Florida Coach® Suite
Implementation and Pacing Guide

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Program Overview

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

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

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

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

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

The Instructional Pathway
1 Greater focus on fewer topics

The Coach Suite provides greater focus in mathematics. The curriculum is centered on the major work at each grade level, and the supporting materials provide resources to deepen the time and energy spent on the major topics. The Pacing Guide on pages 2–32 will help in allotting proper time to the major work.

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

LESSON 14

Comparing Fractions

**Comparing Fractions That Have the Same Numerator or Denominator**

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

**Step 1**

Find a common denominator.

Use 6 as the common denominator. 6 is a multiple of 2 because 2 \* 3 = 6.

Are any of the multiples of 3 also a multiple of 2?

Multiples of 3: 3, 6, 9, ...

Find multiples of 3.

3 is not a multiple of 2, so 3 cannot be used as a common denominator.

First, multiples of 3.

Multiples of 3: 3, 6, 9...

Are any of the multiples of 3 also a multiple of 2?

6 is a multiple of 2 because 2 \* 3 = 6.

Used as the common denominator.

**Step 2**

Write the fractions with common denominators.

**Strategy**

Write the fractions with common denominators.

Example 1

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

Use fraction strips to compare \( \frac{1}{2} \) and \( \frac{2}{3} \).

The part for \( \frac{1}{2} \) is less than the part for \( \frac{2}{3} \).

The whole strips are the same size.

Compare the fractions.

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

**Step 3**

Compare two fractions, they must be fractions of wholes that are the same size.

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, you are comparing fractions that are different sizes.

Can you use models to compare fractions with the same denominator?

The denominators are the same.

Once you are comparing 2 wholes that are different sizes, you can use models to compare fractions with the same denominator.

Compare: Write: \( \frac{2}{3} \) or \( \frac{2}{6} \).

The denominators are the same.

Compare the numerators to compare the fractions.

Write the correct symbol.

Three sixths is greater than five sixths.

LESSON 11

Comparing Fractions

**Comparing Fractions**

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, you are comparing two fractions that are different sizes.

Can you use fraction strips to compare fractions?

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

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

Four eighths are greater than two eighths.

The fractions \( \frac{1}{2} \) and \( \frac{2}{3} \) have the same numerator but different denominators.

Two eighths are less than two fourths.

If the denominators are the same, compare the numerators. The fraction with the lesser numerator is the greater fraction.

**Example 1**

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

Use fraction strips to compare \( \frac{1}{2} \) and \( \frac{2}{3} \).

The models show that \( \frac{2}{3} \) equals \( \frac{1}{10} \) more than \( \frac{1}{2} \).

\( \frac{2}{3} \) is less than \( \frac{7}{10} \).

The whole strips are the same size.

Compare the fractions.

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

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### 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.

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# Florida Coach® Suite Correlation

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

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<td><strong>MAFS.7.RP.1.2.A</strong> Determine if two quantities are in a proportional relationship</td>
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<td><strong>MAFS.7.RP.1.2.B</strong> Identify constant of proportionality</td>
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<td><strong>MAFS.7.RP.1.2.C</strong> Represent proportional relationships by equations</td>
<td>L2, L3</td>
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<tr>
<td><strong>MAFS.7.RP.1.2.D</strong> Explain what a point on the graph of a proportional relationship means in terms of the situation</td>
<td>L2, L3</td>
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<tr>
<td><strong>MAFS.7.RP.1.3</strong> Use proportional relationships to solve multistep ratio and percent problems</td>
<td>L4</td>
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<p>| <strong>The Number System</strong> |
| <strong>MAFS.7.NS.1.1.A</strong> Describe situations in which opposite quantities combine to make 0 | L5, L6 | L5 | L5 |</p>
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<td><strong>MAFS.7.NS.1.1.B</strong> Add and subtract rational numbers to find the resulting distance of an object from the starting point</td>
<td>L5, L6</td>
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<td><strong>MAFS.7.NS.1.1.C</strong> Understand subtraction of rational numbers as adding the additive inverse</td>
<td>L5, L6</td>
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<td><strong>MAFS.7.NS.1.1.D</strong> Add and subtract rational numbers and represent on a number line</td>
<td>L5, L6</td>
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<td><strong>MAFS.7.NS.1.2.A</strong> Multiply fractions and understand rules for multiplying signed numbers</td>
<td>L7, L8, L9</td>
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<tr>
<td><strong>MAFS.7.NS.1.2.B</strong> Understand that integers with different signs can be divided if the divisor is not zero</td>
<td>L7, L8, L9</td>
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<tr>
<td><strong>MAFS.7.NS.1.2.C</strong> Multiply and divide rational numbers</td>
<td>L7, L8, L9</td>
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<td><strong>MAFS.7.NS.1.2.D</strong> Convert a rational number to a decimal using long division</td>
<td>L7, L8, L9</td>
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<tr>
<td><strong>MAFS.7.NS.1.3</strong> Solve real-world problems involving rational numbers</td>
<td>L10, L11</td>
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**Expressions & Equations**

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<td><strong>MAFS.7.EE.1.1</strong> Apply properties of operations to expand expressions</td>
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<td><strong>MAFS.7.EE.1.2</strong> Rewrite expressions in a different form to find out how quantities are related</td>
<td>L12</td>
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<td><strong>MAFS.7.EE.2.3</strong> Solve multistep problems using positive and negative rational numbers in any form and apply properties of operations to calculate with numbers in any form</td>
<td>L15</td>
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<td><strong>MAFS.7.EE.2.4.A</strong> Solve problems using equations of the form px 1 q 5 r</td>
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<td><strong>MAFS.7.EE.2.4.B</strong> Solve problems leading to inequalities of the form ( px + q ), ( r ) or ( px + q ), ( r ) and graph the solution on a number line and interpret</td>
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<td><strong>MAFS.7.G.1.1</strong> Solve problems involving scale drawings of geometric figures</td>
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<td><strong>MAFS.7.G.1.2</strong> Construct geometric shapes with given conditions</td>
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<td><strong>MAFS.7.G.1.3</strong> Describe 2D figures that result from slicing 3D figures</td>
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<td><strong>MAFS.7.G.2.4</strong> Know and use formula for area and circumference of circle to solve problems</td>
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<td><strong>MAFS.7.G.2.5</strong> Find unknown angles given facts about supplementary, complementary, vertical, and adjacent angles</td>
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<td><strong>MAFS.7.G.2.6</strong> Solve problems by finding the area, volume and surface area of figures composed of polygons</td>
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<td><strong>MAFS.7.SP.1.1</strong> Understand that statistics of sample offer information about population and understand random sampling</td>
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<td><strong>MAFS.7.SP.1.2</strong> Use data from a random sample to draw inferences about a population</td>
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<td><strong>MAFS.7.SP.2.3</strong> Informally assess degrees of visual overlap of two data sets by using measure of variabilities</td>
<td>L26, L27</td>
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<td>L26, L27</td>
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<tr>
<td><strong>MAFS.7.SP.2.4</strong> Use measures of center from two samples to draw informal comparative inferences about two populations</td>
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## Grade 7

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<td>MAFS.7.SP.3.6 Approximate the probability of a chance event</td>
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<td>MAFS.7.SP.3.7.A Develop a uniform probability model</td>
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<td>MAFS.7.SP.3.7.B Develop a probability model by observing frequencies in data generated from a chance process</td>
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<td>MAFS.7.SP.3.8.A Understand probability represented as a fraction</td>
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<td>MAFS.7.SP.3.8.B Represent sample spaces using lists, tables, and tree diagrams</td>
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<td>MAFS.7.SP.3.8.C Design and use a simulation to generate frequencies for compound events</td>
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Using the Pacing Guide

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

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

- The Pacing Guide is designed for a 32- or 33-week school year. If your school year is longer or shorter than this calendar, you can make adjustments for the difference.

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

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

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

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.RP.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 1: Computing Unit Rate&lt;br&gt;● Student Edition p. 6; 30 min.&lt;br&gt;● Teacher’s Manual pp. 18–19; 30 min.&lt;br&gt;● EL Adaptations Lesson 1 Example A&lt;br&gt;See EL note on p. 2 of Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.RP.1.1&lt;br&gt;<strong>Instruction Coach</strong>&lt;br&gt;Lesson 1: Computing Unit Rate&lt;br&gt;● Student Edition p. 6; 30 min.&lt;br&gt;● EL Adaptations Lesson 1 Example A&lt;br&gt;See EL note on p. 2 of Support Coach Teacher’s Manual.</td>
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**Before the Lesson**
Pay attention (pronunciation, spelling, meaning) to the term ratio. Use Before the Lesson. Add examples. Alert students to Glossary.

**Example B and Example C**
Make sure the idea of unit rate is clear. Offer examples that students are familiar with, such as miles per hour, 5 items for 75 cents becomes 15 cents per item. See EL note on p. 4 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

**Practice Part 1**
Have students complete questions 1–11 on SE p. 8. Review the concept of ratio, rate, and unit rate. Alert students to Glossary.

**DIFFERENTIATION OPTIONS**
● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. |

**Practice Part 2**
Have students complete questions 12–17 on SE p. 9. These questions afford an opportunity to review fluency with decimals and fractions. Make sure students not only understand how to solve, for example, Question 12, but that they are able to follow through with the computation to arrive at an accurate solution. This caution applies especially to Questions 13–17, which involve complex fractions.

**DIFFERENTIATION OPTIONS**
● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. | **DIFFERENTIATION OPTIONS**<br>● Performance Coach Teacher’s Edition pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits. |
## Domain 1: Ratios and Proportional Relationships

### Lesson Focus

**MAFS: 7.RP.1.2.a and 7.RP.1.2.b**

**Instruction Coach**

**Lesson 2: Identifying Proportional Relationships**

- **Teacher's Manual** pp. 20–21; 25 min.
- **EL Adaptations** Lesson 2

**Before the Lesson**

The Before the Lesson has good examples. Add a few more that come from the students. Note the key vocabulary, always found in the **Support Coach Teacher's Manual**.

### Differentiation Options

- **Support Coach Teacher's Manual** **POWER UP**: pp. 12–13, Build Background. 15 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with Getting the Idea and Example 1 of Student Edition p. 13. 15 min.

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### Lesson Focus

**MAFS: 7.RP.1.2.a and 7.RP.1.2.b**

**Instruction Coach**

**Lesson 2: Identifying Proportional Relationships**

- **Student Edition** p. 10; 25 min.
- **Teacher's Manual** pp. 20–21; 25 min.
- **EL Adaptations** Lesson 2

**Understand**

Review meaning of constant of proportionality, making sure students can compute it when they see a table of equivalent ratios.

### Differentiation Options

- **Support Coach Teacher's Manual** **POWER UP**: pp. 12–13, Introduce and Model. 15 min.

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### Lesson Focus

**MAFS: 7.RP.1.2.a and 7.RP.1.2.b**

**Instruction Coach**

**Lesson 2: Identifying Proportional Relationships**

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

**Connect**

See special note for EL on p. 12 of **Support Coach Teacher's Manual**.

### Differentiation Options

- **Performance Coach Teacher's Edition** pp. 4–5, with Example 4 and Coached Example of Student Edition pp. 15–17. 15 min.

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### Lesson Focus

**MAFS: 7.RP.1.2.a and 7.RP.1.2.b**

**Instruction Coach**

**Lesson 2: Identifying Proportional Relationships**

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

**Practice Part 1**

Have students complete questions 1–8 on SE p. 12. Begin Practice with full class vocalizing and explaining Questions 1 and 4, making sure instructions are clear. Go over the main instructions for the rest of this set to ensure full understanding.

### Differentiation Options

- **Support Coach Teacher's Manual** **POWER UP**: pp. 12–13, Practice and Assess. 20 min.
- **Performance Coach Teacher's Edition** pp. 12–13, Practice and Assess. 20 min.

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### Lesson Focus

**MAFS: 7.RP.1.2.a and 7.RP.1.2.b**

**Instruction Coach**

**Lesson 2: Identifying Proportional Relationships**

- **Student Edition** p. 13; 20 min.
- **Teacher's Manual** pp. 20–21; 20 min.
- **EL Adaptations** Lesson 2

**Practice Part 2**

Have students complete questions 9–14 on SE p. 13. Go over each of these questions with the class. Do students understand the difference implied by Questions 9 and 10? Use other examples. Also, pay special attention to Questions 13 and 14 to make sure students write full answers.

### Differentiation Options

- **Support Coach Teacher's Manual** **POWER UP**: pp. 12–13, Practice and Assess. 20 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with Lesson Practice of Student Edition pp. 18–19. 20 min or as time permits.
### Domain 1: Ratios and Proportional Relationships

#### LESSON FOCUS
**MAFS: 7.RP.1.2.c and 7.RP.1.2.d**

**Instruction Coach**
**Lesson 3: Representing Proportional Relationships**
- **Teacher’s Manual** pp. 22–23; 25 min.
- **EL Adaptations** Lesson 3

**Before the Lesson**
Carefully explain the headings associated with the tables of Before the Lesson. Explain headings in subsequent tables as required.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 14–17, Build Background. 15 min.

**LESSON FOCUS**
**MAFS: 7.RP.1.2.c and 7.RP.1.2.d**

**Instruction Coach**
**Lesson 3: Representing Proportional Relationships**
- **Student Edition** p. 14; 20 min.
- **Teacher’s Manual** pp. 22–23; 20 min.
- **EL Adaptations** Lesson 3

**Understand**
Make sure to reinforce the vocabulary words of Lessons 1 and 2 by asking students to show examples of each one.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 14–17, Introduce and Model. 20 min.

**LESSON FOCUS**
**MAFS: 7.RP.1.2.c and 7.RP.1.2.d**

**Instruction Coach**
**Lesson 3: Representing Proportional Relationships**
- **Student Edition** p. 15; 25 min.
- **Teacher’s Manual** pp. 22–23; 25 min.
- **EL Adaptations** Lesson 3

**Connect**
See p. 14 of Instruction Support Coach Teacher’s Manual for a useful note on EL. Make sure students understand that in the equation $y = kx$, $k$ is the constant of proportionality.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 14–17, Work Together. 15 min.

**LESSON FOCUS**
**MAFS: 7.RP.1.2.c and 7.RP.1.2.d**

**Instruction Coach**
**Lesson 3: Representing Proportional Relationships**
- **Student Edition** p. 16; 20 min.
- **Teacher’s Manual** pp. 22–23; 20 min.
- **EL Adaptations** Lesson 3

**Practice Part 1**
Have students complete questions 1–7 on SE p. 16. Explain Questions 1 and 3, making sure instructions are clear. Go over the main instructions for the rest of this set to ensure full understanding.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 6–7, with Lesson practice of Student Edition pp. 27–28. 20 min or as time permits.

**LESSON FOCUS**
**MAFS: 7.RP.1.2.c and 7.RP.1.2.d**

**Instruction Coach**
**Lesson 3: Representing Proportional Relationships**
- **Student Edition** p. 17; 30 min.
- **Teacher’s Manual** pp. 22–23; 30 min.
- **EL Adaptations** Lesson 3

**Practice, Part 2**
Have students complete questions 8–14 on SE p. 17. Explain the differences among Questions 8–10, pointing out why they do not all show a proportional relationship. Ask students to make a generalization about how to distinguish proportional relationships in equation form.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 6–7, with Lesson practice of Student Edition pp. 29–30. 10 min or as time permits.
**Domain 1: Ratios and Proportional Relationships**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>MAFS: 7.RP.1.3</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Lesson 4: Word Problems with Ratio and Percent</strong></td>
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<tr>
<td><strong>Before the Lesson</strong></td>
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<tr>
<td>Explain how equations can represent relationships among numbers. Add examples to the ones found in the Before the Lesson.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>● Support Coach Teacher's Manual</td>
<td>PLUG IN: pp. 18–19, Build Background. 15 min.</td>
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<td>● Performance Coach Teacher's Edition</td>
<td>pp. 8–9, with Getting the Idea and Examples 1–2 of Student Edition pp. 31–32. 15 min.</td>
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<tr>
<td><strong>The Four Steps for Problem Solving</strong></td>
<td>Go over the four steps for problem solving, explaining the role of each step. Use sample problems to clarify each step. Discuss each problem with the class before students start working on it.</td>
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<tr>
<td><strong>Example A</strong></td>
<td>Make sure the question is clear. See p. 22 of Support Coach Teacher’s Manual for a useful suggestion for EL.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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<tr>
<td>● Support Coach Teacher’s Manual</td>
<td>READY TO GO: pp. 22–25, Introduce and Model. 10 min.</td>
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<td>● Performance Coach Teacher's Edition</td>
<td>pp. 8–9, with Example 5 and Coached Example of Student Edition pp. 35–36. 10 min.</td>
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</table>

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
  - **READY TO GO:** pp. 22–25, Build Background. 20 min.
  - **Performance Coach Teacher’s Edition:** pp. 8–9, with Examples 3–4 of Student Edition pp. 33–34. 20 min.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - **READY TO GO:** pp. 22–25, Introduce and Model. 10 min.
  - **Performance Coach Teacher’s Edition:** pp. 8–9, with Example 5 and Coached Example of Student Edition pp. 35–36. 10 min.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  - **READY TO GO:** pp. 22–25, Problem Solving. Extra challenge: Questions 11 and 12 on p. 23 of Instruction Coach Student Edition. 15 min.
  - **Performance Coach Teacher’s Edition:** pp. 8–9, with Lesson Practice of Student Edition pp. 37–38. 15 min or as time permits.
## Week 5

### Domain 1: Ratios and Proportional Relationships

#### REVIEW AND ASSESS

**Instruction Coach**
- **Domain 1 Review**
  - Teacher's Manual p. 91

**Review Part 1**
Ask students to take a look at instructions for the first half of the Review, Questions 1–13 on SE pp. 24–25. Make sure all instructions are clear. See Progression Chart on TM pp. 16–17 for a view of progressions connecting the lessons of Domain 1.

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

**Review Part 2 and Performance Task**
Go over Questions 14–17 on SE pp. 26–27 and discuss. Pay special attention to the Performance Task on p. 27. Ask students to take a look at instructions for the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Population Predictions) on p. 27. See Progression Chart on TM pp. 16–17 for a view of progressions connecting the lessons of Domain 1.

**DIFFERENTIATION OPTIONS**
Ask students to do a single page at a time, and then go over the questions. Extra challenges: Questions 16 and 17 on p. 26 of Instruction Coach Student Edition.
- **Performance Coach**

#### Domain 1 Assessment

**Assessment**
Have students complete Questions 1–15. Provide extra time for assessments and provide readers to read word problems to students.

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

### Domain 2: The Number System

#### LESSON FOCUS

**MAFS:** 7.NS.1.1.a, 7.NS.1.1.b and 7.NS.1.1.c

**Instruction Coach**
- **Lesson 5:** Adding and Subtracting Rational Numbers
  - EL Adaptations Lesson 5

**Before the Lesson**
The number line will be an invaluable tool throughout, so use the Before the Lesson suggestion and add more.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher's Manual PLUG IN: pp. 34–35, Build Background. 20 min.
- **Performance Coach**

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher's Manual POWER UP: pp. 36–37, Build Background. 10 min.
- **Performance Coach**
## Domain 2: The Number System

<table>
<thead>
<tr>
<th>Day 1</th>
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</table>

### LESSON FOCUS

**MAFS:** 7.NS.1.1.a, 7.NS.1.1.b and 7.NS.1.1.c

**Instruction Coach**

**Lesson 5: Adding and Subtracting Rational Numbers**

- **Student Edition**
  - p. 32; 30 min.
- **Teacher's Manual**
  - pp. 28–29; 30 min.
- **EL Adaptations**
  - Lesson 5

**Example A and Example B**

See advice on EL, p. 38 of Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - POWER UP:
    - pp. 36–37, Model Applications. 10 min.
- **Performance Coach Teacher’s Edition**
  - pp. 12–13, with Example 4 and Coached Example of Student Edition pp. 50–51. 10 min.

### LESSON FOCUS

**MAFS:** 7.NS.1.1.a, 7.NS.1.1.b and 7.NS.1.1.c

**Instruction Coach**

**Lesson 5: Adding and Subtracting Rational Numbers**

- **Student Edition**
  - p. 33; 20 min.
- **Teacher’s Manual**
  - pp. 28–29; 20 min.
- **EL Adaptations**
  - Lesson 5

**Problem Solving**

Read the problem to students and make sure each step is clear. See further advice in Support Coach Teacher’s Manual p. 40 on problem solving.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - READY TO GO: pp. 38–41, Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition**
  - pp. 12–13, with Lesson Practice of Student Edition pp. 52–53. 20 min or as time permits.

### LESSON FOCUS

**MAFS:** 7.NS.1.1.a, 7.NS.1.1.b and 7.NS.1.1.c

**Instruction Coach**

**Lesson 5: Adding and Subtracting Rational Numbers**

- **Student Edition**
  - p. 34; 30 min.
- **Teacher’s Manual**
  - pp. 28–29; 30 min.
- **EL Adaptations**
  - Lesson 5

**Practice Part 1**

Have students complete Questions 1–10 on SE p. 34. Use the number line as needed. Refer back to earlier parts of the lesson for help with vocabulary.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
- **Performance Coach Teacher’s Edition**
  - pp. 12–13, with Lesson Practice of Student Edition p. 54, 10 min or as time permits.

### LESSON FOCUS

**MAFS:** 7.NS.1.1.d

**Instruction Coach**

**Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers**

- **Teacher’s Manual**
  - pp. 30–32; 20 min.
- **EL Adaptations**
  - Lesson 6

**Before the Lesson**

A few properties may be familiar, but they will need review to be understood. One way is to ask students to give examples for each operation.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - POWER UP: pp. 76–77, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**
### Domain 2: The Number System

#### Week 7

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<tr>
<td>- EL Adaptations Lesson 6 Example A and Example B</td>
<td>- EL Adaptations Lesson 6 Example C and Example D</td>
<td>- EL Adaptations Lesson 6 Practice Part 1</td>
<td>- EL Adaptations Lesson 6 Practice Part 2</td>
<td>Before the Lesson Check out the word list on p. 32 of Instruction Coach Teacher’s Manual to make sure students understand each property.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**<br>POWER UP: GO: pp. 76–77, Introduce and Model. 10 min.

- **Support Coach Teacher’s Manual** POWER UP: pp. 76–77, Model Application. 10 min.

- **Performance Coach Teacher’s Edition** pp. 14–15, with Lesson Practice of Student Edition pp. 60–61. 20 min or as time permits.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 16–17, with Getting the Idea and Example 1 of Student Edition pp. 64–65. 20 min.
## Domain 2: The Number System

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 40–41; 30 min.
- **Teacher’s Manual** pp. 32–33; 30 min.
- **EL Adaptations** Lesson 7

**UNDERSTAND-CONNECT**
See p. 44 of Support Coach Teacher’s Manual for a useful suggestion.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **Power Up:** pp. 44–45, Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition**

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** p. 42; 25 min.
- **Teacher’s Manual** pp. 32–33; 25 min.
- **EL Adaptations** Lesson 7

**Example A**
Explain multiplicative inverse with simple examples.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **Power Up:** pp. 44–45, Build Background. 10 min.
- **Performance Coach Teacher’s Edition**
  - pp. 16–17, with Example 4 of Student Edition p. 67. 15 min.

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 42–43; 25 min.
- **Teacher’s Manual** pp. 32–33; 25 min.
- **EL Adaptations** Lesson 7

**Example B and Problem Solving**
Explain distributive property with simple examples. Ask someone to read the problem, and make sure it is clear.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **Power Up:** pp. 44–45, Model Application. 15 min.

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** p. 44; 20 min.
- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Practice Part 1**
Have students complete Questions 1–12 on SE p. 44. Alert students to the signs of the numbers and to use the properties to make computation simpler. Read the word problems to students.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 45; 20 min.
- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Practice Part 2**
Have students complete Questions 13–19 on SE p. 45. These problems will force students to become aware of the properties that help with operations. It is a good time to review all the properties that apply here.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **Power Up:** pp. 44–45, Practice and Assess. Use these as models to add further practice. Extra challenge: Questions 18 and 19 on p. 45 of Instruction Coach Student Edition. 20 min.

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 46–47; 20 min.
- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Practice Part 3**
Have students complete Questions 20–29 on SE p. 46. This will give students the opportunity to use a variety of properties in order to simplify computations. Read the word problem to students.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
  - **Power Up:** pp. 44–45, Model Application. 15 min.

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 46–47; 20 min.
- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Practice Part 4**
Have students complete Questions 30–39 on SE p. 46. These problems will force students to become aware of the properties that help with operations. It is a good time to review all the properties that apply here.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**

### LESSON FOCUS
MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach Lesson 7: Multiplying Rational Numbers**
- **Student Edition** pp. 47–48; 20 min.
- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Practice Part 5**
Have students complete Questions 40–49 on SE p. 47. These problems will force students to become aware of the properties that help with operations. It is a good time to review all the properties that apply here.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual**
## Domain 2: The Number System

### Week 9

<table>
<thead>
<tr>
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### Before the Lesson

See Before the Lesson for a discussion of fact families and how division and multiplication are connected.

### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher’s Edition**
  - pp. 18–19, with Getting the Idea and Example 1 of Student Edition p. 73. 10 min.

### Understanding-Connect

See p. 52 of Support Coach Teacher’s Manual for a useful tip for EL. Remind students of inverse operations.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - POWER UP: pp. 52–53, Introduce and Model (1st two parts). 10 min.

- **Performance Coach Teacher’s Edition**
  - pp. 18–19, with Examples 2–3 of Student Edition pp. 74–75. 10 min.

### Example A

Show how properties can be useful when there are several operations. Do not forget to bring back a clear definition of reciprocal.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**

- **Performance Coach Teacher’s Edition**
  - pp. 18–19, with Example 4 of Student Edition p. 76. 10 min.

### Example B and Problem Solving

Division problems with fractions can be tricky, so make sure the question is clear. Go over the four steps used to solve problems.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**
  - POWER UP: pp. 52–53, Support Discussion. 10 min.

- **Performance Coach Teacher’s Edition**
  - pp. 18–19, with Coached Example of Student Edition p. 77. 10 min.

### Practice Part 1

Have students complete Questions 1–16 on SE p. 50. Make sure all the words (expression, undefined, etc.) in the instructions are understood.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher’s Manual**

- **Performance Coach Teacher’s Edition**
  - pp. 18–19, with Lesson Practice of Student Edition pp. 78–79. 20 min or as time permits.
# Domain 2: The Number System

## LESSON FOCUS
### MAFS: 7.NS.1.2.a and 7.NS.1.2.c

**Instruction Coach**

**Lesson 8: Dividing Rational Numbers**
- Student Edition p. 51; 30 min.
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8

**Practice Part 2**

- Have students complete Questions 1–14 on SE p. 51.
- Alert students to be aware of multiplicative inverses (17–18) and to make sure they read each problem carefully before they write an expression (19–22).

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** PLUG IN: pp. 18–19, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 20–21, with Getting the Idea and Example 1 of Student Edition pp. 82–83. 20 min.

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## LESSON FOCUS
### MAFS: 7.NS.1.2.d

**Instruction Coach**

**Lesson 9: Converting Rational Numbers to Decimals**
- Student Edition p. 52; 30 min.
- Teacher’s Manual pp. 36–37; 30 min.
- EL Adaptations Lesson 9

**Before the Lesson**

- Alert: have students kept up with previously mastered fluencies? These cannot be relaxed, so perhaps a check-up is in order.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** PLUG IN: pp. 18–19, Introduce and Apply. 10 min.
- **Performance Coach Teacher’s Edition** pp. 20–21, with Examples 2–3 of Student Edition pp. 83–84. 10 min.

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## LESSON FOCUS
### MAFS: 7.NS.1.2.d

**Instruction Coach**

**Lesson 9: Converting Rational Numbers to Decimals**
- Student Edition p. 53; 30 min.
- Teacher’s Manual pp. 36–37; 30 min.
- EL Adaptations Lesson 9

**Connect**

- Remind students they will have to remember the rules about operations with negative and positive numbers. Long division requires that students are careful with placement of digitals.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** PLUG IN: pp. 18–19, Practice and Assess. 20 min.
- **Performance Coach Teacher’s Edition** pp. 20–21, with Lesson Practice of Student Edition pp. 86–87. 20 min or as time permits.

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## LESSON FOCUS
### MAFS: 7.NS.1.2.d

**Instruction Coach**

**Lesson 9: Converting Rational Numbers to Decimals**
- Student Edition p. 54; 30 min.
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**Practice Part 1**

- Have students complete Questions 1–14 on SE p. 54. Go over the four steps used to solve problems.
# Domain 2: The Number System

## LESSON FOCUS
MAFS: 7.NS.1.2.d

### Instruction Coach
Lesson 9: Converting Rational Numbers to Decimals
- Student Edition p. 55; 20 min.
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

### Practice Part 2
Have students complete Questions 15–20 on SE p. 55. Go over the four steps used to solve problems.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** PLUG IN: pp. 18–19, Practice and Assess. Use these as models to add further practice. Extra challenge: Questions 19 and 20 on p. 55 of Instruction Coach Student Edition. 20 min.
- **Performance Coach Teacher’s Edition** pp. 20–21, with Lesson Practice of Student Edition pp. 88–89. 20 min or as time permits.

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## LESSON FOCUS
MAFS: 7.NS.1.3

### Instruction Coach
Lesson 10: Problem Solving: Complex Fractions
- Student Edition p. 56; 20 min.
- EL Adaptations Lesson 10

### Before the Lesson
Before the Lesson
Explain what a complex fraction is. Explain how to simplify a complex fraction.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 60–61, Build Background. 20 min.

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## LESSON FOCUS
MAFS: 7.NS.1.3

### Instruction Coach
Lesson 10: Problem Solving: Complex Fractions
- Student Edition p. 57; 20 min.
- EL Adaptations Lesson 10

### Splitting Silver
Read the problem to students, making sure all words are understood.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 60–61, Build Background. 20 min.

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## LESSON FOCUS
MAFS: 7.NS.1.3

### Instruction Coach
Lesson 10: Problem Solving: Complex Fractions
- Student Edition p. 58; 20 min.
- EL Adaptations Lesson 10

### Banana Bread Loaf Recipe
Read the problem to students, making sure all words are understood.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 60–61, Model Application. 20 min.

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## LESSON FOCUS
MAFS: 7.NS.1.3

### Instruction Coach
Lesson 10: Problem Solving: Complex Fractions
- Student Edition p. 59; 20 min.
- EL Adaptations Lesson 10

### Practice Part 1
Have students complete Questions 1–2 on SE p. 58. Remind students to employ the 4-step process for problem solving. Explain what a multi-step problem is and go over each problem carefully to make sure students understand each step. ‘Ask: Does the solution make sense?’

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 60–61, Practice and Assess. 20 min.
### Domain 2: The Number System

#### LESSON FOCUS
MAFS: 7.NS.1.3

**Instruction Coach**
Lesson 10: Problem Solving: Complex Fractions
- Student Edition p. 59; 20 min.
- EL Adaptations Lesson 10

**Practice Part 2**
Have students complete Questions 3–5 on SE p. 59. Remind students to employ the 4-step process for problem solving. Go over computations with students as they will have to be reminded of how to make computation easier.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual POWER UP: pp. 60–61, Practice and Assess. Use these as models to add further practice. 20 min.

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#### LESSON FOCUS
MAFS: 7.NS.1.3

**Instruction Coach**
Lesson 11: Problem Solving: Rational Numbers
- Student Edition p. 60; 30 min.
- Teacher's Manual pp. 44–41; 30 min.
- EL Adaptations Lesson 11

**Before the Lesson**
Remind students: Although key words in problems can be helpful, you have to be careful that you do not overuse this technique (key word). It is important to look at the entire problem, determine what is being asked, and come up with a plan.

**DIFFERENTIATION OPTIONS**

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#### LESSON FOCUS
MAFS: 7.NS.1.3

**Instruction Coach**
Lesson 11: Problem Solving: Rational Numbers
- Student Edition p. 61; 30 min.
- EL Adaptations Lesson 11

**The Weight of Kate's Cat**
In this problem, "gained" is a key word that helps with the overall plan.

**DIFFERENTIATION OPTIONS**

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#### LESSON FOCUS
MAFS: 7.NS.1.3

**Instruction Coach**
Lesson 11: Problem Solving: Rational Numbers
- Student Edition p. 62; 20 min.
- EL Adaptations Lesson 11

**Model Train Track Length**
Explain this problem as it has a few words that may not be familiar.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 22–23, with Lesson Practice of Student Edition pp. 95–96. 20 min or as time permits.
Domain 2: The Number System

LESSON FOCUS
MAFS: 7.NS.1.3
Instruction Coach
Lesson 11: Problem Solving: Rational Numbers
- Student Edition p. 63; 20 min.
- EL Adaptations Lesson 11

Practice Part 2
Have students complete Questions 3–5 on SE p. 63. Not only should students read each problem carefully, but they should also be thinking of what a good plan is. Hesitate before you jump, and then execute each computational step.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher's Edition pp. 22–23, with Lesson Practice of Student Edition pp. 97–98. 20 min or as time permits.

REVIEW AND ASSESS
Instruction Coach
Domain 2 Review
- Student Edition pp. 64–65; 40 min.
- Teacher's Manual pp. 99–100

Review Part 1
Go over Questions 1–23 on SE 64–65 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 26–27 for a view of progressions connecting the lessons of Domain 2.

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

REVIEW AND ASSESS
Instruction Coach
Domain 2 Assessment
- Assessments pp. 12–16; 40 min.
- Assessments Answer Key p. 7

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 2 Assessment
- Assessments pp. 17–20; 40 min.
- Assessments Answer Key pp. 7–9

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 3: Expressions and Equations

### LESSON FOCUS
MAFS: 7.EE.1.1 and 7.EE.1.2
**Instruction Coach**
**Lesson 12: Writing Equivalent Expressions**
- Teacher’s Manual pp. 44–45; 25 min.
- EL Adaptations Lesson 12

**Before the Lesson**
See Before the Lesson. Suggest other instances of translating from real world to expressions; show simplification.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 66–67, Introduce and Model. 15 min.

### LESSON FOCUS
MAFS: 7.EE.1.1 and 7.EE.1.2
**Instruction Coach**
**Lesson 12: Writing Equivalent Expressions**
- Student Edition p. 70; 25 min.
- Teacher’s Manual pp. 44–45; 25 min.
- EL Adaptations Lesson 12

**Example A**
Explain special vocabulary such as like, coefficient, terms, and variable. See p. 66 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 66–67, Model Application. 15 min.

### LESSON FOCUS
MAFS: 7.EE.1.1 and 7.EE.1.2
**Instruction Coach**
**Lesson 12: Writing Equivalent Expressions**
- Student Edition p. 71; 20 min.
- Teacher’s Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example B**
See p. 68 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 68–69, Introduce and Model. 20 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Example 4 of Student Edition p. 108. 20 min.

### LESSON FOCUS
MAFS: 7.EE.1.1 and 7.EE.1.2
**Instruction Coach**
**Lesson 12: Writing Equivalent Expressions**
- Student Edition p. 71; 20 min.
- Teacher’s Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Example C**
See p. 71 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Build Background. 20 min.

### LESSON FOCUS
MAFS: 7.EE.1.1 and 7.EE.1.2
**Instruction Coach**
**Lesson 12: Writing Equivalent Expressions**
- Student Edition pp. 72; 20 min.
- Teacher’s Manual pp. 44–45; 20 min.
- EL Adaptations Lesson 12

**Practice Part 1**
Have students complete Questions 1–13 on SE p. 72. Spell out all instructions; explain what needs to be done in each section. Review the various properties that come up in these sections.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Lesson Practice of Student Edition pp. 110–112. 20 min or as time permits.
### Domain 3: Expressions and Equations

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#### LESSON FOCUS

**MAFS: 7.EE.1.1 and 7.EE.1.2**

**Instruction Coach**

**Lesson 12: Writing Equivalent Expressions**
- **Student Edition** p. 73; 20 min.
- **Teacher’s Manual** pp. 44–45; 20 min.
- **EL Adaptations** Lesson 12

**Practice Part 1**

Have students complete Questions 14–21 on SE p. 73. Ask students to write full answers for Questions 15 and 16.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Problem Solving. 20 min.
- **Performance Coach Teacher’s Edition** pp. 26–27, with Lesson Practice of Student Edition pp. 110–112. 20 min or as time permits.

#### LESSON FOCUS

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 13: Factoring and Expanding Linear Expressions**
- **Student Edition** p. 74; 20 min.
- **Teacher’s Manual** pp. 46–47; 20 min.
- **EL Adaptations** Lesson 13

**Before the Lesson**

Explain factor as in 6 is a factor of 18; and as in 6 is a factor of 6xy; and as a factor of (18 + 30y).

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 68–69, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 28–29, with Getting the Idea and Example 1 of Student Edition p. 113. 20 min.

#### LESSON FOCUS

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 13: Factoring and Expanding Linear Expressions**
- **Student Edition** p. 74; 20 min.
- **Teacher’s Manual** pp. 46–47; 20 min.
- **EL Adaptations** Lesson 13

**Example A**

Review special vocabulary such as like, coefficient, terms, expand, and variable.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 68–69, Model Application. 20 min.

#### LESSON FOCUS

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 13: Factoring and Expanding Linear Expressions**
- **Student Edition** p. 75; 20 min.
- **Teacher’s Manual** pp. 46–47; 20 min.
- **EL Adaptations** Lesson 13

**Example B**

Explain GCF first with numbers, then with expressions.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 68–69, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 28–29, with Example 4 of Student Edition p. 115. 20 min.

#### LESSON FOCUS

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 13: Factoring and Expanding Linear Expressions**
- **Support Coach Teacher’s Manual** POWER UP: pp. 68–69, Model Application. 20 min.
**Week 16**

### Domain 3: Expressions and Equations

#### LESSON FOCUS
**MAFS: 7.EE.1.1**

**Instruction Coach**
Lesson 13: Factoring and Expanding Linear Expressions
- **Student Edition**
  p. 76; 20 min.
- **Teacher's Manual**
  pp. 46–47; 20 min.
- **EL Adaptations**
  Lesson 13

**Practice Part 1**
Have students complete Questions 1–19 on SE p. 76. Warn students of the different vocabulary in this Practice. Go over key words.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  READY TO GO: pp. 70–73, Practice and Assess. 20 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 28–29, with Lesson Practice of Student Edition pp. 117–119. 20 min or as time permits.

#### LESSON FOCUS
**MAFS: 7.EE.1.1**

**Instruction Coach**
Lesson 14: Adding and Subtracting Algebraic Expressions
- **Student Edition**
  p. 77; 20 min.
- **Teacher’s Manual**
  pp. 48–49; 20 min.
- **EL Adaptations**
  Lesson 14

**Practice Part 2**
Have students complete Questions 20–25 on SE p. 77. Review the distributive property in various forms prior to jumping into these questions. This review should include fractions and decimals.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  POWER UP: pp. 68–69, Build Background. 20 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 30–31, with Getting the Idea and Example 1 of Student Edition p. 120. 20 min.

#### LESSON FOCUS
**MAFS: 7.EE.1.1**

**Instruction Coach**
Lesson 14: Adding and Subtracting Algebraic Expressions
- **Student Edition**
  pp. 78; 20 min.
- **Teacher’s Manual**
  pp. 48–49; 20 min.
- **EL Adaptations**
  Lesson 14

**Example A**
See p. 66 of Support Coach Teacher’s Manual for useful suggestions for EL. Review distributive and associative properties.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**
  POWER UP: pp. 68–69, Introduce and Model. 20 min.
- **Performance Coach**
  Teacher’s Edition
  pp. 30–31, with Example 2 of Student Edition p. 121. 20 min.
## Domain 3: Expressions and Equations

### Lesson Focus

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 14: Adding and Subtracting Algebraic Expressions**

- **Student Edition** p. 79; 20 min.
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 14

**Example D**

See p. 71 of Support Coach Teacher’s Manual for useful suggestions for EL. Make sure students understand how to simplify.

### Differentiation Options

- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Build Background. 20 min.

### Lesson Focus

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 14: Adding and Subtracting Algebraic Expressions**

- **Student Edition** p. 80; 20 min.
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 14

**Practice Part 1**

Have students complete Questions 1–18 on SE p. 80. Review key language dealing with instructions.

### Differentiation Options

- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 30–31, with Lesson Practice of Student Edition pp. 124–126. 20 min or as time permits.

### Lesson Focus

**MAFS: 7.EE.1.1**

**Instruction Coach**

**Lesson 14: Adding and Subtracting Algebraic Expressions**

- **Student Edition** p. 81; 20 min.
- **Teacher’s Manual** pp. 48–49; 20 min.
- **EL Adaptations** Lesson 14

**Practice Part 2**

Have students complete Questions 19–24 on SE p. 81. See Questions 19–20: make sure students understand each step. Demonstrate why simplification helps to understand expressions better.

### Differentiation Options

- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 30–31, with Lesson Practice of Student Edition pp. 124–126. 20 min or as time permits.

### Lesson Focus

**MAFS: 7.EE.2.3**

**Instruction Coach**

**Lesson 15: Problem Solving: Algebraic and Equations**

- **Student Edition** p. 82; 30 min.
- **Teacher’s Manual** pp. 50–51; 30 min.
- **EL Adaptations** Lesson 15

**Maria’s Earnings**

Read problem to students making sure they understand all steps of the 4–step problem solving process. See p. 74 of Support Coach Teacher’s Manual for useful suggestions for EL.

### Differentiation Options

- **Support Coach Teacher’s Manual** READY TO GO: pp. 70–73, Support Independent Practice. 20 min.
- **Performance Coach Teacher’s Edition** pp. 30–31, with Lesson Practice of Student Edition pp. 124–126. 20 min or as time permits.
## Domain 3: Expressions and Equations

### LESSON FOCUS
MAFS: 7.EE.2.3
**Instruction Coach**
**Lesson 15: Problem Solving: Algebraic and Equations**
- **Student Edition** p. 83; 30 min.
- **Teacher’s Manual** pp. 50–51; 30 min.
- **EL Adaptations** Lesson 15

**Hakeem’s Stocks**
Make all parts of this problem clear. See p. 76 of Support Coach Teacher’s Manual for useful suggestions for EL.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 78–81, Work Together. 10 min.
- **Performance Coach Teacher’s Edition** pp. 32–33, with Example 5 and Coached Example pp. 130–131. 10 min.

### LESSON FOCUS
MAFS: 7.EE.2.3
**Instruction Coach**
**Lesson 15: Problem Solving: Algebraic and Equations**
- **Student Edition** p. 84; 30 min.
- **Teacher’s Manual** pp. 50–51; 30 min.
- **EL Adaptations** Lesson 15

**Practice Part 1**
Have students complete Questions 1–2 on SE p. 84. Afford students assistance with vocabulary and understanding of the word problems. See p. 79 of Support Coach Teacher’s Manual for useful suggestions for EL.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 78–81, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 32–33, with Lesson Practice of Student Edition pp. 132–133. 10 min or as time permits.

### LESSON FOCUS
MAFS: 7.EE.2.3
**Instruction Coach**
**Lesson 15: Problem Solving: Algebraic and Equations**
- **Student Edition** p. 85; 20 min.
- **Teacher’s Manual** pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**Practice Part 1**
Have students complete Questions 3–5 on SE p. 85. Make sure students are flexible with different problem settings and plans for solution. See p. 79 of Support Coach Teacher’s Manual for useful suggestions for EL.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** READY TO GO: pp. 78–81, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 32–33, with Lesson Practice of Student Edition pp. 132–133. 10 min or as time permits.

### LESSON FOCUS
MAFS: 7.EE.2.4.a
**Instruction Coach**
**Lesson 16: Word Problems with Equations**
- **Teacher’s Manual** pp. 52–53; 20 min.
- **EL Adaptations** Lesson 16

**Before the Lesson**
Make that drawing or use a balance scale to mimic the example of the subtraction property of equality. This property will be used many times.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** PLUG IN: pp. 90–91, Model Application. 20 min.

### LESSON FOCUS
MAFS: 7.EE.2.4.a
**Instruction Coach**
**Lesson 16: Word Problems with Equations**
- **Student Edition** p. 86; 25 min.
- **Teacher’s Manual** pp. 52–53; 25 min.
- **EL Adaptations** Lesson 16

**Example A and Example B**
Explain the addition and subtraction property of equality. See p. 90 of Support Coach Teacher’s Manual for useful suggestions for EL.

### DIFFERENTIATION OPTIONS
- **Support Coach Teacher’s Manual** POWER UP: pp. 92–93, Introduce and Model. 15 min.
### Domain 3: Expressions and Equations

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| **LESSON FOCUS**  
MAFS: 7.EE.2.4.a  
Instruction Coach  
Lesson 16: Word Problems with Equations  
- Student Edition p. 87; 30 min.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16  
Example C and Example D  
See p. 92 of Support Coach Teacher’s Manual for useful suggestions for EL. Explain the addition property of equality.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual  
  POWER UP: pp. 92–93, Introduce and Model. 10 min.  
- Performance Coach Teacher’s Edition pp. 34–35, with Example 4 of Student Edition p. 139. 10 min.  | **LESSON FOCUS**  
MAFS: 7.EE.2.4.a  
Instruction Coach  
Lesson 16: Word Problems with Equations  
- Student Edition pp. 88, 89; 30 min.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16  
Example E, Example F, and Problem Solving  
Explain that some equations take 2 steps to solve. See p. 94 of Support Coach Teacher’s Manual for useful suggestions for EL.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual  
  READY TO GO: pp. 94–97, Introduce and Model. 10 min.  
- Performance Coach Teacher’s Edition pp. 34–35, with Coached Example of Student Edition p. 140. 10 min.  | **LESSON FOCUS**  
MAFS: 7.EE.2.4.a  
Instruction Coach  
Lesson 16: Word Problems with Equations  
- Student Edition p. 90; 30 min.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16  
Practice Part 1  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual  
  READY TO GO: pp. 94–97, Support Independent Practice. 10 min.  
- Performance Coach Teacher’s Edition pp. 34–35, with Lesson Practice of Student Edition pp. 141–142. 10 min or as time permits.  | **LESSON FOCUS**  
MAFS: 7.EE.2.4.a  
Instruction Coach  
Lesson 16: Word Problems with Equations  
- Student Edition p. 91; 30 min.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16  
Practice Part 2  
Have students complete Questions 18–23 on SE p. 91. Reinforce good problem solving practices by making sure students write equations correctly and know that they have to make sure answers are reasonable.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual  
  POWER UP: pp. 100–101, Build Background. 20 min.  
- Performance Coach Teacher’s Edition pp. 36–37, with Getting the Idea and Example 1 of Student Edition pp. 145–146. 20 min.  | **LESSON FOCUS**  
MAFS: 7.EE.2.4.b  
Instruction Coach  
Lesson 17: Word Problems with Inequalities  
- Teacher’s Manual pp. 54–55; 20 min.  
- EL Adaptations Lesson 17  
Before the Lesson  
Explain solution set for equations and inequalities.  
**DIFFERENTIATION OPTIONS**  
- Support Coach Teacher’s Manual  
  POWER UP: pp. 100–101, Build Background. 20 min.  
### Domain 3: Expressions and Equations

#### LESSON FOCUS
MAFS: 7.EE.2.4.b

**Instruction Coach**

**Lesson 17: Word Problems with Inequalities**
- **Student Edition** pp. 92–93; 30 min.
- **Teacher’s Manual** pp. 54–55; 30 min.
- **EL Adaptations Lesson 17**

Example A and Example B

Explain that the solution set of an inequality can often be made up of an infinite number of solutions. Show this on a graph (Example A). Explain infinite. Explain carefully and model what happens to an inequality when you multiply or divide by a negative number.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 102–105, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Example 4 of Student Edition p. 149. 10 min.

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#### LESSON FOCUS
MAFS: 7.EE.2.4.b

**Instruction Coach**

**Lesson 17: Word Problems with Inequalities**
- **Student Edition** pp. 94–95; 30 min.
- **Teacher’s Manual** pp. 54–55; 30 min.
- **EL Adaptations Lesson 17**

Example C and Example D

Warn students about multiplying or dividing by a negative number.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 102–105, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Example of Student Edition p. 149. 10 min.

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#### LESSON FOCUS
MAFS: 7.EE.2.4.b

**Instruction Coach**

**Lesson 17: Word Problems with Inequalities**
- **Student Edition** p. 97; 20 min.
- **Teacher’s Manual** pp. 54–55; 20 min.
- **EL Adaptations Lesson 17**

Practice Part 1

Have students complete Questions 13–18 on SE p. 97. For Questions 13–16, ask students to work these out on their own, then ask them to compare answers, especially the interpretation, to a partner or to others in a small group. Then review and discuss the various interpretations with the entire class.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 36–37, with Lesson Practice of Student Edition pp. 153–154. 20 min or as time permits.
Week 21

Day 1

Domain 3: Expressions and Equations

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review
- Student Edition pp. 98–99; 40 min.
- Teacher’s Manual p. 108

Review Part 1
Go over Questions 1–13 on SE pp. 98–99 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 42–43 for a view of progressions connecting the lessons of Domain 3.

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

Day 2

REVIEW AND ASSESS
Instruction Coach
Domain 3 Review
- Teacher’s Manual p. 108

Review Part 2 and Performance Task
Go over Questions 14–23 on SE pp. 100–101 and discuss. Pay special attention to the Performance Task on p. 101. 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 (Always, Sometimes, Never) on p. 101. See Progression Chart on TM pp. 42–43 for a view of progressions connecting the lessons of Domain 3.

DIFFERENTIATION OPTIONS
Ask students to do a single page at a time, and then go over the questions. Extra challenge: Questions 22 and 23 on p. 100 of Instruction Coach Student Edition.
- Performance Coach

Day 3

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment
- Assessments pp. 22–24; 40 min.
- Assessments Answer Keys p. 10

Assessment Part 1
Have students complete Questions 16–20. 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.

Day 4

REVIEW AND ASSESS
Instruction Coach
Domain 3 Assessment
- Assessments pp. 25–29; 40 min.
- Assessments Answer Key p. 10

Assessment Part 2
Have students complete Questions 16–20. 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.

Day 5

Domain 4: Geometry

LESSON FOCUS
MAFS: 7.G.1.1
Instruction Coach
Lesson 18: Scale Drawings
- Student Edition p. 104; 30 min.
- EL Adaptations Lesson 18

Understand
Add more examples of scale drawings. Ask: “Where do we find scale drawings?”

DIFFERENTIATION OPTIONS
- Support Coach Teacher’s Manual PLUG IN:
  pp. 106–107, Build Background Introduce and Model. 10 min.
- Performance Coach
### Week 22

#### Domain 4: Geometry

<table>
<thead>
<tr>
<th>Day 1</th>
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<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.G.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 18: Scale Drawings</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.G.1.1&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 18: Scale Drawings</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.G.1.2&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 19: Drawing Geometric Shapes</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MAFS: 7.G.1.2&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 19: Drawing Geometric Shapes</td>
</tr>
<tr>
<td>EL Adaptations&lt;br&gt;Lesson 18</td>
<td>EL Adaptations&lt;br&gt;Lesson 18</td>
<td>EL Adaptations&lt;br&gt;Lesson 18</td>
<td>EL Adaptations&lt;br&gt;Lesson 19</td>
<td>EL Adaptations&lt;br&gt;Lesson 19</td>
</tr>
</tbody>
</table>

**Connect**<br>See p. 107 of Support Coach Teacher’s Manual for a useful suggestion for EL.

**DIFFERENTIATION OPTIONS**
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 168–169. 10 min or as time permits.
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.

**Example A and Example B**

**DIFFERENTIATION OPTIONS**
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.

**Before the Lesson and Understand**
Explain the roles of protractor and ruler. Observe students as they make drawings. Review the meaning of measure of an angle. Read the instructions for this page so all steps are clearly understood.

**DIFFERENTIATION OPTIONS**
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.

**Practice**
See note for EL on p. 108 of Support Coach Teacher’s Manual. Read each word problem to students if necessary, and make sure all directions are clear.

**DIFFERENTIATION OPTIONS**
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.

**Connect**<br>Read the instructions for this page so all steps are clearly understood. Point out the right triangle. Move slowly through this page. Add additional examples to make the use of ruler and protractor comfortable.

**DIFFERENTIATION OPTIONS**
- Performance Coach<br>Teacher’s Edition<br>pp. 40–41, with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.

**Problem Drawing Figures**
Offer a variety of figures to draw with ruler and protractor. 10 min.

Week 23

Day 1

Domain 4: Geometry

LESSON FOCUS
MAFS: 7.G.1.2

Instruction Coach
Lesson 19: Drawing Geometric Shapes
- Student Edition pp. 112–113; 30 min.
- Teacher’s Manual pp. 60–61; 30 min.
- EL Adaptations Lesson 19

Before the Lesson
The vocabulary list is long. Although students may be aware of a few of the three-dimensional figures, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

DIFFERENTIATION OPTIONS
Practice Drawing Figures: Offer a variety of figures to draw with ruler and protractor. Extra challenge: Questions 11 and 12 on p. 113 of Instruction Coach Student Edition. 10 min.


LESSON FOCUS
MAFS: 7.G.1.3

Instruction Coach
Lesson 20: Examining Cross Sections of Three-Dimensional Figures
- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 20

Before the Lesson
The vocabulary list is long. Although students may be aware of a few of the three-dimensional figures, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

DIFFERENTIATION OPTIONS
Name that Figure: Describe in words one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.


LESSON FOCUS
MAFS: 7.G.1.3

Instruction Coach
Lesson 20: Examining Cross Sections of Three-Dimensional Figures
- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 20

Before the Lesson
The vocabulary list is long. Although students may be aware of a few of the three-dimensional figures, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

DIFFERENTIATION OPTIONS
Name that Figure: Describe in words one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.


LESSON FOCUS
MAFS: 7.G.1.3

Instruction Coach
Lesson 20: Examining Cross Sections of Three-Dimensional Figures
- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 20

Before the Lesson
The vocabulary list is long. Although students may be aware of a few of the three-dimensional figures, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

DIFFERENTIATION OPTIONS
Name that Figure: Describe in words one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.


LESSON FOCUS
MAFS: 7.G.1.3

Instruction Coach
Lesson 20: Examining Cross Sections of Three-Dimensional Figures
- Teacher’s Manual pp. 62–63; 20 min.
- EL Adaptations Lesson 20

Before the Lesson
The vocabulary list is long. Although students may be aware of a few of the three-dimensional figures, make sure they can identify all of the figures listed on p. 62. See Before the Lesson.

DIFFERENTIATION OPTIONS
Name that Figure: Describe in words one of the three-dimensional figures and ask students to tell which figure it is. Continue doing this until students can identify all figures. 20 min.


LESSON FOCUS
MAFS: 7.G.2.4

Instruction Coach
Lesson 21: Area and Circumference of Circles
- Student Edition pp. 118–119; 30 min.
- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 21

Understand—Connect
Follow the Understand section to conclusion. Explain congruent. Make sure the number \( p \) is understood and that students understand formulas. Connect: Explain approximation for finding circumference and area. Expand further on \( p \) and the use of formulas. See Math Tools. See pp. 116 and 119 of Support Coach Teacher’s Manual for useful suggestions for EL.

DIFFERENTIATION OPTIONS
Name that Cross: Section Show additional models of one of the three-dimensional figures and ask students to identify the cross-section figure that results when a plane cuts the three-dimensional figure at various places. 10 min.

- Performance Coach Teacher’s Edition pp. 44–45, with Getting the Idea and Examples 1–2 of Student Edition pp. 186–189. 20 min or as time permits.
### Domain 4: Geometry

<table>
<thead>
<tr>
<th>Day 1</th>
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<td><strong>Example</strong></td>
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<tr>
<td>Study this example as it illustrates working backwards to find the radius (from the circumference) first before computing the area. Explain this procedure carefully.</td>
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<td>Make sure students draw a diagram for this example. Review how to solve an equation. Review the meaning of measure of an angle.</td>
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<td>- EL Adaptations Lesson 25</td>
</tr>
</tbody>
</table>

**Office Carpeting**
See the Before the Lesson. Check in with Math Tools for formulas on area. See note for EL on pp. 122 and 134 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
MAFS: 7.G.2.6
Instruction Coach
Lesson 23: Problem Solving: Area and Surface Area of Composite Figures
- Student Edition p. 130; 30 min.
- Teacher’s Manual pp. 68–69; 30 min.
- EL Adaptations Lesson 23

**Face Painting**
Explain faces of a cube by showing a cube, and make clear what the surface area of a cube is. Note that in this problem not all the faces will be painted. (Cube C, while it has 6 faces, will have only 4 faces painted.)

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
MAFS: 7.G.2.6
Instruction Coach
Lesson 23: Problem Solving: Area and Surface Area of Composite Figures
- Student Edition p. 131; 30 min.
- Teacher’s Manual pp. 68–69; 30 min.
- EL Adaptations Lesson 23

**Practice**
See note for EL on p. 128 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 50–53, with Lesson Practice of Student Edition pp. 222–225. 10 min or as time permits.

**LESSON FOCUS**
MAFS: 7.G.2.6
Instruction Coach
Lesson 24: Problem Solving: Volume of Three-Dimensional Figures
- Student Edition p. 134; 30 min.
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

**Buying a New Tent**

**DIFFERENTIATION OPTIONS**

**An Arrangement of Cubes**
Make sure congruent is understood. This concept comes up often, so make it clear for both two-dimensional and three-dimensional figures. See note for EL on p. 127 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
## Domain 4: Geometry

### LESSON FOCUS
MAFS: 7.G.2.6

**Instruction Coach**  
Lesson 24: Problem Solving: Volume of Three-Dimensional Figures
- Student Edition pp. 136–137; 30 min.
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24 Practice

### REVIEW AND ASSESS

**Instruction Coach**  
Domain 4 Review  
- **Student Edition** pp. 138–139; 40 min.  
- **Teacher’s Manual** p. 117

#### Review Part 1
Go over Questions 1–12 on SE pp. 138–139 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 56–57 for a view of progressions connecting the Lessons of Domain 4.

#### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 54–55, with Lesson Practice of Student Edition pp. 231–234. 10 min or as time permits.

**Instruction Coach**  
Domain 4 Assessment  
- **Assessments** pp. 30–36; 40 min.  
- **Assessments Answer Key** p. 13

#### 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.

**Instruction Coach**  
Domain 4 Assessment  
- **Assessments** pp. 37–40; 40 min.  
- **Assessments Answer Key** pp. 13–15

#### 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 5: Statistics and Probability

#### LESSON FOCUS
**MAFS: 7.SP.1.1 and 7.SP.1.2**

**Instruction Coach**
**Lesson 25: Understanding Sampling**
- **Student Edition** pp. 144–145; 20 min.
- **Teacher’s Manual** pp. 74–75; 20 min.
- **EL Adaptations** Lesson 25

**LESSON FOCUS**
**MAFS: 7.SP.1.1 and 7.SP.1.2**

**Instruction Coach**
**Lesson 25: Understanding Sampling**
- **Student Edition** pp. 146–147; 30 min.
- **Teacher’s Manual** pp. 74–75; 30 min.
- **EL Adaptations** Lesson 25

**Example A and Example B**
Review vocabulary words on pp. 74 and 132 of Teacher’s Manual. Ask students to offer an example of a **biased sample** and a **random sample**. Make sure students understand the **mean**.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 132–133, Build Background. 20 min.

#### LESSON FOCUS
**MAFS: 7.SP.1.1 and 7.SP.1.2**

**Instruction Coach**
**Lesson 25: Understanding Sampling**
- **Student Edition** pp. 148–149; 30 min.
- **Teacher’s Manual** pp. 74–75; 30 min.
- **EL Adaptations** Lesson 30

**Example A and Example B**
See note for EL on p. 134 of Support Coach Teacher’s Manual. Check understanding of the vocabulary words on p. 74 of Instruction Coach Teacher’s Manual. Read and explain questions to make sure they are clearly understood.

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS
**MAFS: 7.SP.2.3 and 7.SP.2.4**

**Instruction Coach**
**Lesson 26: Using Mean and Mean Absolute Value**
- **Student Edition** pp. 152–153; 30 min.
- **Teacher’s Manual** pp. 76–77; 30 min.
- **EL Adaptations** Lesson 26

**Example A and Example B**
There is much to decipher on these pages, so make sure that the tables, data, and computations are understood. Example B asks about a box-and-whisker plot, but this time as a double plot to compare two sets of data. See note for EL on p. 131 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 130–131, Introduce and Model. 10 min.

### Domain 5: Statistics and Probability

#### LESSON FOCUS
**MAFS: 7.SP.2.3 and 7.SP.2.4**

**Instruction Coach**
**Lesson 26: Using Mean and Mean Absolute Value**
- **Student Edition** pp. 150–151; 30 min.
- **Teacher’s Manual** pp. 76–77; 30 min.
- **EL Adaptations** Lesson 26

**Example A and Example B**
See Before the Lesson.
### Domain 5: Statistics and Probability

#### LESSON FOCUS

**MAFS: 7.SP.2.3 and 7.SP.2.4**

**Instruction Coach**

**Lesson 26: Using Mean and Mean Absolute Value**
- **Student Edition** pp. 154–155; 30 min.
- **Teacher’s Manual** pp. 76–77; 30 min.
- **EL Adaptations** Lesson 26

**Before the Lesson**
Add examples to compute mean and mean absolute deviation (MAD). Ask: "Are these related?" "What is a population?" Give further examples of a population.

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

**LESSON FOCUS**

**MAFS: 7.SP.2.3 and 7.SP.2.4**

**Instruction Coach**

**Lesson 27: Making Comparative Inferences about Two Populations**
- **Student Edition** pp. 156–157; 30 min.
- **Teacher’s Manual** pp. 78–79; 30 min.
- **EL Adaptations** Lesson 27

**Before the Lesson**
Understand—Connect
Understand: Walk through each step dealing with changes in Team B. Explain the meaning of the difference of the means divided by MAD. Connect: Since the data are shown in tables, make sure these are clear. Likewise, note how the data are transferred from a table to a data plot, so provide help when necessary to make sure this transfer is understood.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 146–147, Introduce and Model – Introduce Concepts and Vocabulary. 10 min.

**LESSON FOCUS**

**MAFS: 7.SP.3.5, 7.SP.3.6 and 7.SP.3.7.b**

**Instruction Coach**

**Lesson 28: Understanding Probability**
- **Student Edition** p. 160; 30 min.
- **Teacher’s Manual** pp. 80–81; 30 min.
- **EL Adaptations** Lesson 28

**Before the Lesson**
Make sure the new vocabulary is understood via examples. Use the Before the Lesson and add more examples elicited from students. Distinguish by further examples the difference between probability and experimental probability. See p. 138 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 138–139, Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 138–139, Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 64–65, with Getting the Idea and Example 1 of Student Edition pp. 271–272. 10 min.
### Domain 5: Statistics and Probability

#### LESSON FOCUS

**MAFS: 7.SP.3.5, 7.SP.3.6 and 7.SP.3.7.b**

**Instruction Coach**

**Lesson 28: Understanding Probability**
- **Student Edition**  
  p. 161; 30 min.
- **Teacher’s Manual**  
  pp. 80–81; 30 min.
- **EL Adaptations** Lesson 28

**Connect**

Explain every step of this example of experimental probability and show its contrast to the theoretical probability shown in Understand. Make the reading clear as there is much to digest here.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  pp. 138–139, Practice and Assess. 10 min.
- **Performance Coach Teacher’s Edition**  

**Practice**

Help with each section of Practice to make sure instructions are clear.

#### LESSON FOCUS

**MAFS: 7.SP.3.7.a and 7.SP.3.7.b**

**Instruction Coach**

**Lesson 29: Probabilities of Simple Events**
- **Student Edition**  
  pp. 164–165; 20 min.
- **Teacher’s Manual**  
  pp. 82–83; 20 min.
- **EL Adaptations** Lesson 29

**Understand—Connect**

Go over the examples used in the Before the Lesson, and add a few more. Explain the difference between theoretical and experimental probability. Place emphasis on what we expect and what does actually happen. Explain all words on the Vocabulary list. Connect: Make sure students understand what the questions are asking. Explain why an event with a probability of 1/2 means that the event is equally likely to happen as it is not to happen.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  pp. 146–147, Introduce and Model – Support Discussion. 10 min.
- **Performance Coach Teacher’s Edition**  
  pp. 64–65, with Coached Example of Student Edition p. 277. 10 min.

**Example A**

Make sure the idea of uniform probability is clear. Offer another model that is not a uniform probability model. See note on EL on p. 147 of Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual**  
  pp. 146–147, Build Background. 20 min.
- **Performance Coach Teacher’s Edition**  
  pp. 64–65, with Lesson Practice of Student Edition pp. 278–280. 10 min or as time permits.
### Domain 5: Statistics and Probability

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<tr>
<th>Day</th>
<th>LESSON FOCUS</th>
<th>MAFS: 7.SP.3.7.a and 7.SP.3.7.b</th>
<th>Instruction Coach</th>
<th>Lesson 29: Probabilities of Simple Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LESSON FOCUS</td>
<td>MAFS: 7.SP.3.8.a and 7.SP.3.8.b</td>
<td>Instruction Coach</td>
<td>Lesson 30: Probabilities of Compound Events</td>
</tr>
<tr>
<td></td>
<td>LESSON FOCUS</td>
<td>MAFS: 7.SP.3.8.a and 7.SP.3.8.b</td>
<td>Instruction Coach</td>
<td>Lesson 30: Probabilities of Compound Events</td>
</tr>
<tr>
<td>3</td>
<td>Student Edition p. 171; 30 min.</td>
<td>- Teacher's Manual pp. 84–85; 30 min.</td>
<td>- EL Adaptations Lesson 30 Connect</td>
<td>Explain this page step by step and work out the TRY with students. See p. 154 of Support Coach Teacher's Manual for a useful tip for EL.</td>
</tr>
<tr>
<td></td>
<td>LESSON FOCUS</td>
<td>MAFS: 7.SP.3.8.a and 7.SP.3.8.b</td>
<td>Instruction Coach</td>
<td>Lesson 30: Probabilities of Compound Events</td>
</tr>
<tr>
<td>4</td>
<td>Student Edition pp. 172–173; 30 min.</td>
<td>- Teacher's Manual pp. 84–85; 30 min.</td>
<td>- EL Adaptations Lesson 30 Example A and Example B</td>
<td>Explain what tree diagrams are and how they are used with compound events. Example B is another example of a tree diagram, but this one is used for two dependent events.</td>
</tr>
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<td>LESSON FOCUS</td>
<td>MAFS: 7.SP.3.8.a and 7.SP.3.8.b</td>
<td>Instruction Coach</td>
<td>Lesson 30: Probabilities of Compound Events</td>
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### Differentiation Options

- **Support Coach Teacher's Manual**
  **PLUG IN:**
- **Performance Coach Teacher's Edition**
  pp. 64–65, with Lesson Practice of Student Edition pp. 278–280. 10 min or as time permits.
- **Support Coach Teacher's Manual**
  **PLUG IN:**
  pp. 154–155, Build Background. 20 min.
- **Performance Coach Teacher's Edition**
- **Support Coach Teacher's Manual**
  **POWER UP:**
  pp. 156–157, Model Application. 10 min.
- **Performance Coach Teacher's Edition**
- **Support Coach Teacher's Manual**
  **READY TO GO:**
  pp. 158–161, Build Background. 10 min.
- **Performance Coach Teacher's Edition**
- **Support Coach Teacher's Manual**
  **READY TO GO:**
- **Performance Coach Teacher's Edition**
  pp. 66–67, with Lesson Practice of Student Edition pp. 288–291. 10 min or as time permits.
### Domain 5: Statistics and Probability

#### LESSON FOCUS
**MAFS: 7.SP.3.8.c**
**Instruction Coach**
**Lesson 31: Simulations**
- Teacher’s Manual pp. 86–87; 30 min.
- EL Adaptations Lesson 31

**Before the Lesson**
Explain what a simulation is, and how it will be employed to run an experiment to determine probability. Ask: “What ways can you simulate rolling a die?”

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 158–161, Build Background. 10 min.

**LESSON FOCUS**
**MAFS: 7.SP.3.8.c**
**Instruction Coach**
**Lesson 31: Simulations**
- Student Edition p. 171; 30 min.
- Teacher’s Manual pp. 86–87; 30 min.
- EL Adaptations Lesson 31

**Understand**
Explain what a random number is and what a random number table is.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual READY TO GO: pp. 158–161, Introduce and Model. 10 min.

**LESSON FOCUS**
**MAFS: 7.SP.3.8.c**
**Instruction Coach**
**Lesson 31: Simulations**
- Student Edition p. 171; 30 min.
- Teacher’s Manual pp. 86–87; 30 min.
- EL Adaptations Lesson 31

**Connect**
Check out the Math Tool Random Digits Table on p. 203 of Instruction Coach. Remind students that they can start with any number when using the table.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
**MAFS: 7.SP.3.8.c**
**Instruction Coach**
**Lesson 31: Simulations**
- Student Edition p. 171; 30 min.
- Teacher’s Manual pp. 86–87; 30 min.
- EL Adaptations Lesson 31

**Practice**
Explain each section of the Practice to students before they begin. Read the direction to students as needed.

**DIFFERENTIATION OPTIONS**

**REVIEW AND ASSESS**
**Instruction Coach**
**Domain 5 Review**
- Teacher’s Manual p. 126

**Review Part 1**
Go over the Questions 1–8 on SE pp. 180–181 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 72–73 for a view of progressions connecting the Lessons of Domain 5.

**DIFFERENTIATION OPTIONS**
## Domain 5: Statistics and Probability

### REVIEW AND ASSESS

#### Instruction Coach

**Domain 5 Review**
- **Student Edition** pp. 182–183; 40 min.
- **Teacher's Manual** p. 126

**Review Part 2 and Performance Task**
Go over Questions 9–12 on SE pp. 182–183 and discuss. Pay special attention to the Performance Task on p. 183. 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 (Paper Cup Toss). See Progression Chart on TM pp. 72–73 for a view of progressions connecting the lessons of Domain 5.

**DIFFERENTIATION OPTIONS**
Ask students to do a single page at a time, and then go over the questions. Extra challenge: Questions 11 and 12 of Instruction Coach Student Edition, p.182.
- **Performance Coach**

#### Domain 5 Assessment

##### Instruction Coach

**Domain 5 Assessment**
- **Assessments** pp. 42–48; 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.

##### Instruction Coach

**Domain 5 Assessment**
- **Assessments** pp. 49–52; 40 min.
- **Assessments Answer Key** pp. 16–21

**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.

### END OF YEAR REVIEW

#### Instruction Coach

**Review Domains 1–3 Lessons 1–17**
**Support Coach**

**Practice Tests 1 & 2**
- **Assessments** pp. 64–87
- **Assessments Answer Key** pp. 21–30

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Assessments** pp. 44–55, for Performance Tasks A & B in Domains 1–3.

#### Instruction Coach

**Review Domains 4 and 5 Lessons 18–31**
**Support Coach**

**Practice Tests 1 & 2**
- **Assessments** pp. 64–87
- **Assessments Answer Key** pp. 21–30

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

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - **Assessments** pp. 56–63, for Performance Tasks A & B in Domains 4 and 5.
### Week 33

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<th>Day 4</th>
<th>Day 5</th>
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#### SUMMATIVE ASSESSMENT

**Instruction Coach**

**Summative Assessment**

- **Assessments**
  - 2pp. 54–60; 40 min.
- **Assessments Answer Key**
  - p. 22

**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.

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#### SUMMATIVE ASSESSMENT

**Instruction Coach**

**Summative Assessment**

- **Assessments**
  - pp. 61–69; 40 min.
- **Assessments Answer Key**
  - pp. 22–23

**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.