

## G4-M5-Topic F

G4-M5-L29: Rounding mixed numbers down to the nearest whole number is often easier to conceptualize than rounding up, because the whole number doesn't change. Consider this when selecting remedial problems for struggling students.

G4-M5-L30: As a lead-in to the problem set, consider providing a subset of problems with sequences such as this

$$\begin{aligned}1 + 1 \\ \frac{1}{4} + \frac{1}{4} \\ 3 \frac{1}{4} + \frac{1}{4} .\end{aligned}$$

G4-M5-L31: As a lead-in to the problem set, consider providing a subset of problems with sequences such as this

$$\begin{aligned}3 + 2 \\ 3 \frac{1}{4} + 2 \\ 3 \frac{1}{4} + 2 \frac{1}{4} .\end{aligned}$$

G4-M5-L32: As a lead-in to the problem set, consider providing a subset of problems with sequences such as this

$$\begin{aligned}2 - 1 \\ \frac{2}{4} - \frac{1}{4} \\ 3 \frac{2}{4} - \frac{1}{4}\end{aligned}$$

G4-M5-L33: As a lead-in to the problem set, consider providing a subset of problems with problems in which students subtract fractions without renaming.

G4-M5-L34: Problem Set formatting can present huge challenges. Consider using it as extension if students can first comfortably solve lesson 32 & 33 problems.