

## G1-M2-Topic B

G1-M2-L12: To save time, omit the given application problem and use the first problem of the Problem Set instead. Consider using 10-stick linker cubes as a student manipulative during the concept development.

G1-M2-L13: Modify the Problem Set by having students draw for every problem first & then go back to the beginning to solve.

G1-M2-L14: Consider using this free whiteboard insert - <http://www.teacherbilldavidson.com/curriculum-resources-1/g1u6-subtract-crossing-the-10-insert>

G1-M2-L15: Lessons 12-15 are fluid. Work towards abstract representations, i.e. without pictures.

G1-M2-L16: For this lesson to be optimized, infuse counting on as a strategy to solve in lessons 12-15.

G1-M2-L17: If you choose to deliver this Sprint **AND** you think it's difficult, encourage students to skip problems they don't know.

G1-M2-L18: Free Subtract Teen Numbers Crossing the 10 Worksheets - <http://www.teacherbilldavidson.com/curriculum-resources-1/g1u6-subtract-crossing-the-10-worksheets>

G1-M2-L19: To optimize this lesson, implement counting on strategies to lessons 17 & 18.

G1-M2-L20: Consider making Subtract from 7 an entire lesson. Free Subtract Teen Numbers Crossing the 10 Worksheet Template - <http://www.teacherbilldavidson.com/curriculum-resources-1/g1u6-subtract-crossing-the-10-worksheet-template>

G1-M2-L21: This lesson can be skipped...students can share and critique in the 9 lessons leading up to this.