G4-M3-L14: Consider providing a few standard division problems as a subset leading into the Problem Set, e.g. 8 ÷ 2, 15 ÷ 3, 17 ÷ 4

G4-M3-L15: Allow students to use grid paper throughout the lesson & while working on the Problem Set. Consider providing a few simpler division problems as a subset leading into the problem set, e.g. 15 ÷ 5, 16 ÷ 5, 19 ÷ 2

G4-M3-L16: If students struggle with #1 or #2 of the Problem Set, provide additional sequences in which they use 2 as a divisor, e.g. 6 ÷ 2, 26 ÷ 2, 5 ÷ 2, 25 ÷ 2

G4-M3-L17: For the application problem, consider modifying the amount of money found from 98¢ to 54¢ so students spend less time drawing & more time working on dividing.

G4-M3-L18: Don't force the algorithm! Allow struggling students to use conceptual models from earlier in the topic.

G4-M3-L19: Lessons 14-19 work like a tower in which students must master each lesson before being able to climb to the next level/lesson. Therefore, this lesson could be used as an extension or even skipped if you're falling behind in pacing.

G4-M3-L20: Consider adding in Multiplication Using the Area Model fluency for several days before teaching this lesson.

G4-M3-L21: If behind in pacing, this lesson could be omitted or used as extension for early lesson 20 finishers. If not, 3 days is a reasonable amount of time to effectively teach & learn lessons 20 & 21.