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| **Grade 1 Module 2: Introduction into Place Value through Addition and Subtraction within 20** | | | | |
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TEKS Grade 1 Module 2 Fluencies

Lesson 1

Fluency Practice (10 Minutes)

* Sparkle: The Say Ten and Regular Way 1.2C, 1.2D (3 minutes)
* Take Out 1 1.3D, 1.5F (2 minutes)
* Equal Number Pairs for Ten 1.3C, 1.3D, 1.3E, 1.5G (5 minutes)

**Sparkle: The Say Ten and Regular Way (3 minutes)**

Note: Say Ten counting reinforces place value and prepares students to add ten and some ones.

Count from 10 to 20, alternating between the regular way and the Say Ten way (e.g., 10, ten 1, 12, ten 3, 14, ten 5). If students are still building fluency with counting within the teen sequence, consider counting the regular way or the Say Ten way without alternating. If time permits, try counting back, too.

Students stand in a circle. Introduce the counting pattern, the start number, and end number: “Today we will count the Say Ten way from 10 to 20.” The number range may be adjusted to fit the size of the class. Before the game, practice the counting sequence as a group, and say, “Sparkle!” after the ending number is said aloud: “Let’s practice by counting from 10 to 15. Ten, ten 1, 12, ten 3, 14, ten 5, sparkle!"

Begin the game. Students count around the circle, each student saying one number in the counting sequence. After the ending number is said, 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.

**Take Out 1 (2 minutes)**

Note: This activity supports fluency with decomposing numbers within 10. This skill is critical for using the upcoming addition strategy of make ten. Students need to fluently get 1 out of the second addend when adding to 9. T: Take out 1 on my signal. For example, if I say “5,” you say “1 and 4.”

T: 3.

S: 1 and 2.

T: 10. S: 1 and 9.

Continue with all numbers within 10.

**Equal Number Pairs for Ten (5 minutes)**

Materials: (S) 5-group cards 0 through 10 with two 5 cards, one “=” card, and two “+” cards per set of partners (Fluency Template) Note: This activity builds fluency with partners to ten and promotes an understanding of equality.

Assign students partners of equal ability. Students arrange 5-group cards from 0 to 10, including the extra 5, and place the “=” card between them. Write 4 numbers on the board (e.g., 5, 9, 1, and 5). Partners take the 5-group cards that match the numbers written to make two equivalent expressions (e.g., 9 + 1 = 5 + 5).

Suggested sequence: 5, 9, 1, 5; 0, 1, 9, 10; 2, 5, 5, 8; 2, 3, 7, 8; 4, 1, 9, 6; 3, 4, 6, 7.

TEKS Grade 1 Module 2 Fluencies

Lesson 2

**Fluency Practice (12 minutes)**

* Take Out 1: Number Bonds 1.3D, 1.5F (5 minutes)
* 5-Group Flash: Partners to Ten 1.3D, 1.5G (5 minutes)
* Say Ten Conversion 1.1D, 1.1F (2 minutes)

**Take Out 1: Number Bonds (5 minutes)**

Materials: (S) Personal white board

Note: This is an anticipatory fluency activity for the make ten strategy with an addend of 9. Students take 1 from the other addend. The goal is for them to be able to do so quickly and accurately.

Say a number within 10. Students quickly write a number bond for the number said, using 1 as a part, and hold up their personal white boards when finished.

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

Materials: (T) 5-group cards (Lesson 1 Fluency Template) (S) Personal white board

Note: This is a maintenance fluency activity with partners to ten to facilitate the make ten addition strategy. Flash a card for 1 to 3 seconds (e.g., 9). Students write two expressions that make ten (e.g., 9 + 1 and 1 + 9).

**Say Ten Conversion (2 minutes)**

Note: This activity strengthens students’ understanding of the place value system as it relates to counting.

Call out numbers between 10 and 20, alternating between saying the number the regular way or the Say Ten way. When the teacher uses the Say Ten way, students say the number the regular way. When the teacher uses the regular way, students say it the Say Ten way. Play for a minute, and then give students a chance to be the caller.

TEKS Grade 1 Module 2 Fluencies

Lesson 3

Fluency Practice (10 Minutes)

* Take Out 1 1.3D, 1.5F (1 minute)
* Break Apart 10 1.3D (5 minutes)
* Add Partners of Ten First 1.3C, 1.3D, 1.5G (4 minutes)

**Take Out 1 (1 minute)**

Materials: (S) Personal white board

Note: This is an anticipatory fluency activity for the make ten addition strategy, as students need to fluently take 1 out of the second addend when adding to 9.

Make the pace quicker now that students have done this for a few days. Celebrate their improvement.

Say a number between 1 and 9. Students say the number decomposed with one part as one.

**Break Apart 10 (5 minutes)**

Materials: (T) 5-group cards (Lesson 1 Fluency Template) (S) Personal white board

Students write the numeral 10 on their personal white boards. Flash a 5-group card. Students break apart 10 using the number flashed as a part, without making bubbles or boxes around the numerals.

**Add Partners of Ten First (4 minutes)**

Note: This activity reviews adding three numbers and prepares students for the make ten addition strategy when one addend is 9. Build toward three addends. Begin with 9 + 1. T: 9 + 1. S: 10. T: 10 + 5. S: 15. T: 9 + 1 (pause) + 5 is...? S: 15. Continue with the following suggested sequence: 9 + 1 + 6, 9 + 1 + 4, 9 + 1 + 3, 9 + 1 + 7, 8 + 2 + 7

TEKS Grade 1 Module 2 Fluencies

Lesson 4

Fluency Practice (12 Minutes)

* Happy Counting the Say Ten Way 1.2D, 1.5A (2 minutes)
* Sprint: Add Three Numbers 1.3C, 1.3D (10 minutes)

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

Note: Say Ten counting strengthens student understanding of place value.

Tell students to look at your thumb and count up and down between 10 and 120 the Say Ten way. When your thumb points and motions up, students count up. When your thumb is to the side, students stop. When your thumb points and motions down, students count down (see example below).

Choose numbers based on student skill level. If students 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.

**Sprint: Add Three Numbers (10 minutes)**

Note: This Sprint provides practice with adding three numbers by making ten first.

Materials: (S) Add Three Numbers Sprint

TEKS Grade 1 Module 2 Fluencies

Lesson 5

Fluency Practice (13 Minutes)

* Partners to Ten 1.3D, 1.5G (5 minutes)
* Add Partners of Ten First 1.3C, 1.3D (4 minutes)
* Take Out 2 1.3D, 1.5F (4 minutes)

**Partners to Ten (5 minutes)**

Materials: (S) Numeral cards (Lesson 1 Fluency Template 5-group cards with numeral-side only copied), personal white board

Note: This fluency activity provides maintenance with partners to ten while applying the commutative property.

Students put 5-group cards facedown and write 10 on their boards. Each partner takes a 5-group card and then draws a number bond without bubbles using the selected card as one part. Students write two addition sentences for the number bond and check each other’s work.

**Add Partners of Ten First (4 minutes)**

Note: This activity reviews adding three numbers and prepares students for the make ten addition strategy when one addend is 9. Conduct the activity as outlined in Lesson 3

**Take Out 2 (4 minutes)**

Note: This is an anticipatory fluency activity for making ten when one addend is 8 since 8 needs 2 to make ten. T: Take out 2 on my signal. For example, if I say “5,” you say “2 and 3.”

T: 3.

S: 2 and 1.

T: 10.

S: 2 and 8.

Continue with all numbers within 10 for about a minute, and then give students about 30 seconds of practice with a partner. Repeat the set as a whole class, and celebrate improvement.

TEKS Grade 1 Module 2 Fluencies

Lesson 6

Fluency Practice (10 Minutes)

* Happy Counting by Twos 1.5B (2 minutes)
* Take Out 2: Number Bonds 1.3D, 1.5F (4 minutes)
* Decompose Addition Sentences into Three Parts 1.3C, 1.3D, 1.5G (4 minutes)

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

Materials: (T) Rekenrek, if available

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

Repeat the Happy Counting activity from Module 1, Lesson 3, counting by twos from 0 to 20 and back.

Note: As it relates to addition and subtraction, counting forward and backward by twos affords students review with this strategy. This fluency activity may be challenging for students at first. A Rekenrek helps students visualize numbers and makes it easier for students to change direction as they count. Rekenreks can be made simply and inexpensively with cardboard, elastic, and beads. If these are not available, there are also interactive Rekenreks owned and provided by The Math Learning Center: https://apps.mathlearningcenter.org/number-rack/.

Move the beads on the Rekenrek to model counting forward and backward by twos within twenty. Students count along with the beads (e.g., 2, 4, 6, 8, 10, 8, 6, 4). When students are ready, put the Rekenrek away, and tell them to look at your thumb to count forward and backward by twos. When your thumb points and motions up, students count up. When your thumb is to the side, students stop. When your thumb points and motions down, students count down (see the illustration below)

**Take Out 2: Number Bonds (4 minutes)**

Materials: (S) Personal white board

Note: This is an anticipatory fluency activity for the make ten addition strategy when one addend is 8. Say a number within 10. Students quickly write a number bond for the number said, using 2 as a part, and hold up their boards when finished.

Decompose Addition Sentences into Three Parts (4 minutes) Note: This fluency activity reviews adding three numbers and making ten when one addend is 9. Decompose addition sentences into three steps.

T: (Write 9 + 3.) Say 3 as an addition sentence starting with 1.

S: 1 + 2.

T: (Write 1 + 2 below 3.) Say 9 + 3 as a three-part addition sentence.

S: 9 + 1 + 2 = 12.

Write out the equation for students to see if necessary. Repeat the process for other problems.

**Decompose Addition Sentences into Three Parts (4 minutes)**

Note: This fluency activity reviews adding three numbers and making ten when one addend is 9.

Decompose addition sentences into three steps.

T: (Write 9 + 3.) Say 3 as an addition sentence starting with 1.

S: 1 + 2.

T: (Write 1 + 2 below 3.) Say 9 + 3 as a three-part addition sentence.

S: 9 + 1 + 2 = 12.

Write out the equation for students to see if necessary. Repeat the process for other problems

TEKS Grade 1 Module 2 Fluencies

Lesson 7

Fluency Practice (13 Minutes)

* Add to 9 1.3C, 1.3D, 1.5E, 1.5F, 1.5G (5 minutes)
* Friendly Fact Go Around: Make It Equal 1.3D, 1.5G (5 minutes)
* Take Out 2: Addition Sentences 1.3D, 1.5F (3 minutes)

**Add to 9 (5 minutes)**

Materials: (T) 9 + n addition cards (Fluency Template 1) (S) Personal white board

Note: This activity supports the make ten addition strategy as students need to fluently decompose an addend in order to make ten. Show an addition flash card (e.g., 9 + 3). Students write the three-addend equation (9 + 1 + 2 = 12).

**Friendly Fact Go Around: Make It Equal  (5 minutes)**

Materials: (T) Friendly fact go around: make it equal (Fluency Template 2)

Note: This activity reinforces the make ten adding strategy and promotes an understanding of equality.

Project the Friendly Fact Go Around: Make It Equal (or make and display a poster). Point to a problem, and call on a student: 9 + 6 = 10 + ☐. The student answers “five.” The class says the number sentence aloud with the answer: “9 + 6 = 10 + 5.” If a student gives an incorrect answer, he then repeats the correct equation that the class has given. The teacher can adapt the problem to individual students, pointing to easier problems for students who are less fluent

**Take Out 2: Addition Sentences (3 minutes)**

Note: This activity supports the make ten addition strategy when one addend is 8 since 8 needs 2 to make ten.

Say a number between 2 and 10 (e.g., 3). Students say an addition sentence beginning with 2 (e.g., 2 + 1 = 3)

TEKS Grade 1 Module 2 Fluencies

Lesson 8

Fluency Practice (15 Minutes)

* Sprint: 9 + n Using Make Ten 1.3C, 1.3D, 1.5G (10 minutes)
* Happy Counting by Twos 1.5B (2 minutes)
* Take Out 2: Addition Sentences 1.3D, 1.5F (3 minutes)

**Sprint: 9 + n Using Make Ten (10 minutes)**

Materials: (S) 9 + n Using Make Ten Sprint

Note: This Sprint provides practice with the make ten addition strategy, when one addend is 9.

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

Note: This reviewing of counting on allows students to maintain fluency with adding and subtracting 2.

Repeat the Happy Counting activity from Lesson 4, counting by twos from 0 to 20 and back (this range may be adjusted to meet the needs of students). As students strengthen their skills, start with other numbers such as 1, 7, 11, or 8.

**Take Out 2: Addition Sentences (3 minutes)**

Note: This activity supports the make ten addition strategy when one addend is 8 because 8 needs 2 to make ten. Say a number between 2 and 10 (e.g., 3). Students say an addition sentence beginning with 2 (e.g., 2 + 1 = 3)

TEKS Grade 1 Module 2 Fluencies

Lesson 9

Fluency Practice (12 Minutes)

* Decompose Addition Sentences into Three Parts 1.3C, 1.3D, 1.5G (5 minutes)
* Cold Call: Break Apart Numbers 1.3D, 1.5F (2 minutes)
* Make It Equal 1.3D, 1.5E (5 minutes)

**Decompose Addition Sentences into Three Parts (5 minutes)**

Note: This fluency activity reviews adding three numbers and making ten when one addend is 8.

Decompose addition sentences into three addends that are more efficient to add.

T: (Write 8 + 3.) How many do we need from 3 to make ten?

S: 2.

T: Say 3 as an addition expression, starting with 2.

S: 2 + 1.

T: (Write 2 + 1 below the 3, showing the decomposition of 3.) Say 8 + 3 as a three-part addition sentence.

S: 8 + 2 + 1 = 11.

Repeat the process for other problems

**Cold Call: Break Apart Numbers (2 minutes)**

Note: This is an anticipatory fluency activity for making ten when one addend is 7 since 7 needs 3 to make ten.

Say a number between 3 and 10. Tell students they are going to be cold called to say the number bond with 3 as a part. Alternate between calling on individual students, the whole class, and groups of students (e.g., only boys, only girls). Use the example below as a reference.

T: 4. (Pause to provide thinking time.) Everybody.

S: 3 and 1.

T: 6. (Pause.) Boys.

S: (Only boys.) 3 and 3. Repeat with numbers 3 through 10.

**Make It Equal (5 minutes)**

Materials: (S) 5-group cards, one “=” card, and two “+” cards (Lesson 1 Fluency Template) per set of partners

Note: This activity reinforces the make ten addition strategy as students relate 10 + n addition sentences to an equivalent sentence with an addend of 8 or 9. Students ready to use the numeral side of the 5-group cards should be encouraged to do so.

Assign students partners of equal ability. Students arrange 5-group cards from 0 to 10, including the extra 5, and place the “=” card between them.

Write four numbers on the board (e.g., 10, 9, 1, and 2). Partners take the 5-group cards that match the numbers written to make two equivalent expressions (e.g., 10 + 1 = 9 + 2).

Suggested sequence: 10, 9, 1, 2; 10, 3, 9, 2; 10, 4, 5, 9; 10, 8, 1, 3; 10, 8, 4, 2

TEKS Grade 1 Module 2 Fluencies

Lesson 10

Fluency Practice (10 Minutes)

* 1, 2, and 3 Less 1.2D, 1.3D (3 minutes)
* Decomposing Addition Sentences 1.3C, 1.3D, 1.5G (5 minutes)
* Happy Counting by Threes 1.3D (2 minutes)

**1, 2, and 3 Less (3 minutes)**

Note: This fluency activity prepares students for today’s lesson as students decompose numbers to make ten with addends of 7, 8, and 9. T: On my signal, say the number that is 1 less. T: 3. S: 2.

Continue with all numbers within 10. Then repeat with 2 less and 3 less.

**Decomposing Addition Sentences (5 minutes)**

Note: This activity reviews how to decompose numbers to make ten, creating equivalent but easier number sentences.

Write number sentences on the board to model how to decompose number sentences into three addends.

T: (Write 9 + 5 = \_\_\_ on the board.) What does 9 need to make ten?

S: 1.

T: (Write 9 + 1 below 9 + 5 = \_\_\_.)

T: (Point to the 5.) If we take 1 from 5 to make ten, what part is left?

S: 4

T: (Add + 4 after 9 + 1.) Say the number sentence with the answer.

S: 9 + 1 + 4 = 14.

T: (Write 14 to complete 9 + 1 + 4 = \_\_\_.) 9 + 1 + 4 = 14. 9 + 5 is...? S: 14.

T: (Write 14 to complete 9 + 5 = \_\_\_.)

Continue with other 9 + n and 8 + n addition sentences. If students are ready, have them use their boards to independently decompose addition sentences into three parts.

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

Note: Review of counting on and back allows students to maintain fluency with adding and subtracting 3.

Repeat the Happy Counting activity from Lesson 4, counting by threes from 0 to 12 and back.

TEKS Grade 1 Module 2 Fluencies

Lesson 11

Fluency Practice (13 Minutes)

* Sprint: Adding Across Ten 1.3D (10 minutes)
* Rekenrek: Ten Less 1.2B, 1.5C (3 minutes)

**Sprint: Adding Across Ten (10 minutes)**

Materials: (S) Sprint: Adding Across Ten

Note: This Sprint reviews the make ten addition strategy.

**Rekenrek: Ten Less (3 minutes)**

Materials: (T) Rekenrek

Note: This is an anticipatory fluency activity for the take from ten subtraction strategy in Topic B where students need to decompose numbers by taking out a ten.

T: (Show 14 on the Rekenrek.) Say the number.

S: 14.

T: Say it the Say Ten way.

S: Ten 4.

T: What will my number be if I take out ten ones?

S: 4.

T: Let’s check. (Take out ten.) Yes!

Continue with other teen numbers.

TEKS Grade 1 Module 2 Fluencies

Lesson 12

Fluency Practice (11 Minutes)

* Rewrite Expressions as 10+ Sentences 1.3D (5 minutes)
* 5-Group Flash: Partners to Ten 1.2A, 1.3C (2 minutes)
* Teen Number Bonds 1.3A, 1.3C (4 minute)

**Rewrite Expressions as 10+ Sentences (5 minutes)**

Materials: (S) Personal white board

Note: This review fluency activity reinforces the make ten addition strategy where students mentally decompose numbers to create equivalent but easier number sentences.

Write addition sentences with 9, 8, or 7 as an addend. Tell students to rewrite the sentence with 10 as an addend (e.g., write 9 + 2, and students write 10 + 1 = 11). Suggested sequence: 9 + 1, 9 + 2, 9 + 3, 9 + 5, 9 + 6, 8 + 2, 8 + 3, 8 + 5, 8 + 6, 7 + 3.

**5-Group Flash: Partners to Ten (2 minutes)**

Materials: (T) 5-group row cards (Fluency Template 1)

Note: This activity supports Grade 1’s standard of adding and subtracting within 10. Notice the shift in the visual representation of ten, which transitions students into seeing ten as a single unit by the module’s end.

This fluency activity focuses on the partners to ten.

Flash a card for two to three seconds. Signal. Students say the number. Signal again. Students say the partner to ten

**Teen Number Bonds (4 minutes)**

Materials: (S) Personal white board with 5-group row insert (Fluency Template 2)

Note: Composing teen numbers as 10 ones and some more ones prepares students for the take from ten subtraction strategy.

T: Draw more circles to show a total of 12. S: (Draw 2 more circles.)

T: Say 12 as a number bond with 10 as a part. S: 10 and 2 make 12.

T: Draw lines to show the total of 12 from your circles.

S: (Draw lines to make a number bond with the numeral 12 on top.)

Continue with other numbers between 11 and 20

TEKS Grade 1 Module 2 Fluencies

Lesson 13

Fluency Practice (13 Minutes)

* 2, 3, 5 Less 1.3D (3 minutes)
* Subtraction with Cards 1.2E, 1.3D (5 minutes)
* 5-Group Flash: Take from Ten 1.3D, 1.3E (5 minutes)

**2, 3, 5 Less (3 minutes)**

Note: This fluency activity supports Grade 1’s standard of adding and subtracting within 10. T: On my signal, say the number that is 2 less. T: 5. S: 3. Continue with numbers between 4 and 10. Then, review 3 less and 5 less.

**Subtraction with Cards (5 minutes)**

Materials: (S) 1 deck of numeral cards with 2 extra tens for each pair of students (Lesson 1 Fluency Template, numeral side only), counters (if needed)

Note: Reviewing subtraction facts supports Grade 1’s standard of adding and subtracting within 10. Provide the number bond template for students who need extra support. Students can place the larger number as the whole and the smaller as a part to figure out the missing part.

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

**5-Group Flash: Take from Ten (5 minutes)**

Materials: (T) 5-group row cards (Lesson 12 Fluency Template 1) (S) Personal white board with 5-group row insert (Lesson 12 Fluency Template 2)

Note: This maintenance fluency activity with partners to ten facilitates the take from ten subtraction strategy that students are learning. Flash a card (e.g., 9) for one to three seconds. Students cross off the number flashed from the 5-group row insert and write the corresponding subtraction sentence

TEKS Grade 1 Module 2 Fluencies

Lesson 14

Fluency Practice (12 Minutes)

**Grade 1 Module 2**

**Lesson 14**

* 5-Group Flash: Partners to Ten 1.2A, 1.3C (2 minutes)
* Sprint: Subtraction Within 10 1.3D (10 minutes)

**5-Group Flash: Partners to Ten (2 minutes)**

Materials: (T) 5-group row cards (Lesson 12 Fluency Template 1)

Note: This activity supports adding and subtracting within 10.

Flash a card for two to three seconds. Signal students to say the number. Signal again for students to say the partner to ten.

**Sprint: Subtraction Within 10 (10 minutes)**

Materials: (S) Subtraction Within 10 Sprint Note: This Sprint reviews subtracting from ten, along g with other subtraction facts within the Grade 1 objective of adding and subtracting within 10.

TEKS Grade 1 Module 2 Fluencies

Lesson 15

Fluency Practice (10 Minutes)

* 5-Group Flash: 5 Less and 4 Less 1.2A, 1.3D (2 minutes)
* Make It Equal: Subtraction Expressions 1.3D, 1.5E (5 minutes)
* Partners to Ten 1.3D (3 minutes)

**5-Group Flash: 5 Less and 4 Less (2 minutes)**

Materials: (T) 5-group row cards (Lesson 12 Fluency Template 1)

Note: This activity supports Grade 1’s standard of adding and subtracting within 10 and helps students to see the relationship with 5 less (easy, one 5-group less) to 4 less (take out the five except for 1). For struggling students, lead them to visualize 5 less by hiding a 5-group. Make the connection to seeing the number on their fingers and hiding one hand. Flash a card for two to three seconds. Students say the number that is 5 less and then 4 less.

**Make It Equal: Subtraction Expressions (5 minutes)**

Materials: (S) 5-group cards (Lesson 1 Fluency Template), minus and equal symbol cards, one “=” card and two “–” cards (Fluency Template) per set of partners

Note: This activity builds fluency for subtraction within 10 and promotes an understanding of equality.

Assign students partners of similar skill level. Students arrange 5-group cards from 0 to 10, including the extra 5, and place the “=” card between them. Write four numbers on the board (e.g., 10, 9, 2, 1). Partners take the 5-group cards that match the numbers written to make two equivalent subtraction expressions (e.g., 10 − 9 = 2 − 1). Students can be encouraged to make another sentence of equivalent expressions for the same set of cards as well.

Suggested sequence: 10, 9, 2, 1; 10, 3, 9, 2; 10, 4, 5, 9; 10, 8, 7, 9; 10, 7, 9, 6; 10, 8, 4, 2.

**Partners to Ten (3 minutes)**

Materials: (S) Personal white board with 5-group row insert (Lesson 12 Fluency Template 2)

Note: This maintenance fluency activity with partners to ten facilitates the take from ten subtraction strategy.

Say a number between 0 and 10 (e.g., 9). Students cross off the number from the 5-group row insert and write the corresponding subtraction sentence.

TEKS Grade 1 Module 2 Fluencies

Lesson 16

Fluency Practice (14 Minutes)

* Subtract 9 1.3D, 1.5G (10 minutes)
* 5-Group Flash: 5 Less and 4 Less 1.2A, 1.3D (2 minutes)
* Happy Counting by Twos: Odd Numbers 1.3D, 1.5B (2 minutes)

**Subtract 9 (10 minutes)**

Materials: (S) Personal white board, 5-group row insert (Lesson 12 Fluency Template 2)

Note: This fluency activity reviews the take from ten subtraction strategy. The goal is for students to be able to use this strategy as mental math. For the first two problems, have students cross off the circles to show their subtraction. Then, have students cover the circles and imagine subtracting them.

T: Look at your 5-group row insert. Draw more circles to the right of your 5-group to show a total of 12.

S: (Draw 2 more circles).

T: Say 12 as a number bond, with 10 as a part.

S: 10 and 2 make 12.

T: Turn your circles into a number bond.

S/T: (Draw lines to make a number bond with the numeral 12 on top.)

T: Show me 12 − 9. Think about whether you should subtract from the part with ten or the part with two.

S/T: (Write − 9 after 12, and cross out 9 circles.)

T: Below your circles, write an addition sentence to show what is left.

S: (Write 1 + 2 = 3.)

T: What is 12 − 9?

S: 3.

Continue with other numbers between 11 and 20. As soon as possible, reduce the number of steps (e.g., show me 14 − 9).

**5-Group Flash: 5 Less and 4 Less (2 minutes)**

Materials: (T) 5-group row cards (Lesson 12 Fluency Template 1)

Note: This activity supports adding and subtracting within 10 and helps students to see 4 less as related to 5 less (take out the five except for 1). Lead struggling students to visualize 5 less by hiding a 5-group. Make the connection to seeing the number on their fingers and hiding one hand.

Flash a card for two to three seconds. Students say the number that is 5 less and then 4 less.

**Happy Counting by Twos: Odd Numbers (2 minutes)**

Note: A review of counting on allows students to maintain fluency with adding and subtracting 2.

Repeat the Happy Counting activity from Lesson 4, counting by twos from 1 to 19 and back. This range may be adjusted to meet the needs of students.

TEKS Grade 1 Module 2 Fluencies

Lesson 17

Fluency Practice (14 Minutes)

* Subtract 9 1.3D, 1.5G (4 minutes)
* Sprint: Subtract 9 1.3D (10 minutes)

**Subtract 9 (4 minutes)**

Materials: (T) Subtract 9 flash cards (Fluency Template)

Note: This fluency activity reviews the take from ten subtraction strategy when the subtrahend is 9.

Show a subtract 9 flash card (e.g., 12 − 9).

T: Say 12 the Say Ten way.

S: Ten 2.

T: 10 − 9 is...?

S: 1.

T: 1 + 2 is...? (Point to the 2.)

S: 3.

T: 12 − 9 is...?

S: 3.

**Sprint: Subtract 9 (10 minutes)**

Materials: (S) Subtract 9 Sprint Note: This Sprint reviews the take from ten subtraction strategy when the subtrahend is 9

TEKS Grade 1 Module 2 Fluencies

Lesson 18

Fluency Practice (12 Minutes)

* Cold Call: Subtract 9 1.3D, 1.5G (4 minutes)
* Hide Zero Number Sentences 1.2B (2 minutes)
* Number Path 1.3C, 1.3D (6 minutes)

**Cold Call: Subtract 9 (4 minutes)**

Materials: (T) Subtract 9 flash cards (Lesson 17 Fluency Template)

Note: This fluency activity reviews the take from ten subtraction strategy when the subtrahend is 9.

Show a subtract 9 flash card (e.g., 12 − 9). Play Cold Call. Flash a card, and then call on a student or group of students to answer. Students do not raise their hands to be chosen. If students continue to need help subtracting 9, use the following vignette.

T: Say 12 the Say Ten way.

S: Ten 2.

T: 10 − 9 is...?

S: 1.

T: 1 + 2 is...? (Point to the 2.)

S: 3.

T: So, 12 − 9 is...?

S: 3

**Hide Zero Number Sentences (2 minutes)**

Materials: (T) Hide Zero cards (Fluency Template 1)

Note: This fluency activity strengthens the understanding of place value and prepares students to understand ten as a unit by the module’s end.

Show students numbers from 10 to 19 with Hide Zero cards (e.g., 15). Students say an addition sentence with 10 as an addend (e.g., 10 + 5 = 15). As students say the sentence, break apart the Hide Zero cards to model the equation. Students can also say the numbers the Say Ten way and the regular way.

**Number Path (6 minutes)**

Materials: (T/S) Personal white board, number path 1–20 (Fluency Template 2), counter

Note: Using a number path to get to and from 10 prepares students to relate counting on and taking from ten in Lesson 19.

T: Put your counter on 8.

S: (Place the counter on 8.)

T: How many spaces do you need to move to land on 10? (Pause to provide thinking time.)

S: 2.

T: Let’s check. Move your counter to 10.

S: (Move the counter to 10.)

T: Were you right?

S: Yes!

T: Write an equation to show what you did.

S: (Write 8 + 2 = 10.)

Continue moving to and from 10 within 10. Next, start at 10, and move the counters to and from teen numbers. Ask questions about how students determined the number of spaces they moved. Did they count each space, or did they “just know”?

TEKS Grade 1 Module 2 Fluencies

Lesson 19

Fluency Practice (12 Minutes)

* Subtract 9 and 8 and Relate to Addition 1.3D, 1.5G (6 minutes)
* Say Ten Counting 1.2B (4 minutes)
* Get to 10 1.3B, 1.3D (2 minutes)

**Subtract 9 and 8 and Relate to Addition (6 minutes)**

Materials: (S) Personal white board, 5-group row insert (Lesson 12 Fluency Template 2)

Note: When reviewing the take from ten subtraction strategy, remember that the goal is for students to eventually be able to solve these problems mentally. Therefore, for the first two problems, have students cross off the circles. Then, challenge those who are ready to imagine subtracting the circles to solve with their eyes closed. ‘

T: Draw more circles to show 12.

T: Say 12 as a number bond, with 10 as a part.

S: 10 and 2 make 12.

T: Turn your circles into a number bond.

S/T: (Draw lines to make a number bond with the numeral 12 on top.)

T: Show me 12 − 9. Think about whether you should subtract from the part with ten or the part with two.

S/T: (Write − 9 after 12, and cross out 9.)

T: Below your circles, write an addition sentence to show what is left.

S: (Write 1 + 2 = 3.)

T: What is 12 − 9? S: 3. T: Say 12 − 9 = 3 as a related addition sentence. (Call on a student.)

S: 9 + 3 = 12.

Continue with other numbers between 11 and 20, alternating between subtracting 9 and subtracting 8. As soon as possible, reduce steps (e.g., show me 11 − 8).

**Say Ten Counting (4 minutes)**

Materials: (S) Personal white board

Note: Say Ten counting strengthens understanding of place value. It is used throughout Grade 1 Fluency Practice, beginning in Module 1, Lesson 4. A description of Say Ten counting, as shared with children in kindergarten, can be found in Grade Kindergarten, Module 5, Lesson 4.

Practice Say Ten counting from 0 to 40 and back. Count for two minutes. Then, have students see how many numbers they can write from 10 to 40 in two minutes.

**Get to 10 (2 minutes)**

Materials: (T) 20-bead Rekenrek

Note: Practice with getting to 10 from single-digit and teen numbers prepares students for today’s lesson as they are encouraged to count on or back strategically, stopping at 10 and continuing to the desired number.

T: (Show 8 on the Rekenrek.) What number do you see?

S: 8.

T: How can I get to 10?

S: Add 2.

T: (Move 2 beads to make ten.) Good.

T: (Show 12.) What number do you see?

S: 12.

Continue with other numbers within 20

TEKS Grade 1 Module 2 Fluencies

Lesson 20

Fluency Practice (18 Minutes)

* Number Path: Get to 10 1.3B, 1.3D, 1.3E, 1.5G (8 minutes)
* Sprint: Subtract 8 1.3D, 1.5G (10 minutes)

**Number Path: Get to 10 (8 minutes)**

Materials: (T) Subtract 9 flash cards (Lesson 17 Fluency Template), subtract 8 flash cards (Fluency Template) (S) Personal white board, number path 1–20 (Lesson 18 Fluency Template 2)

Note: Using a number path to get to and from 10 reviews Lesson 19, when students were encouraged to relate taking from ten to counting on.

T: (Show the flash card 15 − 8.)

T: Write 15 − 8 as an addition sentence. Use a box for the number we don’t know.

S: (Write 8 + ☐ = 15.)

T: How many spaces do you need to move to land on 10?

S: 2. T: Hop from 8 to 10. Use your finger if you need help. Were you right?

S: Yes! T: Now, hop to 15. How many spaces did you move?

S: 5. T: 2 + 5 = \_\_?

S: 7. T: So, what is the missing number in your addition sentence?

S: 7. T: Say the subtraction sentence.

S: 15 − 8 = 7.

Repeat the sequence with the other flash cards

**Sprint: Subtract 8 (10 minutes)**

Materials: (S) Subtract 8 Sprint

Note: This Sprint reviews the take from ten subtraction strategy when the subtrahend is 8

TEKS Grade 1 Module 2 Fluencies

Lesson 21

Fluency Practice (13 Minutes)

* Subtraction with Hide Zero Cards 1.2B, 1.3D, 1.5G (3 minutes)
* Sprint: Subtract 7, 8, 9 1.3D, 1.5G (10 minutes)

**Subtraction with Hide Zero Cards (3 minutes)**

Materials: (T) Hide Zero cards (Lesson 18 Fluency Template 1)

Note: This fluency activity reviews subtracting 7, 8, and 9 using the Hide Zero cards, which helps prepare students to understand ten as a unit by the module’s end.

T: (Show 15.) Say 15 the Say Ten way.

S: Ten 5.

T: (Break apart the cards to show 10 and 5. Hold up 10.) 10 − 9 = \_\_?

S: 1.

T: (Hold up 5.) 1 + 5 = \_\_?

S: 6.

T: (Put the cards back together to show 15.) So, 15 − 9 = \_\_?

S: 6.

Continue subtracting 9, 8, and then 7 from teen numbers.

**Sprint: Subtract 7, 8, 9 (10 minutes)**

Materials: (S) Subtract 7, 8, 9 Sprint

Note: Subtracting 7, 8, and 9 from teen numbers allows students to practice the take from ten subtraction strategy

TEKS Grade 1 Module 2 Fluencies

Lesson 22

Fluency Practice (15 Minutes)

* Subtraction with Hide Zero Cards 1.2B, 1.3D, 1.5G (3 minutes)
* Count by Fives 1.3D, 1.5B (2 minutes)
* Sprint: Missing Addend Within 10 1.3D, 1.5G (10 minutes)

**Subtraction with Hide Zero Cards (3 minutes)**

Materials: (T) Hide Zero cards (Lesson 18 Fluency Template 1)

Note: This fluency activity reviews subtracting 7, 8, and 9 using the Hide Zero cards, which helps prepare students to understand ten as a unit by the module’s end. Since this is the second time students are doing this activity, have volunteers describe the steps necessary to apply the take from ten strategy.

T: (Show 15.) What do I need to do if I want to subtract 9?

S: Take apart 15.

T: (Break apart the cards to show 10 and 5.) Now what?

S: Take 9 from 10.

T: 10 − 9 = \_\_?

S: 1.

T: What should I do next?

S: Add 1 to the 5.

T: 1 + 5 = \_\_?

S: 6.

T: (Put the cards back together to show 15.) So, 15 − 9 = \_\_?

S: 6.

Continue subtracting 9, 8, and then 7 from teen numbers.

**Count by Fives (2 minutes)**

Materials: (T) 100-bead Rekenrek

Note: Counting by fives promotes fluency with adding and subtracting 5.

Use the Rekenrek to count up and down by fives within 40. Students say the numbers as you move the beads. This time, count both forward and backward on your way up to 40 (e.g., 5, 10, 5, 10, 15, 20, 15, 20). Alternate between counting the Say Ten and regular way.

**Sprint: Missing Addend Within 10 (10 minutes)**

Materials: (S) Missing Addend Within 10 Sprint

Note: This review activity is intended to strengthen students’ ability to fluently add and subtract within 10 while preparing students for the problem types that are presented in today’s lesson.

TEKS Grade 1 Module 2 Fluencies

Lesson 23

Fluency Practice (15 Minutes)

* Subtraction with Partners 1.3D, 1.5G (5 minutes)
* Sprint: Missing Addend Within 10 1.3D, 1.5G (10 minutes)

**Subtraction with Partners (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews subtracting 7, 8, and 9 from teen numbers. Allow students who still require pictorial representations to draw 5-groups to solve.

Assign partners of equal ability. Partners assign each other a number from 11 to 17 (e.g., 12). On their personal white boards, they write number sentences with 9, 8, and 7 as the subtrahend and solve them (e.g., 12 − 9 = 3, 12 − 8 = 4, 12 − 7 = 5). Partners then exchange boards and check each other’s work.

**Sprint: Missing Addend Within 10 (10 minutes)**

Materials: (S) Missing Addend Within 10 Sprint

Note: This fluency activity is intended to strengthen students’ ability to fluently add and subtract within 10 while preparing students for the problem types that are presented in today’s lesson

TEKS Grade 1 Module 2 Fluencies

Lesson 24

Fluency Practice (15 Minutes)

* Count by Fives 1.3D, 1.5B (5 minutes)
* Sprint: Missing Subtrahends Within 10 1.3D, 1.5G (10 minutes)

**Count by Fives (5 minutes)**

Materials: (T) Rekenrek

Note: Counting by fives promotes fluency with adding and subtracting 5.

Use the Rekenrek to count by fives to 40 and back. Students say the numbers as you move the beads. First, have students count the Say Ten way. Then, do it again, but have students count the regular way.

**Sprint: Missing Subtrahends Within 10 (10 minutes)**

Materials: (S) Missing Subtrahends Within 10 Sprint

Note: This review activity is intended to strengthen students’ ability to fluently add and subtract within 10 while preparing students for the problem types that are presented in today’s lesson.

TEKS Grade 1 Module 2 Fluencies

Lesson 25

Fluency Practice (15 Minutes)

* Make It Equal: Addition Expressions 1.3D, 1.5E (5 minutes)
* Sprint: Make It Equal 1.3D, 1.5E (10 minutes)

**Make It Equal: Addition Expressions (5 minutes)**

Materials: (S) Personal white board, counters

Note: This activity builds fluency with the make ten addition strategy and reinforces the meaning of the equal sign, which prepares students for today’s lesson.

Write or project 9 + □ = 8 + □. Students find different numbers that make the equation true and check their answers with a partner. If necessary, students can use counters in addition to drawings that they can make on their personal white boards. During the last minute, ask for volunteers to share the equations they found. Write them on the board and ask if anyone notices a pattern (that the numbers are always consecutive).

**Sprint: Make It Equal (10 minutes)**

Materials: (S) Make It Equal Sprint

Note: This Sprint uses review addition facts to strengthen students’ understanding of the equal sign

TEKS Grade 1 Module 2 Fluencies

Lesson 26

Fluency Practice (11 Minutes)

* Addition with Partners 1.3D (6 minutes)
* Happy Counting by Fives 1.3D, 1.5B (2 minutes)
* 10 More/10 Less 1.5C (3 minutes)

**Addition with Partners (6 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews the make ten addition strategy with addends of 7, 8, and 9. Allow students to draw 5-groups if they still need pictorial representations to solve. Assign partners of equal ability. Partners assign each other a number from 1 to 10 (e.g., 5). On their personal white boards, they write number sentences with 9, 8, and 7 as the other addend and solve them (e.g., 9 + 5 = 14, 8 + 5 = 13, 7 + 5 = 12). Partners then exchange boards and check each other’s work.

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

Note: This maintenance fluency activity reviews adding and subtracting 5. Do the Happy Counting activity from Lesson 4, counting by fives from 0 to 40 and back. First count the Say Ten way, and then count the regular way.

**10 More/10 Less (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: This activity addresses the grade-level standard of finding 10 more and 10 less than a number without having to count and prepares students to see ten as a unit. Practice identifying 10 more and 10 less on the Rekenrek.

T: (Show a number within 3 on the Rekenrek.) Say the number.

S: 3

T: (Slide over 10 from the next row). What’s 10 more than 3, the Say Ten way?

S: Ten 3.

T: What is it the regular way?

S: 13.

Repeat a few times to practice 10 more. Next, show a teen number and have students practice identifying 10 less. Then, put the Rekenrek away, and switch to cold calling students or groups of students.

T: 10 more than 5? Boys.

S: (Boys only.) 15.

T: 10 less than 14? Girls.

S: (Girls only.) 4.

Continue playing, varying the sentences: Take 10 out of 16. Add 10 to 2. 12 is 10 more than ...?

TEKS Grade 1 Module 2 Fluencies

Lesson 27

Fluency Practice (15 Minutes)

* Say Ten: 5-Group Column 1.2B (2 minutes)
* Sprint: 10 More and 10 Less 1.5C (10 minutes)
* Magic Counting Sticks 1.2A, 1.2B (3 minutes)

**Say Ten: 5-Group Column (2 minutes)**

Materials: (T) 5-group column cards (Fluency Template)

Note: This fluency activity reviews the unit of 1 ten as a 5-group column, which was introduced in yesterday’s lesson.

T: (Hold up the card showing 14.) Tell me how many the Say Ten way.

S: Ten 4.

T: How many tens?

S: 1 ten.

T: How many ones?

S: 4 ones.

Repeat this process and alternate between requesting that students respond the Say Ten way and saying the number of tens and ones.

**Sprint: 10 More and 10 Less (10 minutes)**

Materials: (S) 10 More and 10 Less Sprint

Note: This activity addresses the grade-level standard of mentally finding 10 more and 10 less than a number.

**Magic Counting Sticks (3 minutes)**

Materials: (T) Hide Zero cards (Lesson 18 Fluency Template 1)

Note: This activity reviews the concept of ten as a unit and prepares students for today’s lesson.

Assign partners. Show a teen number with Hide Zero cards (e.g., 15). Partner A uses his magic counting sticks (fingers) to show a bundle of ten, and Partner B shows 5 ones. Ask students to identify how many tens and ones they made. Repeat with other teen numbers, alternating the roles of Partners A and B. Extend the game by calling out a teen number and letting one partner choose whether to show the ten or the ones. Then, ask the other partner to show the missing part.

TEKS Grade 1 Module 2 Fluencies

Lesson 28

Fluency Practice (13 Minutes)

* Magic Counting Sticks 1.2A. 1.2B (3 minutes)
* Sprint: Adding by Decomposing Teen Numbers 1.3D, 1.5G (10 minutes)

**Magic Counting Sticks (3 minutes)**

Materials: (T) Hide Zero cards (Lesson 18 Fluency Template 1)

Note: This activity reviews the concept of ten as a unit and prepares students for today’s lesson.

T: (Divide students into partners. Show 13 with Hide Zero cards.) Partner A, show the ones. Partner B, show the tens. How many tens are in 13?

S: 1.

T: How many ones?

S: 3.

T: If I wanted to add 2, which partner could do it?

S: Partner A.

T: Yes. Add 2 to 13. What number do you see?

S: 15.

Alternate partners and continue with the suggested sequence: 12 + 2, 14 + 1, 15 + 3, 14 + 2, 15 + 3, 16 + 3. All sums should be between 11 and 19.

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

Materials: (S) Adding by Decomposing Teen Numbers Sprint

Note: This Sprint addresses the Grade 1 objective of adding and subtracting within 20

TEKS Grade 1 Module 2 Fluencies

Lesson 29

Fluency Practice (15 Minutes)

* Say Ten: 5-group Columns 1.2B (3 minutes)
* Magic Counting Sticks 1.2A, 1.2B, 1.3E (4 minutes)
* Happy Counting by Fives 1.3D, 1.5B (3 minutes)
* Take from Ten Subtraction 1.3D, 1.5G (5 minutes)

**Say Ten: 5-group Columns (3 minutes)**

Materials: (T) 5-group column cards (Lesson 27 Fluency Template)

Note: This fluency activity reviews the unit of 1 ten as a 5-group column, which was introduced in the last lesson.

T: (Hold up the card showing 13.) Tell me how many, the Say Ten way.

S: Ten 3.

T: How many tens?

S: 1 ten.

T: How many ones?

S: 3 ones.

Repeat this process and alternate between requesting that students respond the Say Ten way and saying the number of tens and ones.

**Magic Counting Sticks (4 minutes)**

Materials: (T) Hide Zero cards (Lesson 18 Fluency Template 1)

Note: This activity reviews decomposing teen numbers in order to subtract.

T: (Assign partners. Show 15 with Hide Zero cards.) Partner A, show the ones. Partner B, show the tens. How many ones are in 15? S: 5.

T: How many tens?

S: 1.

T: If we wanted to subtract 2, which partner should do it?

S: Partner A.

T: Yes. Subtract 2 from 15. What number do you see?

S: 13.

Alternate partners and continue with the suggested sequence: 12 − 2, 13 − 1, 14 − 2, 14 − 3, 15 − 3, 16 − 4. Differences should be between 10 and 19.

**Happy Counting by Fives (3 minutes)**

Note: This maintenance fluency activity reviews adding and subtracting 5.

Repeat the Happy Counting activity from Lesson 4, counting by fives from 0 to 40 and back. First, count the Say Ten way, and then count the regular way.

**Take from Ten Subtraction (5 minutes)**

Materials: (T) Subtract 9 flash cards (Lesson 17 Fluency Template), subtract 8 flash cards (Lesson 20 Fluency Template), subtract 7 and 6 flash cards (Fluency Template)

Note: This activity reviews the take from ten subtraction strategy.

Show a flash card (e.g., 12 − 8 = \_\_\_\_). Cold call a student or group of students to answer. If students need additional help subtracting 8, use the following vignette.

T: Say 12 the Say Ten way.

S: Ten 2.

T: 10 − 8 = \_\_\_\_. (Signal.)

S: 2.

T: 2 + 2 = \_\_\_\_. (Point to the 2 on the flash card, and signal.)

S: 4.

T: So, 12 − 8 = \_\_\_\_. (Signal.)

S: 4.

Repeat the process using subtract 9, 8, 7, and 6 flash cards.