

G2-M4-Topic E

G2-M4-L23: Consider adding in a short place value fluency, e.g.

- $100 = \underline{\quad}$ ones
- $100 = \underline{\quad}$ tens
- $100 = 9 \text{ tens } \underline{\quad} \text{ ones}$
- $100 = \underline{\quad}$ tens 10 ones

G2-M4-L24: Drawing disks instead of using place value disks could prove to be more efficient & lead to stronger learning.

G2-M4-L25: For students who struggle during the lesson, provide simpler problems in which they subtract from a multiple of ten, e.g. $60 - 23$

G2-M4-L26: For struggling students, consider providing this subset before they work on the Problem Set.

- $80 - 63$
- $180 - 63$
- $130 - 52$
- $170 - 79$

G2-M4-L27: For struggling students, consider providing this subset before they work on the Problem Set.

- $100 - 21$
- $200 - 21$
- $100 - 35$
- $200 - 35$
- $200 - 135$

G2-M4-L28: Students are better off receiving lesson 27 twice than struggling through lesson 27 and then being taught lesson 28.