Program Overview

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

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

Common Core Coach
*Instruction and Practice*
Use **Common Core Coach** as your core instruction.

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

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

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

The models show that \( \frac{7}{10} \) equals \( \frac{1}{10} \) more than \( \frac{3}{5} \).

\[ \frac{3}{5} \text{ is less than } \frac{7}{10} \]

\[ \frac{3}{5} \leq \frac{7}{10} \]

Some eighths are greater than two eighths.

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

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

The whole strips are the same size.

The fractions \( \frac{3}{5} \) and \( \frac{7}{10} \) have the same denominator. When the denominators are the same, compare the numerators. The fraction with the lesser denominator is the greater fraction.

The fractions \( \frac{3}{5} \) and \( \frac{7}{10} \) have the same numerator and different denominators. When the numerators are the same, compare the denominators. The denominator with the greater numerator is the greater fraction.

Example 1

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

Step 1

Find a common denominator.

Both wholes are \( \frac{1}{6} \) and \( \frac{2}{6} \) are fractions. The least common denominator is \( 6 \).

Step 2

Find multiples of 2.

Find the next common denominator. \( 2 \times 3 = 6 \)

Step 3

Write the fractions with common denominators.

Each fraction must have the common denominator.

The denominators are the same.

The denominators are the same.

The numerator for \( \frac{1}{2} \) is \( \frac{3}{6} \) and \( \frac{2}{3} \) is \( \frac{4}{6} \).

The numerators are not the same.

The correct symbol is \( \leq \).

Four thirds are greater than two thirds.

We can also compare two fractions with the same denominator. Compare the numerators to compare the fractions. Three sixths is \( \leq \) than six sixths.
Coherence: Linking topics and thinking across grades

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

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

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

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

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<tr>
<th>Grade 6</th>
<th>Common Core Standards</th>
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<tr>
<td>Ratios and Proportional Relationships</td>
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<td></td>
</tr>
<tr>
<td>6.RP.1</td>
<td>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6.RP.2</td>
<td>Understand the concept of a unit rate ( \frac{a}{b} ) associated with a ratio ( a:b ) with ( b \neq 0 ), and use rate language in the context of a ratio relationship.</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6.RP.3.a</td>
<td>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</td>
<td>3–6</td>
<td>4, 5, 18</td>
<td>2</td>
</tr>
<tr>
<td>6.RP.3.b</td>
<td>Solve unit rate problems including those involving unit pricing and constant speed.</td>
<td>3–6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>6.RP.3.c</td>
<td>Find a percent of a quantity as a rate per 100; solve problems involving finding the whole, given a part and the percent.</td>
<td>3–6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>6.RP.3.d</td>
<td>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</td>
<td>3–6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The Number System</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.NS.1</td>
<td>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</td>
<td>7, 8</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>6.NS.2</td>
<td>Fluently divide multi-digit numbers using the standard algorithm.</td>
<td>9</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>6.NS.3</td>
<td>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</td>
<td>10, 11</td>
<td>2</td>
<td>8, 9</td>
</tr>
</tbody>
</table>
# Grade 6

## Common Core Standards

### The Number System (continued)

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<th>Support Coach Lesson(s)</th>
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</thead>
<tbody>
<tr>
<td>6.NS.4</td>
<td>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</td>
<td>12</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>6.NS.5</td>
<td>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</td>
<td>13, 15</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>6.NS.6.a</td>
<td>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite.</td>
<td>13, 15, 17</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>6.NS.6.b</td>
<td>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</td>
<td>13, 15, 17</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>6.NS.6.c</td>
<td>Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</td>
<td>13, 15, 17</td>
<td>7, 9, 18</td>
<td>12, 15</td>
</tr>
<tr>
<td>6.NS.7.a</td>
<td>Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</td>
<td>14, 16</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>6.NS.7.b</td>
<td>Write, interpret, and explain statements of order for rational numbers in real-world contexts.</td>
<td>14, 16</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>6.NS.7.c</td>
<td>Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</td>
<td>14, 16</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>6.NS.7.d</td>
<td>Distinguish comparisons of absolute value from statements about order.</td>
<td>14, 16</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>6.NS.8</td>
<td>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</td>
<td>18</td>
<td>18</td>
<td>16</td>
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### Expressions and Equations

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<tbody>
<tr>
<td><strong>6.EE.1</strong> Write and evaluate numerical expressions involving whole-number exponents.</td>
<td>19</td>
<td>10, 11</td>
<td>17</td>
</tr>
<tr>
<td><strong>6.EE.2.a</strong> Write expressions that record operations with numbers and with letters standing for numbers.</td>
<td>20, 21</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td><strong>6.EE.2.b</strong> Identify parts of an expression using mathematical terms; view one or more parts of an expression as a single entity.</td>
<td>20, 21</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td><strong>6.EE.2.c</strong> Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).</td>
<td>20, 21</td>
<td>10, 11, 12</td>
<td>19</td>
</tr>
<tr>
<td><strong>6.EE.3</strong> Apply the properties of operations to generate equivalent expressions.</td>
<td>22</td>
<td>19, 20</td>
<td>20</td>
</tr>
<tr>
<td><strong>6.EE.4</strong> Identify when two expressions are equivalent.</td>
<td>22</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>6.EE.5</strong> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</td>
<td>23, 24</td>
<td>13, 14</td>
<td>22, 23</td>
</tr>
<tr>
<td><strong>6.EE.6</strong> Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</td>
<td>20, 23, 24, 25</td>
<td>12</td>
<td>18, 21</td>
</tr>
<tr>
<td><strong>6.EE.7</strong> Solve real-world and mathematical problems by writing and solving equations of the form ( x + p = q ) and ( px = q ) for cases in which ( p, q ) and ( x ) are all nonnegative rational numbers.</td>
<td>23</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td><strong>6.EE.8</strong> Write an inequality of the form ( x &gt; c ) or ( x &lt; c ) to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form ( x &gt; c ) or ( x &lt; c ) have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</td>
<td>24</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td><strong>6.EE.9</strong> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</td>
<td>25, 26</td>
<td>15</td>
<td>24</td>
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### Geometry

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<tr>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.G.1</td>
<td>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</td>
<td>27</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>6.G.2</td>
<td>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas ( V = lwh ) and ( V = bh ) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</td>
<td>28</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>6.G.3</td>
<td>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</td>
<td>29</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>6.G.4</td>
<td>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</td>
<td>30, 31</td>
<td>16</td>
<td>28</td>
</tr>
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</table>

### Statistics and Probability

<table>
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<tr>
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<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.SP.1</td>
<td>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</td>
<td>32</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>6.SP.2</td>
<td>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</td>
<td>33</td>
<td>20</td>
<td>30, 32</td>
</tr>
<tr>
<td>6.SP.3</td>
<td>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</td>
<td>33</td>
<td>19</td>
<td>30, 32</td>
</tr>
<tr>
<td>6.SP.4</td>
<td>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</td>
<td>35, 36, 37</td>
<td>19, 20</td>
<td>31, 33, 34</td>
</tr>
<tr>
<td>6.SP.5.a</td>
<td>Report the number of observations.</td>
<td>34–38</td>
<td>20</td>
<td>30, 32</td>
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### Statistics and Probability (continued)

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<tbody>
<tr>
<td>6.SP.5.b</td>
<td>Describe the nature of the attribute under investigation, including how it was measured and its units of measurement.</td>
<td>34–38</td>
<td></td>
</tr>
<tr>
<td>6.SP.5.c</td>
<td>Give quantitative measures of center and variability, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</td>
<td>34–38</td>
<td></td>
</tr>
<tr>
<td>6.SP.5.d</td>
<td>Relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</td>
<td>34–38</td>
<td>20</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

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

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

#### Day 1
**Lesson Focus**
CCSS: 6.RP.1
- **Common Core Coach Lesson 1: Understanding Ratios**
  - Teacher’s Manual pp. 18–19; 20 min.
  - **EL Adaptations Lesson 1**

**Before the Lesson**
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).

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 26–27 PLUG IN: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Getting the Idea section of Student Edition p. 6. 20 min.

#### Day 2
**Lesson Focus**
CCSS: 6.RP.1
- **Common Core Coach Lesson 1: Understanding Ratios**
  - Teacher’s Manual pp. 18–19; 20 min.
  - **EL Adaptations Lesson 1**

**Meaning of Ratio**
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.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 26–27 for PLUG IN: Model Application. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Example 3 and Coached Example of Student Edition p. 8. 20 min.

#### Day 3
**Lesson Focus**
CCSS: 6.RP.1
- **Common Core Coach Lesson 1: Understanding Ratios**
  - Teacher’s Manual pp. 18–19; 25 min.
  - **EL Adaptations Lesson 1**

**Understand-Connect**
Continue with concept and application of ratio, making sure part-to-whole and whole-to-part is understood.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 26–27 for PLUG IN: Practice and Assess. 15 min.
- **Performance Coach Teacher’s Edition** pp. 34–35 for PLUG IN: Building Background; 20 min.

#### Day 4
**Lesson Focus**
CCSS: 6.RP.2
- **Common Core Coach Lesson 2: Understanding Unit Rates**
  - Teacher’s Manual pp. 20–21; 20 min.
  - **EL Adaptations Lesson 2**

**Introduce Unit Rate**
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 as goals per game, cost per dollar, etc. Alert students to Glossary.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 34–35 for PLUG IN: Practice and Assess. 15 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Lesson Practice section of Student Edition pp. 9–12. 15 min or as time permits.

#### Day 5
**Lesson Focus**
CCSS: 6.RP.1
- **Common Core Coach Lesson 1: Understanding Ratios**
  - Teacher’s Manual pp. 18–19; 20 min.
  - **EL Adaptations Lesson 1**

**Practice**
Begin Practice with full class vocalizing and explaining the first 3–4 questions, making sure instructions are clear. Go over the main instructions in the rest of Practice to insure full understanding. Note Observation and Action on the bottom of p. 27 of Common Core Support Coach Teacher’s Manual.

**Differentiation Options**
- **Common Core Support Coach Teacher’s Manual** pp. 26–27 PLUG IN: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 6–7 with Getting the Idea section of Student Edition p. 23. 20 min.
# Domain 1: Ratios and Proportional Relationships

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<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>CCSS: 6.RP.2</th>
<th>Common Core Coach Lesson 2: Understanding Unit Rates</th>
<th>Teacher’s Manual pp. 20–21; 20 min.</th>
<th>EL Adaptations Lesson 2</th>
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</thead>
</table>

Example A
Review all key words: ratio, rate, and unit rate; inquire about how the three are connected and ask for examples of each.

Example B
Explain why it is necessary to multiply both sides of the equation by the same number.

DIFFERENTIATION OPTIONS

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 6–7 with Example 3 of Student Edition p. 25. 15 min.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 6–7 with Example 3 of Student Edition p. 25. 15 min.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 28–29 for POWER UP: Build Background and Introduce and Model; 25 min.

|--------------|--------------|-----------------------------------------------------|--------------------------------------|--------------------------|

DIFFERENTIATION OPTIONS

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 6–7 with Example 3 of Student Edition p. 25. 15 min.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual pp. 28–29 for POWER UP: Build Background and Introduce and Model; 25 min.
# Domain 1: Ratios and Proportional Relationships

## LESSON FOCUS
**CCSS: 6.RP.3.a**

**Common Core Coach**
**Lesson 3: Using Tables of Equivalent Ratios**
- **EL Adaptations** Lesson 3

**Example A**
Carefully explain the headings associated with the table.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 28–29 for POWER UP: Introduce and Model; 20 min.

## LESSON FOCUS
**CCSS: 6.RP.3.a**

**Common Core Coach**
**Lesson 3: Using Tables of Equivalent Ratios**
- **EL Adaptations** Lesson 3

**Example B**
Ask students to explain the data in the table. After going over each step carefully, give students time to think through the CHECK. Start a discussion around answers.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 28–29 for POWER UP: Introduce and Model; 20 min.

## LESSON FOCUS
**CCSS: 6.RP.3.a**

**Common Core Coach**
**Lesson 3: Using Tables of Equivalent Ratios**
- **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.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 28–29 for POWER UP: Model Applications; 15 min.
- **Performance Coach** Teacher’s Edition pp. 4–5 with Coached Example of Student Edition p. 18. 20 min.

## LESSON FOCUS
**CCSS: 6.RP.3.b**

**Common Core Coach**
**Lesson 4: Problem Solving: Unit Rates**
- Teacher’s Manual pp. 24–25; 20 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.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 38–41 for READY TO GO: Build Background and. 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.
## Week 4

### Day 1

**Domain 1: Ratios and Proportional Relationships**

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<th>LESSON FOCUS</th>
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<td>EL Adaptations</td>
<td>Lesson 4</td>
<td><strong>Lesson 4</strong></td>
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<tr>
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## Domain 1: Ratios and Proportional Relationships

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.RP.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 5: Using Percents&lt;br&gt;● Teacher’s Manual&lt;br&gt;pp. 26–27; 25 min.&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt;Example A&lt;br&gt;Differentiate between taking the percent of 100 and any other number.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.RP.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 5: Using Percents&lt;br&gt;● Teacher’s Manual&lt;br&gt;pp. 26–27; 25 min.&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt;Example B&lt;br&gt;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 p. 29 can be used with percent.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.RP.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 5: Using Percents&lt;br&gt;● Teacher’s Manual&lt;br&gt;pp. 26–27; 25 min.&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt;Example C&lt;br&gt;Explain this type (find the whole, given part and percent) carefully. Demonstrate with tapes.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.RP.3.c&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 5: Using Percents&lt;br&gt;● Teacher’s Manual&lt;br&gt;pp. 26–27; 25 min.&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt;Problem Solving and Practice&lt;br&gt;Go over the wording of the skateboard problem to make sure students understand what type of percent this is.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.RP.3.d&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 6: Using Ratios to Convert Measurement Units&lt;br&gt;● Teacher’s Manual&lt;br&gt;pp. 28–29; 25 min.&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt;Introducing Units&lt;br&gt;Discuss units with students making sure they know examples from every-day life: inches, feet, hours, meters, gallons, liters, etc. See Before the Lesson and its note on organizing units, which will help remembering the words.</td>
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**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 44–45 for POWER UP: Introduce and Model. 15 min.
- **Performance Coach Teacher’s Edition** pp. 8–9 with Coached Example of Student Edition p. 37. 15 min.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 46–49 for READY TO GO: Build Background and Introduce and Model. 20 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.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 26–27 for PLUG IN: 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

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| **LESSON FOCUS**  
CCSS: 6.RP.3.d  
Common Core Coach  
Lesson 6: Using Ratios to Convert Measurement Units  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 26–27 for PLUG IN: Model Application. 15 min.  
- Performance Coach Teacher’s Edition pp. 10–11 with Example 1 of Student Edition p. 43. 15 min. | **LESSON FOCUS**  
CCSS: 6.RP.3.d  
Common Core Coach  
Lesson 6: Using Ratios to Convert Measurement Units  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 26–27 for PLUG IN: Model Application. 15 min.  
- Performance Coach Teacher’s Edition pp. 10–11 with Example 1 of Student Edition p. 44. 15 min. | **LESSON FOCUS**  
CCSS: 6.RP.3.d  
Common Core Coach  
Lesson 6: Using Ratios to Convert Measurement Units  
- 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 p. 37 are clear.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 30–33 for READY TO GO 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**  
CCSS: 6.RP.3.d  
Common Core Coach  
Lesson 6: Using Ratios to Convert Measurement Units  
- Teacher’s Manual pp. 28–29; 30 min.  
- EL Adaptations Lesson 6  
**Practice**  
Make sure the questions of all the problems are clear. Go over several from different sections.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 26–27 for PLUG IN Practice and Assess. 15 min.  
- Performance Coach Teacher’s Edition pp. 10–11 with Coached Example of Student Edition p. 45. 15 min. | **REVIEW AND ASSESS**  
Common Core Coach  
Domain 1 Review  
- Student Edition pp. 40–41; 40 min.  
- Teacher’s Manual pp. 105–106  
**Questions 1–32**  
Go over the questions 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 pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.  
**DIFFERENTIATION OPTIONS**  
Ask students to do a single page at a time, and then go over the questions.  
### Domain 1: Ratios and Proportional Relationships

#### REVIEW AND ASSESS
- **Common Core Coach Domain 1 Review**
  - Student Edition pp. 42–43; 40 min.
  - Teacher’s Manual pg. 106
- **Questions 33–40 & Performance Task**
  - Go over the questions 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 pp. 16–17 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 1.

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

### Domain 2: The Number System

#### LESSON FOCUS
- **CCSS: 6.NS.1**
  - **Common Core 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
- **Common Core Coach Teacher’s Manual** pp. 20–21 for POWER UP: Build Background and Introduce and Model. 20 min.
## Domain 2: The Number System

### LESSON FOCUS
**CCSS: 6.NS.1**  
Common Core Coach

#### Lesson 7: Interpreting and Computing Quotients of Fractions
- Teacher’s Manual pp. 32–33; 25 min.
- EL Adaptations Lesson 7

**Practice**  
Interpret all division of fraction problems so that the concept of division is clear – for Example on p. 48 of SE: 810 divided by 15 asks what question? Does it ask how many 15’s are in 810?

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Build Background and Introduce and Model. 15 min.

### LESSON FOCUS
**CCSS: 6.NS.1**  
Common Core Coach

#### Lesson 8: Problem Solving: Dividing with Fractions
- EL Adaptations Lesson 8

**Frame It**  
Ask someone to read the problem, and make sure that its meaning is clear.

**DIFFERENTIATION OPTIONS**

### LESSON FOCUS
**CCSS: 6.NS.1**  
Common Core Coach

#### Lesson 8: Problem Solving: Dividing with Fractions
- EL Adaptations Lesson 8

**Practice**
Ask someone to read the problems, and make sure that their meanings are clear. Then, ask students to write their own problems that relate to the topic of this lesson.

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

### Day 1

**LESSON FOCUS**

CCSS: 6.NS.1
Common Core Coach
Lesson 8: Problem Solving: Dividing with Fractions
  - EL Adaptations Lesson 8

Practice p. 55
Ask someone to read the problems, and make sure that their meanings are clear. Then ask students to write their own problems that relate to the topic of this lesson.

**DIFFERENTIATION OPTIONS**


### Day 2

**LESSON FOCUS**

CCSS: 6.NS.2
Common Core Coach
Lesson 9: Dividing Whole Numbers
This Standard (6.NS.3) requires fluency.
  - Teacher’s Manual pp. 36–37; 30 min.
  - EL Adaptations Lesson 9

Example A
Recite the steps for Example A.

**DIFFERENTIATION OPTIONS**

- Show simpler division problems, always explaining the underlying concepts of place value.

### Day 3

**LESSON FOCUS**

CCSS: 6.NS.2
Common Core Coach
Lesson 9: Dividing Whole Numbers
This Standard (6.NS.3) requires fluency.
  - Teacher’s Manual pp. 36–37; 30 min.
  - EL Adaptations Lesson 9

Example B and Example C
Recite the steps for Examples B and C.

**DIFFERENTIATION OPTIONS**

- Show simpler division problems, always explaining the underlying concepts of place value.
- TM: Practice with Fluency Practice pages on A1–A4. 10 min.

### Day 4

**LESSON FOCUS**

CCSS: 6.NS.3
Common Core Coach
Lesson 10: Adding and Subtracting Decimals
This Standard (6.NS.3) requires fluency.
  - EL Adaptations Lesson 10

Example A
Always reinforce place value both in the reading and operating of decimals.

**DIFFERENTIATION OPTIONS**

- TM: Fluency Practice pages on A9–A10. 10 min.
Domain 2: The Number System

**LESSON FOCUS**
CCSS: 6.NS.3
Common Core Coach
Lesson 10: Adding and Subtracting Decimals
This Standard (6.NS.3) requires fluency.
- EL Adaptations Lesson 10
Example B and Example C
Always reinforce place value in reading decimals and performing operations.

**DIFFERENTIATION OPTIONS**
- TM: Fluency Practice pages on A9–A10. 10 min.

**LESSON FOCUS**
CCSS: 6.NS.3
Common Core Coach
Lesson 11: Multiply and Divide Decimals
This Standard (6.NS.3) requires fluency.
- Teacher’s Manual pp. 40–41; 30 min.
- EL Adaptations Lesson 11
Example A, Example B, and Example C
Reinforce place value in reading decimals and performing operations.

**DIFFERENTIATION OPTIONS**
- TM: Fluency Practice pages on A11–A14. 10 min.
- 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.

**LESSON FOCUS**
CCSS: 6.NS.4
Common Core Coach
Lesson 12: Extending Factors and Multiples to GCF and LCM
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12
Understand-Connect
Review the concepts of factor and multiple. Ask for 3 factors of 8 and 3 multiples of 8. Explain the area model carefully.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual for PLUG IN: Build Background and Introduce and Model. pp. 2–3. 20 min.
### Domain 2: The Number System

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 6.NS.4</strong>&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;<strong>Lesson 12: Extending Factors and Multiples to GCF and LCM</strong>&lt;br&gt;● Teacher’s Manual pp. 42–43; 30 min.&lt;br&gt;● EL Adaptations Lesson 12 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c</strong>&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;<strong>Lesson 13: Locating Positive and Negative Integers on a Number Line</strong>&lt;br&gt;● Teacher’s Manual pp. 44–45; 30 min.&lt;br&gt;● 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c</strong>&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;<strong>Lesson 13: Locating Positive and Negative Integers on a Number Line</strong>&lt;br&gt;● Teacher’s Manual pp. 44–45; 30 min.&lt;br&gt;● 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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c</strong>&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;<strong>Lesson 13: Locating Positive and Negative Integers on a Number Line</strong>&lt;br&gt;● Teacher’s Manual pp. 44–45; 30 min.&lt;br&gt;● EL Adaptations Lesson 13 Example C and Example D The word opposite has a special math meaning here, so review it with examples.</td>
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### DIFFERENTIATION OPTIONS


- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Build Background. pp. 2–3. 10 min.
- **Performance Coach Teacher’s Edition** pp. 22–23 with Lesson Practice section of Student Edition pp. 97–101. 10 min or as time permits.

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Introduce and Model. pp. 50–51; 10 min.

- **Common Core Support Coach Teacher’s Manual** for POWER UP: Build Background and Introduce and Model. pp. 52–53; 10 min.

### Domain 2: The Number System

| **LESSON FOCUS**<br>**CCSS: 6.NS.4**<br>**Common Core Coach**<br>**Lesson 12: Extending Factors and Multiples to GCF and LCM**<br>● Teacher’s Manual pp. 42–43; 30 min.<br>● EL Adaptations Lesson 12 Example A, Example B, and Example C Make sure students understand the distributive property. Ask them to show an example. | **LESSON FOCUS**<br>**CCSS: 6.NS.4**<br>**Common Core Coach**<br>**Lesson 12: Extending Factors and Multiples to GCF and LCM**<br>● Teacher’s Manual pp. 42–43; 30 min.<br>● EL Adaptations Lesson 12 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. | **LESSON FOCUS**<br>**CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c**<br>**Common Core Coach**<br>**Lesson 13: Locating Positive and Negative Integers on a Number Line**<br>● Teacher’s Manual pp. 44–45; 30 min.<br>● 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. | **LESSON FOCUS**<br>**CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c**<br>**Common Core Coach**<br>**Lesson 13: Locating Positive and Negative Integers on a Number Line**<br>● Teacher’s Manual pp. 44–45; 30 min.<br>● 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. | **LESSON FOCUS**<br>**CCSS: 6.NS.4, 6.NS.6.a, 6.NS.6.c**<br>**Common Core Coach**<br>**Lesson 13: Locating Positive and Negative Integers on a Number Line**<br>● Teacher’s Manual pp. 44–45; 30 min.<br>● EL Adaptations Lesson 13 Example C and Example D The word opposite has a special math meaning here, so review it with examples. |

### DIFFERENTIATION OPTIONS


- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Build Background. pp. 2–3. 10 min.
- **Performance Coach Teacher’s Edition** pp. 22–23 with Lesson Practice section of Student Edition pp. 97–101. 10 min or as time permits.

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Introduce and Model. pp. 50–51; 10 min.

- **Common Core Support Coach Teacher’s Manual** for POWER UP: Build Background and Introduce and Model. pp. 52–53; 10 min.
# Domain 2: The Number System

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**LESSON FOCUS**

**CCSS:** 6.NS.5, 6.NS.6.a, 6.NS.6.c  
**Common Core Coach**  
**Lesson 13: Locating Positive and Negative Integers on a Number Line**  
- Teacher’s Manual pp. 44–45; 30 min.  
- **EL Adaptations** Lesson 13 Practice  
Reinforce the vocabulary of this lesson, as these words will reappear in many other parts of math.  

**DIFFERENTIATION OPTIONS**  
- **Common Core Support** Coach Teacher’s Manual for POWER UP: Build Background and Introduce and Model. pp. 52–53. 10 min.  

**LESSON FOCUS**

**CCSS:** 6.NS.7.c, 6.NS.7.d  
**Common Core Coach**  
**Lesson 14: Understanding Absolute Value**  
- 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**  
- **Common Core Support** Coach Teacher’s Manual for PLUG IN: Build Background and Introduce and Model. pp. 58–59. 10 min.  

**LESSON FOCUS**

**CCSS:** 6.NS.7.c, 6.NS.7.d  
**Common Core Coach**  
**Lesson 14: Understanding Absolute Value**  
- 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**  
- **Common Core Support** Coach Teacher’s Manual for PLUG IN: Model Applications. pp. 58–59. 10 min.  

**LESSON FOCUS**

**CCSS:** 6.NS.7.c, 6.NS.7.d  
**Common Core Coach**  
**Lesson 14: Understanding Absolute Value**  
- 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**  
- **Common Core Support** Coach Teacher’s Manual for READY TO GO: Build Background and Introduce and Model. pp. 60–61. 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**

**CCSS:** 6.NS.7.c, 6.NS.7.d  
**Common Core Coach**  
**Lesson 14: Understanding Absolute Value**  
- Teacher’s Manual pp. 46–47; 30 min.  
- **EL Adaptations** Lesson 14 Problem Solving and Practice  
Remind students of the 4-step process for solving problems. Make sure all problems are clear.

**DIFFERENTIATION OPTIONS**  
- **Common Core Support** Coach Teacher’s Manual for READY TO GO: Build Background and Introduce and Model. pp. 62–65. 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
**CCSS: 6.NS.5, 6.NS.6.c**

**Common Core Coach Lesson 15: Locating Rational Numbers on a Number Line**
- 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**
- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Introduce and Model, pp. 54–57. 10 min.

### LESSON FOCUS
**CCSS: 6.NS.5, 6.NS.6.c**

**Common Core Coach Lesson 15: Locating Rational Numbers on a Number Line**
- 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**
- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Work Together, pp. 54–57. 20 min.

### LESSON FOCUS
**CCSS: 6.NS.5, 6.NS.6.c**

**Common Core Coach Lesson 15: Locating Rational Numbers on a Number Line**
- Teacher’s Manual pp. 48–49; 30 min.
- **EL Adaptations Lesson 15**
  - Example D
  - Explain the meaning of an opposite of an opposite of a number.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Support Independent Practice, pp. 54–57. 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
**CCSS: 6.NS.7.a, 6.NS.7.b**

**Common Core Coach Lesson 16: Ordering Rational Numbers**
- 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**
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Build Backgrounds, pp. 66–67. 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

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<td><strong>Common Core Coach Lesson 17: Plotting Ordered Pairs on the Coordinate Plane</strong></td>
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<tr>
<td>• Teacher’s Manual pp. 50–51; 30 min.</td>
<td>• Teacher’s Manual pp. 50–51; 25 min.</td>
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<td>• EL Adaptations Lesson 16 Example B</td>
<td>• EL Adaptations Lesson 16 Example C</td>
<td>• EL Adaptations Lesson 16 Example B and Example C</td>
<td>• EL Adaptations Lesson 17 Example A</td>
<td>• EL Adaptations Lesson 17 Example B and Example C</td>
</tr>
<tr>
<td>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.</td>
<td>Add least and greatest to the list of words important to this lesson.</td>
<td>Ask students to illustrate with drawings of each of the key words.</td>
<td>Students need to know each of the words in bold face. How are they connected?</td>
<td>Ask students to illustrate with drawings of each of the key words.</td>
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</table>
## Domain 2: The Number System

### Day 1

**Lesson Focus**  
CCSS: 6.NS.6.b, 6.NS.6.c  
Common Core Coach  
Lesson 17: Plotting Ordered Pairs on the Coordinate Plane  
- Teacher’s Manual pp. 52–53; 25 min.  
- EL Adaptations, Lesson 17  
Example D  
Ask: What do reflect and reflection mean?  

**Differentiation Options**  
- Common Core Support  
- Performance Coach  

### Day 2

**Lesson Focus**  
CCSS: 6.NS.6.b, 6.NS.6.c  
Common Core Coach  
Lesson 17: Plotting Ordered Pairs on the Coordinate Plane  
- Teacher’s Manual pp. 52–53; 20 min.  
- EL Adaptations, Lesson 17  
Practice  
Go over Question 18 and make sure it is clear.

**Differentiation Options**  
- Common Core Support  
- Performance Coach  
  Teacher’s Edition pp. 32–33 with Lesson Practice section of Student Edition pp. 142–145. 20 min or as time permits.

### Day 3

**Lesson Focus**  
CCSS: 6.NS.8  
Common Core Coach  
Lesson 18: Problem Solving: Using the Coordinate Plane  
- Teacher’s Manual pp. 54–55; 30 min.  
- EL Adaptations, Lesson 18  
Library Walk  
Review key language dealing with coordinate plane.  
Go over Question 18 and make sure it is clear.

**Differentiation Options**  
- Common Core Support  
  Coach Teacher’s Manual for PLUG IN: Build Background. pp. 138–139. 10 min.  
- Performance Coach  

### Day 4

**Lesson Focus**  
CCSS: 6.NS.8  
Common Core Coach  
Lesson 18: Problem Solving: Using the Coordinate Plane  
- Teacher’s Manual pp. 54–55; 30 min.  
- EL Adaptations, Lesson 18  
From Luke to Leah  
Review key language dealing with coordinate plane.

**Differentiation Options**  
- Common Core Support  
- Performance Coach  

### Day 5

**Lesson Focus**  
CCSS: 6.NS.8  
Common Core Coach  
Lesson 18: Problem Solving: Using the Coordinate Plane  
- Teacher’s Manual pp. 54–55; 30 min.  
- EL Adaptations, Lesson 18  
Practice p.112  
Review key language dealing with coordinate plane.

**Differentiation Options**  
- Common Core Support  
  Coach Teacher’s Manual for PLUG IN: Introduce and Model. pp. 138–139. 10 min.  
- Performance Coach  
## Domain 2: The Number System

### LESSON FOCUS
**CCSS: 6.NS.8**
- **Common Core Coach**
- **Lesson 18: Problem Solving: Using the Coordinate Plane**
  - Teacher’s Manual pp. 54–55; 30 min.
  - EL Adaptations Lesson 18 Practice p.113

Add additional problems that make use of a grid. Ask questions about how one might compute the distance on a diagonal of a square or rectangle. Generate class discussion around this question, including an attempt at measuring the distance.

### DIFFERENTIATION OPTIONS
- 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
**Common Core Coach Domain 2 Review**
- Student Edition pp. 114–115; 40 min.
- Teacher’s Manual pp. 113–114

**Questions 1–31**
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 Tools when needed. See Progression Chart on pp. 30–31 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 2.

### DIFFERENTIATION OPTIONS

### REVIEW AND ASSESS
**Common Core Coach Domain 2 Review**
- Student Edition pp. 115–117; 40 min.
- Teacher’s Manual pg. 114

**Questions 32–49 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on 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. See Progression Chart on pp. 30–31 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 2.

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

### REVIEW AND ASSESS
**Common Core Coach Domain 2 Assessment**
- Assessments pp. 16–20; 40 min.
- Assessments Answer Key p. 7

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

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

### REVIEW AND ASSESS
**Common Core Coach Domain 2 Assessment**
- Assessments pp. 21–25; 40 min.
- Assessments Answer Key pp. 7–9

**Questions 22–25**
Provide clear explanation of questions.

### DIFFERENTIATION OPTIONS
- Provide extra time and assistance for students who qualify.
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<td>EL Adaptations Lesson 19 Evaluate Exponents</td>
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<td>EL Adaptations Lesson 20 Evaluate Exponents</td>
</tr>
<tr>
<td>Example A and Example B Make sure all vocabulary words (4 of them) are understood. Offer examples for all.</td>
<td>Example C and Example D Make sure students understand the order of operations.</td>
<td>Practice Make sure students understand and remember Order of Operations. It will be used frequently.</td>
<td></td>
<td>Example A Variable – make sure students understand what it means and how it is used. Offer examples of phrases and sentences where variable is used. See Before the Lesson.</td>
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### Domain 3: Expressions and Equations

#### LESSON FOCUS

**CCSS: 6.EE.2.a, 6.EE.2.b, 6.EE.6**

**Common Core Coach Lesson 20: Reading and Writing Algebraic Expressions**
- Teacher’s Manual pp. 60–61; 30 min.
- EL Adaptations Lesson 20

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

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual for PLUG IN: Introduce and Model (first two sections). pp. 92–93. 10 min.

#### LESSON FOCUS

**CCSS: 6.EE.2.a, 6.EE.2.b, 6.EE.6**

**Common Core Coach Lesson 20: Reading and Writing Algebraic Expressions**
- Teacher’s Manual pp. 60–61; 25 min.
- EL Adaptations Lesson 20

**Example C**
Explain how to translate algebraic expressions to mathematical operations.

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS

**CCSS: 6.EE.2.a, 6.EE.2.b, 6.EE.6**

**Common Core Coach Lesson 20: Reading and Writing Algebraic Expressions**
- Teacher’s Manual pp. 60–61; 25 min.
- EL Adaptations Lesson 20

**Problem Solving**
Review the 4-step process for problem solving. Walk through each step carefully to the solution. Ask students to write problems similar to this one and use these in further problem solving sessions.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 94–97. 10 min.

#### LESSON FOCUS

**CCSS: 6.EE.2.c**

**Common Core Coach Lesson 21: Evaluating Algebraic Expressions**
- EL Adaptations Lesson 21

**Example A**
Review translating verbal expression to mathematical symbols. See Before the Lesson.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 94–97. 10 min.
Domain 3: Expressions and Equations

Day 1

LESSON FOCUS
CCSS: 6.EE.2.c
Common Core Coach Lesson 21: Evaluating Algebraic Expressions
- EL Adaptations Lesson 21 Example B
Alert students to expressions with more than one variable. Make sure they understand the order of operations. See EL note on p. 94 of Common Core Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model, pp. 94–97. 10 min.

Day 2

LESSON FOCUS
CCSS: 6.EE.2.c
Common Core Coach Lesson 21: Evaluating Algebraic Expressions
- EL Adaptations Lesson 21 Example C and Problem Solving
Introduce formula and explain that \( \frac{1}{2} bh \) is another algebraic expression. Review the 4-step process for problem solving.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual for READY TO GO: Practice and Assess pp. 94–97. 10 min.
- Performance Coach Teacher’s Edition pp. 42–43 with Lesson Practice section of Student Edition pp. 184–187. 10 min or as time permits.

Day 3

LESSON FOCUS
CCSS: 6.EE.2.c
Common Core Coach Lesson 21: Evaluating Algebraic Expressions
- EL Adaptations Lesson 21 Example A
Review translating verbal expression to mathematical symbols. See Before the Lesson.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 86–89. 10 min.

Day 4

LESSON FOCUS
CCSS: 6.EE.3, 6.EE.4
Common Core Coach Lesson 22: Generating and Identifying Equivalent Expressions
- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 22 Example B
Remind students of the distributive property.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model pp. 86–89. 10 min.

Day 5

LESSON FOCUS
CCSS: 6.EE.3, 6.EE.4
Common Core Coach Lesson 22: Generating and Identifying Equivalent Expressions
- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 22 Example A
Review translating verbal expression to mathematical symbols. See Before the Lesson.

DIFFERENTIATION OPTIONS
- Common Core Support Coach Teacher’s Manual for READY TO GO: Practice and Assess pp. 94–97. 10 min.
- Performance Coach Teacher’s Edition pp. 42–43 with Lesson Practice section of Student Edition pp. 184–187. 10 min or as time permits.
### Domain 3: Expressions and Equations

#### Week 20

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**LESSON FOCUS**

**CCSS: 6.EE.3, 6.EE.4**

**Common Core Coach**

Lesson 22: Generating and Identifying Equivalent Expressions

- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 22 Example C and Example D

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**CCSS: 6.EE.3, 6.EE.4**

**Common Core Coach**

Lesson 22: Generating and Identifying Equivalent Expressions

- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 22 Practice

**DIFFERENTIATION OPTIONS**

- Performance Coach Teacher’s Edition pp. 44–45 with Lesson Practice section of Student Edition pp. 193–196. 10 min or as time permits.

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**LESSON FOCUS**

**CCSS: 6.EE.5, 6.EE.6, 6.EE.7**

**Common Core Coach**

Lesson 23: Writing and Solving Equations

- Teacher’s Manual pp. 66–67; 30 min.
- EL Adaptations Lesson 23 Example A

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**CCSS: 6.EE.5, 6.EE.6, 6.EE.7**

**Common Core Coach**

Lesson 23: Writing and Solving Equations

- EL Adaptations Lesson 23 Example B

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**CCSS: 6.EE.5, 6.EE.6, 6.EE.7**

**Common Core Coach**

Lesson 23: Writing and Solving Equations

- EL Adaptations Lesson 23 Example C

**DIFFERENTIATION OPTIONS**

## Domain 3: Expressions and Equations

### LESSON FOCUS
**CCSS: 6.EE.5, 6.EE.6, 6.EE.7**

**Common Core Coach Lesson 23: Writing and Solving Equations**
- 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
**CCSS: 6.EE.5, 6.EE.6, 6.EE.7**

**Common Core Coach Lesson 23: Writing and Solving Equations**
- Teacher’s Manual pp. 66–67; 30 min.
- EL Adaptations Lesson 23

**Practice**
Read each word problem to students if necessary, and make sure all directions are clear.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Introduce and Model, pp. 102–105. 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
**CCSS: 6.EE.5, 6.EE.6, 6.EE.8**

**Common Core Coach Lesson 24: Writing and Solving Inequalities**
- 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 Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** for POWER UP: Build Background and Introduce and Model, pp. 106–107. 10 min.

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### LESSON FOCUS
**CCSS: 6.EE.5, 6.EE.6, 6.EE.8**

**Common Core Coach Lesson 24: Writing and Solving Inequalities**
- 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

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### LESSON FOCUS
**CCSS: 6.EE.5, 6.EE.6, 6.EE.8**

**Common Core Coach Lesson 24: Writing and Solving Inequalities**
- 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
## Domain 3: Expressions and Equations

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.EE.5, 6.EE.6, 6.EE.8&lt;br&gt;Common Core Coach Lesson 24: Writing and Solving Inequalities&lt;br&gt;● Teacher’s Manual pp. 68–69; 30 min.&lt;br&gt;● EL Adaptations Lesson 24 Problem Solving&lt;br&gt;Make sure students graph the solutions correctly, as the graphic can be helpful in understanding the range of values that make up the solution. Ask students to write the inequality for a given graph as further practice.&lt;br&gt;&lt;br&gt;Differentiation Options&lt;br&gt;● Common Core Support Coach Teacher’s Manual for POWER UP: Practice and Assess. pp. 108–109. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 50–51 with Lesson Practice section of Student Edition pp. 222–225. 10 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.EE.5, 6.EE.6, 6.EE.8&lt;br&gt;Common Core Coach Lesson 24: Writing and Solving Inequalities&lt;br&gt;● Teacher’s Manual pp. 68–69; 30 min.&lt;br&gt;● EL Adaptations Lesson 24 Practice&lt;br&gt;Read each word problem to students if necessary, and make sure all directions are clear.&lt;br&gt;&lt;br&gt;Differentiation Options&lt;br&gt;● Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model. pp. 110–113. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 50–51 with Lesson Practice section of Student Edition pp. 224–225. 10 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.EE.6, 6.EE.9&lt;br&gt;Common Core Coach Lesson 25: Dependent and Independent Variables&lt;br&gt;● Teacher’s Manual pp. 70–71; 30 min.&lt;br&gt;● EL Adaptations Lesson 25 Example A&lt;br&gt;See Before the Lesson. Make sure the words and ideas dependent and independent are understood.&lt;br&gt;&lt;br&gt;Differentiation Options&lt;br&gt;● Common Core Support Coach Teacher’s Manual for READY TO GO: Build Background. pp. 118–121. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 52–53 with Getting the Idea section and Example 1 of Student Edition p. 226. 10 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.EE.6, 6.EE.9&lt;br&gt;Common Core Coach Lesson 25: Dependent and Independent Variables&lt;br&gt;● Teacher’s Manual pp. 70–71; 30 min.&lt;br&gt;● EL Adaptations Lesson 25 Example B&lt;br&gt;Accent the idea of relationships in their lives and now here in math.&lt;br&gt;&lt;br&gt;Differentiation Options&lt;br&gt;● Common Core Support Coach Teacher’s Manual for READY TO GO: Independent Practice. pp. 118–121. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 52–53 with Example 4 and Coached Example of Student Edition pp. 229–230. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 6.EE.6, 6.EE.9&lt;br&gt;Common Core Coach Lesson 25: Dependent and Independent Variables&lt;br&gt;● Teacher’s Manual pp. 70–71; 25 min.&lt;br&gt;● EL Adaptations Lesson 25 Practice&lt;br&gt;Read each word problem to students if necessary, and make sure all directions are clear.&lt;br&gt;&lt;br&gt;Differentiation Options&lt;br&gt;● Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model. pp. 118–121. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 52–53 with Examples 2–3 of Student Edition pp. 227–228. 10 min.</td>
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## Domain 3: Expressions and Equations

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### Domain 3: Expressions and Equations

**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Review**
  - Student Edition pp. 162–163; 40 min.
  - Teacher’s Manual pp. 118–119
- Questions 1–34
  Go over the questions 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 pp. 56–57 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 3.

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


**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Review**
  - Student Edition pp. 164–165; 40 min.
  - Teacher’s Manual p. 119
- Questions 35–43 & Performance Task
  Go over the questions 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 Performance Task (Some Weighty Questions) on p. 165.
  See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 3.

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

- **Performance Coach Teacher’s Edition** pp. 54 with Domain 3 Review section of Student Edition pp. 238–239 as time permits.

**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Assessment**
  - Assessments pp. 26–29; 40 min.
  - Assessments Answer Key p. 10
- Questions 1–20
  Provide extra time for assessments and provide readers to read word problems to students.

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

**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Assessment**
  - Assessments pp. 30–33; 40 min.
  - Assessments Answer Key pp. 10–12
- Questions 21–25
  Provide clear explanation of questions.

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

### Domain 4: Geometry

**LESSON FOCUS**
- **CCSS: 6.G.1**
  - **Common Core Coach Lesson 27: Finding the Area of Triangles and Quadrilaterals**
    - Teacher’s Manual pp. 76–77; 30 min.
    - **EL Adaptations Lesson 27**
      Understand-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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual**
  for PLUG IN: Build Background. pp. 122–123. 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

#### LESSON FOCUS
**CCSS: 6.G.1**

**Common Core Coach**

**Lesson 27: Finding the Area of Triangles and Quadrilaterals**
- 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 Trapezoid – ask students to draw one. Fold trapezoid so that it becomes a rectangle.

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

#### LESSON FOCUS
**CCSS: 6.G.2**

**Common Core Coach**

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

**Example A, Example B, and Problem Solving**

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 Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** for READY TO GO: Build Background. pp. 134–137. 10 min.

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## Domain 4: Geometry

### Day 1

**LESSON FOCUS**
CCSS: 6.G.4

**Common Core Coach**
**Lesson 31: Using Nets to Find Surface Area**
- Teacher’s Manual, pp. 84–85; 30 min.
- **EL Adaptations** Lesson 31

**Practice**
Review the names of the solids used in Practice. Remind students that drawing a net will help with most of the problems.

**DIFFERENTIATION OPTIONS**
- **Common Core Support**
- **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**
**Common Core Coach Domain 4 Review**
- **Student Edition** pp. 194–195; 40 min.
- **Teacher’s Manual** p. 122

**Questions 1–18**
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 pp. 56–57 (Teacher’s Manual) 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** pp. 64 with Domain 4 Review section of Student Edition pp. 280–282 as time permits.

### Day 2

**REVIEW AND ASSESS**
**Common Core Coach Domain 4 Review**
- **Student Edition** pp. 196–197; 40 min.
- **Teacher’s Manual** p. 122

**Questions 19–24 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 197. 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 (Explore a Prism) on p. 197.

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

### Week 27
## Domain 5: Statistics and Probability

### LESSON FOCUS
**CCSS: 6.SP.1**

**Common Core Coach**

**Lesson 32: Understanding Statistical Variability**
- 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**

### LESSON FOCUS
**CCSS: 6.SP.1**

**Common Core Coach**

**Lesson 32: Understanding Statistical Variability**
- 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**

### LESSON FOCUS
**CCSS: 6.SP.1**

**Common Core Coach**

**Lesson 32: Understanding Statistical Variability**
- Teacher’s Manual pp. 88–89; 30 min.
- **EL Adaptations** Lesson 32

**Practice**
Are the questions clear? If not, have them read out loud, and provide further clarity about the questions.

**DIFFERENTIATION OPTIONS**

### LESSON FOCUS
**CCSS: 6.SP.2, 6.SP.3**

**Common Core Coach**

**Lesson 33: Range and Measures of Center**
- Teacher’s Manual pp. 90–91; 30 min.
- **EL Adaptations** Lesson 33

**Example A and Example B**
This lesson has a group of new ideas and words. Illustrate each word with an example. See Before the Lesson. See EL Learners box on pp. 146 and 154 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

### LESSON FOCUS
**CCSS: 6.SP.2, 6.SP.3**

**Common Core Coach**

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

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### Domain 5: Statistics and Probability

#### LESSON FOCUS
**CCSS:** 6.SP.2, 6.SP.3
**Common Core Coach Lesson 33:** Range and Measures of Center
- Teacher’s Manual pp. 90–91; 30 min.
- **EL Adaptations Lesson 33**

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

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Practice and Assess pp. 146–147. 10 min.

#### LESSON FOCUS
**CCSS:** 6.SP.5.c
**Common Core Coach Lesson 34:** Measures of Variability
- 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
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Practice and Assess pp. 146–147. 10 min.
- **Performance Coach Teacher’s Edition** pp. 72–73 with Lesson Practice section of Student Edition pp. 320–323. 10 min or as time permits.

#### LESSON FOCUS
**CCSS:** 6.SP.5.c
**Common Core Coach Lesson 35:** Displaying Data Using Dot Plots
- Teacher’s Manual pp. 94–95; 25 min.
- **EL Adaptations Lesson 35**

### BEFORE THE LESSON
Display different types of graphs. Ask: What types are these? Compare tables and graphs, making language clear. See Before the Lesson.

#### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Introduce and Model – Introduce Concepts and Vocabulary pp. 146–147. 15 min.
### Domain 5: Statistics and Probability

#### LESSON FOCUS

**CCSS: 6.SP.4, 6.SP.5.a, 6.SP.5.b, 6.SP.5.c**

- **Common Core 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? Ask: 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.
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Introduce and Model – Support Discussion. pp. 146–147. 10 min.
- **Performance Coach Teacher’s Edition** pp. 70–71 with Lesson Practice section of Student Edition pp. 310–313. 10 min or as time permits.

#### LESSON FOCUS

**CCSS: 6.SP.4, 6.SP.5.a, 6.SP.5.b, 6.SP.5.c**

- **Common Core Coach**
  - Lesson 35: Displaying Data Using Dot Plots
    - Teacher’s Manual pp. 94–95; 30 min.
    - EL Adaptations Lesson 35 Practice

Review key words: outlier, deviation, range, mean, median, and mode. Pay special attention to Questions 15 and 16, making sure the ideas here are clear.

#### DIFFERENTIATION OPTIONS

- **Measures of Center Activity** Display a data plot and ask students to compute mean, median, and mode. 10 min.
- **Performance Coach Teacher’s Edition** pp. 70–71 with Lesson Practice section of Student Edition pp. 310–313. 10 min or as time permits.

#### LESSON FOCUS

**CCSS: 6.SP.4, 6.SP.5.b, 6.SP.5.c**

- **Common Core Coach**
  - Lesson 36: Displaying Data Using Box Plots
    - Teacher’s Manual pp. 96–97; 25 min.
    - EL Adaptations Lesson 36 Before the Lesson and Example A

Review the language of showing data – bar graphs, tables, charts, data plot, and more. See Before the Lesson. See note on EL on p. 148 of Common Core Support Coach Teacher’s Manual.

#### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** for POWER UP: Build Background. pp. 148–149. 15 min.

#### LESSON FOCUS

**CCSS: 6.SP.4, 6.SP.5.b, 6.SP.5.c**

- **Common Core Coach**
  - Lesson 36: Displaying Data Using Box Plots
    - 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


#### LESSON FOCUS

**CCSS: 6.SP.4, 6.SP.5.b, 6.SP.5.c**

- **Common Core Coach**
  - Lesson 36: Displaying Data Using Box Plots
    - Teacher’s Manual pp. 96–97; 30 min.
    - EL Adaptations Lesson 36 Practice

Review key words: median, maximum and minimum values, upper quartile and lower quartiles. Pay special attention to Questions 14 and 15, making sure the ideas here are clear.

#### 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.
### Domain 5: Statistics and Probability

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 6.SP.4, 6.SP.5.a, 6.SP.5.b, 6.SP.5.c&lt;br&gt;<strong>Common Core Coach Lesson 37:</strong> Displaying Data Using Histograms&lt;br&gt;<strong>Example B</strong>&lt;br&gt;See note about EL on p. 158 of Common Core Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Common Core Support Coach Teacher’s Manual</strong> for READY TO GO: Work Together. pp. 158–161. 10 min.&lt;br&gt;● <strong>Performance Coach Teacher’s Edition</strong> pp. 74–75 with Examples 3–4 and Coached Example of Student Edition pp. 326–329. 10 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 6.SP.4, 6.SP.5.a, 6.SP.5.d&lt;br&gt;<strong>Common Core Coach Lesson 38:</strong> Choosing Measures to Fit Distributions&lt;br&gt;<strong>Example A</strong>&lt;br&gt;See note on EL, p. 154 of Common Core Support Coach Teacher’s Manual. Review the meaning of interquartile range.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Common Core Support Coach Teacher’s Manual</strong> for POWER UP: Model Application. pp. 148–149. 10 min.&lt;br&gt;● <strong>Performance Coach Teacher’s Edition</strong> pp. 68–69 with Example 5 of Student Edition p. 298. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS:</strong> 6.SP.5.a, 6.SP.5.d&lt;br&gt;<strong>Common Core Coach Lesson 38:</strong> Choosing Measures to Fit Distributions&lt;br&gt;<strong>Example A</strong>&lt;br&gt;See note on EL, p. 154 of Common Core Support Coach Teacher’s Manual. Review the meaning of interquartile range.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● <strong>Common Core Support Coach Teacher’s Manual</strong> for POWER UP: Model Application. pp. 148–149. 10 min.&lt;br&gt;● <strong>Performance Coach Teacher’s Edition</strong> pp. 68–69 with Coached Example of Student Edition p. 299. 10 min.</td>
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# Domain 5: Statistics and Probability

## LESSON FOCUS

**CCSS:** 6.SP.5.a, 6.SP.5.d

### Common Core Coach Lesson 38: Choosing Measures to Fit Distributions

- **Teacher’s Manual** pp. 100–101; 30 min.
- **EL Adaptations** Lesson 38

### Practice


### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Model Application. pp. 146–147. 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

### Common Core 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 pp. 86–87 (Teacher’s Manual) 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

### Common Core 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 pg. 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 pg. 233. See Progression Chart on pp. 86–87 (Teacher’s Manual) for a view of progressions connecting Lessons of Domain 5.

### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

## REVIEW AND ASSESS

### Common Core Coach Domain 5 Assessment

- **Assessments** pp. 46–54; 40 min.
- **Assessments Answer Key** 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

### Common Core 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**

Common Core Coach
Review Domains 1 and 2
Lessons 1–18
Common Core 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**
- Common Core Support Coach Assessments pp. 44–51 for Performance Tasks A & B in Domains 1 and 2.

#### Day 2

**End of Year Review**

Common Core Coach
Review Domains 3–5
Lessons 18–38
Common Core 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**

Common Core Coach
Summative Assessment
- 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**

Common Core Coach
Summative Assessment
- 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

- End of Year Review
- Common Core 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.