G4-M5-L35: Consider this approach - Teach the concept, but don't get bogged down with formatting. If it's confusing for students, just move on. There won't be a huge longitudinal problem if they don't master this concept.

G4-M5-L36: If necessary, modify the numerators of the Problem Set to make the multiplication problems accessible to ALL students.

G4-M5-L37: As a lead-in to the problem set, consider providing a subset of problems with sequences such as this

3×5

$3 \times \frac{2}{3}$

$15 + \frac{6}{3}$

$3 \times 5\frac{2}{3}$

G4-M5-L38: Application Problem extension – How many meters does the team run?

G4-M5-L39-40: As a lead in to the Problem Set, consider providing review computational problems from lessons 35-38 before working on word problems.