

## G4-M5-Topic D

G4-M5-L16: Consider requiring students to show a tape diagram to solve one or two of the problems in the Problem Set, so that they are better prepared for word problems and perform operations with unlike denominators.

G4-M5-L17: During the Concept Development, consider first teaching a problem like  $1 - \frac{3}{4}$  using a paper strip as a lead-in to the number line model.

G4-M5-L18: Consider requiring students to show a tape diagram to solve one or two of the problems so that they are better prepared for word problems and perform operations with unlike denominators.

G4-M5-L19: Before students begin working on the Problem Set, consider having them perform some basic computation reflecting the content of lessons 16-18.

G4-M5-L20-21: Consider demonstrating problems using the area model in addition to the tape diagram & number line.