac{3}{5}\).
- The whole strips are the same size.

**Comparing Fractions**

When comparing fractions:

- Find a common denominator.
- Write the fractions with common denominators.
- Compare the numerators. The fraction with the greater numerator is the greater fraction.

Example 3

\(\frac{1}{2}\) and \(\frac{1}{3}\)

**Strategy**

Write the fractions with common denominators.

**Step 1**

Find a common denominator.

- Least common denominator: 6 is a multiple of 2, but 6 is not a multiple of 3.
- Find a multiple of 3: 3, 6, 9.

- Any of the multiples of 6 also is a multiple of 2.
- 6 is a multiple of 2 because \(2 \cdot 3 = 6\).

- 6 is used as the common denominator.

**Example 3**

Comparing Fractions

There are many ways you can compare two fractions to determine which one is greater.

- See the models to compare fractions with the same denominator.
- Both wholes are \(\frac{3}{6}\) and \(\frac{4}{6}\). The fraction \(\frac{4}{6}\) is greater than \(\frac{3}{6}\).

**Support Coach**

Scaffolded Instruction

Focus: 20 standards

More time and depth on key standards

**Performance Coach**

Instruction for Review and Reinforcement

Focus: all standards

Full coverage of all standards

**Instruction Coach**

Introduction and Instruction

Focus: all standards

Full coverage of all standards

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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.
Florida Coach® Suite Correlation

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

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Florida Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratios &amp; Proportional Relationships</td>
<td>L1</td>
<td>L4</td>
<td>L1</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.1 Use ratios to describe relationship between two quantities</td>
<td>L2</td>
<td>L5</td>
<td>L3</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.2 Understand concept of unit rate $\frac{a}{b}$ associated with a ratio $a:b$ and use rate language in the context of a ratio relationship</td>
<td>L3, L4, L5, L6</td>
<td>L4, L5, L18</td>
<td>L2</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.3.A Use ratio and rate reasoning to find missing values</td>
<td>L3, L4, L5, L6</td>
<td>L5</td>
<td>L3</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.3.B Solve unit rate problems</td>
<td>L3, L4, L5, L6</td>
<td>L6</td>
<td>L4</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.3.C Solve problems involving finding the whole, given a part and the percent</td>
<td>L3, L4, L5, L6</td>
<td>L4</td>
<td>L5</td>
<td></td>
</tr>
<tr>
<td>MAFS.6.RP.1.3.D Use ratio reasoning to convert measurement units</td>
<td>L11</td>
<td></td>
<td>L9</td>
<td></td>
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</table>
### Grade 6

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<tr>
<td><strong>The Number System</strong></td>
<td></td>
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</tbody>
</table>

**MAFS.6.NS.1.1** Divide fractions  
L7, L8  
L3  
L6

**MAFS.6.NS.2.2** Divide multi-digit numbers  
L9  
  

**MAFS.6.NS.2.3** Add, subtract, multiply and divide multi-digit decimals  
L10, L11  
L2  
L8, L9

**MAFS.6.NS.2.4** Find greatest common factor and the least common multiple  
L12  
L1  
L10

**MAFS.6.NS.3.5** Understand that positive and negative numbers used together represent quantities having opposite directions or values  
L13, L15  
L7  
L11

**MAFS.6.NS.3.6.A** Recognize opposite signs of numbers as indicating locations on opposite sides of 0  
L13, L15, L17  
L8  
L12

**MAFS.6.NS.3.6.B** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane  
L13, L15, L17  
L18  
L15

**MAFS.6.NS.3.6.C** Find and position pairs of integers on coordinate plane or line diagram  
L13, L15, L17  
L7, L9, L18  
L12, L15

**MAFS.6.NS.3.7.A** Interpret statements of inequality  
L14, L16  
L9  
L13

**MAFS.6.NS.3.7.B** Interpret and explain statements for order of rational numbers in real-world contexts  
L14, L16  
L9  
L13

**MAFS.6.NS.3.7.C** Understand absolute value as its distance from 0 on the number line  
L14, L16  
L8  
L14

**MAFS.6.NS.3.7.D** Distinguish comparisons of absolute value from statements about order  
L14, L16  
  
L14

**MAFS.6.NS.3.8** Solve problems by graphing points in coordinate plane and use coordinates to find distances between points  
L18  
L18  
L16
<table>
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<td><strong>Expressions &amp; Equations</strong></td>
<td></td>
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</tr>
<tr>
<td>MAFS.6.EE.1.1 Write values with whole-number exponents</td>
<td>L19</td>
<td>L10, L11</td>
<td>L17</td>
</tr>
<tr>
<td></td>
<td>L20, L21</td>
<td>L12</td>
<td>L18</td>
</tr>
<tr>
<td>MAFS.6.EE.1.2.A Write expressions with letters standing for numbers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MAFS.6.EE.1.2.B Identify parts of expression using correct terminology</td>
<td></td>
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<tr>
<td>MAFS.6.EE.1.2.C Evaluate expressions at specific values of their variables</td>
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</tr>
<tr>
<td>MAFS.6.EE.1.3 Use operations to generate equivalent expressions</td>
<td>L22</td>
<td></td>
<td>L19, L20</td>
</tr>
<tr>
<td>MAFS.6.EE.1.4 Identify when two expressions are equivalent</td>
<td>L22</td>
<td></td>
<td>L20</td>
</tr>
<tr>
<td>MAFS.6.EE.2.5 Use substitution to determine whether a given number makes an equation true</td>
<td>L23, L24</td>
<td>L13, L14</td>
<td>L22, L23</td>
</tr>
<tr>
<td>MAFS.6.EE.2.6 Use expressions that record operations with letters standing for numbers</td>
<td>L20, L23, L24, L25</td>
<td>L12</td>
<td>L18, L21</td>
</tr>
<tr>
<td>MAFS.6.EE.2.7 Write and solve equations of the form ( p + x = q )</td>
<td>L23</td>
<td>L13</td>
<td>L22</td>
</tr>
<tr>
<td>MAFS.6.EE.2.8 Write an inequality of the form ( x &lt; c ) or ( x &gt; c ) to represent a constraint</td>
<td>L24</td>
<td>L14</td>
<td>L23</td>
</tr>
<tr>
<td>MAFS.6.EE.3.9 Use graph or table to find equation</td>
<td>L25, L26</td>
<td>L15</td>
<td>L24</td>
</tr>
<tr>
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<tr>
<td></td>
<td><strong>Geometry</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>MAFS.6.G.1.1</strong></td>
<td>Find area of polygons by composing into rectangles or decomposing into triangles</td>
<td>L27</td>
<td>L16</td>
</tr>
<tr>
<td><strong>MAFS.6.G.1.2</strong></td>
<td>Find the volume of a rectangular prism</td>
<td>L28</td>
<td>L17</td>
</tr>
<tr>
<td><strong>MAFS.6.G.1.3</strong></td>
<td>Draw polygons on coordinate plane</td>
<td>L29</td>
<td>L18</td>
</tr>
<tr>
<td><strong>MAFS.6.G.1.4</strong></td>
<td>Use nets to determine 3D figures</td>
<td>L30, L31</td>
<td>L16</td>
</tr>
<tr>
<td></td>
<td><strong>Statistics &amp; Probability</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>MAFS.6.SP.1.1</strong></td>
<td>Recognize a statistical question as one that anticipates variability in the data related to the question</td>
<td>L32</td>
<td></td>
</tr>
<tr>
<td><strong>MAFS.6.SP.1.2</strong></td>
<td>Understand that a set of data has a distribution that can be described by center, spread, and shape</td>
<td>L33</td>
<td>L20</td>
</tr>
<tr>
<td><strong>MAFS.6.SP.1.3</strong></td>
<td>Understand measures of center and measure of variations</td>
<td>L33</td>
<td>L19</td>
</tr>
<tr>
<td><strong>MAFS.6.SP.2.4</strong></td>
<td>Display numerical data on line plots, box plots, and histograms</td>
<td>L35, L36, L37</td>
<td>L19, L20</td>
</tr>
<tr>
<td><strong>MAFS.6.SP.2.5.A</strong></td>
<td>Report number of observations</td>
<td>L34–L38</td>
<td>L20</td>
</tr>
<tr>
<td><strong>MAFS.6.SP.2.5.B</strong></td>
<td>Describe nature of attribute</td>
<td>L34–L38</td>
<td></td>
</tr>
<tr>
<td><strong>MAFS.6.SP.2.5.C</strong></td>
<td>Give quantitative measures of center and variability and describe patterns of data</td>
<td>L34–L38</td>
<td></td>
</tr>
<tr>
<td><strong>MAFS.6.SP.2.5.D</strong></td>
<td>Relate choice of measure of center and variability to the shape of the data</td>
<td>L34–L38</td>
<td>L20</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 32- or 33-week school year. If your school year is longer or shorter than this calendar you can make adjustments for the difference.

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

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

- Each day is planned around a 40-minute session. The suggested times for the core lesson and the differentiation options will vary, but the sum is always 40 minutes. If your class sessions are longer or shorter than 40 minutes, plan accordingly.
### Domain 1: Ratios and Proportional Relationships

<table>
<thead>
<tr>
<th>Day 1</th>
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<th>Day 3</th>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.RP.1.1&lt;br&gt;<em>Instruction Coach&lt;br&gt;Lesson 1: Understanding Ratios</em>&lt;br&gt;● Teacher’s Manual pp. 18–19; 20 min.&lt;br&gt;● EL Adaptations Lesson 1</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.RP.1.1&lt;br&gt;<em>Instruction Coach&lt;br&gt;Lesson 1: Understanding Ratios</em>&lt;br&gt;● Teacher’s Manual pp. 18–19; 20 min.&lt;br&gt;● EL Adaptations Lesson 1&lt;br&gt;<strong>Meaning of Ratio</strong>&lt;br&gt;Pay attention (pronunciation, spelling, meaning) to the term ratio. Use the Before the Lesson as an important way to explain concept and language. Add examples. Alert students to Glossary.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 26–27, Build Background. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 26–27, Model Application. 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.RP.1.2&lt;br&gt;<em>Instruction Coach&lt;br&gt;Lesson 2: Understanding Unit Rates</em>&lt;br&gt;● Teacher’s Manual pp. 20–21; 20 min.&lt;br&gt;● EL Adaptations Lesson 2&lt;br&gt;<strong>Introduce Unit Rate</strong>&lt;br&gt;Review the concept of ratio and add rate and unit rate. Use the Before the Lesson as an important way to explain concept and language. Add examples from students’ lives such has goals per game, cost per dollar, etc. Alert students to Glossary. Pay especial attention to the advice for EL students on p. 34 of Support Coach Teacher’s Manual.</td>
</tr>
<tr>
<td><strong>Before the Lesson</strong>&lt;br&gt;Ask students to make numerical comparisons of sets in the classroom (tables vs. chairs) and outside of the classroom (e.g., states starting with letter A vs. with the letter N). Speak of the ratio of the two numbers (4 to 20, tables to chairs).</td>
<td><strong>LENSON FOCUS</strong>&lt;br&gt;MAFS: 6.RP.1.1&lt;br&gt;<em>Instruction Coach&lt;br&gt;Lesson 1: Understanding Ratios</em>&lt;br&gt;● Teacher’s Manual pp. 18–19; 20 min.&lt;br&gt;● EL Adaptations Lesson 1&lt;br&gt;<strong>Before the Lesson</strong>&lt;br&gt;As an important way to explain concept and language. Add examples. Alert students to Glossary.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 26–27, Model Application. 20 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 26–27, Practice and Assess. 15 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual PLUG IN: pp. 34–35, Building Background. 20 min.</td>
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## Domain 1: Ratios and Proportional Relationships

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**LESSON FOCUS**<br>MAFS: 6.RP.1.2<br>Instruction Coach<br>Lesson 2: Understanding Unit Rates<br>● Student Edition pp. 10–11; 20 min.<br>● Teacher’s Manual pp. 20–21; 20 min.<br>● EL Adaptations Lesson 2<br>Understand—Connect<br>See Understand–Connect discussion, which focuses on the term unit.<br>**DIFFERENTIATION OPTIONS**<br>● Support Coach Teacher’s Manual PLUG IN; pp. 34–35, Introduce and Model, 20 min.<br>● Performance Coach Teacher’s Edition pp. 6–7, with Example 1 of Student Edition pp. 23–24, 20 min.


### Domain 1: Ratios and Proportional Relationships

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</table>
| LESSON FOCUS MAFS: 6.RP.1.3.a Instruction Coach Lesson 3: Using Tables of Equivalent Ratios  
- Student Edition p. 16; 25 min.  
- EL Adaptations Lesson 3 Example A Carefully explain the headings associated with the table. | LESSON FOCUS MAFS: 6.RP.1.3.a Instruction Coach Lesson 3: Using Tables of Equivalent Ratios  
- Student Edition p. 17; 25 min.  
- EL Adaptations Lesson 3 Example A Carefully explain the headings associated with the table. | LESSON FOCUS MAFS: 6.RP.1.3.a Instruction Coach Lesson 3: Using Tables of Equivalent Ratios  
- Student Edition pp. 18–19; 20 min.  
- EL Adaptations Lesson 3 Example C and Example D Make sure to reinforce the many vocabulary words, by asking students to show examples of each one. | LESSON FOCUS MAFS: 6.RP.1.3.a Instruction Coach Lesson 4: Problem Solving: Unit Rates  
- Teacher’s Manual pp. 20–21; 25 min.  
- EL Adaptations Lesson 4 Review Unit Rates See Vocabulary—make sure unit rate is clear by going over specific examples. A good example is speed, as in 40 miles per hour. Alert students to Glossary. | LESSON FOCUS MAFS: 6.RP.1.3.b Instruction Coach Lesson 3: Using Tables of Equivalent Ratios  
- Student Edition pp. 20–21; 25 min.  
- EL Adaptations Lesson 3 Practice Explain the first 2–3 questions, making sure instructions are clear. Go over the main instructions for the rest of Practice to ensure full understanding. |

### DIFFERENTIATION OPTIONS

### DIFFERENTIATION OPTIONS

### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 4–5, with Coached Example of Student Edition p. 18. 20 min.

### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 4–5, with Lesson Practice section of Student Edition pp. 19–22. 15 min or as time permits.

### DIFFERENTIATION OPTIONS
- Support Coach Teacher’s Manual READY TO GO: pp. 38–41, Build Background. See also Spotlight on Mathematical Language, especially for EL students. 25 min.
- Performance Coach Teacher’s Edition pp. 6–7, with Coached Example of Student Edition p. 27. 20 min.
## Domain 1: Ratios and Proportional Relationships

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| **LESSON FOCUS**  
MAFS: 6.RP.1.3.b  
Instruction Coach  
Lesson 4: Problem Solving: Unit Rates  
- EL Adaptations Lesson 4  
Writing Equations  
Explain how equations can represent relationships among numbers. Add examples to the ones found in the Before the Lesson.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher's Edition pp. 6–7, with Lesson Practice section of Student Edition p. 28. 15 min. |
| **LESSON FOCUS**  
MAFS: 6.RP.1.3.b  
Instruction Coach  
Lesson 4: Problem Solving: Unit Rates  
- EL Adaptations Lesson 4  
The Four Steps for Problem Solving  
Go over the four steps for problem solving, explaining the role of each step. Use a simple problem to clarify each step. Discuss each problem with the class before students start working on it.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher's Edition pp. 6–7, with Lesson Practice section of Student Edition p. 29. 15 min. |
| **LESSON FOCUS**  
MAFS: 6.RP.1.3.b  
Instruction Coach  
Lesson 4: Problem Solving: Unit Rates  
- EL Adaptations Lesson 4  
Felicia's Ride, Tennis Camp and The Farmer's Market  
Make sure the questions of all the problems are clear.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher's Edition pp. 6–7, with Lesson Practice section of Student Edition p. 30. 10 min. |
| **LESSON FOCUS**  
MAFS: 6.RP.1.3.b  
Instruction Coach  
Lesson 4: Problem Solving: Unit Rates  
- EL Adaptations Lesson 4  
Art Supply Order and Practice  
Make sure the questions of all the problems are clear.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher's Edition pp. 6–7, with Lesson Practice section of Student Edition p. 31. 10 min. |
| **LESSON FOCUS**  
MAFS: 6.RP.1.3.c  
Instruction Coach  
Lesson 5: Using Percents  
- EL Adaptations Lesson 5  
Introduce Percents  
Show how the word percent is made up of “per and cent”. Connect to the idea of compared to 100. 15 percent means the ratio 15 compared to 100. See Before the Lesson.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher's Manual PLUG IN: pp. 42–43, Build Background and Introduce and Model. 20 min.  
- Performance Coach Teacher's Edition pp. 8–9, with Getting the Idea section of Student Edition p. 32. 20 min. |

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## Domain 1: Ratios and Proportional Relationships

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### Instruction Coach

**Lesson 5: Using Percents**
- **Student Edition** p. 28; 25 min.
- **Teacher’s Manual** pp. 26–27; 25 min.
- **EL Adaptations Lesson 5**

#### Example A
Differentiate between taking the percent of 100 and any other number.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **POWER UP:** pp. 44–45, Build Background. See especially side note on p. 44, EL. 15 min.
- **Performance Coach Teacher’s Edition** pp. 8–9, with Examples 1–2 of Student Edition pp. 33–35. 15 min.

#### LESSON FOCUS

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</tr>
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### Instruction Coach

**Lesson 5: Using Percents**
- **Student Edition** p. 29; 25 min.
- **Teacher’s Manual** pp. 26–27; 25 min.
- **EL Adaptations Lesson 5**

#### Example B
Explain by using definition of percent how 30% becomes a fraction with a denominator of 100. Point out how the tape diagram at the bottom of SE p. 29 can be used with percent.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **POWER UP:** pp. 44–45, Build Background. See especially side note on p. 44 for EL. 15 min.
- **Performance Coach Teacher’s Edition** pp. 8–9, with Examples 3–4 of Student Edition pp. 35–37. 15 min.

### LESSON FOCUS

<table>
<thead>
<tr>
<th>Domain 1: Ratios and Proportional Relationships</th>
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<tr>
<td><strong>MAFS: 6.RP.1.3.c</strong></td>
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</table>

### Instruction Coach

**Lesson 5: Using Percents**
- **Student Edition** pp. 30; 25 min.
- **Teacher’s Manual** pp. 26–27; 25 min.
- **EL Adaptations Lesson 5**

#### Example C
Explain this type (find the whole, given part and percent) carefully. Demonstrate with tapes.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **POWER UP:** pp. 44–45, Introduce and Model. 15 min.
- **Performance Coach Teacher’s Edition** pp. 8–9, with Lesson Practice section of Student Edition pp. 38–41. 20 min or as time permits.

### LESSON FOCUS

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### Instruction Coach

**Lesson 6: Using Ratios to Convert Measurement Units**
- **Teacher’s Manual** pp. 28–29; 25 min.
- **EL Adaptations Lesson 5**

#### Introducing Units
Discuss units with students making sure they know examples from everyday life: inches, feet, hours, meters, gallons, liters, etc. See Before the Lesson and its note on organizing units, which will help with remembering the words.

#### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **PLUG IN:** pp. 26–27, Build Background and Introduce and Model. 15 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Getting the Idea section of Student Edition p. 42. 15 min.
## Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS

**MAFS: 6.RP.1.3.d**

**Instruction Coach**
Lesson 6: Using Ratios to Convert Measurement Units
- **Student Edition** p. 34; 25 min.
- **Teacher’s Manual** pp. 28–29; 25 min.
- **EL Adaptations** Lesson 6

**Example A**
Explain what it means to convert from one unit to another unit, e.g., from meters to centimeters.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 26–27, Model Application. 15 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Example 1 of Student Edition p. 43. 15 min.

### LESSON FOCUS

**MAFS: 6.RP.1.3.d**

**Instruction Coach**
Lesson 6: Using Ratios to Convert Measurement Units
- **Student Edition** p. 35; 25 min.
- **Teacher’s Manual** pp. 28–29; 25 min.
- **EL Adaptations** Lesson 6

**Example B**
Explain what it means to convert from one unit to another unit, e.g., from quarts to gallons. Further, remind students that they should know the basic conversions.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 26–27, Model Application. 15 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Examples 2–3 of Student Edition p. 44. 15 min.

### LESSON FOCUS

**MAFS: 6.RP.1.3.d**

**Instruction Coach**
Lesson 6: Using Ratios to Convert Measurement Units
- **Student Edition** pp. 36–37; 25 min.
- **Teacher’s Manual** pp. 28–29; 25 min.
- **EL Adaptations** Lesson 6

**Example C and Relevant Ratios**
Explain the difference between converting to smaller units and converting to larger units. Make sure the tables of SE p. 37 are clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 30–33, Independent Practice 15 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Lesson Practice section of Student Edition pp. 46–49. 10 min or as time permits.

### LESSON FOCUS

**MAFS: 6.RP.1.3.d**

**Instruction Coach**
Lesson 6: Using Ratios to Convert Measurement Units
- **Student Edition** pp. 38–39; 30 min.
- **Teacher’s Manual** pp. 28–29; 30 min.
- **EL Adaptations** Lesson 6

**Practice**
Make sure the questions are clear. Go over several from different sections.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 30–33, Independent Practice 15 min.
- **Performance Coach Teacher’s Edition** pp. 10–11, with Lesson Practice section of Student Edition pp. 46–49. 10 min or as time permits.

### REVIEW AND ASSESS

**Instruction Coach**
Domain 1 Review
- **Student Edition** pp. 40–41; 40 min.
- **Teacher’s Manual** pp. 105–106

**Review**
Go over Questions 1–32 on SE pp. 40–41 and discuss. EL Adaptions: Domain 1 Review: Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear, and point out the use of Math Tools for questions 23–31. Make sure students can access the Tools when needed. See Progression Chart on TM pp. 16–17 for a view of progressions connecting Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 30–33, Independent Practice 15 min.
- **Performance Coach Teacher’s Edition** p. 12 with Domain 1 Review section of Student Edition pp. 50–52 as time permits.
Week 7

Day 1

Domain 1: Ratios and Proportional Relationships

REVIEW AND ASSESS
Instruction Coach
Domain 1 Review
- Student Edition pp. 42–43; 40 min.
- Teacher’s Manual p. 106

Review & Performance Task
Go over Questions 33–40 on SE p. 42 and discuss. Pay special attention to the Performance Task on p. 43.
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 (Oatmeal Ratios) on p. 43.
See Progression Chart on TM pp. 16–17 for a view of progressions connecting lessons of Domain 1.

DIFFERENTIATION OPTIONS
Ask students to do a single page at a time, and then go over the questions.
- Performance Coach
  Teacher’s Edition p. 12, with Domain 1 Review section of Student Edition pp. 53–54, as time permits.

Day 2

DOMAIN 2: The Number System

LESSON FOCUS
MAFS: 6.NS.1.1
Instruction Coach
Lesson 7: Interpreting and Computing Quotients of Fractions
- Teacher’s Manual pp. 32–33; 30 min.
- EL Adaptations Lesson 7

Review Fractions
A few words here may be familiar, but they will need review to be understood. One way is to ask students to give examples for each word. The tricky work may be reciprocal, so show several instances including whole numbers.

DIFFERENTIATION OPTIONS
- Support Coach Teacher’s Manual
  POWER UP: pp. 20–21, Build Background and Introduce and Model. 20 min.
- Performance Coach
## Domain 2: The Number System

### Lesson Focus

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson 7: Interpreting and Computing Quotients of Fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.NS.1.1&lt;br&gt;<em>Instruction Coach</em>&lt;br&gt;Lesson 7: Interpreting and Computing Quotients of Fractions&lt;br&gt;<em>Student Edition</em> pp. 48–49; 25 min.&lt;br&gt;<em>Teacher’s Manual</em> pp. 32–33; 25 min.&lt;br&gt;<em>EL Adaptations</em> Lesson 7&lt;br&gt;<strong>Example and Problem Solving</strong>&lt;br&gt;Interpret all division of fraction problems so that the concept of division is clear – for example on SE p. 48 810 divided by 15 asks what question? Does it ask how many 15's are in 810?&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;<em>Support Coach Teacher’s Manual</em> READY TO GO: pp. 22–25, Build Background and Introduce and Model. 15 min.&lt;br&gt;<em>Performance Coach Teacher’s Edition</em> pp. 14–15, with Example 3 of Student Edition pp. 60–61. 15 min.</td>
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<tr>
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<th>Lesson 8: Problem Solving: Dividing with Fractions</th>
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<tr>
<td>Day 3</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.NS.1.1&lt;br&gt;<em>Instruction Coach</em>&lt;br&gt;Lesson 8: Problem Solving: Dividing with Fractions&lt;br&gt;<em>Student Edition</em> p. 52; 25 min.&lt;br&gt;<em>Teacher’s Manual</em> pp. 34–35; 25 min.&lt;br&gt;<em>EL Adaptations</em> Lesson 8&lt;br&gt;<strong>Practice</strong>&lt;br&gt;Makes sure students understand the simplest form for fractions.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;<em>Support Coach Teacher’s Manual</em> READY TO GO: pp. 22–25, Support Independent Practice. 15 min.&lt;br&gt;<em>Performance Coach Teacher’s Edition</em> pp. 14–15, with Example 3 of Student Edition pp. 60–61. 15 min.</td>
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<th>Lesson 8: Problem Solving: Dividing with Fractions</th>
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<tr>
<td>Day 5</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 6.NS.1.1&lt;br&gt;<em>Instruction Coach</em>&lt;br&gt;Lesson 8: Problem Solving: Dividing with Fractions&lt;br&gt;<em>Student Edition</em> p. 53; 25 min.&lt;br&gt;<em>Teacher’s Manual</em> pp. 34–35; 25 min.&lt;br&gt;<em>EL Adaptations</em> Lesson 8&lt;br&gt;<strong>Practice</strong>&lt;br&gt;Makes sure students understand the simplest form for fractions.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;<em>Support Coach Teacher’s Manual</em> READY TO GO: pp. 22–25, Support Independent Practice. 15 min.&lt;br&gt;<em>Performance Coach Teacher’s Edition</em> pp. 14–15, with Example 3 of Student Edition pp. 60–61. 15 min.</td>
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</table>
### Domain 2: The Number System

#### Lesson Focus

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Focus</th>
<th>MAFS:</th>
<th>Instruction Coach</th>
<th>Lesson Description</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Lesson 8: Problem Solving: Dividing with Fractions</strong></td>
<td>6.NS.1.1</td>
<td><strong>Student Edition</strong></td>
<td>p. 55; 25 min.</td>
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<tr>
<td><strong>Day 2</strong></td>
<td><strong>Lesson 9: Dividing Whole Numbers</strong></td>
<td>6.NS.2.2</td>
<td><strong>Student Edition</strong></td>
<td>p. 56; 30 min.</td>
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<tr>
<td><strong>Day 3</strong></td>
<td><strong>Lesson 9: Dividing Whole Numbers</strong></td>
<td>6.NS.2.2</td>
<td><strong>Teacher’s Manual</strong></td>
<td>pp. 36–37; 30 min.</td>
<td></td>
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<tr>
<td><strong>Day 4</strong></td>
<td><strong>Lesson 9: Dividing Whole Numbers</strong></td>
<td>6.NS.2.2</td>
<td><strong>EL Adaptations</strong></td>
<td>Lesson 9</td>
<td></td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td><strong>Lesson 10: Adding and Subtracting Decimals</strong></td>
<td>6.NS.2.3</td>
<td><strong>Student Edition</strong></td>
<td>p. 62; 30 min.</td>
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</tr>
</tbody>
</table>

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** ready to go: pp. 22–25, Problem Solving, 15 min.
- **EXPERTS**
  - **Performance Coach Teacher’s Edition**: pp. 16–17, with Getting the Idea section and Examples 1–2 of Student Edition pp. 67–69, 10 min.

#### Practice

- Ask someone to read Questions 3–5 on SE p. 55, and make sure that their meanings are clear. Then ask students to write their own problems that relate to the topic of this lesson.

### Week 9
**Domain 2: The Number System**

<table>
<thead>
<tr>
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<td>Instruction Coach Lesson 10: Adding and Subtracting Decimals</td>
<td>Instruction Coach Lesson 10: Adding and Subtracting Decimals</td>
<td>Instruction Coach Lesson 11: Multiply and Divide Decimals</td>
<td>Instruction Coach Lesson 11: Multiply and Divide Decimals</td>
<td>Instruction Coach Lesson 12: Extending Factors and Multiples to GCF and LCM</td>
</tr>
<tr>
<td>- EL Adaptations Lesson 10 Example B and Example C</td>
<td></td>
<td>- EL Adaptations Lesson 11 Example A, Example B, and Example C</td>
<td></td>
<td>- EL Adaptations Lesson 12 Problem Solving and Practice</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**


- Performance Coach Teacher's Edition pp. 18–19 with Lesson Practice section of Student Edition pp. 80–83. 10 min or as time permits.

- Performance Coach Teacher's Edition pp. 20–21 with Coached Example and Lesson Practice section of Student Edition pp. 88–90. 10 min or as time permits.

- Performance Coach Teacher's Edition pp. 20–21 with Lesson Practice section of Student Edition pp. 91–92. 10 min or as time permits.

- Support Coach Teacher's Manual PLUG IN: pp. 2–3, Build Background and Introduce and Model. 20 min.
**Week 11**

### Domain 2: The Number System

#### Day 1
- **Lesson Focus**
  - MAFS: 6.NS.2.4
  - Instruction Coach
  - Lesson 12: Extending Factors and Multiples to GCF and LCM
  - Student Edition pp. 76–78; 30 min.
  - Teacher’s Manual
  - pp. 42–43; 30 min.
  - EL Adaptations
  - Lesson 12
  - Example A, Example B, and Example C
  - Make sure students understand the distributive property. Ask them to show an example.

#### Day 2
- **Lesson Focus**
  - MAFS: 6.NS.2.4
  - Instruction Coach
  - Lesson 12: Extending Factors and Multiples to GCF and LCM
  - Student Edition pp. 79–81; 30 min.
  - Teacher’s Manual
  - pp. 44–45; 30 min.
  - EL Adaptations
  - Lesson 13
  - Riddle It! and Practice
  - Explain the riddles on SE p. 79 (Riddle It!) to make sure students understand what a riddle is and understand the vocabulary used in these 7 questions.

#### Day 3
- **Lesson Focus**
  - MAFS: 6.NS.3.5, 6.NS.3.6.a, 6.NS.3.6.c
  - Instruction Coach
  - Lesson 13: Locating Positive and Negative Integers on a Number Line
  - Teacher’s Manual
  - pp. 44–45; 30 min.
  - EL Adaptations
  - Lesson 13
  - Before the Lesson
  - Prepare students for new ideas and new vocabulary such as above and below 0; positive and negative numbers; and winning and losing points. Ask class to come up with examples of when above and below 0.

#### Day 4
- **Lesson Focus**
  - MAFS: 6.NS.3.5, 6.NS.3.6.a, 6.NS.3.6.c
  - Instruction Coach
  - Lesson 13: Locating Positive and Negative Integers on a Number Line
  - Student Edition p. 82; 30 min.
  - Teacher’s Manual
  - pp. 44–45; 30 min.
  - EL Adaptations
  - Lesson 13
  - Example A and Example B
  - Make sure all the new vocabulary words are understood with examples. Make ample use of the number line.

#### Day 5
- **Lesson Focus**
  - MAFS: 6.NS.3.5, 6.NS.3.6.a, 6.NS.3.6.c
  - Instruction Coach
  - Lesson 13: Locating Positive and Negative Integers on a Number Line
  - Student Edition p. 83; 30 min.
  - Teacher’s Manual
  - pp. 44–45; 30 min.
  - EL Adaptations
  - Lesson 13
  - Example C and Example D
  - The word opposite has a special math meaning here, so review it with examples.

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**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  - POWER UP: pp. 2–3, Practice and Assess. 10 min.
- **Performance Coach Teacher’s Edition**
- **Performance Coach Teacher’s Edition**

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**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  - READY TO GO: pp. 2–3, Build Background. 10 min.
  - pp. 50–51, Introduce and Model. 10 min.
  - pp. 52–53, Build Background and Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition**
<table>
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**Domain 2: The Number System**

### LESSON FOCUS
MAFS: 6.NS.3.5, 6.NS.3.6.a, 6.NS.3.6.c  
**Instruction Coach**  
**Lesson 13: Locating Positive and Negative Integers on a Number Line**  
- **Student Edition** pp. 84–85; 30 min.  
- **Teacher’s Manual** pp. 44–45; 30 min.  
- **EL Adaptations** Lesson 13

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** POWER UP: pp. 52–53, Build Background and Introduce and Model. 10 min.  
- **Performance Coach Teacher’s Edition** pp. 24–25, with Lesson Practice section of Student Edition pp. 106–109. 10 min or as time permits.

### LESSON FOCUS
MAFS: 6.NS.3.7.c, 6.NS.3.7.d  
**Instruction Coach**  
**Lesson 14: Understanding Absolute Value**  
- **Student Edition** p. 86; 30 min.  
- **Teacher’s Manual** pp. 46–47; 30 min.  
- **EL Adaptations** Lesson 14

**Example A**  
See Before the Lesson for a starter on absolute value. Discuss the meaning of absolute, and why math people may have used this term.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** PLUG IN: pp. 58–59, Build Background and Introduce and Model. 10 min.  

### LESSON FOCUS
MAFS: 6.NS.3.7.c, 6.NS.3.7.d  
**Instruction Coach**  
**Lesson 14: Understanding Absolute Value**  
- **Student Edition** p. 87; 30 min.  
- **Teacher’s Manual** pp. 46–47; 30 min.  
- **EL Adaptations** Lesson 14

**Example B**  
Ask: What other examples can you think of where absolute value applies? Ask: What does distance to 0 mean? Explain the difference between profit and loss, how positive and negative numbers can be used, and where absolute value fits in with these concepts.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** PLUG IN: pp. 58–59, Build Background and Introduce and Model. 10 min.  

### LESSON FOCUS
MAFS: 6.NS.3.7.c, 6.NS.3.7.d  
**Instruction Coach**  
**Lesson 14: Understanding Absolute Value**  
- **Student Edition** p. 88; 30 min.  
- **Teacher’s Manual** pp. 46–47; 30 min.  
- **EL Adaptations** Lesson 14

**Example C**  
Use the number line to explain the words less than and greater than. Ask which is greater, a debt of $50 or a debt of $10?

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** POWER UP: pp. 60–61, Build Background and Introduce and Model. 10 min.  
- **Performance Coach Teacher’s Edition** pp. 30–31, with Example 4 and Coached Example of Student Edition pp. 130–131. 10 min or as time permits.

### LESSON FOCUS
MAFS: 6.NS.3.7.c, 6.NS.3.7.d  
**Instruction Coach**  
**Lesson 14: Understanding Absolute Value**  
- **Student Edition** pp. 89–91; 30 min.  
- **Teacher’s Manual** pp. 46–47; 30 min.  
- **EL Adaptations** Lesson 14

**Problem Solving and Practice**  
Remind students of the 4-step problem solving process. Make sure all problems are clear.

**DIFFERENTIATION OPTIONS**  
- **Support Coach Teacher’s Manual** READY TO GO: pp. 62–65, Build Background and Introduce and Model. 10 min.  
- **Performance Coach Teacher’s Edition** pp. 30–31, with Lesson Practice section of Student Edition pp. 132–135. 10 min or as time permits.
## Domain 2: The Number System

### LESSON FOCUS

**MAFS: 6.NS.3.5, 6.NS.3.6.c**

**Instruction Coach**

**Lesson 15: Locating Rational Numbers on a Number Line**

- **Student Edition** pp. 92–93; 30 min.
- **Teacher’s Manual** pp. 48–49; 30 min.
- **EL Adaptations** Lesson 15

#### Example A and Example B

Ask students 1) what is a rational number? and 2) what other math words are involved in the definition?

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** READY TO GO: pp. 54–57, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Getting the Idea section and Example 1 of Student Edition pp. 110–111. 10 min.

**LESSON FOCUS**

**MAFS: 6.NS.3.5, 6.NS.3.6.c**

**Instruction Coach**

**Lesson 15: Locating Rational Numbers on a Number Line**

- **Student Edition** p. 94; 30 min.
- **Teacher’s Manual** pp. 48–49; 30 min.
- **EL Adaptations** Lesson 15

#### Example C

Explain the meaning of a negative sign to express a number less than 0.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** READY TO GO: pp. 54–57, Introduce and Model. 10 min.

**LESSON FOCUS**

**MAFS: 6.NS.3.5, 6.NS.3.6.c**

**Instruction Coach**

**Lesson 15: Locating Rational Numbers on a Number Line**

- **Student Edition** p. 95; 20 min.
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 15

#### Example D

Explain the meaning of an opposite of an opposite of a number.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** READY TO GO: pp. 54–57, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Example 4 and Coached Example of Student Edition p. 113. 20 min.

**LESSON FOCUS**

**MAFS: 6.NS.3.5, 6.NS.3.6.c**

**Instruction Coach**

**Lesson 15: Locating Rational Numbers on a Number Line**

- **Student Edition** pp. 96–97; 30 min.
- **Teacher’s Manual** pp. 48–49; 30 min.
- **EL Adaptations** Lesson 15

#### Example E

Practice: Explain why the sum of a number and its opposite equals 0.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** READY TO GO: pp. 54–57, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Lesson Practice section of Student Edition pp. 114–117. 10 min or as time permits.

**LESSON FOCUS**

**MAFS: 6.NS.3.7.a, 6.NS.3.7.b**

**Instruction Coach**

**Lesson 16: Ordering Rational Numbers**

- **Student Edition** p. 98; 30 min.
- **Teacher’s Manual** pp. 50–51; 30 min.
- **EL Adaptations** Lesson 16

#### Example A

Make sure all the basic words and symbols are familiar, such as compare, less than, greater than, < and >.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual** PLUG IN: pp. 66–67, Build Backgrounds. 10 min.
- **Performance Coach Teacher’s Edition** pp. 28–29, with Getting the Idea section and Example 1 of Student Edition pp. 118–119. 10 min.
### Domain 2: The Number System

**LESSON FOCUS**
MAFS: 6.NS.3.7.a, 6.NS.3.7.b

**Instruction Coach**
Lesson 16: Ordering Rational Numbers
- Student Edition p. 99; 30 min.
- Teacher’s Manual pp. 50–51; 30 min.
- EL Adaptations Lesson 16

**Example B**
Remind students to use their place value skills to find which number is greater or smaller. A number line is a good way to verify the relative size of two numbers or how far apart they are.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
MAFS: 6.NS.3.7.a, 6.NS.3.7.b

**Instruction Coach**
Lesson 16: Ordering Rational Numbers
- Student Edition pp. 100; 25 min.
- Teacher’s Manual pp. 50–51; 25 min.
- EL Adaptations Lesson 16

**Example C**
Add least and greatest to the list of words important to this lesson.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 28–29, with Lesson Practice section of Student Edition pp. 123–126. 10 min or as time permits.

**LESSON FOCUS**
MAFS: 6.NS.3.7.a, 6.NS.3.7.b

**Instruction Coach**
Lesson 17: Plotting Ordered Pairs on the Coordinate Plane
- Student Edition p. 104; 25 min.
- Teacher’s Manual pp. 52–53; 25 min.
- EL Adaptations Lesson 17

**Example A**
Students need to know each of the words in bold face. How are they connected?

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual PLUG IN: pp. 138–139, Build Background. 15 min.
- Performance Coach Teacher’s Edition pp. 32–33, with Getting the Idea section and Example 1 of Student Edition pp. 136–137. 15 min.

---

**LESSON FOCUS**
MAFS: 6.NS.3.6.b, 6.NS.3.6.c

**Instruction Coach**
Lesson 17: Plotting Ordered Pairs on the Coordinate Plane
- Teacher’s Manual pp. 52–53; 25 min.
- EL Adaptations Lesson 17

**Example B and Example C**
Ask students to illustrate with drawings of each of the key words.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual PLUG IN: pp. 138–139, Introduce and Model. 15 min.
### Domain 2: The Number System

<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>

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 32–33, with Example 4 and Coached Example of Student Edition pp. 140–141. 15 min.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 32–33, with Lesson Practice section of Student Edition pp. 142–145. 20 min or as time permits.

**DIFFERENTIATION OPTIONS**

**DIFFERENTIATION OPTIONS**
## Domain 2: The Number System

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Review**

- **Student Edition** pp. 114–115; 40 min.
- **Teacher’s Manual** pp. 113–114

**Review**

Go over the questions and discuss. Ask students to take a look at instructions for Questions 1–31 on SE pp. 114–115, the first half of the Review. Make sure students can access the Tools when needed. See Progression Chart on TM pp. 30–31 for a view of progressions connecting Lessons of Domain 2.

**DIFFERENTIATION OPTIONS**

- Support **Coach Teacher’s Manual** POWER UP: pp. 141–142, Practice and Assess. 10 min.
- Performance **Coach Teacher's Edition** pp. 34–35, with Lesson Practice section of Student Edition pp. 151–155. 10 min or as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Review**

- **Student Edition** pp. 115–117; 40 min.
- **Teacher’s Manual** p. 114

**Performance Task**

Go over the questions and discuss. Pay special attention to the Performance Task on SE p. 117.

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 (Decode the Ordered Pairs) on p. 117.


**DIFFERENTIATION OPTIONS**

- Performance **Coach Teacher's Edition** p. 36 with Domain 2 Review section of Student Edition pp. 156–158 as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Assessment**

- **Assessments** pp. 16–20; 40 min.
- **Assessments Answer Key** p. 7

**Assessment**

Have students complete Questions 1–21. Provide extra time for assessments and provide readers to read word problems to students.

**DIFFERENTIATION OPTIONS**

- Performance **Coach Teacher's Edition** p. 36 with Domain 2 Review section of Student Edition pp. 159–160 as time permits.

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Assessment**

- **Assessments** pp. 21–25; 40 min.
- **Assessments Answer Key** pp. 7–9

**Assessment**

Have students complete Questions 22–25. Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**

- Provide extra time and assistance for students who qualify.
### Domain 3: Expressions and Equations

#### LESSON FOCUS
**MAFS: 6.EE.1.1**

**Instruction Coach**
Lesson 19: Writing and Evaluating Numerical Expressions
- EL Adaptations Lesson 19

**Evaluate Exponents**
Focus on Before the Lesson. Explain exponent. See English Language Learners.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN:** pp. 82–83, Build Background. 20 min.

**Example A and Example B**
Make sure all vocabulary words four are understood. Offer examples for all.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN:** pp. 82–83, Introduce and Model. 15 min.

**Example C and Example D**
Make sure students understand the order of operations.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN:** pp. 82–83, Model Application. 10 min.

#### LESSON FOCUS
**MAFS: 6.EE.1.1**

**Instruction Coach**
Lesson 19: Writing and Evaluating Numerical Expressions
- Student Edition p. 121; 30 min.
- EL Adaptations Lesson 19

**Example A**
Make sure students understand what variable means and how it is used. Offer examples of phrases and sentences where variable is used. See Before the Lesson.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN:** pp. 90–91, Introduce and Model. 15 min.
### Domain 3: Expressions and Equations

<table>
<thead>
<tr>
<th>Week 18</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<td>MAFS: 6.EE.1.2.a, 6.EE.1.2.b, 6.EE.2.6</td>
<td>MAFS: 6.EE.1.2.c</td>
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<td><strong>Example B</strong></td>
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<tr>
<td>Make sure students understand what variable means and how it is used. Offer examples of phrases and sentences where variable is used. See Before the Lesson.</td>
<td>Explain how to translate algebraic expressions to mathematical operations.</td>
<td>Make sure students understand what variable means and how it is used. Offer examples of phrases and sentences where variable is used. See Before the Lesson.</td>
<td>Review translating verbal expression to mathematical symbols. See Before the Lesson.</td>
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<tr>
<td><strong>Example B</strong></td>
<td><strong>Example C and Problem Solving</strong></td>
<td><strong>Practice</strong></td>
<td><strong>Example A</strong></td>
<td><strong>Example B</strong></td>
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<tr>
<td>Alert students to expressions with more than one variable. Make sure they understand the order of operations. See EL note on p. 94 of Support Coach Teacher’s Manual.</td>
<td>Introduce formula and explain that ( \frac{1}{2} bh ) is another algebraic expression. Review the 4-step process for problem solving.</td>
<td>Use the table on p. 97 of Support Coach Teacher’s Manual to help students.</td>
<td>Review translating verbal expression to mathematical symbols. See Before the Lesson.</td>
<td>Remind students of the distributive property.</td>
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</tbody>
</table>
### Domain 3: Expressions and Equations

#### LESSON FOCUS
**MAFS: 6.EE.1.3, 6.EE.1.4**
**Instruction Coach**
**Lesson 22: Generating and Identifying Equivalent Expressions**
- **Student Edition** p. 137; 30 min.
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 22**

Example C and Example D
Ask students what factoring means and what GCF is.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 86–89, Support Independent Practice 1–7. 10 min.
- **Performance Coach Teacher's Edition** pp. 44–45, with Coached Example of Student Edition p. 192. 10 min.

#### LESSON FOCUS
**MAFS: 6.EE.1.3, 6.EE.1.4**
**Instruction Coach**
**Lesson 22: Generating and Identifying Equivalent Expressions**
- **Student Edition** pp. 138–139; 30 min.
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations Lesson 22**

Practice
Ask: What do we mean by equivalent expression? Where else is equivalent used?

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 86–89, Support Independent Practice 8–14. 10 min.
- **Performance Coach Teacher's Edition** pp. 44–45, with Lesson Practice section of Student Edition pp. 193–196. 10 min or as time permits.

#### LESSON FOCUS
**MAFS: 6.EE.2.5, 6.EE.2.6, 6.EE.2.7**
**Instruction Coach**
**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 140; 25 min.
- **Teacher’s Manual** pp. 66–67; 25 min.
- **EL Adaptations Lesson 23**

Example A
See Before the Lesson. See also: note for EL on p. 98 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 98–99, Build Background and Introduce and Model. 10 min.

#### LESSON FOCUS
**MAFS: 6.EE.2.5, 6.EE.2.6, 6.EE.2.7**
**Instruction Coach**
**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 141; 25 min.
- **Teacher’s Manual** pp. 66–67; 25 min.
- **EL Adaptations Lesson 23**

Example B
Make the idea of substituting a number for a variable clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 100–101, Build Background and Introduce and Model. 15 min.

#### LESSON FOCUS
**MAFS: 6.EE.2.5, 6.EE.2.6, 6.EE.2.7**
**Instruction Coach**
**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 142; 25 min.
- **Teacher’s Manual** pp. 66–67; 25 min.
- **EL Adaptations Lesson 23**

Example C
Explain carefully the idea of inverse, and what it means for solving equations. Show how adding and subtracting; and multiplying and dividing, e.g., are inverse operations.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 100–101, Build Background and Introduce and Model. 15 min.
### Domain 3: Expressions and Equations

#### LESSON FOCUS

**MAFS:** 6.EE.2.5, 6.EE.2.6, 6.EE.2.7

**Instruction Coach**

**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 143; 25 min.
- **Teacher’s Manual** pp. 66–67; 25 min.
- **EL Adaptations** Lesson 23

**Problem Solving**

Review the 4-step process for problem solving.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 46–47, with Lesson Practice section of Student Edition pp. 201–202. 15 min or as time permits.

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**LESSON FOCUS**

**MAFS:** 6.EE.2.5, 6.EE.2.6, 6.EE.2.7

**Instruction Coach**

**Lesson 24: Writing and Solving Inequalities**
- **Student Edition** p. 146; 30 min.
- **Teacher’s Manual** pp. 68–69; 30 min.
- **EL Adaptations** Lesson 24

**Example A**

See Before the Lesson. See also: Note for EL on p. 106 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 102–105, Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 46–47, with Lesson Practice section of Student Edition pp. 203–204. 10 min or as time permits.

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**LESSON FOCUS**

**MAFS:** 6.EE.2.5, 6.EE.2.6, 6.EE.2.8

**Instruction Coach**

**Lesson 24: Writing and Solving Inequalities**
- **Student Edition** p. 147; 25 min.
- **Teacher’s Manual** pp. 68–69; 25 min.
- **EL Adaptations** Lesson 24

**Example B**

Speak to the word inequality, and ask for explanations of its meaning. Make a point of showing that the number of solutions to inequalities different from those of equations.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 50–51, with Example 4 and Coached Example of Student Edition pp. 220–221. 10 min.

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**LESSON FOCUS**

**MAFS:** 6.EE.2.5, 6.EE.2.6, 6.EE.2.8

**Instruction Coach**

**Lesson 24: Writing and Solving Inequalities**
- **Student Edition** p. 148; 30 min.
- **Teacher’s Manual** pp. 68–69; 30 min.
- **EL Adaptations** Lesson 24

**Example C**

Make sure students understand the relationship between the graph and the inequality.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 50–51, with Example 4 and Coached Example of Student Edition pp. 220–221. 10 min.
## Domain 3: Expressions and Equations

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
<th>Day 5</th>
</tr>
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<td><strong>Instruction Coach</strong> Lesson 25: Dependent and Independent Variables</td>
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</tr>
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<td>• EL Adaptations Lesson 24 Practice</td>
<td>• EL Adaptations Lesson 25 Example A</td>
<td>• EL Adaptations Lesson 25 Example B</td>
<td>• EL Adaptations Lesson 25 Practice</td>
</tr>
<tr>
<td>Practice Read each word problem to students if necessary, and make sure all directions are clear.</td>
<td>Practice Read each word problem to students if necessary, and make sure all directions are clear.</td>
<td>See Before the Lesson. Make sure the words and ideas dependent and independent are understood.</td>
<td>Accent the idea of relationships in their lives and now here in math.</td>
<td>Read each word problem to students if necessary, and make sure all directions are clear.</td>
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</table>

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# Domain 3: Expressions and Equations

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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</tr>
</thead>
</table>
| **LESSON FOCUS**  
MAFS: 6.EE.2.6, 6.EE.3.9  
Instruction Coach  
Lesson 25: Dependent and Independent Variables  
- Teacher’s Manual pp. 70–71; 25 min.  
- EL Adaptations Lesson 25  
Practice  
Read each word problem to students if necessary, and make sure all directions are clear. | **LESSON FOCUS**  
MAFS: 6.EE.3.9  
Instruction Coach  
Lesson 26: Problem Solving: Using Equations  
- Teacher’s Manual pp. 72–73; 30 min.  
- EL Adaptations Lesson 26  
Translating Verbal Expressions  
See Before the Lesson. See also: note for EL on p. 90 of Support Coach Teacher’s Manual. | **DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual READY TO GO: pp. 118–121, Independent Practice. 15 min.  
- Performance Coach Teacher’s Edition pp. 52–53, with Lesson Practice section of Student Edition pp. 231–234. 15 min or as time permits. | **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 48–49, with Lesson Practice section of Student Edition pp. 211–215. 10 min or as time permits. | **DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 48–49, with Lesson Practice section of Student Edition pp. 211–215. 10 min or as time permits. |
| **LESSON FOCUS**  
MAFS: 6.EE.3.9  
Instruction Coach  
Lesson 25: Dependent and Independent Variables  
- Teacher’s Manual pp. 70–71; 25 min.  
- EL Adaptations Lesson 25  
Mountain Bike Rental  
Remind students to use the 4-step problem solving process. Help students get started with graphing. | **LESSON FOCUS**  
MAFS: 6.EE.3.9  
Instruction Coach  
Lesson 26: Problem Solving: Using Equations  
- Student Edition p. 158; 30 min.  
- Teacher’s Manual pp. 72–73; 30 min.  
- EL Adaptations Lesson 26  
Carnival Time  
Remind students to use the 4-step problem solving process. Help students get started with graphing. | **DIFFERENTIATION OPTIONS**  
| **LESSON FOCUS**  
MAFS: 6.EE.3.9  
Instruction Coach  
Lesson 25: Dependent and Independent Variables  
- Teacher’s Manual pp. 70–71; 25 min.  
- EL Adaptations Lesson 25  
Mountain Bike Rental  
Remind students to use the 4-step problem solving process. Help students get started with graphing. | **LESSON FOCUS**  
MAFS: 6.EE.3.9  
Instruction Coach  
Lesson 26: Problem Solving: Using Equations  
- Student Edition p. 159; 30 min.  
- Teacher’s Manual pp. 72–73; 30 min.  
- EL Adaptations Lesson 26  
Carnival Time  
Remind students to use the 4-step problem solving process. Help students get started with graphing. | **DIFFERENTIATION OPTIONS**  
## Domain 3: Expressions and Equations

### REVIEW AND ASSESS

#### Instruction Coach

**Domain 3 Review**
- **Student Edition** pp. 162–163; 40 min.
- **Teacher’s Manual** pp. 118–119

**Review**
Go over Questions 1–34 on SE pp. 162–163 and discuss. EL Adaptions: Domain 1 Review: Ask students to take a look at instructions on these pages, the first half of the Review. See Progression Chart on TM pp. 56–57 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.

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#### Domain 3 Review

**Student Edition** pp. 164–165; 40 min.
**Teacher’s Manual** p. 119

**Review & Performance Task**
Go over Questions 35–43 on SE pp. 164–165 and discuss. Pay special attention to the Performance Task (Some Weighty Questions) on p. 165. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any questions with respect to Some Weighty Questions. See Progression Chart on TM pp. 56–57 for a view of progressions connecting Lessons of Domain 3.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

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#### Domain 3 Assessment

**Assessments** pp. 26–29; 40 min.
**Assessments Answer Key** p. 10

**Assessment**
Have students complete 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 3 Assessment

**Assessments** pp. 30–33; 40 min.
**Assessments Answer Key** pp. 10–12

**Assessment**
Have students complete Questions 21–25. Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

---

### LESSON FOCUS

**Geometry**

**MAFS: 6.G.1.1**

**Instruction Coach**

**Lesson 27: Finding the Area of Triangles and Quadrilaterals**
- **Student Edition** pp. 168–169; 30 min.
- **Teacher’s Manual** pp. 76–77; 30 min.
- **EL Adaptations Lesson 27**

**Understanding–Connect**
See the Before the Lesson. Go over the six vocabulary words. Ask students to connect them to each other; e.g., a parallelogram is a quadrilateral. Ask students to draw diagrams for each word. See note for EL on p. 122 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** PLUG IN: pp. 122–123, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 56–57, with Getting the Idea section and Examples 1–3 of Student Edition pp. 242–244. 10 min.
## Domain 4: Geometry

### Day 1
**LESSON FOCUS**
MAFS: 6.G.1.1

**Instruction Coach**
Lesson 27: Finding the Area of Triangles and Quadrilaterals
- **Student Edition** pp. 170–172; 25 min.
- **Teacher’s Manual** pp. 76–77; 25 min.
- **EL Adaptations** Lesson 27

Example A, Example B, and Example C
Remind students of the meaning of formula. Show them area formulas in Math Tools. Work on Example C on SE p. 172: ask students to draw a trapezoid. Fold trapezoid so that it becomes a rectangle.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 122–123, Introduce and Model. 15 min.

### Day 2
**LESSON FOCUS**
MAFS: 6.G.1.1

**Instruction Coach**
Lesson 27: Finding the Area of Triangles and Quadrilaterals
- **Student Edition** pp. 173–175; 30 min.
- **Teacher’s Manual** pp. 76–77; 30 min.
- **EL Adaptations** Lesson 27

Problem Solving and Practice
Remind students of the 4-step problem solving process. Go over the vocabulary of the Lesson to make sure students have mastered the full meaning of each word. Read each word problem clearly to students.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 122–123, Model Application and Practice and Assess 10 min.
- **Performance Coach** Teacher’s Edition pp. 56–57, with Lesson Practice section of Student Edition pp. 248–252. 10 min or as time permits.

### Day 3
**LESSON FOCUS**
MAFS: 6.G.1.2

**Instruction Coach**
Lesson 28: Finding the Volume of Rectangular Prisms
- **Student Edition** pp. 176–177; 30 min.
- **Teacher’s Manual** pp. 78–79; 30 min.
- **EL Adaptations** Lesson 28

Understand–Connect
See the Before the Lesson. Explain volume carefully and demonstrate how it differs from area. See note for EL on p. 130 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 130–131, Build Background. 10 min.

### Day 4
**LESSON FOCUS**
MAFS: 6.G.1.2

**Instruction Coach**
Lesson 28: Finding the Volume of Rectangular Prisms
- **Student Edition** pp. 180–181; 30 min.
- **Teacher’s Manual** pp. 78–79; 30 min.
- **EL Adaptations** Lesson 28

Practice
Explain the formulas for volume. Ask what each variable stands for in these formulas.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 134–137, Support Independent Practice. 10 min.
- **Performance Coach** Teacher’s Edition pp. 58–59, with Lesson Practice section of Student Edition pp. 257–260. 10 min or as time permits.
### Domain 4: Geometry

#### LESSON FOCUS

1. **MAFS: 6.G.1.3**
   - **Instruction Coach**
     - **Lesson 29:** Drawing Polygons on the Coordinate Plane
       - **Student Edition** pp. 182–183; 25 min.
       - **Teacher’s Manual** pp. 80–81; 25 min.
       - **EL Adaptations** Lesson 29
     - Example A and Example B

2. **MAFS: 6.G.1.4**
   - **Instruction Coach**
     - **Lesson 30:** Representing Three-Dimensional Figures Using Nets
       - **Student Edition** pp. 186–187; 30 min.
       - **Teacher’s Manual** pp. 82–83; 30 min.
       - **EL Adaptations** Lesson 30
     - Example A and Example B

3. **MAFS: 6.G.1.4**
   - **Instruction Coach**
     - **Lesson 31:** Using Nets to Find Surface Area
       - **Student Edition** pp. 190–191; 25 min.
       - **Teacher’s Manual** pp. 84–85; 25 min.
       - **EL Adaptations** Lesson 31

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - **PLUG IN:** pp. 138–139, Build Background and Introduce and Model. 15 min.
  - **Performance Coach**

- **Support Coach Teacher’s Manual**  
  - **READY TO GO:** pp. 142–145, Build Background and Introduce and Model. 10 min.
  - **Performance Coach**
    - **Teacher’s Edition** pp. 60–61, with Coached Example and Lesson Practice section of Student Edition pp. 265–269. 10 min or as time permits.

- **Support Coach Teacher’s Manual**  
  - **POWER UP:** pp. 124–125, Practice and Assess. 10 min.
  - **Performance Coach**

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**  
  - **READY TO GO:** pp. 126–129, Build Background and Introduce and Model. 15 min.
  - **Performance Coach**
### Domain 4: Geometry

**LESSON FOCUS**
MAFS: 6.G.1.4

**Instruction Coach**
Lesson 31: Using Nets to Find Surface Area
- **Student Edition** pp. 192–193; 30 min.
- **Teacher’s Manual** pp. 84–85; 30 min.
- **EL Adaptations** Lesson 31

**Practice**
Review the names of the solids used in Practice on SE p. 192–193. Remind students that drawing a net will help with most of the problems.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 126–129, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with Coached Example and Lesson Practice section of Student Edition pp. 275–279. 10 min or as time permits.

**REVIEW AND ASSESS**
**Instruction Coach**
**Domain 4 Review**
- **Student Edition** pp. 194–195; 40 min.
- **Teacher’s Manual** p. 122 Review
Go over Questions 1–18 on SE pp. 194–195 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure students can access the Math Tools when needed. See Progression Chart on TM pp. 56–57 for a view of progressions connecting Lessons of Domain 4.

**DIFFERENTIATION OPTIONS**
Ask students to do the first 10 questions, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 64, with Domain 4 Review section of Student Edition pp. 280–282 as time permits.

**REVIEW AND ASSESS**
**Instruction Coach**
**Domain 4 Assessment**
- **Assessments** pp. 34–40; 40 min.
- **Assessments Answer Key** p. 13 Assessment
Have students complete 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 4 Assessment**
- **Assessments** pp. 41–45; 40 min.
- **Assessments Answer Key** pp. 13–15 Assessment
Have students complete Questions 21–25. Provide clear explanation of questions. Make sure all diagrams are clear.

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.
## Domain 5: Statistics and Probability

### LESSON FOCUS

**MAFS: 6.SP.1.1**

**Instruction Coach**

**Lesson 32: Understanding Statistical Variability**

- **Student Edition** p. 200; 20 min.
- **Teacher's Manual** pp. 88–89; 20 min.
- **EL Adaptations** Lesson 32

**Before the Lesson and Example A**

See Before the Lesson. Add additional examples to show which are statistical questions and which are not. For Example A, there is much to read here, so make sure there is help for students who need it. Make sure the key words statistical and variability are clearly understood.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**
  - PLUG IN: pp. 146–147, Introduce and Model 20 min.
- **Performance Coach Teacher's Manual**

### LESSON FOCUS

**MAFS: 6.SP.1.1**

**Instruction Coach**

**Lesson 32: Understanding Statistical Variability**

- **Student Edition** p. 201; 30 min.
- **Teacher's Manual** pp. 88–89; 30 min.
- **EL Adaptations** Lesson 32

**Example B**

Again, there is much to read here, so make sure there is help for students who need it. Make sure the key words statistical and variability are clearly understood.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**
  - PLUG IN: pp. 146–147, Practice and Assess. 10 min.
- **Performance Coach Teacher's Edition**
  - pp. 66–67, with Lesson Practice section of Student Edition pp. 291–294. 10 min or as time permits.

### LESSON FOCUS

**MAFS: 6.SP.1.2, 6.SP.1.3**

**Instruction Coach**

**Lesson 33: Range and Measures of Center**

- **Student Edition** pp. 204–205; 30 min.
- **Teacher's Manual** pp. 90–91; 30 min.
- **EL Adaptations** Lesson 33

**Example C and Problem Solving**

Read Example C to students. Remind students of the 4-step problem solving process.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**
  - PLUG IN: pp. 146–147, Model Application. 10 min.
- **Performance Coach Teacher's Edition**
  - pp. 68–69, with Getting the Idea section and Example 1 of Student Edition pp. 295–296. 10 min.
## Domain 5: Statistics and Probability

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</table>
| **LESSON FOCUS**<br>MAFS: 6.SP.1.2, 6.SP.1.3<br>Instruction Coach<br>Lesson 33: Range and Measures of Center  
- Teacher’s Manual pp. 90–91; 30 min.  
- EL Adaptations Lesson 33 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition<br>Lesson 33 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
- Teacher’s Manual pp. 92–93; 30 min.  
- EL Adaptations Lesson 34 Before the Lesson and Example A  
This lesson has a group of new words. Illustrate each word with an example. See Before the Lesson. See EL Learners box on p. 146 of Support Coach Teacher’s Manual.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual<br>Teacher’s Edition pp. 211; 30 min.  
- Teacher’s Manual pp. 92–93; 30 min.  
- EL Adaptations Lesson 34 Example B  
Break down the word (and the concept) mean absolute deviation, first deviation, then absolute, and finally mean.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition<br>Lesson 35: Displaying Data Using Dot Plots  
Display different types of graphs. Ask: What types are these? Compare tables and graphs, making language clear. See Before the Lesson.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition<br>Lesson 33 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition<br>Lesson 34 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition<br>Lesson 35 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual<br>Teacher’s Edition pp. 320–323. 10 min or as time permits.  
- Performance Coach Teacher’s Edition<br>Lesson 33 Practice  
Review all key words for this Lesson.  
**DIFFERENTIATION OPTIONS**  
**Domain 5: Statistics and Probability**

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| **LESSON FOCUS**
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c
Instruction Coach
Lesson 35: Displaying Data Using Dot Plots
- Teacher’s Manual pp. 94–95; 30 min.
- EL Adaptations Lesson 35
Example A and Example B
Ask: 'What is the difference between a dot plot and a bar graph? What does outlier mean?' Ask students to give examples.

**DIFFERENTIATION OPTIONS**
- Data Plot Activity Ask students to collect data from classmates and draw a data plot. 10 min.

| **LESSON FOCUS**
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c
Instruction Coach
Lesson 36: Displaying Data Using Box Plots
- Student Edition p. 218; 25 min.
- Teacher’s Manual pp. 96–97; 25 min.
- EL Adaptations Lesson 36
Example B
Review the idea of quartiles—provide a set of data and ask students to compute upper and lower quartiles.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual pp. 148–149, Build Background. 15 min.

| **LESSON FOCUS**
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c
Instruction Coach
Lesson 36: Displaying Data Using Box Plots
- Student Edition p. 219; 30 min.
- Teacher’s Manual pp. 96–97; 30 min.
- EL Adaptations Lesson 36
Example B
Review the idea of quartiles—provide a set of data and ask students to compute upper and lower quartiles.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 76–77, with Lesson Practice section of Student Edition pp. 340–343. 10 min or as time permits.

**LESSON FOCUS**
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c
Instruction Coach
Lesson 36: Displaying Data Using Box Plots
- Student Edition pp. 220–221; 30 min.
- Teacher’s Manual pp. 96–97; 30 min.
- EL Adaptations Lesson 36
Example B
Review the idea of quartiles—provide a set of data and ask students to compute upper and lower quartiles.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual pp. 148–149, Build Background. 15 min.

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**Week 30**
### Domain 5: Statistics and Probability

#### LESSON FOCUS
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c

**Instruction Coach**

**Lesson 37: Displaying Data Using Histograms**

- **Student Edition** p. 222; 25 min.
- **Teacher’s Manual** pp. 98–99; 25 min.
- **EL Adaptations** Lesson 37

**Before the Lesson and Example A**
Review key language of data collection and display – bar graphs, range, tables, charts, data plot, and more. See Before the Lesson. Ask: What is the difference between a histogram and a bar graph?

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 158–161, Build Background, Introduce and Model. 15 min.

#### LESSON FOCUS
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c

**Instruction Coach**

**Lesson 37: Displaying Data Using Histograms**

- **Student Edition** p. 223; 30 min.
- **Teacher’s Manual** pp. 98–99; 30 min.
- **EL Adaptations** Lesson 37

**Example B**
See note about EL on p. 158 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 158–161, Work Together. 10 min.

#### LESSON FOCUS
MAFS: 6.SP.2.4, 6.SP.2.5.a, 6.SP.2.5.b, 6.SP.2.5.c

**Instruction Coach**

**Lesson 37: Displaying Data Using Histograms**

- **Student Edition** pp. 224–225; 30 min.
- **Teacher’s Manual** pp. 98–99; 30 min.
- **EL Adaptations** Lesson 37

**Practice**
Review key words: frequency and grouping. Pay special attention to Questions 9 and 10, making sure the ideas here are clear.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 154–155, Introduce and Model – Support Discussion. 15 min.
- **Performance Coach Teacher’s Edition** pp. 74–75, with Lesson Practice section of Student Edition pp. 330–333. 10 min or as time permits.

#### LESSON FOCUS
MAFS: 6.SP.2.5.a, 6.SP.2.5.d

**Instruction Coach**

**Lesson 38: Choosing Measures to Fit Distributions**

- **Student Edition** p. 226; 25 min.
- **Teacher’s Manual** pp. 100–101; 25 min.
- **EL Adaptations** Lesson 38

**Example A**

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 68–69, with Coached Example of Student Edition p. 299. 10 min.
Domain 5: Statistics and Probability

**LESSON FOCUS**
MAFS: 6.SP.2.5.a, 6.SP.2.5.d

**Instruction Coach**
Lesson 38: Choosing Measures to Fit Distributions
- **Student Edition** pp. 228–229; 30 min.
- **Teacher’s Manual** pp. 100–101; 30 min.
- **EL Adaptations** Lesson 38

**Practice**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN:
  - pp. 146–147, Model Application. 10 min.
- **Performance Coach Teacher’s Edition**
  - pp. 68–69, with Lesson Practice section of Student Edition pp. 300–303. 10 min or as time permits.

**REVIEW AND ASSESS**
**Instruction Coach**
Domain 5 Review
- **Student Edition** pp. 230–231; 40 min.
- **Teacher’s Manual** p. 126

**Questions 1–13**
Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure students can access the Math Tools when needed.

See Progression Chart on TM pp. 86–87 for a view of progressions connecting Lessons of Domain 5.

**DIFFERENTIATION OPTIONS**
Ask students to do the first 5 questions, and then go over the questions.


**REVIEW AND ASSESS**
**Instruction Coach**
Domain 5 Review
- **Student Edition** pp. 232–233; 40 min.
- **Teacher’s Manual** pp. 126–127

**Questions 19–24 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 233. 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 the Performance Task (Information Please) on p. 233. See Progression Chart on pp. 86–87 TM for a view of progressions connecting Lessons of Domain 5.

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

**REVIEW AND ASSESS**
**Instruction Coach**
Domain 5 Assessment
- **Assessments** pp. 46–54; 40 min.
- **Assessments Answer Key** p. 16

**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 5 Assessment
- **Assessments** pp. 55–59; 40 min.
- **Assessments Answer Key** pp. 16–18

**Questions 21–25**
Provide clear explanation of questions. Make sure all diagrams are clear.

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify.
### Week 33

#### Day 1

**End of Year Review**

- **Instruction Coach**
  - Review Domains 1 and 2
  - Lessons 1–18

- **Support Coach**
  - Practice Tests 1 & 2
    - Assessments pp. 64–90
    - Assessments Answer Key pp. 24–35

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.

#### Day 2

**End of Year Review**

- **Instruction Coach**
  - Review Domains 3–5
  - Lessons 18–38

- **Support Coach**
  - Practice Tests 1 & 2
    - Assessments pp. 64–90
    - Assessments Answer Key pp. 24–35

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

**DIFFERENTIATION OPTIONS**


#### Day 3

**SUMMATIVE ASSESSMENT**

- **Instruction Coach**
  - Assessments pp. 60–66; 40 min.
  - Assessments Answer Key p. 19

**Questions 1–25**

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

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

#### Day 4

**SUMMATIVE ASSESSMENT**

- **Instruction Coach**
  - Assessments pp. 67–74; 40 min.
  - Assessments Answer Key pp. 19–20

**Questions 26–50**

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.

#### Day 5

- **Summative Assessment**
  - **Instruction Coach**

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