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| **Grade 1 Module 5: Identifying, Compositing and Partitioning Shapes** |  |
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| **Lesson 1** | [Grade 1 Fluency Sprint **(1.3D)**](#Grade1) | [Make it Equal: Addition Expressions **(1.5E)**](#Make1) |  |  |
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| **Lesson 3** | [Grade 1 Fluency Differentiated Practice Sets **(1.3D)**](#Grade3) | [Count by 10 or 1 with Dimes and Pennies **(1.4A, 1.4C)**](#Count3) |  |  |
| **Topic B: Part- Whole Relationships within Composite Shapes** |  |
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| **Lesson 12** | [Fluency Differentiated Practice Sets **(1.3D)**](#Fluency12) | [Happy Counting **(1.5A, 1.5B)**](#Happy12) | [Analogous Addition and Subtraction **(1.5G)**](#Analogous12) | [Take from Ten Subtraction with Partners **(1.3D)**](#Take12) |
| **Lesson 13** | [Grade 1 Fluency Sprint **(1.3D)**](#Grade13) | [Happy Counting **(1.5A, 1.5B)**](#Happy13) | [Analogous Addition and Subtraction **(1.5G)**](#Analogous13) |  |

TEKS Grade 1 Module 5 Fluencies

Lesson 1

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Make it Equal: Addition Expressions 1.5E (5 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint

Note: For the remainder of the year, a portion of each lesson is devoted to either Fluency Sprints or Fluency Practice Sets. When Sprints are suggested, choose a Fluency Sprint that meets students’ needs. All five Fluency Sprints are provided at the end of this lesson and are described below for easy reference. Prepare class sets or save the masters for later use because they are not included in future lessons. With each Sprint, notice how many problems most of the class is able to complete; discuss and celebrate improvement as students progress toward fluency. Quadrants 1, 2, and 3 of each Sprint target addition and subtraction within 10, while Quadrant 4 of the Sprint sometimes extends beyond this content.

Fluency Sprint List:

* Addition Sprint 1 (Targets addition and missing addends.)
* Addition Sprint 2 (Targets the most challenging addition within 10.)
* Subtraction Sprint (Targets subtraction.)
* Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
* Fluency Sprint: Totals of 8, 9, and 10 (Develops understanding of the relationship between addition and subtraction.)

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

Materials: (S) Numeral cards including one “=” card and two “+” cards (Fluency Template)

Note: This activity builds fluency with Grade 1’s addition facts and promotes an understanding of equality.

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

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

TEKS Grade 1 Module 5 Fluencies

Lesson 2

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Make It Equal: Subtraction Expressions 1.5E (5 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: Based on the needs of the class, select a Sprint from Lesson 1. Consider the options below:

1. Re-administer the previous lesson’s Sprint.

2. Administer the next Sprint in the sequence.

3. Differentiate. Administer two different Sprints. Simply have one group do a counting activity on the back of the Sprint while the other group corrects the second Sprint.

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

Materials: (S) Numeral cards (Lesson 1 Fluency Template), one “=” card, two “–” cards

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

Assign students partners of similar skill or ability level. Students arrange numeral cards from 0 to 10, including the extra 5. Place the “=” card between the partners. Write four numbers on the board (e.g., 9, 10, 2, 1). Partners take the numeral 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 (e.g., 10 – 2 = 9 – 1). Encourage students to find examples that result in an answer other than 1 = 1, as in the previous example.

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

TEKS Grade 1 Module 5 Fluencies

Lesson 3

Fluency Practice (10 Minutes)

* Grade 1 Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Count by 10 or 1 with Dimes and Pennies 1.4A, 1.4C (5 minutes)

**Grade 1 Fluency Differentiated Practice Sets (5 minutes)**

Materials: (S) Fluency Practice Sets

Note: This activity assesses students’ progress toward mastery of the required addition fluency for Grade 1 students. Give the appropriate Practice Set to each student. Students who completed all of the questions correctly on their most recent Practice Set should be given the next level of difficulty. All other students should try to improve their scores on their current level.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition and subtraction on the back of their papers. When time runs out, collect and correct any Practice Sets that are completed.

**Count by 10 or 1 with Dimes and Pennies (5 minutes)**

Materials: (T) 10 dimes and 10 pennies

Note: This fluency activity uses dimes and pennies as abstract representations of tens and ones to help students become familiar with coins while simultaneously providing practice with counting forward and backward by 10 or 1.

* First minute: Place and take away dimes in a 5-group formation as students count along by 10.
* Second minute: Begin with 2 pennies. Ask how many ones there are. Instruct students to start at 2 and add or subtract 10 while placing and taking away dimes.
* Third minute: Begin with 2 dimes. Ask how many tens there are. Instruct students to begin at 20 and add or subtract 1 while placing and taking away pennies.

TEKS Grade 1 Module 5 Fluencies

Lesson 4

Fluency Practice (13 Minutes)

* Grade 1 Fluency Differentiated Practice Sets  1.3D (5 minutes)
* Number Bond Addition and Subtraction  1.3D (5 minutes)
* Shape Flash  1.6D, 1.6E (3 minutes)

**Grade 1 Fluency Differentiated Practice Sets (5 minutes)**

Materials: (S) Fluency Practice Sets (Lesson 3 Fluency Practice Sets)

Note: Give the appropriate Practice Set to each student. Students who are repeating a set should be motivated to try to improve their performance.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition and subtraction on the back of their papers. When time runs out, collect and correct any Practice Sets that are completed.

**Number Bond Addition and Subtraction (5 minutes)**

Materials: (S) Personal white board, 1 die per pair

Note: This fluency activity addresses Grade 1’s fluency of sums and differences through 10 and strengthens understanding of the relationship between addition and subtraction.

* Assign partners of equal ability and an appropriate range of numbers for each pair.
* Allow partners to choose a number for their whole greater than or equal to 6 and roll the die to determine one of the parts.
* Both students write two addition and two subtraction sentences with a box for the unknown number in each equation and solve for the missing number.
* They then exchange boards and check each other’s work.

**Shape Flash (3 minutes)**

Materials: (T) Two-dimensional shape flash cards (Fluency Template), 3-dimensional shapes used in Lesson 3

Note: This fluency activity reviews the attributes and names of two-dimensional (trapezoid, rhombus, square, rectangle, triangle) and three-dimensional (cone, cube, cylinder, sphere, rectangular prism, triangular prism) shapes. For three-dimensional shapes, hold up a sample of the shape, rather than a picture of the shape. As soon as students are ready to visualize, flash the shape instead. Flash a shape card or a three dimensional shape for three seconds. Ask a question to review an attribute or a vocabulary word students learned over the past few lessons. Pause long enough to provide thinking time, and then snap to signal students to answer. Alternate between flashing a two-dimensional shape flash card or a three-dimensional shape. For three dimensional shapes, ask questions such as the ones listed below:

* What’s it called?
* How many faces did you see?
* How many points did this shape have?
* How many faces were square?
* Was the shape open or closed?

TEKS Grade 1 Module 5 Fluencies

Lesson 5

Fluency Practice (13 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Shape Flash 1.6D, 1.6E (3 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials:   (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: Choose an appropriate Sprint, based on the needs of the class. Motivate students to monitor and appreciate their own progress. As students work, observe the areas where they slow down or get stuck. Pay attention to the strategies students use.

Fluency Sprint List:

* Addition Sprint 1 (Targets addition and missing addends.)
* Addition Sprint 2 (Targets the most challenging addition within 10.)
* Subtraction Sprint (Targets subtraction.)
* Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
* Fluency Sprint: Totals of 8, 9, and 10 (Develops understanding of the relationship between addition and subtraction.)

**Shape Flash (3 minutes)**

Materials: (T) Two-dimensional shape flash cards (Lesson 4 Fluency Template), three-dimensional shapes used in Lesson 3

Note: This fluency activity reviews the attributes and names of two-dimensional and three-dimensional shapes. For three-dimensional shapes, consider displaying the shape as students answer the questions. As soon as students are ready to visualize, flash the shape instead. Repeat Shape Flash from Lesson 4.

TEKS Grade 1 Module 5 Fluencies

Lesson 6

Fluency Practice (13 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Coin Drop 1.4A, 1.4C (3 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: Based on the needs of the class, select a Fluency Sprint. Consider the options below:

* Re-administer the previous lesson’s Sprint.
* Administer the next Sprint in the sequence.
* Differentiate. Administer two different Sprints. Simply have one group do a counting activity on the back of the first Sprint as the other group corrects the second Sprint.

**Coin Drop (3 minutes)**

Materials:  (T) 4 dimes, 10 pennies, can

Note: In this activity, students practice adding and subtracting ones and tens.

T: (Hold up a penny.) Name my coin.

S: A penny.

T: How much is it worth?

S: 1 cent.

T: Listen carefully as I drop pennies in my can. Count along in your minds.

Drop in some pennies, and ask how much money is in the can. Take out some pennies, and show the class. Ask how much money is still in the can. Continue adding and subtracting pennies for a minute or so. Then, repeat the activity with dimes.

TEKS Grade 1 Module 5 Fluencies

Lesson 7

Fluency Practice (12 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Whisper Count 1.5A (2 minutes)
* Make Ten Addition with Partners 1.3D (5 minutes)

**Fluency Differentiated Practice Sets (5 minutes)**

Materials: (S) Fluency Practice Sets (Lesson 3 Fluency Practice Sets)

Note: Give the appropriate Practice Set to each student.

Students who completed all of the questions correctly on their most recent Practice Set should be given the next level of difficulty. All other students should try to improve their scores on their current levels. Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

**Whisper Count (2 minutes)**

Materials: (T) Chart of numbers to 30 with multiples of 5 circled

Note: This activity prepares students for Lesson 11, where they add 5 minutes until reaching 30 minutes to connect half past the hour to 30 minutes past the hour. If students are proficient at counting on by fives, consider substituting for the Fluency Practice 5 More (Lesson 8).

Whisper count to 30 with students, saying multiples of 5 out loud.

T: Whisper count with me. Say the circled numbers out loud.

T/S: (Whisper.) 1, 2, 3, 4.

T/S: (Say.) 5. Continue counting to 30.

**Make Ten Addition with Partners (5 minutes)**

Materials: (S) Personal white board Note: This fluency activity reviews how to use the strategy of making ten to add two single-digit numbers.

* Assign partners of equal ability.
* Partners choose an addend for each other from 1 to 10.
* On their personal white boards, students add their number to 9, 8, and 7. Remind students to write the two addition sentences they learned in Module 2, as seen in the examples below.
* Partners then exchange personal white boards and check each other’s work.

TEKS Grade 1 Module 5 Fluencies

Lesson 8

Fluency Practice (15 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* 5 More 1.5B (5 minutes)
* Make Ten Addition with Partners 1.3D (5 minutes)

**Fluency Differentiated Practice Sets  (5 minutes)**

Materials: (S) Fluency Practice Sets (Lesson 3 Fluency Practice Sets)

Note: Give the appropriate Practice Set to each student. Help students become aware of their improvement. After students complete today’s Practice Sets, ask them to raise their hands if they tried a new level today or improved their scores from the previous day.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

**5 More (5 minutes)**

Note: This activity prepares students for Lesson 11, where they add 5 minutes until they reach 30 minutes to connect half past the hour to 30 minutes past the hour. The suggested sequence of this activity enables students to use their experience with analogous addition to add 5. Be sure to provide enough think time for students to mentally add or count on, as needed. If students require more support, consider replacing this activity with Whisper Count from Lesson 7.

T: On my signal, say the number that is 5 more. 0. (Pause. Snap.)

S: 5.

T: 10. (Pause. Snap.)

S: 15.

Continue with the following suggested sequence: 20, 30, 5, 15, 25.

**Make Ten Addition with Partners (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews how to use the strategy of making ten to add two single-digit numbers.

Repeat the activity from Lesson 7.

TEKS Grade 1 Module 5 Fluencies

Lesson 9

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Make It Equal: Addition Expressions 1.5E (5 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: When choosing a counting sequence to practice between Sides A and B, consider having students whisper count by fives to 30 and back. In Lesson 11 students will be adding 5 minutes until they reach 30 minutes to build an understanding of half past the hour.

Choose an appropriate Sprint based on the needs of the class. If the majority of students completed the first three quadrants on the previous Sprint, move to the next Sprint listed in the sequence provided below (Fluency Sprint List). If many students are not making it to the third quadrant, consider repeating the same Sprint. As students work, pay attention to their strategies and the number of problems they answer to consider for future Sprint administration.

Fluency Sprint List:

* Addition Sprint 1 (Targets addition and missing addends.)
* Addition Sprint 2 (Targets the most challenging addition within 10.)
* Subtraction Sprint (Targets subtraction.)
* Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
* Fluency Sprint: Totals of 8, 9, and 10 (Develops understanding of the relationship between addition and subtraction.)

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

Materials: (S) Numeral cards (Lesson 1 Fluency Template), one “=” card, two “+” cards

Note: This activity builds fluency with Grade 1’s addition facts and promotes an understanding of equality. The suggested sets move from simple to complex, so students can progress through them at their own rate.

Assign students partners of equal ability. Students arrange numeral cards from 0 to 10, including the extra 5. Place the “=” card between partners. Write or project the suggested sets. Partners take the numeral cards that match the numbers written to make two equivalent expressions (e.g., 10 + 0 = 5 + 5).

Suggested sets: a) 10, 0, 5, 5  b) 9, 8, 2, 1  c) 3, 6, 4, 7  d) 1, 2, 6, 5

 e) 1, 2, 5, 4    f) 3, 5, 4, 2   g) 2, 3, 5, 6  h) 3, 4, 5, 6 i) 4, 5, 9, 10

 j) 9, 3, 2, 8   k) 8, 5, 9, 4  l) 5, 6, 8, 7

TEKS Grade 1 Module 5 Fluencies

Lesson 10

Fluency Practice (10 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: Based on the needs of the class, select a Sprint from Lesson 1. Consider the following options:

1. Re-administer the previous lesson’s Sprint.

2. Administer the next Sprint in the sequence.

3. Differentiate. Administer two different Sprints. Simply have one group do a counting activity on the back of the Sprint, while the other group corrects the second Sprint.

TEKS Grade 1 Module 5 Fluencies

Lesson 11

Fluency Practice (14 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Happy Counting 1.5A, 1.5B (2 minutes)
* Think Count 1.5A, 1.5B (2 minutes)
* Take from Ten Subtraction with Partners 1.3D (5 minutes)

**Fluency Differentiated Practice Sets (5 minutes)**

Materials: (S) Fluency Practice Sets (Lesson 3 Fluency Practice Sets)

Note: Give the appropriate Practice Set to each student. Students who completed all of the questions correctly on their most recent Practice Set should be given the next level of difficulty. All other students should try to improve their scores on their current levels.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Set completed within the allotted time.

**Happy Counting (2 minutes)**

Note: In the next module, students learn addition and subtraction within 100 and extend their counting and number writing skills to 120. Give students practice counting by ones and tens within 100 to prepare them for Module 6. When Happy Counting by ones, spend more time changing directions where changes in tens occur, which is typically more challenging. Happy Count by ones the regular way and the Say Ten way between 40 and 100. Then, Happy Count by tens.

**Think Count (2 minutes)**

Materials: (T) Chart of numbers to 30 with multiples of 5 circled

Note: This activity prepares students for today’s lesson, when they will be adding 5 minutes until they reach 30 minutes to connect half past the hour to 30 minutes past the hour.

Display the chart. Students think-count to 20, saying multiples of 5 aloud. Hide the chart, and let students try to remember the sequence, counting slowly by fives to 20. Repeat think-counting and slowly skipcounting first to 25 and then to 30.

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

Materials: (S) Personal white board

Note: This fluency activity reviews how to use the strategy of taking from ten when subtracting from teen numbers.

* Assign partners of equal ability.
* Partners choose a minuend for each other between 10 and 20.
* On their personal white boards, students subtract 9, 8, and 7 from their number. Remind students to write the two number sentences (e.g., to solve 13 – 8, they write 10 – 8 = 2, 2 + 3 = 5).
* Partners then exchange personal white boards and check each other’s work.

TEKS Grade 1 Module 5 Fluencies

Lesson 12

Fluency Practice (15 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Happy Counting 1.5A, 1.5B (2 minutes)
* Analogous Addition and Subtraction 1.5G (3 minutes)
* Take from Ten Subtraction with Partners 1.3D (5 minutes)

**Fluency Differentiated Practice Sets (5 minutes)**

Materials: (S) Fluency Practice Sets (Lesson 3 Fluency Practice Sets)

Note: Give the appropriate Practice Set to each student. Help students become aware of their improvement. After students do today’s Practice Sets, ask them to raise their hands if they tried a new level today or improved their score from the previous day.

Students complete as many problems as they can in 90 seconds. Assign a counting pattern and start number for early finishers, or tell them to practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Set completed within the allotted time.

**Happy Counting (2 minutes)**

Note: This activity prepares students for Module 6 by providing practice counting by ones and tens within 100. Repeat the activity from Lesson 11.

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

Note: This activity practices Grade 1’s fluency and reminds students to use their knowledge of sums and differences within 10 (e.g., 5 + 3 = 8) to solve analogous problems within 40 (e.g., 15 + 3 = 18, 25 + 3 = 28, and 35 + 3 = 38).

T: On my signal, say the equation with the answer. 6 + 2 = \_\_\_\_. (Pause. Snap.)

S: 6 + 2 = 8.

T: 16 + 2 = \_\_\_\_. (Pause. Snap.)

S: 16 + 2 = 18.

Continue with 26 + 2 and 36 + 2. Then repeat, beginning with other addition or subtraction sentences within 10. Suggested sequence:

* 5 + 3, 15 + 3, 25 + 3, 35 + 3
* 5 + 4, 4 + 5, 14 + 5, 24 + 5
* 7 + 2, 2 + 7, 12 + 7, 32 + 7
* 6 – 3, 16 – 3, 26 – 3, 36 – 3
* 8 – 2, 18 – 2, 28 – 2, 38 – 2
* 9 – 3, 19 – 3, 29 – 3, 39 – 3

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

Materials: (S) Personal white board

Note: This fluency activity reviews how to use the strategy of taking from ten when subtracting from teen numbers.

Repeat activity from Lesson 11.

TEKS Grade 1 Module 5 Fluencies

Lesson 13

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Happy Counting 1.5A, 1.5B (2 minutes)
* Analogous Addition and Subtraction 1.5G (3 minutes)

**Grade 1 Fluency Sprint (10 minutes)**

Materials: (S) Fluency Sprint (Lesson 1 Fluency Sprint)

Note: Choose an appropriate Sprint, based on the needs of the class. If the majority of students completed the first three quadrants on the previous Sprint, move to the next Sprint listed in the sequence provided below (Fluency Sprint List). If many students are not making it to the third quadrant, consider repeating the same Sprint. As students work, pay attention to their strategies and the number of problems they are answering to consider for future Sprint administration.

Fluency Sprint List:

* Addition Sprint 1 (Targets addition and missing addends.)
* Addition Sprint 2 (Targets the most challenging addition within 10.)
* Subtraction Sprint (Targets subtraction.)
* Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
* Fluency Sprint: Totals of 8, 9, and 10 (Develops understanding of the relationship between addition and subtraction.)

**Happy Counting (2 minutes)**

Note: This activity prepares students for Module 6 by providing practice counting by ones and tens within 100. Repeat the activity from Lesson 11.

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

Note: This activity practices Grade 1’s fluency and reminds students to use their knowledge of sums and differences within 10 (e.g., 5 + 3 = 8) to solve analogous problems within 40 (e.g., 15 + 3 = 18, 25 + 3 = 28, and 35 + 3 = 38).

T: On my signal, say the equation with the answer. 6 + 2 = \_\_\_\_. (Pause. Signal.)

S: 6 + 2 = 8.

T: 16 + 2 = \_\_\_\_. (Pause. Signal.)

S: 16 + 2 = 18.

Continue with 26 + 2 and 36 + 2. Then repeat, beginning with other addition or subtraction sentences within 10.