G2-M4-L17: For students who struggle during the lesson, consider providing this subset of problems before they start working on the problem set.

- $9 + \underline{\quad} = 10$
- $1 + \underline{\quad} = 10$
- $5 + \underline{\quad} = 10$
- $7 + \underline{\quad} = 10$
- $3 + \underline{\quad} = 10$
- $8 + \underline{\quad} = 10$
- $6 + \underline{\quad} = 10$
- $4 + \underline{\quad} = 10$
- $2 + \underline{\quad} = 10$

- $90 + \underline{\quad} = 100$
- $10 + \underline{\quad} = 100$
- $50 + \underline{\quad} = 100$
- $70 + \underline{\quad} = 100$
- $30 + \underline{\quad} = 100$
- $80 + \underline{\quad} = 100$
- $60 + \underline{\quad} = 100$
- $40 + \underline{\quad} = 100$
- $20 + \underline{\quad} = 100$

G2-M4-L18: For students who grasp the concept quickly, challenge them to answer problems using drawings instead of number disks.

G2-M4-L19: If you choose to do the Addition Fact Flash Cards fluency, carefully sequence the flash cards to address collective challenges students are facing.

G2-M4-L20-21: Students who struggle to rename once should continue working with single composition problems until mastery before moving on to renaming twice. For remediation, provide single composition problems in which the ones digits add up to 10, e.g. 49 + 21.

G2-M4-L22: This is a great lesson, but it might not be useful if students aren't comfortable with lesson 17-21 content. Thus, it could work as an extension for students who have mastered lessons 17-21.