

## Sample Fluency Activities within Grade 1

### Get to Ten

#### **Get to Ten(s) (3 minutes) (M6-L10, M6-L11)**

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 will need this skill when they learn to apply the make ten strategy to add two two-digit numbers in G1–M6–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:  $19 + 1 = 20$ .

Suggested sequence: 59, 79, 99; 5, 65, 85, 95; 8, 48, 78, 98; 7, 37, 87, 97; etc.

**Variation (M6-L11):** Remove the Rekenrek visual and have students share orally or on personal white boards. 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; 6, 96; etc.

## Tens and Ones

### **Magic Counting Sticks (3 minutes) (with bundling and unbundling) (M2-L27, M4-L3)**

Materials: (T) Hide Zero cards

Note: This activity reviews the concept of 10 as a unit and as ten ones, which will prepare students for today's lesson.

T: (Divide students into partners and assign Partners A and B. Show 13 with Hide Zero cards.) How many tens are in 13?

S: 1 ten.

T: (Point to the 1 in 13.) Partner A, show 1 ten with your magic counting sticks. (Partner A holds up a bundled ten.) How many ones should Partner B show?

S: 3 ones.

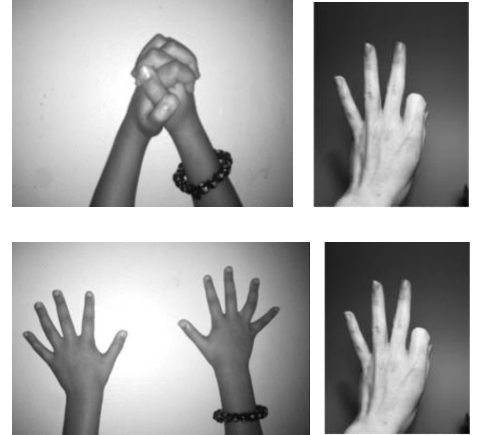
T: (Point to the 3.) Partner B, show 3 ones. 1 ten and 3 ones is 13. Partner A, open up your ten. How many fingers do you have?

S: 10 fingers.

T: (Take apart the Hide Zero cards to show 10 and 3.) 10 fingers + 3 fingers is?

S: 13 fingers.

Alternate partners and repeat with other teen numbers.



### **Tens and Ones (3 minutes) (M3-L1)**

Materials: (T) 100-bead Rekenrek

Note: This activity addresses the grade level 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; 19, 29, 39.

### **Hide Zero Number Sentences (3 minutes) (M3-L2, M3-L13)**

Materials: (S) Hide Zero cards (from G1–M1–Lesson 38, with additional cards found at the end of this lesson)

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, 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; 16, 26, 36.