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TEKS Grade 1 Module 6 Fluencies

Lesson 1

Fluency Practice (12 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Number Bond Addition and Subtraction 1.3D (5 minutes)
* Happy Counting  1.5A, 1.5B (2 minutes)

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

Materials: (S) Fluency Practice Sets

Note: Give the appropriate Practice Set to each student. Students who completed all 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. Fluency Differentiated Practice Sets are used throughout this module.

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

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

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

Note: Practice with missing addends and subtraction helps prepare students to solve comparison problems in today’s Concept Development.

* Assign partners of equal ability.
* Allow partners to choose a number for their whole (within 10) and roll the die to determine one of the parts.
* Both students write two addition and two subtraction sentences with a box representing the unknown number in each equation and solve for the missing number.
* Students exchange boards and check each other’s work.

**Happy Counting (2 minutes)**

Note: In this module, students add and subtract within 100 and extend their counting and number writing skills to 120. Give students practice counting by ones and tens within 100. 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 60 and 100. Then, Happy Count by tens, starting at a number with some ones (e.g., 78).

TEKS Grade 1 Module 6 Fluencies

Lesson 2

Fluency Practice (12 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Number Bond Addition and Subtraction 1.3D (5 minutes)
* Happy Counting  1.5A, 1.5B (2 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Help students become aware of their improvement. After students finish 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 have them practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

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

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

Note: Practice with missing addends and subtraction helps prepare students to solve comparison problems in today’s Concept Development.

Conduct the activity as directed in Lesson 1.

**Happy Counting (2 minutes)**

Note: In this module, students do 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. When Happy Counting by ones, spend more time changing directions where changes in tens occur, which is typically more challenging.

Conduct the activity as directed in Lesson 1.

TEKS Grade 1 Module 6 Fluencies

Lesson 3

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Subtraction with Cards 1.2E, 1.3D (5 minutes)

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

Materials: (S) Fluency Sprints

Note: Choose an appropriate Sprint based on the needs of the class. For today’s movement-counting between Sprints A and B, consider practicing counting the Say Ten way to prepare students for today’s lesson. Follow the suggested counting pattern: Count by ones from 37 to 52 and back, and then count by tens from 87 to 107 and back.

Fluency Sprint List:

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

**Subtraction with Cards (5 minutes)**

Materials: (S) 1 pack of numeral cards 0–10 per set of partners (Fluency Template) Note: This review activity strengthens students’ ability to subtract within 10, which supports their work decomposing numbers in future lessons within the module.

* Students combine their digit cards and place them facedown between them.
* Each partner flips over two cards and subtracts the smaller number from the larger one.
* The partner with the smallest difference keeps the cards played by both players in that round. If the differ
* ences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
* A player wins by having the most cards when the time is up.

TEKS Grade 1 Module 6 Fluencies

Lesson 4

Fluency Practice (17 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Digit Detective 1.2A (4 minutes)
* Tens and Ones 1.2A (3 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Based on the needs of the class, select a Sprint from yesterday’s materials. There are several possible options available.

1. Re-administer the Sprint from the day before.

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 Sprint is corrected.

Hopefully, the daily Sprints and Practice Sets are helping students to make good progress toward mastering the required Fluency for Grade 1. Support students who regularly finish fewer than half of the problems on a Sprint. Take note of the problem types that slow them down. Perhaps send the next day’s Sprint home with them the night prior to administration. Awareness of a student’s weak spots facilitates targeted support from within the learning community. For example, a volunteer can be charged with helping a certain student gain fluency with subtracting 3 from numbers within 10.

**Digit Detective (4 minutes)**

Materials: (T/S) Personal white board

Note: This activity reviews place value for two-digit numbers to 100, which was introduced in the previous lesson. Allow students to use their personal white boards to record the mystery numbers as needed.

Write a number on your personal white board, but do not show students.

T: The digit in the tens place is 2. The digit in the ones place is 1. What’s my number? S: 21.

T: What’s the value of the 2? (Pause, and then signal.)

S: 20.

T: What’s the value of the 1? (Pause, and then signal.)

S: 1.

T: (Reveal the number.)

Repeat with the following suggested sequence: 12, 45, 54, 63, 87, 78, and 92. Alternate saying the number in the ones place first and saying the number in the tens place first. For the last minute, challenge students with adding or subtracting clues for mystery numbers between 40 and 99 as in the examples below.

T: The digit in the tens place is 1 more than 3. (Pause.) The digit in the ones place is 10 less than 12. Say the number the Say Ten way.

S: 4 tens 2.

T: The digit in the ones place is equal to 5 + 3. The digit in the tens place is equal to 10 – 5. Say the number the Say Ten way.

S: 5 tens 8.

T: (Reveal the number.)

**Tens and Ones (3 minutes)**

Materials: (T) Rekenrek

Note: Reviewing this Module 4 fluency activity prepares students for today’s lesson. 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: 1 ten plus 6 ones is …?

S: 16.

Slide over the next row, and repeat the process for 26 and 36. Continue with the following suggested sequence within 40: 15, 25, 35, 17, 27, 37, 19, 29, and 39.

TEKS Grade 1 Module 6 Fluencies

Lesson 5

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Subtraction with Cards 1.2E, 1.3D (5 minutes)
* Coin Drop 1.4A, 1.4C (3 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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

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

**Subtraction with Cards (5 minutes)**

Materials: (S) 1 pack of numeral cards 0–10 (Lesson 3 Fluency Template)

Note: This review activity targets the subtraction fluency for Grade 1. As students play, closely monitor any students who have not performed well on the Practice Sets and Sprints to see if they are able to be successful in this untimed, interactive game. Take advantage of any opportunity to highlight improvement.

* Students combine their digit cards and place them facedown between them.
* Each partner flips over two cards and subtracts the smaller number from the larger one.
* The partner with the smallest difference keeps the cards played by both players in that round.
* If the differences are equal, the cards are set aside, and the winner of the next round keeps the cards from both rounds.
* A player wins by having the most cards when the time is up.

**Coin Drop (3 minutes)**

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

Note: In this activity, students practice adding and subtracting ones and tens within 40. This skill is expanded to numbers within 100 in today’s lesson.

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 coins 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 them. 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 6 Fluencies

Lesson 6

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Coin Drop 1.4A, 1.4C (3 minutes)
* True or False Number Sentences 1.2G, 1.3D, 1.5E (5 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Help students become aware of their improvement by asking them to quickly stand if they tried a new level 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 have them practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

**Coin Drop (3 minutes)**

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

Note: This activity reviews yesterday’s lesson, in which students learned to add and subtract ones and tens within 100.

Today, start with 5 dimes in the can. Drop a penny or a dime into the can, asking students the total after each drop of one coin. Ask them to say, “1 cent more is 51 cents,” or “10 cents more is 60 cents.” For today, perhaps limit it to 1 more and 10 more.

**True or False Number Sentences (5 minutes)**

Materials: (T/S) Personal white board

Note: This activity provides practice with Grade 1’s fluency, while reviewing the inequality symbols that were presented in Module 4 Topic B.

Review the symbols =, >, and <. Write true and false number sentences using the symbols. On the signal, students say whether the number sentence is true or false. Then, choose a student who answered correctly to prove it.

T (Write 5 = 7.) Is this number sentence true or false? (Pause, and then signal.)

S: False.

T: Why? Student A.

S: 5 is less than 7.

T: (Write 8 = 6 + 2.) True or false? (Pause, and then signal.)

S: True.

T: Why? Student B. S: 6 + 2 is 8, and 8 is the same as 8.

T: (Write 8 = 8 underneath 8 = 6 + 2.)

Continue with the following suggested sequence. Be sure to space the number sentences so students can easily see the two expressions, and provide time for students to solve on their personal white boards as needed. Before completing the > and < columns (see below), write the symbol in the middle of the board, and review its meaning.

a. 6 = 8 – 2 b. 3 = 8 – 5 c. 5 +1 = 4 + 1

d. 5 + 1 = 4 + 2 e. 5 > 6 f. 7 > 4

g. 8 > 7 h. 6 > 9 i. 8 < 9

j. 6 < 5 k. 6 < 3 + 3 l. 5 + 2 < 2 + 5

TEKS Grade 1 Module 6 Fluencies

Lesson 7

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* True or False Number Sentences 1.2G, 1.3D, 1.5E (5 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Choose an appropriate Sprint based on the needs of the class. As students work, pay attention to their strategies and the number of problems they answer. Today, between Sides A and B of the Sprint, practice counting the Say Ten way up and down from 67 to 77.

Fluency Sprint List:

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

**True or False Number Sentences (5 minutes)**

Materials: (T/S) Personal white board

Note: This activity reviews Lesson 6.

Review the symbols =, >, and <. Write true and false number sentences using the symbols. Signal, and then wait for students to say whether the number sentence is true or false. Choose a student who answered correctly to prove it.

Use the first two columns as the suggested sequence. At each checkpoint, decide whether students are ready for the next column or if they should continue with similar problem types. The third column is provided as a possible opportunity for a few students who would really enjoy a challenge.

a. 5 > 4 e. 30 + 5 = 35 i. 9 + 8 = 10 + 7 b. 50 > 40 f. 53 = 5 + 30 j. 15 + 10 = 25 – 10 c. 45 > 54 g. 73 < 7 tens 3 ones k. 14 – 7 > 9 d. 15 < 41 h. 94 > 9 ones 3 tens l. 80 < 79 + 1

Checkpoint. Checkpoint.

TEKS Grade 1 Module 6 Fluencies

Lesson 8

Fluency Practice (14 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* 1 More, 1 Less, 10 More, 10 Less 1.5A, 1.5C (4 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Based on the needs of the class, select a Sprint from yesterday’s materials. There are several possible options available.

* Re-administer the Sprint from the day before.
* 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 Sprint while the other Sprint is corrected.

Today, between Sides A and B of the Sprint, practice counting the Say Ten way from 88 to 99 and back.

**1 More, 1 Less, 10 More, 10 Less (4 minutes)**

Materials: (T) Vertical counting sequence (Lesson 7 Template)

Note: This fluency activity reviews the grade-level standard of mentally finding 10 more or 10 less than a number without having to count.

Display the vertical counting sequence chart for reference.

T: Say the number that is 1 more. 5. (Pause, and then signal.)

S: 6.

T: 15. (Pause, and then signal.)

S: 16.

Continue with the following suggested sequence, as time permits: 55, 75, 105, 115; 67, 97, 107; 9, 49, 99, 109, 119.

Repeat for 10 more: 10, 40, 90, 100 3, 23, 63 56, 86, 96

Repeat for 10 less: 20, 50, 70 45, 65, 95 88, 118, 108

Repeat for 1 less: 4, 14, 84 8, 38, 88 10, 70, 120

TEKS Grade 1 Module 6 Fluencies

Lesson 9

Fluency Practice (14 Minutes)

* Sprint: +1, –1, +10, –10 1.5A, 1.5C (10 minutes)
* Beep-Counting 1.5A (4 minutes)

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

Materials: (S) +1, –1, +10, –10 Sprint

Note: This Sprint reviews the grade-level standard of mentally adding or subtracting 10 and supports students’ understanding of place value.

**Beep-Counting (4 minutes)**

Note: This activity reviews counting and reading numbers to 120.

Write number sequences on the board with missing numbers. Students read the sequence aloud, saying “beep” for the missing number. Then, students say the missing number on the teacher’s signal.

Use the following suggested sequence, as time permits: a. 10, 11, 12, \_\_\_

b. 110, 111, 112, \_\_\_

c. 20, 19, 18, \_\_\_

d. 120, 119, 118, \_\_\_

e. 17, 18, \_\_, 20

f. 117, 118, \_\_\_, 120

g. 8, 9, \_\_\_, 11

h. 108, 109, \_\_\_, 111

i. 12, 11, \_\_\_, 9

j. 112, 111, \_\_\_, 109

k. \_\_\_, 7, 8, 9

l. \_\_\_, 107, 108, 109

TEKS Grade 1 Module 6 Fluencies

Lesson 10

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes) Rac
* Race to the Top! 1.3D (5 minutes)
* Get to Ten(s) 1.3C, 1.5G (3 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Students who completed all 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 have them practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

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

Materials: (S) Personal white board, Race to the Top! (Fluency Template), 2 dice per pair of students

Note: This fluency activity primarily targets the fluency for Grade 1. Remember to closely monitor the strategies of students who are not performing well on the Practice Sets or Sprints. For students whose fine motor skills are not well developed, activities like Race to the Top! allow them to demonstrate their growing fluency.

Assign partners. Students take turns rolling the dice, saying an addition sentence, and recording the sums on the graph. The game ends when time runs out or one of the columns reaches the top of the graph.

**Get to Ten(s) (3 minutes)**

Materials: (T) 100-bead Rekenrek

Note: In this fluency activity, students apply their knowledge of partners to ten to find analogous partners to multiples of 10. Students need this skill when they learn to apply the make ten strategy to add two two-digit numbers in Lesson 13.

Model with the Rekenrek for the first few problems. Then, put the Rekenrek away to give students practice mentally getting to the next ten.

T: (Show 9.) Say the number.

S: 9.

T: Say the number sentence to make ten.

S: 9 + 1 = 10.

T: (Move 1 bead to make 10. Show 19.)

T: Say the number.

S: 19.

T: Say the number sentence to make 20.

S: 19 + 1 = 20.

Continue with the following suggested sequence: 59, 79, 99; 5, 65, 85, 95; 8, 48, 78, 98; and 7, 37, 87, 97.

TEKS Grade 1 Module 6 Fluencies

Lesson 11

Fluency Practice (10 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Coin Drop 1.4A, 1.4C (3 minutes)
* Get to the Next Ten 1.3C, 1.5G (2 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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 stand if they tried a new level today or improved their score from the previous day. Consider having students clap once for each person standing to celebrate improvement.

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

**Coin Drop (3 minutes)**

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

Note: This activity reviews yesterday’s lesson (Lesson 10), where students added and subtracted tens within 100.

Repeat the process from Lesson 5. Now that students have learned to add and subtract multiples of 10 from multiples of 10, the teacher may take out more than one dime at a time and have students calculate the remaining dimes.

**Get to the Next Ten (2 minutes)**

Note: This fluency activity builds on Lesson 10’s Get to Ten(s) activity to prepare students for Lesson 13.

Say a number. Students say an addition sentence to get to the next multiple of 10. For the first few problems, begin with a number from 0 to 9 to provide students with a helper problem on which to build. Then, say numbers without providing the helper problem.

T: Say the addition sentence to get to the next ten. 9.

S: 9 + 1 = 10.

T: 59.

S: 59 + 1 = 60.

Continue with the following suggested sequence: 5, 65; 8, 78; 7, 87; and 6, 96.

TEKS Grade 1 Module 6 Fluencies

Lesson 12

Fluency Practice (10 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Add Tens 1.5G (3 minutes)
* Analogous Addition Sentences 1.5G (2 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Choose an appropriate Sprint based on the needs of the class. As students work, pay attention to their strategies and the number of problems they are answering. If the majority of students complete the first three quadrants today, try giving them the next level of difficulty when administering the next Sprint. If many students are not making it to the third quadrant, consider repeating today’s Sprint.

Fluency Sprint List:

* Addition Sprint 1
* Addition Sprint 2
* Subtraction Sprint
* Fluency Sprint: Totals of 5, 6, and 7
* Fluency Sprint: Totals of 8, 9, and 10

**Add Tens (3 minutes)**

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

Note: This fluency activity reviews adding multiples of 10 to two-digit numbers, which helps prepare students for today’s lesson.

Choose a student to help model the activity. Then, assign partners of equal ability to work together.

* Partner A writes or draws a number (with quick tens and ones) between 10 and 40 (e.g., 25).
* Partner B rolls the die to determine the number of tens to add (e.g., if she rolls 5, add 5 tens). Both
* Both partners write the number sentence on their personal white boards and check each other’s work (e.g., 25 + 50 = 75).

**Analogous Addition Sentences (2 minutes)**

Note: This fluency activity encourages students to use sums within 10 to solve more challenging problems. Reviewing adding a one-digit number to a two-digit number when the ones have a sum less than or equal to 10 prepares students for today’s lesson.

T: Say the number sentence with the answer. 3 + 2.

S: 3 + 2 = 5.

T: 43 + 2.

S: 43 + 2 = 45.

T: 42 + 3.

S: 42 + 3 = 45.

T: 3 + 42.

S: 3 + 42 = 45.

Continue with the following suggested sequence:

6 + 2 56 + 2 96 + 2 42 + 6 4 + 3 64 + 3 63+4 4+ 63 6 + 3 96 + 3 93+6 6+93

TEKS Grade 1 Module 6 Fluencies

Lesson 13

Fluency Practice (14 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Make Ten Addition with Partners 1.3D (4 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Based on the needs of the class, select a Sprint from Lesson 3’s materials. There are several possible options available.

1. Re-administer the Sprint used during the previous lesson.

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 Sprint is corrected.

**Make Ten Addition with Partners  (4 minutes)**

Materials: (S) Personal white board

Note: This fluency activity reviews how to use the Level 3 strategy of making ten to add two single-digit numbers. Reviewing the make ten strategy prepares students for today’s lesson, in which they make ten to add two two-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 numbers to 9, 8, and 7. Remind students to write the two addition sentences they learned in Module 2.
* Partners then exchange boards and check each other’s work.

TEKS Grade 1 Module 6 Fluencies

Lesson 14

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Add Tens 1.5G (3 minutes)
* Take Out Ones 1.2B (5 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Students who completed all 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 have them practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

**Add Tens (3 minutes)**

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

Note: This fluency activity reviews adding multiples of 10 to two-digit numbers.

* Partner A writes or draws a number (with quick tens and ones) between 10 and 40 (e.g., 25).
* Partner B rolls the die to determine the number of tens to add (e.g., if he rolls 5, add 5 tens).
* Both partners write the number sentence on their personal white boards and check each other’s work (e.g., 25 + 50 = 75).

**Take Out Ones (5 minutes)**

Materials: (S) Personal white board

Note: Taking out some ones from a two-digit number strengthens students’ ability to apply the make ten strategy when adding two two-digit numbers.

Give students a sequence of related numbers at a time, and have them write number bonds on their personal white boards. Challenge early finishers to think of additional related number bonds for each sequence. Follow the suggested sequence:

* Take out 1: 8, 18, 28; 6, 56, 86.
* Take out 2: 5, 15, 25; 7, 37, 97.
* Take out 3: 6, 36, 76; 9, 69, 99, 109.
* Take out 4: 8, 48, 88, 108; 7, 77, 107, 117.

TEKS Grade 1 Module 6 Fluencies

Lesson 15

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Take Out Ones 1.2B (5 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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 stand if they tried a new level today or improved their scores from the previous day. Consider having students clap once for each person standing to celebrate improvement.

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

**Take Out Ones (5 minutes)**

Materials: (S) Personal white board

Note: Taking out some ones from a two-digit number strengthens students’ ability to apply the make ten strategy when adding two two-digit numbers.

Repeat from the previous lesson. Give students a sequence of related numbers, and have them write number bonds on their personal white boards. Challenge early finishers to think of additional related number bonds for each sequence. Follow the suggested sequence:

* Take out 1: 2, 42, 72; 5, 55, 85.
* Take out 2: 7, 47, 67; 9, 69, 99.
* Take out 3: 8, 58, 78; 7, 67, 97, 107.
* Take out 4: 6, 46, 86, 106; 9, 79, 109, 119.

TEKS Grade 1 Module 6 Fluencies

Lesson 16

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 Sprints (Lesson 3)

Note: Choose a Sprint based on the needs of the class.

* Addition Sprint 1
* Addition Sprint 2
* Subtraction Sprint
* Fluency Sprint: Totals of 5, 6, and 7
* Fluency Sprint: Totals of 8, 9, and 10

**Coin Drop (3 minutes)**

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

Note: In this activity, students practice adding and subtracting ones and tens within 100.

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 coins 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 them. Ask how much money is still in the can. Continue adding and subtracting pennies for a minute. Then, repeat the activity with dimes. For the final minute, begin with some pennies in the can, and add and subtract dimes.

TEKS Grade 1 Module 6 Fluencies

Lesson 17

Fluency Practice (13 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Analogous Addition Sentences 1.5G (3 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Based on the needs of the class, select a Sprint from yesterday’s materials. There are several possible options available.

1. Re-administer the Sprint from the day before.

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 Sprint is corrected.

**Analogous Addition Sentences (3 minutes)**

Note: This fluency activity encourages students to use sums within 10 to solve more challenging problems.

T: Say the number sentence with the answer. 5 + 2.

S: 5 + 2 = 7.

T: 45 + 2.

S: 45 + 2 = 47.

T: 42 + 5.

S: 42 + 5 = 47.

T: 5 + 42.

S: 5 + 42 = 47.

Continue with the following suggested sequence:

4 + 3 6 + 3 5 + 4 84 + 3 76 + 3 95 + 4 83 + 4 73 + 6 94 + 5 4 + 83 6 + 73 5 + 94

TEKS Grade 1 Module 6 Fluencies

Lesson 18

Fluency Practice (13 Minutes)

* Standards Check: Commutative Property  1.5E, 1.5G (5 minutes)
* Standards Check: Subtraction as Unknown Addend  1.3D (8 minutes)

**Standards Check: Commutative Property (5 minutes)**

Materials: (S) Pair of dice, personal white board

Note: In the remaining lessons, there are a variety of fluency activities that can be used to monitor students’ mastery of grade level standards. Take note of any students who may need additional support or particular standards-based activities that may be useful to include in summer practice.

This activity reviews the commutative property of addition (e.g., if 6 + 3 = 9 is known, then 3 + 6 = 9 is also known) (1.5G) and requires students to understand the meaning of the equal sign (1.5E).

* Assign partners.
* Both partners roll a die and then write four addition sentences using the rolled numbers as addends.
* Partners check each other’s work.

**Standards Check: Subtraction as Unknown Addend (8 minutes)**

Materials: (S) Pattern sheet list A or B (Fluency Template)

Note: This activity provides review with converting subtraction expressions to unknown addend equations.

* Assign partners of equal ability, and give one partner List A and the other List B.
* Students convert the subtraction expressions on their lists to addition equations with unknown addends (e.g., for 10 – 9, the student would write 9 + \_\_\_ = 10).
* Partners exchange lists and solve.

TEKS Grade 1 Module 6 Fluencies

Lesson 19

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Standards Check: True or False Number Sentences 1.2G, 1.3D, 1.5E (8 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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 stand if they tried a new level today or improved their score from the previous day. Consider having students clap for each person standing to celebrate improvement.

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

**Standards Check: True or False Number Sentences (8 minutes)**

Materials: (S) Personal white board

Note: Use professional judgment to determine whether students would benefit more from repeating the previous standards check or moving on to this one. Today’s standards check reviews the meaning of the equal sign and requires students to determine if addition and subtraction equations are true or false.

T: (Write 5 = 1 + 4.) What’s 1 + 4?

S: 5

T: (Write 5 = 5 directly underneath 5 = 1 + 4.) Is 5 = 1 + 4 true or false?

S: True.

T: Why?

S: Because 5 is equal to 5. - Because 5 is the same as 5.

T: Now, you do the same. Rename the side of the number sentence with a plus or minus symbol as one number.

T: (Write 7 = 3 + 5.)

S: (Write 7 = 8.)

T: Show me your boards. (Pause to see.) Is 7 = 3 + 5 true or false?

S: False. T: Why?

S: Because 7 is not the same as 8.  Because 7 doesn’t equal 8.

T/S: (Draw a line through the equal sign to show 7 ≠ 3 + 5 and 7 ≠ 8 to record they are not true.) As time permits, continue with the following suggested sequence:

a. 7 = 2 + 5 b. 3 + 6 = 9 c. 8 = 2 + 7 d. 7 – 2 = 4 e. 3 = 8 – 5 f. 3 = 9 – 7 g. 6 + 1 = 5 + 2 h. 4 + 3 = 7 + 1 i. 8 – 4 = 6 – 2 j. 8 – 5 = 9 – 4 k. 8 – 6 = 2 + 4 l. 4 + 5 = 9 – 3

TEKS Grade 1 Module 6 Fluencies

Lesson 20

Fluency Practice (13 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Standards Check: True or False Number Sentences 1.2G, 1.3D, 1.5E (5 minutes)

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Choose a Sprint based on the needs of the class.

* Addition Sprint 1
* Addition Sprint 2
* Subtraction Sprint
* Fluency Sprint: Totals of 5, 6, and 7
* Fluency Sprint: Totals of 8, 9, and 10

**Standards Check: True or False Number Sentences (5 minutes)**

Materials: (S) Personal white board

Write a true or false number sentence. Students write a happy face on their personal boards if the number

sentence is true. If the sentence is false, students write it with the correct symbol. Notice which problem types are difficult for them.

Use the first two columns (a–h) as the suggested sequence. At each checkpoint, decide whether students are ready for the next column or whether they should continue with similar problem types. The third column (i–l) is provided as a possible opportunity for a few students who would really enjoy a challenge.

a.    5 > 4 e. 40 + 5 = 45 i.  9 + 7 = 10 + 6

b. 50 > 40 f.  73 = 7 + 30 j.  16 + 10 = 26 – 10

c.  57 > 75 g. 82 < 8 tens 2 ones k. 12 – 6 > 9

d. 16 < 51 h. 97 > 9 ones 7 tens l.  90 < 89 + 1

Checkpoint. Checkpoint.

TEKS Grade 1 Module 6 Fluencies

Lesson 21

Fluency Practice (12 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Finger Counting Cents 1.4A, 1.4B, 1.5A (2 minutes

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

Materials: (S) Fluency Sprints (Lesson 3)

Note: Based on the needs of the class, select a Sprint. There are several possible options available.

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

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 Sprint is corrected.

**Finger Counting Cents (2 minutes)**

T: Let’s use our fingers to count by ones. (Raise fingers in order, starting with the right pinkie.)

S: (Students start with their left pinkies.) 1 one, 2 ones, 3 ones, 4 ones, …, 10 ones.

T: Let’s use our fingers to count by tens.

S: 1 ten, 2 tens, 3 tens, 4 tens, 5 tens.

T: Stop! 5 tens is the same as …

S: Fifty!

T: Continue.

S: 6 tens, 7 tens, 8 tens, 9 tens, 10 tens.

T: Stop! 10 tens is the same as …

S: 1 hundred!

T: We’re going to us our fingers to count by cents. What coin has the value of 1 cent?

S: A penny!

T: In the air, make a cent symbol.

S: (Draw a cent symbol in the air.)

T: Let’s count by pennies, or cents.

S: 1 cent, 2 cents, 3 cents, 4 cents, 5 cents.

T: Stop! 5 cents, or 5 pennies, has the same value as what one coin?

S: One nickel.

T: Continue.

S: 6 cents, 7 cents, 8 cents, 9 cents, 10 cents.

T: Stop! 10 cents or 10 pennies has the same value as what coin?

S: A dime.

T: Draw the cent symbol in the air again.

S: (Draw in the air.)

Continue the fluency by counting by cents, forwards and backwards, stopping to review that a nickel has a value of 5 cents, and a dime has a value of 10 cents.

Note: This fluency bridges counting by the units of ones and tens to counting using cents. Students also recall the cent symbol.

TEKS Grade 1 Module 6 Fluencies

Lesson 22

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Standards Check: Addition Within 20 1.3D, 1.3E (8 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Students who completed all 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 have them practice make ten addition or subtraction on the back of their papers. Collect and correct any Practice Sets completed within the allotted time.

**Standards Check: Addition Within 20 (8 minutes)**

Materials: (S) Personal white board

Note: This fluency activity shows which strategies students are using to add within 20. Students may show their work with a number bond, the arrow way, multi-step equations, or listing numbers to show how to count on.

Write the following list of strategies:

1. Count all.

2. Count on.

3. Make ten.

4. Use a doubles fact.

5. Use a helper problem (e.g., to solve 15 + 3, add 5 and 3 first).

Say an addition expression. Students use their personal boards to solve. Choose students who used different strategies to share what they did, or instruct students to share their strategies with a partner.

Suggested sequence:

* 9 + 2, 3 + 9, 2 + 8 + 2
* 5 + 6, 7 + 6, 4 + 4 + 6
* 15 + 1, 3 + 16
* 13 + 4, 12 + 7

TEKS Grade 1 Module 6 Fluencies

Lesson 23

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Standards Check: Addition Within 20 1.3D, 1.3E (8 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

Note: Give the appropriate Practice Set to each student. Students who completed all 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 have them practice make ten addition or subtraction on the back of their papers.

Collect and correct any Practice Sets completed within the allotted time.

**Standards Check: Subtraction Within 20 (8 minutes)**

Materials: (S) Personal white board

Note: This fluency activity shows which strategies students are using to subtract within 20. Students may show their work with a number bond, the arrow way, multi-step equations, or listing numbers to show how to count on.

Write the following list of strategies:

1. Count on or back.

2. Think of the addition problem.

3. Take from ten.

4. Use place value and a helper problem.

Say a subtraction expression. Students use their personal white boards to solve. Choose students who used different strategies to share what they did, or instruct students to share their strategies with a partner.

Suggested sequence:

* 15 – 1, 18 – 2
* 18 – 4, 19 – 7
* 12 – 3, 11 – 2
* 15 – 9, 17 – 8
* 16 – 14, 18 – 15

TEKS Grade 1 Module 6 Fluencies

Lesson 24

Fluency Practice (13 Minutes)

* Grade 1 Fluency Sprint  1.3D (8 minutes)
* Standards Check: Place Value  1.2B (3 minutes)
* Finger Counting Cents  1.4A, 1.4B (2 minutes)

**Grade 1 Fluency Sprint (8 minutes)**

Materials: (S) Fluency Sprints (Lesson 3)

Note: Choose a Sprint based on the needs of the class.

* Addition Sprint 1
* Addition Sprint 2
* Subtraction Sprint
* Fluency Sprint: Totals of 5, 6, and 7
* Fluency Sprint: Totals of 8, 9, and 10

**Standards Check: Place Value (3 minutes)**

Materials: (T/S) Personal white board

Note: This activity monitors students’ understanding of place value.

Write a number on a personal white board, but do not show students.

T: My number has 1 ten and 3 ones. What’s my number?

S: 13.

T: (Show the board.) What’s the value of this 1? (Pause, and then signal.)

S: 10.

T: What’s the value of this 3? (Pause, and then signal.)

S: 3.

Repeat with the following suggested sequence: 22, 27, 66, 63, 36, 90, and 99. Alternate saying the number in the ones place first and saying the number in the tens place first. For the last minute, write a two-digit number, and ask students to write the value of one of the digits on their personal white boards.

T: (Show 53.) Write the value of the 5.

S: (Write 50.)

**Finger Counting Cents (2 minutes)**

Conduct the activity as outlined in Lesson 22.

Note: This fluency bridges counting by the units of ones and tens to counting using cents. Students also recall

the cent symbol.

TEKS Grade 1 Module 6 Fluencies

Lesson 25

Fluency Practice (12 Minutes)

* Coin Flash 1.4A (2 minutes)
* Counting Coins 1.5B, 1.4C (5 minutes)
* Rekenrek: Counting Cents 1.4C (5 minutes)

**Coin Flash (2 minutes)**

Materials: (T) 1 penny, 1 nickel, 1 dime, and 1 quarter, or pictures of both sides of these coins

Note: This activity helps students maintain their ability to identify U.S. coins and their values.

In random order, hold up each coin, showing one side or the other.

T: What coin do you see? What is its value?

**Counting Coins (5 minutes)**

Materials: (T) 120 pennies, 24 nickels, and 12 dimes

Note: This activity helps students maintain their ability to count by twos, fives, and tens.

Count pennies by twos, up to 120 cents. Then count nickels by fives and dimes by tens, up to 120 cents.

**Rekenrek: Counting Cents (5 minutes)**

Materials: (T) Rekenrek

Note: This activity helps students decompose 25 into tens, fives and ones.

T: We will use the Rekenrek to count by cents. Each bead represents 1 cent. Count as I move the beads.

(Move the Rekenrek beads one at a time from left to right.)

S: 1 cent, 2 cents, 3 cents, 4 cents, 5 cents.

T: Stop! What coin has a value of 5 cents?

S: A nickel.

T: Continue to count.

S: 6 cents, 7 cents, 8 cents, 9 cents, 10 cents.

T: Stop! What coin has a value of 10 cents?

S: A dime.

T: How many nickels make 10 cents? (Motion on the Rekenrek to show 2 groups of 5, each group

representing 1 nickel.)

S: 2.

T: Continue to count.

S: 11 cents, 12 cents, 13 cents, 14 cents, 15 cents.

T: Stop! How many nickels make 15 cents?

S: 3.

T: How many dimes and how many nickels make 15 cents?

S: One dime and one nickel.

T: Continue to count.

S: 16 cents, 17 cents, 18 cents, 19 cents, 20 cents.

T: Stop! How many dimes make 20 cents?

S: 2 dimes.

T: How many nickels make 20 cents?

S: 4 nickels.

T: Continue to count.

S: 21 cents, 22 cents, 23 cents, 24 cents, 25 cents.

T: Stop! What coin has a value of 25 cents?

S: A quarter.

T: How many nickels make 25 cents?

S: 5 nickels.

T: How many dimes and how many nickels make 25 cents?

S: 2 dimes and 1 nickel.  1 dime and 3 nickels.

T: Draw a cent sign in the air.

S: (Draw in the air.)

TEKS Grade 1 Module 6 Fluencies

Lesson 26

Fluency Practice (9 Minutes)

* Counting Coins 1.5B, 1.4C (5 minutes)
* Rekenrek: Counting Cents 1.4A, 1.4B (4 minutes)

**Counting Coins (5 minutes)**

Materials: (T) Collection of 120 pennies, 24 nickels, and 12 dimes (plastic or real)

Note: This activity helps students maintain their ability to count by twos, fives, and tens.

Count pennies by twos, up to 120 cents. Then count nickels by fives and dimes by tens, up to 120 cents.

**Rekenrek: Counting Cents (4 minutes)**

Materials: (T) Rekenrek

Note: This activity helps students review the value of coins.

Use the Rekenrek to count by cents, or ones, to 25. The counting should stop at multiples of 5 and 10 so that students can identify the values in units of nickels or dimes. When students reach 25, have them identify the coin that has a value of 25 cents.

TEKS Grade 1 Module 6 Fluencies

Lesson 27

Fluency Practice (12 Minutes)

* Counting Mixed Coins 1.5B, 1.4C (4 minutes)
* Rekenrek: Counting Cents 1.4C (4 minutes)
* What’s My Number? 1.2A (4 minutes)

**Counting Mixed Coins (4 minutes)**

Materials: (T) 120 pennies, 24 nickels, 12 dimes (real or plastic)

Note: This activity helps students maintain their ability to count by fives and tens.

T: (Display rows of 4 dimes, 5 nickels, and 4 pennies.) We are going to count the value of this set of

coins. Count aloud as I touch each coin. (Count the dimes, touching each coin as it is counted.)

S: 10, 20, 30, 40.

T: (Point to the row of nickels.) We counted to 40. Let’s keep counting.

S: 45, 50, 55, 60, 65.

T: (Point to the row of pennies.) We counted to 65. Let’s keep counting.

S: 66, 67, 68, 69.

T: What is the value of the coins we counted?

S: 69 cents.

T: Make the cent sign in the air.

S: (Draw.)

Continue this activity with other sets of coins, counting up to 120 cents.

**Rekenrek: Counting Cents (4 minutes)**

Materials: (T) Rekenrek

Note: This activity helps students review the value of coins.

Use the Rekenrek to count by cents to 25. In this activity each bead represents one cent. The counting should stop at multiples of 5 and 10 so that students can identify the values in units of nickels or dimes. When students reach 25, have them identify the coin that has a value of 25 cents.

**What’s My Number? (4 minutes)**

Materials: (T/S) Personal white board

Note: In this activity, students are composing and decomposing 2-digit and 3-digit numbers.

T: My number has 2 tens and 3 ones. What is my number?

S: 23.

T: (Write 23 on your personal white board.) What is the value of the 2?

S: 2 tens.

T: Say it the regular way.

S: Twenty.

T: What is the value of the 3?

S: 3 ones.

T: Say it the regular way.

S: 3.

Repeat with the following possible sequence: 56, 79, 89, 99, 112, 115.

TEKS Grade 1 Module 6 Fluencies

Lesson 28

Fluency Practice (15 Minutes)

* Grade 1 Fluency Sprint 1.3D (10 minutes)
* Standards Check: Add and Subtract Tens 1.3A, 1.5C (5 minutes)

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

Materials: (S) Fluency Sprint (Lesson 3)

Note: Based on the needs of the class, select a Sprint. There are several possible options available.

1. Re-administer the Sprint from the previous lesson.

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 Sprint is corrected.

**Standards Check: Add and Subtract Tens (5 minutes)**

Materials: (S) Personal white board

Note: This fluency activity monitors students’ ability to add and subtract tens. All students must be able to find ten more or less than a number mentally.

T: What’s ten more than 25?

S: 35.

T: Write the number sentence.

S: (Write 25 + 10 = 35.)

T: What’s ten less than 25?

S: 15.

T: Write the number sentence.

S: (Write 25 – 10 = 15.)

T: Prove it. Draw quick tens and ones.

S: (Draw.)

Repeat with the suggested problem types. Alternate directing students to prove it with a number sentence, a number bond, or quick tens and ones. Include opportunities for students to prove a subtraction problem with an addition sentence (e.g., prove 10 less than 60 is 50 by writing 50 + 10 = 60).

* Mentally calculate 10 more/less than any two-digit number.
* Add and subtract multiples of 10 from multiples of 10 (e.g., 90 – 20; 40 + 50).
* Calculate multiples of 10 more than any two-digit number (e.g., 37 + 40).

TEKS Grade 1 Module 6 Fluencies

Lesson 29

Fluency Practice (15 Minutes)

* Fluency Differentiated Practice Sets  1.3D (5 minutes)
* Standards Check: Time  1.7E (5 minutes)
* Fluency Favorite or Standards Review (5 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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 have them practice make ten addition or subtraction on the back of their papers.

Collect and correct any Practice Sets completed within the allotted time.

**Standards Check: Time (5 minutes)**

Materials: (T/S) Personal white board, time recording sheet (Fluency Template)

Note: This review fluency provides an opportunity to monitor which students can tell and write time in hours and half hours. When students draw hands for times to the half hour, make sure the hour hand is approximately halfway between the numbers.

T: Draw hands on the template’s analog clock to show times to the hour and half hour.

S: (Write the time on the digital clock, and fill in the appropriate sentence frame.)

T: Write times to the hour and half hour on the digital clock.

S: (Draw the hands on the analog clock, and fill in the appropriate sentence frame.

**Fluency Favorite or Standards Review (5 minutes)**

Note: If needed, repeat one of the Standards Check fluency activities. If not, select a class favorite fluency activity, or begin the Concept Development.

TEKS Grade 1 Module 6 Fluencies

Lesson 30

Fluency Practice (13 Minutes)

* Fluency Differentiated Practice Sets 1.3D (5 minutes)
* Standards Check: Shapes 1.6D, 1.6E (8 minutes)

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

Materials: (S) Fluency Practice Sets (Lesson 1)

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 stand if they tried a new level today or improved their score from the previous day. Consider having students clap once for each person standing to celebrate improvement.

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

**Standards Check: Shapes (8 minutes)**

Materials: (T) Two-dimensional shape flashcards (Fluency Template 1), three-dimensional objects used in Module 5 Lesson 3 (S) Personal white board, shapes recording sheet (Fluency Template 2)

Note: This activity reviews the attributes and names of two-dimensional and three-dimensional shapes. Remember that a square is also a rectangle and a rhombus, and a cube is also a rectangular prism.

1. Invite students to look at their templates and to read the names of the two-dimensional shapes and attributes with the teacher. Show a shape card or object. Students circle the name(s) of the shape and complete the attributes section. Repeat for all two-dimensional shapes.
2. Invite students to look at their templates and to read the names of the three-dimensional shapes and attributes with the teacher. Show a three-dimensional object. Students circle the name(s) of the shape and complete the attributes section. Repeat for all three-dimensional shapes.
3. Show two- or three-dimensional shapes. Ask students to circle the other shapes that could be used, if any, to create them.