Coach® Suite

Implementation and Pacing Guide

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Program Overview

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

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

Instruction Coach

Instruction and Practice

Use Instruction Coach as your core instruction.

Support Coach

Targeted Instruction and Practice

Use Support Coach to fill gaps in student understanding with scaffolded instruction.

Performance Coach

Reinforcement and Test Preparation

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

The Instructional Pathway
Addressing Key Instructional Shifts in Math

1 Greater focus on fewer topics

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

Instruction Coach

Introduction and Instruction

Focus: 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
2 Coherence: Linking topics and thinking across grades

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

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

The Coach Suite has lessons focused on each of the three major emphases in mathematics—concepts, skills, and problem solving/applications.
The chart below lists skills for the grade level and their correlations to coverage in the School Specialty Coach Suite. If you find that students are struggling with a particular skill, look to the lessons indicated in these Coach programs for review and remediation.

<table>
<thead>
<tr>
<th>The Number System</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify irrational numbers and explain why they are rational and convert decimals into rational numbers</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td>Use rational approximations of irrational numbers to compare sizes of irrational numbers and approximate locations of irrational numbers on number lines</td>
<td>L2</td>
<td>L1</td>
<td>L2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressions &amp; Equations</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and apply properties of integer exponents to generate equivalent expressions</td>
<td>L3</td>
<td></td>
<td>L3</td>
</tr>
<tr>
<td>Evaluate square roots and cube roots of small perfect squares and perfect cubes</td>
<td>L4</td>
<td>L2</td>
<td>L4</td>
</tr>
<tr>
<td>Compare two numbers expressed in scientific notation and express how much larger one is than the other</td>
<td>L5</td>
<td>L3</td>
<td>L5</td>
</tr>
<tr>
<td>Perform operations with numbers expressed in scientific notation</td>
<td>L6</td>
<td>L3</td>
<td>L6</td>
</tr>
<tr>
<td>Graph proportional relationships and compare relationships represented in different ways</td>
<td>L7</td>
<td>L4</td>
<td>L7</td>
</tr>
</tbody>
</table>
## Grade 8

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in a coordinate plane</td>
<td>L8</td>
<td>L5</td>
<td>L8</td>
</tr>
<tr>
<td>Give examples of linear equations in one variable with no solution</td>
<td>L9</td>
<td>L6</td>
<td>L9</td>
</tr>
<tr>
<td>Solve linear equations with rational number coefficients</td>
<td>L9</td>
<td>L6</td>
<td>L9</td>
</tr>
<tr>
<td>Understand that points of intersection on a graph represents a solution to a system of linear equations</td>
<td>L10, L11, L12</td>
<td>L7</td>
<td>L10</td>
</tr>
<tr>
<td>Solve systems of two linear equations in two variables algebraically</td>
<td>L10, L11, L12</td>
<td>L7</td>
<td>L11</td>
</tr>
<tr>
<td>Solve real-world problems leading to two linear equations in two variables</td>
<td>L10, L11, L12</td>
<td>L7</td>
<td>L11</td>
</tr>
</tbody>
</table>

### Functions

<table>
<thead>
<tr>
<th>Skill</th>
<th>Instruction Coach Lesson(s)</th>
<th>Support Coach Lesson(s)</th>
<th>Performance Coach Lesson(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify functions</td>
<td>L13</td>
<td>L8</td>
<td>L12</td>
</tr>
<tr>
<td>Compare properties of two functions that are represented in different ways</td>
<td>L14</td>
<td>L9</td>
<td>L13</td>
</tr>
<tr>
<td>Identify linear functions with equation $y = mx + b$</td>
<td>L15</td>
<td>L8</td>
<td>L14</td>
</tr>
<tr>
<td>Construct a function to model a linear relationship between two quantities and interpret rate of change and initial value in terms of situation</td>
<td>L16</td>
<td>L8</td>
<td>L15</td>
</tr>
<tr>
<td>Qualitatively describe the functional relationship between two quantities by analyzing a graph</td>
<td>L17</td>
<td>L9</td>
<td>L16</td>
</tr>
</tbody>
</table>
### Grade 8

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

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

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

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

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

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

Each day is planned around a 40-minute session. The suggested times for the core lesson and the differentiation options will vary, but the sum is always 40 minutes. If your class sessions are longer or shorter than 40 minutes, plan accordingly.
<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>Domain 1: The Number System</strong></td>
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<tr>
<td><strong>LESSON FOCUS</strong></td>
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<td><strong>LESSON FOCUS</strong></td>
</tr>
<tr>
<td>Instruction Coach</td>
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<td>Instruction Coach</td>
<td>Instruction Coach</td>
<td>Instruction Coach</td>
</tr>
<tr>
<td><strong>Lesson 1: Understanding Rational and Irrational Numbers</strong></td>
<td><strong>Lesson 1: Understanding Rational and Irrational Numbers</strong></td>
<td><strong>Lesson 1: Understanding Rational and Irrational Numbers</strong></td>
<td><strong>Lesson 2: Estimating the Value of Irrational Expressions</strong></td>
<td><strong>Lesson 2: Estimating the Value of Irrational Expressions</strong></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 2</td>
<td>● EL Adaptations Lesson 2</td>
</tr>
<tr>
<td>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.</td>
<td>Before the Lesson Briefly review the concepts from Lesson 1. Then carefully explain the discussion about why the squares of 2 and 3 are the two integers that will get the approximation started in the Before The Lesson. Choosing the right integers to approximate can save a great deal of time. Calculators are essential throughout this Lesson. Begin UNDERSTAND section as time permits.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>DIFFERENTIATION OPTIONS</strong></td>
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</tr>
</tbody>
</table>
## Domain 1: The Number System

### LESSON FOCUS

**Instruction Coach**

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

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

**LESSON FOCUS**

**Instruction Coach**

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

- **Student Edition** pp.13; 25 min.
- **Teacher’s Manual** pp. 20–21
- **EL Adaptations Lesson 2**

**LESSON FOCUS**

**Instruction Coach**

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

- **Student Edition** pp.14–15; 30 min.
- **Teacher’s Manual** pp. 20–21
- **EL Adaptations Lesson 2**

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**

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

**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.

**DIFFERENTIATION OPTIONS**

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

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 1 Review**

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

**REVIEW AND ASSESS**

**Instruction Coach**

**Domain 1 Review**

- **Student Edition** pp. 18–19; 40 min.
- **Teacher’s Manual** p. 91

**DIFFERENTIATION OPTIONS**

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

**DIFFERENTIATION OPTIONS**


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

**REVIEW AND ASSESS**
- **Instruction Coach**
- **Domain 1 Assessment**
  - Assessments pp. 4–11; 40 min.
  - Assessments Answer Key pp. 4–5

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

**DIFFERENTIATION OPTIONS**
Provide extra time and assistance for students who qualify. Since Domain 1 is only two lessons, Domain 1 Assessment is short and takes only one day. All other Domain Assessments take two days.

### Domain 2: Expressions and Equations

<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
<th>Domain 1 Assessment</th>
<th>Domain 2: Expressions and Equations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
<td><strong>Instruction Coach</strong></td>
</tr>
<tr>
<td><strong>Domain 1</strong></td>
<td><strong>Domain 2</strong></td>
<td><strong>Domain 3</strong></td>
</tr>
<tr>
<td><strong>Lesson 3: Applying Properties of Exponents</strong></td>
<td><strong>Lesson 3: Applying Properties of Exponents</strong></td>
<td><strong>Lesson 3: Applying Properties of Exponents</strong></td>
</tr>
<tr>
<td>- EL Adaptations Lesson 3</td>
<td>- EL Adaptations Lesson 3</td>
<td>- EL Adaptations Lesson 3</td>
</tr>
</tbody>
</table>

**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**
**Understanding Exponentiation**
Break down all exponential expressions to their meaning, e.g., $7^2 = 7 \times 7$; and start with repeated multiplication to write an exponential expression, e.g., $2 \times 2 \times 2 \times 2 = 2^4$. 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**
**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. 10 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**
**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. Extra challenge: Questions 27 and 28. p. 25 of Instruction Coach Student Edition. 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.
### Week 4

<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;Instruction Coach&lt;br&gt;Lesson 4: Understanding Square and Cube Roots&lt;br&gt;● Student Edition&lt;br&gt; p. 26; 25 min.&lt;br&gt;● Teacher’s Manual&lt;br&gt; pp. 26–27&lt;br&gt;● EL Adaptations Lesson 4&lt;br&gt; <strong>Before the Lesson</strong>&lt;br&gt;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. &lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual&lt;br&gt; pp. 10–11, PLUG IN: Build Background. 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition&lt;br&gt; pp. 10–11 with “Getting the Idea” section of Student Edition p. 42. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Square and Cube Roots&lt;br&gt;● Student Edition&lt;br&gt; p. 26; 25 min.&lt;br&gt;● Teacher’s Manual&lt;br&gt; pp. 26–27&lt;br&gt;● EL Adaptations Lesson 4&lt;br&gt; <strong>Understand</strong>&lt;br&gt;Go over critical vocabulary and distinguish between principal square root and square root. Alert students to the Glossary where they can find definitions of all words used in the lessons. &lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual&lt;br&gt; pp. 12–13, POWER UP: Build Background. 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition&lt;br&gt; pp. 10–11, with Examples 1–2 of Student Edition pp. 42–43. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Square and Cube Roots&lt;br&gt;● Student Edition&lt;br&gt; p. 27; 25 min.&lt;br&gt;● Teacher’s Manual&lt;br&gt; pp. 26–27&lt;br&gt;● EL Adaptations Lesson 4&lt;br&gt; <strong>Connect</strong>&lt;br&gt;Move through each of the first two steps at the top carefully; repeat the same steps with another example. Do the same with the cubic equation. &lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual&lt;br&gt; pp. 12–13, POWER UP: Build Background. 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition&lt;br&gt; pp. 10–11, with Examples 3–6 of Student Edition pp. 44–47. 15 min.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 4: Understanding Square and Cube Roots&lt;br&gt;● Student Edition&lt;br&gt; pp. 28–29; 30 min.&lt;br&gt;● Teacher’s Manual&lt;br&gt; pp. 26–27&lt;br&gt;● EL Adaptations Lesson 4&lt;br&gt; <strong>Practice</strong>&lt;br&gt;It is important to read these questions to students so that each one is clear and understood before students get started. A designated appropriate reader among the students might work. &lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual&lt;br&gt; pp. 14–17, READY TO GO: Support Independent Practice (1–8). Extra challenge: Questions 30 and 31 on p. 29 of Instruction Coach Student Edition. 10 min.&lt;br&gt;● Performance Coach Teacher’s Edition&lt;br&gt; pp. 10–11 with Lesson Practice of Student Edition pp. 48–51. 10 min or as time permits.</td>
<td><strong>LESSON FOCUS</strong>&lt;br&gt;Instruction Coach&lt;br&gt;Lesson 5: Scientific Notation&lt;br&gt;● Student Edition&lt;br&gt; p. 30; 25 min.&lt;br&gt;● Teacher’s Manual&lt;br&gt; pp. 28–29&lt;br&gt;● EL Adaptations Lesson 5&lt;br&gt; <strong>Before the Lesson</strong>&lt;br&gt;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. &lt;br&gt;<strong>DIFFERENTIATION OPTIONS</strong>&lt;br&gt;● Support Coach Teacher’s Manual&lt;br&gt; pp. 18–19, PLUG IN: Build Background. 15 min.&lt;br&gt;● Performance Coach Teacher’s Edition&lt;br&gt; pp. 12–13 with Getting the Idea section of Student Edition p. 52. 15 min.</td>
</tr>
</tbody>
</table>
### Domain 2: Expressions and Equations

#### Lesson Focus

**Instruction Coach**

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

**Understand**
The essence of scientific notation is explained here, so walk through each step, even reading what is on this page and expanding on the main points. Review coefficient. Add further examples as necessary.

**Differentiation Options**

**Lesson 6: Using Scientific Notation**
- **Student Edition** p. 34; 20 min.
- **Teacher’s Manual** pp. 30–31
- **EL Adaptations** Lesson 6

**Example A and Example B**
See Before the Lesson for advice on reviewing properties, as they are used when multiplying and dividing. See Example A for an application. Begin UNDERSTAND section as time permits.

**Differentiation Options**
- **Support Coach** Teacher’s Manual pp. 22–25, READY TO GO: Build Background. 20 min.
### Domain 2: Expressions and Equations

#### LESSON FOCUS

**Instruction Coach**

**Lesson 6: Using Scientific Notation**
- **Student Edition** p. 36; 25 min.
- **Teacher’s Manual** pp. 30–31
- **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.

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 22–25, READY TO GO: Problem Solving. 15 min.
- **Performance Coach** Teacher’s Edition pp. 14–15, with Lesson Practice problems 1–7 from Student Edition pp. 65–66. 15 min or as time permits.

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

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 7: Representing and Interpreting Proportional Relationships**
- **Student Edition** p. 40; 20 min.
- **Teacher’s Manual** pp. 32–33
- **EL Adaptations** Lesson 7

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 26–27, PLUG IN: Model and Application (B). 20 min.
LESSON FOCUS
Instruction Coach
Lesson 7: Representing and Interpreting Proportional Relationships
- Student Edition p. 43; 30 min.
- Teacher’s Manual pp. 32–33
- EL Adaptations Lesson 7
Example A
To illustrate the data more vividly, ask students to draw a graph for the cost of gasoline. Ask students to look at the graph and answer the question of the example.

DIFFERENTIATION OPTIONS

LESSON FOCUS
Instruction Coach
Lesson 7: Representing and Interpreting Proportional Relationships
- Student Edition pp. 44–45; 30 min.
- Teacher’s Manual pp. 32–33
- EL Adaptations Lesson 7
Example B
To 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.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 16–17, with Getting the Idea section of Student Edition p. 82. 15 min.

LESSON FOCUS
Instruction Coach
Lesson 8: Relating Slope and y-intercept to Linear Equations
- Student Edition p. 46; 25 min.
- Teacher’s Manual pp. 34–35
- EL Adaptations Lesson 8
Example A
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 on p. 34 of Support Coach Teacher’s Manual.

DIFFERENTIATION OPTIONS
- Performance Coach Teacher’s Edition pp. 18–19, with Examples 1–2 of Student Edition pp. 83–85. 15 min.
### Domain 2: Expressions and Equations

#### Lesson Focus

**Instruction Coach**

**Lesson 8: Relating Slope and y-intercept to Linear Equations**
- **Student Edition** p. 48; 25 min.
- **Teacher’s Manual** pp. 34–35
- **EL Adaptations** Lesson 8

**Problem Solving**

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

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

**Lesson Focus**

**Instruction Coach**

**Lesson 9: Solving Equations in One Variable**
- **Student Edition** p. 52; 20 min.
- **Teacher’s Manual** pp. 35–36
- **EL Adaptations** Lesson 9

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 44–45, POWER UP: Introduce and Model. 10 min.
- **Performance Coach Teacher’s Edition** pp. 20–21, with Examples 1–2 of Student Edition pp. 92–94. 10 min.
### Domain 2: Expressions and Equations

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**Connect**

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

**DIFFERENTIATION OPTIONS**

### Domain 2: Expressions and Equations

#### Lesson Focus
- **Instruction Coach**

**Lesson 10:** Solving Systems of Two Linear Equations
  - **Student Edition** p. 59; 30 min.
  - **Teacher’s Manual** pp. 38–39
  - **EL Adaptations Lesson 10 Example B**
    - Show students each step of Example B, and explain why there are infinitely many solutions.

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

**Example B Practice**
- Ask students to work out answers to each section, then go over that section and answer the questions. Then move to the next section.

**Differentiation Options**
- **Support Coach**
- **Performance Coach**
  - Teacher’s Edition pp. 22–23, with Lesson Practice of Student Edition pp. 106–108. 10 min or as time permits.

**Lesson 11:** Solving Systems of Two Linear Equations
  - **Student Edition** p. 62; 25 min.
  - **Teacher’s Manual** pp. 40–41
  - **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**
- **Support Coach**
  - Teacher’s Manual pp. 52–53, POWER UP: Build Background. 15 min.
- **Performance Coach**

**Lesson 11:** Solving Systems of Two Linear Equations
  - **Student Edition** p. 63; 25 min.
  - **Teacher’s Manual** pp. 40–41
  - **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**
- **Support Coach**
  - Teacher’s Manual pp. 52–53, POWER UP: Introduce and Model. 15 min.
- **Performance Coach**

**Lesson 11:** Solving Systems of Two Linear Equations
  - **Student Edition** p. 64; 25 min.
  - **Teacher’s Manual** pp. 40–41
  - **EL Adaptations Lesson 11 Example C**
    - Another way to solve a system is by substitution, and students need to understand how to do both methods. Make sure students practice with a variety of equations.

**Differentiation Options**
- **Support Coach**
### Domain 2: Expressions and Equations

#### Lesson Focus

**Instruction Coach**

**Lesson 11: Solving Systems of Two Linear Equations Algebraically**
- **Student Edition** p.25; 25 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11** Example D
  - Advise students: Do not rush through this example as it is tricky. Help students throughout this example, step by step.

**DIFFERENTIATION OPTIONS**

**Lesson 12: Problem Solving: Using Systems of Equations Algebraically**
- **Student Edition** pp. 66–67; 30 min.
- **Teacher’s Manual** pp. 40–41
- **EL Adaptations Lesson 11 Practice**
  - Advise students: Do not rush through these questions and try to make sure that all work is done carefully as there are many opportunities for error.

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

**Lesson 12: Problem Solving: Using Systems of Equations**
- **Student Edition** p. 68; 30 min.
- **Teacher’s Manual** pp. 42–43
- **EL Adaptations Lesson 12**
  - **Nina’s Wallet**
    - Help with the writing of the equations after students understand what needs to be done to find a solution to the problem. Then help solving the equations making each step clear.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 54–57, 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 12: Problem Solving: Using Systems of Equations**
- **Student Edition** p. 69; 30 min.
- **Teacher’s Manual** pp. 42–43
- **EL Adaptations Lesson 12**
  - **Ralph’s Deli**
    - Help students decipher the reasons why each equation is chosen for the system of equations. Remind students to think of translating words into algebraic expressions. See p. 55 of Instruction Coach Teacher’s Manual for useful EL advice.

**DIFFERENTIATION OPTIONS**
- **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
### Instruction Coach
**Lesson 12: Problem Solving: Using Systems of Equations**
- **Student Edition** pp. 70–71; 20 min.
- **Teacher’s Manual** pp. 42–43
- **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.

**DIFFERENTIATION OPTIONS**
- **Support Coach**
  - Teacher’s Manual pp. 54–57, READY TO GO: Support Independent Practice (1–7), 20 min.
- **Performance Coach**
  - Teacher’s Edition pp. 24–25, with Lesson Practice of Student Edition pp. 116–120, 20 min or as time permits.

## REVIEW AND ASSESS
### Instruction Coach
**Domain 2 Review**
- **Student Edition** pp. 72–73; 40 min.
- **Student Edition** p. 6; 30 min.
- **Teacher’s Manual** pp. 97–98

**Review Part 1**
Go over Questions 1–21 and discuss. Ask students to take a look at instructions for the first half of the Review on SE pp. 72–73. Make sure all instructions are clear. See Progression Chart on TM pp. 22–23 for a view of progressions connecting the lessons of Domain 2.

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

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

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

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

## REVIEW AND ASSESS
### Instruction Coach
**Domain 2 Assessment**
- **Assessments** pp. 12–17; 40 min.
- **Assessments Answer Key** p. 6

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

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

## REVIEW AND ASSESS
### Instruction Coach
**Domain 2 Assessment**
- **Assessments** pp. 18–21; 40 min.
- **Assessments Answer Key** pp. 6–8

**Assessment Part 2**
Have students complete Questions 26–30. Provide clear explanation of questions.

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

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### Domain 3: Functions

#### LESSON FOCUS: Instruction Coach

**Lesson 13: Introducing Functions**
- **Student Edition** p. 78; 20 min.
- **Teacher’s Manual** pp. 46–47
- **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**
- **Support Coach** Teacher’s Manual pp. 58–59, PLUG IN. Build Background. 20 min.

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

**Understanding**
Distinguish between relation and function. See p. 58 of Support Coach Teacher’s Manual for useful EL advice.

**DIFFERENTIATION OPTIONS**

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**Lesson 13: Introducing Functions**
- **Student Edition** p. 79; 30 min.
- **Teacher’s Manual** pp. 46–47
- **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**
- **Performance Coach** Teacher’s Edition pp. 28–29, with Example 5 and Coached Example of Student Edition p. 131. 10 min.

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**Lesson 13: Introducing Functions**
- **Student Edition** pp. 80–81; 30 min.
- **Teacher’s Manual** pp. 46–47
- **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.

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**Lesson 14: Comparing Functions Represented in Different Ways**
- **Student Edition** p. 82; 20 min.
- **Teacher’s Manual** pp. 48–49
- **EL Adaptations** Lesson 14

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

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

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

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

**Understand**

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 70–73, READY TO GO. Introduce and Model. 10 min.

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

**Connect**

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 70–73, READY TO GO. Work Together. 10 min.

**Lesson 14: Comparing Functions Represented in Different Ways**
- **Student Edition** p. 84; 20 min.
- **Teacher’s Manual** pp. 48–49
- **EL Adaptations** Lesson 14

**Practice Part 1**

Review rate of change before students start on Practice. Then have students complete Questions 1–3. See p. 70 of Support Coach Teacher’s Manual for useful suggestions for EL.

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

**Lesson 14: Comparing Functions Represented in Different Ways**
- **Student Edition** pp. 85; 20 min.
- **Teacher’s Manual** pp. 48–49
- **EL Adaptations** Lesson 14

**Practice Part 2**

Have students complete 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?’

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 70–73, READY TO GO. Support Independent Practice. Extra challenge: Questions 6 and 7 on p. 67 of Instruction Coach. 20 min.
- **Performance Coach** Teacher’s Edition pp. 32–33, with Getting the Idea and Example 1 of Student Edition p. 146. 20 min.

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

**Before the Lesson**

Review how to plot a function on a graph. Literally do this on graph paper, and make sure students know where to place each point. Begin UNDERSTAND section as time permits.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 58–59, PLUG IN: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 32–33, with Getting the Idea and Example 1 of Student Edition p. 146. 20 min.
## Domain 3: Functions

### Instruction Coach

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

#### Lesson Focus

**Connect**
See p. 58 of Support Coach Teacher’s Manual for useful suggestions for EL.

#### Differentiation Options
- **Support Coach**
  - Teacher’s Manual
    - pp. 58–59, PLUG IN: Introduce Concepts and Vocabulary. 20 min.
- **Performance Coach**
  - Teacher’s Edition
    - pp. 32–33, with Examples 2–4 of Student Edition pp. 147–148. 20 min.

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

#### Lesson Focus

**Example A**
Support understanding of key vocabulary. See p. 62 of Support Coach Teacher’s Manual for useful suggestions for EL. Read the problem with students and explain what is necessary to find the rate of change.

#### Differentiation Options
- **Support Coach**
  - Teacher’s Manual
    - pp. 62–65, READY TO GO: Introduce and Model. 10 min.
- **Performance Coach**
  - Teacher’s Edition

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### Domain 3: Functions

#### LESSON FOCUS

**Instruction Coach**

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

**Practice Part 1**

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

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

**Practice Part 2**

Have students complete Questions 9–16 on SE p. 93. 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**
- **Performance Coach** Teacher’s Edition pp. 34–35, with Lesson Practice of Student Edition pp. 159–162. 20 min or as time permits.

**Example A**

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

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 17: Describing Functional Relationships from Graphs**

- **Student Edition** p. 95; 30 min.
- **Teacher’s Manual** pp. 54–55
- **EL Adaptations Lesson 17**

**Example B**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher’s Manual** pp. 66–67, **PLUG IN: Support Discussion**. 10 min.
- **Performance Coach Teacher’s Edition** pp. 36–37, with Coached Example of Student Edition p. 168. 10 min.

#### LESSON FOCUS

**Instruction Coach**

**Lesson 17: Describing Functional Relationships from Graphs**

- **Student Edition** p. 96; 20 min.
- **Teacher’s Manual** pp. 54–55
- **EL Adaptations Lesson 17**

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

#### LESSON FOCUS

**Instruction Coach**

**Lesson 17: Describing Functional Relationships from Graphs**

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

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**


#### REVIEW AND ASSESS

**Instruction Coach**

**Domain 3 Review**

- **Student Edition** pp. 98–99; 40 min.
- **Teacher’s Manual** pp. 101

**Review Part 1**

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

**DIFFERENTIATION OPTIONS**


**Review Part 2 and Performance Task**

Go over Questions 10–14 and discuss. Pay special attention to the Performance Task on SE p. 101. Ask students to take a look at instructions for the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Describing Functions) on p. 101. See Progression Chart on TM pp. 44–45 for a view of progressions connecting the lessons of Domain 3.

**DIFFERENTIATION OPTIONS**

**Domain 3: Functions**

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

**Assessment Part 1**
- Have students complete Questions 1–20. Provide extra time for assessments and provide readers to read word problems to students.

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

**LESSON FOCUS**
- Instruction Coach
- Lesson 18: Properties of Rotations, Reflections, and Translations

**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 three sections called Introduce and Model from 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**

**Domain 4: Geometry**

**LESSON FOCUS**
- Instruction Coach
- Lesson 18: Properties of Rotations, Reflections, and Translations

**Before the Lesson**
- 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**
### Domain 4: Geometry

#### LESSON FOCUS

**Instruction Coach**

**Lesson 18:** Properties of Rotations, Reflections, and Translations
- **Student Edition** p. 107; 20 min.
- **Teacher’s Manual** pp. 58–59
- **EL Adaptations Lesson 18**

**Practice**

Guide studentsslowly through this practice, reminding them of the various characteristics of the rigid motions studied. See pp. 74, 82, and 90 of **Support Coach Teacher’s Manual** for useful suggestions for EL.

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Teacher’s Manual** pp. 74–75, 82–83, and 90–91, **PLUG IN: Support Discussion.** 20 min.
- **Performance Coach**

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

**Student Edition** p. 110; 30 min.
**Teacher’s Manual** pp. 58–59
**EL Adaptations Lesson 19**

**Before the Lesson**

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

### DIFFERENTIATION OPTIONS

- **Support Coach**
  - **Teacher’s Manual** pp. 76–77, 84–85, and 92–93, **POWER UP: Introduce and Model.** 10 min.
- **Performance Coach**
  - **Teacher’s Edition** pp. 48–49, with Example 2 of **Student Edition** p. 221. 10 min.
**Domain 4: Geometry**

**LESSON FOCUS**
Instruction Coach
Lesson 19: Understanding Congruence of Two-Dimensional Figures (Using Rigid Motions)
- **Student Edition** pp. 112–113; 20 min.
- **Teacher’s Manual** pp. 60–61
- **EL Adaptations** Lesson 19

**Differentiation Options**
- **Performance Coach Teacher’s Edition** pp. 48–49, with Example 3 of Student Edition p. 222. 20 min.

**LESSON FOCUS**
Instruction Coach
Lesson 20: Rigid Motion on the Coordinate Plane
- **Student Edition** p. 114; 20 min.
- **Teacher’s Manual** pp. 62–63
- **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**
- **Performance Coach Teacher’s Edition** pp. 40–41, with Lesson Practice of Student Edition pp. 185–188. 20 min.

**LESSON FOCUS**
Instruction Coach
Lesson 20: Rigid Motion on the Coordinate Plane
- **Student Edition** p. 115; 30 min.
- **Teacher’s Manual** pp. 62–63
- **EL Adaptations** Lesson 20

Example B
Make the generalization required and review this with another example.

**Differentiation Options**
- **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**
Instruction Coach
Lesson 20: Rigid Motion on the Coordinate Plane
- **Student Edition** p. 116; 30 min.
- **Teacher’s Manual** pp. 62–63
- **EL Adaptations** Lesson 20

Example C
Make the generalization required and review this with another example.

**Differentiation Options**
- **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**
Instruction Coach
Lesson 20: Rigid Motion on the Coordinate Plane
- **Student Edition** p. 117; 30 min.
- **Teacher’s Manual** pp. 62–63
- **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**
- **Performance Coach Teacher’s Edition** pp. 42–43, with Lesson Practice of Student Edition pp. 195–199. 10 min or as time permits.
### Domain 4: Geometry

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

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

**DIFFERENTIATION OPTIONS**
- **Support Coach Teacher’s Manual** pp. 94–97, 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
**Instruction Coach**
**Lesson 21: Dilations on the Coordinate Plane**
- **Student Edition** p. 120; 20 min.
- **Teacher’s Manual** pp. 64–65
- **EL Adaptations Lesson 21**

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

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 21: Dilations on the Coordinate Plane**
- **Student Edition** p. 121; 20 min.
- **Teacher’s Manual** pp. 64–65
- **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 Coached Example of Student Edition p. 213. 20 min.

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

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

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

#### LESSON FOCUS Instruction Coach

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

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

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

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

#### LESSON FOCUS Instruction Coach

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

- **Student Edition**  
  p. 125; 30 min.
- **Teacher’s Manual**  
  pp. 66–67
- **EL Adaptations**  
  Lesson 22

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

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

#### LESSON FOCUS Instruction Coach

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

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

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

#### LESSON FOCUS Instruction Coach

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

- **Student Edition**  
  p. 127; 20 min.
- **Teacher’s Manual**  
  pp. 66–67
- **EL Adaptations**  
  Lesson 22

**DIFFERENTIATION OPTIONS**
- **Support Coach**  
  Teacher’s Manual
  pp. 108–109, POWER UP: Build Background. 10 min.
- **Performance Coach**  
  Teacher’s Edition
  pp. 48–49, with Lesson Practice section of Student Edition p. 228. 20 min.
### Domain 4: Geometry

#### LESSON FOCUS
**Instruction Coach**
**Lesson 23: Extending Understanding of Angle Relationships**
- **Student Edition** p. 128; 20 min.
- **Teacher’s Manual** pp. 68–69
- **EL Adaptations** Lesson 23

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

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

#### LESSON FOCUS
**Instruction Coach**
**Lesson 23: Extending Understanding of Angle Relationships**
- **Student Edition** p. 129; 30 min.
- **Teacher’s Manual** pp. 68–69
- **EL Adaptations** Lesson 23

**.Understand**
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**

#### LESSON FOCUS
**Instruction Coach**
**Lesson 23: Extending Understanding of Angle Relationships**
- **Student Edition** pp. 130–131; 30 min.
- **Teacher’s Manual** pp. 68–69
- **EL Adaptations** Lesson 23

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

**DIFFERENTIATION OPTIONS**

#### LESSON FOCUS
**Instruction Coach**
**Lesson 24: Angles in Triangles**
- **Student Edition** p. 132; 30 min.
- **Teacher’s Manual** pp. 70–71
- **EL Adaptations** Lesson 24

**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**
- **Support Coach** Teacher’s Manual pp. 118–121, READY TO GO: **Build Background**. 10 min.
## Domain 4: Geometry

### LESSON FOCUS: Instruction Coach

**Lesson 24: Angles in Triangles**
- **Student Edition** p. 132; 30 min.
- **Teacher's Manual** pp. 70–71
- **EL Adaptations** Lesson 24

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

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

**Lesson 24: Angles in Triangles**
- **Student Edition** p. 133; 30 min.
- **Teacher's Manual** pp. 70–71
- **EL Adaptations** Lesson 24

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

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

**Lesson 25: Explaining the Pythagorean Theorem**
- **Student Edition** p. 136; 20 min.
- **Teacher's Manual** pp. 72–73
- **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**
- **Support Coach** *Teacher's Manual* pp. 122–123, PLUG IN: Build Background. 20 min.
- **Performance Coach** *Teacher's Edition* pp. 54–55, with Example 3 of Student Edition p. 254. 10 min or as time permits.

**Lesson 25: Explaining the Pythagorean Theorem**
- **Student Edition** p. 137; 30 min.
- **Teacher's Manual** pp. 72–73
- **EL Adaptations** Lesson 25

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** *Teacher's Manual* pp. 122–123, PLUG IN: Introduce Concepts and Vocabulary. 10 min.
- **Performance Coach** *Teacher's Edition* pp. 54–55, with Example 3 of Student Edition p. 254. 10 min or as time permits.
## Week 25

### Domain 4: Geometry

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

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

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

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

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

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

**LESSON FOCUS**
**Instruction Coach**
**Lesson 25: Explaining the Pythagorean Theorem**
- **Student Edition** pp. 140–141; 30 min.
- **Teacher’s Manual** pp. 72–73
- **EL Adaptations** Lesson 25

**Practice**
Review vocabulary and make sure students can define each one. Ask students to explain each word with the help of geometric models. Read and explain questions to make sure they are clearly understood.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 124–125, POWER UP: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 54–55, with Lesson Practice of Student Edition pp. 260–261. 10 min or as time permits.

**LESSON FOCUS**
**Instruction 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 the Lesson**
Review the Pythagorean Theorem along with all concepts and vocabulary associated with the theorem.

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 124–125, POWER UP: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 54–55, with Example 7 of Student Edition p. 258. 20 min.

**LESSON FOCUS**
**Instruction Coach**
**Lesson 26: Applying the Pythagorean Theorem in Two and Three Dimensions**
- **Student Edition** p. 142; 30 min.
- **Teacher’s Manual** pp. 74–75
- **EL Adaptations** Lesson 26

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

**DIFFERENTIATION OPTIONS**
- **Support Coach** Teacher’s Manual pp. 124–125, POWER UP: Build Background. 20 min.
- **Performance Coach** Teacher’s Edition pp. 54–55, with Coached Example of Student Edition p. 259. 10 min.
### Domain 4: Geometry

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

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

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

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

Practice Part 2
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**
- **Support Coach**
- **Performance Coach**
**Week 27**

### Domain 4: Geometry

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| - Student Edition p. 147; 30 min.  
- Teacher's Manual pp. 76–77  
- Teacher’s Manual pp. 76–77  
- Teacher’s Manual pp. 78–79  
- EL Adaptations Lesson 28  
**Soup Can and Carnival Treats**<br>Read the questions if they are not clear. | - Student Edition pp. 152–153; 25 min.  
- Teacher’s Manual pp. 78–79  
- EL Adaptations Lesson 28  
- Teacher’s Manual pp. 78–79  
- EL Adaptations Lesson 28 Practice  
See Math Tools of Instruction Coach for Volume Formulas. |
| Example B<br>This page is another application of the Theorem. Offer additional opportunities to use the formula. | **DIFFERENTIATION OPTIONS**<br>- Support Coach Teacher’s Manual pp. 126–129, READY TO GO: Support Independent Practice (1–8). Extra challenge: Questions 11 and 12 on p. 149 of Instruction Coach. 10 min.  
- Performance Coach Teacher’s Edition pp. 58–59, with Lesson Practice section of Student Edition pp. 280–283. 20 min or as time permits. |

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### Domain 4: Geometry

#### REVIEW AND ASSESS

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

- **Review Part 1**
  Go over Questions 1–10 and discuss. Ask students to take a look at instructions on these pages, the first half of the Review. Make sure all instructions are clear. See Progression Chart on TM pp. 56–57 for a view of progressions connecting the lessons of Domain 4.

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

- **Review Part 2 and Performance Task**
  Go over Questions 11–14 and discuss. Pay special attention to the Performance Task on p. 159. Ask students to take a look at instructions on these pages, the second half of the Review. In particular, clarify any doubts with respect to Performance Task (Proving the Pythagorean Theorem) on p. 159. See Progression Chart on TM pp. 56–57 for a view of progressions connecting the lessons of Domain 4.

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

#### REVIEW AND ASSESS

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

- **Assessment Part 1**
  Have students complete Questions 1–20. Provide extra time for assessments and provide readers to read word problems to students.

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

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

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

#### LESSON FOCUS

**Instruction 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**
    - **Support Coach**
      **Teacher’s Manual** pp. 140–141, POWER UP: Build Background. 20 min.

    - **Performance Coach**
### Domain 5: Statistics and Probability

#### LESSON FOCUS

**Instruction Coach**

**Lesson 29: Constructing and Interpreting Scatter Plots**

- **Student Edition** p. 162; 30 min.
- **Teacher's Manual** pp. 82–83
- **EL Adaptations** Lesson 29

**Understand**

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

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**Instruction Coach**

**Lesson 29: Constructing and Interpreting Scatter Plots**

- **Student Edition** p. 163; 30 min.
- **Teacher's Manual** pp. 82–83
- **EL Adaptations** Lesson 29

**Connect**

Slopes of straight lines can be positive and negative. Explain the meaning of a positive slope and a negative slope when creating scatter plots.

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**Instruction Coach**

**Lesson 29: Constructing and Interpreting Scatter Plots**

- **Student Edition** pp. 164–165; 20 min.
- **Teacher's Manual** pp. 84–85
- **EL Adaptations** Lesson 29

**Practice**

Help with each section of Practice, making sure instructions are clear. Explain each graph of Practice to make sure students know how to answer the questions.

**DIFFERENTIATION OPTIONS**


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**LESSON FOCUS**

**Instruction Coach**

**Lesson 30: Modeling Relationships in Scatter with Straight Lines**

- **Student Edition** p. 166; 20 min.
- **Teacher's Manual** pp. 84–85
- **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**

- **Support Coach** Teacher's Manual pp. 142–145; READY TO GO: Build Background. 20 min.

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**LESSON FOCUS**

**Instruction Coach**

**Lesson 30: Modeling Relationships in Scatter with Straight Lines**

- **Student Edition** p. 166; 20 min.
- **Teacher's Manual** pp. 84–85
- **EL Adaptations** Lesson 30

**Before the Lesson**

These pages illustrate two examples of scatter plots. On the UNDERSTAND page find a positive association (correlation) between number of sponsors and money raised. Explain trend line and outlier. Offer additional examples.

**DIFFERENTIATION OPTIONS**

- **Support Coach** Teacher's Manual pp. 142–145; READY TO GO: Introduce Concepts and Vocabulary. 20 min.
### Domain 5: Statistics and Probability

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#### CONNECT

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.

#### DIFFERENTIATION OPTIONS

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

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#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
  Teacher’s Manual pp. 142–145, READY TO GO: Support Discussion. 10 min.
- **Performance Coach**  

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<td>EL Adaptations Lesson 31</td>
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</tbody>
</table>

#### Example A

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
- **Performance Coach**  
  Teacher’s Edition pp. 64–65, with Getting the Idea section and Example 1 of Student Edition pp. 306–308. 20 min.

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<table>
<thead>
<tr>
<th>LESSON FOCUS</th>
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<tr>
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</tbody>
</table>

#### Example B

The trend line in Example B 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.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
- **Performance Coach**  
### Domain 5: Statistics and Probability

#### LESSON FOCUS

**Instruction Coach**

**Lesson 31: Using Linear Models to Interpret Data**
- EL Adaptations Lesson 31 Practice

Prepare students for a variety of 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 32: Investigating Patterns of Association in Categorical Data**
- Student Edition p. 174; 20 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 33: Investigating Patterns of Association in Categorical Data**
- Student Edition p. 175; 20 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 34: Investigating Patterns of Association in Categorical Data**
- Student Edition pp. 176–177; 30 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 35: Investigating Patterns of Association in Categorical Data**
- Teacher’s Manual pp. 88–89.
- 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**
- 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 36: Investigating Patterns of Association in Categorical Data**
- Teacher’s Manual pp. 88–89.
- 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**
- 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 37: Investigating Patterns of Association in Categorical Data**
- Student Edition pp. 182–183; 30 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 38: Investigating Patterns of Association in Categorical Data**
- Student Edition pp. 184–185; 30 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 39: Investigating Patterns of Association in Categorical Data**
- Teacher’s Manual pp. 88–89.
- 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**
- 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 40: Investigating Patterns of Association in Categorical Data**
- Student Edition pp. 188–189; 30 min.
- Teacher’s Manual pp. 88–89.
- 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**
- 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 41: Investigating Patterns of Association in Categorical Data**
- Student Edition pp. 190–191; 30 min.
- Teacher’s Manual pp. 88–89.
- 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**
- Performance Coach Teacher’s Edition pp. 64–65, with Lesson Practice section of Student Edition pp. 311–313. 10 min or as time permits.
### Review and Assess

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

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

**Differentiation Options**

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

**Differentiation Options**

#### Domain 5: Statistics and Probability

- **Teacher’s Manual** p. 115

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

**Differentiation Options**
- Provide extra time and assistance for students who qualify.

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

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

**Differentiation Options**
- Provide extra time and assistance for students who qualify.

#### End of Year Review
- **Instruction Coach**
  - Review Domains 1–3 Lessons 1–17
  - *Support Coach Practice Tests 1 & 2*
    - *Assessments* pp. 64–101
    - *Assessments Answer Key* pp. 26–38
  - Select key questions from Practice Tests 1 and 2 to review with students depending on their needs.

**Differentiation Options**
**Week 33**

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<th>Day 4</th>
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<td><strong>SUMMATIVE ASSESSMENT</strong></td>
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<td>Review Domains 4 and 5 Lessons 18–32</td>
<td>• Assessments pp. 64–101</td>
<td>• Assessments pp. 67–76; 40 min.</td>
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<tr>
<td>Support Coach Practice Tests 1 &amp; 2</td>
<td>• Assessments Answer Key pp. 26–38</td>
<td>• Assessments Answer Key pp. 18</td>
<td>• Assessments Answer Key pp. 18–19</td>
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<td>• Support Coach Assessments pp. 56–61 for Performance Tasks A &amp; B in Domains 4 and 5.</td>
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