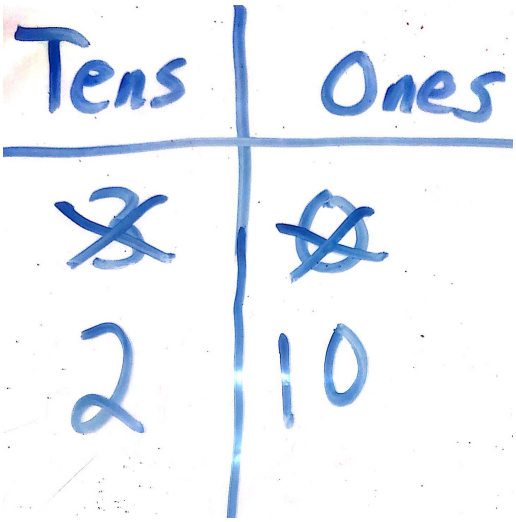
G1-M4-Topic F

G1-M4-L23: When delivering the concept development with WB exchanges, direct Ss to cross out the original number to show the change of value, e.g. ~~20~~ 1 10



G1-M4-L24: Formatting & Addition skills can be challenging, especially when working with abstractions. Consider providing remediation problems in which Ss first need to only answer computational questions: 1 + 1, 10 + 10, 15 + 10, 15 + 12

G1-M4-L25: This lesson could serve as extension work. Consider providing a subset for struggling Ss to complete before they reach the problem set, e.g.

1 + 1
10 + 10
16 + 10
16 + 14

G1-M4-L26: The nature of this lesson will lead some Ss to quickly grasp the concept while others struggle mightily. Consider delivering a very short lesson and providing a long work period to free time to assist Ss who need the most help.

G1-M4-L27: Application Problem alternative – provide Ss w/ the answer and direct them to draw a tape diagram and number sentence to show why the answer is true.

G1-M4-L28: To save time for the concept development, consider truncating the application problem. Project the question & the 3 given drawings. Pose the questions – "Which diagram do you like the best & why?" "How could you improve a diagram you didn't select?"

G1-M4-L29: The curriculum begins getting away from teacher directed counting during this module. Consider carving out a minute each day to keep Ss in the routine of choral number line work.