

## G4-M5-Topic E

G4-M5-L22: During the Concept Development, consider directing students to use paper strips before drawing.

G4-M5-L23: Application Problem extension – Express the fraction of the quilt squares that are still unsewn as a fraction with a denominator of 9.

G4-M5-L24: It's difficult to do 4 activities in one fluency block well. Consider reducing this to one or two. Intensity trumps extensity.

G4-M5-L25: Build struggling students' confidence by directing them to plot fractions on a number line before working on the Problem Set.

G4-M5-L26: The Problem Set jumps quickly in complexity. Consider providing a subset of problems in which students plot 3 mixed numbers with the same denominator & a second problem in which they plot 3 improper fractions with the same denominator.

G4-M5-L27: Before they work on the Problem Set, provide struggling students with a subset of problems in which they work with sequences such as Compare  $\frac{2}{5}$  &  $\frac{3}{10}$ ... compare  $4\frac{2}{5}$  &  $4\frac{3}{10}$ .

G4-M5-L28: The Concept Development does not justify 38 instructional minutes. Consider modifying this lesson to cut down the time to 25-30 minutes.