

G3-M1-Topic F

G3-M1-L18: The application problem might be enhanced by taking out the question and directing students to diagram it. Otherwise, the computation to answer the question is so easy that they might not take their time making meaning out of their drawing.

G3-M1-L19: For independent practice to be meaningful, this lesson desperately needs subsets with simpler formatting.

G3-M1-L20: Consider lengthening fluency by 5 minutes using a tape diagram activity, i.e. provide simple computation with model graphics, so that students practice interpreting tape diagrams, e.g. project 5 units of \$4 & direct students to write the total value on their boards.

G3-M1-L21: The problem set is challenging. During independent practice, immerse struggling students in basic skill work so they experience success before they work on the problem set.