Program Overview

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

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

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

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

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

The Instructional Pathway
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 2–32 will help in allotting proper time to the major work.

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

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

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

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

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<tr>
<th>Grade 7</th>
<th>Common Core Standards</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
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<tbody>
<tr>
<td><strong>Ratios and Proportional Relationships</strong></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7.RP.1</td>
<td>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.RP.2.a</td>
<td>Decide whether two quantities are in a proportional relationship, by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</td>
<td>2, 3</td>
<td></td>
<td>2, 3</td>
</tr>
<tr>
<td>7.RP.2.b</td>
<td>Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</td>
<td>2, 3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7.RP.2.c</td>
<td>Represent proportional relationships by equations.</td>
<td>2, 3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>7.RP.2.d</td>
<td>Explain what a point ((x, y)) on the graph of a proportional relationship means in terms of the situation, with special attention to the points ((0, 0)) and ((1, r)) where (r) is the unit rate.</td>
<td>2, 3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.RP.3</td>
<td>Use proportional relationships to solve multistep ratio and percent problems.</td>
<td></td>
<td>3, 4</td>
<td>4</td>
</tr>
<tr>
<td><strong>The Number System</strong></td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7.NS.1.a</td>
<td>Describe situations in which opposite quantities combine to make 0.</td>
<td>5, 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.NS.1.b</td>
<td>Understand (p + q) as the number located a distance (</td>
<td>q</td>
<td>) from (p), in the positive or negative direction depending on whether (q) is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</td>
<td>5, 6</td>
</tr>
</tbody>
</table>
### Grade 7

#### Common Core Standards

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<thead>
<tr>
<th>Common Core Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The Number System (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.NS.1.c</strong> Understand subtraction of rational numbers as adding the additive inverse, ( p - q = p + (-q) ). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</td>
<td>5, 6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>7.NS.1.d</strong> Apply properties of operations as strategies to add and subtract rational numbers.</td>
<td>5, 6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>7.NS.2.a</strong> Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as ((-1)(-1) = 1) and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</td>
<td>7, 8, 9</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>7.NS.2.b</strong> Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If ( p ) and ( q ) are integers, then ( \frac{-p}{q} = \frac{p}{-q} ). Interpret quotients of rational numbers by describing real-world contexts.</td>
<td>7, 8, 9</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>7.NS.2.c</strong> Apply properties of operations as strategies to multiply and divide rational numbers.</td>
<td>7, 8, 9</td>
<td>10</td>
<td>7, 8</td>
</tr>
<tr>
<td><strong>7.NS.2.d</strong> Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</td>
<td>7, 8, 9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>7.NS.3</strong> Solve real-world and mathematical problems involving the four operations with rational numbers.</td>
<td>10, 11</td>
<td>8</td>
<td>7, 8, 10</td>
</tr>
<tr>
<td><strong>Expressions and Equations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.EE.1</strong> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</td>
<td>12, 13, 14</td>
<td>9</td>
<td>11, 12, 13</td>
</tr>
<tr>
<td><strong>7.EE.2</strong> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td><strong>7.EE.3</strong> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</td>
<td>15</td>
<td>10, 11</td>
<td>14</td>
</tr>
<tr>
<td>Common Core Standards</td>
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<td>-----------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Expressions and Equations (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.EE.4.a Solve word problems leading to equations of the form ( px + q = r ) and ( p(x + q) = r ), where ( p, q, ) and ( r ) are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.</td>
<td>16, 17</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>7.EE.4.b Solve word problems leading to inequalities of the form ( px + q &gt; r ) or ( px + q &lt; r ) where ( p, q, ) and ( r ) are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.</td>
<td>16, 17</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</td>
<td>18</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>7.G.2 Draw geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</td>
<td>20</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</td>
<td>21</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</td>
<td>22</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>7.G.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</td>
<td>23, 24</td>
<td>16</td>
<td>22, 23, 24</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Statistics and Probability</strong></td>
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</tr>
<tr>
<td><strong>7.SP.1</strong> Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</td>
<td>25</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td><strong>7.SP.2</strong> Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples of the same size to gauge the variation in estimates or predictions.</td>
<td>25</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td><strong>7.SP.3</strong> Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</td>
<td>26, 27</td>
<td></td>
<td>26, 27</td>
</tr>
<tr>
<td><strong>7.SP.4</strong> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</td>
<td>26, 27</td>
<td></td>
<td>26, 27</td>
</tr>
<tr>
<td><strong>7.SP.5</strong> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ( \frac{1}{2} ) indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</td>
<td>28</td>
<td>18, 19</td>
<td>28</td>
</tr>
<tr>
<td><strong>7.SP.6</strong> Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</td>
<td>28</td>
<td>18, 19</td>
<td>28</td>
</tr>
<tr>
<td><strong>7.SP.7.a</strong> Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</td>
<td>29</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td><strong>7.SP.7.b</strong> Develop a probability model by observing frequencies in data generated from a chance process.</td>
<td>29</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td><strong>7.SP.8.a</strong> Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</td>
<td>30, 31</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td><strong>7.SP.8.b</strong> Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.</td>
<td>30, 31</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td><strong>7.SP.8.c</strong> Design and use a simulation to generate frequencies for compound events.</td>
<td>30, 31</td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

- Priority content requires more time to teach. More time has been allotted in the Pacing Guide for lessons that teach the priority content for your grade level. This will allow you more time to differentiate, go deeper into those topics, and allow students to see the priority standards from different perspectives.
- The Pacing Guide is designed for a 33-week school year. If your school year is longer or shorter than 33 weeks, you can make adjustments for the difference.
- Time is included for review and assessment. Review time is scheduled for each domain and for the end of the year.
- Curriculum mapping decisions should be flexible. The sequence of topics is designed to address all the content of the Common Core State Standards, but you can resequence 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

## LESSON FOCUS
**CCSS: 7.RP.1**

### Common Core Coach Lesson 1: Computing Unit Rate
- **Teacher’s Manual** pp. 18–19; 20 min.
- **EL Adaptations** Lesson 1

**Before the Lesson**
Pay attention (pronunciation, spelling, meaning) to the term *ratio*. Use Before the Lesson. Add examples. Alert students to Glossary.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 2–3 for PLUG IN: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Getting the Idea section and Example 1 of Student edition p. 6. 20 min.

### LESSON FOCUS
**CCSS: 7.RP.1**

### Common Core Coach Lesson 1: Computing Unit Rate
- **Teacher’s Manual** pp. 18–19; 30 min.
- **EL Adaptations** Lesson 1

### Example A

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 2–3 for PLUG IN: Introduce and Model. 10 min.

### LESSON FOCUS
**CCSS: 7.RP.1**

### Common Core Coach Lesson 1: Computing Unit Rate
- **Teacher’s Manual** pp. 18–19; 25 min.
- **EL Adaptations** Lesson 1

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

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**CCSS: 7.RP.1**

### Common Core Coach Lesson 1: Computing Unit Rate
- **Teacher’s Manual** pp. 18–19; 20 min.
- **EL Adaptations** Lesson 1

### Practice Part 1: Questions 1–11
Review the concept of ratio, rate, and unit rate. Alert students to Glossary.

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**CCSS: 7.RP.1**

### Common Core Coach Lesson 1: Computing Unit Rate
- **Teacher’s Manual** pp. 18–19; 20 min.
- **EL Adaptations** Lesson 1

### Practice Part 2: Questions 12–17
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.
## Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS
**CCSS: 7.RP.2.a and 7.RP.2.b**

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

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**CCSS: 7.RP.2.a and 7.RP.2.b**

**Common Core Coach**
**Lesson 2: Identifying Proportional Relationships**
- 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

### LESSON FOCUS
**CCSS: 7.RP.2.a and 7.RP.2.b**

**Common Core Coach**
**Lesson 2: Identifying Proportional Relationships**
- Teacher’s Manual pp. 20–21; 25 min.
- EL Adaptations Lesson 2

**Connect**
See special note for EL on p. 12 of Common Core Support Coach Teacher’s Manual.

### DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 4–5 with Lesson Practice of Student Edition pp. 18–19. 20 min or as time permits.

### LESSON FOCUS
**CCSS: 7.RP.2.a and 7.RP.2.b**

**Common Core Coach**
**Lesson 2: Identifying Proportional Relationships**
- Teacher’s Manual pp. 20–21; 20 min.
- EL Adaptations Lesson 2

**Practice Part 1:**
- Questions 1–8
  - 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
- Performance Coach Teacher’s Edition pp. 4–5 with Lesson Practice of Student Edition pp. 20. 20 min or as time permits.

### LESSON FOCUS
**CCSS: 7.RP.2.a and 7.RP.2.b**

**Common Core Coach**
**Lesson 2: Identifying Proportional Relationships**
- Teacher’s Manual pp. 20–21; 20 min.
- EL Adaptations Lesson 2

**Practice Part 2:**
- Questions 9–14
  - 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
- Performance Coach Teacher’s Edition pp. 4–5 with Lesson Practice of Student Edition pp. 20. 20 min or as time permits.
## Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS

**CCSS: 7.RP.2.c and 7.RP.2.d**

**Common Core 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**

- **Common Core Support Coach Teacher’s Manual** pp. 14–17 for READY TO GO: Introduce and Model. 20 min.

### LESSON FOCUS

**CCSS: 7.RP.2.c and 7.RP.2.d**

**Common Core Coach**

**Lesson 3: Representing Proportional Relationships**

- **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**

- **Common Core Support Coach Teacher’s Manual** pp. 14–17 for READY TO GO: Build Background. 15 min.

### LESSON FOCUS

**CCSS: 7.RP.2.c and 7.RP.2.d**

**Common Core Coach**

**Lesson 3: Representing Proportional Relationships**

- **Teacher’s Manual** pp. 22–23; 25 min.
- **EL Adaptations** Lesson 3

**Connect**

See p. 14 of Common Core 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**

- **Common Core Support Coach Teacher’s Manual** pp. 14–17 for READY TO GO: Support Independent Practice. 20 min.

### LESSON FOCUS

**CCSS: 7.RP.2.c and 7.RP.2.d**

**Common Core Coach**

**Lesson 3: Representing Proportional Relationships**

- **Teacher’s Manual** pp. 22–23; 30 min.
- **EL Adaptations** Lesson 3

**Practice, Part 1:**

Questions 1–7

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

**CCSS: 7.RP.2.c and 7.RP.2.d**

**Common Core Coach**

**Lesson 3: Representing Proportional Relationships**

- **Teacher’s Manual** pp. 22–23; 30 min.
- **EL Adaptations** Lesson 3

**Practice, Part 2:**

Questions 8–14

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

#### LESSON FOCUS

**CCSS: 7.RP.3**

**Common Core Coach Lesson 4: Word Problems with Ratio and Percent**

- Teacher’s Manual pp. 24–25; 25 min
- EL Adaptations Lesson 4

**Before the Lesson**

Explain how equations can represent relationships among numbers. Add examples to the ones found in the Before the Lesson.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 18–19 for PLUG IN: Build Background. 15 min.
- **Performance Coach Teacher’s Edition** pp. 8–9 with Getting the Idea and Examples 1–2 of Student Edition pp. 31–32. 15 min.

#### LESSON FOCUS

**CCSS: 7.RP.3**

**Common Core Coach Lesson 4: Word Problems with Ratio and Percent**

- Teacher’s Manual pp. 24–25; 20 min
- 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 sample problems to clarify each step. Discuss each problem with the class before students start working on it.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 22–25 for READY TO GO: 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.

#### LESSON FOCUS

**CCSS: 7.RP.3**

**Common Core Coach Lesson 4: Word Problems with Ratio and Percent**

- Teacher’s Manual pp. 24–25; 30 min
- EL Adaptations Lesson 4

**Example A Solving the Problem**

Make sure the question of the problem is clear. See p. 22 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 22–25 for READY TO GO: Support Independent Practice. 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.

#### LESSON FOCUS

**CCSS: 7.RP.3**

**Common Core Coach Lesson 4: Word Problems with Ratio and Percent**

- EL Adaptations Lesson 4

**Practice**

It is important to read these questions to students so that each one is clear and understood before students get started. A designated appropriate reader among the students might work.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 8–9 with Lesson Practice of Student Edition pp. 39–40. 15 min or as time permits.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tr>
<td><strong>Domain 1: Ratios and Proportional Relationships</strong></td>
<td><strong>Domain 2: The Number System</strong></td>
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<tr>
<td><strong>REVIEW AND ASSESS</strong></td>
<td><strong>LOOK BACK</strong></td>
<td><strong>LESSON FOCUS</strong></td>
<td><strong>LESSON FOCUS</strong></td>
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<tr>
<td>Common Core Coach Domain 1 Review</td>
<td>Common Core Coach Domain 2 Review</td>
<td>CCSS: 7.NS.1.a, 7.NS.1.b and 7.NS.1.c</td>
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<tr>
<td>Questions 1–13</td>
<td>Questions 14–17 &amp; Performance Task</td>
<td>EL Adaptations Lesson 5</td>
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<tr>
<td>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 pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td>Go over the questions and discuss. Pay special attention to the Performance Task on p. 27. 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 (Population Predictions) on p. 27. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.</td>
<td>Connect</td>
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<td>Ask students to do a single page at a time, and then go over the questions.</td>
<td>Provide extra time and assistance for students who qualify.</td>
<td>Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 16 and 17.</td>
<td>Common Core Support Coach Teacher’s Manual pp. 34–35 for PLUG IN Build Background. 20 min.</td>
<td>Common Core Support Coach Teacher’s Manual pp. 36–37 for POWER UP: Build Background. 10 min.</td>
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<td><strong>Review</strong></td>
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</tbody>
</table>
## Domain 2: The Number System

### LESSON FOCUS
**CCSS: 7.NS.1.a, 7.NS.1.b and 7.NS.1.c**

**Common Core Coach**
Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 30 min.
- EL Adaptations Lesson 5

**Example A and Example B**
See advice on EL, p. 38 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

### LESSON FOCUS
**CCSS: 7.NS.1.a, 7.NS.1.b and 7.NS.1.c**

**Common Core Coach**
Lesson 5: Adding and Subtracting Rational Numbers
- 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 Common Core Support Coach Teacher’s Manual: p. 40 on problem solving.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 12–13 with Lesson Practice of Student Edition pp. 52–53. 20 min as time permits.

### LESSON FOCUS
**CCSS: 7.NS.1.a, 7.NS.1.b and 7.NS.1.c**

**Common Core Coach**
Lesson 5: Adding and Subtracting Rational Numbers
- Teacher’s Manual pp. 28–29; 30 min.
- EL Adaptations Lesson 5

**Practice Part 1:**
Questions 1–10
Use the number line as needed. Refer back to earlier parts of the lesson for help with vocabulary.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 38–41 for READY TO GO: Practice and Assess. Use these as models to add further practice. Extra challenge: Question 16 of Common Core Coach. 10 min.
- Performance Coach Teacher’s Edition pp. 12–13 with Lesson Practice of Student Edition p. 54. 10 min or as time permits.

### LESSON FOCUS
**CCSS: 7.NS.1.d**

**Common Core 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**
### Domain 2: The Number System

#### Lesson Focus

**Domain 2: The Number System**

**LESSON FOCUS**

**CCSS: 7.NS.1.d**

**Common Core Coach**

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

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

**Example A and Example B**

See p. 76 of Common Core Support Coach Teacher’s Manual for a useful advice for EL.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**CCSS: 7.NS.1.d**

**Common Core Coach**

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

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

**Example C and Example D**

Make clear what the different properties are before beginning these Examples.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS**

**CCSS: 7.NS.1.d**

**Common Core 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

**Practice Part 1: 1–10**

Point out that “Simplify” means to find a way to make computation easier. See p. 79 of Common Core Support Coach Teacher’s Manual for additional advice for these pages.

**DIFFERENTIATION OPTIONS**

- **Common Core Support**
  - **Coach Teacher’s Manual** pp. 76–77 for POWER UP: 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.

**LESSON FOCUS**

**CCSS: 7.NS.2.a and 7.NS.2.c**

**Common Core Coach**

**Lesson 7: Multiplying Rational Numbers**

- **Teacher’s Manual** pp. 32–33; 20 min.
- **EL Adaptations** Lesson 7

**Before the Lesson**

Check out the word list on p. 32 of Teacher’s Manual to make sure students understand each property.

**DIFFERENTIATION OPTIONS**

- **Common Core Support**
  - **Coach Teacher’s Manual** pp. 42–43 for PLUG IN: Build Background. 20 min.
- **Performance Coach**
# Domain 2: The Number System

## LESSON FOCUS

### CCSS: 7.NS.2.a and 7.NS.2.c

### Common Core Coach

**Lesson 7: Multiplying Rational Numbers**
- Teacher’s Manual pp. 32–33; 25 min.
- EL Adaptations Lesson 7

### Understand-Connect

See p. 44 of Common Core Support Coach Teacher’s Manual for a useful suggestion.

### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 44–45 for POWER UP: Introduce and Model. 15 min.

### LESSON FOCUS

### CCSS: 7.NS.2.a and 7.NS.2.c

### Common Core Coach

**Lesson 7: Multiplying Rational Numbers**
- Teacher’s Manual pp. 32–33; 25 min.
- EL Adaptations Lesson 7

### Example A

**Explain multiplicative inverse with simple examples.**

### DIFFERENTIATION OPTIONS

- Performance Coach Teacher’s Edition pp. 16–17 with Coached Example of Student Edition p. 68. 15 min.

### LESSON FOCUS

### CCSS: 7.NS.2.a and 7.NS.2.c

### Common Core Coach

**Lesson 7: Multiplying Rational Numbers**
- 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

- Performance Coach Teacher’s Edition pp. 16–17 with Lesson Practice of Student Edition pp. 69–70. 20 min or as time permits.

### LESSON FOCUS

### CCSS: 7.NS.2.a and 7.NS.2.c

### Common Core Coach

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

### Practice Part 1: Questions 1–12

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

- Performance Coach Teacher’s Edition pp. 16–17 with Lesson Practice of Student Edition pp. 71–72. 20 min or as time permits.
### Domain 2: The Number System

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<td><strong>Before the Lesson</strong>&lt;br&gt;See Before the Lesson for a discussion of fact families and how division and multiplication are connected.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support&lt;br&gt;  Coach Teacher’s Manual&lt;br&gt;  for POWER UP: Build Background, pp. 52–53. 10 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support&lt;br&gt;  Coach Teacher’s Manual&lt;br&gt;  for POWER UP: Introduce and Model (1st two parts), pp. 52–53. 10 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support&lt;br&gt;  Coach Teacher’s Manual&lt;br&gt;  for POWER UP: Introduce and Model—Model Application (A-C), pp. 52–53. 10 min.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support&lt;br&gt;  Coach Teacher’s Manual&lt;br&gt;  for POWER UP: Practice and Assess, pp. 52–53. Extra challenge: Questions 21 and 22 of Common Core Coach. 20 min.</td>
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<tr>
<td><strong>Example A</strong>&lt;br&gt;Show how properties can be useful when there are several operations. Do not forget to bring back a clear definition of reciprocal.</td>
<td><strong>Example B and Problem Solving</strong>&lt;br&gt;Division problems with fractions can be tricky, so make sure the question is clear. Go over the four steps used to solve problems.</td>
<td><strong>Example C and Problem Solving</strong>&lt;br&gt;Multiply the top and bottom by the reciprocal of the denominator. Simplify when possible.</td>
<td><strong>Example D and Problem Solving</strong>&lt;br&gt;Practice Part 1 Questions 1–16 Make sure all the words (expression, undefined, etc.) in the instructions are understood.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support&lt;br&gt;  Coach Teacher’s Manual&lt;br&gt;  for POWER UP: Practice and Assess, pp. 52–53. Extra challenge: Questions 21 and 22 of Common Core Coach. 20 min.</td>
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## Domain 2: The Number System

### LESSON FOCUS

**CCSS: 7.NS.2.a and 7.NS.2.c**

**Common Core Coach Lesson 8: Dividing Rational Numbers**
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8

**Practice Part 2: Questions 17–22**
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

- **Performance Coach Teacher’s Edition** pp. 18–19 with Lesson Practice of Student Edition pp. 80–81. 10 min or as time permits.

### LESSON FOCUS

**CCSS: 7.NS.2.d**

**Common Core Coach Lesson 9: Converting Rational Numbers to Decimals**
- Teacher’s Manual pp. 36–37; 20 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

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Build Background. pp. 18–19. 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.

### LESSON FOCUS

**CCSS: 7.NS.2.d**

**Common Core Coach Lesson 9: Converting Rational Numbers to Decimals**
- Teacher’s Manual pp. 36–37; 30 min.
- EL Adaptations Lesson 9

**Understand** See p. 18 of Common Core Support Coach Teacher’s Manual for useful EL advice. Yes, use Math Tools as suggested.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Model Application. pp. 18–19. 10 min.
- **Performance Coach Teacher’s Edition** pp. 20–21 with Example 4 and Coached Example of Student Edition pp. 84–85. 10 min.

### LESSON FOCUS

**CCSS: 7.NS.2.d**

**Common Core Coach Lesson 9: Converting Rational Numbers to Decimals**
- Teacher’s Manual pp. 36–37; 20 min.
- EL Adaptations Lesson 9

**Practice Part 1: Questions 1–14**
Go over the four steps used to solve problems.

### DIFFERENTIATION OPTIONS

- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Practice and Assess. pp. 18–19. 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.
### Week 11

#### Domain 2: The Number System

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| **LESSON FOCUS**  
CCSS: 7.NS.2.d  
Common Core Coach  
Lesson 9: Converting Rational Numbers to Decimals  
- Teacher’s Manual pp. 36–37; 20 min.  
- EL Adaptations Lesson 9  
Practice Part 1: Questions 15–20  
Go over the four steps used to solve problems.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 20–21 with Lesson Practice of Student Edition pp. 88–89. 20 min or as time permits. | **LESSON FOCUS**  
CCSS: 7.NS.3  
Common Core Coach  
Lesson 10: Problem Solving: Complex Fractions  
- EL Adaptations Lesson 10  
Before the Lesson  
Explain what a complex fraction is. Explain how to simplify a complex fraction.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual for POWER UP: Build Background. pp. 60–61. 20 min. | **LESSON FOCUS**  
CCSS: 7.NS.3  
Common Core Coach  
Lesson 10: Problem Solving: Complex Fractions  
- EL Adaptations Lesson 10  
Before the Lesson  
Explain what a complex fraction is. Explain how to simplify a complex fraction.  
**DIFFERENTIATION OPTIONS**  
CCSS: 7.NS.3  
Common Core Coach  
Lesson 10: Problem Solving: Complex Fractions  
- EL Adaptations Lesson 10  
Banana Bread Loaf Recipe  
Read the problem to students, making sure all words are understood.  
**DIFFERENTIATION OPTIONS**  
CCSS: 7.NS.3  
Common Core Coach  
Lesson 10: Problem Solving: Complex Fractions  
- EL Adaptations Lesson 10  
Practice Part 1: Questions 1–2  
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**  
Domain 2: The Number System

LESSON FOCUS
CCSS: 7.NS.3
Common Core Coach
Lesson 10: Problem Solving:
Complex Fractions
● EL Adaptations Lesson 10
Practice Part 2:
Questions 3–5
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
● Common Core Support Coach Teacher’s Manual for POWER UP: Practice and Assess. pp. 60–61. Use these as models to add further practice. 20 min.

LESSON FOCUS
CCSS: 7.NS.3
Common Core Coach
Lesson 11: Problem Solving:
Rational Numbers
● Teacher’s Manual pp. 40–41; 20 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

LESSON FOCUS
CCSS: 7.NS.3
Common Core Coach
Lesson 11: Problem Solving:
Rational Numbers
● Teacher’s Manual pp. 40–41; 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

LESSON FOCUS
CCSS: 7.NS.3
Common Core Coach
Lesson 11: Problem Solving:
Rational Numbers
● Teacher’s Manual pp. 40–41; 30 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

LESSON FOCUS
CCSS: 7.NS.3
Common Core Coach
Lesson 11: Problem Solving:
Rational Numbers
● Teacher’s Manual pp. 40–41; 20 min.
● EL Adaptations Lesson 11
Practice 1 Part 1:
Questions 1–2
Advise students: Do not rush through a problem; read and understand to make sure you know what the goal is, and read the problem several times if necessary.

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

**CCSS: 7.NS.3**

**Common Core Coach**

*Lesson 11: Problem Solving: Rational Numbers*

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

**Practice Part 2:** Questions 3–5

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

- **Common Core Support Coach** Teacher’s Manual for READY TO GO: Problem Solving, pp. 62–65; 20 min.

- **Performance Coach**

### REVIEW AND ASSESS

**Common Core Coach Domain 2 Review**

- **Student Edition** pp. 64–65; 40 min.
- **Teacher’s Manual** pp. 99–100

**Questions 1–23**

Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 26–27 (Teacher’s Manual) 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**

- **Performance Coach**

### REVIEW AND ASSESS

**Common Core Coach Domain 2 Review**

- **Student Edition** pp. 66–67; 40 min.
- **Teacher’s Manual** pp. 100–101

**Questions 24–27 & Performance Task**

Go over the questions and discuss. Pay special attention to the Performance Task on p. 67. 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 (Rational Numbers Game) on p. 67. See Progression Chart on pp. 26–27 (Teacher’s Manual) 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. Note extra challenges: Questions 26 and 27.

- **Performance Coach**

### REVIEW AND ASSESS

**Common Core Coach Domain 2 Assessment**

- **Assessments** pp. 12–16; 40 min.
- **Assessments Answer Keys** p. 7

**Questions 1–20**

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

### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

### REVIEW AND ASSESS

**Common Core Coach Domain 2 Assessment**

- **Assessments** pp. 17–20; 40 min.
- **Assessments Answer Keys** pp. 7–9

**Questions 21–25**

Provide clear explanation of questions.

### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.
## Week 14

### Domain 3: Expressions and Equations

**LESSON FOCUS**  
CCSS: 7.EE.1 and 7.EE.2  
**Common Core 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**  

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

**DIFFERENTIATION OPTIONS**  

**LESSON FOCUS**  
CCSS: 7.EE.1 and 7.EE.2  
**Common Core Coach**  
Lesson 12: Writing Equivalent Expressions  
- Teacher’s Manual pp. 44–45; 20 min.  
- **EL Adaptations** Lesson 12

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

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

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

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice. pp. 70–73. 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.
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<td>Practice Part 1: Questions 14–21</td>
<td>Before the Lesson</td>
<td>Example A</td>
<td>Example B</td>
<td>Example C and Example D</td>
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<tr>
<td>Ask students to write full answers for Questions 15 and 16.</td>
<td>Explain factor as in 6 is a factor of 18; and as in 6 is a factor of $6xy$; and as a factor of $(18 + 30y)$.</td>
<td>Review special vocabulary such as <em>like</em>, <em>coefficient</em>, <em>terms</em>, <em>expand</em>, and <em>variable</em>.</td>
<td>Explain GCF first with numbers, then with expressions.</td>
<td>Explain the difference between factoring completely and not factoring completely.</td>
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</table>
## Domain 3: Expressions and Equations

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<thead>
<tr>
<th>Day 1</th>
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<td>LESSON FOCUS</td>
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<tr>
<td><strong>Common Core Coach Lesson 13:</strong> Factoring and Expanding Linear Expressions</td>
<td><strong>Common Core Coach Lesson 13:</strong> Factoring and Expanding Linear Expressions</td>
<td><strong>Common Core Coach Lesson 14:</strong> Adding and Subtracting Algebraic Expressions</td>
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</tr>
<tr>
<td>● EL Adaptations Lesson 13 Practice Part 1: Questions 1–19 Warn students of the different vocabulary in this Practice. Go over key words.</td>
<td>● EL Adaptations Lesson 13 Practice Part 2: Questions 20–25 Review the distributive property in various forms prior to jumping into these questions. This review should include fractions and decimals.</td>
<td>● EL Adaptations Lesson 14 Before the Lesson See Before the Lesson.</td>
<td>● EL Adaptations Lesson 14 Example A See p. 66 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Review distributive and associative properties.</td>
<td>● EL Adaptations Lesson 14 Example B and Example C See p. 68 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Review like terms and how to identify them.</td>
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<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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### Domain 3: Expressions and Equations

**LESSON FOCUS**
**CCSS: 7.EE.1**
Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions
- Teacher’s Manual pp. 48–49; 20 min.
- EL Adaptations Lesson 14

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

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

**LESSON FOCUS**
**CCSS: 7.EE.1**
Common Core Coach Lesson 14: Adding and Subtracting Algebraic Expressions
- Teacher’s Manual pp. 48–49; 20 min.
- EL Adaptations Lesson 14

Practice Part 1:
Questions 1–18
Review key language dealing with instructions.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice. pp. 70–73. 20 min.

**LESSON FOCUS**
**CCSS: 7.EE.3**
Common Core Coach Lesson 15: Problem Solving: Algebraic and Equations
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

Before the Lesson
See Before the Lesson. In addition to checking answers after solutions, ask students to explain why their answers are reasonable ones.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
**CCSS: 7.EE.3**
Common Core Coach Lesson 15: Problem Solving: Algebraic and Equations
- Teacher’s Manual pp. 50–51; 20 min.
- EL Adaptations Lesson 15

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

**DIFFERENTIATION OPTIONS**
# Domain 3: Expressions and Equations

<table>
<thead>
<tr>
<th>Day 1</th>
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## Domain 3: Expressions and Equations

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</thead>
</table>
| **LESSON FOCUS**  
CCSS: 7.EE.4.a  
Common Core Coach  
Lesson 16: Word Problems with Equations  
This Standard (7.EE.4) requires fluency. See pp. A11–A16.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16 Example C and Example D  
See p. 92 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Explain the addition property of equality.  
**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 34–35 with Example 4 of Student Edition p. 139. 10 min. | **LESSON FOCUS**  
CCSS: 7.EE.4.a  
Common Core Coach  
Lesson 16: Word Problems with Equations  
This Standard (7.EE.4) requires fluency. See pp. A11–A16.  
- 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 Common Core Support Coach Teacher’s Manual for useful suggestions for EL.  
**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model. pp. 94–97. 10 min.  
- Performance Coach Teacher’s Edition pp. 34–35 with Coached Example of Student Edition p. 140. 10 min. | **LESSON FOCUS**  
CCSS: 7.EE.4.a  
Common Core Coach  
Lesson 16: Word Problems with Equations  
This Standard (7.EE.4) requires fluency. See pp. A11–A16.  
- Teacher’s Manual pp. 52–53; 30 min.  
- EL Adaptations Lesson 16 Practice Part 1: Questions 1–17  
**DIFFERENTIATION OPTIONS**  
- 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**  
CCSS: 7.EE.4.b  
Common Core Coach  
Lesson 17: Word Problems with Inequalities  
This Standard (7.EE.4) requires fluency. See pp. A11–A16.  
- Teacher’s Manual pp. 54–55; 20 min.  
- EL Adaptations Lesson 17 Before the Lesson  
Explain solution set for equations and inequalities.  
**DIFFERENTIATION OPTIONS**  
## Domain 3: Expressions and Equations

<table>
<thead>
<tr>
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<tr>
<td>- EL Adaptations Lesson 17 Example A and Example B</td>
<td>- EL Adaptations Lesson 17 Example C and Example D</td>
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<td>- EL Adaptations Lesson 17 Example A and Example B</td>
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<tr>
<td>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.</td>
<td>Warn students about multiplying or dividing by a negative number.</td>
<td>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.</td>
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### Week 21

#### Domain 3: Expressions and Equations

**REVIEW AND ASSESS**

**Common Core Coach**

- **Domain 3 Review**
  - **Student Edition** pp. 98–99; 40 min.
  - **Teacher’s Manual** p. 108

**Questions 1–13**

Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 42–43 (Teacher’s Manual) 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**

**REVIEW AND ASSESS**

**Common Core Coach**

- **Domain 3 Review**
  - **Student Edition** pp. 99–101; 40 min.
  - **Teacher’s Manual** p. 108

**Questions 14–23 & Performance Task**

Go over the questions 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 pp. 42–43 (Teacher’s Manual) 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. Note extra challenges: Questions 22 and 23.

- **Performance Coach**

**REVIEW AND ASSESS**

**Common Core Coach**

- **Domain 3 Assessment**
  - **Assessments** pp. 22–24; 40 min.
  - **Assessments Answer Keys** p. 10

**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.

**REVIEW AND ASSESS**

**Common Core Coach**

- **Domain 3 Assessment**
  - **Assessments** pp. 25–29; 40 min.
  - **Assessments Answer Keys** p. 10

**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.

**LESSON FOCUS**

**CCSS: 7.G.1**

**Common Core Coach**

**Lesson 18: Scale Drawings**

- **Teacher’s Manual** pp. 58–59; 30 min.
  - **EL Adaptations** Lesson 18

**Understand**

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

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach**
  - **Teacher’s Manual** for PLUG IN: Build Background Introduce and Model. pp. 106–107. 10 min.
  - **Performance Coach**
# Domain 4: Geometry

## LESSON FOCUS
**CCSS: 7.G.1**

### Common Core Coach
**Lesson 18: Scale Drawings**
- **EL Adaptations** Lesson 18

### LESSON FOCUS
**CCSS: 7.G.1**

### Common Core Coach
**Lesson 18: Scale Drawings**
- **EL Adaptations** Lesson 18

### Example A and Example B
Ask: "Where do we hear the word scale outside of math class?" Discuss. Remind students of the Math Tool for formulas for area. Note for EL on p. 106 of **Common Core Support Coach Teacher’s Manual**.

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**CCSS: 7.G.2**

### Common Core Coach
**Lesson 19: Drawing Geometric Shapes**
- Teacher’s Manual pp. 60–61; 30 min.
- **EL Adaptations** Lesson 19

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

### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 40–41 with Lesson Practice of Student Edition pp. 170–171. 15 min or as time permits.
<table>
<thead>
<tr>
<th>Domain 4: Geometry</th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>CCSS: 7.G.2</td>
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<tr>
<td>Common Core Coach</td>
</tr>
<tr>
<td>Lesson 19: Drawing Geometric Shapes</td>
</tr>
<tr>
<td>● Teacher’s Manual pp. 60–61; 30 min.</td>
</tr>
<tr>
<td>● EL Adaptations Lesson 19 Practice</td>
</tr>
<tr>
<td>Move through this Practice in sections, the first 2 Questions, and then 2 more, each time checking students' work.</td>
</tr>
</tbody>
</table>

**DIFFERENTIATION OPTIONS**

- Practice Drawing Figures Offer a variety of figures to draw with ruler and protractor. For extra challenges: Questions 11 and 12 of Common Core Coach. 10 min.

---

| **LESSON FOCUS**  |
| CCSS: 7.G.3       |
| Common Core 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.

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| **LESSON FOCUS**  |
| CCSS: 7.G.3       |
| Common Core Coach |
| Lesson 20: Examining Cross Sections of Three-Dimensional Figures |
| ● Teacher’s Manual pp. 62–63; 20 min. |
| ● EL Adaptations Lesson 20 |
| Understand Connect Continue to work on the vocabulary list. The word cross section is especially important. Ask students to use this word in sentences. Have students mastered cross section? Ask, "Where else can you use this word?"

**DIFFERENTIATION OPTIONS**

- Name that Cross Section Describe a model of one of the three-dimensional figures and ask students to tell which figure it is. Name that Cross Section Show a model 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.

---

| **LESSON FOCUS**  |
| CCSS: 7.G.4       |
| Common Core Coach |
| Lesson 21: Area and Circumference of Circles |
| ● 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 \( \pi \) is understood and that students understand formulas. Connect: Explain approximation for finding circumference and area. Expand further on \( \pi \) and the use of formulas. See Math Tools. See p. 116 and p. 119 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. |

**DIFFERENTIATION OPTIONS**

### Domain 4: Geometry

#### Lesson Focus

**CCSS: 7.G.4**

**Common Core Coach Lesson 21: Area and Circumference of Circles**
- Teacher’s Manual pp. 64–65; 30 min.
- EL Adaptations Lesson 21

**Example**
Study this Example as it illustrates working backwards to find the radius (from the circumference) first before computing the area. Explain this procedure carefully.

**Differentiation Options**

**Differentiation Options**
- **Performance Coach Teacher’s Edition** pp. 46–47 with Lesson Practice of Student Edition pp. 195–197. 10 min or as time permits.

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#### Lesson Focus

**CCSS: 7.G.5**

**Common Core Coach Lesson 22: Angle Pairs**
- Teacher’s Manual pp. 66–67; 20 min.
- **EL Adaptations Lesson 22**

**Example**
Make sure students draw a diagram for this Example. Review how to solve an equation. Review the meaning of measure of an angle.

**Differentiation Options**
- **Show Additional Examples** Write problems similar to those of this Example. This means show no diagrams and equations require solutions. Help students get started by going over at least one of these. 10 min.

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#### Lesson Focus

**CCSS: 7.G.5**

**Common Core Coach Lesson 22: Angle Pairs**
- Teacher’s Manual pp. 66–67; 30 min.
- **EL Adaptations Lesson 22**

**Problem Solving and Practice**
Read the problem and explain the diagram. Since it is Problem Solving, remind students of the 4-step process. Go over the vocabulary of the Lesson to make sure students have mastered the full meaning of each word. If necessary, explain each word problem clearly to students.

**Differentiation Options**
- **Show Additional Examples** Seek other real world situations that utilize angle pairs, such as analog clock faces, forks in a roadway, and fences. 10 min.
- **Performance Coach Teacher’s Edition** pp. 48–49 with Lesson Practice of Student Edition pp. 203–206. 10 min or as time permits.
### Domain 4: Geometry

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Focus</th>
<th>Differentiation Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 2</strong></td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 7.G.6</strong>&lt;br&gt;<strong>Common Core Coach Lesson 23: Problem Solving: Area and Surface Area of Composite Figures</strong>&lt;br&gt;Teacher’s Manual pp. 68–69; 30 min.&lt;br&gt;EL Adaptations Lesson 23&lt;br&gt;<strong>Face Painting</strong>&lt;br&gt;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.)</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Common Core Support Coach Teacher’s Manual for READY TO GO: Problem Solving. pp. 126–129. 15 min.</td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 7.G.6</strong>&lt;br&gt;<strong>Common Core Coach Lesson 24: Problem Solving: Volume of Three-Dimensional Figures</strong>&lt;br&gt;Teacher’s Manual pp. 70–71; 30 min.&lt;br&gt;EL Adaptations Lesson 24&lt;br&gt;<strong>An Arrangement of Cubes</strong>&lt;br&gt;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 <em>Common Core Support Coach Teacher’s Manual</em>.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;- Common Core Support Coach Teacher’s Manual for READY TO GO: Support Independent Practice (1, 4). pp. 126–129. 10 min.</td>
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LESSON FOCUS
CCSS: 7.G.6
Common Core Coach
Lesson 24: Problem Solving: Volume of Three-Dimensional Figures
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24 Practice

Practice
Review vocabulary words on p. 62 of Common Core Coach Teacher’s Manual. Ask students to explain each word with the help of geometric models. Read and explain Questions to make sure they are clearly understood.

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.

REVIEW AND ASSESS
Common Core Coach Domain 4 Review
- Student Edition pp. 138–139; 40 min.
- Teacher’s Manual p. 117
Questions 1–12
Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4.

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

Review

REVIEW AND ASSESS
Common Core Coach Domain 4 Review
- Student Edition pp. 140–141; 40 min.
- Teacher’s Manual pp. 117–118
Questions 13–16 & Performance Task
Go over the questions and discuss. Pay special attention to the Performance Task on p. 141. 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 (Exploring Composite Solids) on p. 141. See Progression Chart on pp. 56–57 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 4.

DIFFERENTIATION OPTIONS
Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 15 and 16.


REVIEW AND ASSESS
Common Core Coach Domain 4 Assessment
- Assessments pp. 30–36; 40 min.
- Assessments Answer Keys p. 13
Questions 1–20
Provide extra time for assessments and provide readers to read word problems to students.

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

REVIEW AND ASSESS
Common Core Coach Domain 4 Assessment
- Assessments pp. 37–40; 40 min.
- Assessments Answer Key pp. 13–15
Questions 21–25
Provide clear explanation of questions.

DIFFERENTIATION OPTIONS
Provide extra time and assistance for students who qualify.
### Week 27

#### Domain 5: Statistics and Probability

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<td>CCSS: 7.SP.3 and 7.SP.4</td>
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<td><strong>Common Core Coach Lesson 25: Understanding Sampling</strong></td>
<td><strong>Common Core Coach Lesson 26: Using Mean and Mean Absolute Value</strong></td>
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<tr>
<td>- EL Adaptations Lesson 25</td>
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<td>- EL Adaptations Lesson 26</td>
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<td><strong>Understand-Connect</strong></td>
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<td>Review vocabulary words on p. 74 of Teacher’s Manual. Ask students to explain each word with the help of examples. Explain in particular <em>biased</em> and <em>random</em> sample. See Before the Lesson.</td>
<td>Review vocabulary words on pp. 74 and 132 of Teacher’s Manual. Ask students to offer an example of a <em>biased sample</em> and a <em>random sample</em>. Make sure students understand the mean.</td>
<td>Review vocabulary words on pp. 74 and 132 of Teacher’s Manual. Ask students to offer an example of a <em>biased sample</em> and a <em>random sample</em>. Make sure students understand the mean.</td>
<td>Add additional examples to compute <em>mean</em>, <em>median</em>, <em>range</em>, <em>mean absolute deviation</em>, and <em>interquartile range</em>. Ask: &quot;How are mean and median related?&quot; Make sure there is help for students who need it. Make sure the concepts <em>interquartile range</em> and <em>mean absolute deviation</em> are understood.</td>
<td>Add additional examples to compute <em>mean</em>, <em>median</em>, <em>range</em>, <em>mean absolute deviation</em>, and <em>interquartile range</em>. Ask: &quot;How are mean and median related?&quot; Make sure there is help for students who need it. Make sure the concepts <em>interquartile range</em> and <em>mean absolute deviation</em> are understood.</td>
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### Domain 5: Statistics and Probability

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#### LESSON FOCUS

**CCSS: 7.SP.3 and 7.SP.4**

**Common Core Coach**

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

**Before the Lesson**
Are the questions clear? If not, have students read the questions out loud, and provide further clarity about the questions. See note for EL on p. 132 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 60–61 with Lesson Practice of Student Edition pp. 259–261. 10 min or as time permits.

**Lesson 27: Making Comparative Inferences about Two Populations**
- Teacher’s Manual pp. 78–79; 20 min.
- EL Adaptations Lesson 27

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

**Lesson 28: Understanding Probability**
- Teacher’s Manual pp. 80–81; 30 min.
- EL Adaptations Lesson 27

**Before the Lesson**
Although this lesson does not introduce any new words, it uses many from recent Lessons, so make sure all are clear. Illustrate each word with an example. Tables and graphs may need explaining.

**DIFFERENTIATION OPTIONS**
## Week 29

### Domain 5: Statistics and Probability

<table>
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<tr>
<th>Day 1</th>
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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 7.SP.5, 7.SP.6 and 7.SP.7.b</td>
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<td>• Teacher’s Manual pp. 80–81; 30 min.</td>
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<td>• Teacher’s Manual pp. 82–83; 20 min.</td>
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<td>• EL Adaptations Lesson 28 Connect</td>
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<tr>
<td>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.</td>
<td>Help with each section of Practice to make sure instructions are clear.</td>
<td>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.</td>
<td>Do an experiment with two dice to find the experimental probability for a given event. In fact, it would be even better if several groups had dice so that the experiment could be conducted a number of times. Compare data. See note for EL on p. 147 of Common Core Support Coach Teacher’s Manual.</td>
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**Domain 5: Statistics and Probability**

**LESSON FOCUS**  
**CCSS: 7.SP.7.a and 7.SP.7.b**  
**Common Core Coach**  
**Lesson 29: Probabilities of Simple Events**  
- Teacher’s Manual pp. 82–83; 30 min.  
- **EL Adaptations Lesson 29**  

**Practice**  
Read the directions to each section to make sure that they are clear. Review all words on the Vocabulary list.

**DIFFERENTIATION OPTIONS**  
- **Performance Coach Teacher’s Edition** pp. 64–65 with Lesson Practice of Student Edition pp. 278–280. 10 min or as time permits.

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**LESSON FOCUS**  
**CCSS: 7.SP.7.a and 7.SP.7.b**  
**Common Core Coach**  
**Lesson 30: Probabilities of Compound Events**  
- Teacher’s Manual pp. 84–85; 20 min.  
- **EL Adaptations Lesson 30**  

**Understand**  
Explain all words on the Vocabulary list. Explain sample space and its role in determining probability. Distinguish between independent and dependent events.

**DIFFERENTIATION OPTIONS**  
- **Common Core Support Coach Teacher’s Manual** for PLUG IN: Build Background. pp. 154–155. 20 min.  

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**LESSON FOCUS**  
**CCSS: 7.SP.8.a and 7.SP.8.b**  
**Common Core Coach**  
**Lesson 30: Probabilities of Compound Events**  
- Teacher’s Manual pp. 84–85; 30 min.  
- **EL Adaptations Lesson 30**  

**Connect**  
Explain this page step by step and work out the TRY with students. See p. 154 of Common Core Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**  

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**LESSON FOCUS**  
**CCSS: 7.SP.8.a and 7.SP.8.b**  
**Common Core Coach**  
**Lesson 30: Probabilities of Compound Events**  
- Teacher’s Manual pp. 84–85; 30 min.  
- **EL Adaptations Lesson 30**  

**Example A and Example B**  
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.

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

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**LESSON FOCUS**  
**CCSS: 7.SP.8.a and 7.SP.8.b**  
**Common Core Coach**  
**Lesson 30: Probabilities of Compound Events**  
- Teacher’s Manual pp. 84–85; 30 min.  
- **EL Adaptations Lesson 30**  

**Practice**  
Review all words on the Vocabulary list. See note about EL on p. 158 of Common Core Support Coach Teacher’s Manual. Explain directions for each section of Practice.

**DIFFERENTIATION OPTIONS**  
- **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

**CCSS: 7.SP.8.c**

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

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### LESSON FOCUS

**CCSS: 7.SP.8.c**

**Common Core Coach Lesson 31: Simulations**
- 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**
- Common Core Support Coach Teacher’s Manual for READY TO GO: Introduce and Model, pp. 158–161. 10 min.

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### LESSON FOCUS

**CCSS: 7.SP.8.c**

**Common Core Coach Lesson 31: Simulations**
- 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 Common Core Coach. Remind students that they can start with any number when using the table.

**DIFFERENTIATION OPTIONS**

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### LESSON FOCUS

**CCSS: 7.SP.8.c**

**Common Core Coach Lesson 31: Simulations**
- 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**

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### REVIEW AND ASSESS

**Common Core Coach Domain 5 Review**
- Teacher’s Manual p. 126

**Questions 1–8**
Go over the questions and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on pp. 72–73 (Teacher’s Manual) 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.
Domain 5: Statistics and Probability

**REVIEW AND ASSESS Common Core Coach Domain 5 Review**
- Student Edition pp. 182–183; 40 min.
- Teacher’s Manual p. 126

**Questions 9–12 & Performance Task**
Go over the questions 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 pp. 72–73 (Teacher’s Manual) 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. Note extra challenges: Questions 11 and 12.

**REVIEW AND ASSESS Common Core Coach Domain 5 Assessment**
- Assessments pp. 42–48; 40 min.
- Assessments Answer Keys p. 16

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

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

**REVIEW AND ASSESS Common Core Coach Domain 5 Assessment**
- Assessments pp. 49–52; 40 min.
- Assessments Answer Keys pp. 16–21

**Questions 21–25**
Provide clear explanation of questions.

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

**END OF YEAR REVIEW Common Core Coach Domain 5 Assessment Review Domains 1–3 Lessons 1–17 Common Core 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**
- Common Core Support Coach Assessments pp. 44–55 for Performance Tasks A & B in Domains 1–3

**END OF YEAR REVIEW Common Core Coach Domain 5 Assessment Review Domains 4 and 5 Lessons 18–31 Common Core 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**
- Common Core Support Coach Assessments pp. 56–63 for Performance Tasks A & B in Domains 4 and 5
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<td><strong>SUMMATIVE ASSESSMENT</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Summative Assessment&lt;br&gt;• Assessments 2pp. 54–60; 40 min.&lt;br&gt;• Assessments Answer Key p. 22&lt;br&gt;Questions 1–25&lt;br&gt;Provide extra time for assessments and provide readers to read word problems to students.&lt;br&gt;&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;Provide extra time and assistance for students who qualify.</td>
<td><strong>SUMMATIVE ASSESSMENT</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Summative Assessment&lt;br&gt;• Assessments pp. 61–69; 40 min.&lt;br&gt;• Assessments Answer Key pp. 22–23&lt;br&gt;Questions 26–50&lt;br&gt;Provide extra time for assessments and provide readers to read word problems to students.&lt;br&gt;&lt;br&gt;DIFFERENTIATION OPTIONS&lt;br&gt;Provide extra time and assistance for students who qualify.</td>
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