In the first half of the unit, the adaptation focuses on strengthening students' understanding of whole-number division that results in whole-number quotients and remainders, as well as the meaning of the numerator and denominator in a fraction. It also equips students to see multiplication of a whole number and a fraction in terms of equal-size groups (with a fractional amount in each group). This work prepares students to interpret fractions as quotients.

In the second half, the adaptation reinforces the idea that the side lengths and area of a rectangle can be used to represent the factors and product in a multiplication, and that the factors can be decomposed to facilitate multiplication. This work equips students with strategies and understandings to multiply two fractions.

	Prior Grade	Current Grade
Standards	• 3.MD.C.7 • 3.NF.A.1 • 4.NBT.B.6 • 4.NF.B.4	• 5.NF.B.3 • 5.NF.B.4.a • 5.NF.B.4.b • 5.NF.B.6 • 5.OA.A.1 • 5.OA.A.2

Lesson Adjustments	Before Section A of the current unit, complete:
	• Grade 4 Unit 2:
	  ○ Section A Lesson 1 (can skip Activity 1)
	  ○ Section A Lesson 2
	• Grade 4 Unit 6 Section C Lesson 13[a] →
		Complete Section A of the current unit.

	Before Section B of the current unit, complete: • Grade 4 Unit 3[b]:	

	○ Section A Lesson 1 (can skip Activity 2) ○ Section A Lesson 2 (can skip Activity 2) ○ Section A Lesson 3 (can skip Activity 2) ○ Section A Lesson 4 (can skip Activity 1) ➔	Complete Section B of the current unit.
	Before Section C of the current unit, complete: ● Grade 3 Unit 4 Section B Lesson 10 ➔	Complete Section C of the current unit.
Practice and Fluency	Warm-ups: ● Grade 4 Number Talks (whole-number division, fraction multiplication) ● Grade 4 True or False (fraction multiplication) Centers: ● Mystery Number, Stages 3–4 ● Rolling for Fractions, Stages 1–2 ● Compare (1–5), Stage 4 ● Watch Your Remainder (4–5), Stage 1	**Adaptation Notes** [a] If desired, consider adjusting the numbers in this lesson to be smaller to focus students' attention on the relationship between multiplication and division and the idea of remainders. [b] If time is limited, consider combining the first two lessons and likewise the last two lessons by skipping the activities as suggested.
Assessments	● Cool-downs of added lessons ● 4.6 Section C Checkpoint, Problem 3 ● 4.3 Section A Checkpoint	