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TEKS Grade 1 Module 1 Fluencies

Lesson 1

Fluency Practice (16 Minutes)

* Math Flash Fingers (3 min)
* Sprint: Count Dots (13 min)

**Math Flash Fingers (3 min)**

Note: Visually recognizing (perceptually subitizing) sets of objects, particularly fingers, allows students to move toward seeing two sets of objects together (conceptually subitizing), thus preparing them for the fluency objective of Grade 1.

Teacher flashes fingers the Math Way for numbers 0–10. When using a document camera, teacher begins by raising the left pinky and ends with the right pinky as shown above. When facing the students, teacher’s raised fingers should begin with the right pinky and end with the left pinky as seen below. At all times, students see fingers move from left to right.

T: I’m going to hold up some fingers the Math Way and then hide them. Look carefully and say the number you saw when I snap.

T: (Flash 3 fingers for 2–3 seconds and then hide them.) Ready (snap).

S: 3. Repeat process for numbers within 5.

T: (Flash 7 fingers.) Ready (snap).

T: (Hold up 5 fingers on the right hand.) How many fingers are on this hand?

S: 5

T: 5 (hold up the five hand and then hold up the other fingers, one at a time) 6, 7. Repeat the process for numbers 6–10, inviting students to count on from 5

**Sprint: Count Dots (13 minutes)**

Materials: (S) 5-group dots Sprint

Note: Visually recognizing two sets of objects together (conceptually subitizing) provides students with a foundation for counting on as they solve addition problems. See the Suggested Methods of Instructional Delivery section of the Module Overview for directions on giving Sprints.

TEKS Grade 1 Module 1 Fluencies

Lesson 2

Fluency Practice (12 Minutes)

* Finger Counting from Left to Right 1.5A (2 minutes)
* Show Me Your Math Fingers: Partners to 5 and 5 More K.2I (5 minutes)
* Number Bond Dash: 5 K.2I (5 minutes)

**Finger Counting from Left to Right (2 minutes)**

Note: Counting from left to right with their fingers allows students an organized way to use their most readily available tool—their fingers! This type of counting also mimics the number path used in later lessons.

Instruct students to count with their “piano fingers.” Count by ones within 10 on the fingers from left to right, from pinky on the left hand as 1, to pinky on the right hand as 10.

Hover the fingers as if playing the piano. Drop the finger as it is counted and leave it down. Start and end at different numbers. (For example, in counting from 5 to 7, the 5 fingers of the left hand have played, and students say, “6, 7,” while playing the thumb and pointer finger of the right hand.)

**Show Me Your Math Fingers: Partners to 5 and 5 More  (5 minutes)**

Note: This activity addresses adding and subtracting within 10.

The teacher calls out numbers within 5, and students hold up their fingers the Math Way. Each time students hold up their fingers, ask how many more fingers are needed to make 5. As students say the partner to 5, affirm their answers aloud, “Yes. 3 and 2 make 5.”

Move on to numbers 6–10. For each number, use the example below to reinforce the embedded five within each number.

T: Show me 6 the Math Way.

S: (Hold up all fingers on their left hand and their right thumb).

T: Now, hold your 5 up high. How many fingers are on your other hand?

S: 1.

T: Yes. 5 and 1 make 6

**Number Bond Dash: 5 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 5 (Fluency Template), marker to correct work

Note: The Number Bond Dash is a new routine that will be used throughout Module 1. By using the same system, students focus on the mathematics, rather than figuring out the routine.

Distribute Dash, face down, to students. Instruct students to flip their papers when they hear, “Go!” and complete as many number bonds as they can in 90 seconds. Assure them that it is okay if they run out of time before they finish. Tell them if they finish before time, they can practice counting to 20 on the back of their papers, starting with the number 5. Change the counting sequence to meet the needs of each student in later lessons.

T: (Set the timer for 90 seconds.) On your mark, get set, GO! (Press start.)

T: (When the timer goes off, tell students to put down their pencils and grab a marker to correct their work.) T: When you get an answer correct, put a check mark on the problem number. If you make a mix-up, fix it with your marker.

T: (Read the number bonds aloud, starting with Problem 1. When the answers to all problems have been provided, tell students to write the number they got correct in the star-like shape on top. Encourage them to remember their scores because they are going to try to do even better tomorrow.)

Tell students to remember how many problems they get correct so they can try to improve their scores tomorrow.

TEKS Grade 1 Module 1 Fluencies

Lesson 3

Fluency Practice (12 Minutes)

* Happy Counting by Ones Within 10 1.5A (4 minutes)
* 5-Group Flash K.5 (3 minutes)
* Number Bond Dash: 5 K.2I (5 minutes)

**Happy Counting by Ones Within 10 (4 minutes)**

Materials: (T) Rekenrek

Note: Counting forward and backward by ones affords students a review of this strategy as it relates to addition and subtraction. It also directly relates to the current lesson objective. This game may be challenging for students at first. A Rekenrek helps students visualize numbers and makes it easier for them to change direction as they count. Rekenreks can be made simply and inexpensively with cardboard, elastic, and beads. If this is not available, there are also interactive Rekenreks online.

Move the beads on the Rekenrek to model counting forward and backward by ones within ten. Students count along with the beads (e.g., 1, 2, 3, 2, 3, 4, 5, 6, 5, etc.). When students are ready, put the Rekenrek away.

T: Let’s play Happy Counting! We’re going to count by ones. When I hold my hand like this (point thumb and motion up), I want you to count up. If I put my hand like this (point thumb and motion down), I want you to count down. If I do this (thumb to the side) that means stop, but try hard to remember the last number you said. (See illustration on the next page.)

**5-Group Flash (3 minutes)**

Materials: (T) 5-group cards (the dot cards from the 1 More game in this lesson may be used, as long as they have been enlarged on the copier)

Note: This activity relates to adding and subtracting within 10. Teacher flashes 5-group cards for 2–3 seconds, and instructs students to say the number when teacher snaps. After flashing all the numbers from 0 to 10 (in a random order), flash the cards again and count on from the number flashed, up to 10.

**Number Bond Dash: 5 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 5 (Lesson 2 Fluency Template), marker to correct work

Note: Reviewing number bonds allows students to build and maintain fluency with addition and subtraction facts within 10 and gets them ready for the upcoming lesson.

Distribute Dash face down to students. Instruct students to flip their papers when they hear, “Go!” and complete as many number bonds as they can in 90 seconds. Assure them that it is okay if they run out of time before they finish. Tell them that if they finish before time, they can practice counting backwards from 20 on the back of their papers.

T: Take a second to remember the score you got on yesterday’s Number Bond Dash so you can try to do even better today.

T: (Set the timer for 90 seconds.) On your mark, get set, GO! (Press start.)

T: (When the timer goes off, tell students to put down their pencils and grab a marker to correct their work.) T: When you get an answer correct, put a check mark on the problem number. If you make a mix-up, fix it with your marker.

Read the number bonds aloud, starting with Problem 1. When you are finished checking all the problems, tell students to write the number they got correct in the star-like shape on the top and show you a big smile if they improved their score from yesterday

TEKS Grade 1 Module 1 Fluencies

Lesson 4

Fluency Practice (12 Minutes)

* Sprint: 1 More with Dots and Numerals 1.2D (10 minutes)
* Happy Counting by Ones, 10–20 1.5A (2 minutes)

**Sprint: 1 More with Dots and Numerals (10 minutes)**

Materials: (S) Sprint: 1 More with Dots and Numerals

Note: This activity addresses relating counting on to addition.

**Happy Counting by Ones, 10–20 (2 minutes)**

Materials: (S) Rekenrek

Note: Counting forward and backward by ones affords students review with the counting sequence.

Play Happy Counting (see Lesson 3) from 10 through 20 and back, first the regular way, then the Say Ten Way, as shown below.

Regular way: 8, 9, 10, 11, 12, 13, 14…

Say Ten way: 8, 9, ten 1, ten 2, ten 3, ten 4…

TEKS Grade 1 Module 1 Fluencies

Lesson 5

Fluency Practice (15 Minutes)

* Math Finger Flash (with Number Sentences) (3 min)
* Share those disks: 6 (7 minutes)
* Number Bond Dash: 6 (5 minutes)

**Math Finger Flash (with Number Sentences) (3 minutes)**

Note: This activity addresses adding and subtracting within 10.

Flash fingers within 5 the Math Way for 2–3 seconds. Hide your fingers, and then ask students to identify the number of fingers flashed at the snap. Then, ask students to say an addition sentence that shows how to make 5. An example is given below.

T: (Flash 4 fingers, hide them, and then snap.)

S: 4. T: Now, use 4 in an adding sentence to make 5. S: 4 + 1 = 5. Continue flashing numbers between 5 and 10. For this portion, ask for a 5 + \_\_\_ addition sentence for each number.

T: (Flash 8 fingers, hide them, and then snap.)

S: 8. T: Now, say a 5+ adding sentence for 8 S: 5 + 3 = 8.

T: (Hold up 5 and 3 as students say the equation.)

**Shake Those Disks: 6 (7 minutes**)

Materials: (S) Per set of partners: 6 disks (e.g., counters, two-color beans, or pennies), 1 shake those disks 6 board (Fluency Template 1)

Note: This activity addresses adding and subtracting within 10.

Break students into partners. Give each set of partners 6 disks. Instruct them to take turns as the Shaker and the Recorder. The Shaker shakes the disks and tosses them on the table. The Recorder then records the roll on the Shake Those Disks board. (For example, if the Shaker rolls 4 red and 2 white, the Recorder puts an X on the graph above the 4 and 2 number bond.)

**Number Bond Dash: 6 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 6 (Fluency Template 2), marker to correct work

Note: By using the same system, the Number Bond Dash, students focus on the mathematics, rather than figuring out the routine. Unlike most Number Bond Dashes, students will not have a chance to improve their scores on Day 2 during this round, as Topic B progresses through exploration of decompositions of 6, 7, 8, 9, and 10, giving students practice with a new number each day.

Distribute the Dash to students, face down. Instruct students to flip their papers when you say, “Go!” and complete as many number bonds as they can in 90 seconds. Assure them it is okay if they run out of time before they finish. Tell them if they finish, they can practice counting to 20 on the back of their papers, starting with the number 5. Change the counting sequence to meet the needs of students, in later lessons. As you choose a counting sequence, consider counting forward or back by different numbers. When counting forward, it is beneficial to change the starting number. T: (Set the timer for 90 seconds.) On your mark, get set, GO! (Press start.)

T: (When the timer goes off, tell students to put down their pencils and grab a marker to correct their work.) T: When you get an answer correct, put a check mark on the problem number. If you need to change your answer, just change it with your marker.

T: (Read the number bonds aloud, starting with Problem 1.) When you are finished checking all the problems, write the number you got correct in the star-like shape on top.

TEKS Grade 1 Module 1 Fluencies

Lesson 6

Fluency Practice (18 Minutes)

* Red Light/Green Light: Counting by Ones 1.5A (5 minutes)
* Target Practice: 6 and 7 1.3D (8 minutes)
* Number Bond Dash: 7 1.3D (5 minutes)

**Red Light/Green Light: Counting by Ones (5 minutes)**

Note: By providing students with ongoing practice with counting throughout the year, they build and maintain their counting skills. This counting work is also foundational for later Grade 1 work with adding and subtracting within 120.

Say a number between 1 and 100. When they hear “green light,” students begin running in place and counting aloud together, beginning with the number given. When students hear “red light,” they stop counting and freeze. Any students who are still moving or counting after they hear “red light” should sit down until the next game. Continue playing with a new starting number every time “green light” is said. Play until only a few students are standing. Then, instruct the whole class to stand and start the game again.

A suggested sequence of start numbers would be 15, 28, 35, 48, 55, 68,…

**Target Practice: 6 and 7 (8 minutes)**

Materials: (S) 7 counters and a die per partner

Note: This activity addresses adding and subtracting within 10. Break students into partners. Give each set of partners 6 counters. Instruct them to take turns as the Roller and the Target Finder. The Roller rolls the dice. The Target Finder determines the partner to 6. Students may use counters as needed. First, play with 6 as the target number, and then distribute another counter to each set of partners and practice determining the partner to 7.

**Number Bond Dash: 7 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 7 (Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. This activity addresses adding and subtracting within 10.

Follow procedure for Number Bond Dash (Lesson 5).

TEKS Grade 1 Module 1 Fluencies

Lesson 7

Fluency Practice (20 Minutes)

* Sparkle: The Say Ten Way 1.5A (7 minutes)
* Shake Those Disks: 8 1.3D (8 minutes)
* Number Bond Dash: 8 1.3D (5 minutes)

**Sparkle: The Say Ten Way (7 minutes)**

Note: Providing students with ongoing practice with counting throughout the year builds and maintains their counting skills. This activity also prepares students for work in later modules as they explore place value and the importance of 10.

Ask students to stand in a circle. Introduce the counting pattern, start number, and end number.

T: Today, we will count the Say Ten Way from 8 to 13. (Adjust the number range to fit the size of the class, if needed.)

Before the game, practice the counting sequence as a group and say, “Sparkle!” after the ending number is said aloud.

T: Let’s practice. 8, 9, 10, ten 1, ten 2, ten 3, Sparkle!

Begin the game. Students count around the circle, each student saying one number in the counting sequence. After the ending number is said (ten 3), the next student says, “Sparkle!” and the following player sits. Begin again with the start number, and continue counting in the same direction around the circle until only one player is standing. (See image on the next page.)

**Shake Those Disks: 8 (8 minutes)**

Materials: (S) Per set of partners: 8 disks (e.g., counters, two-color beans, or pennies), personal white board with shake those disks 8 board (Fluency Template 1)

Note: This activity addresses adding and subtracting within 10.

Assign students partners. Give each set of partners 8 disks. Instruct them to take turns as the Shaker and the Recorder. The Shaker shakes the disks and tosses them on the table. The Recorder then records the roll on the Shake Those Disks graph. (For example, if the Shaker rolls 6 red and 2 white, the Recorder puts an X on the graph above the 6 and 2 number bond.)

**Number Bond Dash: 8 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 8 (Fluency Template 2), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. This activity also addresses adding and subtracting within 10.

Follow procedure for Number Bond Dash in the Lesson 5 Fluency Practice

TEKS Grade 1 Module 1 Fluencies

Lesson 8

Fluency Practice (15 Minutes)

* Skip-Counting Squats 1.5B (2 minutes)
* Target Practice: 8 and 9 1.3D (8 minutes)
* Number Bond Dash: 9 1.3D (5 minutes)

**Skip-Counting Squats (2 minutes)**

Note: This activity supports the connection of counting on by 2 to adding 2 and counting back by 2 to subtracting 2.

Have students count up from 0 to 20 and back two times, squatting down and touching the floor on odd numbers and standing up for even numbers.

* For the first count, instruct students to whisper when they squat and talk normally when they stand.
* On the second count, encourage students to try thinking of the numbers in their heads when they squat and whisper when they stand

**Target Practice: 8 and 9 (8 minutes)**

Materials: (S) Per pair: 9 counters, 1 die

Note: This activity addresses adding and subtracting within 10.

Assign students partners. Give each set of partners 8 counters. Instruct them to take turns as the Roller and the Target Finder. The Roller rolls the dice. The Target Finder determines the partner to 8. Students may use counters as needed. First, play with 8 as the target number, and then distribute another counter to each set of partners and practice finding numerical partners to 9.

**Number Bond Dash: 9 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 9 (Fluency Template), marker to correct work

Note: By using the same system, the Number Bond Dash, students focus on the mathematics, rather than figuring out the worksheet.

Follow procedure for the Number Bond Dash (see Lesson 5 Fluency Practice.)

TEKS Grade 1 Module 1 Fluencies

Lesson 9

Fluency Practice (20 Minutes)

* Sparkle: The Say Ten Way 1.5A (5 minutes)
* 5-Group Flash: Partners to 10 K.2D, 1.3D (5 minutes)
* X-Ray Vision: Partners to 10 1.3D (5 minutes)
* Number Bond Dash: 10 1.3D (5 minutes)

**Sparkle: The Say Ten Way (5 minutes)**

Note: Providing students with ongoing practice with counting throughout the year builds and maintains their counting skills, which are foundational for later Grade 1 work using the Level 3 strategies of making ten and taking from ten when adding and subtracting.

See Lesson 7 for activity instructions.

**5-Group Flash: Partners to 10 (5 minutes)**

Materials: (T/S) 5-group cards (Lesson 5 Template 1)

Note: This activity addresses adding and subtracting within 10.

Flash 5-group cards for 2–3 seconds, and then instructs students to say the number at the snap. On the second snap, ask students to identify the partner to 10. Remind students they can use their fingers to help. Flash higher numbers first to facilitate finding the partner to 10 so that all students can feel successful.

Next, assign students partners, and instruct them to take turns flashing their 5-group cards with each other

**X-Ray Vision:  Partners to 10 (5 minutes)**

Materials: (T) 10 counters, container

Note: This activity addresses adding and subtracting within 10.

1. Tell students there is a rumor that some of the children in the class are superheroes, and some of them may have x-ray vision. Place 10 counters on the floor next to a container.

2. Tell students to close their eyes.

3. Put 1 of the items into the container

4. Tell students to open their eyes and identify how many counters were put inside it.

5. When a student figures it out, deem her a superhero with x-ray vision!

6. Continue the game, eliciting all partners to 10.

**Number Bond Dash: 10 (5 minutes)**

Materials: (T) Stopwatch or timer  (S) Number bond dash 10 (Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. The activity addresses adding and subtracting within 10.

Follow the procedure for the Number Bond Dash (see Lesson 5 Fluency Practice)

TEKS Grade 1 Module 1 Fluencies

Lesson 10

Fluency Practice (15 Minutes)

* Happy Counting the Say Ten Way 1.5A (2 minutes)
* Cold Call: 1 More K.2F (2 minutes)
* Target Practice: 5 and 6 1.3D (11 minutes)

**Happy Counting the Say Ten Way (2 minutes)**

Note: Providing students with ongoing practice with counting throughout the year builds and maintains their counting skills, which are foundational for later Grade 1 work using the Level 3 strategy of making ten and taking from ten to add and subtract. Repeat the Happy Counting activity from Lesson 3 Fluency Practice counting from 15 to 25 and back the Say Ten Way.

**Cold Call: 1 More (2 minutes)**

Note: This activity supports the connection of counting on 1 to adding 1. Tell students a number will be said aloud, and instruct them to think about the number that is 1 more. Cold call one student to say the number aloud as quickly as possible.

**Target Practice: 5 and 6 (11 minutes)**

Materials: (S) Per set of partners: personal white board, target practice (Fluency Template), 6 counters, 1 die Note: This activity adding and subtracting within 10.

See directions on the Target Practice board. First, use 5 as the target number, and then distribute 1 more counter and use 6 as the target number.

TEKS Grade 1 Module 1 Fluencies

Lesson 11

Fluency Practice (15 Minutes)

* Count On Cheers: 2 More 1.5A (3 minutes)
* Number Bond Dash: 6 1.3D (5 minutes)

**Count On Cheers: 2 More (3 minutes)**

Note: This activity supports the connection of counting on by 2 to adding 2.

The teacher says the number aloud. Students repeat the number, touching their heads and counting on as they put their fists in the air, one at a time. Alternately, students can count on with boxing punches.

**Number Bond Dash: 6 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 6 (Lesson 5 Fluency Template 2), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. The activity addresses adding and subtracting within 10.

Follow the procedures for the Number Bond Dash from Lesson 5 Fluency Practice. Tell students to remember how many problems they get correct so they can try to improve their scores tomorrow

TEKS Grade 1 Module 1 Fluencies

Lesson 12

Fluency Practice (15 Minutes)

* Slam: Partners to 6 (10 minutes)
* Number Bond Dash: 6 (Day 2) (5 minutes)

**Slam: Partners to 6 (10 minutes)**

Materials: (T/S) 5-group cards (Lesson 5 Template 1)

Note: This activity addresses adding and subtracting within 10. In this engaging context, be sure to help students focus on the mathematics of this activity.

Tell students to order cards 0–6 on their desks, beginning with 0. Flash a 5-group card, and instruct students to “slam” the card with the partner to 6 (students carefully slap the card on the table). Tell students to say the partners they found when they hear a snap, beginning with the card they just slammed (5 and 1 make 6). Then, tell them to say it again, beginning with the card that was flashed (1 and 5 make 6). Continue playing until students have found all possible partners to 6. Then, give them time to play the game with partners

**Number Bond Dash:  6 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 6 (Lesson 5 Fluency Template 2), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. The activity addresses adding and subtracting within 10. Follow the procedure for the Number Bond Dash from Lesson 5 Fluency Practice. Remember that today is the second day with making 6. Students should recall their scores from the previous lesson to celebrate improvement.

TEKS Grade 1 Module 1 Fluencies

Lesson 13

Fluency Practice (15 Minutes)

* Count by Tens 1.5B (5 minutes)
* Ten and Tuck 1.3C (5 minutes)
* Memory: Partners to 10 1.3C (10 minutes)

**Count by Tens (5 minutes)**

Materials: (T) 5-group cards (Lesson 5 Template 1)

Note: Providing students with ongoing counting practice throughout the year builds and maintains their counting skills, which are foundational for later Grade 1 work with adding and subtracting tens.

Use the tens from your 5-group cards as a visual while students count by tens, first the regular way and then the Say Ten Way.

Next, show students a 3 card and add 10 cards to count on by tens the Say Ten Way, starting at three (three, ten 3, 2 tens 3, 3 tens 3...).

Repeat, starting at various numbers between 1 and 9.

**Ten and Tuck (5 minutes)**

Note: This activity addresses adding and subtracting within 10.

Tell students to show 10 fingers. Instruct them to tuck 3 (students put down the pinky, ring finger, and middle finger on their right hands). Ask them how many fingers are up (7) and how many are tucked (3). Then, ask them to say the number sentence aloud, beginning with the larger part (7 + 3 = 10), beginning with the smaller part (3 + 7 = 10), and beginning with the whole (10 = 3 + 7 or 10 = 7 + 3)

**Memory: Partners to 10 (10 minutes)**

Materials: (S) Per group: 1 set of single-sided 5-group cards, 1 set single-sided numeral cards (Lesson 5 Template 1, single-sided)

Note: This activity addresses adding and subtracting within 10.

Give Partner A a set of single-sided 5-group cards and Partner B a set of single-sided numeral cards. Tell students to sit facing each other and line up their cards in front of them, face down. Instruct students to take turns flipping over one of their cards and one of their partner’s cards to try to make a ten. When they make a ten, they place the cards in a separate pile and keep them until the end of the game. The player with the most cards at the end of the game wins.

TEKS Grade 1 Module 1 Fluencies

Lesson 14

Fluency Practice (15 Minutes)

* Skip-Counting Squats: Forward and Back to 20 1.5B (2 minutes)
* Count On Cheers: 2 More 1.5A (3 minutes)
* Missing Part: Make 10 1.3C (6 minutes)

**Skip-Counting Squats: Forward and Back to 20 (2 minutes)**

Note: This activity supports the connection of counting on by 2 to adding 2 and counting back by 2 to subtracting 2. Have students count from 0 to 20 and back two times, squatting down and touching the floor on odd numbers and standing up for even numbers.

* For the first count, instruct students to whisper when they squat and talk normally when they stand.
* On the second count, encourage students to try to think of the numbers in their heads when they squat and whisper when they stand.

**Count On Cheers: 2 More (3 minutes**)

Note: This activity supports the connection of counting on by 2 and adding 2 with counting back by 2 and subtracting 2.

The teacher says a number aloud. Students repeat the number, touching their heads and counting on as they put their fists in the air, one at a time. Alternately, students can count on with boxing punches. Extend the game by counting back 2.

**Missing Part: Make 10 (6 minutes)**

Materials: (S) 5-group cards (Lesson 5 Template 1)

Note: This activity addresses adding and subtracting within 10.

Students work with a partner, using 5-group cards. Each student puts a card on his or her forehead. The partner tells how many more to make 10. Students must guess the cards on their foreheads. Partners can play simultaneously, each putting a card on his or her forehead. If appropriate, remind students that they may use their fingers to help.

TEKS Grade 1 Module 1 Fluencies

Lesson 15

Fluency Practice (15 Minutes)

* Happy Counting the Say Ten Way 1.5A (2 minutes)
* Sprint: Count On 1.3D (13 minutes)

**Happy Counting the Say Ten Way (2 minutes)**

Note: Providing students with ongoing counting practice throughout the year builds and maintains their counting skills, which are foundational for later first grade work with adding and subtracting tens.

Repeat the Happy Counting activity from Lesson 3 Fluency Practice, counting by tens the Say Ten Way. First, count from 0 to 50 and back. Then, count from 7 to 77 and back.

**Sprint: Count On (13 minutes)**

Materials: (S) Count On Sprint

Note: This activity provides continued practice relating counting to addition

TEKS Grade 1 Module 1 Fluencies

Lesson 16

Fluency Practice (11 Minutes)

* Shake Those Disks: 7 1.3D (6 minutes)
* Count On Drums: 3 More 1.5A (3 minutes)
* 10 Bowling Pins 1.3C (2 minutes)

**Shake Those Disks: 7 (6 minutes)**

Materials:  (S) 7 disks (e.g., counters, two-color beans or pennies), per set of partners, personal white board, shake those disks 7 board (Fluency Template)

Note: This activity addresses adding and subtracting within 10.

Assign students partners. Give each set of partners 7 two-color beans. Instruct them to take turns as the Shaker and the Recorder. The Shaker shakes the disks and tosses them on the table. The Recorder then records the roll on the Shake Those Disks graph. (For example,  if the Shaker rolls 3 red and 4 white, the Recorder puts an X on the graph above the 3 and 4 number    bond.)

**Count On Drums: 3 More (3 minutes)**

Note: This activity supports the connection of counting on to addition and counting back to subtraction.

The teacher says a number aloud. Students repeat the number, drumming on the table to count on 3 and matching one drum tap with each consecutive number counted on.  Extend the game by counting back 3.

**10 Bowling Pins (2 minutes)**

Note: A prepared set of bowling pins is a wonderful configuration of 10 (4 in the back, then 3, then 2, then 1). This activity supports students creating compositions of 10 in multiple ways.

Show a bird’s eye picture of the configuration. Have students look at the arrangement and discuss with a partner how many pins they see and how they know. Share different ways of knowing it is 10.

TEKS Grade 1 Module 1 Fluencies

Lesson 17

Fluency Practice (10 Minutes)

* Penny Drop: 7 K.2I (5 minutes)
* Number Bond Dash: 7 1.3D (5 minutes)

**Penny Drop: 7 (5 minutes)**

Materials: (T) 7 pennies, 1 can Note: This activity addresses adding and subtracting within 10.

Show students 7 pennies. Have students close their eyes and listen. Drop some of the pennies in a can, one at a time. Ask students to open their eyes and guess how many pennies are still in the teacher’s hand. Then, have students say how many pennies they heard drop and count on to 7, using the remaining pennies.

**Number Bond Dash: 7 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 7 (Lesson 6 Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. The activity addresses adding and subtracting within 10.

Follow the procedure for the Number Bond Dash (Lesson 2). Tell students to remember how many problems they get correct so they can try to improve their scores tomorrow.

TEKS Grade 1 Module 1 Fluencies

Lesson 18

Fluency Practice (13 Minutes)

* Red Light/Green Light: Counting by Tens 1.5B (5 minutes)
* Missing Part: Make 7 1.3D (3 minutes)
* Number Bond Dash: 7 1.3D (5 minutes)

**Red Light/Green Light: Counting by Tens (5 minutes)**

Note: Providing students with ongoing practice with counting throughout the year builds and maintains their counting skills.

Begin with 0. Say “green light,” after which students begin running in place and counting aloud together by tens, until they reach 100. Say “red light.” Students stop counting and freeze. Students who are still moving or counting after “red light” sit down until the next game. Once students reach 100, continue to play, counting back by tens until students arrive at 0. The last student (or few students) standing wins. \

For the first game, start at 0 to ensure every child feels success. Then, try playing the game again beginning with 4 and 8, respectively.

**Missing Part: Make 7 (3 minutes)**

Materials: (S) 5-group cards (0–7 only) (Lesson 5 Template 1)

Note: This activity addresses adding and subtracting within 10.

Students work with a partner, using 5-group cards. Each student puts a card to his or her forehead. The partner tells how many more to make 7. Students must guess the cards on their foreheads. Partners can play simultaneously.

**Number Bond Dash: 7 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 7 (Lesson 6 Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. The activity addresses the core fluency objective for Grade 1 of adding and subtracting within 10.

Follow the procedure for the Number Bond Dash (Lesson 2). Remember today is the second day with making 7. Students should recall their scores from yesterday to see and celebrate improvement.

TEKS Grade 1 Module 1 Fluencies

Lesson 19

Fluency Practice (13 Minutes)

* 5-Group Addition K.2D, K.2I (3 minutes)
* Sprint: +1, 2, 3 1.3D (10 minutes)

**5-Group Addition (3 minutes)**

Materials: (T) 5-group cards 1–5 only (Lesson 5 Template 1)

Note: This activity prepares students for working with the commutative property in today’s lessons. It also addresses adding and subtracting within 10. The teacher holds up a 5-group card and asks students to identify the quantity.

The teacher holds up a second 5-group card and asks students to identify that quantity. The teacher holds the cards side by side and asks students a series of addition questions: What is the total? What is the number sentence, starting with the bigger part? What is the number sentence, starting with the smaller part? Continue the game with various number combinations.

**Sprint: +1, 2, 3 (10 minutes)**

Materials: (S) +1, 2, 3 Sprint

Note: This activity addresses adding and subtracting within 10

TEKS Grade 1 Module 1 Fluencies

Lesson 20

Fluency Practice (15 Minutes)

* Sparkle: Count by Tens, Starting at 5 1.5B (5 minutes)
* Linking Cube Partners: 10 1.3C, 1.3D, 1.5G (10 minutes)

**Sparkle: Count By Tens, Starting at 5 (5 minutes)**

Note: Providing students with ongoing counting practice throughout the year builds and maintains their counting skills, which are foundational for later first grade work with adding and subtracting tens.

Play two games of Sparkle, counting by tens, starting at 5. For the first game, count the regular way: 5, 15, 25, 35... For the second game, count by tens the Say Ten Way: 5, 1 ten 5, 2 tens 5, 3 tens 5...

**Linking Cube Partners: 10 (10 minutes)**

Materials: (S) 10 linking cubes (5 cubes one color, 5 cubes another color) per pair, personal white board Note: This activity provides continued practice with the commutative property and prepares students for today’s objective. It also addresses adding and subtracting within 10.

Show students 10 linking cubes in a stick with a color change at the 5, and then remove it from sight. Break off a part and show the part to students. Students make a number bond and two number sentences to match the part shown and the part hidden (commutative property)

TEKS Grade 1 Module 1 Fluencies

Lesson 21

Fluency Practice (12 Minutes)

* Stand on Even Numbers (3 minutes)
* Target Practice: 8 (9 minutes)

**Stand on Even Numbers (3 minutes)**

Note: Counting on allows students to maintain fluency with this strategy as they solve addition problems. Students sit in a circle and count by ones, each student saying one number to count up. When a student says an even number, she stands: 1, 2 (student stands), 3, 4 (student stands)... Continue around the circle until all students are standing. Those who are standing do not continue counting. Then, continuing in the same direction around the circle, students count backwards, beginning with the last number said and sitting on even numbers. Play the game a second time, instructing students who stay still to whisper their numbers and students who stand or sit to use a normal voice.

**Target Practice: 8 (9 minutes)**

Materials: (S) Per set of partners: personal white board, target practice (Lesson 10 Fluency Template), 8 counters, 1 die

Note: This activity addresses adding and subtracting within 10.

Follow the directions on the Target Practice template. Use 8 as the target number

TEKS Grade 1 Module 1 Fluencies

Lesson 22

Fluency Practice (13 Minutes)

* Sparkle: Counting by Twos 1.5B (5 minutes)
* Penny Drop: 8 K.2I (3 minutes)
* Number Bond Dash: 8 1.3D (5 minutes)

**Sparkle: Counting by Twos (5 minutes)**

Note: Practicing counting up allows students to maintain fluency with the strategy as it relates to addition. Play Sparkle, counting by twos from 0 to 20. (Refer to game directions in Lesson 7.) While practicing the counting sequence before the game, model the say–think–say skip-counting strategy: say 0, think 1, say 2, think 3...

**Penny Drop: 8 (3 minutes)**

Materials: (T) 8 pennies, 1 can

Note: This activity addresses adding and subtracting within 10.

Show students 8 pennies. Have students close their eyes and listen. Drop some of the pennies in a can, one at a time. To prepare students for the upcoming subtraction lessons, instruct them to count back from 8 in their heads as they hear each penny drop. Ask students to open their eyes and say how many pennies are still in the teacher’s hand.

**Number Bond Dash: 8 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 8 (Lesson 7 Fluency Template 2), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. This activity addresses adding and subtracting within 10. Teachers may want to take note of students who are using finger counting. This may help identify students who require additional time or support to solve partners of 8.

Follow the procedure for the Number Bond Dash in Lesson 5 Fluency Practice. Tell students to remember how many problems they get correct so they can try to improve their scores tomorrow.

TEKS Grade 1 Module 1 Fluencies

Lesson 23

Fluency Practice (12 Minutes)

* Happy Counting by Twos 1.5B (2 minutes)
* Missing Part: 8 K.2D, K.2I (5 minutes)
* Number Bond Dash: 8 1.3D (5 minutes

**Happy Counting by Twos (2 minutes)**

Note: This activity supports the connection between counting on by 2 and adding 2. Repeat the Happy Counting activity from Lesson 3, counting by twos from 0 to 20 and back.

**Missing Part: 8 (5 minutes)**

Materials: (S) 5-group cards (0–8 only) (Lesson 5 Template 1) Note: This activity addresses mastery of sums to 10. Students work with partners, using 5-group cards. Each student puts a card on his or her forehead. The partner tells how many more to make 8. Students must guess the cards on their foreheads. Partners can play simultaneously.

**Number Bond Dash: 8 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number bond dash 8 (Lesson 7 Fluency Template 2), marker to correct work Note: This activity addresses adding and subtracting within 10.

Follow the procedure for the Number Bond Dash in Lesson 5 Fluency Practice, remembering today is the second day with making 8. Students should recall their scores from Lesson 22 to see and celebrate improvement.

TEKS Grade 1 Module 1 Fluencies

Lesson 24

Fluency Practice (15 Minutes)

* Partner Counting by Twos 1.5B (2 minutes)
* Cold Call: 2 More and 2 Less 1.5B (3 minutes)
* Friendly Fact Go Around 1.3D (10 minutes)

**Partner Counting by Twos (2 minutes)**

Note: Counting on and back allows students to build and maintain fluency with this strategy as they solve addition and subtraction problems. Partners alternate saying numbers aloud to count by twos from 0 to 20 and back.

**Cold Call: 2 More and 2 Less (3 minutes)**

Note: This activity addresses adding and subtracting within 10. Say a number aloud and instruct students to think about the number that is 2 more. Let them know that the teacher will cold call students to say the number as quickly as possible. Alternate between calling on individual students, the whole class, and groups of students (e.g., only girls, only boys, etc.). Play again, cold calling students to say the number that is 2 less.

**Friendly Fact Go Around (10 minutes)**

Materials: (T) Friendly Fact Go Around: Addition Strategies Review (Fluency Template)

Note: This activity addresses adding and subtracting within 10. Project the Friendly Fact Go Around: Addition Strategies Review sheet (or make a poster). Point to a problem and call on a student to answer (e.g., 8 + 0 = \*). The student answers “8,” and then the class says the number sentence aloud, completed with the answer (8 + 0 = 8). If the student gives an incorrect answer, he or she then repeats the correct equation that the class gave. The teacher can adapt the problem to individual students, pointing to easier problems for students who are less fluent

TEKS Grade 1 Module 1 Fluencies

Lesson 25

Fluency Practice (15 Minutes)

* Race to the Top: Doubles 1.3D (5 minutes)
* X-Ray Vision: Partners to 9 1.3D (5 minutes)
* Number Bond Dash: 9 1.3D (5 minutes

**Race to the Top Doubles (5 minutes)**

Materials:  (S) Race to the Top (Fluency Template), crayons (or pencil), 1 die (replace 6 with 0) per pair

Note: Reviewing doubles permits students continued practice with the facts presented in Lesson 21. Students take turns rolling a die. Their partner says the double fact and records it on the graph.

**X-Ray Vision: Partners to 9 (5 minutes)**

Materials: (T) 9 counters, container

Note: Reviewing partners to 9 allows students to gain and maintain fluency with addition and subtraction facts within 10.

1. Place 9 counters on the floor next to an opaque container.

2. Tell students to close their eyes. Put 1 counter in the container

3. Tell students to open their eyes. Ask, “Who can use their x-ray vision to make a number sentence combining the counters in and outside the container?”

4. Continue the game, eliciting all partners to 9.

**Number Bond Dash: 9 (5 minutes)**

Materials:  (T) Stopwatch or timer (S) Number Bond Dash 9 (Lesson 8 Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone.

Follow the procedure for the Number Bond Dash in Lesson 5 Fluency Practice. Tell students to remember how many problems they get correct so they can try to improve their scores in Lesson 26

TEKS Grade 1 Module 1 Fluencies

Lesson 26

Fluency Practice (13 Minutes)

* Number Path Hop 1.3D (3 minutes)
* Partners to 9 K.2D, K.2I (5 minutes)
* Number Bond Dash: 9 1.3D (5 minutes)

**Number Path Hop (3 minutes)**

Materials:  (S) 5-group cards (Lesson 5 Template 1), 1 counter

Note: This activity connects fluency work of addition and subtraction within 10 with the number path as a tool for modeling addition and subtraction. Students make a number path by ordering their 5-group cards from 0 to 10. Instruct the students to place their counters on 0, and give a series of directions. “Hop forward 2. Where are you?” “Hop back 1 space. What number are you on?” “Hop from 1 to 5. How many hops did you make?” “What number do you add to 5 to make 9?”

**Partners to 9 (5 minutes)**

Materials:  (T/S) 5-group cards (0–9) (Lesson 5 Template 1)

Note: Reviewing partners to 9 allows students to gain and maintain fluency with addition and subtraction facts within 10, a grade level objective. Students also apply the commutative property.

T: (Hold up the 5-group card with 5 dots.) How many dots do you see?

S: 5.

T: Hold up your 5-group card that shows how many more dots I need to make 9.

S: (Hold up the card with 4 dots.

T: Say an addition sentence for 9, beginning with the number you see on my card. S: 5 + 4 = 9.

T: Good. Now, say another addition sentence for 9. Begin with your card. S: 4 + 5 = 9. Continue playing, eliciting all partners to 9.

**Number Bond Dash: 9 (5 minutes**)

Materials:  (T) Stopwatch or timer (S) Number bond dash 9 (Lesson 8 Fluency Template), marker to correct work Note: This activity addresses adding and subtracting within 10. Follow the procedure for the Number Bond Dash in Lesson 5 Fluency Practice, remembering today is the second day with making 9. Students should recall their scores from Lesson 25 to see and celebrate improvement

TEKS Grade 1 Module 1 Fluencies

Lesson 27

Fluency Practice (10 Minutes)

* Happy Counting by Twos 1.5B (2 minutes)
* Number Bond Roll K.2I (5 minutes)
* Number Sentence Swap 1.5G (3 minutes

**Happy Counting by Twos (2 minutes)**

Note: Reviewing counting on allows students to maintain fluency with adding 2.

Repeat the Happy Counting activity from Lesson 3, counting by twos from 10 to 20 and back.

**Number Bond Roll (5 minutes)**

Materials:  (S) Die (with 6 replaced by 0), personal white board

Note: Reviewing number bonds allows students to build and maintain fluency with addition and subtraction facts within 10.

Match partners of equal ability. Each student rolls 1 die. Students use the numbers on their own die and their partner’s die as the parts of a number bond. They each write a number bond, addition sentence, and subtraction sentence on their personal white boards. Once both partners have made their number bonds and number sentences, they check each other’s work. For example, if Partner A rolls a 2 and Partner B rolls a 3, they each write the number bond showing 2 and 3 making 5 and write number sentences such as 2 + 3 = 5 and 5 – 3 = 2

**Number Sentence Swap (3 minutes)**

Note: This activity supports the connection between subtraction and addition. The initial subtraction sentence, with the unknown number depicted as an empty box, may be written on the board as a visual support if needed.

Say a subtraction sentence aloud, saying “the mystery number” for the unknown answer (e.g., “5 – 3 = the mystery number”). Call on a student to rephrase the sentence as an addition sentence (e.g., “3 + the mystery number = 5”). Ask students to count on with you to solve the problem, for example, “3 (touch head), 4 (raise thumb), 5 (raise index finger).” Ask students how many fingers they counted on. (2.)

A suggested sequence is 5 – 3, 4 – 2, 6 – 4, 6 – 5, 7 – 6, 7 – 5, and 7 – 3

TEKS Grade 1 Module 1 Fluencies

Lesson 28

Fluency Practice (10 Minutes)

* Beep Counting by Ones 1.5A (2 minutes)
* Cold Call: 1 Less K.2F (2 minutes)
* Sprint: 1 Less K.2F (10 minutes)

**Beep Counting by Ones (2 minutes)**

Note: This activity focuses on practicing the counting sequence to 120 starting at any given number. Students remain attentive to small sets of consecutive numbers, considering the order of the numbers without relying on the typical predictability of rote counting.

Say a series of three numbers, but replace one of the numbers with the word beep (e.g., “5, 6, beep”). When signaled, students say the beep number. Scaffold number sequences from simple to complex. Include forward and backward number sentences.

Use the following suggested sequence: 5, 6, beep; 17, 18, beep; 28, 29, beep; 2, 1, beep; 42, 41, beep; 62, 61, beep; 8, beep, 10; 58, beep, 60; beep, 55, 56; beep, 71, 72; 88, 87, beep; 91, beep, 89; 99, beep, 101; and 109, beep, 111.

**Cold Call: 1 Less (2 minutes)**

Note: This activity continues to strengthen students’ development of counting backward within the counting sequences up to 120.

Tell students you are going to say a number aloud, and instruct them to think about the number that is 1 less. They do not need to raise their hands, as you will cold call students to say an answer. Alternate between calling on individual students, the whole class, and groups of students (e.g., only girls, only boys, etc.). Begin with numbers within 10, and then expand to numbers within 40, then 80, and then 120.

Use the following suggested sequence: 2, 1, 8, 6, 9, 7, 10, 8, 18, 28, 38, 3, 13, 23, 33, etc.

**Sprint: 1 Less (10 minutes)**

Materials: (S) 1 Less Sprint

Note: This activity continues to strengthen students’ development of counting backward within the counting sequences up to 32

TEKS Grade 1 Module 1 Fluencies

Lesson 29

Fluency Practice (12 Minutes)

* Stand on Even Numbers 1.5A (3 minutes)
* Cold Call: 2 Less 1.5B (2 minutes)
* Subtraction with Cards 1.3D (7 minutes)

**Stand on Even Numbers (3 minutes)**

Note: Practicing counting forward by twos helps promote automaticity with adding 2 and counting with automaticity up to 40.

Students sit in a circle and count by ones, each student saying one number to count up. When a student says an even number, she stands: 1, 2 (student stands), 3, 4 (student stands)... Continue counting until all students are standing. The last one sitting is the winner. Play again starting at a different point in the circle. This leads nicely into Cold Call, wherein all students start out standing.

**Cold Call: 2 Less (2 minutes)**

Note: This activity supports students’ ability to relate counting back 2 to subtracting 2. Because this skill is explicitly called out in TEKS for Grade 1, this fluency should be repeated often.

Tell students you are going to say a number aloud, and instruct them to think about the number that is 2 less. Let them know you will cold call students to say the answer as quickly as possible. Alternate between calling on individual students, the whole class, and groups of students (e.g., only girls, only boys, etc.). Begin with numbers within 10, and then expand to numbers within 20. Students stand with hands behind their backs to help them resist raising their hand when they hear the teacher’s call.

A suggested sequence type is 3, 2, 8, 6, 9, 7, 10, 8, 18, 8, ten 8, 3, 13, etc.

**Subtraction With Cards (7 minutes)**

Materials: (S) 1 set numeral side only 5-group cards (Lesson 5, Template 1) per pair, counters (if needed)

Note: This activity addresses adding and subtracting within 10.

Students place cards face down between them. Each partner flips over two cards and subtracts the smaller

number from the larger number. The partner with the smallest difference keeps the cards played by both

players that round. The player with the most cards at the end of the game wins.

TEKS Grade 1 Module 1 Fluencies

Lesson 30

Fluency Practice (12 Minutes)

* Happy Counting by Tens 1.5B (2 minutes)
* Math Hands Flash: Partners to 10 1.3C (5 minutes)
* Number Bond Dash: 10 1.3D (5 minutes)

**Happy Counting by Tens (2 minutes)**

Note: Practice counting forward and back by tens helps promote automaticity with 10 more and 10 less addition and subtraction problems.

Repeat the Happy Counting activity from Lesson 3, counting by tens. First, count from 0 to 120 and back, and then from 9 to 119 and back.

**Math Hands Flash: Partners of 10 (5 minutes)**

Note: This activity provides an opportunity for students to maintain their fluency with partners of 10 and strengthen their visualization of 5-groups by using their hands to see the math. The activity also continues to support students in seeing the connection between addition and subtraction.

Guide students to relate addition and subtraction problems while building fluency with partners of 10.

T: (Hold up 9 fingers.) Show me how many fingers I need to make 10.

S: (Hold up 1 finger.)

T: 9 plus what number equals 10?

S: 1.

T: Good! 9 + 1 = 10, so 10 − 9 = ? Look at your hands.

S: 1. Continue playing, eliciting all partners of 10. If students are highly successful, switch to other totals within 10, such as 9, 8, or 7

**Number Bond Dash: 10 (5 minutes)**

Materials: (T) Stopwatch or timer  (S) Number Bond Dash 10 (Lesson 9 Fluency Template), marker to correct work

Note: By using the same system repeatedly, students can focus on the mathematics alone. This activity addresses adding and subtracting within 10. Follow the procedure for the Number Bond Dash in Lesson 5 Fluency Practice. Tell students to remember how many problems they get correct so they can try to improve their scores tomorrow.

TEKS Grade 1 Module 1 Fluencies

Lesson 31

Fluency Practice (13 Minutes)

* Beep Counting by Tens 1.5B (3 minutes)
* Penny Drop: Count On from 10 K.2A, K.2I (5 minutes)
* Number Bond Dash: 10 1.3D (5 minutes)

**Beep Counting by Tens (3 minutes)**

Note: This fluency activity helps students recognize patterns while building fluency with adding and subtracting 10. Say a series of three numbers but replace one of the numbers with the word beep. When signaled, students say the beep number. (See Lesson 28.) Suggested sequence types are basic multiples of 10 (10, 20, beep; 80, 90, beep; etc.) and 10 more with some ones (25, 35, beep; 48, 58, beep; etc.). If students are ready, try counting backward or placing the beep first or second in the sequence.

**Penny Drop: Count on from 10 (5 minutes)**

**Materials**: (T) 15 pennies, 1 can

Note: This activity reviews the Kindergarten standards of identifying 10 ones and some additional ones. This concept is foundational for Module 2, where students use the make ten strategy to add within 20. Tell students that 10 pennies are in the can. Have students close their eyes and listen. Drop 1 to 5 pennies in the can, one at a time. Ask students to open their eyes and tell you how many pennies are in the can now.

**Number Bond Dash:  10 (5 minutes)**

Materials: (T) Stopwatch or timer (S) Number Bond Dash 10 (Lesson 9 Fluency Template), marker to correct work

Note: Reviewing number bonds allows students to build and maintain fluency with addition and subtraction facts within 10.

Follow the procedure for the Number Bond Dash from Lesson 5 Fluency Practice. Remember that today is the second day with the Number Bond Dash 10. Students should recall their scores from the previous lesson to celebrate improvement

TEKS Grade 1 Module 1 Fluencies

Lesson 32

Fluency Practice (15 Minutes)

* Happy Counting the Say Ten Way 1.5A (3 minutes)
* 5-Group Match: Partners to 10 1.3C (10 minutes)
* Number Sentence Swap 1.5G (2 minutes)

**Happy Counting the Say Ten Way (3 minutes)**

Note: This activity helps students maintain their ability to count by tens, which is foundational to later Grade 1 work with adding and subtracting tens. Remember, the Rekenrek can be used on the first count to help students visualize the numbers as they count forward and backward.

Have students count up and down between 20 and 120 the Say Ten way, depending on their skill level (see Lesson 3). If they are very proficient up to 40, start at 40 and quickly go up to 80. If they are proficient between 40 and 80, Happy Count between 80 and 120. Alternate at times between regular and Say Ten counting, too.

**5-Group Match: Partners to 10 (10 minutes)**

Materials: (S) 5-group cards (0−10) with 1 extra 5 card per pair (Lesson 5 Template 1)

Note: Strong fluency with partners to 10 will be critical in Module 2 so that students can avoid using up too many of their attention resources on lower-level skills when they are addressing higher-level problems. Assign students partners. Partner 1 closes his eyes. Partner 2 quickly lays out the 5-group cards, numeral side up. Partner 1 opens his eyes and tries to match all partners to ten as quickly as possible. Each player tries twice in a row to see if they can increase their speed.

**Number Sentence Swap (2 minutes)**

Note: This activity supports students in developing a strong foundation in the relationship between addition and subtraction.

Give a subtraction sentence aloud, saying “the mystery number” for the unknown answer (e.g., “5 − 3 = the mystery number”). Call on a student to rephrase the sentence as an addition sentence (e.g., “3 + blank = 5”). Ask students to count on to solve the problem, for example, “threeeeee (touch head or hold up fist), 4 (raise thumb), 5 (raise index finger).” Ask students how many fingers they counted on. (2.)

TEKS Grade 1 Module 1 Fluencies

Lesson 33

Fluency Practice (15 Minutes)

* Rekenrek Counting Within 20 1.2B (3 minutes)
* Sprint:  Addition 1.3D (10 minutes)
* 0 Less, 1 Less K.2F (2 minutes)

**Rekenrek Counting Within 20 (3 minutes)**

Materials: (T) Rekenrek

Note: This activity will prepare students for work with teen numbers in Module 2.

T: (Move the top 10 beads on the Rekenrek to the right). How many red beads do you see?

S: 5.

T: How many white beads do you see?

S: 5.

T: 5 and 5 make...?

S: 10.

T: Count the Say Ten way as I move the beads. (Move one bead at a time up to 2 tens and back down to 10.)

S: Ten 1, ten 2, ...ten 9, 2 tens, ten 9, ten 8, ...ten.

Work up and down from ten 1 to 2 tens, from ten 2 to ten 9, from ten 3 to ten 8, ten 4 to ten 7, and ten 5 to ten 6 and back out again.

**Sprint: Addition (10 minutes)**

Materials: (S) Addition Sprint Note: This activity addresses adding and subtracting within 10.

**0 Less, 1 Less (2 minutes)**

Ask questions to review subtraction language. Instruct students to answer on your signal.

Note: This activity addresses adding and subtracting within 10. Suggested questions: What’s 1 less than 8? What comes before 6? 6 minus 0 equals...? 0 less than 9 is...? 9 is 1 less than...? 9 equals 10 minus...?

TEKS Grade 1 Module 1 Fluencies

Lesson 34

Fluency Practice (12 Minutes)

* 1 Less, 2 Less 1.3D (2 minutes)
* Sprint: n – 0 and n – 1 1.3D (10 minutes)

**1 Less, 2 Less (2 minutes)**

Note: This activity builds on the previous day’s lesson and prepares students to solve today’s Application Problem. It builds on the counting sequence within 120.

T: I’ll say a number. You say 1 less at the signal.

Use the following suggested sequence: 4, 14, 24, 9, 19, 20, 10, 20, 30, 25, 35, 45, 63, 73, 83, 81, 91, and 101. When ready,  change to 2 less.

**Sprint: n – 0 and n – 1 (10 minutes)**

Materials: (S) n – 0 and n – 1 Sprint

Note: This activity addresses adding and subtracting within 10.

TEKS Grade 1 Module 1 Fluencies

Lesson 35

Fluency Practice (14 Minutes)

* Cold Call 1.3D (2 minutes)
* Sprint: n – n, n – (n – 1) 1.3D (10 minutes)
* Speed Writing K.2B (2 minutes)

**Cold Call (2 minutes)**

Note: This activity addresses adding and subtracting within 10.

Ask questions to practice subtraction situations for n – n or n – (n – 1) problem types. Tell students you will cold call them to say the answer as quickly as possible. Alternate between calling on individual students, the whole class, and groups of students (e.g., only boys or only girls). Use the example dialogue below as a reference.

T: Listen carefully to my question so you will be ready if I call on you. What is 6 – 6? (Pause to provide thinking time.) Everybody.

S: 0.

T: 1 less than 6 is...? (Pause.) Boys?

S: (Only boys.) 5.

T: We know 6 – 6 is 0. What is 6 – 5? (Pause.) Girls.

S: (Only girls.) 1

**Sprint: n – n, n – (n – 1) (10 minutes)**

Materials: (S) n – n, n – (n – 1) Sprint

Note: This activity addresses adding and subtracting within 10.

**Speed Writing (2 minutes)**

Materials:  (S) Personal white board

Note: This activity focuses on the counting sequence to 120 while continuing to develop foundational skills for place value. By writing and whispering, students engage multi-modalities for learning.

Tell students to write their numbers from 10 to the highest number they know in 1 minute while whisper counting the Say Ten way.

TEKS Grade 1 Module 1 Fluencies

Lesson 36

Fluency Practice (13 Minutes)

* Counting the Say Ten Way 1.5A (2 minutes)
* 5-Group Flash K.2D, 1.3C (3 minutes)
* Number Bonds of Ten 1.3C, 1.3D (8 minutes)

**Counting the Say Ten Way (2 minutes)**

Note: Say Ten counting reinforces place value and prepares students to decompose teen numbers.

Count in the teens, alternating between saying numbers the regular way and the Say Ten way: 2 ten, 19, ten 8, 17, ten 6, 15, ten 4, 13, ten 2, 11, etc.

**5-Group Flash (3 minutes)**

Materials:  (T) 5-group cards (Lesson 5 Template 1)

Note: This activity prepares students for Module 2, where they will learn how to make ten to facilitate adding (e.g., 9 + 4 can be thought of as 9 + 1 + 3 or 10 + 3).

Take out the 7 dot 5-group card and ask students to compare and contrast it with the 7 dot ten-frame card. Flash a 5-group card for two to three seconds, and instruct students to identify the number at a signal (or snap). Flash the cards a second time and ask for the partner to 10. Begin with numbers closest to 10 first, because it is easier to identify the partner to 10

**Number Bonds of 10 (8 minutes)**

Materials: (S) Numeral cards 1–10 (single-sided numerals from 5-group cards Lesson 5, Template 1), 10 two-sided beans or counters, a personal board with ten-frame (Fluency Template)

Note: This activity addresses adding and subtracting within 10.

Assign students partners of equal ability. Students put numeral cards face down in front of them. One partner flips a card and adds counters to the ten-frame (e.g., a partner flips 9 and adds 9 red counters to the ten-frame). The other partner fills up the empty cells, using the other side of the counters (e.g., 1 white counter). The partners then work together to fill in a number bond and write two number sentences to match

TEKS Grade 1 Module 1 Fluencies

Lesson 37

Fluency Practice (14 Minutes)

* Choral Counting: The Regular and the Say Ten Way 1.5A (2 minutes)
* 5-Group Flash K.2D, 1.3C (2 minutes)
* Sprint: Partners to 10 1.3C (10 minutes)

**Choral Counting: The Regular and the Say Ten Way (2 minutes)**

Note: This activity supports students’ ability to maintain their fluency with the counting sequence while also building the foundational skills for place value. Tell students to count along, alternating between the regular and the Say Ten way (e.g., 12, ten 3, 14, ten 5, etc.). Start at different numbers within 40. If students are ready, try counting back, too.

**5-Group Flash (2 minutes)**

Materials:  (T) 5-group cards (Lesson 5 Template 1) Note: This activity addresses adding and subtracting with 10, using visual models to support stronger foundational development. Flash a 5-group card for 2–3 seconds and instruct students to identify the number at a signal (or snap). Ask for a number sentence to solve 10 minus the number flashed.

**Sprint: Partners to 10 (10 minutes)**

Materials:  (S) Partners to 10 Sprint

Note: This activity addresses adding and subtracting within 10.

TEKS Grade 1 Module 1 Fluencies

Lesson 38

Fluency Practice (10 Minutes)

* Rekenrek: Teen Numbers 1.2B, 1.3C (2 minutes)
* Hide Zero Cards 1.2C (3 minutes)
* Subtraction with Cards 1.3D (5 minutes)

**Rekenrek (2 minutes)**

Materials: (T) Rekenrek (cover the unused beads)

Note: This activity prepares students for the Make Ten strategy of Module 2.

T: (Move the top 4 beads on the Rekenrek into view). How many beads do you see?

S: 4.

T: How many more do we need to make 10?

S: 6. T: (Move 6 more beads into view.) 4 + 6 = ? S: 10.

T: (Move 3 beads from the bottom row into view.) How many beads are on the bottom row? S: 3. T: Let’s say it the Say Ten way.

S: Ten 3.

T: Now, say it the regular way.

S: Thirteen.

Continue with other examples: 7 and 3 leading to 10 and 4, 8 and 2 leading to 10 and 5, etc.

**Hide Zero Cards: Bonding Teen Numbers (3 minutes)**

Materials: (T) Hide Zero cards (Fluency Template) (S) Personal white board

Note: This activity continues to maintain students’ understanding and use of teen numbers as 10 and some more. Hide Zero cards are made so that the single digit cards can be laid on top of the 10 card to create teen numbers. The digit in the ones place can be lifted to show the zero from the 10 hiding behind the single digit card.

Use the Hide Zero cards to show teen numbers. For example, show 14 by covering the ones place of 10 with 4. Students write number bonds with 10 as a part. The teacher breaks apart the Hide Zero cards to show the two parts (10 and 4).

**Subtraction with Cards (5 minutes)**

Materials: (S) 1 deck of numeral cards (single-sided numerals from 5-group cards Lesson 5, Template 1) with 2 extra tens per pair, counters (if needed)

Note: This activity addresses adding and subtracting within 10.

Students place the deck of cards face down between them. Each partner flips over two cards and subtracts the smaller number from the larger number. The partner with the smallest difference keeps the cards played by both players that round. The player with the most cards at the end of the game wins.

TEKS Grade 1 Module 1 Fluencies

Lesson 39

Fluency Practice (17 Minutes)

* Decompose Teen Numbers 1.2B (2 minutes)
* Sprint: Decomposing Teen Numbers 1.2B (10 minutes)
* Number Bond Roll K.2I (5 minutes)

**Decompose Teen Numbers (2 minutes)**

Note: This activity will prepare students for problem-solving strategies presented in Module 2.

Ask questions to decompose teen numbers. Instruct students to answer at a signal.

Use the following suggested questions: What is 14 the Say Ten way? 12 is 10 and...? 17 is 7 and...?

**Sprint: Decomposing Teen Numbers (10 minutes)**

Materials: (S) Decomposing Teen Numbers Sprint

Note: This activity addresses adding and subtracting within 10.

**Number Bond Roll (5 minutes)**

Materials: (S) Die (with 6 replaced by 0), personal white board

Note: Reviewing number bonds allows students to build and maintain fluency with addition and subtraction facts within 10.

Assign partners of equal ability. Each student rolls 1 die. Students use the numbers on their own die and their partner’s die as the parts of a number bond. Instruct each student to write a number bond, two addition sentences, and two subtraction sentences on their boards. Once completed, the students check each other’s work.