

# Coach® Suite Implementation and Pacing Guide

**Coach® Suite Implementation and Pacing Guide,**  
**Mathematics, Grade 7** 561NA ISBN: 978-1-62928-927-4

Triumph Learning® 136 Madison Avenue, 7th Floor, New York, NY 10016

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Printed in the United States of America. 10 9 8 7 6 5 4 3 2 1

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# Program Overview

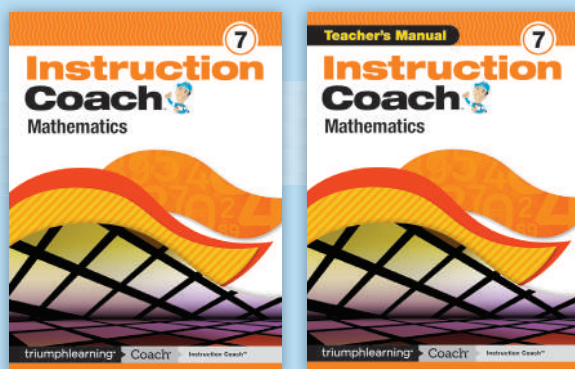
Welcome to Triumph Learning's **Coach Suite Implementation and Pacing Guide**! You have received this guide because you are using one or more of our Coach products: *Instruction Coach*, *Support Coach*, or *Performance Coach*. This guide provides an organizational structure for implementing these products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

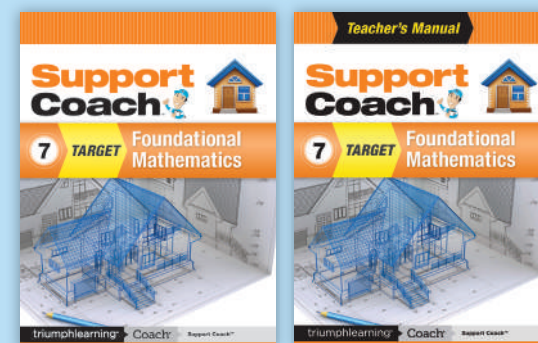
Use **Instruction Coach** as your core instruction.



## Support Coach

*Targeted Instruction and Practice*

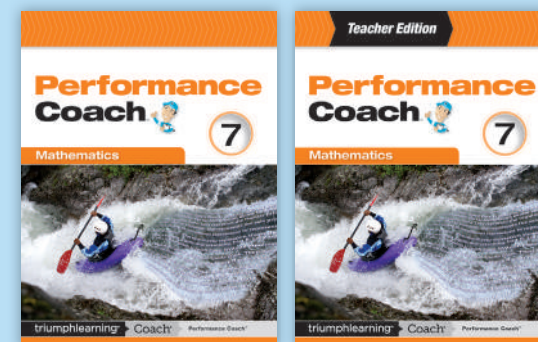
Use **Support Coach** to fill gaps in student understanding with scaffolded instruction.



## 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



## Digital Options for Blended Learning

### Readiness

*Teacher-driven Practice and Instructional Resources*

**Readiness** is a digital resource library of proven Triumph Learning content. This online library enables teachers to choose among a variety of instructional approaches, guides interactive practice and discussion, assigns independent work that addresses the individual needs of students, and measures student progress with online assessments.

### Waggle

*Student-driven Adaptive Practice and Instruction*

Waggle is Triumph Learning's new interactive learning system where practice meets differentiated learning. This adaptive platform helps teachers to understand student performance in real time, enabling students to be immediately remediated or accelerated to meet their needs. Waggle includes a digital version of the Coach Suite print products.



# Addressing Key Instructional Shifts in Math

## 1 Greater focus on fewer topics

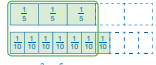
The Triumph Learning Suite provides greater focus in mathematics. The curriculum is centered on the major work at each grade level, and the supporting materials provide resources to deepen the time and energy spent on the major topics. The Pacing Guide on pages 2–32 will help in allotting proper time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

**LESSON 13 Comparing Fractions**

**UNDERSTAND** Use fraction strips to compare fractions with different denominators.

Compare  $\frac{3}{5}$  and  $\frac{7}{10}$ .

1 Use fraction strips to show  $\frac{3}{5}$  and  $\frac{7}{10}$ .



The models show that  $\frac{7}{10}$  equals  $\frac{6}{10}$  more than  $\frac{3}{5}$ .

2 Compare the fractions. The whole strips are the same size. The part for  $\frac{3}{5}$  is less than the part for  $\frac{7}{10}$ .  $\frac{3}{5}$  is less than  $\frac{7}{10}$ .  $\frac{3}{5} < \frac{7}{10}$

92 Domain 3: Number and Operations—Fractions

### Instruction Coach

*Introduction and Instruction*

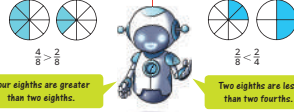
**Focus: 37 standards**

Full coverage of all standards

**LESSON 11 Comparing Fractions**

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

When comparing fractions, it is important that the wholes are the same size. The fractions  $\frac{4}{8}$  and  $\frac{2}{4}$  have the same **denominator**, but different **numerators**. The fractions  $\frac{2}{8}$  and  $\frac{2}{4}$  have the same numerator but different denominators.



Four eighths are greater than two eighths. Two eighths are less than two fourths.

**Words to Know**

**denominator** the bottom number in a fraction that tells how many equal parts

**numerator** the top number in a fraction that tells how many equal parts are being counted

**DISCUSS** Can you use fractions to compare the size of a slice of an apple to the size of a slice of an orange? **Possible answer:** No because you are comparing 2 wholes that are different sizes.

**DO** You can use models to compare fractions with the same denominators. Compare. Write  $<$ ,  $>$ , or  $=$ .

1 The denominators are the same. Both wholes are in sixths. 3 is less than 5. 3 is less than 5.

2 Compare the numerators to compare the fractions. Three sixths is less than five sixths. Three sixths is less than five sixths.

3 Write the correct symbol.  $\frac{3}{6} < \frac{5}{6}$

104 LESSON 11

### Support Coach

*Scaffolded Instruction*


**Focus: 20 standards**

More time and depth on key standards

**LESSON 14 Comparing Fractions**

**GETTING THE IDEA**

There are many ways you can compare two fractions to find which one is greater. When you compare two fractions, the fractions must be from the same whole size.



When the numerators are the same, compare the denominators. The fraction with the lesser denominator is the greater fraction.

**Example 1** Compare  $\frac{1}{2}$  and  $\frac{2}{3}$ . Use  $<$ ,  $>$ , or  $=$ .

**Strategy** Write the fractions with common denominators.

**Step 1** Find a common denominator. Look at the greater denominator. 3 is not a multiple of 2, so 3 cannot be used as a common denominator. Find multiples of 3: 3, 6, 9, ... Are any of the multiples of 3 also a multiple of 2? 6 is a multiple of 2 because  $2 \times 3 = 6$ . Use 6 as the common denominator.

140 Domain 3: Number and Operations—Fractions

### Performance Coach

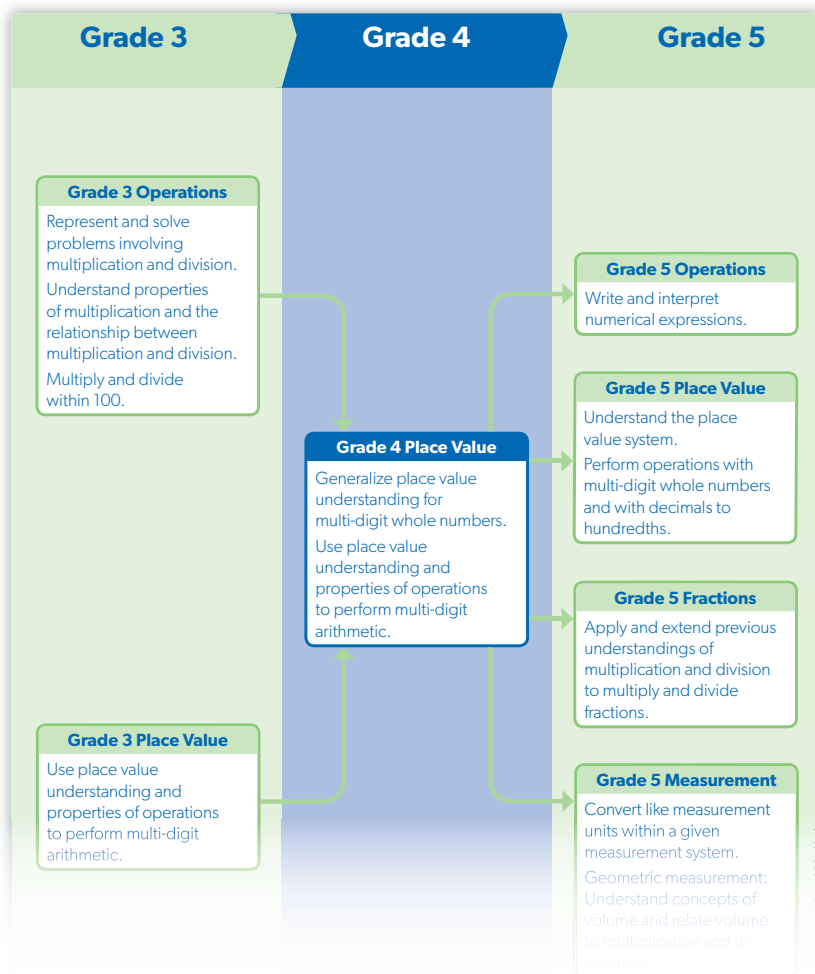
*Instruction for Review and Reinforcement*

**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.

<b>Lesson 8</b>	<b>Rounding Whole Numbers</b> .....	<b>52</b>
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**Problem Solving** **Fluency Lesson** **Performance Task**

# Differentiating Learning

One way to differentiate learning in your classroom is to begin a lesson with the Instruction Coach materials. As you assess student needs, you can reach into the Suite for additional resources:



Use **Support Coach** to scaffold instruction for learners who are struggling.



Use **Performance Coach** to reinforce skill development by introducing a variety of different examples and assessment formats.



Use **Waggle** to provide adaptive practice that will individualize the pace at which students master the content.




Use **Readiness** to provide above level and below level support and to provide different formats for practice.



# Coach<sup>®</sup> Suite Correlation

The chart below lists skills for the grade level and their correlations to coverage in the Triumph Learning 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.

Grade 7			
Skill	 <i>Instruction Coach</i> Lesson(s)	 <i>Support Coach</i> Lesson(s)	 <i>Performance Coach</i> Lesson(s)
<b>Ratios &amp; Proportional Relationships</b>			
Compute unit rates associated with ratios of fractions	L1	L1	L1
Determine if two quantities are in a proportional relationship	L2, L3		L2, L3
Identify constant of proportionality	L2, L3	L2	L2
Represent proportional relationships by equations	L2, L3	L3	L3
Explain what a point on the graph of a proportional relationships means in terms of the situation	L2, L3	L2	L3
Use proportional relationships to solve multistep ratio and percent problems	L4	L3, L4	L4
<b>The Number System</b>			
Describe situations in which opposite quantities combine to make 0	L5, L6	L5	L5

Grade 7			
Skill	Instruction Coach Lesson(s)	Support Coach Lesson(s)	Performance Coach Lesson(s)
Add and subtract rational numbers to find the resulting distance of an object from the starting point	L5, L6	L5	L5
Understand subtraction of rational numbers as adding the additive inverse	L5, L6	L5	L5
Add and subtract rational numbers and represent on a number line	L5, L6	L5	L6
Multiply fractions and understand rules for multiplying signed numbers	L7, L8, L9	L6	L7
Understand that integers with different signs can be divided if the divisor is not zero	L7, L8, L9	L7	L8
Multiply and divide rational numbers	L7, L8, L9	L10	L7, L8
Convert a rational number to a decimal using long division	L7, L8, L9		L9
Solve real-world problems involving rational numbers	L10, L11	L8	L7, L8, L10
Expressions & Equations			
Apply properties of operations to expand expressions	L12, L13, L14	L9	L11, L12, L13
Rewrite expressions in a different form to find out how quantities are related	L12	L9	L11
Solve multistep problems using positive and negative rational numbers in any form and apply properties of operations to calculate with numbers in any form	L15	L10, L11	L14
Solve problems using equations of the form $px + q = r$	L16, L17	L12	L15



Grade 7			
Skill	Instruction Coach Lesson(s)	Support Coach Lesson(s)	Performance Coach Lesson(s)
Solve problems leading to inequalities of the form $px + q < r$ or $px + q > r$ and graph the solution on a number line and interpret	L16, L17	L13	L16
<b>Geometry</b>			
Solve problems involving scale drawings of geometric figures	L18	L14	L17
Construct geometric shapes with given conditions	L19		L18
Describe 2D figures that result from slicing 3D figures	L20		L19
Know and use formula for area and circumference of circle to solve problems	L21	L15	L20
Find unknown angles given facts about supplementary, complementary, vertical, and adjacent angles	L22		L21
Solve problems by finding the area, volume and surface area of figures composed of polygons	L23, L24	L16	L22, L23, L24
<b>Statistics &amp; Probability</b>			
Understand that statistics of sample offer information about population and understand random sampling	L25	L17	L25
Use data from a random sample to draw inferences about a population	L25	L17	L25
Informally assess degrees of visual overlap of two data sets by using measure of variabilities	L26, L27		L26, L27
Use measures of center from two samples to draw informal comparative inferences about two populations	L26, L27		L26, L27

## Grade 7

Skill	<i>Instruction Coach Lesson(s)</i>	<i>Support Coach Lesson(s)</i>	<i>Performance Coach Lesson(s)</i>
Understand that probability is a number between 0 and 1	L28	L18, L19	L28
Approximate the probability of a chance event	L28	L18, L19	L28
Understand probability represented as a fraction	L30, L31	L20	L29
Represent sample spaces using lists, tables, and tree diagrams	L30, L31	L20	L29
Design and use a simulation to generate frequencies for compound events	L30, L31		L29

# 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.

Week 1				
Day 1	Day 2	Day 3	Day 4	Day 5
<b>Domain 1: Ratios and Proportional Relationships</b>				
<b>Instruction Coach</b> <b>Lesson 1: Understanding Ratios</b> <ul style="list-style-type: none"> <li>Teacher's Manual pp. 18–19; 20 min.</li> <li>EL Adaptations Lesson 1</li> </ul> <b>Before the Lesson</b> Ask students to make numerical comparisons of sets in the classroom (tables vs. chairs) and outside of the classroom (e.g., states starting with letter A vs. with the letter N). Speak of the ratio of the two numbers (4 to 20, tables to chairs).	<b>Instruction Coach</b> <b>Lesson 1: Understanding Ratios</b> <ul style="list-style-type: none"> <li>Teacher's Manual pp. 18–19; 20 min.</li> <li>EL Adaptations Lesson 1</li> </ul> <b>Meaning of Ratio</b> Pay attention (pronunciation, spelling, meaning) to the term ratio. Use the Before the Lesson as an important way to explain concept and language. Add examples. Alert students to Glossary.	<b>Instruction Coach</b> <b>Lesson 1: Understanding Ratios</b> <ul style="list-style-type: none"> <li>Teacher's Manual pp. 18–19; 20 min.</li> <li>EL Adaptations Lesson 1</li> </ul> <b>Understand-Connect</b> Continue with concept and application of ratio, making sure part-to-whole and whole-to-part is understood.	<b>Instruction Coach</b> <b>Lesson 1: Understanding Ratios</b> <ul style="list-style-type: none"> <li>Teacher's Manual pp. 18–19; 25 min.</li> <li>EL Adaptations Lesson 1</li> </ul> <b>Practice</b> Begin Practice with full class vocalizing and explaining the first 3–4 questions, making sure instructions are clear. Go over the main instructions in the rest of Practice to insure full understanding. Note Observation and Action on the bottom of p. 27 of Common Core Support Coach Teacher's Manual.	<b>Instruction Coach</b> <b>Lesson 2: Understanding Unit Rates</b> <ul style="list-style-type: none"> <li>Teacher's Manual pp. 20–21; 20 min.</li> <li>EL Adaptations Lesson 2</li> </ul> <b>Introduce Unit Rate</b> Review the concept of ratio and add rate and unit rate. Use the Before the Lesson as an important way to explain concept and language. Add examples from students' lives such as goals per game, cost per dollar, etc. Alert students to Glossary. Pay special attention to the advice for EL students on p. 34 of Common Core Support Coach Teacher's Manual.
<b>DIFFERENTIATION OPTIONS</b> <ul style="list-style-type: none"> <li><b>Support Coach</b> Teacher's Manual pp. 26–27 PLUG IN: Build Background; 20 min.</li> <li><b>Performance Coach</b> Teacher's Edition pp. 2–3 with Getting the Idea section of Student Edition p. 6; 20 min.</li> <li><b>Readiness</b></li> </ul>	<b>DIFFERENTIATION OPTIONS</b> <ul style="list-style-type: none"> <li><b>Support Coach</b> Teacher's Manual pp. 26–27 PLUG IN: Build Background; 20 min.</li> <li><b>Performance Coach</b> Teacher's Edition pp. 2–3 with Examples 1–2 of Student Edition p. 7; 20 min.</li> <li><b>Readiness</b></li> </ul>	<b>DIFFERENTIATION OPTIONS</b> <ul style="list-style-type: none"> <li><b>Support Coach</b> Teacher's Manual pp. 26–27 for PLUG IN: Model Application; 20 min.</li> <li><b>Performance Coach</b> Teacher's Edition pp. 2–3 with Example 3 and Coached Example of Student Edition p. 8; 20 min.</li> <li><b>Readiness</b></li> </ul>	<b>DIFFERENTIATION OPTIONS</b> <ul style="list-style-type: none"> <li><b>Support Coach</b> Teacher's Manual pp. 26–27 for PLUG IN: Practice and Assess; 15 min.</li> <li><b>Performance Coach</b> Teacher's Edition pp. 2–3 with Lesson Practice section of Student Edition pp. 9–12; 15 min or as time permits.</li> <li><b>Readiness</b></li> </ul>	<b>DIFFERENTIATION OPTIONS</b> <ul style="list-style-type: none"> <li><b>Support Coach</b> Teacher's Manual pp. 34–35 for PLUG IN: Building Background; 20 min.</li> <li><b>Performance Coach</b> Teacher's Edition pp. 6–7 with Getting the Idea section of Student Edition p. 23; 20 min.</li> <li><b>Readiness</b></li> </ul>
<b>Waggle</b>				
<b>Goal Ratios and Rates</b>				<b>Goal Ratios and Rates</b>

2

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Sample page from the Pacing Guide

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS Instruction Coach

#### Lesson 1: Computing Unit Rate

- *Teacher's Manual*  
pp. 18–19; 20 min.
- *EL Adaptations Lesson 1*

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **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 and Example 1 of Student Edition p. 6. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 1: Computing Unit Rate

- *Student Edition*  
p. 6; 30 min.
- *Teacher's Manual*  
pp. 18–19
- *EL Adaptations Lesson 1*

#### Example A

See EL note on p. 2 of *Support Coach Teacher's Manual*.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 2–3, *PLUG IN: Introduce and Model*. 10 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 2–3, with Example 2 and Coached Example pp. 7–8. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 1: Computing Unit Rate

- *Student Edition*  
p. 7; 25 min.
- *Teacher's Manual*  
pp. 18–19
- *EL Adaptations Lesson 1*

#### Example B and Example C

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 4–5, *POWER UP: Build Background*. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 2–3 with Lesson Practice of Student Edition pp. 9–12. 15 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 1: Computing Unit Rate

- *Student Edition*  
p. 8; 20 min.
- *Teacher's Manual*  
pp. 18–19
- *EL Adaptations Lesson 1*

#### Practice Part 1

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 4–5, *POWER UP: Introduce and Model*. *Extra challenges: see Questions 10 and 11 on p. 8 of Instruction Coach Student Edition*. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 1: Computing Unit Rate

- *Student Edition*  
p. 9; 20 min.
- *Teacher's Manual*  
pp. 18–19
- *EL Adaptations Lesson 1*

#### Practice Part 2

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 4–5, *POWER UP: Practice and Assess*. *Extra challenges: see Questions 16 and 17 on p. 9 of Instruction Coach Student Edition*. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 2–3, with Lesson Practice of Student Edition pp. 9–12. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Solve Problems with Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 1: Ratios and Proportional Relationships

**LESSON FOCUS****Instruction Coach****Lesson 2: Identifying Proportional Relationships**

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

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 2: Identifying Proportional Relationships**

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

**Understand**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 12–13, *POWER UP: Introduce and Model*. 15 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with *Examples 2–3* of *Student Edition* pp. 14–15. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 2: Identifying Proportional Relationships**

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

**Connect**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 12–13, *POWER UP: Model Application (A, B)*. 15 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with *Example 4* and *Coached Example* of *Student Edition* pp. 15–17. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 2: Identifying Proportional Relationships**

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

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 2: Identifying Proportional Relationships**

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

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 12–13, *POWER UP: Practice and Assess*. 20 min.
- **Performance Coach Teacher's Edition** pp. 4–5, with *Lesson Practice* of *Student Edition* p. 20. 20 min or as time permits.
- **Readiness**

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## ► Goal Proportional Relationships

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 1: Ratios and Proportional Relationships

### LESSON FOCUS Instruction Coach

#### Lesson 3: Representing Proportional Relationships

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

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 14–17, *READY TO GO: Build Background*. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 6–7, with *Getting the Idea and Examples 1–2 of Student Edition* pp. 21–23. 15 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 3: Representing Proportional Relationships

- *Student Edition*  
p. 14; 20 min.
- *Teacher's Manual*  
pp. 22–23
- *EL Adaptations Lesson 3*

#### Understand

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 14–17, *READY TO GO: Introduce and Model*. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 6–7, with *Examples 3–4 of Student Edition* pp. 23–24. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 3: Representing Proportional Relationships

- *Student Edition*  
p. 15; 25 min.
- *Teacher's Manual*  
pp. 22–23
- *EL Adaptations Lesson 3*

#### Connect

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 14–17, *READY TO GO: Work Together*. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 6–7, with *Example 5 and Coached Example of Student Edition* pp. 25–26. 15 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 3: Representing Proportional Relationships

- *Student Edition*  
p. 16; 20 min.
- *Teacher's Manual*  
pp. 22–23
- *EL Adaptations Lesson 3*

#### Practice Part 1

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 14–17, *READY TO GO: Support Independent Practice*. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 6–7, with *Lesson Practice of Student Edition* pp. 27–28. 20 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 3: Representing Proportional Relationships

- *Student Edition*  
p. 17; 30 min.
- *Teacher's Manual*  
pp. 22–23
- *EL Adaptations Lesson 3*

#### Practice Part 2

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
pp. 14–17, *READY TO GO: Problem Solving. Extra challenges: see Questions 13 and 14 on p. 17 of Instruction Coach Student Edition*. 10 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 6–7, with *Lesson practice of Student Edition* pp. 29–30. 10 min or as time permits.
- **Readiness**

Waggle™

► Goal Proportional Relationships

Day 1

Day 2

Day 3

Day 4

Day 5

► **Domain 1: Ratios and Proportional Relationships****LESSON FOCUS****Instruction Coach****Lesson 4: Word Problems with Ratio and Percent**

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

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 4: Word Problems with Ratio and Percent**

- *Teacher's Manual*  
pp. 24–25; 20 min
- *EL Adaptations Lesson 4*

**The Four Steps for Problem Solving**

Go over the four steps for problem solving, explaining the role of each step. Use sample problems to clarify each step. Discuss each problem with the class before students start working on it.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 4: Word Problems with Ratio and Percent**

- *Student Edition*  
p. 18; 30 min.
- *Teacher's Manual*  
pp. 24–25
- *EL Adaptations Lesson 4*

**Example A**

Make sure the question is clear. See p. 22 of *Support Coach Teacher's Manual* for a useful suggestion for EL.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 4: Word Problems with Ratio and Percent**

- *Student Edition*  
pp. 19–21; 25 min.
- *Teacher's Manual*  
pp. 24–25
- *EL Adaptations Lesson 4*

**Examples B, C, and D**

Remind students that *percent* is made up of "*per*" and "*cent*". Connect to the idea of compared to 100. 15 percent means the ratio of 15 compared to 100. See Before the Lesson for more on *percent*.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
pp. 22–25, *READY TO GO: Support Independent Practice*. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 8–9, with *Lesson Practice of Student Edition* pp. 37–38. 15 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 4: Word Problems with Ratio and Percent**

- *Student Edition*  
pp. 22–23; 25 min.
- *Teacher's Manual*  
pp. 24–25
- *EL Adaptations Lesson 4*

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
pp. 22–25, *READY TO GO: Problem Solving*. Extra challenge: see Questions 11 and 12 on p. 23 of *Instruction Coach Student Edition*. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 8–9, with *Lesson Practice of Student Edition* pp. 39–40. 15 min or as time permits.
- **Readiness**

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► **Goal** Use Proportional Reasoning to Solve Problems



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 1: Ratios and Proportional Relationships

### REVIEW AND ASSESS Instruction Coach Domain 1 Review

- *Student Edition*  
pp. 24–25; 40 min.
- *Teacher's Manual* p. 91

#### Review Part 1

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

#### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher's Edition**  
p. 10, with Domain 1 Review of Student Edition pp. 41–43 as time permits.

### REVIEW AND ASSESS Instruction Coach Domain 1 Review

- *Student Edition*  
pp. 26–27; 40 min.
- *Teacher's Manual*  
pp. 91–92

#### Review Part 2 and Performance Task

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

#### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher's Edition**  
p. 10, with Domain 1 Review of Student Edition pp. 44–45 as time permits.

### REVIEW AND ASSESS Instruction Coach Domain 1 Assessment

- *Assessments*  
pp. 4–7; 40 min.
- *Assessments Answer Key* p. 4

#### Assessment

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

#### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

## ► Domain 2: The Number System

### LESSON FOCUS Instruction Coach Lesson 5: Adding and Subtracting Rational Numbers

- *Teacher's Manual*  
pp. 28–29
- *EL Adaptations Lesson 5*

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
pp. 34–35, PLUG IN: Build Background. 20 min.
- **Performance Coach Teacher's Edition**  
pp. 12–13, with Getting the Idea and Example 1 of Student Edition p. 48. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach Lesson 5: Adding and Subtracting Rational Numbers

- *Student Edition*  
p. 31; 30 min.
- *Teacher's Manual*  
pp. 28–29
- *EL Adaptations Lesson 5*

#### Connect

See advice on EL, p. 36 of *Support Coach Teacher's Manual*. This is a good place to check understanding of additive inverse; use examples.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
pp. 36–37, POWER UP: Build Background. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 12–13, with Examples 2–3 of Student Edition pp. 49–50. 10 min.
- **Readiness**

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- **Goal** Opposites and Inverses
- **Goal** Addition and Subtraction of Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

**LESSON FOCUS****Instruction Coach****Lesson 5: Adding and Subtracting Rational Numbers**

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

**Example A and Example B**

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

**DIFFERENTIATION OPTIONS**

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

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**LESSON FOCUS****Instruction Coach****Lesson 5: Adding and Subtracting Rational Numbers**

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

**Problem Solving**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 5: Adding and Subtracting Rational Numbers**

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

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 38–41, *READY TO GO: Practice and Assess*. Extra challenge: Question 16 on p. 35 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with Lesson Practice of Student Edition p. 54. 10 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 5: Adding and Subtracting Rational Numbers**

- *Student Edition* p. 35; 30 min.
- *Teacher's Manual* pp. 28–29
- *EL Adaptations* Lesson 5

**Practice Part 2**

Have students complete Questions 11–16 on SE p. 35. Ask students to make up questions dealing with additive inverses and the difference between two negative numbers.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 38–41, *READY TO GO: Practice and Assess*. Use these as models to add further practice. Extra challenge: Question 16 on p. 35 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach Teacher's Edition** pp. 12–13, with Lesson Practice of Student Edition p. 55. 10 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 6: Applying Properties of Operations to Add and Subtract Rational Numbers**

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

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** pp. 76–77, *POWER UP: GO: Build Background*. 20 min.
- **Performance Coach Teacher's Edition** pp. 14–15, with *Getting the Idea* and Example 1 of Student Edition p. 56. 20 min.
- **Readiness**

- **Goal** Opposites and Inverses
- **Goal** Addition and Subtraction of Rational Numbers

- **Goal** Addition and Subtraction of Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

### LESSON FOCUS

#### Instruction Coach

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

- *Student Edition* p. 36; 30 min.
- *Teacher's Manual* pp. 30–32
- *EL Adaptations Lesson 6*

#### Example A and Example B

See p. 76 of *Support Coach Teacher's Manual* for a useful advice for EL.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 76–77, *POWER UP: GO: Introduce and Model.* 10 min.
- **Performance Coach Teacher's Edition** pp. 14–15, with Examples 2–3 of *Student Edition* p. 57. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

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

- *Student Edition* p. 37; 30 min.
- *Teacher's Manual* pp. 30–32
- *EL Adaptations Lesson 6*

#### Example C and Example D

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 76–77, *POWER UP: Model Application.* 10 min.
- **Performance Coach Teacher's Edition** pp. 14–15, with Example 4 and Coached Example of *Student Edition* pp. 58–59. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

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

- *Student Edition* p. 38; 20 min.
- *Teacher's Manual* pp. 30–32
- *EL Adaptations Lesson 6*

#### Practice Part 1

Have students complete Questions 1–10 on SE p. 38. Point out that “simplify” means to find a way to make computation easier. See p. 79 of *Support Coach Teacher's Manual* for additional advice for these pages.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 76–77, *POWER UP: Practice and Assess.* 20 min.
- **Performance Coach Teacher's Edition** pp. 14–15, with Lesson Practice of *Student Edition* pp. 60–61. 20 min or as time permits.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

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

- *Student Edition* p. 39; 20 min.
- *Teacher's Manual* pp. 30–32
- *EL Adaptations Lesson 6*

#### Practice Part 2

Have students complete Questions 11–14 on SE p. 39. Offer additional examples of two and then three numbers adding to a whole number. Use combinations of fractions, decimals, and mixed numbers. Offer these as exercises in mental arithmetic.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 76–77, *POWER UP: Practice and Assess. Extra challenge: Questions 13 and 14 on p. 38 of Instruction Coach Student Edition.* 20 min.
- **Performance Coach Teacher's Edition** pp. 14–15, with Lesson Practice of *Student Edition* pp. 62–63. 20 min or as time permits.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 7: Multiplying Rational Numbers

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

#### Before the Lesson

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** pp. 42–43, *PLUG IN: Build Background.* 20 min.
- **Performance Coach Teacher's Edition** pp. 16–17, with *Getting the Idea* and Example 1 of *Student Edition* pp. 64–65. 20 min.
- **Readiness**

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► **Goal** Addition and Subtraction of Rational Numbers

► **Goal** Multiplication and Division of Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

**LESSON FOCUS****Instruction Coach****Lesson 7: Multiplying Rational Numbers**

- *Student Edition*  
pp. 40–41; 30 min.
- *Teacher's Manual*  
pp. 32–33
- *EL Adaptations Lesson 7*

**Understand—Connect**

See p. 44 of *Support Coach Teacher's Manual* for a useful suggestion.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
pp. 44–45, *POWER UP: Build Background*. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 16–17, with *Examples 2–3 of Student Edition* pp. 66–67. 10 min.
- **Readiness**

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**LESSON FOCUS****Instruction Coach****Lesson 7: Multiplying Rational Numbers**

- *Student Edition*  
p. 42; 25 min.
- *Teacher's Manual*  
pp. 32–33
- *EL Adaptations Lesson 7*

**Example A**

Explain *multiplicative inverse* with simple examples.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
pp. 44–45, *POWER UP: Introduce and Model*. 15 min.
- **Performance Coach Teacher's Edition**  
pp. 16–17, with *Example 4 of Student Edition* p. 67. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 7: Multiplying Rational Numbers**

- *Student Edition*  
pp. 42–43; 25 min.
- *Teacher's Manual*  
pp. 32–33
- *EL Adaptations Lesson 7*

**Example B and Problem Solving**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
pp. 44–45, *POWER UP: Model Application*. 15 min.
- **Performance Coach Teacher's Edition**  
pp. 16–17, with *Coached Example of Student Edition* p. 68. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 7: Multiplying Rational Numbers**

- *Student Edition*  
p. 44; 20 min.
- *Teacher's Manual*  
pp. 32–33
- *EL Adaptations Lesson 7*

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
pp. 44–45, *POWER UP: Practice and Assess. Extra challenge: Questions 18 and 19 on p. 45 of Instruction Coach Student Edition*. 20 min.
- **Performance Coach Teacher's Edition**  
pp. 16–17, with *Lesson Practice of Student Edition* pp. 69–70. 20 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 7: Multiplying Rational Numbers**

- *Student Edition*  
p. 45; 20 min.
- *Teacher's Manual*  
pp. 32–33
- *EL Adaptations Lesson 7*

**Practice Part 2;**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
pp. 44–45, *POWER UP: Practice and Assess. Use these as models to add further practice. Extra challenge: Questions 18 and 19 on p. 45 of Instruction Coach Student Edition*. 20 min.
- **Performance Coach Teacher's Edition**  
pp. 16–17, with *Lesson Practice of Student Edition* pp. 71–72. 20 min or as time permits.
- **Readiness**

## ► Goal Multiplication and Division of Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

### LESSON FOCUS Instruction Coach

#### Lesson 8: Dividing Rational Numbers

- *Teacher's Manual* pp. 34–35; 30 min.
- *EL Adaptations Lesson 8*

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual* pp. 52–53, *POWER UP: Build Background*. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 18–19, with *Getting the Idea and Example 1 of Student Edition* p. 73. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 8: Dividing Rational Numbers

- *Student Edition* pp. 46–47; 30 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 8*

#### Understand—Connect

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual* pp. 52–53, *POWER UP: Introduce and Model (1st two parts)*. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 18–19, with *Examples 2–3 of Student Edition* pp. 74–75. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 8: Dividing Rational Numbers

- *Student Edition* p. 48; 30 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 8*

#### Example A

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual* pp. 52–53, *POWER UP: Introduce and Model—Model Application (A-C)*. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 18–19, with *Example 4 of Student Edition* p. 76. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 8: Dividing Rational Numbers

- *Student Edition* pp. 48–49; 30 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 8*

#### Example B and Problem Solving

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual* pp. 52–53, *POWER UP: Support Discussion*. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 18–19, with *Coached Example of Student Edition* p. 77. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 8: Dividing Rational Numbers

- *Student Edition* p. 50; 20 min.
- *Teacher's Manual* pp. 34–35
- *EL Adaptations Lesson 8*

#### Practice Part 1

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual* pp. 52–53, *POWER UP: Practice and Assess. Extra challenge: Questions 21 and 22 on SE p. 51 of Instruction Coach Student Edition*. 20 min.
- **Performance Coach**  
*Teacher's Edition* pp. 18–19, with *Lesson Practice of Student Edition* pp. 78–79. 20 min or as time permits.
- **Readiness**

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► Goal Multiplication and Division of Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

**LESSON FOCUS****Instruction Coach****Lesson 8: Dividing Rational Numbers**

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

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
for POWER UP: Practice and Assess. pp. 52–53. Use these as models to add further practice. Extra challenge: Questions 21 and 22 on p. 51 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 18–19, with Lesson Practice of *Student Edition* pp. 80–81. 10 min or as time permits.
- **Readiness**

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► **Goal** Multiplication and Division of Rational Numbers**LESSON FOCUS****Instruction Coach****Lesson 9: Converting Rational Numbers to Decimals**

- *Teacher's Manual*  
pp. 36–37; 20 min.
- *EL Adaptations Lesson 9*

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

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

► **Goal** Fractions and Decimals**LESSON FOCUS****Instruction Coach****Lesson 9: Converting Rational Numbers to Decimals**

- *Student Edition*  
p. 52; 30 min.
- *Teacher's Manual*  
pp. 36–37
- *EL Adaptations Lesson 9*

**Understand**

See p. 18 of *Support Coach Teacher's Manual* for useful EL advice. Use Math Tools as suggested.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 9: Converting Rational Numbers to Decimals**

- *Student Edition*  
p. 53; 30 min.
- *Teacher's Manual*  
pp. 36–37
- *EL Adaptations Lesson 9*

**Connect**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 9: Converting Rational Numbers to Decimals**

- *Student Edition*  
p. 54; 20 min.
- *Teacher's Manual*  
pp. 36–37
- *EL Adaptations Lesson 9*

**Practice Part 1**

Have students complete Questions 1–14 on SE p. 54. Go over the four steps used to solve problems.

**DIFFERENTIATION OPTIONS**

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



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

### LESSON FOCUS Instruction Coach

#### Lesson 9: Converting Rational Numbers to Decimals

- *Student Edition* p. 55; 20 min.
- *Teacher's Manual* pp. 36–37
- *EL Adaptations* Lesson 9

#### Practice Part 2

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

#### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS Instruction Coach

#### Lesson 10: Problem Solving: Complex Fractions

- *Teacher's Manual* pp. 38–39; 20 min.
- *EL Adaptations* Lesson 10

#### Before the Lesson

Explain what a complex fraction is. Explain how to simplify a complex fraction.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Build Background. pp. 60–61. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 10: Problem Solving: Complex Fractions

- *Student Edition* p. 56; 20 min.
- *Teacher's Manual* pp. 38–39
- *EL Adaptations* Lesson 10

#### Splitting Silver

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Build Background. pp. 60–61. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 10: Problem Solving: Complex Fractions

- *Student Edition* p. 57; 20 min.
- *Teacher's Manual* pp. 38–39
- *EL Adaptations* Lesson 10

#### Banana Bread Loaf Recipe

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Model Application. pp. 60–61. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 10: Problem Solving: Complex Fractions

- *Student Edition* p. 58; 20 min.
- *Teacher's Manual* pp. 38–39
- *EL Adaptations* Lesson 10

#### Practice Part 1

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Practice and Assess. pp. 60–61. 20 min.
- **Readiness**

Waggle™

► **Goal** Fractions and Decimals

► **Goal** Solve Problems with Rational Numbers



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

**LESSON FOCUS****Instruction Coach****Lesson 10: Problem Solving:****Complex Fractions**

- *Student Edition* p. 59; 20 min.
- *Teacher's Manual* pp. 38–39
- *EL Adaptations Lesson 10*

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 11: Problem Solving:****Rational Numbers**

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

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Build Background.* pp. 62–65. 20 min.
- **Performance Coach Teacher's Edition** pp. 22–23, with *Getting the Idea and Example 1 of Student Edition* p. 90. 20 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 11: Problem Solving:****Rational Numbers**

- *Student Edition* p. 60; 30 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

**The Weight of Kate's Cat**

In this problem, "gained" is a key word that helps with the overall plan.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Introduce and Model.* pp. 62–65. 10 min.
- **Performance Coach Teacher's Edition** pp. 22–23, with *Examples 2–3 of Student Edition* pp. 91–92. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 11: Problem Solving:****Rational Numbers**

- *Student Edition* p. 61; 30 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

**Model Train Track Length**

Explain this problem as it has a few words that may not be familiar.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Work Together.* pp. 62–65. 10 min.
- **Performance Coach Teacher's Edition** pp. 22–23, with *Example 4 and Coached Example of Student Edition* pp. 92–94. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 11: Problem Solving:****Rational Numbers**

- *Student Edition* p. 62; 20 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

**Practice 1 Part 1**

Have students complete Questions 1–2 on SE p. 62. Advise students: Do not rush through a problem; read and understand to make sure you know what the goal is, and read the problem several times if necessary.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Support Independent Practice.* pp. 62–65. 20 min.
- **Performance Coach Teacher's Edition** pp. 22–23, with *Lesson Practice of Student Edition* pp. 95–96. 20 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Solve Problems with Rational Numbers► **Goal** Solve Problems with Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 2: The Number System

### LESSON FOCUS

#### Instruction Coach

#### Lesson 11: Problem Solving: Rational Numbers

- *Student Edition* p. 63; 20 min.
- *Teacher's Manual* pp. 40–41
- *EL Adaptations Lesson 11*

#### Practice Part 2

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for *READY TO GO: Problem Solving*, pp. 62–65; 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 22–23, with *Lesson Practice of Student Edition* pp. 97–98. 20 min or as time permits.
- **Readiness**

### REVIEW AND ASSESS

#### Instruction Coach

#### Domain 2 Review

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

#### Review Part 1

Go over Questions 1–23 on SE pp. 64–65 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. 26–27 for a view of progressions connecting the lessons of Domain 2.

#### DIFFERENTIATION OPTIONS

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

- **Performance Coach**  
*Teacher's Edition*  
p. 24, with *Domain 2 Review of Student Edition* pp. 99–101 as time permits.

### REVIEW AND ASSESS

#### Instruction Coach

#### Domain 2 Review

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

#### Review Part 2 and Performance Task

Go over Questions 1–23 on SE pp. 64–65 and discuss. Pay special attention to the Performance Task on p. 67. 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 (*Rational Numbers Game*) on p. 67. See Progression Chart on TM pp. 26–27 for a view of progressions connecting the lessons of Domain 2.

#### DIFFERENTIATION OPTIONS

Ask students to do a single page at a time, and then go over the questions. Extra challenge: Questions 26 and 27 of *Instruction Coach Student Edition* p. 66.

- **Performance Coach**  
*Teacher's Edition*  
p. 24, with *Domain 2 Review of Student Edition* pp. 102–103 as time permits.

### REVIEW AND ASSESS

#### Instruction Coach

#### Domain 2 Assessment

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

#### Assessment Part 1

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

#### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

### REVIEW AND ASSESS

#### Instruction Coach

#### Domain 2 Assessment

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

#### Assessment Part 2

Have students complete Questions 21–25. Provide clear explanation of questions.

#### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

Waggle™

► **Goal** Solve Problems with Rational Numbers

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 3: Expressions and Equations

**LESSON FOCUS****Instruction Coach****Lesson 12: Writing Equivalent Expressions**

- *Teacher's Manual* pp. 44–45; 25 min.
- *EL Adaptations Lesson 12*

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for PLUG IN: Introduce and Model. pp. 66–67. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 26–27, with Getting the Idea and Example 1 of Student Edition pp. 106–107. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 12: Writing Equivalent Expressions**

- *Student Edition* p. 70; 25 min.
- *Teacher's Manual* pp. 44–45
- *EL Adaptations Lesson 12*

**Example A**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for PLUG IN: Model Application. pp. 66–67. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 26–27, with Examples 2–3 of Student Edition p. 107. 15 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 12: Writing Equivalent Expressions**

- *Student Edition* p. 71; 20 min.
- *Teacher's Manual* pp. 44–45
- *EL Adaptations Lesson 12*

**Example B**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 12: Writing Equivalent Expressions**

- *Student Edition* p. 71; 20 min.
- *Teacher's Manual* pp. 44–45
- *EL Adaptations Lesson 12*

**Example C**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for READY TO GO: Build Background. pp. 70–73. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 26–27, with Coached Example of Student Edition p. 109. 20 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 12: Writing Equivalent Expressions**

- *Student Edition* p. 72; 20 min.
- *Teacher's Manual* pp. 44–45
- *EL Adaptations Lesson 12*

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

Waggle™

## ► Goal Equivalent Expressions

Day 1

Day 2

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Day 4

Day 5

## ► Domain 3: Expressions and Equations

### LESSON FOCUS

#### Instruction Coach

#### Lesson 12: Writing Equivalent Expressions

- *Student Edition*  
p. 73; 20 min.
- *Teacher's Manual*  
pp. 44–45
- *EL Adaptations* Lesson 12

#### Practice Part 1

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

#### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

#### Instruction Coach

#### Lesson 13: Factoring and Expanding Linear Expressions

- *Teacher's Manual*  
pp. 46–47; 20 min.
- *EL Adaptations* Lesson 13

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

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

### LESSON FOCUS

#### Instruction Coach

#### Lesson 13: Factoring and Expanding Linear Expressions

- *Student Edition*  
p. 74; 20 min.
- *Teacher's Manual*  
pp. 46–47
- *EL Adaptations* Lesson 13

#### Example A

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *POWER UP: Introduce and Model*. pp. 68–69. 20 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 28–29, with Examples 2–3 of Student Edition pp. 113–114. 20 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 13: Factoring and Expanding Linear Expressions

- *Student Edition*  
p. 74; 20 min.
- *Teacher's Manual*  
pp. 46–47
- *EL Adaptations* Lesson 13

#### Example B

Explain GCF first with numbers, then with expressions.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *POWER UP: Model Application*. pp. 68–69. 20 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 28–29, with Example 4 of Student Edition p. 115. 20 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 13: Factoring and Expanding Linear Expressions

- *Student Edition*  
p. 75; 20 min.
- *Teacher's Manual*  
pp. 46–47
- *EL Adaptations* Lesson 13

#### Example C and Example D

Explain the difference between factoring completely and not factoring completely.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *POWER UP: Build Background*. pp. 68–69. 20 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 28–29, with Coached Example of Student Edition p. 116. 20 min.
- **Readiness**

Waggle™

► Goal Equivalent Expressions

► Goal Equivalent Expressions

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 3: Expressions and Equations

**LESSON FOCUS****Instruction Coach****Lesson 13: Factoring and Expanding Linear Expressions**

- *Student Edition* p. 76; 20 min.
- *Teacher's Manual* pp. 46–47
- *EL Adaptations* Lesson 13

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

Waggle™

► Goal Equivalent Expressions

**LESSON FOCUS****Instruction Coach****Lesson 13: Factoring and Expanding Linear Expressions**

- *Student Edition* p. 77; 20 min.
- *Teacher's Manual* pp. 46–47
- *EL Adaptations* Lesson 13

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for *READY TO GO: Practice and Assess.* pp. 70–73. Use these as models to add further practice. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 28–29, with Lesson Practice of Student Edition pp. 117–119. 20 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 14: Adding and Subtracting Algebraic Expressions**

- *Teacher's Manual* pp. 48–49; 20 min.
- *EL Adaptations* Lesson 14

**Before the Lesson**

See Before the Lesson.

**DIFFERENTIATION OPTIONS**

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

► Goal Equivalent Expressions

**LESSON FOCUS****Instruction Coach****Lesson 14: Adding and Subtracting Algebraic Expressions**

- *Student Edition* p. 78; 20 min.
- *Teacher's Manual* pp. 48–49
- *EL Adaptations* Lesson 14

**Example A**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for *POWER UP: Introduce and Model.* pp. 68–69. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 30–31, with *Example 2* of Student Edition p. 121. 20 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 14: Adding and Subtracting Algebraic Expressions**

- *Student Edition* pp. 78–79; 20 min.
- *Teacher's Manual* pp. 48–49
- *EL Adaptations* Lesson 14

**Example B and Example C**

See p. 68 of *Support Coach Teacher's Manual* for useful suggestions for EL. Review like terms and how to identify them.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual*  
for *POWER UP: Model Application.* pp. 68–69. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 30–31, with *Example 3* of Student Edition p. 122. 20 min.
- **Readiness**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

► **Domain 3: Expressions and Equations**

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

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

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

**Example D**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Build Background*. pp. 70–73. 20 min.
- **Performance Coach Teacher's Edition** pp. 30–31, with *Coached Example of Student Edition* p. 123. 20 min.
- **Readiness**

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

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

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

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

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

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

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

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Problem Solving*. pp. 70–73. Extra challenge: Questions 23 and 24 on p. 81 of *Instruction Coach Student Edition*. 20 min.
- **Performance Coach Teacher's Edition** pp. 30–31, with *Lesson Practice of Student Edition* pp. 124–126. 20 min or as time permits.
- **Readiness**

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

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

- *Teacher's Manual* pp. 50–51; 20 min.
- *EL Adaptations* Lesson 15

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Introduce Concepts and Vocabulary*. pp. 76–77. 20 min.
- **Performance Coach Teacher's Edition** pp. 32–33, with *Getting the Idea and Examples 1–2 of Student Edition* pp. 127–128. 20 min.
- **Readiness**

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

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

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

**Maria's Earnings**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Support Discussion*. pp. 76–77. 10 min.
- **Performance Coach Teacher's Edition** pp. 32–33, with *Examples 3–4 of Student Edition* pp. 128–130. 10 min.
- **Readiness**

**Waggle™**

► **Goal** Equivalent Expressions

► **Goal** Solve Problems with Rational Numbers



Day 1

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Day 5

## ► Domain 3: Expressions and Equations

**LESSON FOCUS****Instruction Coach****Lesson 15: Problem Solving: Algebraic and Equations**

- *Student Edition* p. 83; 30 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations Lesson 15*

**Hakeem's Stocks**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 15: Problem Solving: Algebraic and Equations**

- *Student Edition* p. 84; 30 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations Lesson 15*

**Practice Part 1**

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

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 15: Problem Solving: Algebraic and Equations**

- *Student Edition* p. 85; 20 min.
- *Teacher's Manual* pp. 50–51
- *EL Adaptations Lesson 15*

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for READY TO GO: Problem Solving. pp. 78–81. 20 min.
- **Performance Coach Teacher's Edition** pp. 32–33, with Lesson Practice of Student Edition pp. 134–135. 20 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 16: Word Problems with Equations**

- *Teacher's Manual* pp. 52–53; 20 min.
- *EL Adaptations Lesson 16*

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for PLUG IN: Model Application. pp. 90–91. 20 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Getting the Idea and Example 1 of Student Edition pp. 136–137. 20 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 16: Word Problems with Equations**

- *Student Edition* p. 86; 25 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations Lesson 16*

**Example A and Example B**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for POWER UP: Introduce and Model. pp. 92–93. 15 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Examples 2–3 of Student Edition pp. 137–138. 15 min.
- **Readiness**

Waggle™

► Goal Solve Problems with Rational Numbers

► Goal Equations



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 3: Expressions and Equations

### LESSON FOCUS Instruction Coach

#### Lesson 16: Word Problems with Equations

- *Student Edition* p. 87; 30 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

#### Example C and Example D

See p. 92 of *Support Coach Teacher's Manual* for useful suggestions for EL. Explain the addition property of equality.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for *POWER UP: Introduce and Model*, pp. 92–93. 10 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Example 4 of *Student Edition* p. 139. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 16: Word Problems with Equations

- *Student Edition* pp. 88–89; 30 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

#### Example E, Example F, and Problem Solving

Explain that some equations take 2 steps to solve. See p. 94 of *Support Coach Teacher's Manual* for useful suggestions for EL.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for *READY TO GO: Introduce and Model*, pp. 94–97. 10 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Coached Example of *Student Edition* p. 140. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 16: Word Problems with Equations

- *Student Edition* p. 90; 30 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

#### Practice Part 1

Have students complete Questions 1–17 on SE p. 90. Review the 4–step process for problem solving. See Observation and Action at the bottom of *Support Coach Teacher's Manual*, p. 93.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for *READY TO GO: Support Independent Practice*, pp. 94–97. 10 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Lesson Practice of *Student Edition* pp. 141–142. 10 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 16: Word Problems with Equations

- *Student Edition* p. 91; 30 min.
- *Teacher's Manual* pp. 52–53
- *EL Adaptations* Lesson 16

#### Practice Part 2

Have students complete Questions 18–23 on SE p. 91. Reinforce good problem solving practices by making sure students write equations correctly and know that they have to make sure answers are reasonable.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for *READY TO GO: Problem Solving* pp. 94–97. Extra challenges: Questions 22 and 23 on p. 91 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach Teacher's Edition** pp. 34–35, with Lesson Practice of *Student Edition* p. 144. 10 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 17: Word Problems with Inequalities

- *Teacher's Manual* pp. 54–55; 20 min.
- *EL Adaptations* Lesson 17

#### Before the Lesson

Explain solution set for equations and inequalities.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for *POWER UP: Build Background*, pp. 100–101. 20 min.
- **Performance Coach Teacher's Edition** pp. 36–37, with *Getting the Idea* and Example 1 of *Student Edition* pp. 145–146. 20 min.
- **Readiness**

Waggle™

► Goal Equations

► Goal Inequalities

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 3: Expressions and Equations

**LESSON FOCUS****Instruction Coach****Lesson 17: Word Problems with Inequalities**

- *Student Edition* pp. 92–93; 30 min.
- *Teacher's Manual* pp. 54–55
- *EL Adaptations* Lesson 17

**Example A and Example B**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual* for POWER UP: Introduce and Model pp. 100–101. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 36–37, with Examples 2–3 of *Student Edition* pp. 146–148. 10 min.
- **Readiness**

Waggle™

**LESSON FOCUS****Instruction Coach****Lesson 17: Word Problems with Inequalities**

- *Student Edition* pp. 93–94; 30 min.
- *Teacher's Manual* pp. 54–55
- *EL Adaptations* Lesson 17

**Example C and Example D**

Warn students about multiplying or dividing by a negative number.

**DIFFERENTIATION OPTIONS**

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

**LESSON FOCUS****Instruction Coach****Lesson 17: Word Problems with Inequalities**

- *Student Edition* pp. 94–95; 30 min.
- *Teacher's Manual* pp. 54–55
- *EL Adaptations* Lesson 17

**Example E and Problem Solving**

See p. 100 of *Support Coach Teacher's Manual* for useful suggestions for EL. Review the 4-step process for problem solving.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual* for READY TO GO: Work Together. pp. 102–105. 10 min.
- **Performance Coach**  
*Teacher's Edition* pp. 36–37, with Coached Example of *Student Edition* p. 150. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 17: Word Problems with Inequalities**

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

**Practice Part 1**

Have students complete Questions 1–12 on SE p. 96. Besides writing the solutions, ask students to say the answers out loud to make sure they are comfortable reading inequalities.

See Observation and Action at the bottom of *Support Coach Teacher's Manual* p. 105.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual* for READY TO GO: Support Independent Practice. pp. 102–105. 20 min.
- **Performance Coach**  
*Teacher's Edition* pp. 36–37, with Lesson Practice of *Student Edition* pp. 151–152. 20 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 17: Word Problems with Inequalities**

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

**Practice Part 2**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
*Teacher's Manual* for READY TO GO: Problem Solving. pp. 102–105. Extra challenges: Questions 17 and 18 on p. 97 of *Instruction Coach Student Edition*. 20 min.
- **Performance Coach**  
*Teacher's Edition* pp. 36–37, with Lesson Practice of *Student Edition* pp. 153–154. 20 min or as time permits.
- **Readiness**

## ► Goal Inequalities

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 3: Expressions and Equations

### REVIEW AND ASSESS Instruction Coach Domain 3 Review

- *Student Edition*  
pp. 98–99; 40 min.
- *Teacher's Manual* p. 108

#### Review Part 1

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

#### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher's Edition**  
p. 38, with Domain 3 Review of Student Edition  
pp. 155–157 as time permits.

### REVIEW AND ASSESS Instruction Coach Domain 3 Review

- *Student Edition*  
pp. 99–101; 40 min.
- *Teacher's Manual* p. 108

#### Review Part 2 and Performance Task

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

#### DIFFERENTIATION OPTIONS

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

- **Performance Coach Teacher's Edition**  
p. 38, with Domain 3 Review of Student Edition  
pp. 158–159 as time permits.

### REVIEW AND ASSESS Instruction Coach Domain 3 Assessment

- *Assessments*  
pp. 22–24; 40 min.
- *Assessments Answer Key* p. 10

#### 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.

### REVIEW AND ASSESS Instruction Coach Domain 3 Assessment

- *Assessments*  
pp. 25–29; 40 min.
- *Assessments Answer Key* p. 10

#### Assessment Part 2

Have students complete Questions 16–20. Provide extra time for assessments and provide readers to read word problems to students.

#### DIFFERENTIATION OPTIONS

Provide extra time and assistance for students who qualify.

## ► Domain 4: Geometry

### LESSON FOCUS Instruction Coach Lesson 18: Scale Drawings

- *Student Edition*  
p. 104; 30 min.
- *Teacher's Manual*  
pp. 58–59
- *EL Adaptations Lesson 18*

#### Understand

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
for PLUG IN: Build Background Introduce and Model. pp. 106–107. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 40–41, with Getting the Idea and Examples 1–3 of Student Edition pp. 162–165. 10 min.
- **Readiness**

Waggle™

► **Goal** Use Proportional Reasoning to Solve Problems

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 4: Geometry

**LESSON FOCUS****Instruction Coach****Lesson 18: Scale Drawings**

- *Student Edition* p. 105; 30 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

**Connect**

See p. 107 of *Support Coach Teacher's Manual* for a useful suggestion for EL.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Introduce and Model*. pp. 108–109. 10 min.
- **Performance Coach Teacher's Edition** pp. 40–41, with Examples 4–5 and Coached Example of *Student Edition* pp. 165–167. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 18: Scale Drawings**

- *Student Edition* pp. 106–107; 30 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

**Example A and Example B**

Ask: "Where do we hear the word *scale* outside of math class?" Discuss. Remind students of the Math Tool for formulas for area. Note for EL on p. 106 of *Support Coach Teacher's Manual*.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Model Application*. pp. 108–109. 10 min.
- **Performance Coach Teacher's Edition** pp. 40–41, with Lesson Practice of *Student Edition* pp. 168–169. 10 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 18: Scale Drawings**

- *Student Edition* pp. 108–109; 25 min.
- *Teacher's Manual* pp. 58–59
- *EL Adaptations Lesson 18*

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Practice and Assess*. pp. 108–109. 15 min.
- **Performance Coach Teacher's Edition** pp. 40–41, with Lesson Practice of *Student Edition* pp. 170–171. 15 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 19: Drawing Geometric Shapes**

- *Student Edition* p. 110; 30 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations Lesson 19*

**Before the Lesson and Understand**

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

**DIFFERENTIATION OPTIONS**

Understanding the Protractor Expect a few students to have difficulty with using a protractor.

Explain carefully the methodology and purpose of this instrument. Provide many examples of angles. 10 min.

- **Performance Coach Teacher's Edition** pp. 42–43, with *Getting the Idea and Examples 1–2 of Student Edition* pp. 172–174. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 19: Drawing Geometric Shapes**

- *Student Edition* p. 111; 30 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations Lesson 19*

**Connect**

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

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition** pp. 42–43, with Examples 3–4 and Coached Example of *Student Edition* pp. 175–177. 10 min.
- **Readiness**

Waggle™

► **Goal** Use Proportional Reasoning to Solve Problems► **Goal** Working with Shapes and Angles

Day 1

Day 2

Day 3

Day 4

Day 5

► Domain 4: Geometry

**LESSON FOCUS**

**Instruction Coach**

**Lesson 19: Drawing Geometric Shapes**

- *Student Edition* pp. 112–113; 30 min.
- *Teacher's Manual* pp. 60–61
- *EL Adaptations Lesson 19*

**Practice**

Move through this Practice in sections, the first 2 questions, and then 2 more, each time checking students' work.

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition** pp. 42–43, with *Lesson Practice of Student Edition* pp. 178–181. 10 min or as time permits.
- **Readiness**

Waggle™

► **Goal** Working with Shapes and Angles

**LESSON FOCUS**

**Instruction Coach**

**Lesson 20: Examining Cross Sections of Three-Dimensional Figures**

- *Teacher's Manual* pp. 62–63; 20 min.
- *EL Adaptations Lesson 20*

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition** pp. 44–45, with *Getting the Idea and Examples 1–2 of Student Edition* pp. 182–183. 20 min.
- **Readiness**

**LESSON FOCUS**

**Instruction Coach**

**Lesson 20: Examining Cross Sections of Three-Dimensional Figures**

- *Student Edition* pp. 114–115; 20 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations Lesson 20*

**Understand—Connect**

Continue to work on the vocabulary list. The word *cross section* is especially important. Ask students to use this word in sentences. Have students mastered *cross section*? Ask, "Where else can you use this word?"

**DIFFERENTIATION OPTIONS**

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

**Name that Cross Section** Show a model of one of the three-dimensional figures and ask students to identify the cross section figure that results when a plane cuts it at various places. 20 min.

- **Performance Coach Teacher's Edition** pp. 44–45, with *Example 3 and Coached Example of Student Edition* pp. 184–185. 20 min.
- **Readiness**

**LESSON FOCUS**

**Instruction Coach**

**Lesson 20: Examining Cross Sections of Three-Dimensional Figures**

- *Student Edition* pp. 116–117; 30 min.
- *Teacher's Manual* pp. 62–63
- *EL Adaptations Lesson 20*

**Practice**

Read each problem to students if necessary, and make sure all directions are clear.

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition** pp. 44–45, with *Lesson Practice of Student Edition* pp. 186–189. 20 min or as time permits.
- **Readiness**

**LESSON FOCUS**

**Instruction Coach**

**Lesson 21: Area and Circumference of Circles**

- *Student Edition* pp. 118–119; 30 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

**Understand—Connect**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Introduce and Model* pp. 116–117. 10 min.
- **Performance Coach Teacher's Edition** pp. 46–47, with *Getting the Idea and Examples 1–2 of Student Edition* pp. 190–192. 20 min.
- **Readiness**

► **Goal** Circumference and Area of Circles

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 4: Geometry

**LESSON FOCUS****Instruction Coach****Lesson 21: Area and Circumference of Circles**

- *Student Edition* p. 120; 30 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

**Example**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Practice and Assess*, pp. 116–117. 10 min.
- **Performance Coach Teacher's Edition** pp. 46–47, with Examples 3–4 and Coached Example of Student Edition pp. 192–194. 10 min.
- **Readiness**

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► **Goal** Circumference and Area of Circles**LESSON FOCUS****Instruction Coach****Lesson 21: Area and Circumference of Circles**

- *Student Edition* pp. 122–123; 30 min.
- *Teacher's Manual* pp. 64–65
- *EL Adaptations Lesson 21*

**Practice**

See Observation-Action table on p. 117 of *Support Coach Teacher's Manual*. Read problems to students and ask questions about what problems are asking for.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *READY TO GO: Support Independent Practice*, pp. 118–121. For extra challenges: Questions 17 and 18 on p. 123 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach Teacher's Edition** pp. 46–47, with Lesson Practice of Student Edition pp. 195–197. 10 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 22: Angle Pairs**

- *Student Edition* pp. 124–125; 20 min.
- *Teacher's Manual* pp. 66–67
- *EL Adaptations Lesson 22*

**Understand—Connect**

Go over the four vocabulary words. Add *vertex*, and these angles: *right*, *straight*, *obtuse*, and *acute*. Ask students to draw diagrams for each word.

**DIFFERENTIATION OPTIONS**

**Angle Pair Cards** Hand out cards with diagrams from this lesson. Ask students to identify each figure. Add radius, circumference, diameter, and different polygons previously studied. Add a question similar to the TRY on p. 125 of *Instruction Coach*. 20 min.

- **Performance Coach Teacher's Edition** pp. 48–49, with *Getting the Idea* and Examples 1–2 of Student Edition pp. 198–199. 20 min.
- **Readiness**

► **Goal** Working with Shapes and Angles**LESSON FOCUS****Instruction Coach****Lesson 22: Angle Pairs**

- *Student Edition* p. 126; 30 min.
- *Teacher's Manual* pp. 66–67
- *EL Adaptations Lesson 22*

**Example**

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

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition** pp. 48–49, with Examples 3–4 and Coached Example of Student Edition pp. 200–202. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 22: Angle Pairs**

- *Student Edition* pp. 127–129; 30 min.
- *Teacher's Manual* pp. 66–67
- *EL Adaptations Lesson 22*

**Problem Solving and Practice**

Read the problem and explain the diagram. Remind students of the 4-step process. Go over the vocabulary of the lesson to make sure students have mastered the full meaning of each word. If necessary, explain each word problem clearly to students.

**DIFFERENTIATION OPTIONS**

**Show Additional Examples** Seek other real world situations that utilize angle pairs, such as analog clock faces, forks in a roadway, and fences. 10 min.

- **Performance Coach Teacher's Edition** pp. 48–49, with Lesson Practice of Student Edition pp. 203–206. 10 min or as time permits.
- **Readiness**



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 4: Geometry

### LESSON FOCUS

#### Instruction Coach

**Lesson 23: Problem Solving: Area and Surface Area of Composite Figures**

- *Student Edition* p. 130; 30 min.
- *Teacher's Manual* pp. 68–69
- *EL Adaptations* Lesson 23

#### Office Carpeting

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for PLUG IN: Practice and Assess. pp. 122–123. 10 min.
- **Performance Coach Teacher's Edition** pp. 50–53, with *Getting the Idea and Examples 1–3* of *Student Edition* pp. 207–210. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

**Lesson 23: Problem Solving: Area and Surface Area of Composite Figures**

- *Student Edition* p. 131; 30 min.
- *Teacher's Manual* pp. 68–69
- *EL Adaptations* Lesson 23

#### Face Painting

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for READY TO GO: Support Independent Practice (1, 4). pp. 126–129. 10 min.
- **Performance Coach Teacher's Edition** pp. 50–53, with *Getting the Idea and Examples 1–2* of *Student Edition* pp. 216–219. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

**Lesson 23: Problem Solving: Area and Surface Area of Composite Figures**

- *Student Edition* pp. 132–133; 30 min.
- *Teacher's Manual* pp. 68–69
- *EL Adaptations* Lesson 23

#### Practice

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for READY TO GO: Problem Solving. pp. 126–129. 15 min.
- **Performance Coach Teacher's Edition** pp. 50–53, with Lesson Practice of *Student Edition* pp. 222–225. 10 min or as time permits.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

**Lesson 24: Problem Solving: Volume of Three-Dimensional Figures**

- *Student Edition* p. 134; 30 min.
- *Teacher's Manual* pp. 70–71
- *EL Adaptations* Lesson 24

#### Buying a New Tent

See Before the Lesson. Explain the formula  $V = bh$ , and explain what composite solid means. Explain *triangular prism* by showing a model. Beware of extraneous information. See an example in *Buying a New Tent*. See note for EL on p. 124 of *Support Coach Teacher's Manual*.

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for POWER UP: Introduce Concepts and Vocabulary. pp. 124–125. 10 min.
- **Performance Coach Teacher's Manual** pp. 54–55, with *Getting the Idea and Examples 1–2* of *Student Edition* pp. 226–227. 10 min
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

**Lesson 24: Problem Solving: Volume of Three-Dimensional Figures**

- *Student Edition* p. 135; 30 min.
- *Teacher's Manual* pp. 70–71
- *EL Adaptations* Lesson 24

#### An Arrangement of Cubes

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

### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for POWER UP: Model Application (A, B). pp. 124–125. 10 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Examples 3–4* and *Coached Example* of *Student Edition* pp. 228–230. 10 min.
- **Readiness**

Waggle™

► Goal Area, Surface Area, and Volume

► Goal Area, Surface Area, and Volume



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 4: Geometry

**LESSON FOCUS****Instruction Coach****Lesson 24: Problem Solving: Volume of Three-Dimensional Figures**

- *Student Edition* pp. 136–137; 30 min.
- *Teacher's Manual* pp. 70–71
- *EL Adaptations Lesson 24*

**Practice**

Review vocabulary words on p. 62 of *Instruction Coach Teacher's Manual*. Ask students to explain each word with the help of geometric models. Read and explain questions to make sure they are clearly understood.

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for *POWER UP: Practice and Assess*. pp. 124–125. 10 min.
- **Performance Coach Teacher's Edition** pp. 54–55, with *Lesson Practice of Student Edition* pp. 231–234. 10 min or as time permits.
- **Readiness**

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► **Goal** Area, Surface Area, and Volume**REVIEW AND ASSESS****Instruction Coach****Domain 4 Review**

- *Student Edition* pp. 138–139; 40 min.
- *Teacher's Manual* p. 117

**Review Part 1**

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

**DIFFERENTIATION OPTIONS****Review**

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

- **Performance Coach Teacher's Edition** p. 56, with *Domain 4 Review of Student Edition* pp. 235–237 as time permits.

**REVIEW AND ASSESS****Instruction Coach****Domain 4 Review**

- *Student Edition* pp. 140–141; 40 min.
- *Teacher's Manual* pp. 117–118

**Review Part 2 and Performance Task**

Go over Questions 13–16 on SE 140–141 and discuss. Pay special attention to the Performance Task on p. 141. 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 (*Exploring Composite Solids*) on p. 141. See Progression Chart on TM pp. 56–57 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. Extra challenges: Questions 15 and 16 of *Instruction Coach Student Edition* p. 140.

- **Performance Coach Teacher's Edition** p. 56, with *Domain 4 Review of Student Edition* pp. 238–239 as time permits.

**REVIEW AND ASSESS****Instruction Coach****Domain 4 Assessment**

- *Assessments* pp. 30–36; 40 min.
- *Assessments Answer Key* p. 13

**Assessment Part 1**

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

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

**REVIEW AND ASSESS****Instruction Coach****Domain 4 Assessment**

- *Assessments* pp. 37–40; 40 min.
- *Assessments Answer Key* pp. 13–15

**Assessment Part 2**

Have students complete Questions 21–25. Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

### LESSON FOCUS Instruction Coach

#### Lesson 25: Understanding Sampling

- *Student Edition*  
pp. 144–145; 30 min.
- *Teacher's Manual*  
pp. 74–75
- *EL Adaptations Lesson 25*

#### Understand—Connect

Review vocabulary words on p. 74 of *Teacher's Manual*. Ask students to explain each word with the help of examples. Explain in particular *biased* and *random sample*. See Before the Lesson.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Build Background. pp. 132–133. 20 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 58–59, with *Getting the Idea and Examples 1–3* of Student Edition pp. 242–244. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 25: Understanding Sampling

- *Student Edition*  
pp. 146–147; 30 min.
- *Teacher's Manual*  
pp. 74–75
- *EL Adaptations Lesson 25*

#### Example A and Example B

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Model Application (A, B). pp. 132–133. 15 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 58–59, with Examples 4–5 and Coached Example of Student Edition pp. 244–246. 15 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 25: Understanding Sampling

- *Student Edition*  
pp. 148–149; 30 min.
- *Teacher's Manual*  
pp. 74–75
- *EL Adaptations Lesson 30*

#### Practice

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for POWER UP: Practice and Assess. pp. 132–133. 10 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 58–59, with Lesson Practice of Student Edition pp. 247–250. 10 min or as time permits.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 26: Using Mean and Mean Absolute Value

- *Student Edition*  
pp. 150–151; 30 min.
- *Teacher's Manual*  
pp. 76–77
- *EL Adaptations Lesson 26*

#### Understand—Connect

Add additional examples to compute *mean*, *median*, and *range*. Ask: "How are mean and median related?" Make sure there is help for students who need it. Make sure the concepts *interquartile* and *mean absolute deviation* are understood.

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for PLUG IN: Introduce and Model. pp. 130–131. 10 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 60–61, with *Getting the Idea and Examples 1–2* of Student Edition pp. 251–254. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 26: Using Mean and Mean Absolute Value

- *Student Edition*  
pp. 152–153; 30 min.
- *Teacher's Manual*  
pp. 76–77
- *EL Adaptations Lesson 26*

#### Example A and Example B

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
*Teacher's Manual*  
for PLUG IN: Model Application (A, B). pp. 130–131. 10 min.
- **Performance Coach**  
*Teacher's Edition*  
pp. 60–61, with Examples 3–4 and Coached Example of Student Edition pp. 254–258. 10 min.
- **Readiness**

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► **Goal** Analyze Data from Two Populations

► **Goal** Random Sampling

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

**LESSON FOCUS****Instruction Coach****Lesson 26: Using Mean and Mean Absolute Value**

- *Student Edition*  
pp. 154–155; 30 min.
- *Teacher's Manual*  
pp. 76–77
- *EL Adaptations Lesson 26*

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
for PLUG IN: Practice and Assess. pp. 130–131. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 60–61, with Lesson Practice of Student Edition pp. 259–261. 10 min or as time permits.
- **Readiness**

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► **Goal** Random Sampling**LESSON FOCUS****Instruction Coach****Lesson 27: Making Comparative Inferences about Two Populations**

- *Teacher's Manual*  
pp. 78–79; 20 min.
- *EL Adaptations Lesson 27*

**Before the Lesson**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
for PLUG IN: Introduce and Model. pp. 146–147. 20 min.
- **Performance Coach Teacher's Edition**  
pp. 62–63, with Getting the Idea and Examples 1–2 of Student Edition pp. 262–264. 20 min.
- **Readiness**

► **Goal** Analyze Data from Two Populations**LESSON FOCUS****Instruction Coach****Lesson 27: Making Comparative Inferences about Two Populations**

- *Student Edition*  
pp. 156–157; 30 min.
- *Teacher's Manual*  
pp. 78–79
- *EL Adaptations Lesson 27*

**Understand—Connect**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual** for PLUG IN: Model Application. pp. 146–147. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 62–63, with Example 3 and Coached Example of Student Edition pp. 265–266. 10 min.
- **Readiness**

► **Goal** Analyze Data from Two Populations**LESSON FOCUS****Instruction Coach****Lesson 27: Making Comparative Inferences about Two Populations**

- *Student Edition*  
pp. 158–159; 30 min.
- *Teacher's Manual*  
pp. 78–79
- *EL Adaptations Lesson 27*

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
for PLUG IN: Introduce and Model – Introduce Concepts and Vocabulary. pp. 146–147. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 62–63, with Lesson Practice of Student Edition pp. 267–270. 10 min or as time permits.
- **Readiness**

► **Goal** Analyze Data from Two Populations**LESSON FOCUS****Instruction Coach****Lesson 28: Understanding Probability**

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

**Understand**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Teacher's Manual**  
for PLUG IN: Introduce and Model. pp. 138–139. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Getting the Idea and Example 1 of Student Edition pp. 271–272. 10 min.
- **Readiness**

► **Goal** Understand Probability  
► **Goal** Probability Models

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

### LESSON FOCUS Instruction Coach

#### Lesson 28: Understanding Probability

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

#### Connect

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
for PLUG IN: Model Application (A, B).  
pp. 138–139. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Examples 2–3 of *Student Edition*  
pp. 272–273. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 28: Understanding Probability

- *Student Edition*  
pp. 162–163; 30 min.
- *Teacher's Manual*  
pp. 80–81
- *EL Adaptations Lesson 28*

#### Practice

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
for PLUG IN: Practice and Assess. pp. 138–139.  
10 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Examples 4–5 of *Student Edition*  
pp. 273–275. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 29: Probabilities of Simple Events

- *Student Edition*  
pp. 164–165; 20 min.
- *Teacher's Manual*  
pp. 82–83
- *EL Adaptations Lesson 29*

#### Understand—Connect

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual** for PLUG IN: Build Background. pp. 146–147. 20 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Examples 6–7 of *Student Edition*  
pp. 275–276. 20 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 29: Probabilities of Simple Events

- *Student Edition*  
p. 166; 30 min.
- *Teacher's Manual*  
pp. 82–83
- *EL Adaptations Lesson 29*

#### Example A

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

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
for PLUG IN: Introduce and Model – Support Discussion.  
pp. 146–147. 10 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Coached Example of *Student Edition*  
p. 277. 10 min.
- **Readiness**

### LESSON FOCUS Instruction Coach

#### Lesson 29: Probabilities of Simple Events

- *Student Edition*  
p. 167; 30 min.
- *Teacher's Manual*  
pp. 82–83
- *EL Adaptations Lesson 29*

#### Example B

Do an experiment with two dice to find the *experimental probability* for a given event. In fact, it would be even better if several groups had dice so that the experiment could be conducted a number of times. Compare data. See note for EL on p. 147 of *Support Coach Teacher's Manual*.

#### DIFFERENTIATION OPTIONS

- **Support Coach Teacher's Manual**  
for PLUG IN: Model and Application. pp. 146–147.  
10 min.
- **Performance Coach Teacher's Edition**  
pp. 64–65, with Lesson Practice of *Student Edition*  
pp. 278–280. 10 min or as time permits.
- **Readiness**

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- **Goal** Understand Probability
- **Goal** Probability Models

- **Goal** Probability Models

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

**LESSON FOCUS****Instruction Coach****Lesson 29: Probabilities of Simple Events**

- *Student Edition* pp. 168–169; 30 min.
- *Teacher's Manual* pp. 82–83
- *EL Adaptations* Lesson 29

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
**Teacher's Manual**  
for PLUG IN: Practice and Assess. pp. 146–147. Extra challenge: Question 14 on p. 169 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 64–65, with Lesson Practice of *Student Edition* pp. 278–280. 10 min or as time permits.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 30: Probabilities of Compound Events**

- *Student Edition* p. 170; 20 min.
- *Teacher's Manual* pp. 84–85
- *EL Adaptations* Lesson 30

**Understand**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
**Teacher's Manual**  
for PLUG IN: Build Background. pp. 154–155. 20 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 66–67, with Getting the Idea and Examples 1–2 of *Student Edition* pp. 281–283. 20 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 30: Probabilities of Compound Events**

- *Student Edition* p. 171; 30 min.
- *Teacher's Manual* pp. 84–85
- *EL Adaptations* Lesson 30

**Connect**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
**Teacher's Manual**  
for POWER UP: Model Application. pp. 156–157. 10 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 66–67, with Examples 3–4 of *Student Edition* pp. 283–285. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 30: Probabilities of Compound Events**

- *Student Edition* pp. 172–173; 30 min.
- *Teacher's Manual* pp. 84–85
- *EL Adaptations* Lesson 30

**Example A and Example B**

Explain what tree diagrams are and how they are used with compound events. Example B is another example of a tree diagram, but this one is used for two dependent events.

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
**Teacher's Manual**  
for READY TO GO: Build Background. pp. 158–161. 10 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 66–67, with Example 5 and Coached Example of *Student Edition* pp. 285–287. 10 min.
- **Readiness**

**LESSON FOCUS****Instruction Coach****Lesson 30: Probabilities of Compound Events**

- *Student Edition* pp. 174–175; 30 min.
- *Teacher's Manual* pp. 84–85
- *EL Adaptations* Lesson 30

**Practice**

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

**DIFFERENTIATION OPTIONS**

- **Support Coach**  
**Teacher's Manual**  
for READY TO GO: Practice and Assess. pp. 158–161. Extra challenge: p. 175 Questions 10 and 11 on p. 175 of *Instruction Coach Student Edition*. 10 min.
- **Performance Coach**  
**Teacher's Edition**  
pp. 66–67, with Lesson Practice of *Student Edition* pp. 288–291. 10 min or as time permits.
- **Readiness**

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► Goal Probability Models

► Goal Compound Events

Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

### LESSON FOCUS

#### Instruction Coach

#### Lesson 31: Simulations

- *Teacher's Manual*  
pp. 86–87; 30 min.
- *EL Adaptations Lesson 31*

#### Before the Lesson

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *READY TO GO: Build Background*. pp. 158–161. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 31: Simulations

- *Student Edition*  
p. 171; 30 min.
- *Teacher's Manual*  
pp. 86–87
- *EL Adaptations Lesson 31*

#### Understand

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *READY TO GO: Introduce and Model*. pp. 158–161. 10 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 31: Simulations

- *Student Edition*  
p. 171; 30 min.
- *Teacher's Manual*  
pp. 86–87
- *EL Adaptations Lesson 31*

#### Connect

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *READY TO GO: Support Independent Practice*. pp. 158–161. 15 min.
- **Readiness**

### LESSON FOCUS

#### Instruction Coach

#### Lesson 31: Simulations

- *Student Edition*  
p. 171; 30 min.
- *Teacher's Manual*  
pp. 86–87
- *EL Adaptations Lesson 31*

#### Practice

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

#### DIFFERENTIATION OPTIONS

- **Support Coach**  
**Teacher's Manual**  
for *READY TO GO: Support Independent Practice*. pp. 158–161. 10 min.
- **Readiness**

### REVIEW AND ASSESS

#### Instruction Coach

#### Domain 5 Review

- *Student Edition*  
pp. 180–181; 40 min.
- *Teacher's Manual* p. 126

#### Review Part 1

Go over Questions 1–8 on SE pp. 180–181 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 in TM pp. 72–73 for a view of progressions connecting the Lessons of Domain 5.

#### DIFFERENTIATION OPTIONS

- **Performance Coach**  
**Teacher's Edition**  
p. 68 and Domain 5 Review of *Student Edition*  
pp. 292–294 as time permits.

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► **Goal** Compound Events



Day 1

Day 2

Day 3

Day 4

Day 5

## ► Domain 5: Statistics and Probability

**REVIEW AND ASSESS**  
**Instruction Coach**  
**Domain 5 Review**

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

**Review Part 2 and Performance Task**

Go over Questions 9–12 on SE pp. 182–183 and discuss. Pay special attention to the Performance Task on p. 183. Ask students to take a look at instructions for the second half of the Review. In particular, clarify any doubts with respect to Performance Task (*Paper Cup Toss*.) See Progression Chart on TM pp. 72–73 for a view of progressions connecting the lessons of Domain 5.

**DIFFERENTIATION OPTIONS**

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

- **Performance Coach Teacher's Edition**  
p. 68 and Domain 5 Review of Student Edition  
pp. 295–296 as time permits.

**REVIEW AND ASSESS**  
**Instruction Coach**  
**Domain 5 Assessment**

- *Assessments*  
pp. 42–48; 40 min.
- *Assessments Answer Keys*  
p. 16

**Assessment Part 1**

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

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

**REVIEW AND ASSESS**  
**Instruction Coach**  
**Domain 5 Assessment**

- *Assessments*  
pp. 49–52; 40 min.
- *Assessments Answer Keys*  
pp. 16–21

**Assessment Part 2**

Have students complete Questions 21–25. Provide clear explanation of questions.

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

**END OF YEAR REVIEW**  
**Instruction Coach**  
**Review Domains 1–3**  
**Lessons 1–17**  
**Support Coach****Practice Tests 1 & 2**

- *Assessments* pp. 64–87
- *Assessments Answer Key*  
pp. 21–30

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

**DIFFERENTIATION OPTIONS**

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

**END OF YEAR REVIEW**  
**Instruction Coach**  
**Review Domains 4 and 5**  
**Lessons 18–31**  
**Support Coach****Practice Tests 1 & 2**

- *Assessments* pp. 64–87
- *Assessments Answer Key*  
pp. 21–30

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

**DIFFERENTIATION OPTIONS**

- **Support Coach Assessments**  
pp. 56–63 for Performance Tasks A & B in Domains 4 and 5.

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Day 1

Day 2

Day 3

Day 4

Day 5

**SUMMATIVE ASSESSMENT**  
**Instruction Coach**  
**Summative Assessment**

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

**Questions 1–25**

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

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

**SUMMATIVE ASSESSMENT**  
**Instruction Coach**  
**Summative Assessment**

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

**Questions 26–50**

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

**DIFFERENTIATION OPTIONS**

Provide extra time and assistance for students who qualify.

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