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 2–33 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.

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## 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.

<table>
<thead>
<tr>
<th>Common Core Standards</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Number System</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Expressions and Equations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>
### Grade 8

<table>
<thead>
<tr>
<th><strong>Common Core Standards</strong></th>
<th><strong>Common Core Coach Lesson(s)</strong></th>
<th><strong>Support Coach Lesson(s)</strong></th>
<th><strong>Performance Coach Lesson(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressions and Equations (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.EE.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 the coordinate plane; derive the equation ( y = mx ) for a line through the origin and the equation ( y = mx + b ) for a line intercepting the vertical axis at ( b ).</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td><strong>8.EE.7.a</strong> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form ( x = a, a = a ), or ( a = b ) results.</td>
<td>9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><strong>8.EE.7.b</strong> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</td>
<td>9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><strong>8.EE.8.a</strong> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</td>
<td>10, 11, 12</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td><strong>8.EE.8.b</strong> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</td>
<td>10, 11, 12</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td><strong>8.EE.8.c</strong> Solve real-world and mathematical problems leading to two linear equations in two variables.</td>
<td>10, 11, 12</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td><strong>Functions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.F.1</strong> Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</td>
<td>13</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td><strong>8.F.2</strong> Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</td>
<td>14</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td><strong>8.F.3</strong> Interpret the equation ( y = mx + b ) as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</td>
<td>15</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td><strong>8.F.4</strong> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two ((x, y)) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</td>
<td>16</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td><strong>8.F.5</strong> Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</td>
<td>17</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>
## Grade 8

### Common Core Standards

<table>
<thead>
<tr>
<th>Geometry</th>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.G.1.a</strong> Lines are taken to lines, and line segments to line segments of the same length.</td>
<td>18</td>
<td>10, 11, 12</td>
<td>17, 18, 19</td>
</tr>
<tr>
<td><strong>8.G.1.b</strong> Angles are taken to angles of the same measure.</td>
<td>18</td>
<td>10, 11, 12</td>
<td>17, 18, 19</td>
</tr>
<tr>
<td><strong>8.G.1.c</strong> Parallel lines are taken to parallel lines.</td>
<td>18</td>
<td>10, 11, 12</td>
<td>17, 18, 19</td>
</tr>
<tr>
<td><strong>8.G.2</strong> Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</td>
<td>19</td>
<td>10, 11, 12, 14</td>
<td>17, 18, 19, 21</td>
</tr>
<tr>
<td><strong>8.G.3</strong> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</td>
<td>20, 21</td>
<td>10–13</td>
<td>17–21</td>
</tr>
<tr>
<td><strong>8.G.4</strong> Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</td>
<td>22</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td><strong>8.G.5</strong> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</td>
<td>23, 24</td>
<td>15</td>
<td>22, 23</td>
</tr>
<tr>
<td><strong>8.G.6</strong> Explain a proof of the Pythagorean Theorem and its converse.</td>
<td>25</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td><strong>8.G.7</strong> Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</td>
<td>26</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td><strong>8.G.8</strong> Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</td>
<td>27</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td><strong>8.G.9</strong> Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</td>
<td>28</td>
<td>17</td>
<td>26</td>
</tr>
</tbody>
</table>
# Grade 8

## Statistics and Probability

### 8.SP.1
Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

<table>
<thead>
<tr>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>

### 8.SP.2
Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

<table>
<thead>
<tr>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>19</td>
<td>27</td>
</tr>
</tbody>
</table>

### 8.SP.3
Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

<table>
<thead>
<tr>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>20</td>
<td>28</td>
</tr>
</tbody>
</table>

### 8.SP.4
Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

<table>
<thead>
<tr>
<th>Common Core Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</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 re-sequence the content to agree with the curriculum maps used in your state or district. Just remember to allow the amount of time for each lesson that is suggested in the Pacing Guide.

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

<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>
<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.NS.1</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.NS.1</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.NS.2</td>
</tr>
<tr>
<td>• Teacher’s Manual pp. 18–19; 20 min.</td>
<td>• Teacher’s Manual pp. 18–19; 20 min.</td>
<td>• Teacher’s Manual pp. 18–19; 30 min.</td>
<td>• Teacher’s Manual pp. 18–19; 30 min.</td>
<td>• Teacher’s Manual pp. 20–21; 20 min.</td>
</tr>
<tr>
<td>• EL Adaptations Lesson 1</td>
<td>• EL Adaptations Lesson 1</td>
<td>• EL Adaptations Lesson 1</td>
<td>• EL Adaptations Lesson 1</td>
<td>• EL Adaptations Lesson 2</td>
</tr>
<tr>
<td>Before the Lesson</td>
<td>Before the Lesson</td>
<td>Before the Lesson</td>
<td>Before the Lesson</td>
<td>Before the Lesson</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Review the different sets of numbers—whole numbers, integers, rational numbers, and irrational numbers. Explain how each set is related to each other. Review the solving of equations. Help students get started with DISCUSS, bottom of Example C.</td>
<td>Review the different sets of numbers—whole numbers, integers, rational numbers, and irrational numbers. Review the solving of equations. Help students get started with DISCUSS, bottom of Example C.</td>
<td>Review briefly 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.</td>
</tr>
<tr>
<td>DIFFERENTIATION OPTIONS</td>
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<td>DIFFERENTIATION OPTIONS</td>
<td>DIFFERENTIATION OPTIONS</td>
<td>DIFFERENTIATION OPTIONS</td>
</tr>
<tr>
<td>• Common Core Support Coach Teacher’s Manual pp. 2–3 PLUG IN: Build Background, 20 min.</td>
<td>• Common Core Support Coach Teacher’s Manual pp. 2–3 PLUG IN: Build Background, 20 min.</td>
<td>• Common Core Support Coach Teacher’s Manual pp. 2–3 for PLUG IN: Introduce and Model, 10 min.</td>
<td>• Common Core Support Coach Teacher’s Manual pp. 4–5 for POWER UP: Introduce and Model, 10 min.</td>
<td>• Common Core Support Coach Teacher’s Manual pp. 8–9 for READY TO GO: Build Background, 20 min.</td>
</tr>
</tbody>
</table>

### Domain 1: The Number System

#### LESSON FOCUS

**CCSS: 8.NS.1**

**Common Core Coach**

**Lesson 1: Understanding Rational and Irrational Numbers**

- **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**

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

#### LESSON FOCUS

**CCSS: 8.NS.1**

**Common Core Coach**

**Lesson 1: Understanding Rational and Irrational Numbers**

- **Teacher’s Manual** pp. 18–19; 30 min.
- **EL Adaptations** Lesson 1

**Understand-Connect**

Explain the definitions of the different sets of numbers. Expand on the diagram of the set of real numbers shown on the Understand page. You can add additional examples that explain the language of the number systems.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 2–3 for **PLUG IN**: 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

**CCSS: 8.NS.1**

**Common Core Coach**

**Lesson 1: Understanding Rational and Irrational Numbers**

- **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 Common Core Support Coach Teacher’s Manual. Explain the connection between decimals and fractions. Review the solving of equations. Help students get started with DISCUSS, bottom of Example C.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 4–5 for **READY TO GO**: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Examples 5–7 and Coached Example from Student Edition pp. 7–9. 10 min or as time permits.

#### LESSON FOCUS

**CCSS: 8.NS.2**

**Common Core Coach**

**Lesson 2 Estimating the Value of Irrational Expressions**

- **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. Review the solving of equations. Help students get started with DISCUSS, bottom of Example C.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 6–7 for **READY TO GO**: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 2–3 with Practice section of Student Edition pp. 10–13. 10 min or as time permits.

- **Common Core Support Coach Teacher’s Manual** pp. 8–9 for **READY TO GO**: Practice and Assess. 10 min.
### Domain 1: The Number System

#### LESSON FOCUS

**CCSS: 8.NS.2**

**Common Core Coach**

**Lesson 2 Estimating the Value of Irrational Expressions**

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

**Understand**

Carefully explain the discussion in Connect about why the squares of 3.4 and 3.5 were chosen in the Before The Lesson. Choosing the right decimals to approximate can save a great deal of time. Calculators are essential.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 8–9 for READY TO GO: Introduce and Model. 15 min.

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#### LESSON FOCUS

**CCSS: 8.NS.2**

**Common Core Coach**

**Lesson 2 Estimating the Value of Irrational Expressions**

- **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 page 6 of **Common Core Support Coach Teacher’s Manual**.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 4–5 with Examples section and Coached Example of Student Edition pp. 16–18. 15 min.

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#### LESSON FOCUS

**CCSS: 8.NS.2**

**Common Core 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 p. 9 should help detect problems and help solve them.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 4–5 with Practice section of Student Edition pp. 19–22. 10 min or as time permits.

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#### REVIEW AND ASSESS

**Common Core Coach**

**Domain 1 Review**

- **Student Edition** pp. 16–17; 40 min.
- **Teacher’s Manual** pp. 91 Questions 1–20

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. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**

- **Common Core Support Coach Teacher’s Manual** pp. 18–19; 40 min.
- **Teacher’s Manual** pp. 91 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 on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Approximating Circumference) on p. 19. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 6 with Domain 1 Review section of Student Edition pp. 23–25 as time permits.

---

#### REVIEW AND ASSESS

**Common Core Coach**

**Domain 1 Review**

- **Student Edition** pp. 18–19; 40 min.
- **Teacher’s Manual** pp. 91 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 on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Approximating Circumference) on p. 19. See Progression Chart on pp. 16–17 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 1.

**DIFFERENTIATION OPTIONS**

- **Performance Coach Teacher’s Edition** pp. 6 with Domain 1 Review section of Student Edition pp. 26–28 as time permits.
### Domain 1: Expressions and Equations

#### REVIEW AND ASSESS

Common Core Coach

**Domain 1 Assessment**
- Assessments pp. 4–11; 40 min.
- Assessments Answer Keys pp. 4–5

**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. 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.

#### LESSON FOCUS

**CCSS: 8.EE.1**

Common Core Coach

**Lesson 3: Applying Properties of Exponents**
- **EL Adaptations** Lesson 3

**Before the Lesson**
Make sure to reinforce the two words base and exponent asking students to show examples of each one. Introduce top example of Understand section.

**DIFFERENTIATION OPTIONS**
- **Exponent Expression Cards**
  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. 15 min.
- **Performance Coach**
  Teacher’s Edition pp. 8–9 with “Getting the Idea” section of Student Edition p. 30 before the grey boxes. 15 min.

**DIFFERENTIATION OPTIONS**
- **Understanding Exponentiation**
  Break down all exponential expressions to their meaning, e.g., $7^3 = 7 \times 7 \times 7$; and start with repeated multiplication to write an exponential expression, e.g., $2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6$. 15 min.

**Performance Coach**
Teacher’s Edition pp. 8–9 with Student Edition pp. 30–31 grey boxes and examples 1–2. 10 min.

**DIFFERENTIATION OPTIONS**
- **Exponent Expression Cards**
  Hand out index cards with a variety of exercises applying the rules for multiplying and dividing exponential expressions. If ordered in some way by difficulty these cards can serve to advance students from easier to more difficult computations and understandings. 15 min.

**Performance Coach**

**DIFFERENTIATION OPTIONS**
- **Check Understanding**
  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. Note extra challenges: Questions 27 and 28. 10 min.

**Performance Coach**
Teacher’s Edition pp. 8–9 with Lesson Practice of Student Edition pp. 38–41. 10 min or as time permits.
**Domain 2: Expressions and Equations**

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**Before the Lesson**<br>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**<br>• Common Core Support Coach Teacher’s Manual pp. 10–11 for PLUG IN: Build Background. 15 min.<br>• Performance Coach Teacher’s Edition pp. 10–11 with “Getting the Idea” section of Student Edition p. 42. 15 min.

**LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 30 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 |

**Before the Lesson**<br>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.


**LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 30 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 |

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**Before the Lesson**<br>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**<br>• Common Core Support Coach Teacher’s Manual pp. 18–19 for PLUG IN: Build Background. 15 min.<br>• Performance Coach Teacher’s Edition pp. 12–13 with Getting the Idea section of Student Edition p. 52. 15 min.

**LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 25 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.2<br>Common Core Coach Lesson 4: Understanding Square and Cube Roots<br>• Teacher’s Manual pp. 26–27; 30 min.<br>• EL Adaptations Lesson 4 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 |

**Before the Lesson**<br>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**<br>• Common Core Support Coach Teacher’s Manual pp. 18–19 for PLUG IN: Build Background. 15 min.<br>• Performance Coach Teacher’s Edition pp. 10–11 with Lesson Practice of Student Edition pp. 48–51. 10 min or as time permits.

**LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 | **LESSON FOCUS**<br>CCSS: 8.EE.3<br>Common Core Coach Lesson 5: Scientific Notation<br>• Teacher’s Manual pp. 28–29; 25 min.<br>• EL Adaptations Lesson 5 |
### Domain 2: Expressions and Equations

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.EE.3&lt;br&gt;Common Core Coach Lesson 5: Scientific Notation&lt;br&gt;• Teacher’s Manual pp. 28–29; 20 min.&lt;br&gt;• EL Adaptations Lesson 5&lt;br&gt;<strong>Connect</strong>&lt;br&gt;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 Common Core Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 20–21 for POWER UP: Model Application (B). 20 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 12–13 with Examples 4–6 of Student Edition pp. 54–55. 20 min.</td>
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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.EE.4&lt;br&gt;Common Core Coach Lesson 6: Using Scientific Notation&lt;br&gt;• Teacher’s Manual pp. 30–31; 20 min.&lt;br&gt;• EL Adaptations Lesson 6&lt;br&gt;<strong>Example A</strong> and <strong>Example B</strong>&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Work Together (A). 15 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 14–15 of Student Edition with Examples 3–6 pp. 62–64. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.EE.4&lt;br&gt;Common Core Coach Lesson 6: Using Scientific Notation&lt;br&gt;• Teacher’s Manual pp. 30–31; 25 min.&lt;br&gt;• EL Adaptations Lesson 6&lt;br&gt;<strong>Example C</strong> and <strong>Example D</strong>&lt;br&gt;Notice the use of a calculator in Examples C and D. Students should be encouraged to use them. Make sure they can read answers.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;• Common Core Support Coach Teacher’s Manual pp. 22–25 for READY TO GO: Work Together (A). 15 min.&lt;br&gt;• Performance Coach Teacher’s Edition pp. 14–15 of Student Edition with Examples 3–6 pp. 62–64. 15 min.</td>
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### Domain 2: Expressions and Equations

#### LESSON FOCUS
- **CCSS: 8.EE.4**
- **Common Core Coach Lesson 6: Using Scientific Notation**
  - 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**
- Performance Coach Teacher’s Edition pp. 14–15 with Coached Example from Student Edition p. 64. 15 min.

#### LESSON FOCUS
- **CCSS: 8.EE.4**
- **Common Core Coach Lesson 6: Using Scientific Notation**
  - EL Adaptations Lesson 6

**Problem Solving**
Read the problem to students and make sure each step is clear. See p. 21 of Common Core Support Coach Teacher’s Manual for a useful advice for EL.

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS
- **CCSS: 8.EE.4**
- **Common Core Coach Lesson 6: Using Scientific Notation**
  - EL Adaptations Lesson 6

**Practice**
It is never too late to make sure – see Spotlight on Mathematical Language on p. 21 of Common Core Support Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS
- **CCSS: 8.EE.5**
- **Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships**
  - Teacher’s Manual pp. 32–33; 20 min.
  - EL Adaptations Lesson 7

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

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS
- **CCSS: 8.EE.5**
- **Common Core Coach Lesson 7: Representing and Interpreting Proportional Relationships**
  - Teacher’s Manual pp. 32–33; 20 min.
  - EL Adaptations Lesson 7

**Connect**
Review each word of the word list on p. 32 of Common Core Coach Teacher’s Manual.

**DIFFERENTIATION OPTIONS**
## Domain 2: Expressions and Equations

### Week 7

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.EE.5</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 7: Representing and Interpreting Proportional Relationships&lt;br&gt;● Teacher’s Manual pp. 32–33; 30 min.&lt;br&gt;● EL Adaptations Lesson 7&lt;br&gt;Example B&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 28–29 for POWER UP: Model and Application (B). 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 16–17 with Coached Example of Student Edition p. 77. 10 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.EE.5</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 7: Representing and Interpreting Proportional Relationships&lt;br&gt;● Teacher’s Manual pp. 32–33; 30 min.&lt;br&gt;● EL Adaptations Lesson 7&lt;br&gt;Practice&lt;br&gt;Explain all parts of Practice and work out questions that are not clear to students. You can always use a Practice to diagnose progress and difficulties.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 28–29 for POWER UP: Practice and Assess. Extra challenge: see Question 8 of Common Core Coach. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 16–17 with Lesson Practice of Student Edition pp. 78–81. 10 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.EE.6</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 8: Relating Slope and y-intercept to Linear Equations&lt;br&gt;● Teacher’s Manual pp. 34–35; 25 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Understand&lt;br&gt;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.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 36–37 for POWER UP: Model and Application (A). 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 18–19 with Getting the Idea section of Student Edition p. 82. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.EE.6</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 8: Relating Slope and y-intercept to Linear Equations&lt;br&gt;● Teacher’s Manual pp. 34–35; 25 min.&lt;br&gt;● EL Adaptations Lesson 8&lt;br&gt;Connect&lt;br&gt;Ask: What is slope of a line? Explain that it is equal to the constant of proportionality or rate of change. See advice for EL, p. 34 of Common Core Support Coach Teacher’s Manual.&lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 36–37 for POWER UP: Model Application (A). 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 18–19 with Examples 1–2 of Student Edition pp. 83–85. 15 min.</td>
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## Domain 2: Expressions and Equations

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

**Common Core Coach**

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

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

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
**CCSS: 8.EE.6**

**Common Core Coach**

**Lesson 8: Relating Slope and y-intercept to Linear Equations**
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8 Example

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

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

**LESSON FOCUS**
**CCSS: 8.EE.6**

**Common Core Coach**

**Lesson 8: Relating Slope and y-intercept to Linear Equations**
- Teacher’s Manual pp. 34–35; 30 min.
- EL Adaptations Lesson 8 Example

Practice
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**
**CCSS: 8.EE.7.a, 8.EE.7.b**

**Common Core Coach**

**Lesson 9: Solving Equations in One Variable**
- Teacher’s Manual pp. 35–36; 20 min.
- EL Adaptations Lesson 9 Example

Before the Lesson
This time solving takes two steps, so show examples of one-step and two-step solutions so this difference is clear. Actually, 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**
- Common Core Support Coach Teacher’s Manual pp. 44–45 for READY TO GO: Introduce and Model. 10 min.
## Domain 2: Expressions and Equations

**LESSON FOCUS**

**Day 1**

**CCSS: 8.EE.7.a, 8.EE.7.b**

**Common Core Coach Lesson 9: Solving Equations in One Variable**
- Teacher’s Manual pp. 35–36; 25 min.
- **EL Adaptations Lesson 9**

**Connect**
See p. 44 of Common Core 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.

**Day 2**

**LESSON FOCUS**

**CCSS: 8.EE.8.a**

**Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically**
- **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 Common Core 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**
- **Common Core Support Coach Teacher’s Manual** pp. 50–51 for PLUG IN: Model Application (A). 10 min.

**Day 3**

**LESSON FOCUS**

**CCSS: 8.EE.7.a, 8.EE.7.b**

**Common Core Coach Lesson 9: Solving Equations in One Variable**
- Teacher’s Manual pp. 35–36; 30 min.
- **EL Adaptations Lesson 9**

**Practice**
Have students do a section at a time, and then review their work before moving forward to the next section.

**DIFFERENTIATION OPTIONS**
- **Performance Coach Teacher’s Edition** pp. 20–21 with Lesson Practice section of Student Edition pp. 94–96. 15 min.

**Day 4**

**LESSON FOCUS**

**CCSS: 8.EE.8.a**

**Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically**
- **EL Adaptations Lesson 10**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 50–51 for PLUG IN: Model Application (A). 10 min.

**Day 5**

**LESSON FOCUS**

**CCSS: 8.EE.8.a**

**Common Core Coach Lesson 10: Solving Systems of Two Linear Equations Graphically**
- **EL Adaptations Lesson 10** Example A

**Show students each step of Example A, and explain why there is no solution.**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 50–51 for PLUG IN: Model Application (A). 10 min.
## Domain 2: Expressions and Equations

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**LESSON FOCUS**

**Domain: Expressions and Equations**

### Day 1: Lesson 10

**CCSS:** 8.EE.8.a

**Common Core Coach** Lesson 10: Solving Systems of Two Linear Equations Graphically
- **EL Adaptations** Lesson 10

**Example B**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 50–51 for PLUG IN: Model Application (A). 10 min.

### Day 2: Lesson 11

**CCSS:** 8.EE.8.b

**Common Core Coach** Lesson 11: Solving Systems of Two Linear Equations Algebraically
- **EL Adaptations** Lesson 11

**Example A**

To understand how to solve a system of equations, students will have to be very careful as there are many steps involved. Carefully show each step of Example A.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 52–53 for POWER UP: Introduce and Model. 15 min.

### Day 3: Lesson 12

**CCSS:** 8.EE.8.b

**Common Core Coach** Lesson 11: Solving Systems of Two Linear Equations Algebraically
- **EL Adaptations** Lesson 11

**Example B**

The method of both Example A and Example B is the same, called elimination, meaning eliminating a variable.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 52–53 for POWER UP: Build Background. 15 min.

### Day 4: Lesson 13

**CCSS:** 8.EE.8.b

**Common Core Coach** Lesson 11: Solving Systems of Two Linear Equations Algebraically
- **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**

### Day 5

**LESSON FOCUS**

**Domain: Expressions and Equations**

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach** Teacher’s Manual pp. 50–51 for PLUG IN: Model Application (A). 10 min.
### Domain 2: Expressions and Equations

**LESSON FOCUS**

**CCSS: 8.EE.8.b**

**Common Core Coach**

Lesson 11: Solving Systems of Two Linear Equations Algebraically
- **EL Adaptations** Lesson 11

Example D
Advertise students: Do not rush through this Example as it is tricky. Help students throughout this Example, step by step.

**DIFFERENTIATION OPTIONS**
- **Common Core Support** Coach Teacher’s Manual pp. 52–53 for POWER UP: Model Application (B). 15 min.

**LESSON FOCUS**

**CCSS: 8.EE.8.c**

**Common Core Coach**

Lesson 12: Problem Solving: Using Systems of Equations Algebraically
- Teacher’s Manual pp. 40–41; 30 min.
- **EL Adaptations** Lesson 11

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support** Coach Teacher’s Manual pp. 52–53 for POWER UP: Model Application (B). 15 min.
- **Performance Coach** Teacher’s Edition pp. 24–25 with Lesson Practice of Student Edition pp. 116–120. 10 min or as time permits.

**LESSON FOCUS**

**CCSS: 8.EE.8.c**

**Common Core Coach**

Lesson 12: Problem Solving: Using Systems of Equations
- 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**
- **Common Core Support** Coach Teacher’s Manual pp. 54–57 for READY TO GO: 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.

**LESSON FOCUS**

**CCSS: 8.EE.8.c**

**Common Core Coach**

Lesson 12: Problem Solving: Using Systems of Equations
- 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 Coach Teacher’s Manual for useful EL advice.

**DIFFERENTIATION OPTIONS**
- **Common Core Support** Coach Teacher’s Manual pp. 54–57 for READY TO GO: 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**  
**CCSS: 8.EE.8.c**

**Common Core Coach**  
**Lesson 12: Problem Solving: Using Systems of Equations**
- 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.

**REVIEWS AND ASSESS**  
**Common Core Coach Domain 2 Review**
- **Student Edition** pp. 72–73; 40 min.
- **Teacher’s Manual** pp. 97–98

**Questions 1–21**  
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. 22–23 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 2.

**DIFFERENTIATION OPTIONS**

**REVIEWS AND ASSESS**  
**Common Core Coach Domain 2 Review**
- **Student Edition** pp. 74–75; 40 min.
- **Teacher’s Manual** p. 98

**Questions 22–30 & Performance Task**
Go over the questions and discuss. Pay special attention to the Performance Task on p. 75. 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 (Classroom Measurements) on p. 75.

See Progression Chart on pp. 22–23 (Teacher’s Manual) for a view of progressions connecting the Lessons of Domain 2.

**DIFFERENTIATION OPTIONS**

**REVIEWS AND ASSESS**  
**Common Core Coach Domain 2 Assessment**
- **Assessments** pp. 12–17; 40 min.
- **Assessments Answer Keys** p. 6

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

**DIFFERENTIATION OPTIONS**

**REVIEWS AND ASSESS**  
**Common Core Coach Domain 2 Assessment**
- **Assessments** pp. 18–21; 40 min.
- **Assessments Answer Keys** pp. 6–8

**Questions 26–30**
Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**
- Provide extra time and assistance for students who qualify.
### Week 13

#### Domain 3: Functions

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<tr>
<th>Day 1</th>
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</table>
| **LESSON FOCUS**  
**CCSS: 8.F.1**  
**Common Core Coach**  
**Lesson 13: Introducing Functions**  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN. Build Background. 20 min.  
- Performance Coach Teacher’s Edition pp. 28–29 with Getting the Idea and Example 1 of Student Edition p. 128. 20 min. | **LESSON FOCUS**  
**CCSS: 8.F.1**  
**Common Core Coach**  
**Lesson 13: Introducing Functions**  
- Teacher’s Manual pp. 46–47; 30 min.  
- EL Adaptations Lesson 13  
**UNDERSTAND**  
Distinguish between relation and function. See p. 58 of Common Core Support Coach Teacher’s Manual for useful EL advice.  
**DIFFERENTIATION OPTIONS**  
**CCSS: 8.F.1**  
**Common Core Coach**  
**Lesson 13: Introducing Functions**  
- 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. Common Core Support Coach Teacher’s Manual pp. 58–59 for PLUG IN. Model Application (B). 10 min.  
- Performance Coach Teacher’s Edition pp. 28–29 with Example 5 and Coached Example of Student Edition p. 131. 10 min. | **LESSON FOCUS**  
**CCSS: 8.F.1**  
**Common Core Coach**  
**Lesson 13: Introducing Functions**  
- 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**  
- Performance Coach Teacher’s Edition pp. 28–29 with Lesson Practice of Student Edition pp. 132–136. 10 min or as time permits. | **LESSON FOCUS**  
**CCSS: 8.F.2**  
**Common Core Coach**  
**Lesson 14: Comparing Functions Represented in Different Ways**  
- Teacher’s Manual pp. 48–49; 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**  
- Common Core Support Coach Teacher’s Manual pp. 70–73 for READY TO GO. Build Background. 20 min.  
## Domain 3: Functions

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<td><strong>Common Core Coach Lesson 15: Linear and Nonlinear Functions</strong></td>
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<tr>
<td><strong>EL Adaptations Lesson 14</strong> Understand Review key words such as slope and intercept. This Understand affords a good example of how the three representations work together.</td>
<td><strong>EL Adaptations Lesson 14</strong> Connect In Understand, there is an opportunity to study two functions represented differently. Follow through with the TRY, but move slowly.</td>
<td><strong>EL Adaptations Lesson 14</strong> Practice Part 1: Questions 1–3 Review rate of change before students start on Practice. See p. 70 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL.</td>
<td><strong>EL Adaptations Lesson 14</strong> Practice Part 2: Questions 4–7 Ask students to explain what the y-intercept of a function is; and then what the x intercept is. Ask: If you know the x and y intercepts can you draw the straight-line function?</td>
<td><strong>EL Adaptations Lesson 15</strong> 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.</td>
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### Domain 3: Functions

#### LESSON FOCUS
**CCSS: 8.F.3**
**Common Core Coach**
**Lesson 15: Linear and Nonlinear Functions**
- Teacher’s Manual pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**LESSON FOCUS**
**CCSS: 8.F.3**
**Common Core Coach**
**Lesson 15: Linear and Nonlinear Functions**
- Teacher’s Manual pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**LESSON FOCUS**
**CCSS: 8.F.3**
**Common Core Coach**
**Lesson 15: Linear and Nonlinear Functions**
- Teacher’s Manual pp. 50–51; 20 min.
- **EL Adaptations** Lesson 15

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**
**CCSS: 8.F.4**
**Common Core Coach**
**Lesson 16: Using Functions to Model Relationships**
- Teacher’s Manual pp. 52–53; 30 min.
- **EL Adaptations** Lesson 16

**DIFFERENTIATION OPTIONS**
- Common Core Support Teacher’s Manual pp. 62–65 for READY TO GO: Introduce and Model. 10 min.
## Domain 3: Functions

### LESSON FOCUS
**CCSS: 8.F.4**

**Common Core Coach**

**Lesson 16: Using Functions to Model Relationships**
- Teacher’s Manual pp. 52–53; 20 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 clear, so ask students to do a similar example using a real world setting.

### DIFFERENTIATION OPTIONS

### LESSON FOCUS
**CCSS: 8.F.4**

**Common Core Coach**

**Lesson 16: Using Functions to Model Relationships**
- Teacher’s Manual pp. 52–53; 20 min.
- **EL Adaptations** Lesson 16

**Practice Part 1:** Questions 1–8
Show students how to get started in each section. If necessary read out the directions and show an example to get the Practice started. 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
**CCSS: 8.F.4**

**Common Core Coach**

**Lesson 16: Using Functions to Model Relationships**
- Teacher’s Manual pp. 52–53; 20 min.
- **EL Adaptations** Lesson 16

**Practice Part 2:** Questions 9–16
Discuss the solutions with the class to make sure all understand. See Question 14, which ties these together. Go over each of these concepts.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 62–65 for READY TO GO: Build Background. 20 min.
- **Performance Coach Teacher’s Edition** pp. 34–35 with Getting the Idea and Examples 1–2 of Student Edition pp. 159–162. 20 min or as time permits.

### LESSON FOCUS
**CCSS: 8.F.5**

**Common Core Coach**

**Lesson 17: Describing Functional Relationships from Graphs**
- Teacher’s Manual pp. 54–55; 20 min.
- **EL Adaptations** Lesson 16

**Example A**
See p. 67 of **Common Core 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
**CCSS: 8.F.5**

**Common Core Coach**
**Lesson 17: Describing Functional Relationships from Graphs**
- 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 *Common Core Support Coach Teacher’s Manual*.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 66–67 for PLUG IN: Support Discussion. 10 min.

### LESSON FOCUS
**CCSS: 8.F.5**

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

**Practice Part 1:** Questions 1–4
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
- **Common Core Support Coach Teacher’s Manual** pp. 66–67 for PLUG IN: Model Application. 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.

### LESSON FOCUS
**CCSS: 8.F.5**

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

**Practice Part 2:** Questions 5–7
Work through Questions 6 and 7 to make sure all understand the reasoning behind them.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 66–67 for PLUG IN: Practice and Assess. 20 min.

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

**Questions 1–9**
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. 44–45 (*Teacher’s Manual*) for a view of progressions connecting the Lessons of Domain 3.

### DIFFERENTIATION OPTIONS
- **Common Core Support Coach Teacher’s Manual** pp. 66–67 for PLUG IN: Model Application. 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.

### REVIEW AND ASSESS
**Common Core Coach Domain 3 Review**
- **Student Edition** pp. 99–101; 40 min.
- **Teacher’s Manual** pp. 101–102

**Questions 10–14 & 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 (*Describing Functions*) on p. 101. See Progression Chart on pp. 44–45 (*Teacher’s Manual*) for a view of progressions connecting the Lessons of Domain 3.

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

**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Assessment**
  - Assessments pp. 22–28; 40 min.
  - Assessments Answer Keys p. 9

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.

### Domain 4: Geometry

**REVIEW AND ASSESS**
- **Common Core Coach Domain 3 Assessment**
  - Assessments pp. 29–33; 40 min.
  - Assessments Answer Keys pp. 9–11

Questions 21–25
Provide clear explanation of questions.

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

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**LESSON FOCUS**
- **CCSS: 8.G.1.a, 8.G.1.b, 8.G.1.c**

**Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations**
- Teacher’s Manual pp. 58–59; 40 min.
- EL Adaptations Lesson 18

**Before the Lesson**
Get ready for a new round of words. See Vocabulary. Go over each of these with the support of a good model: Use the section (3 of them) called Introduce and Model from Common Core Support Coach Teacher’s Manual pp. 74–75, 82–83, and 90–91 for PLUG IN. These will provide concrete introductions to translation, reflection, and rotation. Begin **UNDERSTAND** section as time permits.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** – see above.

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**LESSON FOCUS**
- **CCSS: 8.G.1.a, 8.G.1.b, 8.G.1.c**

**Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations**
- EL Adaptations Lesson 18

**Understand-Connect**
Refer to the plan used on Day 1 of this Lesson; see the same references below. These pages can be used for a variety of students allowing for wide differentiation. Vocabulary and models are keys to moving forward.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 74–75, 82–83, and 90–91 for PLUG IN: Introduce and Model. 20 min.

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**LESSON FOCUS**
- **CCSS: 8.G.1.a, 8.G.1.b, 8.G.1.c**

**Common Core Coach Lesson 18: Properties of Rotations, Reflections, and Translations**
- EL Adaptations Lesson 18

**Example A**
See the references below. These are from three PLUG IN sections (name is Support Discussion) of Common Core 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**
- **Common Core Support Coach Teacher’s Manual** pp. 74–75, 82–83, and 90–91 for PLUG IN: Support Discussion. 20 min.
### Lesson Focus

**Domain 4: Geometry**

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<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.G.1.a, 8.G.1.b, 8.G.1.c&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 18: Properties of Rotations, Reflections, and Translations&lt;br&gt;● Teacher’s Manual pp. 58–59; 30 min.&lt;br&gt;● EL Adaptations Lesson 18 Practice&lt;br&gt;See p. 74, 82, and 90 of Common Core Support Coach Teacher’s Manual for useful suggestions for EL. Guide students slowly through this practice, reminding them of the various characteristics of the rigid motions studied.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 74–75, 82–83, and 90–91 for PLUG IN: Practice and Assess. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 40–45 with Lesson Practice sections of Student Edition pp. 185–188, 195–199, &amp; 206–209. 10 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;CCSS: 8.G.2&lt;br&gt;<strong>Common Core Coach</strong>&lt;br&gt;Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)&lt;br&gt;● Teacher’s Manual pp. 60–61; 30 min.&lt;br&gt;● EL Adaptations Lesson 19 Understand&lt;br&gt;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.</td>
<td><strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Common Core Support Coach Teacher’s Manual pp. 76–77, 84–85, and 92–93 for POWER UP: Introduce and Model. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition pp. 48–49 with Example 2 of Student Edition p. 221. 10 min.</td>
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- **LESSON FOCUS**<br>CCSS: 8.G.2<br>**Common Core Coach**<br>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)<br>● Teacher’s Manual pp. 60–61; 30 min.<br>● EL Adaptations Lesson 19 Understand<br>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**<br>● Common Core Support Coach Teacher’s Manual pp. 76–77, 84–85, and 92–93 for POWER UP: Introduce and Model. 10 min. | **LESSON FOCUS**<br>CCSS: 8.G.2<br>**Common Core Coach**<br>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)<br>● Teacher’s Manual pp. 60–61; 30 min.<br>● EL Adaptations Lesson 19 Understand<br>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**<br>● Common Core Support Coach Teacher’s Manual pp. 76–77, 84–85, and 92–93 for POWER UP: Introduce and Model. 10 min. | **LESSON FOCUS**<br>CCSS: 8.G.2<br>**Common Core Coach**<br>Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)<br>● Teacher’s Manual pp. 60–61; 30 min.<br>● EL Adaptations Lesson 19 Understand<br>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**<br>● Common Core Support Coach Teacher’s Manual pp. 76–77, 84–85, and 92–93 for POWER UP: Introduce and Model. 10 min. |
### Domain 4: Geometry

**LESSON FOCUS**  
**CCSS: 8.G.2**  
Common Core Coach  
Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)  
- 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 *Common Core Support Coach Teacher’s Manual*.  

**DIFFERENTIATION OPTIONS**  

**LESSON FOCUS**  
**CCSS: 8.G.3**  
Common Core Coach  
Lesson 20: Rigid Motion on the Coordinate Plane  
- 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**  
- Common Core Support Coach Teacher’s Manual pp. 86–91 for READY TO GO: 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**  
**CCSS: 8.G.3**  
Common Core Coach  
Lesson 20: Rigid Motion on the Coordinate Plane  
- *EL Adaptations* Lesson 20  
Example B  
Make the generalization required and review this with another example.  

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 94–97 for READY TO GO: Introduce and Model. 10 min.  
- Performance Coach Teacher’s Edition pp. 44–45 with Lesson Practice of Student Edition pp. 206–209. 10 min or as time permits.

**LESSON FOCUS**  
**CCSS: 8.G.3**  
Common Core Coach  
Lesson 20: Rigid Motion on the Coordinate Plane  
- *EL Adaptations* Lesson 20  
Problem Solving  
Remind students of the 4-step process for problem solving. Read the problem to students and clarify what is on the diagram.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 94–97 for READY TO GO: 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
**CCSS: 8.G.3**

**Common Core Coach**

**Lesson 20: Rigid Motion on the Coordinate Plane**
- **EL Adaptations** Lesson 20

**Practice**

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

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 94–97 for READY TO GO: Support Independent Practice. 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

#### LESSON FOCUS
**CCSS: 8.G.3**

**Common Core Coach**

**Lesson 21: Dilations on the Coordinate Plane**
- 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 on a screen view. Dilation does not change the shape of the figure involved. Begin **UNDERSTAND** section as time permits.

**DIFFERENTIATION OPTIONS**
- **Common Core Support Coach Teacher’s Manual** pp. 98–99 for PLUG IN: Support Introduce and Model. 20 min.

**LESSON FOCUS**

**CCSS: 8.G.3**

**Common Core Coach**

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

**Understand**

The dilation here is an enlargement. Explain how the rectangle became enlarged by a factor of 3. Go over each step of the process.

**DIFFERENTIATION OPTIONS**

**LESSON FOCUS**

**CCSS: 8.G.3**

**Common Core Coach**

**Lesson 21: Dilations on the Coordinate Plane**
- 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 Lesson Practice section of Student Edition pp. 214–217. 10 min or as time permits.
## Domain 4: Geometry

### LESSON FOCUS

**CCSS: 8.G.4**

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

- 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


### LESSON FOCUS

**CCSS: 8.G.4**

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

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

**Understand**

Review all the rigid motions studied and make sure students understand the motions involved. See p. 108 of **Common Core Support Coach Teacher’s Manual** for a useful suggestion for EL.

### DIFFERENTIATION OPTIONS


### LESSON FOCUS

**CCSS: 8.G.4**

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

- Teacher’s Manual pp. 66–67; 30 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

## Domain 4: Geometry

### Week 23

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</table>

### Before the Lesson

Many new ideas and words are here to introduce and demonstrate, so go over the list on p. 68 of the Teacher’s Manual. Students need to hear each of these words spoken and clarified. Begin **UNDERSTAND** section as time permits.

#### DIFFERENTIATION OPTIONS


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### Domain 4: Geometry

### Week 23

<table>
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### Before the Lesson

Carefully guide students through every step and every move of this page, making sure they understand the concepts, words, and symbols. You may need to coach students paragraph by paragraph.

#### DIFFERENTIATION OPTIONS

- Performance Coach Teacher’s Edition pp. 50–51 with Example 1 of Student Edition pp. 231. 10 min.

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### Domain 4: Geometry

### Week 23

<table>
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### Before the Lesson

See p. 114 of Common Core Support Coach Teacher’s Manual for a useful suggestion for EL. Read directions to students and observe their work to insure they are moving along correctly.

#### DIFFERENTIATION OPTIONS


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### Domain 4: Geometry

### Week 23

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### Before the Lesson

Go over vocabulary dealing with angles and triangles, from acute, obtuse, straight, and right to vertex and opposite. Make sure students have mastered the full meaning of each word. Begin **UNDERSTAND** section as time permits.

#### DIFFERENTIATION OPTIONS

- Common Core Support Coach Teacher’s Manual pp. 118–121 for READY TO GO: Build Background. 10 min.
Day 1

Domain 4: Geometry

LESSON FOCUS
CCSS: 8.G.5
Common Core Coach
Lesson 24: Angles in Triangles
- 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 Common Core Support Coach Teacher’s Manual.

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

LESSON FOCUS
CCSS: 8.G.5
Common Core Coach
Lesson 24: Angles in Triangles
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

Connect
See note for EL on p. 114 of Common Core 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
- Performance Coach Teacher’s Edition pp. 52–53 with Lesson Practice section of Student Edition pp. 245–250. 10 min or as time permits.

Day 2

LESSON FOCUS
CCSS: 8.G.5
Common Core Coach
Lesson 24: Angles in Triangles
- Teacher’s Manual pp. 70–71; 30 min.
- EL Adaptations Lesson 24

Practice
Explain each section 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.

Day 3

LESSON FOCUS
CCSS: 8.G.6
Common Core Coach
Lesson 25: Explaining the Pythagorean Theorem
- 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.

Day 4

LESSON FOCUS
CCSS: 8.G.6
Common Core Coach
Lesson 25: Explaining the Pythagorean Theorem
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

Connect
This page is an application of the Theorem. Offer additional opportunities for students to use the formula.

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

Day 5

LESSON FOCUS
CCSS: 8.G.6
Common Core Coach
Lesson 25: Explaining the Pythagorean Theorem
- Teacher’s Manual pp. 72–73; 30 min.
- EL Adaptations Lesson 25

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

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<tr>
<th>Week 25</th>
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**DIFFERENTIATION OPTIONS**


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

### Domain 4: Geometry

#### Day 1

**LESSON FOCUS**
CCSS: 8.G.7

Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions
- Teacher’s Manual pp. 74–75; 20 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.

#### Day 2

**LESSON FOCUS**
CCSS: 8.G.7

Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions
- 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**
- Performance Coach Teacher’s Edition pp. 54–55 with Lesson Practice of Student Edition p. 263. 20 min or as time permits.

#### Day 3

**LESSON FOCUS**
CCSS: 8.G.7

Common Core Coach Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions
- Teacher’s Manual pp. 74–75; 20 min.
- EL Adaptations Lesson 26

Before proceeding to these questions, make sure your students understand the application of the Pythagorean Theorem. Read and explain Questions 6–9 to make sure they are clearly understood.

**DIFFERENTIATION OPTIONS**

#### Day 4

**LESSON FOCUS**
CCSS: 8.G.8

Common Core Coach Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane
- Teacher’s Manual pp. 76–77; 20 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 Common Core Coach for Coordinate Plane.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 126–129 for READY TO GO: Build Background. 20 min.

#### Day 5

**LESSON FOCUS**
CCSS: 8.G.8

Common Core Coach Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane
- Teacher’s Manual pp. 76–77; 30 min.
- EL Adaptations Lesson 27

Example A
This page is another application of the theorem. Offer additional real world opportunities to use the formula.
### Week 27

#### Domain 4: Geometry

<table>
<thead>
<tr>
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<th>Day 3</th>
<th>Day 4</th>
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**LESSON FOCUS**  
**CCSS: 8.G.8**  
Common Core Coach  
Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 27  

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

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 56–57 with Example 4 of Student Edition pp. 268–269. 10 min or as time permits.

**LESSON FOCUS**  
**CCSS: 8.G.8**  
Common Core Coach  
Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 27  

**Practice**  
Read the Questions if they are not clear.

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 56–57 with Lesson Practice of Student Edition pp. 270–273. 10 min or as time permits.

**LESSON FOCUS**  
**CCSS: 8.G.8**  
Common Core Coach  
Lesson 27: Applying the Pythagorean Theorem on the Coordinate Plane  
- Teacher’s Manual pp. 76–77; 30 min.  
- EL Adaptations Lesson 27  

**Soup Can and Carnival Treats**  
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 Common Core Coach for Volume Formulas.

**DIFFERENTIATION OPTIONS**  

**LESSON FOCUS**  
**CCSS: 8.G.8**  
Common Core Coach  
Lesson 28: Problem Solving: Volume  
- Teacher’s Manual pp. 78–79; 25 min.  
- EL Adaptations Lesson 28

**Beach Ball and Tennis Balls in a Can**  

**DIFFERENTIATION OPTIONS**  

**LESSON FOCUS**  
**CCSS: 8.G.9**  
Common Core Coach  
Lesson 28: Problem Solving: Volume  
- Teacher’s Manual pp. 78–79; 25 min.  
- EL Adaptations Lesson 28

**Soup Can and Carnival Treats**  

**DIFFERENTIATION OPTIONS**  
- Performance Coach Teacher’s Edition pp. 58–59 with Lesson Practice section of Student Edition pp. 280–283. 20 min or as time permits.
Day 1

REVIEW AND ASSESS
Common Core Coach
Domain 4 Review
- Student Edition pp. 156–157; 40 min.
- Teacher’s Manual pp. 111–112

Questions 1–10
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.

Day 2

REVIEW AND ASSESS
Common Core Coach
Domain 4 Review
- Student Edition pp. 158–159; 40 min.
- Teacher’s Manual pp. 112–112

Questions 11–14 & Performance Task
Go over the questions 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 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.

Day 3

REVIEW AND ASSESS
Common Core Coach
Domain 4 Assessment
- Assessments pp. 34–39; 40 min.
- Assessments Answer Keys p. 12

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.

Day 4

REVIEW AND ASSESS
Common Core Coach
Domain 4 Assessment
- Assessments pp. 40–43; 40 min.
- Assessments Answer Keys pp. 12–14

Questions 21–25
Provide clear explanation of questions.

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

Day 5

LESSON FOCUS
CCSS: 8.SP.1
Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots
- 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
- Common Core Support Coach Teacher’s Manual pp. 140–141 for POWER UP: Build Background. 20 min.
### Domain 5: Statistics and Probability

**LESSON FOCUS**  
**CCSS: 8.SP.1**  
**Common Core Coach Lesson 29: Constructing and Interpreting Scatter Plots**  
- Teacher’s Manual pp. 82–83; 30 min.  
- **EL Adaptations Lesson 29**

**Understand**  
Explain the idea of connecting two sets of data to determine if an association exists. Give simple examples such as age and height for school people. See p. 140 of Common Core Support Coach Teacher’s Manual for a useful tip for EL.

**DIFFERENTIATION OPTIONS**  

**LESSON FOCUS**  
**CCSS: 8.SP.2**  
**Common Core Coach Lesson 30: Modeling Relationships in Scatter with Straight Lines**  
- Teacher’s Manual pp. 84–85; 20 min.  
- **EL Adaptations Lesson 30**

**Before the Lesson**  
Go over the concepts in the Before the Lesson. Explain a linear association, and both a positive and a negative linear association. Display examples of both. Begin UNDERSTAND section as time permits.

**DIFFERENTIATION OPTIONS**  
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY TO GO: Build Background.  

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### Domain 5: Statistics and Probability

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<tbody>
<tr>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.SP.2</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 30: Modeling Relationships in Scatter with Straight Lines&lt;br&gt;● Teacher’s Manual pp. 84–85; 30 min.&lt;br&gt;● EL Adaptations Lesson 30&lt;br&gt;Connect&lt;br&gt;On the Connect page, find a negative association between pages in novels and times checked out of a library. Notice that the trend line here shows a negative slope, meaning a negative association between the two variables in contrast to graph in Understand. Explore and contrast the two situations.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.SP.2</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 30: Modeling Relationships in Scatter with Straight Lines&lt;br&gt;● Teacher’s Manual pp. 84–85; 30 min.&lt;br&gt;● EL Adaptations Lesson 30&lt;br&gt;Practice&lt;br&gt;Explain directions for all Questions. Spend extra time going over Questions 8 and 9. See note on EL on p. 142 of Common Core Support Coach Teacher’s Manual.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.SP.3</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 31: Using Linear Models to Interpret Data&lt;br&gt;● Teacher’s Manual pp. 86–87; 20 min.&lt;br&gt;● EL Adaptations Lesson 31&lt;br&gt;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. Begin UNDERSTAND section as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.SP.3</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 31: Using Linear Models to Interpret Data&lt;br&gt;● Teacher’s Manual pp. 86–87; 20 min.&lt;br&gt;● EL Adaptations Lesson 31&lt;br&gt;Example A&lt;br&gt;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.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;<strong>CCSS: 8.SP.3</strong>&lt;br&gt;Common Core Coach&lt;br&gt;Lesson 31: Using Linear Models to Interpret Data&lt;br&gt;● Teacher’s Manual pp. 86–87; 20 min.&lt;br&gt;● EL Adaptations Lesson 31&lt;br&gt;Example B&lt;br&gt;The trend line in Example shows a downward movement, from left to right. This suggests that the slope will be negative. Check out the data to show students that as prices came down the number of orders went up. Carefully highlight each step—the calculation of ( m ) and ( b ). These are the slope and y-intercept.</td>
</tr>
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</table>

**DIFFERENTIATION OPTIONS**
- Performance Coach Teacher’s Edition pp.62–63 with Lesson Practice section of Student Edition pp. 300–303. 10 min or as time permits.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY TO GO: Support Discussion. 10 min.

**DIFFERENTIATION OPTIONS**
- Common Core Support Coach Teacher’s Manual pp. 142–145 for READY TO GO: Support Discussion. 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.

**DIFFERENTIATION OPTIONS**
### Week 31

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#### LESSON FOCUS

**CCSS: 8.SP.3**

Common Core Coach

Lesson 31: Using Linear Models to Interpret Data

- 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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**LESSON FOCUS**

**CCSS: 8.SP.4**

Common Core Coach

Lesson 32: Investigating Patterns of Association in Categorical Data

- 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**
  - Break class into groups, and ask each group to collect data on a single topic and make a frequency chart. Compare charts. 10 min.

---

**LESSON FOCUS**

**CCSS: 8.SP.4**

Common Core Coach

Lesson 32: Investigating Patterns of Association in Categorical Data

- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Understand**

The Understand page shows a two-way frequency table. Make each part of this exercise clear – the collection of data, the calculation of percent, and what relative frequency means.

#### DIFFERENTIATION OPTIONS

- **Make a Frequency Table**
  - Break class into groups, and ask each group to collect data and then produce a two-way frequency table. Ask for all computations as shown on Understand page. Compare charts. 20 min.

---

**LESSON FOCUS**

**CCSS: 8.SP.4**

Common Core Coach

Lesson 32: Investigating Patterns of Association in Categorical Data

- Teacher’s Manual pp. 88–89; 20 min.
- EL Adaptations Lesson 32

**Connect**

Point out that a two-way frequency table is another way to show associations between two categories. In the Understand page, we saw an association between boy and girls and their agreement on a school issue. In Connect, explain the association between curfews and bedtimes. Compare scatter plots and two-way tables as ways of showing associations, and the virtues/deficits of each.

#### DIFFERENTIATION OPTIONS

- **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.

---

**LESSON FOCUS**

**CCSS: 8.SP.4**

Common Core Coach

Lesson 32: Investigating Patterns of Association in Categorical Data

- Teacher’s Manual pp. 88–89; 30 min.
- EL Adaptations Lesson 32

Practice

Read the directions to students as needed. Prepare students for each section (there are 4 altogether) of this Practice.

#### DIFFERENTIATION OPTIONS

- **Discuss the Practice**
  - Break class into groups to discuss results of Questions 1–11. Questions 12 and 13 for the next day. 10 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.
# Domain 5: Statistics and Probability

## REVIEW AND ASSESS
**Common Core Coach Domain 5 Review**
- **Teacher’s Manual** p. 115

Questions 1–6
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. 80–81 (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.

## REVIEW AND ASSESS
**Common Core Coach Domain 5 Review**
- **Student Edition** pp. 179–181; 40 min.
- **Teacher’s Manual** p. 115

Questions 7–10 & Performance Task
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 Variables) on p. 181. See Progression Chart on pp. 80–81; (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.

## REVIEW AND ASSESS
**Common Core Coach Domain 5 Assessment**
- **Assessments** pp. 44–52; 40 min.
- **Assessments Answer Keys** p. 15

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

Questions 16–20
Provide clear explanation of questions.

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

## END OF YEAR REVIEW
**Common Core 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
- **Common Core Support Coach Assessments** pp. 44–55 for Performance Tasks A & B in Domains 1–3
## End of Year Review

### END OF YEAR REVIEW
- **Common Core Coach**
- **Review Domains 4 and 5**
- **Lessons 18–32**
- **Common Core 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
- **Common Core Support**
- **Coach Assessments** pp. 56–61 for Performance Tasks A & B in Domains 4 and 5

### SUMMATIVE ASSESSMENT
- **Common Core Coach**
- **Summative Assessment**
  - Assessments pp. 58–67; 40 min.
  - Assessments Answer Key p. 18

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

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

### SUMMATIVE ASSESSMENT
- **Common Core Coach**
- **Summative Assessment**
  - Assessments pp. 67–76; 40 min.
  - Assessments Answer Key pp. 18–19

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.