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, Support Coach, or Performance Coach. This guide provides an organizational structure for implementing these products together.

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

Instruction Coach

Instruction and Practice
Use Instruction Coach as your core instruction.

Support Coach

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

Performance Coach

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

The Instructional Pathway
Addressing Key Instructional Shifts in Math

1 Greater focus on fewer topics

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

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

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

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

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

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

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

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

Domain 2 Review ............................................................. 80
## 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.

### Grade 6

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ratios &amp; Proportional Relationships</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use ratios to describe relationship between two quantities</td>
<td>L1</td>
<td>L4</td>
<td>L1</td>
</tr>
<tr>
<td>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>L2</td>
<td>L5</td>
<td>L3</td>
</tr>
<tr>
<td>Use ratio and rate reasoning to find missing values</td>
<td>L3, L4, L5, L6</td>
<td>L4, L5, L18</td>
<td>L2</td>
</tr>
<tr>
<td>Solve unit rate problems</td>
<td>L3, L4, L5, L6</td>
<td>L5</td>
<td>L3</td>
</tr>
<tr>
<td>Solve problems involving finding the whole, given a part and the percent</td>
<td>L3, L4, L5, L6</td>
<td>L6</td>
<td>L4</td>
</tr>
<tr>
<td>Use ratio reasoning to convert measurement units</td>
<td>L3, L4, L5, L6</td>
<td>L4</td>
<td>L5</td>
</tr>
<tr>
<td><strong>The Number System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide fractions</td>
<td>L7, L8</td>
<td>L3</td>
<td>L6</td>
</tr>
<tr>
<td>Skill</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Divide multi-digit numbers</td>
<td>L9</td>
<td></td>
<td>L7</td>
</tr>
<tr>
<td>Add, subtract, multiply and divide multi-digit decimals</td>
<td>L10, L11</td>
<td>L2</td>
<td>L8, L9</td>
</tr>
<tr>
<td>Find greatest common factor and the least common multiple</td>
<td>L12</td>
<td>L1</td>
<td>L10</td>
</tr>
<tr>
<td>Understand that positive and negative numbers used together represent quantities having opposite directions or values</td>
<td>L13, L15</td>
<td>L7</td>
<td>L11</td>
</tr>
<tr>
<td>Recognize opposite signs of numbers as indicating locations on opposite sides of 0</td>
<td>L13, L15, L17</td>
<td>L8</td>
<td>L12</td>
</tr>
<tr>
<td>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane</td>
<td>L13, L15, L17</td>
<td>L18</td>
<td>L15</td>
</tr>
<tr>
<td>Find and position pairs of integers on coordinate plane or line diagram</td>
<td>L13, L15, L17</td>
<td>L7, L9, L18</td>
<td>L12, L15</td>
</tr>
<tr>
<td>Interpret statements of inequality</td>
<td>L14, L16</td>
<td>L9</td>
<td>L13</td>
</tr>
<tr>
<td>Interpret and explain statements for order of rational numbers in real-world contexts</td>
<td>L14, L16</td>
<td>L9</td>
<td>L13</td>
</tr>
<tr>
<td>Understand absolute value as its distance from 0 on the number line</td>
<td>L14, L16</td>
<td>L8</td>
<td>L14</td>
</tr>
<tr>
<td>Distinguish comparisons of absolute value from statements about order</td>
<td>L14, L16</td>
<td></td>
<td>L14</td>
</tr>
<tr>
<td>Solve problems by graphing points in coordinate plane and use coordinates to find distances between points</td>
<td>L18</td>
<td>L18</td>
<td>L16</td>
</tr>
</tbody>
</table>
## Grade 6

<table>
<thead>
<tr>
<th>Skill</th>
<th><strong>Instruction Coach Lesson(s)</strong></th>
<th><strong>Support Coach Lesson(s)</strong></th>
<th><strong>Performance Coach Lesson(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressions &amp; Equations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write values with whole-number exponents</td>
<td>L19</td>
<td>L10, L11</td>
<td>L17</td>
</tr>
<tr>
<td>Write expressions with letters standing for numbers</td>
<td>L20, L21</td>
<td>L12</td>
<td>L18</td>
</tr>
<tr>
<td>Identify parts of expression using correct terminology</td>
<td>L20, L21</td>
<td>L10, L11, L12</td>
<td>L18</td>
</tr>
<tr>
<td>Evaluate expressions at specific values of their variables</td>
<td>L20, L21</td>
<td>L10, L11, L12</td>
<td>L19</td>
</tr>
<tr>
<td>Use operations to generate equivalent expressions</td>
<td>L22</td>
<td></td>
<td>L19, L20</td>
</tr>
<tr>
<td>Identify when two expressions are equivalent</td>
<td>L22</td>
<td></td>
<td>L20</td>
</tr>
<tr>
<td>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>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>Write and solve equations of the form ( p + x = q )</td>
<td>L23</td>
<td>L13</td>
<td>L22</td>
</tr>
<tr>
<td>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>Use graph or table to find equation</td>
<td>L25, L26</td>
<td>L15</td>
<td>L24</td>
</tr>
</tbody>
</table>
### Grade 6

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</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find area of polygons by composing into rectangles or decomposing into triangles</td>
<td>L27</td>
<td>L16</td>
<td>L25</td>
</tr>
<tr>
<td>Find the volume of a rectangular prism</td>
<td>L28</td>
<td>L17</td>
<td>L26</td>
</tr>
<tr>
<td>Draw polygons on coordinate plane</td>
<td>L29</td>
<td>L18</td>
<td>L27</td>
</tr>
<tr>
<td>Use nets to determine 3D figures</td>
<td>L30, L31</td>
<td>L16</td>
<td>L28</td>
</tr>
<tr>
<td><strong>Statistics &amp; Probability</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize a statistical question as one that anticipates variability in the data related to the question</td>
<td>32</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Understand that a set of data has a distribution that can be described by center, spread, and shape</td>
<td>33</td>
<td>20</td>
<td>30, 32</td>
</tr>
<tr>
<td>Understand measures of center and measure of variations</td>
<td>33</td>
<td>19</td>
<td>30, 32</td>
</tr>
<tr>
<td>Display numerical data on line plots, box plots, and histograms</td>
<td>35, 36, 37</td>
<td>19, 20</td>
<td>31, 33, 34</td>
</tr>
<tr>
<td>Report number of observations</td>
<td>34–38</td>
<td>20</td>
<td>30, 32</td>
</tr>
<tr>
<td>Describe nature of attribute</td>
<td>34–38</td>
<td></td>
<td>30, 32</td>
</tr>
<tr>
<td>Give quantitative measures of center and variability and describe patterns of data</td>
<td>34–38</td>
<td></td>
<td>30, 32</td>
</tr>
<tr>
<td>Relate choice of measure of center and variability to the shape of the data</td>
<td>34–38</td>
<td>20</td>
<td>31</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

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

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

Sample page from the Pacing Guide
## Week 1

### Domain 1: Ratios and Proportional Relationships

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS** Instruction CoachLesson 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**  
- 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.**LESSON FOCUS** Instruction CoachLesson 1: Understanding Ratios  
- Teacher’s Manual pp. 18–19; 20 min.  
- EL Adaptations Lesson 1 Meanings 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**  
- Support Coach Teacher’s Manual pp. 26–27, PLUG IN: Build Background. 20 min.  
- Performance Coach Teacher’s Edition pp. 2–3, with Example 3 and Coached Example of Student Edition p. 7. 20 min.**LESSON FOCUS** Instruction CoachLesson 1: Understanding Ratios  
- Student Edition pp. 6–7; 20 min.  
- Teacher’s Manual pp. 18–19  
- 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**  
- Support Coach Teacher’s Manual pp. 26–27, 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.**LESSON FOCUS** Instruction CoachLesson 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. Pay especial attention to the advice for EL students on p. 34 of Support Coach Teacher’s Manual.**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual pp. 34–35, PLUG IN: Building Background. 20 min.  
- Performance Coach Teacher’s Edition pp. 6–7, with Getting the Idea section of Student Edition p. 23. 20 min.|

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## Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Understanding Unit Rates**

- **Student Edition**
  pp. 10–11; 20 min
- **Teacher’s Manual**
  pp. 20–21
- **EL Adaptations**
  Lesson 2

**Understand–Connect**

See Understand–Connect discussion, which focuses on the term unit.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher’s Manual
  pp. 34–35, PLUG IN: Introduce and Model. 20 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 6–7, with Example 1 of Student Edition pp. 23–24. 20 min.

**Example A**

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 2: Understanding Unit Rates**

- **Student Edition**
  p. 12; 25 min
- **Teacher’s Manual**
  pp. 20–21
- **EL Adaptations**
  Lesson 2

**Example A**

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

### DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher’s Manual
- **Performance Coach**
  Teacher’s Edition
  pp. 6–7, with Example 2 of Student Edition p. 24. 15 min.

**Example B**

Introduce Equivalent Ratios

Before the Lesson introduces equivalent ratios in tables and as ordered pairs.

**EL Adaptations:** Introduce new vocabulary words by means of diagrams.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher’s Manual
  pp. 28–29, POWER UP: Build Background and Introduce and Model; 25 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 4–5, with Getting the Idea section of Student Edition p. 13. 15 min.

**Example B**

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

### DIFFERENTIATION OPTIONS

- **Support Coach**
  Teacher’s Manual
  pp. 34–35, PLUG IN: Model Application (B, C). 15 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 6–7, with Example 3 of Student, Edition p. 25. 15 min.

**Example C**

Begin Practice with full class vocalizing and explaining 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

- **Support Coach**
  Teacher’s Manual
  pp. 34–35, PLUG IN: Practice and Assess. 15 min.
- **Performance Coach**
  Teacher’s Edition

**Example D**

Introduce Equivalent Ratios

Before the Lesson introduces equivalent ratios in tables and as ordered pairs.

**EL Adaptations:** Introduce new vocabulary words by means of diagrams.
### Domain 1: Ratios and Proportional Relationships

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| LESSON FOCUS Instruction Coach Lesson 3: Using Tables of Equivalent Ratios  
- Student Edition p. 16; 25 min.  
- Teacher’s Manual pp. 22–23  
- EL Adaptations Lesson 3  
Example A  
Carefully explain the headings associated with the table.  
DIFFERENTIATION OPTIONS  
- Student Edition p. 17; 25 min.  
- Teacher’s Manual pp. 22–23  
- 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  
- Student Edition pp. 18–19; 20 min.  
- Teacher’s Manual pp. 22–23  
- 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  
- Performance Coach Teacher’s Edition pp. 4–5, with Coached Example of Student Edition p. 18. 20 min. | LESSON FOCUS Instruction Coach Lesson 4: Problem Solving: Unit Rates  
- Teacher’s Manual pp. 20–21; 25 min.  
- Teacher’s Manual pp. 22–23  
- 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  
- Support Coach Teacher’s Manual pp. 38–41, 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. | LESSON FOCUS 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.  
DIFFERENTIATION OPTIONS  
- Support Coach Teacher’s Manual pp. 38–41, 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. |
<table>
<thead>
<tr>
<th>Domain 1: Ratios and Proportional Relationships</th>
</tr>
</thead>
</table>

**LESSON FOCUS**  
**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.

**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual pp. 38–41, READY TO GO: Independent Practice. 15 min.  
- Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice section of Student Edition p. 29. 15 min.

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**LESSON FOCUS**  
**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**  
- Support Coach Teacher’s Manual pp. 38–41, READY TO GO: Problem Solving. 10 min.  
- Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice section of Student Edition p. 30. 10 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 4: Problem Solving: Unit Rates**  
- Student Edition pp. 22–24; 30 min.  
- Teacher’s Manual pp. 24–25  
- 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**  
- Support Coach Teacher’s Manual pp. 38–41, READY TO GO: Problem Solving. 10 min.  
- Performance Coach Teacher’s Edition pp. 6–7, with Lesson Practice section of Student Edition p. 31. 10 min.

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**LESSON FOCUS**  
**Instruction Coach**  
**Lesson 5: Using Percents**  
- Teacher’s Manual pp. 26–27; 20 min.  
- 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 pp. 42–43, PLUG IN: 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.
## Domain 1: Ratios and Proportional Relationships

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

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

### DIFFERENTIATION OPTIONS
- **Support Coach**
- **Performance Coach**
  - Teacher’s Edition pp. 8–9, with Examples 1–2 of Student Edition pp. 33–35. 15 min.

### LESSON FOCUS
#### Instruction Coach
**Lesson 5: Using Percents**
- **Student Edition** p. 29; 25 min.
- **Teacher’s Manual** pp. 26–27
- **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 pp. 44–45, 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.

### LESSON FOCUS
#### Instruction Coach
**Lesson 5: Using Percents**
- **Student Edition** p. 30; 25 min.
- **Teacher’s Manual** pp. 26–27
- **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 pp. 46–49, 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.

### LESSON FOCUS
#### 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 every-day 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 pp. 26–27, 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

## Lesson Focus

### Instruction Coach

**Lesson 6: Using Ratios to Convert Measurement Units**
- **Student Edition** p. 34; 25 min
- **Teacher’s Manual** pp. 28–29
- **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 pp. 26–27, PLUG IN: Model Application. 15 min.
- **Performance Coach** Teacher’s Edition pp. 10–11, with Example 1 of Student Edition p. 43. 15 min.

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

### 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 pp. 26–27, 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

**Instruction Coach**

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

**Review Part 1**
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 pp. 30–33, 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.

**Performance Coach**

**Teacher’s Edition** p. 12 with Domain 1 Review section of Student Edition pp. 50–52 as time permits.

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### 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 Part 2 and 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.

### Domain 2: The Number System

**Instruction Coach**
- **Lesson 7: Interpreting and Computing Quotients of Fractions**
  - Teacher’s Manual pp. 32–33
  - 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 pp. 20–21, POWER UP: Build Background and Introduce and Model. 20 min.
### Domain 2: The Number System

#### LESSON FOCUS
**Instruction Coach**
**Lesson 7: Interpreting and Computing Quotients of Fractions**
- **Student Edition** pp. 48–49; 25 min.
- **Teacher’s Manual** pp. 32–33
- **EL Adaptations Lesson 7**

**Example and Problem Solving**
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?

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 8: Problem Solving: Dividing with Fractions**
- **Student Edition** pp. 50–51; 25 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations Lesson 8**

**Water Stations**
Ask someone to read the problem on SE p. 52 and make sure that its meaning is clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Teacher’s Manual** pp. 22–25, READY TO GO: Support Independent Practice. 15 min.
- **Performance Coach**

#### LESSON FOCUS
**Instruction Coach**
**Lesson 8: Problem Solving: Dividing with Fractions**
- **Student Edition** p. 53; 25 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations Lesson 8**

**Frame It**
Ask someone to read the problem on SE p. 53 and make sure that its meaning is clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Teacher’s Manual** pp. 22–25 READY TO GO: Problem Solving. 15 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 14–15, with Lesson Practice section of Student Edition pp. 63–64. 15 min.
### Domain 2: The Number System

#### Lesson Focus

**Instruction Coach**

**Lesson 8: Problem Solving: Dividing with Fractions**
- **Student Edition** p. 55; 25 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations** Lesson 8

**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.

**Differentiation Options**
- **Support Coach**
  - Teacher’s Manual pp. 22–25, READY TO GO: Problem Solving. 15 min.
- **Performance Coach**

**Lesson 9: Dividing Whole Numbers**
- **Student Edition** p. 56; 30 min.
- **Teacher’s Manual** pp. 36–37
- **EL Adaptations** Lesson 9

**Practice**
Recite the steps for Example A.

**Differentiation Options**
- **Support Coach**
- **Performance Coach**

**Lesson 10: Adding and Subtracting Decimals**
- **Student Edition** p. 62; 30 min.
- **Teacher’s Manual** pp. 38–39
- **EL Adaptations** Lesson 10

**Practice**
Always reinforce place value both in the reading and operating of decimals.

**Differentiation Options**
- **Support Coach**
  - Teacher’s Manual pp. 10-11, PLUG IN: Build Background.
- **Performance Coach**
  - Teacher’s Edition pp. 18–19, with Getting the Idea section and Examples 1–2 of Student Edition pp. 76–77. 10 min.
Domain 2: The Number System

LESSON FOCUS
Instruction Coach
Lesson 10: Adding and Subtracting Decimals
- Student Edition pp. 63–64; 30 min.
- Teacher’s Manual pp. 38–39
- EL Adaptations Lesson 10 Example B and Example C
Always reinforce place value in reading decimals and performing operations.

DIFFERENTIATION OPTIONS

LESSON FOCUS
Instruction Coach
Lesson 11: Multiplying and Dividing Decimals
- Student Edition pp. 68–70; 30 min.
- Teacher’s Manual pp. 40–41
- EL Adaptations Lesson 11 Example A, Example B, and Example C
Reinforce place value in reading decimals and performing operations.

DIFFERENTIATION OPTIONS
- 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
Instruction Coach
Lesson 12: Extending Factors and Multiples to GCF and LCM
- Student Edition pp. 71–73; 30 min.
- Teacher’s Manual pp. 40–41
- 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
- Support Coach Teacher’s Manual pp. 2–3, PLUG IN: Build Background and Introduce and Model. 10 min.
**Domain 2: The Number System**

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<td>✔️</td>
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<td>Teacher’s Manual pp. 42–43</td>
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<tr>
<td>✔️</td>
<td>EL Adaptations Lesson 12 Example A, Example B, and Example C Make sure students understand the distributive property. Ask them to show an example.</td>
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**DIFFERENTIATION OPTIONS**


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<td>✔️</td>
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<tr>
<td>✔️</td>
<td>EL Adaptations Lesson 13 Example A, Example B Make sure all the new vocabulary words are understood with examples. Make ample use of the number line.</td>
<td></td>
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</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- ✔️ Support Coach Teacher’s Manual pp. 50–51, PLUG IN: Build Background. 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.

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<td>Teacher’s Manual pp. 44–45</td>
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<td>✔️</td>
<td>EL Adaptations Lesson 13 Example A and Example B</td>
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**DIFFERENTIATION OPTIONS**

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

### LESSON FOCUS

**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
- **EL Adaptations Lesson 13**

**Practice**

Reinforce the vocabulary of this lesson, as these words will reappear in many other parts of math.

**DIFFERENTIATION OPTIONS**

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

**Lesson 14: Understanding Absolute Value**
- **Student Edition** p. 86; 30 min.
- **Teacher’s Manual** pp. 46–47
- **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** pp. 58–59, PLUG IN: Build Background and Introduce Model. 10 min.

**Lesson 14: Understanding Absolute Value**
- **Student Edition** p. 87; 30 min.
- **Teacher’s Manual** pp. 46–47
- **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** pp. 60–61, POWER UP: Build Background and Introduce Model. 10 min.

**Lesson 14: Understanding Absolute Value**
- **Student Edition** pp. 88; 30 min.
- **Teacher’s Manual** pp. 46–47
- **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** pp. 62–65, READY TO GO: Build Background and Introduce 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.

### LESSON FOCUS

**Instruction Coach**

**Lesson 14: Understanding Absolute Value**
- **Student Edition** pp. 89–91; 30 min.
- **Teacher’s Manual** pp. 46–47
- **EL Adaptations Lesson 14**

Problem Solving and Practice

Remind students of the 4-step process for problem solving. Make sure all problems are clear.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 66–69, POWER UP: Build Background and Introduce Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 31–34, with Lesson Practice section of Student Edition pp. 136–139. 10 min or as time permits.
### Domain 2: The Number System

#### Lesson Focus

**Instruction Coach**

**Lesson 15: Locating Rational Numbers on a Number Line**
- Student Edition pp. 92–93; 30 min.
- Teacher’s Manual pp. 48–49
- 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 pp. 54–57, READY TO GO: Build Background. 10 min.

**Lesson 15: Locating Rational Numbers on a Number Line**
- Student Edition p. 94; 30 min.
- Teacher’s Manual pp. 48–49
- 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 pp. 54–57, READY TO GO: Introduce and Model. 10 min.

**Lesson 15: Locating Rational Numbers on a Number Line**
- Student Edition p. 95; 20 min.
- Teacher’s Manual pp. 48–49
- 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 pp. 54–57, READY TO GO: Work Together. 20 min.

**Lesson 15: Locating Rational Numbers on a Number Line**
- Student Edition pp. 96–97; 30 min.
- Teacher’s Manual pp. 48–49
- EL Adaptations Lesson 15

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

**Differentiation Options**
- Support Coach Teacher’s Manual pp. 54–57, READY TO GO: 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 16: Ordering Rational Numbers**
- Student Edition p. 98; 30 min.
- Teacher’s Manual pp. 50–51
- 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**

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# Domain 2: The Number System

## Lesson Focus

### Day 1

**Lesson 16: Ordering Rational Numbers**
- **Student Edition** p. 99; 30 min.
- **Teacher’s Manual** pp. 50–51
- **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**
- **Support Coach**
  - **Teacher’s Manual** pp. 66–67, PLUG IN: Model Application 15 min.
- **Performance Coach**

### Day 2

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

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

**Differentiation Options**
- **Support Coach**
  - **Teacher’s Manual** pp. 66–67, PLUG IN: Practice and Assess. 10 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 28–29, with Lesson Practice section of Student Edition pp. 123–126. 10 min or as time permits.

### Day 3

**Lesson 16: Ordering Rational Numbers**
- **Student Edition** pp. 101–103; 30 min.
- **Teacher’s Manual** pp. 50–51
- **EL Adaptations** Lesson 16

**Problem Solving and Practice**
If there is any confusion about any word problem, have someone read it out loud, then go over it.

**Differentiation Options**
- **Support Coach**
  - **Teacher’s Manual** pp. 66–67, PLUG IN: Practice and Assess. 10 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 28–29, with Lesson Practice section of Student Edition pp. 123–126. 10 min or as time permits.

### Day 4

**Lesson 17: Plotting Ordered Pairs on the Coordinate Plane**
- **Student Edition** p. 104; 25 min.
- **Teacher’s Manual** pp. 52–53
- **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**
- **Performance Coach**
  - **Teacher’s Edition** pp. 32–33, with Getting the Idea section and Example 1 of Student Edition pp. 138–139. 15 min.

### Day 5

**Lesson 17: Plotting Ordered Pairs on the Coordinate Plane**
- **Student Edition** pp. 105–106; 25 min.
- **Teacher’s Manual** pp. 52–53
- **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**
- **Performance Coach**
  - **Teacher’s Edition** pp. 32–33, with Examples 2–3 of Student Edition pp. 138–139. 15 min.
## Domain 2: The Number System

### LESSON FOCUS

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<th>Instruction Coach</th>
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**Example D**

Ask: “What do reflect and reflection mean?”

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual pp. 138–139, PLUG IN: Model Application. 15 min.**
- **Performance Coach Teacher’s Edition pp. 32–33, with Example 4 and Coached Example of Student Edition pp. 140–141. 15 min.**

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### LESSON FOCUS

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<th>Instruction Coach</th>
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**Library Walk**

Review key language dealing with coordinate plane.

Go over Question 18 and make sure it is clear.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual pp. 138–139, PLUG IN: Build Background. 10 min.**
- **Performance Coach Teacher’s Edition pp. 34–35, with Getting the Idea section and Example 1 of Student Edition pp. 142–145. 20 min or as time permits.**

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**From Luke to Leah**

Review key language dealing with coordinate plane.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual pp. 138–139, PLUG IN: Introduce and Model. 10 min.**
- **Performance Coach Teacher’s Edition pp. 34–35, with Examples 2–3 of Student Edition pp. 148–149. 10 min.**

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**Practice**

Have students complete Questions 1–2 on SE p. 112. Review key language dealing with coordinate plane.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual pp. 141–142, POWER UP: Practice and Assess. 10 min.**
- **Performance Coach Teacher’s Edition pp. 34–35, with Coached Example of Student Edition p. 150. 10 min.**
## Domain 2: The Number System

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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 18: Problem Solving: Using the Coordinate Plane&lt;br&gt;● Student Edition p. 113; 30 min.&lt;br&gt;● Teacher’s Manual pp. 54–55&lt;br&gt;● EL Adaptations Lesson 18 Practice&lt;br&gt;Have students complete Questions 3–5 on SE 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.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Domain 2 Review&lt;br&gt;● Student Edition pp. 114–115; 40 min.&lt;br&gt;● Teacher’s Manual pp. 113–114&lt;br&gt;Review&lt;br&gt;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.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Domain 2 Review&lt;br&gt;● Student Edition pp. 115–117; 40 min.&lt;br&gt;● Teacher’s Manual p. 114&lt;br&gt;Performance Task&lt;br&gt;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. See Progression Chart on pp. 30–31 for a view of progressions connecting Lessons of Domain 2.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Domain 2 Assessment&lt;br&gt;● Assessments pp. 16–20; 40 min.&lt;br&gt;● Assessments Answer Key p. 7&lt;br&gt;Assessment Part 1&lt;br&gt;Have students complete Questions 1–21. Provide extra time for assessments and provide readers to read word problems to students.</td>
<td><strong>REVIEW AND ASSESS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Domain 2 Assessment&lt;br&gt;● Assessments pp. 21–25; 40 min.&lt;br&gt;● Assessments Answer Key pp. 7–9&lt;br&gt;Assessment Part 2&lt;br&gt;Have students complete Questions 22–25. Provide clear explanation of questions.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Support Coach Teacher’s Manual pp. 141–142, POWER UP: Practice and Assess. 10 min.&lt;br&gt;Performance Coach Teacher’s Edition pp. 34–35, with Lesson Practice section of Student Edition pp. 151–155. 10 min or as time permits.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;Ask students to do a single page at a time, and then go over the questions.</td>
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## Domain 3: Expressions and Equations

### LESSON FOCUS
**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 pp. 82–83, PLUG IN: Build Background. 20 min.

**Domain 3: Expressions and Equations**

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

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

### LESSON FOCUS
**Instruction Coach**
**Lesson 19: Writing and Evaluating Numerical Expressions**
- **Student Edition** pp. 120–121; 25 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

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

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

### LESSON FOCUS
**Instruction Coach**
**Lesson 19: Writing and Evaluating Numerical Expressions**
- **Student Edition** p. 121; 30 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

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

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

### LESSON FOCUS
**Instruction Coach**
**Lesson 19: Writing and Evaluating Numerical Expressions**
- **Student Edition** pp. 122–123; 25 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations** Lesson 19

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 84–85, POWER UP: Introduce and Model. 10 min.

### LESSON FOCUS
**Instruction Coach**
**Lesson 20: Reading and Writing Algebraic Expressions**
- **Student Edition** p. 124; 30 min.
- **Teacher’s Manual** pp. 60–61
- **EL Adaptations** Lesson 20

**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 pp. 90–91, PLUG IN: Introduce and Model. 10 min.

**Week 17**

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### Domain 3: Expressions and Equations

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</tbody>
</table>

**Example B**

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 pp. 90–91, PLUG IN: Introduce and Model. 10 min.
- **Performance Coach**

**Example C**

Explain how to translate algebraic expressions to mathematical operations.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
- **Performance Coach**

**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**

- **Support Coach**
- **Performance Coach**

**Practice**

See Observation and Action at the bottom of Support Coach Teacher’s Manual, p. 93. Watch for students writing reversals such as $5 - x$ for “5 less than $x$”.

**DIFFERENTIATION OPTIONS**

- **Support Coach**
  Teacher’s Manual pp. 94–97, READY TO GO: Build Background. 10 min.
- **Performance Coach**

- **Support Coach**
- **Performance Coach**
### Domain 3: Expressions and Equations

#### LESSON FOCUS
**Instruction Coach**
**Lesson 21: Evaluating Algebraic Expressions**
- **Student Edition** p. 131; 30 min.
- **Teacher’s Manual** pp. 62–63
- **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 Support Coach Teacher’s Manual.

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 21: Evaluating Algebraic Expressions**
- **Student Edition** p. 132–133; 30 min.
- **Teacher’s Manual** pp. 62–63
- **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**
- **Support Coach Teacher’s Manual** pp. 94–97, READY TO GO: Practice and Assess. 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.

#### LESSON FOCUS
**Instruction Coach**
**Lesson 22: Generating and Identifying Equivalent Expressions**
- **Student Edition** p. 136; 30 min.
- **Teacher’s Manual** pp. 64–65
- **EL Adaptations** Lesson 22

**Example B**
Remind students of the distributive property.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 86–89, READY TO GO: Introduce and Model. 10 min.
## Domain 3: Expressions and Equations

### Lesson Focus

#### Instruction Coach

**Lesson 22: Generating and Identifying Equivalent Expressions**
- **Student Edition** p. 137; 30 min.
- **Teacher’s Manual** pp. 64–65
- **EL Adaptations** Lesson 22

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

**Differentiation Options**
- **Performance Coach** Teacher’s Edition pp. 44–45, with Coached Example of Student Edition p. 192. 10 min.

---

**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 140; 30 min.
- **Teacher’s Manual** pp. 66–67
- **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 pp. 98–99, PLUG IN: Build Background and Introduce and Model. 10 min.
- **Performance Coach** Teacher’s Edition pp. 44–47, with Getting the Idea section and Example 1 of Student Edition pp. 198–199. 10 min.

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

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

---

**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 141; 25 min.
- **Teacher’s Manual** pp. 66–67
- **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 pp. 100–101, POWER UP: Build Background and Introduce and Model. 15 min.
### Domain 3: Expressions and Equations

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

**Problem Solving**
Review the 4-step process for problem solving.

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 23: Writing and Solving Equations**
- **Student Edition** p. 144–145; 30 min.
- **Teacher’s Manual** pp. 66–67
- **EL Adaptations Lesson 23**

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

#### DIFFERENTIATION OPTIONS
- **Support Coach**
  - Teacher’s Manual pp. 102–105, READY TO GO: 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.

#### LESSON FOCUS
**Instruction Coach**
**Lesson 24: Writing and Solving Inequalities**
- **Student Edition** p. 146; 30 min.
- **Teacher’s Manual** pp. 68–69
- **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 pp. 108–109, POWER UP: Build Background and Introduce and Model. 10 min.
- **Performance Coach**

#### LESSON FOCUS
**Instruction Coach**
**Lesson 24: Writing and Solving Inequalities**
- **Student Edition** p. 147; 25 min.
- **Teacher’s Manual** pp. 68–69
- **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
- **Support Coach**
- **Performance Coach**
  - Teacher’s Edition pp. 50–51, with Example 4 and Coached Example of Student Edition pp. 220–221. 10 min.

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

**Example C**
Make sure students understand the relationship between the graph and the inequality.

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

### LESSON FOCUS

**Instruction Coach**

**Lesson 24: Writing and Solving Inequalities**
- Student Edition p. 149; 30 min.
- Teacher’s Manual pp. 68–69
- EL Adaptations Lesson 24

**Problem Solving**
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.

**DIFFERENTIATION OPTIONS**
- Support Coach
- Performance Coach
  - Teacher’s Edition pp. 50–51, with Lesson Practice section of Student Edition pp. 224–225. 10 min or as time permits.

### LESSON FOCUS

**Instruction Coach**

**Lesson 24: Writing and Solving Inequalities**
- Student Edition p. 150–151; 30 min.
- Teacher’s Manual pp. 68–69
- EL Adaptations Lesson 24

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

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Teacher’s Manual pp. 110–113, READY TO GO: Introduce and Model. 10 min.
- Performance Coach
  - Teacher’s Edition pp. 50–51, with Lesson Practice section of Student Edition pp. 222–223. 10 min or as time permits.

### LESSON FOCUS

**Instruction Coach**

**Lesson 25: Dependent and Independent Variables**
- Student Edition p. 152; 30 min.
- Teacher’s Manual pp. 70–71
- EL Adaptations Lesson 25

**Example A**
See Before the Lesson. Make sure the words and ideas dependent and independent are understood.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Teacher’s Manual pp. 118–121, READY TO GO: Build Background. 10 min.
- Performance Coach

### LESSON FOCUS

**Instruction Coach**

**Lesson 25: Dependent and Independent Variables**
- Teacher’s Manual pp. 70–71
- EL Adaptations Lesson 25

**Problem Solving**
Review the 4-step problem solving process.

**DIFFERENTIATION OPTIONS**
- Support Coach
  - Teacher’s Manual pp. 118–121, READY TO GO: Independent Practice. 10 min.
- Performance Coach
## Domain 3: Expressions and Equations

### LESSON FOCUS

**Instruction Coach**

**Lesson 25: Dependent and Independent Variables**
- **Student Edition**
  p. 156–157; 25 min.
- **Teacher’s Manual**
  pp. 70–71
- **EL Adaptations** Lesson 25

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  Teacher’s Manual
  pp. 118–121, READY TO GO: 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.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 26: Problem Solving: Using Equations**
- **Teacher’s Manual**
  pp. 72–73
- **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
  pp. 98–99, PLUG IN: Build Background and Introduce and Model. 10 min.
- **Performance Coach**
  Teacher’s Edition

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 26: Problem Solving: Using Equations**
- **Student Edition**
  p. 158; 30 min.
- **Teacher’s Manual**
  pp. 72–73
- **EL Adaptations** Lesson 26

**Mountain Bike Rental**
Remind students to use the 4-step problem solving process. Help students get started with graphing.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  Teacher’s Manual
  pp. 100–101, POWER UP: Build Background and Introduce and Model. 10 min.
- **Performance Coach**
  Teacher’s Edition

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 26: Problem Solving: Using Equations**
- **Student Edition**
  p. 158; 30 min.
- **Teacher’s Manual**
  pp. 72–73
- **EL Adaptations** Lesson 26

**Carnival Time**
Remind students to use the 4-step problem solving process. Help students get started with graphing.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  Teacher’s Manual
  pp. 102–105, READY TO GO: Work Together. 10 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 48–49, with Lesson Practice section of Student Edition pp. 211–215. 10 min or as time permits.
### 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.
- **Performance Coach**

#### REVIEW AND ASSESS

**Instruction Coach**
- **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.
- **Performance Coach**

#### REVIEW AND ASSESS

**Instruction Coach**
- **Domain 3 Assessment**
  - **Assessments** pp. 26–29; 40 min.
  - **Assessments Answer Key** p. 10

**Assessment Part 1**
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 3 Assessment**
  - **Assessments** pp. 30–33; 40 min.
  - **Assessments Answer Key** pp. 10–12

**Assessment Part 2**
Have students complete Questions 21–25. Provide clear explanation of questions.

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

### Domain 4: Geometry

#### LESSON FOCUS

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Teacher’s Manual** pp. 122–123, PLUG IN: 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

#### LESSON FOCUS
**Instruction Coach**

**Lesson 27: Finding the Area of Triangles and Quadrilaterals**
- **Student Edition** pp. 170–172; 25 min.
- **Teacher’s Manual** pp. 76–77
- **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 the trapezoid so that it becomes a rectangle.

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

**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 pp. 130–131, READY TO GO: Support Independent Practice. 10 min.
- **Performance Coach**
  - Teacher’s Edition pp. 58–59, with Lesson Practice section of Student Edition pp. 255–256. 10 min or as time permits.

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

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

**Example A, Example B, and Problem Solving**
See the Before the Lesson.

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

**Instruction Coach**

**Lesson 29: Drawing Polygons on the Coordinate Plane**
- **Student Edition** pp. 182–183; 25 min.
- **Teacher’s Manual** pp. 80–81
- **EL Adaptations** Lesson 29

**Example A and Example B**
See Before the Lesson. See also: note for EL on p. 140 of Support Coach Teacher’s Manual.

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

**Domain 4: Geometry**

**LESSON FOCUS**

**Instruction Coach**

**Lesson 30: Representing Three-Dimensional Figures Using Nets**
- **Student Edition** pp. 186–187; 30 min.
- **Teacher’s Manual** pp. 82–83
- **EL Adaptations** Lesson 30

**Example A and Example B**
See note for EL on p. 124 of Support Coach Teacher’s Instruction Manual. Review vocabulary words on p. 82 of Instruction Coach Teacher’s Manual. Ask students to explain each word with the help of geometric models.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 142–145, READY TO GO: 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.

**LESSON FOCUS**

**Instruction Coach**

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

**Example and Problem Solving**
See note for EL on p. 127 of Support Coach Teacher’s Manual. Ask students to explain surface area and to demonstrate what it means with materials in the classroom.

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

**Goal**

**Volume and Surface Area**
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**LESSON FOCUS**
Instruction Coach
Lesson 31: Using Nets to Find Surface Area
- Teacher's Manual pp. 84–85
- 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**
- 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
- Teacher’s Manual p. 122

Review Part 1
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.


**DIFFERENTIATION OPTIONS**
- 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.


**DIFFERENTIATION OPTIONS**
- 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.


**DIFFERENTIATION OPTIONS**
- 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.
<table>
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| **Domain 5: Statistics and Probability** | **LESSON FOCUS**
**Instruction Coach**
Lesson 32: Understanding Statistical Variability
- Student Edition p. 200; 20 min.
- Teacher’s Manual pp. 88–89
- 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 pp. 146–147, PLUG IN: Introduce and Model 20 min.
| **LESSON FOCUS**
**Instruction Coach**
Lesson 32: Understanding Statistical Variability
- Student Edition p. 201; 30 min.
- Teacher’s Manual pp. 88–89
- 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 pp. 146–147, PLUG IN: 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**
**Instruction Coach**
Lesson 33: Range and Measures of Center
- Student Edition pp. 204–205; 30 min.
- Teacher’s Manual pp. 90–91
- 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 Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual pp. 146–147, PLUG IN: Model Application. 10 min.
| **LESSON FOCUS**
**Instruction Coach**
Lesson 33: Range and Measures of Center
- Student Edition pp. 206–207; 30 min.
- Teacher’s Manual pp. 90–91
- 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 pp. 146–147, PLUG IN: Model Application. 10 min.

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### Domain 5: Statistics and Probability

#### Week 29

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### Domain 5: Statistics and Probability

#### LESSON FOCUS

**Instruction Coach**

**Lesson 35: Displaying Data Using Dot Plots**
- **Student Edition** pp. 214–215; 30 min.
- **Teacher’s Manual** pp. 94–95
- **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.
- **Support Coach Teacher’s Manual** pp. 146–147, PLUG IN: Introduce and Model – Support Discussion. 10 min.

**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**


#### LESSON FOCUS

**Instruction Coach**

**Lesson 36: Displaying Data Using Box Plots**
- **Student Edition** pp. 214–215; 30 min.
- **Teacher’s Manual** pp. 96–97
- **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 Support Coach Teacher’s Manual.

**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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 37: Displaying Data Using Histograms**
- Student Edition p. 222; 25 min.
- Teacher’s Manual pp. 98–99
- 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 pp. 158–161, READY TO GO: Build Background, Introduce and Model. 15 min.

#### LESSON FOCUS
**Instruction Coach**
**Lesson 37: Displaying Data Using Histograms**
- Student Edition p. 223; 30 min.
- Teacher’s Manual pp. 98–99
- EL Adaptations Lesson 37

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

#### DIFFERENTIATION OPTIONS
- 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
**Instruction Coach**
**Lesson 38: Choosing Measures to Fit Distributions**
- Student Edition p. 226; 25 min.
- Teacher’s Manual pp. 100–101
- EL Adaptations Lesson 38

#### Example A

#### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 68–69, with Coached Example of Student Edition p. 298. 15 min.

#### LESSON FOCUS
**Instruction Coach**
**Lesson 38: Choosing Measures to Fit Distributions**
- Student Edition p. 227; 30 min.
- Teacher’s Manual pp. 100–101
- EL Adaptations Lesson 38

#### Example B

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

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

**Review Part 1**
Go over Questions 1-13 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**
- **Support Coach**
- **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 Part 2 and Performance Task**
Go over Questions 19-24 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 TM pp. 86–87 for a view of progressions connecting Lessons of Domain 5.

**DIFFERENTIATION OPTIONS**
- **Performance Coach**

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

**Assessment Part 1**
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.

**Assessment Part 2**
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.
Day 1
End of Year Review

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
Review Part 1
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.

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

DIFFERENTIATION OPTIONS
• Support Coach Assessments pp. 52–63 for Performance Tasks A & B in Domains 3–5.

Day 2
SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 60–66; 40 min.
• Assessments Answer Key p. 19
Assessment Part 1
Have students complete 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.

SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 67–74; 40 min.
• Assessments Answer Key pp. 19–20
Assessment Part 2
Have students complete Questions 26–60. 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 3
SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 60–66; 40 min.
• Assessments Answer Key p. 19
Assessment Part 1
Have students complete 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.

SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 67–74; 40 min.
• Assessments Answer Key pp. 19–20
Assessment Part 2
Have students complete Questions 26–60. 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. 60–66; 40 min.
• Assessments Answer Key p. 19
Assessment Part 1
Have students complete 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.

SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 67–74; 40 min.
• Assessments Answer Key pp. 19–20
Assessment Part 2
Have students complete Questions 26–60. 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
• Assessments pp. 60–66; 40 min.
• Assessments Answer Key p. 19
Assessment Part 1
Have students complete 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.

SUMMATIVE ASSESSMENT
Instruction Coach
• Assessments pp. 67–74; 40 min.
• Assessments Answer Key pp. 19–20
Assessment Part 2
Have students complete Questions 26–60. 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.