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
Addressing Key Instructional Shifts in Math

1 Greater focus on fewer topics

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

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
Coherence: Linking topics and thinking across grades

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

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

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

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

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Florida Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Number System</td>
<td></td>
</tr>
<tr>
<td>MAFS.8.NS.1.1 Identify irrational numbers and explain why they are rational and convert decimals into rational numbers</td>
<td>L1</td>
</tr>
<tr>
<td>MAFS.8.NS.1.2 Use rational approximations of irrational numbers to compare sizes of irrational numbers and approximate locations of irrational numbers on number lines</td>
<td>L2</td>
</tr>
<tr>
<td>Expressions &amp; Equations</td>
<td></td>
</tr>
<tr>
<td>MAFS.8.EE.1.1 Know and apply properties of integer exponents to generate equivalent expressions</td>
<td>L3</td>
</tr>
<tr>
<td>MAFS.8.EE.1.2 Evaluate square roots and cube roots of small perfect squares and perfect cubes</td>
<td>L4</td>
</tr>
<tr>
<td>MAFS.8.EE.1.3 Compare two numbers expressed in scientific notation and express how much larger one is than the other</td>
<td>L5</td>
</tr>
<tr>
<td>MAFS.8.EE.1.4 Perform operations with numbers expressed in scientific notation</td>
<td>L6</td>
</tr>
<tr>
<td>MAFS.8.EE.2.5 Graph proportional relationships and compare relationships represented in different ways</td>
<td>L7</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Florida Standard</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.2.6</strong> Use similar triangles to explain why the slope ( m ) is the same between any two distinct points on a non-vertical line in a coordinate plane</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.3.7.A</strong> Give examples of linear equations in one variable with no solution</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.3.7.B</strong> Solve linear equations with rational number coefficients</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.3.8.A</strong> Understand that points of intersection on a graph represents a solution to a system of linear equations</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.3.8.B</strong> Solve systems of two linear equations in two variables algebraically</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.EE.3.8.C</strong> Solve real-world problems leading to two linear equations in two variables</td>
</tr>
<tr>
<td></td>
<td><strong>Functions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.F.1.1</strong> Identify functions</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.F.1.2</strong> Compare properties of two functions that are represented in different ways</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.F.1.3</strong> Identify linear functions with equation ( y = mx + b )</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.F.2.4</strong> Construct a function to model a linear relationship between two quantities and interpret rate of change and initial value in terms of situation</td>
</tr>
<tr>
<td></td>
<td><strong>MAFS.8.F.2.5</strong> Qualitatively describe the functional relationship between two quantities by analyzing a graph</td>
</tr>
</tbody>
</table>
## Grade 8

<table>
<thead>
<tr>
<th>Florida Standard</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.1.A</strong> Lines are taken to lines of the same length</td>
<td>L18</td>
<td>L10, L11, L12</td>
<td>L17, L18, L19</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.1.B</strong> Angles are taken to angles of the same measure</td>
<td>L18</td>
<td>L10, L11, L12</td>
<td>L17, L18, L19</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.1.C</strong> Parallel lines are taken to parallel lines</td>
<td>L18</td>
<td>L10, L11, L12</td>
<td>L17, L18, L19</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.2</strong> Describe a sequence of transformation that exhibits the congruence between two figures</td>
<td>L19</td>
<td>L10, L11, L12, L14</td>
<td>L17, L18, L19, L21</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.3</strong> Describe the effects of dilations, rotations, translations and reflections on 2D figures using coordinates</td>
<td>L20, L21</td>
<td>L10, L11, L12, L13</td>
<td>L17–L21</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.4</strong> Describe a sequence that exhibits the congruence between two figures</td>
<td>L22</td>
<td>L14</td>
<td>L21</td>
</tr>
<tr>
<td><strong>MAFS.8.G.1.5</strong> Informally establish facts about angle sums</td>
<td>L23, L24</td>
<td>L15</td>
<td>L22, L23</td>
</tr>
<tr>
<td><strong>MAFS.8.G.2.6</strong> Explain a proof of the Pythagorean Theorem</td>
<td>L25</td>
<td>L16</td>
<td>L24</td>
</tr>
<tr>
<td><strong>MAFS.8.G.2.7</strong> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles</td>
<td>L26</td>
<td>L16</td>
<td>L24</td>
</tr>
<tr>
<td><strong>MAFS.8.G.2.8</strong> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system</td>
<td>L27</td>
<td>L16</td>
<td>L25</td>
</tr>
<tr>
<td><strong>MAFS.8.G.3.9</strong> Know formula for volume of cylinders and spheres</td>
<td>L28</td>
<td>L17</td>
<td>L26</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>Instruction Coach Lesson(s)</td>
<td>Support Coach Lesson(s)</td>
<td>Performance Coach Lesson(s)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>MAFS.8.SP.1.1</strong> Construct and interpret scatter plots and describe patterns of association</td>
<td>L29</td>
<td>L18</td>
<td>L27</td>
</tr>
<tr>
<td><strong>MAFS.8.SP.1.2</strong> Draw and interpret line of best fit</td>
<td>L30</td>
<td>L19</td>
<td>L27</td>
</tr>
<tr>
<td><strong>MAFS.8.SP.1.3</strong> Use the equation of a linear model to interpret slope and intercept</td>
<td>L31</td>
<td>L20</td>
<td>L28</td>
</tr>
<tr>
<td><strong>MAFS.8.SP.1.4</strong> Construct and interpret a two-way table</td>
<td>L32</td>
<td></td>
<td>L29</td>
</tr>
</tbody>
</table>
Using the Pacing Guide

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

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

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

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

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

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

Sample page from the Pacing Guide
### Domain 1: The Number System

#### LESSON FOCUS
**MAFS: 8.NS.1.1**

**Instruction Coach**
**Lesson 1: Understanding Rational and Irrational Numbers**
- **Student Edition** p. 6; 20 min.
- **Teacher’s Manual** pp. 18–19; 20 min.
- **EL Adaptations** Lesson 1

**Before the Lesson**
Review the different sets of numbers—whole numbers, integers, rational numbers, and irrational numbers. Explain how each set is related to each other. Begin **UNDERSTAND** section as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 2–3, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Getting the Idea section of Student Edition p. 6. 20 min.

#### LESSON FOCUS
**MAFS: 8.NS.1.1**

**Instruction Coach**
**Lesson 1: Understanding Rational and Irrational Numbers**
- **Student Edition** pp. 6–7; 30 min.
- **Teacher’s Manual** pp. 18–19; 30 min.
- **EL Adaptations** Lesson 1

**Understanding–Connect**
Explain the definitions of the different sets of numbers. Expand on the definitions of decimals and fractions. Review the solving of equations. Help students get started with **DISCUSS**, bottom of Example C.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 4–5, Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Examples 1–4 and 8 from Student Edition pp. 6–7. 10 min.

#### LESSON FOCUS
**MAFS: 8.NS.1.1**

**Instruction Coach**
**Lesson 1: Understanding Rational and Irrational Numbers**
- **Student Edition** pp. 8–9; 30 min.
- **Teacher’s Manual** pp. 18–19; 30 min.
- **EL Adaptations** Lesson 1

**Example A, Example B, and Example C**
See EL note on p. 2 of Support Coach Teacher’s Manual. Make sure each section of Practice is clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 6–7, Practice and Assess. 10 min.
- **Performance Coach Teacher’s Edition** pp. 2–3, with Practice section of Student Edition pp. 10–13. 10 min or as time permits.

#### LESSON FOCUS
**MAFS: 8.NS.1.2**

**Instruction Coach**
**Lesson 2: Estimating the Value of Irrational Expressions**
- **Student Edition** p. 12; 20 min.
- **Teacher’s Manual** pp. 20–21; 20 min.
- **EL Adaptations** Lesson 2

**Before the Lesson**
Briefly review the concepts from Lesson 1. Then carefully explain the discussion about why the squares of 2 and 3 are the two integers that will get the approximation started in the Before The Lesson. Choosing the right integers to approximate can save a great deal of time. Calculators are essential throughout this Lesson. Begin **UNDERSTAND** section as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 4–5, Build Background. 20 min.
### Domain 1: The Number System

#### Lesson Focus
- **MAFS: 8.NS.1.2**
- **Instruction Coach**
  - Lesson 2: Estimating the Value of Irrational Expressions
    - Student Edition p. 12
    - Teacher’s Manual pp. 20–21; 25 min.
    - EL Adaptations Lesson 2

#### Understand
- Carefully explain the discussion about why the squares of 3.4 and 3.5 were chosen. Choosing the right decimals to approximate can save a great deal of time. Calculators are essential.

#### Differentiation Options
- **Support Coach Teacher’s Manual** READY TO GO:
  - pp. 8–9, Introduce and Model. 15 min.

#### Lesson Focus
- **MAFS: 8.NS.1.2**
- **Instruction Coach**
  - Lesson 2: Estimating the Value of Irrational Expressions
    - Student Edition p. 13; 25 min.
    - Teacher’s Manual pp. 20–21; 25 min.
    - EL Adaptations Lesson 2

#### Connect
- Discuss why 2 and 3 are chosen; also discuss why the sequence in Step 2 begins with 2.6. Make sure all language here is clear. See useful EL note on p.6 of Support Coach Teacher’s Manual.

#### Differentiation Options
- **Support Coach Teacher’s Manual** READY TO GO:
  - pp. 8–9, Work Together (A,B). 15 min.
- **Performance Coach Teacher’s Edition** pp. 4–5, with Examples section and Coached Example of Student Edition pp. 16–18. 15 min.

#### Lesson Focus
- **MAFS: 8.NS.1.2**
- **Instruction Coach**
  - Lesson 2: Estimating the Value of Irrational Expressions
    - Teacher’s Manual pp. 20–21; 30 min.
    - EL Adaptations Lesson 2

#### Practice
- Begin Practice by explaining what is required for each section. Use your calculator as often as you need to. The Observation—Action chart on SE p. 9 should help detect problems and help solve them.

#### Differentiation Options
- **Support Coach Teacher’s Manual** READY TO GO:
- **Performance Coach Teacher’s Edition** pp. 4–5, with Practice section of Student Edition pp. 16–18. 10 min or as time permits.

#### Review and Assess
- **Domain 1 Review**
  - Student Edition pp. 16–17; 40 min.
  - Teacher’s Manual p. 91

#### Differentiation Options
- Ask students to do a single page at a time, and then go over the questions.
- **Performance Coach Teacher’s Edition** p. 6, with Domain 1 Review section of Student Edition pp. 23–25 as time permits.

#### Review and Assess
- **Domain 1 Review**
  - Student Edition pp. 18–19; 40 min.
  - Teacher’s Manual p. 91

#### Differentiation Options
- Questions 21–34 & Performance Task
  - Go over the questions and discuss. Pay special attention to the Performance Task on p. 19. Ask students to take a look at instructions for the second half of the Review on SE p. 18. In particular, clarify any doubts with respect to Performance Task (Approximating Circumference) on p. 19.
  - Ask students to do a single page at a time, and then go over the questions. Note extra challenges: Questions 33 and 34.

- **Performance Coach Teacher’s Edition** p. 6, with Domain 1 Review section of Student Edition pp. 26–28 as time permits.

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<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Domain 1</strong></td>
</tr>
<tr>
<td><strong>REVIEW AND ASSESS</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>Domain 1 Assessment</strong></td>
<td><strong>Lesson Focus</strong></td>
</tr>
<tr>
<td>- Assessments pp. 4–11; 40 min.</td>
<td>MAFS: 8.EE.1.1</td>
</tr>
<tr>
<td>- Assessments Answer Key pp. 4–5</td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td>Assessment</td>
<td>Lesson 3: Applying Properties of Exponents</td>
</tr>
<tr>
<td>Have students complete Questions 1–20. Provide extra time for assessments and provide readers to read word problems to students.</td>
<td><strong>Student Edition</strong> p. 22; 25 min.</td>
</tr>
<tr>
<td>Provide extra time and assistance for students who qualify. Since Domain 1 is short (only two lessons), Domain 1 Assessment is short and takes only one day. All other Domain Assessments take two days.</td>
<td><strong>EL Adaptations</strong> Lesson 3</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Before the Lesson</strong></td>
</tr>
<tr>
<td>Understanding Exponentiation</td>
<td>Make sure to reinforce the two words base and exponent asking students to show examples of each one. Introduce top example of UNDERSTAND section.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
</tr>
<tr>
<td>Exponent Expression Cards</td>
<td>Hand out index cards with a variety of exercises about positive and negative exponents, working both ways from expression to multiplication/division and reverse. If these are ordered in some way by difficulty then they can serve to advance students from easier to more difficult computations and understandings. 10 min.</td>
</tr>
<tr>
<td><strong>Exponent Expression Cards</strong></td>
<td><strong>Performance Coach</strong></td>
</tr>
<tr>
<td>Hand out index cards with a variety of exercises applying the rules, multiplying and dividing exponential expressions. If ordered in some way by difficulty then these cards can serve to advance students from easier to more difficult computations and understandings. 15 min.</td>
<td></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Check Understanding</strong></td>
</tr>
<tr>
<td>Choose odd questions and ask students to explain how they got their answers to these. This will allow for an opportunity to see how much understanding students have of what looks like a set of easy questions. Extra challenge: Questions 27 and 28. 10 min.</td>
<td></td>
</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td>Every section here needs to be clearly understood even if the problems look simple. They are not.</td>
<td><strong>Difference in Learning</strong></td>
</tr>
<tr>
<td><strong>School Specialty.</strong></td>
<td><strong>Differentiation Options</strong></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>
### Domain 2: Expressions and Equations

#### Day 1
- **LESSON FOCUS**
  - MAFS: 8.EE.1.2
  - **Instruction Coach**
  - Lesson 4: Understanding Square and Cube Roots
    - Student Edition p. 26; 25 min.
    - Teacher’s Manual pp. 26–27; 25 min.
    - EL Adaptations Lesson 4

  **Before the Lesson**
  - Make sure students are acquainted with square roots of numbers; review square roots of square numbers so they have a feeling for inverses. See Before the Lesson. Begin UNDERSTAND section as time permits.

  **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual
    - PLUG IN: pp. 10–11, Build Background. 15 min.
    - Performance Coach Teacher’s Edition
      - pp. 10–11, with “Getting the Idea” section of Student Edition p. 42. 15 min.

#### Day 2
- **LESSON FOCUS**
  - MAFS: 8.EE.1.2
  - **Instruction Coach**
  - Lesson 4: Understanding Square and Cube Roots
    - Student Edition p. 26; 25 min.
    - Teacher’s Manual pp. 26–27; 25 min.
    - EL Adaptations Lesson 4

  **Understanding**
  - Go over critical vocabulary and distinguish between principal square root and square root. Alert students to the Glossary where they can find definitions of all words used in the lessons.

  **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual
    - POWER UP: pp. 12–13, Introduce and Model. 15 min.
    - Performance Coach Teacher’s Edition
      - pp. 10–11, with Examples 1–2 of Student Edition pp. 42–43. 15 min.

#### Day 3
- **LESSON FOCUS**
  - MAFS: 8.EE.1.2
  - **Instruction Coach**
  - Lesson 4: Understanding Square and Cube Roots
    - Student Edition p. 27; 25 min.
    - Teacher’s Manual pp. 26–27; 25 min.
    - EL Adaptations Lesson 4

  **Connect**
  - Move through each of the first two steps at the top carefully; repeat the same steps with another example. Do the same with the cubic equation.

  **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual
    - Performance Coach Teacher’s Edition
      - pp. 10–11, with Lesson Practice of Student Edition pp. 48–51. 10 min or as time permits.

#### Day 4
- **LESSON FOCUS**
  - MAFS: 8.EE.1.2
  - **Instruction Coach**
  - Lesson 5: Scientific Notation
    - Student Edition p. 30; 25 min.
    - Teacher’s Manual pp. 26–27; 25 min.
    - EL Adaptations Lesson 5

  **Before the Lesson**
  - Accent powers of 10 (positive and negative exponents) and their decimal representation with examples. Make sure the vocabulary is understood. Begin UNDERSTAND section as time permits.

  **DIFFERENTIATION OPTIONS**
  - Support Coach Teacher’s Manual
    - PLUG IN: pp. 18–19, Build Background. 15 min.
    - Performance Coach Teacher’s Edition
      - pp. 10–11, with Getting the Idea section of Student Edition p. 52. 15 min.
## Domain 2: Expressions and Equations

### Week 5

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**
MAFS: 8.EE.1.3
Instruction Coach
Lesson 5: Scientific Notation
- **Student Edition** p. 30; 30 min.
- **Teacher's Manual** pp. 28–29; 30 min.
- **EL Adaptations** Lesson 5
**Understand**
The essence of scientific notation is explained here, so walk through each step, even reading what is on this page and expanding on the main points. Review coefficient. Add further examples as necessary.
**DIFFERENTIATION OPTIONS**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**
MAFS: 8.EE.1.3
Instruction Coach
Lesson 5: Scientific Notation
- **Student Edition** p. 31; 20 min.
- **Teacher's Manual** pp. 28–29; 20 min.
- **EL Adaptations** Lesson 5
**Connect**
Make sure these word problems are clear, and students understand what needs to be done. This page deals with how many times as in comparisons, and introduces dividing two numbers in scientific notation (See Lesson 6). See advice on EL, p. 21 of Support Coach Teacher's Manual.
**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher's Edition** pp. 12–13, with Lesson Practice of Student Edition pp. 54–55. 20 min.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **LESSON FOCUS**
MAFS: 8.EE.1.4
Instruction Coach
Lesson 6: Using Scientific Notation
- **Student Edition** p. 34; 20 min.
- **EL Adaptations** Lesson 6
**Example A and Example B**
See Before Lesson for advice on reviewing properties, as they are used when multiplying and dividing. See Example A for an application. Begin UNDERSTAND section as time permits.
**DIFFERENTIATION OPTIONS**

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### Domain 2: Expressions and Equations

#### LESSON FOCUS

**MAFS: 8.EE.1.4**

**Instruction Coach**

**Lesson 6: Using Scientific Notation**

- Student Edition p. 36; 25 min.
- EL Adaptations Lesson 6

**Example E**

Check to see if students can look at a number in scientific notation and interpret it as being less than or greater than a fixed number such as 1,000,000.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  READY TO GO: pp. 22–25, Work Together (B). 15 min.

- **Performance Coach Teacher’s Edition**
  pp. 14–15, with Coached Example from Student Edition p. 64. 15 min.

#### LESSON FOCUS

**MAFS: 8.EE.1.4**

**Instruction Coach**

**Lesson 6: Using Scientific Notation**

- Student Edition p. 37; 25 min.
- EL Adaptations Lesson 6

**Problem Solving**

Read the problem to students and make sure each step is clear. See p. 24 of Support Coach Teacher’s Manual for a useful advice for EL.

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher’s Edition**
  pp. 14–15, with Lesson Practice problems 1–7 from Student Edition pp. 65–66. 15 min or as time permits.

#### LESSON FOCUS

**MAFS: 8.EE.1.4**

**Instruction Coach**

**Lesson 6: Using Scientific Notation**

- EL Adaptations Lesson 6

**Practice**

Be sure that when students write a product or quotient in scientific notation, that they write the decimal part as a number between 1 and 10.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**

- **Performance Coach Teacher’s Edition**
  pp. 14–15, with Lesson Practice problems 8–12 from Student Edition pp. 67–68. 15 min or as time permits.

#### LESSON FOCUS

**MAFS: 8.EE.2.5**

**Instruction Coach**

**Lesson 7: Representing and Interpreting Proportional Relationships**

- Student Edition p. 40; 20 min.
- Teacher’s Manual pp. 32–33; 20 min.
- EL Adaptations Lesson 7

**Understand**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual**
  READY TO GO: pp. 26–27, Model and Application (A). 20 min.

- **Performance Coach Teacher’s Edition**
  pp. 16–17, with Getting the Idea section and Examples 3–5 of Student Edition pp. 72–74. 20 min.
LESSON FOCUS
MAFS: 8.EE.2.5
Instruction Coach
Lesson 7: Representing and Interpreting Proportional Relationships
- Student Edition p. 42; 25 min.
- Teacher’s Manual pp. 32–33; 25 min.
- EL Adaptations Lesson 7

Example A
See p. 26 of Support Coach Teacher’s Manual for a useful tip on slope.

DIFFERENTIATION OPTIONS

LESSON FOCUS
MAFS: 8.EE.2.5
Instruction Coach
Lesson 7: Representing and Interpreting Proportional Relationships
- Student Edition p. 43; 30 min.
- Teacher’s Manual pp. 32–33; 30 min.
- EL Adaptations Lesson 7

Example B
To illustrate the data more vividly, ask students to draw a graph for the Cost of Gasoline. Ask students to look at the graph and answer the question of the example.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 16–17, with Coached Example of Student Edition p. 77. 10 min.

LESSON FOCUS
MAFS: 8.EE.2.6
Instruction Coach
Lesson 8: Relating Slope and y-intercept to Linear Equations
- Student Edition p. 46; 25 min.
- EL Adaptations Lesson 8

Understand
Go over all steps slowly and carefully as there is much here. Make sure the idea of the difference in y values divided by the difference in x values makes sense in terms of rate of change.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 18–19, with Getting the Idea section of Student Edition p. 82. 15 min.
### Domain 2: Expressions and Equations

#### LESSON FOCUS

**MAFS: 8.EE.2.6**

**Instruction Coach**

*Lesson 8: Relating Slope and y-intercept to Linear Equations*

- **Student Edition** p. 48; 25 min.
- **Teacher’s Manual** pp. 34–35; 25 min.
- **EL Adaptations** Lesson 8

**Example**

See p. 36 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 36–37, Model Application (B). 15 min.
- **Performance Coach Teacher’s Edition** pp. 18–19, with Examples 3–4 of Student Edition pp. 85–86. 15 min.

**LESSON FOCUS**

**MAFS: 8.EE.2.6**

**Instruction Coach**

*Lesson 8: Relating Slope and y-intercept to Linear Equations*

- **Student Edition** p. 49; 30 min.
- **Teacher’s Manual** pp. 34–35; 30 min.
- **EL Adaptations** Lesson 8

**Problem Solving**

Remind students of the 4–step process for solving problems. See p. 38 of Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 38–41, Problem Solving. 10 min.
- **Performance Coach Teacher’s Edition** pp. 18–19, with Coached Example of Student Edition p. 87. 10 min.

**LESSON FOCUS**

**MAFS: 8.EE.2.6**

**Instruction Coach**

*Lesson 8: Relating Slope and y-intercept to Linear Equations*

- **Student Edition** pp. 50–51; 30 min.
- **Teacher’s Manual** pp. 34–35; 30 min.
- **EL Adaptations** Lesson 8

**Problem Solving**

Each section asks different questions, so be prepared to instruct students on what is coming for each section of Practice.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 18–19, with Lesson Practice section of Student Edition pp. 88–91. 10 min or as time permits.

**LESSON FOCUS**

**MAFS: 8.EE.3.7.a, 8.EE.3.7.b**

**Instruction Coach**

*Lesson 9: Solving Equations in One Variable*

- **Student Edition** p. 52; 20 min.
- **Teacher’s Manual** pp. 35–36; 20 min.
- **EL Adaptations** Lesson 9

**Before the Lesson**

This time solving takes two steps, so show examples of one-step and two-step solutions so this difference is clear. There are often a few preliminary steps that are not counted, such as combining like terms, or rearranging terms. Begin UNDERSTAND section as time permits.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 44–45, Introduce and Model. 10 min.
# Domain 2: Expressions and Equations

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## Week 9

### Lesson Focus

MAFS: 8.EE.3.7.a, 8.EE.3.7.b

**Instruction Coach**

Lesson 9: Solving Equations in One Variable
- Student Edition p. 53; 25 min.
- Teacher’s Manual pp. 35–36; 25 min.
- EL Adaptations Lesson 9

**Connect**

See p. 44 of Support Coach Teacher’s Manual for useful EL advice. There are two separate equations to solve here, both dealing with simplifying and combining terms. At the end, there are surprises in both cases— one equation has infinitely many solutions; and a second equation has no solution. Explain how this comes about.

**Differentiation Options**
- Performance Coach Teacher’s Edition pp. 20–21 with Lesson Practice section of Student Edition pp. 97–100. 10 min or as time permits.

### Lesson Focus

MAFS: 8.EE.3.8.a

**Instruction Coach**

Lesson 10: Solving Systems of Two Linear Equations Graphically
- Student Edition p. 56; 30 min.
- EL Adaptations Lesson 10

**Understand**

Warn students that there may not be any solution, or possibly, an infinite number of solutions. See p. 50 of Support Coach Teacher’s Manual for Spotlight on Mathematical Practices, which is good advice for all students. Remember, two equations intersecting means an ordered pair, not a single number. Explain the concept of coincident lines.

**Differentiation Options**

### Lesson Focus

MAFS: 8.EE.3.8.a

**Instruction Coach**

Lesson 10: Solving Systems of Two Linear Equations Graphically
- Student Edition p. 57; 30 min.
- EL Adaptations Lesson 10

**Connect**

Advise students that it is a good idea to check the solution. See p. 51 of Support Coach Teacher’s Manual for useful EL advice.

**Differentiation Options**
### Domain 2: Expressions and Equations

#### LESSON FOCUS  
**MAFS: 8.EE.3.8.a**  
**Instruction Coach**  
**Lesson 10: Solving Systems of Two Linear Equations**
- **Graphically**
  - **Student Edition** p. 59; 30 min.
  - **EL Adaptations** Lesson 10

**Example B**
Show students each step of Example B, and explain why there are infinitely many solutions.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual**  

**LESSON FOCUS  
**MAFS: 8.EE.3.8.b**  
**Instruction Coach**  
**Lesson 11: Solving Systems of Two Linear Equations**
- **Algebraically**
  - **Student Edition** p. 64; 25 min.
  - **EL Adaptations** Lesson 11

**Example C**
Another way to solve a system is by substitution, and students need to understand how to do both methods. Make sure students practice with a variety of equations.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual**  
### Domain 2: Expressions and Equations

**Week 11**

#### Day 1

**LESSON FOCUS**

MAFS: 8.EE.3.8.b

**Instruction Coach**

Lesson 11: Solving Systems of Two Linear Equations Algebraically
- Student Edition p. 65; 25 min.
- EL Adaptations Lesson 11

**Example D**

Advise students: Do not rush through this example as it is tricky. Help students throughout this example, step by step.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
- Performance Coach Teacher’s Edition

#### Day 2

**LESSON FOCUS**

MAFS: 8.EE.3.8.b

**Instruction Coach**

Lesson 11: Solving Systems of Two Linear Equations Algebraically
- Student Edition pp. 66–67; 30 min.
- Teacher’s Manual pp. 40–41; 30 min.
- EL Adaptations Lesson 11

**Practice**

Advise students: Do not rush through these questions, and try to make sure that all work is done carefully as there are many opportunities for error.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
  - POWER UP: pp. 52–53, Model Application (B). 15 min.
- Performance Coach Teacher’s Edition

#### Day 3

**LESSON FOCUS**

MAFS: 8.EE.3.8.c

**Instruction Coach**

Lesson 12: Problem Solving: Using Systems of Equations
- Teacher’s Manual pp. 42–43; 20 min.
- EL Adaptations Lesson 12

**Before the Lesson**

Go over the ways to solve systems of equations. (See Lessons 10 and 11.) Review with examples, again asking students to be careful with the variety of moves necessary that can easily lead to error.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
  - READY TO GO: pp. 54–57, Build Background. 20 min.
- Performance Coach Teacher’s Edition
  - pp. 24–25, with Lesson Practice of Student Edition pp. 116–120. 20 min or as time permits.

#### Day 4

**LESSON FOCUS**

MAFS: 8.EE.3.8.c

**Instruction Coach**

Lesson 12: Problem Solving: Using Systems of Equations
- Student Edition p. 68; 30 min.
- Teacher’s Manual pp. 42–43; 30 min.
- EL Adaptations Lesson 12

**Nina’s Wallet**

Help with the writing of the equations after students understand what needs to be done to find a solution to the problem. Then help solving the equations making each step clear.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
  - READY TO GO: pp. 54–57, Introduce and Model. 10 min.
- Performance Coach Teacher’s Edition
  - pp. 24–25, with Lesson Practice of Student Edition pp. 116–120. 10 min or as time permits.

#### Day 5

**LESSON FOCUS**

MAFS: 8.EE.3.8.c

**Instruction Coach**

Lesson 12: Problem Solving: Using Systems of Equations
- Student Edition p. 69; 30 min.
- Teacher’s Manual pp. 42–43; 30 min.
- EL Adaptations Lesson 12

**Ralph’s Deli**

Help students decipher the reasons why each equation is chosen for the system of equations. Remind students to think of translating words into algebraic expressions. See p. 55 of Instruction Coach Teacher’s Manual for useful EL advice.

**DIFFERENTIATION OPTIONS**

- Support Coach Teacher’s Manual
  - READY TO GO: pp. 54–57, Work Together (A). 10 min.
- Performance Coach Teacher’s Edition
  - pp. 24–25, with Lesson Practice of Student Edition pp. 116–120. 10 min or as time permits.
# Domain 2: Expressions and Equations

## LESSON FOCUS

**MAFS: 8.EE.3.8.c**

**Instruction Coach**

**Lesson 12: Problem Solving: Using Systems of Equations**

- **Student Edition** pp. 70–71; 20 min.
- **Teacher’s Manual** pp. 42–43; 20 min.
- **EL Adaptations** Lesson 12

**Practice**

Read as much of each problem as is necessary to make sure students understand what needs to be done, then help with the writing of equations. Follow the 4–step process for solving problems.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 24–25, with Lesson Practice of Student Edition pp. 116–120. 20 min or as time permits.

## REVIEW AND ASSESS

**Instruction Coach**

**Domain 2 Review**

- **Student Edition** pp. 72–73; 40 min.
- **Teacher’s Manual** pp. 97–98

**Review Part 1**

Go over Questions and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 72–73. Make sure all instructions are clear. See Progression Chart on TM pp. 22–23 for a view of progressions connecting the lessons of Domain 2.

**DIFFERENTIATION OPTIONS**


**Domain 2 Review**

- **Student Edition** pp. 74–75; 40 min.
- **Teacher’s Manual** p. 98

**Review Part 2 and Performance Task**

Go over Questions 22–30 and discuss. Pay special attention to the Performance Task on p. 75. Ask students to take a look at instructions for the second half of the Review on SE p. 74. In particular, clarify any doubts with respect to Performance Task (Classroom Measurements) on p. 75. See Progression Chart on TM pp. 22–23 for a view of progressions connecting the lessons of Domain 2.

**DIFFERENTIATION OPTIONS**


**Domain 2 Assessment**

- **Assessments** pp. 12–17; 40 min.
- **Assessments Answer Key** p. 6

**Assessment Part 1**

Have students complete Questions 1–25. Provide extra time for assessments and provide readers to read word problems to students.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

**Domain 2 Assessment**

- **Assessments** pp. 18–21; 40 min.
- **Assessments Answer Key** pp. 6–8

**Assessment Part 2**

Have students complete Questions 26–30. Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.
## Domain 3: Functions

### Week 13

#### Day 1

**LESSON FOCUS**
MAFS: 8.F.1.1

*Instruction Coach*
Lesson 13: Introducing Functions
- Student Edition p. 78; 20 min.
- Teacher's Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

*Before the Lesson*
Ask students to think of additional examples of where a single input yields a single output. This is in contrast to situations where a single input yields many outputs. Begin UNDERSTAND section as time permits.

*DIFFERENTIATION OPTIONS*

#### Day 2

**LESSON FOCUS**
MAFS: 8.F.1.1

*Instruction Coach*
Lesson 13: Introducing Functions
- Student Edition p. 78; 20 min.
- Teacher's Manual pp. 46–47; 20 min.
- EL Adaptations Lesson 13

*Understanding*

*DIFFERENTIATION OPTIONS*
Add additional practice in recognizing relations that are not functions.

#### Day 3

**LESSON FOCUS**
MAFS: 8.F.1.1

*Instruction Coach*
Lesson 13: Introducing Functions
- Student Edition p. 79; 30 min.
- Teacher's Manual pp. 46–47; 30 min.
- EL Adaptations Lesson 13

*Connect*
Make this clear: The equation here is not standard as it uses $±$ indicating that both the positive and negative values are included. Make sure the vertical line test makes sense.

*DIFFERENTIATION OPTIONS*
Understanding why the vertical line test works is key here, so provide additional examples.

#### Day 4

**LESSON FOCUS**
MAFS: 8.F.1.1

*Instruction Coach*
Lesson 13: Introducing Functions
- Student Edition pp. 80–81; 30 min.
- Teacher's Manual pp. 46–47; 30 min.
- EL Adaptations Lesson 13

*Practice*
Make sure students can distinguish between relations and functions. See Questions 1–6. Provide assistance with reading and interpreting questions.

*DIFFERENTIATION OPTIONS*

#### Day 5

**LESSON FOCUS**
MAFS: 8.F.1.2

*Instruction Coach*
Lesson 14: Comparing Functions Represented in Different Ways
- Student Edition p. 82; 20 min.
- EL Adaptations Lesson 14

*Before the Lesson*
See Before the Lesson. Add practice with additional linear equations, so that students get to see the connection with equations, graphs, and tables. Begin UNDERSTAND section as time permits.

*DIFFERENTIATION OPTIONS*
- Support Coach Teacher's Manual READY TO GO: pp. 70–73, Build Background. 20 min.
## Domain 3: Functions

### Lesson Focus: MAFS: 8.F.1.2

#### Instruction Coach

**Lesson 14: Comparing Functions Represented in Different Ways**
- **Student Edition** p. 82; 30 min.
- **Teacher’s Manual** pp. 48–49; 30 min.
- **EL Adaptations** Lesson 14

**Understand**
Review key words such as slope and intercept. This UNDERSTAND affords a good example of how the three representations work together.

#### Differentiation Options
- **Support Coach Teacher’s Manual**
  - **Ready to Go:** pp. 70–73, Introduce and Model. 10 min.
- **Performance Coach**

#### LEsson Focus: MAFS: 8.F.1.2

**Instruction Coach**

**Lesson 14: Comparing Functions Represented in Different Ways**
- **Student Edition** p. 83; 30 min.
- **Teacher’s Manual** pp. 48–49; 30 min.
- **EL Adaptations** Lesson 14

**Connect**
In UNDERSTAND, there is an opportunity to study two functions represented differently. Follow through with the TRY, but move slowly.

#### Differentiation Options
- **Support Coach Teacher’s Manual**
  - **Ready to Go:** pp. 70–73, Work Together. 10 min.
- **Performance Coach**

### Lesson Focus: MAFS: 8.F.1.3

#### Instruction Coach

**Lesson 15: Linear and Nonlinear Functions**
- **Student Edition** p. 86; 20 min.
- **Teacher’s Manual** pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**Before the Lesson**
Review how to plot a function on a graph. Literally do this on graph paper, and make sure students know where to place each point. Begin UNDERSTAND section as time permits.
### Domain 3: Functions

#### Week 15

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;MADF: 8.F.1.3&lt;br&gt;&lt;br&gt;&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 15: Linear and Nonlinear Functions&lt;br&gt;● Student Edition p. 87; 20 min.&lt;br&gt;● Teacher’s Manual pp. 50–51; 20 min.&lt;br&gt;● EL Adaptations Lesson 15</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MADF: 8.F.1.3&lt;br&gt;&lt;br&gt;&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 15: Linear and Nonlinear Functions&lt;br&gt;● Student Edition pp. 88–89; 20 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MADF: 8.F.2.4&lt;br&gt;&lt;br&gt;&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 16: Using Functions to Model Relationships&lt;br&gt;● Student Edition p. 90; 30 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;MADF: 8.F.2.4&lt;br&gt;&lt;br&gt;&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 16: Using Functions to Model Relationships&lt;br&gt;● Student Edition pp. 90–91; 30 min.</td>
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**Understanding**<br>Do students understand the difference between linear and nonlinear functions, and can they explain the difference with examples?<br>


**Before the Lesson**<br>A clear understanding of the connection between rate of change and slope will be helpful for this lesson and going forward, as these are key concepts in mathematics. Use a few examples showing tables, graphs, and equations.


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**Domain 3: Functions**

**LESSON FOCUS**
MAFS: 8.F.2.4

**Instruction Coach**
Lesson 16: Using Functions to Model Relationships
- **Student Edition** p. 91; 30 min.
- **Teacher's Manual** pp. 52–53; 30 min.
- **EL Adaptations** Lesson 16

**Example B**
This example starts with a table and asks for the rate of change, and uses a graph to check the answer. All of that needs to be clear, so ask students to do a similar example using a real world setting.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
MAFS: 8.F.2.4

**Instruction Coach**
Lesson 16: Using Functions to Model Relationships
- **Student Edition** p. 92; 20 min.
- **Teacher's Manual** pp. 52–53; 20 min.
- **EL Adaptations** Lesson 16

**Practice Part 1**
Show students how to get started in each section. If necessary read out the directions and show an example to get the Practice started. Then have students complete Questions 1-8 on SE p. 92. Key vocabulary includes: rate of change, initial value, and intercept.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher's Edition** pp. 34–35, with Lesson Practice of Student Edition pp. 159–162. 20 min or as time permits.

**LESSON FOCUS**
MAFS: 8.F.2.5

**Instruction Coach**
Lesson 17: Describing Functional Relationships from Graphs
- **Teacher's Manual** pp. 54–55; 20 min.
- **EL Adaptations** Lesson 17

**Before the Lesson**
Do not forget the slope of a horizontal line and the slope of a vertical line. Explain these and show how the slope of a linear function moves from 0 through increasing values to “do not exist” to negative values as the graph moves counter-clockwise.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
MAFS: 8.F.2.5

**Instruction Coach**
Lesson 17: Describing Functional Relationships from Graphs
- **Student Edition** p. 94; 30 min.
- **Teacher's Manual** pp. 54–55; 30 min.
- **EL Adaptations** Lesson 17

**Example A**
See p. 67 of Support Coach Teacher’s Manual for useful suggestions for EL. Explain piecewise function, and show why the one shown is a function.

**DIFFERENTIATION OPTIONS**
## Domain 3: Functions

### LESSON FOCUS
**MAFS: 8.F.2.5**

**Instruction Coach**
**Lesson 17: Describing Functional Relationships from Graphs**
- Student Edition p. 95; 30 min.
- Teacher's Manual pp. 54–55; 30 min.
- EL Adaptations Lesson 17

**Example B**
Here is another example of a nonlinear function, this being a quadratic function. Ask why all points are in Quadrant I. See Observation and Action at the bottom of p. 67 *Support Coach Teacher’s Manual.*

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN** pp. 66–67, **Model Application** 20 min.

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### LESSON FOCUS
**MAFS: 8.F.2.5**

**Instruction Coach**
**Lesson 17: Describing Functional Relationships from Graphs**
- Student Edition p. 96; 20 min.
- Teacher’s Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

**Practice Part 1:**
Have students complete Questions 1–4 on SE p. 96. Explain how to get started on each section, monitor student work to make sure they are not off track. Ask: Is it possible for a function to be neither increasing nor decreasing?

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher’s Manual **PLUG IN** pp. 66–67, **Practice and Assess** 20 min.
- Performance Coach Teacher’s Edition pp. 36–37, with Lesson Practice of Student Edition pp. 169–172. 20 min or as time permits.

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### LESSON FOCUS
**MAFS: 8.F.2.5**

**Instruction Coach**
**Lesson 17: Describing Functional Relationships from Graphs**
- Student Edition p. 97; 20 min.
- Teacher’s Manual pp. 54–55; 20 min.
- EL Adaptations Lesson 17

**Practice Part 2**
Have students complete Questions 5–7 on SE p. 97. Work through Questions 6 and 7 to make sure all understand the reasoning behind them.

**DIFFERENTIATION OPTIONS**

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### REVIEW AND ASSESS
**Instruction Coach**
**Domain 3 Review**
- Student Edition pp. 98–99; 40 min.
- Teacher’s Manual p. 101

**Review Part 1**
Go over Questions 1–9 and discuss. Ask students to take a look at instructions for the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

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<td><strong>Assessment Part 1</strong></td>
<td>• EL Adaptations Lesson 18</td>
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</table>
### Domain 4: Geometry

<table>
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<tr>
<th>Day</th>
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<th>MAFS:</th>
<th>Instruction Coach</th>
<th>Lesson 18: Properties of Rotations, Reflections, and Translations</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>LESSON FOCUS</td>
<td>8.G.1.1.a, 8.G.1.1.b, 8.G.1.1.c</td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Lesson 18: Properties of Rotations, Reflections, and Translations</strong></td>
</tr>
<tr>
<td></td>
<td>Teacher’s Manual</td>
<td>pp. 58–59; 20 min.</td>
<td><strong>EL Adaptations</strong></td>
<td>Lesson 18</td>
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</tbody>
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#### Example B
See the references below. These are from three PLUG IN sections (called Support Discussion) of Support Coach Teacher’s Manual, chosen to support Examples A and B. These sections are designed to create discussion in groups about the ideas and models of this Lesson.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 40–45, with Lesson Practice sections of Student Edition pp. 185–188, 195–199, and 206–209. 10 min or as time permits.

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<th>Day 2</th>
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<tr>
<td>Teacher’s Manual</td>
<td>pp. 58–59; 30 min.</td>
<td><strong>EL Adaptations</strong></td>
<td>Lesson 18</td>
<td></td>
</tr>
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#### Practice
Guide students slowly through this practice, reminding them of the various characteristics of the rigid motions studied. See pp. 74, 82, and 90 of Support Coach Teacher’s Manual for useful suggestions for EL.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 40–45, with Lesson Practice sections of Student Edition pp. 185–188, 195–199, and 206–209. 10 min or as time permits.

<table>
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<th>MAFS:</th>
<th>Instruction Coach</th>
<th>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Manual</td>
<td>pp. 58–59; 30 min.</td>
<td><strong>EL Adaptations</strong></td>
<td>Lesson 19</td>
<td></td>
</tr>
</tbody>
</table>

#### Before the Lesson
Start with an understanding of what is meant by congruence in many aspects, from models to real world objects to geometric figures. Review the three rigid motions already studied to ensure that these are clear. See references below for additional activities. Begin UNDERSTAND section as time permits.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 48–49, with Example 1 of Student Edition pp. 219–220. 10 min.

<table>
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<th>Day 4</th>
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<th>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)</th>
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<tr>
<td>Teacher’s Manual</td>
<td>pp. 60–61; 30 min.</td>
<td><strong>EL Adaptations</strong></td>
<td>Lesson 19</td>
<td></td>
</tr>
</tbody>
</table>

#### UNDERSTAND
Point out the two rigid motions of this example to explain what is meant by two figures being congruent. The sections referenced below called Introduce and Model will provide further clarifying activities.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 48–49, with Example 1 of Student Edition pp. 219–220. 10 min.

<table>
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<th>Day 5</th>
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<th>MAFS:</th>
<th>Instruction Coach</th>
<th>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)</th>
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<td>pp. 60–61; 30 min.</td>
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</table>

#### Connect
Here we see two different ways to show that two figures are congruent. Again as with UNDERSTAND, see the sections (3) Introduce and Model referenced below.

#### DIFFERENTIATION OPTIONS
- **Performance Coach Teacher’s Edition** pp. 48–49, with Example 2 of Student Edition p. 221. 10 min.
### Domain 4: Geometry

#### Lesson Focus

**MAFS: 8.G.1.2**

**Instruction Coach**

Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)

- **Student Edition** pp. 112–113; 20 min.
- **Teacher's Manual** pp. 60–61; 20 min.
- **EL Adaptations** Lesson 19

**Practice**

Read each question to students if necessary, and make sure all directions are clear. For additional practice see references below taken from three Lessons of Support Coach Teacher's Manual.

**Differentiation Options**

- **Support Coach Teacher's Manual** READY TO GO: pp. 76–77, 84–85, and 92–93, Model Application. 20 min.

#### Lesson Focus

**MAFS: 8.G.1.3**

**Instruction Coach**

Lesson 20: Rigid Motion on the Coordinate Plane

- **Student Edition** p. 114; 20 min.
- **Teacher’s Manual** pp. 62–63; 20 min.
- **EL Adaptations** Lesson 20

**Example A**

Use the example here to prepare students for predictable changes in coordinates from pre-image to image when applying a rigid motion on the coordinate plane.

**Differentiation Options**

- **Support Coach Teacher's Manual** READY TO GO: pp. 78–81, Introduce and Model. 20 min.
- **Performance Coach Teacher's Edition** pp. 40–41, with Lesson Practice of Student Edition pp. 185–188. 20 min.

#### Lesson Focus

**MAFS: 8.G.1.3**

**Instruction Coach**

Lesson 20: Rigid Motion on the Coordinate Plane

- **Student Edition** p. 115; 30 min.
- **Teacher’s Manual** pp. 62–63; 30 min.
- **EL Adaptations** Lesson 20

**Example B**

Make the generalization required and review this with another example.

**Differentiation Options**

- **Support Coach Teacher's Manual** READY TO GO: pp. 94–97, Introduce and Model. 10 min.
- **Performance Coach Teacher's Edition** pp. 42–43, with Lesson Practice of Student Edition pp. 195–199. 10 min or as time permits.

#### Lesson Focus

**MAFS: 8.G.1.3**

**Instruction Coach**

Lesson 20: Rigid Motion on the Coordinate Plane

- **Student Edition** p. 116; 30 min.
- **Teacher’s Manual** pp. 62–63; 30 min.
- **EL Adaptations** Lesson 20

**Example C**

Make the generalization required and review this with another example.

**Differentiation Options**

- **Support Coach Teacher's Manual** READY TO GO: pp. 94–97, Problem Solving. 10 min.
- **Performance Coach Teacher's Edition** pp. 40–45, with completion of Lesson Practice sections of Student Edition pp. 185–188, 195–199, 206–209. 10 min or as time permits.
### Domain 4: Geometry

#### Lesson Focus
MAFS: 8.G.1.3

**Instruction Coach**

**Lesson 20: Rigid Motion on the Coordinate Plane**
- **Student Edition** pp. 118–119; 30 min.
- **Teacher’s Manual** pp. 62–63; 30 min.
- **EL Adaptations** Lesson 20

**Practice**
See pp. 74, 82, and 90 of **Support Coach Teacher’s Manual** for useful EL advice. Move through this Practice in sections, the first 2 questions, then 2 more, each time checking student work.

**Differentiation Options**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 94–97, Support Independent Practice. 10 min.
- **Performance Coach Teacher’s Edition** pp. 40–45, with completion of Lesson Practice sections of Student Edition pp. 189–188, 195–199, 206–209. 10 min or as time permits.

**Lesson Focus**
MAFS: 8.G.1.3

**Instruction Coach**

**Lesson 21: Dilations on the Coordinate Plane**
- **Student Edition** p. 120; 20 min.
- **Teacher’s Manual** pp. 64–65; 20 min.
- **EL Adaptations** Lesson 21

**Before the Lesson**
Introduce scale factor as in blueprints, maps, and photographs. Speak of enlarging a photo, reducing a photo, or zooming in and out of a screen view. Dilation does not change the shape of the figure involved. Begin UNDERSTAND section as time permits.

**Differentiation Options**
- **Support Coach Teacher’s Manual** PLUG IN: pp. 98–99, Support Introduce and Model. 20 min.

**Lesson Focus**
MAFS: 8.G.1.3

**Instruction Coach**

**Lesson 21: Dilations on the Coordinate Plane**
- **Student Edition** p. 121; 20 min.
- **Teacher’s Manual** pp. 64–65; 20 min.
- **EL Adaptations** Lesson 21

**Connect**
In Connect, point out that this dilation is a reduction (scale factor 12) shown on a coordinate plane. Make it clear that the ordered pairs all change by the same factor.

**Differentiation Options**
- **Performance Coach Teacher’s Edition** pp. 46–47, with Example of Student Edition p. 213. 20 min.

**Lesson Focus**
MAFS: 8.G.1.3

**Instruction Coach**

**Lesson 21: Dilations on the Coordinate Plane**
- **Student Edition** pp. 122–123; 30 min.
- **Teacher’s Manual** pp. 64–65; 30 min.
- **EL Adaptations** Lesson 21

**Practice**
Read all directions to students if necessary, and make sure all questions are clear. See p. 100 of **Support Coach Teacher’s Manual** for a useful suggestion for EL.

**Differentiation Options**
- **Performance Coach Teacher’s Edition** pp. 46–47, with Lesson Practice section of Student Edition pp. 214–217. 10 min or as time permits.
## Domain 4: Geometry

### Lesson Focus

**MAFS: 8.G.1.4**

**Instruction Coach**

**Lesson 22: Understanding Similarity of Two-Dimensional Figures (Using Transformations)**

- **Student Edition p. 124; 30 min.**
- **Teacher’s Manual pp. 66–67; 30 min.**
- **EL Adaptations Lesson 22**

**Before the Lesson**

Distinguish between congruent and similar figures. Use models. Broaden the discussion to three-dimensional figures. Begin **UNDERSTAND** section as time permits.

### Differentiation Options

- **Support Coach Teacher’s Manual** POWER UP: pp. 108–109, Build Background. 10 min.
- **Performance Coach Teacher’s Edition** pp. 48–49, with Example 4 of Student Edition p. 223. 10 min.

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### Lesson Focus

**MAFS: 8.G.1.4**

**Instruction Coach**

**Lesson 22: Understanding Similarity of Two-Dimensional Figures (Using Transformations)**

- **Student Edition p. 125; 20 min.**
- **Teacher’s Manual pp. 66–67; 20 min.**
- **EL Adaptations Lesson 22**

**Connect**

This Connect is a good way to compare two rectangles that may look similar and to test if they are. Make sure all steps are clear.

### Differentiation Options

- **Performance Coach Teacher’s Edition** pp. 48–49, with Lesson Practice section of Student Edition p. 225. 10 min.

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### Lesson Focus

**MAFS: 8.G.1.4**

**Instruction Coach**

**Lesson 22: Understanding Similarity of Two-Dimensional Figures (Using Transformations)**

- **Student Edition p. 126; 20 min.**
- **Teacher’s Manual pp. 66–67; 20 min.**
- **EL Adaptations Lesson 22**

**Practice Part 1**

Have students complete Questions 1–5 on SE p. 126. Read directions to students, and observe their work to ensure they are moving along correctly. Each question will require careful step-by-step movements to make sure all understand the motions used. See p. 110 of Support Coach Teacher’s Manual for a useful suggestion for EL.

### Differentiation Options

- **Performance Coach Teacher’s Edition** pp. 48–49, with Lesson Practice section of Student Edition p. 228. 20 min.
<table>
<thead>
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**Before the Lesson**
Many new ideas and words are here to introduce and demonstrate, so go over the list on p. 68 of Instruction Coach Teacher’s Manual. Students need to hear each of these words spoken and clarified. Begin UNDERSTAND section as time permits.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp. 50–51, with Example 1 of Student Edition pp. 231. 10 min.
- Performance Coach Teacher’s Edition pp. 50–51, with Lesson Practice section of Student Edition pp. 236–239. 10 min or as time permits.

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

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LESSON FOCUS
MAFS: 8.G.1.5
Instruction Coach
Lesson 24: Angles in Triangles
- Student Edition p. 132; 30 min.
- Teacher's Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

Understand
Note the new ideas and words, and "old" words such as alternate interior, parallel, and transversal. See note for EL on p. 122 of Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
- Support Coach Teacher’s Manual READY TO GO: pp. 118–121, Introduce and Model. 10 min.

LESSON FOCUS
MAFS: 8.G.1.5
Instruction Coach
Lesson 24: Angles in Triangles
- Student Edition p. 133; 30 min.
- Teacher's Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

Connect
See note for EL on p. 114 of Support Coach Teacher’s Manual. Students need to be able to figure out problems such as those posed on this page. Offer additional practice. (See reference below.)

DIFFERENTIATION OPTIONS

LESSON FOCUS
MAFS: 8.G.1.5
Instruction Coach
Lesson 24: Angles in Triangles
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

Practice
Explain and go over each section before moving on to the next section.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 52–53, with Lesson Practice section of Student Edition pp. 245–250. 10 min or as time permits.

LESSON FOCUS
MAFS: 8.G.2.6
Instruction Coach
Lesson 25: Explaining the Pythagorean Theorem
- Student Edition p. 136; 20 min.
- Teacher’s Manual pp. 72–73; 20 min.
- EL Adaptations Lesson 25

Understand
Concentrate on right triangles, acquainting students with all parts. Make sure students can identify all parts easily. This page introduces the Pythagorean Theorem written in its famous form, and its converse. Explain all steps on this page.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 54–55, with Example 3 of Student Edition p. 254. 10 min or as time permits.
### Domain 4: Geometry

#### LESSON FOCUS
**MAFS: 8.G.2.6**
**Instruction Coach**
**Lesson 25: Explaining the Pythagorean Theorem**
- Student Edition p. 138; 30 min.
- Teacher's Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Example A**
Example A shows an application of the Theorem. See note for EL on p. 122 of Support Coach Teacher's Manual.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual **PLUG IN:** pp. 122–123, Support Discussion. 10 min.
- Performance Coach Teacher's Edition pp. 54–55, with Examples 5–6 of Student Edition pp. 256–257. 10 min. or as time permits.

#### LESSON FOCUS
**MAFS: 8.G.2.6**
**Instruction Coach**
**Lesson 25: Explaining the Pythagorean Theorem**
- Student Edition p. 139; 30 min.
- Teacher's Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

**Example B**
Example B is a problem dealing with the converse of the Theorem. Explain converse.

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher's Edition pp. 54–55, with Example 4 of Student Edition p. 255. 10 min or as time permits.

#### LESSON FOCUS
**MAFS: 8.G.2.7**
**Instruction Coach**
**Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions**
- Student Edition p. 140–141; 30 min.
- Teacher's Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

**Example A**
This page is an application of the Theorem. Offer additional opportunities to use the formula.

**DIFFERENTIATION OPTIONS**
- Support Coach Teacher's Manual **POWER UP:** pp. 124–125, Build Background. 20 min.
### Domain 4: Geometry

#### LESSON FOCUS MAFS: 8.G.2.7

**Instruction Coach**
Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions
- **Student Edition** p. 143; 30 min.
- **Teacher's Manual** pp. 74–75; 30 min.
- **EL Adaptations** Lesson 26

**Example B**
This page is another application of the Theorem. Offer additional real world opportunities to use the formula.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher's Edition** pp. 54–55, with Lesson Practice of Student Edition p. 262. 10 min or as time permits.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher's Edition** pp. 54–55, with Lesson Practice of Student Edition p. 263. 20 min or as time permits.

#### LESSON FOCUS MAFS: 8.G.2.7

**Instruction Coach**
Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions
- **Student Edition** p. 144; 20 min.
- **Teacher's Manual** pp. 74–75; 20 min.
- **EL Adaptations** Lesson 26

**Practice Part 1:**
Questions 1–5
Review vocabulary and make sure students can define each word. Ask students to explain each word with the help of geometric figures. Read and explain Questions 1–5 to make sure they are clearly understood.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual** READY TO GO: pp. 126–129, Build Background. 10 min.

#### LESSON FOCUS MAFS: 8.G.2.8

**Instruction Coach**
Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane
- **Student Edition** p. 146; 30 min.
- **Teacher's Manual** pp. 76–77; 30 min.
- **EL Adaptations** Lesson 27

**Example A**
This page is an application of the Theorem – computing the distance between any two points on a grid. Offer additional opportunities to use the formula. See Math Tools of Instruction Coach for Coordinate Plane.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual** READY TO GO: pp. 126–129, Introduce and Model. 10 min.
- **Performance Coach Teacher's Edition** pp. 56–57, with Examples 1–3 of Student Edition pp. 265–267. 10 min or as time permits.
**Domain 4: Geometry**

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<td>• EL Adaptations Lesson 28 Beach Ball and Tennis Balls in a Can</td>
<td>• EL Adaptations Lesson 28 Practice</td>
</tr>
<tr>
<td>This page is another application of the Theorem. Offer additional opportunities to use the formula.</td>
<td>Read the questions if they are not clear.</td>
<td>Make sure students know the common three-dimensional figures. Reminder: Volume is measured in cubic units, such as cubic inches, cubic centimeters, etc. Recall what ( p ) means and how it is appears in the formulas. See Math Tools of Instruction Coach for Volume Formulas.</td>
<td>See note for EL on p. 132 of Support Coach Teacher’s Manual. See Math Tools of Instruction Coach for Volume Formulas.</td>
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### Domain 4: Geometry

#### REVIEW AND ASSESS
**Instruction Coach**

**Domain 4 Review**
- **Student Edition** pp. 156–157; 40 min.
- **Teacher's Manual** pp. 111–112

**Review Part 1**
- Go over Questions 1–10 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**

**Review Part 2 and Performance Task**
- Go over Questions 11–14 and discuss. Pay special attention to the Performance Task on p. 159. 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 (Proving the Pythagorean Theorem) on p. 159. See Progression Chart on TM pp. 56–57 for a view of progressions connecting the Lessons of Domain 4.

**DIFFERENTIATION OPTIONS**

#### REVIEW AND ASSESS
**Instruction Coach**

**Domain 4 Assessment**
- **Assessments** pp. 34–39; 40 min.
- **Assessments Answer Key** p. 12

**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 4 Assessment**
- **Assessments** pp. 40–43; 40 min.
- **Assessments Answer Key** pp. 12–14

**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.

#### LESSON FOCUS
**MAFS: 8.SP.1.1**

**Instruction Coach**

**Lesson 29: Constructing and Interpreting Scatter Plots**
- **Student Edition** p. 162; 20 min.
- **Teacher's Manual** pp. 82–83; 20 min.
- **EL Adaptations** Lesson 29

**Before the Lesson**
- Review plotting graphs given a set of ordered pairs. Explain bivariate and outlier with examples. Begin UNDERSTAND section as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher's Manual** POWER UP: pp. 140–141, Build Background. 20 min.
## Domain 5: Statistics and Probability

### LESSON FOCUS
**MAFS: 8.SP.1.1**
**Instruction Coach**
Lesson 29: Constructing and Interpreting Scatter Plots
- **Student Edition** p. 162; 30 min.
- **Teacher’s Manual** pp. 82–83; 30 min.
- **EL Adaptations** Lesson 29

**LESSON FOCUS**
**MAFS: 8.SP.1.1**
**Instruction Coach**
Lesson 29: Constructing and Interpreting Scatter Plots
- **Student Edition** p. 163; 30 min.
- **Teacher’s Manual** pp. 82–83; 30 min.
- **EL Adaptations** Lesson 29

**LESSON FOCUS**
**MAFS: 8.SP.1.1**
**Instruction Coach**
Lesson 29: Constructing and Interpreting Scatter Plots
- **Student Edition** pp. 164–165; 20 min.
- **Teacher’s Manual** pp. 82–83; 20 min.
- **EL Adaptations** Lesson 29

**LESSON FOCUS**
**MAFS: 8.SP.1.2**
**Instruction Coach**
Lesson 30: Modeling Relationships in Scatter with Straight Lines
- **Student Edition** p. 166; 20 min.
- **Teacher’s Manual** pp. 84–85; 20 min.
- **EL Adaptations** Lesson 30

**Lessons 29 & 30**

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 140–141, Model Application (A), 10 min.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 140–141, Model Application (A), 10 min.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** POWER UP: pp. 142–145, Build Background. 20 min.

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** READY TO GO: pp. 142–145, Introduce Concepts and Vocabulary. 20 min.

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### Domain 5: Statistics and Probability

#### LESSON FOCUS

**MAFS: 8.SP.1.2**

**Instruction Coach**

**Lesson 30: Modeling Relationships in Scatter with Straight Lines**
- **Student Edition** p. 167; 30 min.
- **Teacher’s Manual** pp. 84–85; 30 min.
- **EL Adaptations** Lesson 30

**LESSON FOCUS**

**MAFS: 8.SP.1.2**

**Instruction Coach**

**Lesson 30: Modeling Relationships in Scatter with Straight Lines**
- **Student Edition** pp. 168–169; 30 min.
- **Teacher’s Manual** pp. 84–85; 30 min.
- **EL Adaptations** Lesson 30

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** READY TO GO: pp. 142–145, Problem Solving. 10 min.
- **Performance Coach Teacher’s Edition** pp. 62–63, with Lesson Practice section of Student Edition pp. 300–303. 10 min or as time permits.

**LESSON FOCUS**

**MAFS: 8.SP.1.3**

**Instruction Coach**

**Lesson 31: Using Linear Models to Interpret Data**
- **Teacher’s Manual** pp. 170; 20 min.
- **EL Adaptations** Lesson 31

**Before the Lesson**

"Linear Models" means straight lines and the slope-intercept form of a straight line. Go over the meaning of $y = mx + b$, making sure students can go both ways: Graph of line on a grid to equation and from equation to graphing line. (We suggest old fashioned grid paper.) They should have a full understanding of intercept and slope using this equation.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** POWER UP: pp. 148–149, Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 64–65, with Getting the Idea section and Example 1 of Student Edition pp. 304–305. 20 min.

**LESSON FOCUS**

**MAFS: 8.SP.1.3**

**Instruction Coach**

**Lesson 31: Using Linear Models to Interpret Data**
- **Student Edition** p. 171; 20 min.
- **Teacher’s Manual** pp. 86–87; 20 min.
- **EL Adaptations** Lesson 31

**Example A**

With knowledge of the slope-intercept form, students can take the graph of a line and write the equation. This also means inspecting a trend line to determine its equation, and from the equation, we have its initial value and its slope. Show every step of this example and add a few more scatter plots for analysis.

**DIFFERENTIATION OPTIONS**

## Domain 5: Statistics and Probability

### Lesson Focus

**MAFS: 8.SP.1.3**

**Instruction Coach**

**Lesson 31: Using Linear Models to Interpret Data**

- **Student Edition** pp. 172–173
- **Teacher’s Manual** pp. 86–87; 30 min.
- **EL Adaptations Lesson 31**

**Practice**

Prepare students for a variety of different questions in this Practice, all dealing with scatter diagrams and the straight line equation \( y = mx + b \), which gives us slope and intercept, and from these we have information about the trend. Pay special attention to Questions 6 and 7.

### Differentiation Options

- **Performance Coach Teacher’s Edition** pp. 64–65, with Lesson Practice section of Student Edition pp. 311–313, 10 min or as time permits.

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**MAFS: 8.SP.1.4**

**Instruction Coach**

**Lesson 32: Investigating Patterns of Association in Categorical Data**

- **Student Edition** p. 174
- **Teacher’s Manual** pp. 88–89; 30 min.
- **EL Adaptations Lesson 32**

**Before the Lesson**

To prepare students for categorizing data, start a discussion about where students see data in categories – sports teams, most popular movies, population tables, etc. Make up several tables with local data, and ask about frequency and relative frequency of specific categories. Begin **UNDERSTAND** section as time permits.

### Differentiation Options

**Make a Frequency Chart**

- **Lesson Focus** pp. 66–67, with Getting the Idea section and Example 1 of Student Edition pp. 314–315, 10 min.

**Discuss Association**

Use the two-way tables from the previous day to discuss any associations. Break class into groups, and discuss the degree of association on their two-way tables. 20 min.

**Performance Coach**

**Teacher’s Edition** pp. 66–67, with Lesson Practice section of Student Edition pp. 321–325. 10 min or as time permits.

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## Domain 5: Statistics and Probability

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 5 Review**
- Teacher’s Manual p. 115

**Review Part 1**
Go over Questions 1–6 and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 178–179. Make sure all instructions are clear. See Progression Chart on TM pp. 80–81 for a view of progressions connecting the lessons of Domain 5.

**DIFFERENTIATION OPTIONS**

**Domain 5 Review**
- Student Edition pp. 179–181; 40 min.
- Teacher’s Manual p. 115

**Review Part 2 and Performance Task**
Ask students to take a look at instructions for the second half of the Review, Questions 7–10 on SE pp. 179–180. In particular, clarify any doubts with respect to Performance Task (Exploring Variables) on p. 181. See Progression Chart on TM pp. 80–81; for a view of progressions connecting the lessons of Domain 5.

**DIFFERENTIATION OPTIONS**

### REVIEW AND ASSESS

**Instruction Coach**

**Domain 5 Assessment**
- Assessments pp. 44–52; 40 min.
- Assessments Answer Key p. 15

**Assessment Part 1**
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 5 Assessment**
- Assessments pp. 53–57; 40 min.
- Assessments Answer Key pp. 15–17

**Assessment Part 2**
Have students complete Questions 16–20. 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. 64–101
- Assessments Answer Key pp. 26–38

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

**DIFFERENTIATION OPTIONS**
### End of Year Review

**Instruction Coach**  
Review Domains 4 and 5  
Lessons 18–32

**Support Coach Practice Tests 1 & 2**
- Assessments pp. 64–101
- Assessments Answer Key pp. 26–38

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

### DIFFERENTIATION OPTIONS
- **Support Coach**  
  Assessments pp. 56–61, Performance Tasks A & B in Domains 4 and 5.

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### SUMMATIVE ASSESSMENT

**Instruction Coach**
- Assessments pp. 58–67; 40 min.
- Assessments Answer Key p. 18

**Assessment Part 1**  
Have students complete Questions 1–25. Provide extra time for assessments and provide readers to read word problems to students.

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

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**Instruction Coach**
- Assessments pp. 67–76; 40 min.
- Assessments Answer Key pp. 18–19

**Assessment Part 2**  
Have students complete 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.