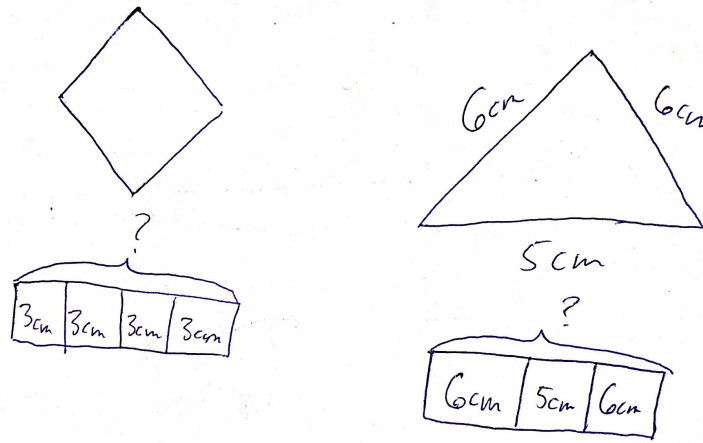G3-M7-L10: If behind in pacing, this concept development can be drastically reduced by guiding students through the Problem Set.

G3-M7-L11: If behind in pacing, consider omitting the lesson or teaching it at a different time of the day.

G3-M7-L12: Consider using bar models as a graphic organizer to solve problems, e.g.

G3-M7-L13: For struggling students, consider providing a subset of problems in which they solve a few more square/equal-side problems. This will reduce the computational load & build confidence leading into the Problem Set.

G3-M7-L14: For struggling students, consider directing them to complete simple lesson 12 & 13 Problem Set problems before moving on to the lesson 14 Problem Set.

G3-M7-L15: For struggling students, consider directing them to complete simple lesson 12-14 Problem Set problems before moving on to the lesson 15 Problem Set.

G3-M7-L16: Before students begin working on the Problem Set, have them measure whole inch or whole cm straight edge objects, e.g. a 4-inch pencil or a 3 cm paper clip.

G3-M7-L17: For struggling students, consider directing them to complete simple lesson 12-14 Problem Set problems before moving on to the lesson 17 Problem Set.