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| **Grade 1 Module 3: Ordering and Comparing Length Measurements as Numbers**  |
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TEKS Grade 1 Module 3 Fluencies

Lesson 1

Fluency Practice (15 Minutes)

* Speed Writing 1.5A (2 minutes)
* Tens and Ones 1.2B (3 minutes)
* Sprint: Subtracting Ones from Teen Numbers 1.3D (10 minutes)

**Speed Writing (2 minutes)**

Materials: (S) Personal white board

Note: This fluency activity provides students practice with writing numbers while reinforcing place value understanding.

Tell students to write their numbers from 10 to as high as they can in one minute while they whisper count the Say Ten way. Teachers may also want to instruct students to organize their numbers in a column so that the patterns in the tens and ones columns become visible.

**Tens and Ones (3 minutes)**

Materials: (T) 100-bead Rekenrek

Note: This activity addresses the Grade 1 standard requiring students to understand that two-digit numbers represent amounts of tens and ones.

Practice decomposing numbers into tens and ones using the Rekenrek.

T: (Show 16 on the Rekenrek.) How many tens do you see?

S: 1.

T: How many ones?

S: 6

T: Say the number the Say Ten way.

S: Ten 6.

T: Good. 1 ten plus 6 ones is…?

S: 16.

T: (Slide over 10 from the next row.) How many tens do you see?

S: 2.

T: How many ones?

S: 6.

T: Say the number the Say Ten way.

S: 2 tens 6.

T: Good. 2 tens plus 6 ones is…?

S: 26.

Slide over the next row and repeat. Continue with the following suggested sequence within 40: 15, 25, 35; 17, 27, 37; and 19, 29, 39.

**Sprint: Subtracting Ones from Teen Numbers (10 minutes)**

Materials: (S) Subtracting Ones from Teen Numbers Sprint

Note: This Sprint addresses the Grade 1 standard of adding and subtracting within 20 and provides continued practice from the lessons at the end of Module 2.

TEKS Grade 1 Module 3 Fluencies

Lesson 2

Fluency Practice (13 Minutes)

* Happy Counting 1.5A, 1.5B (3 minutes)
* Hide Zero Number Sentences 1.2B, 1.3A (3 minutes)
* Addition with Cards 1.2E, 1.3D (7 minutes)

**Happy Counting (3 minutes)**

Note: In the first two modules, students practiced counting by ones, tens, twos, and fives, both the regular way and the Say Ten way. Reviewing these counting patterns within 40 prepares students for Module 4 while strengthening their understanding of place value and their ability to add and subtract.

Choose a counting pattern and range based on the class’s skill level. If students are proficient up to 40, star at 40, and quickly go up to 80. If they are proficient between 40 and 80, Happy Count between 80 and 120. To reinforce place value, try alternating between counting the regular way and the Say Ten way.

**Hide Zero Number Sentences (3 minutes)**

Materials: (T) Hide Zero cards with 0–9 and 10, 20, 30, 40 (Fluency Template 1)

Note: This fluency activity strengthens the understanding of place value and prepares students for Module 4. If students already have Hide Zero cards from previous work, only the final page (10, 20, 30, 40) needs to be copied and distributed. Show students a number from 10 to 40 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. Alternate asking students to say the numbers the Say Ten way and the regular way. Use the following suggested sequence: 15, 25, 35; 14, 24, 34; and 16, 26, 36.

**Addition with Cards (7 minutes)**

Materials: (S) Numeral cards 0–10 (Fluency Template 2), counters (if needed) Note: This review fluency activity strengthens students’ abilities to add within and across ten. Numeral cards from previous modules can be used if they have already been produced. Numeral cards 11–15 are needed in later lessons.

Students sit in partnerships. Students shuffle or mix their numeral cards. Each partner places her deck of cards face down. Each partner flips over two cards and adds her cards together. The partner with the greater total keeps the cards played by both players that round. For example Player A draws 4 and 5 and gives the total 9. Player B draws 9 and 4 and gives the total, 13. Because 9<13, Player B keeps the cards. If the sums are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds. At the end of the game, the players will each be left with 1 card. They each flip their last card over and the player with the highest card says the sum and collects the cards. Students continue to play as time allows.

TEKS Grade 1 Module 3 Fluencies

Lesson 3

Fluency Practice (16 Minutes)

* Beep Counting 1.2D, 1.5A, 1.5B (3 minutes)
* Rekenrek Addition and Subtraction 1.3A, 1.3D, 1.5C, 1.5G (3 minutes)
* Sprint: Adding and Subtracting Teen Numbers and Ones 1.3D, 1.5G (10 minutes)

**Beep Counting (3 minutes)**

Note: This fluency activity strengthens students’ ability to understand number relationships and to recognize counting patterns.

Say a series of three or more numbers, but replace one of the numbers with the word beep (e.g., 15, 16, beep). When signaled, students say the number that was replaced by the word beep in the sequence. Scaffold number sequences, beginning with easy sequences and moving to more complex ones. Be sure to include forward and backward number sequences and to change the sequential placement of the beep.

Continue with the following suggested sequences: 15, 16, beep; 25, 26, beep; 35, 36, beep; 12, 11, beep; 22, 21, beep; 32, 31, beep; 8, beep, 10; 18, beep, 20; 38, beep, 40; beep, 9, 8; beep, 19, 18; and beep, 29, 28. After practicing beep counting by ones, try beep counting by tens, twos, or fives.

**Rekenrek Addition and Subtraction (3 minutes)**

Materials: (T) 20-bead or 100-bead Rekenrek Note: This fluency activity reviews the grade level standard of addition and subtraction within 20.

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?

S: 4.

T: Let’s check. (Take out 10.) Yes!

Follow the paradigm to review the following problem types: adding a ten to some ones (e.g., 4 + 10), subtracting a ten from a teen number (e.g., 16 − 10), adding some ones to a teen number (e.g., 13 + 3), and subtracting some ones from a teen number (e.g., 17 − 4).

**Sprint: Adding and Subtracting Teen Numbers and Ones (10 minutes)**

Materials: (S) Adding and Subtracting Teen Numbers and Ones Sprint

Note: This Sprint addresses addition and subtraction within 10 and builds the connection between addition and subtraction within 10 to addition and subtraction with teen numbers

TEKS Grade 1 Module 3 Fluencies

Lesson 4

Fluency Practice (13 Minutes)

* Race and Roll Addition 1.3D, 1.5G (4 minutes)
* Speed Writing by Twos 1.5B (3 minutes)
* Subtraction Within 20 1.3D, 1.3E, 1.3F, 1.5G (6 minutes)

**Race and Roll Addition (4 minutes)**

Materials: (S) 1 die per pair

Note: This fluency activity reviews the grade level standard of adding within 20. Partners start at 0. Partners take turns rolling a die and then saying a number sentence by adding the number rolled to the total. (For example, Partner A rolls 6 and says, “0 + 6 = 6.” Partner B rolls 3 and says, “6 + 3 = 9.”) They continue rapidly rolling and saying number sentences until they get to 20, without going over. Partners stand when they reach 20. (For example, if partners are at 18 and roll 5, they take turns rolling until one of them rolls 2 or 1 two times. Then, they both stand.)

**Speed Writing by Twos (3 minutes)**

Materials: (T) Timer (S) Personal white board

Note: This fluency activity provides students practice with writing numbers while reinforcing adding 2.

Time students as they count by twos on their boards from 0 to 40 as fast as they can. Students stand and hold up their boards when they get to 40. To add excitement to the game, give the class a point each time a student gets to 40, and see how many points the class can earn in two minutes.

Record the points to use as a motivator the next time students speed write by twos.

**Subtraction Within 20 (6 minutes)**

Materials: (T) Hide Zero cards (Lesson 2 Fluency Template 1) enlarged (S) Personal white board Note: This review fluency activity helps strengthen students’ understanding of the take from ten and take from the ones subtraction strategies as well as their ability to recognize appropriate strategies based on problem types.

T: (Show 14 with Hide Zero cards.) How can I take 14 apart to help me subtract?

S: 10 and 4.

T: I want to subtract 2 from 14. Write a number sentence to show whether I should subtract 2 from the 4 or the 10.

S: (Write 4 – 2 = 2.)

T: Why wouldn’t I take from my 10?

S: You don’t need to because you have enough ones.

T: Yes! It’s much easier to just subtract from my ones! Since 4 – 2 = 2, 14 – 2 is what? Write the subtraction sentence.

S: (Write 14 – 2 = 12.)

T: (Replace the 4 Hide Zero card with a 2.) Yes!

Repeat with 14 – 5, eliciting that students need to take from ten because there are not enough ones. Repeat with similar problems.

TEKS Grade 1 Module 3 Fluencies

Lesson 5

Fluency Practice (17 Minutes)

* Race and Roll Subtraction 1.3D, 1.5G (4 minutes)
* Happy Counting 1.5A, 1.5B (3 minutes)
* Sprint: Subtraction Within 20 1.3D, 1.5G (10 minutes)

**Race and Roll Subtraction (4 minutes)**

Materials: (S) 1 die per pair

Note: This fluency activity reviews the grade level standard of subtracting within 20.

Partners start at 20. Partners take turns rolling the die and saying a number sentence to subtract the number rolled from the total. (For example, Partner A rolls 3 and says, “20 − 3 = 17.” Partner B rolls 2 and says, “17 − 2 = 15.”) They continue rapidly rolling and saying number sentences until they reach 0. If they roll a number greater than the number they are subtracting from (minuend), they reroll or forfeit their turn. Partners stand when they reach 0. (For example, if partners are at 1 and roll 4, they would take turns rolling until one of them rolls a 1. They would then say, “1 − 1 = 0,” and both partners would stand.) Repeat the game as time permits.

**Happy Counting (3 minutes)**

Note: Practice with counting forward and backward by tens and ones strengthens students’ understanding of place value. Counting by twos and fives builds students’ ability to count on or back and strengthens addition and subtraction skills.

Repeat the Happy Counting activity from Lesson 2. Choose a counting pattern and range based on the skill level of the class. If students are proficient with counting by ones, twos, fives, and tens 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. To reinforce place value understanding, alternate between counting the regular way and the Say Ten way.

**Sprint: Subtraction Within 20 (10 minutes)**

Materials: (S) Subtraction Within 20 Sprint

Note: This Sprint addresses the Grade 1 standard of subtracting within 20.

TEKS Grade 1 Module 3 Fluencies

Lesson 6

Fluency Practice (13 Minutes)

* Addition with Cards 1.2E, 1.3D, 1.5G (7 minutes)
* Speed Writing by Twos 1.5B (3 minutes)
* Cold Call: Number Sentence Swap 1.3B (3 minutes)

**Addition with Cards (7 minutes)**

Materials: (S) Numeral cards 0–10 (Lesson 2 Fluency Template 2), counters (if needed)

Note: This review fluency activity strengthens students’ abilities to add within and across ten. Students sit in partnerships. Students shuffle or mix their numeral cards. Each partner places her deck of cards face down. Each partner flips over two cards and adds her cards together. The partner with the greater total keeps the cards played by both players that round. For example Player A draws 4 and 5 and gives the total 9. Player B draws 9 and 4 and gives the total, 13. Since 9<13, Player B keeps the cards. If the sums are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds. At the end of the game, the players will each be left with 1 card. They each flip their last card over and the player with the highest card says the sum and collects the cards. Students continue to play as time allows.

**Speed Writing by Twos (3 minutes)**

Materials: (T) Timer (S) Personal white board

Note: This fluency activity provides students practice with writing numbers while reinforcing adding 2.

Time students as they count by twos on their personal white boards from 0 to 40 as fast as they can. Students stand and hold up their boards when they get to 40. To add excitement to the game, give the class a point each time a student gets to 40, and see how many points the class can earn in two minutes. Record the points, and compare the score with the last time students completed the Speed Writing by Twos fluency activity. Keep a record of points scored each time this fluency activity is done to help students recognize and celebrate improvement.

**Cold Call: Number Sentence Swap (3 minutes)**

Note: This fluency activity reviews the grade level standard of understanding subtraction as an unknown addend problem and prepares students for compare with difference unknown problem types in this lesson.

In Cold Call, the teacher asks a question, pauses to provide think time, and then randomly calls on a student or group of students to answer. This game helps motivate all students to mentally solve the problem so they are ready if they are chosen to answer.

T: 4 + what number = 5? (Pause.) Kira?

S: (Only Kira answers.) 1.

T: Good. So, 14 + what number = 15? (Pause to provide think time.) Marcus?

S: (Only Marcus answers.) 1.

Continue with the following suggested sequence: 5 + □ = 7, 15 + □ = 17, 4 + □ = 8, and 14 + □ = 18.

TEKS Grade 1 Module 3 Fluencies

Lesson 7

Fluency Practice (18 Minutes)

* Beep Counting 1.5A, 1.5B (2 minutes)
* Addition Strategies Review 1.3C, 1.3D, 1.3E, 1.3F, 1.5G (6 minutes)
* Sprint: Addition Within 20 1.3D, 1.5G (10 minutes)

**Beep Counting (2 minutes)**

Note: This fluency activity strengthens students’ ability to understand number relationships and to recognize counting patterns. If students are proficient with beep counting by ones, consider beep counting by tens (1.5C) or practicing the Grade 2 standard of counting by twos or fives (2.2C).

Say a series of three or more numbers, but replace one of the numbers with the word beep (e.g., 15, 16, beep). When signaled, students say the number that was replaced by the word beep in the sequence. Scaffold number sequences, beginning with easy sequences and moving to more complex ones. Be sure to include forward and backward number sequences and to change the sequential placement of the beep.

Suggested sequence: 15, 16, beep; 25, 26, beep; 35, 36, beep; 12, 11, beep; 22, 21, beep; 32, 31, beep; 8, beep, 10; 18, beep, 20; 38, beep, 40; beep, 9, 8; beep, 19, 18; and beep, 29, 28.

**Addition Strategies Review (6 minutes)**

Materials: (T) Hide Zero cards (Lesson 2 Fluency Template 1)

Note: This review fluency activity helps strengthen students’ understanding of the make ten and add the ones addition strategies. It also strengthens their ability to recognize appropriate strategies based on the number of tens and ones in both addends.

T: (Divide students into partnerships. Show 9 and 6 with Hide Zero cards.) Partner A, show me 9 on your Magic Counting Sticks. Partner B, show me 6. If I want to solve 9 + 6, how can I make a ten?

S: Take 1 from the 6, and add 1 to 9.

T: Yes. Show me! (Exchange the 9 and 6 cards for 10 and 5 as students adjust their fingers.) We changed 9 + 6 into an easier problem. Say our new addition sentence with the solution.

S: 10 + 5 = 15. T: (Put the Hide Zero cards together to show 15.) Say it the Say Ten way.

S: Ten 5.

T: (Show 13 with Hide Zero cards.) Partner A, show the ones. Partner B, show the tens. (Break apart the Hide Zero cards as students hold up their fingers.) If we want to add 2, should we make a ten to help us?

S: No. We already have a ten!

T: Should we add 2 to our 3 or our 10?

S: Our 3.

T: Yes! Partner A, show me 3 + 2. (Exchange the 3 card for a 5 card.) What is the answer?

S: 5.

T: So, Partner B, what is 13 + 2?

S: 15.

T: Say it the Say Ten way

S: Ten 5.

**Sprint: Addition Within 20 (10 minutes)**

Materials: (S) Addition Within 20 Sprint

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

TEKS Grade 1 Module 3 Fluencies

Lesson 8

Fluency Practice (10 Minutes)

* Speed Writing 1.5A, 1.5B (3 minutes)
* Race and Roll Addition 1.3D, 1.5G (4 minutes)
* Cold Call: Addition and Subtraction Within 20 1.3D, 1.5G (3 minutes)

**Speed Writing (3 minutes)**

Materials: (T) Timer (S) Personal white board Note: Throughout the first two modules, students have been counting by ones, twos, fives, and tens, as well as the Say Ten way.

Review of these counting patterns prepares students for Module 4 by strengthening their understanding of place value and their ability to add and subtract. Many students are familiar with skip-counting.

Choose a counting pattern with which students need more practice. Students count on their boards by the chosen pattern for one minute. Tell them to erase their boards but to remember how high they counted. Then, give them another minute to try to count even higher.

**Race and Roll Addition (4 minutes)**

Materials: (S) 1 die per pair

Note: This fluency activity reviews the grade level standard of adding within 20.

Partners start at 0. Partners take turns rolling a die and then saying a number sentence by adding the number rolled to the total. (For example, Partner A rolls 6 and says, “0 + 6 = 6.” Partner B rolls 3 and says, “6 + 3 = 9.”) They continue rapidly rolling and saying number sentences until they get to 20, without going over. (For example, if partners are at 18 and roll 5, they take turns rolling until one of them rolls 2 or 1 two times.) Partners stand when they reach 20.

**Cold Call: Addition and Subtraction Within 20 (3 minutes)**

Note: This review fluency activity addresses the Grade 1 standard of adding and subtracting within 20 and practices including units when adding length.

For directions on how to play Cold Call, refer to Lesson 6.

T: 4 centimeters + 2 centimeters is… ? (Pause to provide think time.) Only students with pets answer. Ready?

S: (Only students with pets answer.) 6 centimeters.

T: 14 centimeters + 2 centimeters is… ? (Pause to provide think time.) Only students without pets answer. Ready?

S: (Only students with no pets answer.) 16 centimeters.

Continue playing, practicing addition and subtraction within 20. As always, scaffold instruction by beginning with easy problems and slowly increasing the complexity.

TEKS Grade 1 Module 3 Fluencies

Lesson 9

Fluency Practice (18 Minutes)

* Race and Roll Addition 1.3D, 1.5G (5 minutes)
* Sprint: Addition Within 20 1.3D, 1.5G (10 minutes)
* What Takes More? 1.7C (3 minutes)

**Race and Roll Addition (5 minutes)**

Materials: (S) 1 die per pair

Note: This fluency activity reviews the grade level standard of adding within 20.

Partners start at 0. Partners take turns rolling a die and then saying a number sentence by adding the number rolled to the total. (For example, Partner A rolls 6 and says, “0 + 6 = 6.” Partner B rolls 3 and says, “6 + 3 = 9.”) They continue rapidly rolling and saying number sentences until they get to 20, without going over. (For example, if partners are at 18 and roll 5, they take turns rolling until one of them rolls 2 or 1 two times.) Partners stand when they reach 20.

**Sprint: Addition Within 20 (10 minutes)**

Materials: (S) Addition Within 20 Sprint

Note: This Sprint addresses the Grade 1 standard of adding and subtracting within 20. It is the same Sprint from Lesson 7, so students will likely do better today. Along with celebrating improvement between Sides A and B, celebrate improvement from the last time this Sprint was given.

**What Takes More? (3 minutes)**

Materials: (T) centimeter cube, board eraser, ruler, new pencil, new crayon, large paperclip, small paperclip, linking cube, pencil eraser

Note: This reviews the content from Lessons 7 and 8.

T: (Point to a large piece of poster paper, indicate the long vertical edge.) Does it take more centimeter cubes or board erasers to measure this length?

S: Centimeter cubes!

T: Does it take more rulers or board erasers to measure this length?

S: Board erasers!

Continue the sequence with: rulers or new crayons; new pencils or new crayons; pencil erasers or board erasers; large paperclips or small paperclips; linking cubes or centimeter cubes.

T: If we are measuring the same length, why do we need more centimeter cubes than linking cubes?

S: Each centimeter cube is smaller, so we need more to cover the same length.

TEKS Grade 1 Module 3 Fluencies

Lesson 10

Fluency Practice (13 Minutes)

* Happy Counting 1.5A, 1.5B (3 minutes)
* What Takes Less? 1.7C (4 minutes)
* Subtraction Within 20 1.3D, 1.3E, 1.3F, 1.5G (6 minutes)

**Happy Counting (3 minutes)**

Note: Practice with counting forward and backward by tens and ones strengthens students’ understanding of place value. Counting by twos and fives strengthens addition and subtraction skills.

Repeat the Happy Counting activity from Lesson 2. Choose a counting pattern and range based on the class’s skill level. If students are proficient with counting by ones, twos, fives, and tens to 40, start at 40 and go to 80. If they are proficient between 40 and 80, work between 80 and 120. Alternate between counting the regular way and the Say Ten way to reinforce place value.

**What Takes Less? (4 minutes)**

Materials: (T) centimeter cube, board eraser, ruler, new pencil, new crayon, large paperclip, small paperclip, linking cube, pencil eraser

Note: This reviews the content from Lessons 7 and 8.

T: (Point to a large piece of poster paper, indicate the long vertical edge.) Does it take less centimeter cubes or board erasers to measure this length?

S: Board erasers!

T: Does it take fewer rulers or board erasers to measure this length?

S: Rulers!

Continue the sequence with: rulers or new crayons; new crayons or new pencils; pencil erasers or board erasers; large paperclips or small paperclips; linking cubes or centimeter cubes.

T: If we are measuring the same length, why do we need fewer linking cubes than centimeter cubes?

S: Each linking cube is larger, so we need less.

**Subtraction Within 20 (6 minutes)**

Materials: (T) enlarged Hide Zero cards (Lesson 2 Fluency Template 1) (S) Personal white board

Note: This review fluency activity helps strengthen students’ understanding of the take from ten and take from the ones subtraction strategies, as well as their ability to recognize appropriate strategies based on problem types.

T: (Show 14 with Hide Zero cards.) How can I take 14 apart to help me subtract?

S: 10 and 4.

T: I want to subtract 2 from 14. Write a number sentence to show whether I should subtract 2 from the 4 or the 10. S: (Write 4 − 2 = 2.)

T: Why wouldn’t l take from my 10? S: You don’t need to because you have enough ones.

T: Yes! It’s much easier to just subtract from my ones! Since 4 − 2 = 2, 14 − 2 is …? Write the subtraction sentence.

S: (Write 14 − 2 = 12.)

T: (Replace the 4 Hide Zero card with a 2.) Yes!

Repeat with 14 − 5, eliciting the need to take from ten because there are not enough ones. Repeat with similar problems.

TEKS Grade 1 Module 3 Fluencies

Lesson 11

Fluency Practice (10 Minutes)

* Fluency Practice (10 minutes)

**Sprint: Subtraction Within 20 (10 minutes)**

Materials: (S) Subtraction Within 20 Sprint

Note: This Sprint addresses the Grade 1 standard of subtracting within 20. This is the second time students are seeing this Sprint. Ask students if they were able to complete more problems than the last time they tried this Sprint.

TEKS Grade 1 Module 3 Fluencies

Lesson 12

Fluency Practice (10 Minutes)

* Addition with Cards 1.2E, 1.3D, 1.5G (7 minutes)
* Get to 10 or 20 1.3D (3 minutes)
* Subtraction with Partners 1.3D, 1.5G (5 minutes)

**Addition with Cards (7 minutes)**

Materials: (S) Numeral cards 0–10 (Lesson 2 Fluency Template 2), counters (if needed)

Note: This review fluency activity strengthens students’ ability to add within and across ten. Students sit in partnerships. Students shuffle or mix their numeral cards. Each partner places her deck of cards face down. Each partner flips over two cards and adds her cards together. The partner with the greater total keeps the cards played by both players that round. For example Player A draws 4 and 5 and gives the total 9. Player B draws 9 and 4 and gives the total, 13. Since 9 < 13, Player B keeps the cards. If the sums are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds. At the end of the game, the players will each be left with 1 card. They each flip their last card over and the player with the highest card says the sum and collects the cards. Students continue to play as time allows.

**Get to 10 or 20 (3 minutes)**

Materials: (T) 20-bead Rekenrek

Note: Practice with getting to 10 or 20 reinforces strategically counting on, which enables students to solve addition problems by stopping at 10 and continuing to the desired number.

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

S: 8.

T: Say the complete number sentence to get to 10.

S: 8 + 2 = 10.

T: (Move two beads to make 10.) Good. (Show 18.) What number do you see?

S: 18.

T: Say the complete number sentence to get to 20.

S: 18 + 2 = 20.

Add two beads to confirm, and then continue with other numbers within 20.

**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, students 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 personal white boards and check each other’s work.

TEKS Grade 1 Module 3 Fluencies

Lesson 13

Fluency Practice (18 Minutes)

* Hide Zero Number Sentences 1.2C (3 minutes)
* Add Three Numbers 1.3C, 1.3D (5 minutes)
* Sprint: Add Three Numbers 1.3C, 1.3D (10 minutes)

**Hide Zero Number Sentences (3 minutes)**

Materials: (T) Hide Zero cards (Lesson 2 Fluency Template 1)

Note: This fluency activity strengthens the understanding of place value and prepares students for Module 4.

Show students a number from 10 to 40 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, pull apart the Hide Zero cards to model the equation. Alternate asking students to say the numbers the Say Ten way and the regular way.

Suggested sequence: 15, 25, 35; 14, 24, 34; and 16, 26, 36.

**Add Three Numbers (5 minutes)**

Materials: (S) 3 dice per pair, personal white board

Note: This fluency activity reviews adding three numbers.

Assign students partners. Partners take turns rolling the three dice and adding them together. The partner with the higher sum each round scores a point. If there is a tie, players should keep playing until one of them has the higher sum. The person with the higher sum after the tie scores two points. Students record points with tally marks on their personal white boards.

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

Materials: (S) Add Three Numbers Sprint

Note: This Sprint provides students practice with adding three numbers within 20 and encourages students to apply properties of operations as strategies to add.