Module 5 Fluencies

Lesson 1:

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint

Note: For the remainder of the year, a portion of each lesson will be devoted to either Core Fluency Sprints or Core Fluency Practice Sets. When Sprints are suggested, choose a Core Fluency Sprint that meets students' needs. All five Core Fluency Sprints are provided at the end of this lesson and described below for easy reference. Prepare class sets or save the masters for later use as they will not be included in future lessons. With each Sprint, notice how many problems the class averages. Discuss and celebrate improvement as students progress toward Grade 1's required fluency.

Core Fluency Sprint List:

- Core Addition Sprint (Targets core addition and missing addends.)
- Core Addition Sprint 2 (Targets the most challenging addition within 10.)
- Core Subtraction Sprint (Targets core subtraction.)
- Core Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
- Core 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 (from G1–M1–Lesson 36), 1 "=" card, 2 "+" cards

Note: This activity builds fluency with Grade 1's core 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, and place the "=" card between them. 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; 2, 4, 6, 8, etc.

Lesson 2:

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint (G1–M5–Lesson 1)

Note: Based on the needs of the class, select a Sprint from G1–M5–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 their Sprint while the other group corrects the second Sprint.

Make It Equal: Subtraction Expressions (5 minutes)

Materials: (S) Numeral cards (from G1–M1–Lesson 36), 1 "=" card, 2 "–" 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, and place the "=" card between them. 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 would 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; 2, 4, 10, 8; etc.

Lesson 3:

Grade 1 Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets from G1–M4–Lesson 23

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 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 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 back 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 and subtract 10 as you place and take away dimes.
- Third minute: Begin with 2 dimes. Ask how many tens there are. Instruct students to begin at 20 and add and subtract 1 as you place and take away pennies.

Lesson 4:

Grade 1 Core Fluency Differentiated Practice Sets (5 minutes)

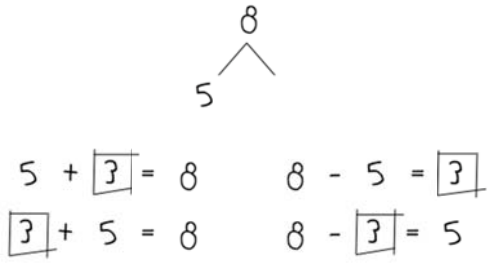
Materials: (S) Core Fluency Practice Sets (G1–M5–Lesson 23)

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 boards, die per pair



Note: This fluency activity addresses Grade 1's core 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 flashcards, three-dimensional shapes used in G1–M5–Lesson 3

Note: This activity reviews the attributes and names of two-dimensional (trapezoid, rhombus, square, rectangle, triangle) and three-dimensional shapes (cone, cube, cylinder, sphere, rectangular prism). 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 vocabulary word students learned over the past few lessons. Pause long enough to provide thinking time, then snap to signal students to answer.

Alternate between flashing a two-dimensional shape flashcard 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?

LESSON 5

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint from G1–M5–Lesson 1

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.

Core Fluency Sprint List:

- Core Addition Sprint (Targets core addition and missing addends.)
- Core Addition Sprint 2 (Targets the most challenging addition within 10.)
- Core Subtraction Sprint (Targets core subtraction.)
- Core Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
- Core 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 flashcards found in G1–M5–Lesson 4, three-dimensional shapes used in G1–M5–Lesson 3

Note: This activity reviews the attributes and names of two-dimensional and three-dimensional shapes. For three-dimensional shapes, you may need to display the shape while students are determining the answer to some of your questions. As soon as students are ready to visualize, flash the shape instead. Repeat Shape Flash from G1–M5–Lesson 4.

LESSON 6

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint (G1–M5–Lesson 1)

Note: Based on the needs of the class, select a Core 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 their 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 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.

LESSON 7

Core Fluency Differentiated Practice Sets (5 minutes)

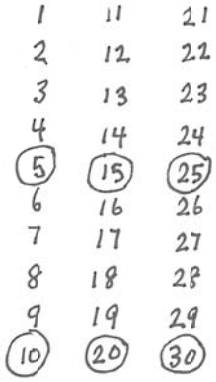
Materials: (S) Core Fluency Practice Sets from G1–M4–Lesson 23

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 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: Chart of numbers to 30 with multiples of 5 circled



Note: This activity prepares students for G1–M5–Lesson 11, where they will be adding 5 minutes until they reach 30 minutes to connect half past the hour to 30 minutes past the hour. If your students are proficient at counting on by fives, you may choose to substitute for the Fluency Practice 5 More (from G1–M5–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!

Make Ten Addition with Partners (5 minutes)

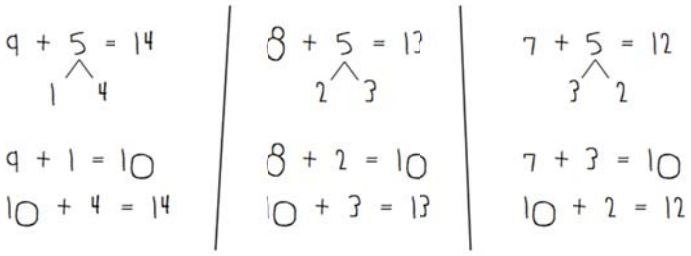
Materials: (S) Personal white boards

Note: This fluency activity reviews how to use the Level 3 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 boards, students add their number

to 9, 8, and 7. Remind students to write the two addition sentences they learned in G1–Module 2.

- Partners then exchange boards and check each other's work.



Lesson 8

Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets from G1–M4–Lesson 23

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 Sets completed within the allotted time.

5 More (5 minutes)

Note: This activity prepares students for G1–M5–Lesson 11, where they will be adding 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 G1–M5–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 boards

Note: This fluency activity reviews how to use the Level 3 strategy of making ten to add two single-digit numbers.

Repeat the activity from G1–M5–Lesson 7.

LESSON 9

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint from G1–M5–Lesson 1

Note: When choosing a counting sequence to practice between Sides A and B, consider having students whisper-count by fives to 30 and back. Although counting by fives is not a first grade standard, in G1–M5–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. 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, consider introducing the next level of difficulty tomorrow. If many students are not making it to the third quadrant, consider repeating today's Sprint.

Core Fluency Sprint List:

- Core Addition Sprint (Targets core addition and missing addends.)
- Core Addition Sprint 2 (Targets the most challenging addition within 10.)
- Core Subtraction Sprint (Targets core subtraction.)
- Core Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
- Core 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 from G1–M1–Lesson 36, 1 "="card, 2 "+" cards

Note: This activity builds fluency with Grade 1's core 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, and place the "=" card between them. 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

Lesson 10

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint (G1–M5–Lesson 1)

Note: Based on the needs of the class, select a Sprint from G1–M5–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 their Sprint while the other group corrects the second Sprint.

LESSON 11

Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets from G1–M4–Lesson 23

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 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.

Happy Counting (2 minutes)

Note: In the next module, students will be learning addition and subtraction within 100 and extending their counting and number writing skills to 120. Give students practice counting by ones and tens within 100 to prepare them for G1–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.

T: 

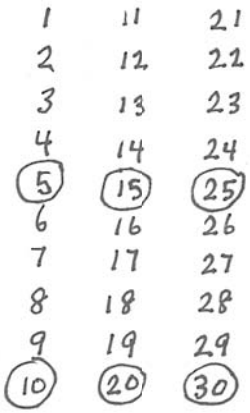
T/S: 88 89 90 (pause) 89 90 91 90 89 (etc.)

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, where 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 skip-counting first to 25, then to 30.

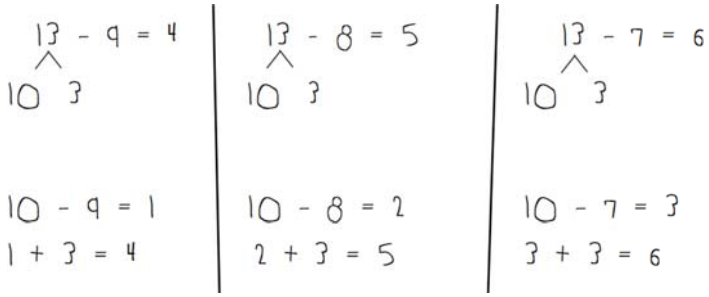


Take from Ten Subtraction with Partners (5 minutes)

Materials: (S) Personal white boards

Note: This fluency activity reviews how to use the Level 3 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 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 boards and check each other's work.



LESSON 12

Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets from G1—M4—Lesson 23

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 Sets completed within the allotted time.

Happy Counting (2 minutes)

Note: This activity prepares students for G1–Module 6 by providing practice counting by ones and tens within 100.

Repeat activity from G1—M5—Lesson 11.

Analogous Addition and Subtraction (3 minutes)

Note: This activity practices Grade 1's core 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, 9 – 6, 19 – 6, 29 – 6

Take from Ten Subtraction with Partners (5 minutes)

Materials: (S) Personal white boards

Note: This fluency activity reviews how to use the Level 3 strategy of taking from ten when subtracting from teen numbers.

Repeat activity from G1—M5—Lesson 11.

LESSON 13

Grade 1 Core Fluency Sprint (10 minutes)

Materials: (S) Core Fluency Sprint from G1–M5–Lesson 1

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 you administer the next Sprint. If many students are not making it to the third quadrant, consider repeating the Sprint you chose today.

Core Fluency Sprint List:

- Core Addition Sprint (Targets core addition and missing addends.)
- Core Addition Sprint 2 (Targets the most challenging addition within 10.)
- Core Subtraction Sprint (Targets core subtraction.)
- Core Fluency Sprint: Totals of 5, 6, and 7 (Develops understanding of the relationship between addition and subtraction.)
- Core 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 G1–Module 6 by providing practice counting by ones and tens within 100.

Repeat activity from G1—M5—Lesson 11.

Analogous Addition and Subtraction (3 minutes)

Note: This activity practices Grade 1's core 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.

CORE FLUENCY SPRINTS

Note: For the remainder of the year, a portion of each lesson will be devoted to either Core Fluency Sprints or Core Fluency Practice Sets. When Sprints are suggested, choose a Core Fluency Sprint that meets students' needs. All five Core Fluency Sprints are provided at the end of this lesson and described below for easy reference. Prepare class sets or save the masters for later use as they will not be included in future lessons. With each Sprint, notice how many problems the class averages. Discuss and celebrate improvement as students progress toward Grade 1's required fluency.

Core Fluency Sprint List:

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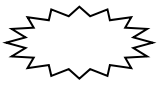
- Core Fluency Sprint: Totals of 8, 9, and 10 (Develops understanding of the relationship between addition and subtraction.)

A

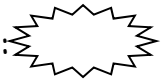
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	4 + 1 = _____	16	4 + 3 = _____
2	4 + 2 = _____	17	_____ + 4 = 7
3	4 + 3 = _____	18	7 = _____ + 4
4	6 + 1 = _____	19	5 + 4 = _____
5	6 + 2 = _____	20	_____ + 5 = 9
6	6 + 3 = _____	21	9 = _____ + 4
7	1 + 5 = _____	22	2 + 7 = _____
8	2 + 5 = _____	23	_____ + 2 = 9
9	3 + 5 = _____	24	9 = _____ + 7
10	5 + _____ = 8	25	3 + 6 = _____
11	8 = 3 + _____	26	_____ + 3 = 9
12	7 + 2 = _____	27	9 = _____ + 6
13	7 + 3 = _____	28	4 + 4 = _____ + 2
14	7 + _____ = 10	29	5 + 4 = _____ + 3
15	_____ + 7 = 10	30	_____ + 7 = 3 + 6

B

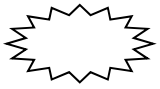
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	5 + 1 = ____	16	2 + 4 = ____
2	5 + 2 = ____	17	____ + 4 = 6
3	5 + 3 = ____	18	6 = ____ + 4
4	4 + 1 = ____	19	3 + 4 = ____
5	4 + 2 = ____	20	____ + 3 = 7
6	4 + 3 = ____	21	7 = ____ + 4
7	1 + 3 = ____	22	4 + 5 = ____
8	2 + 3 = ____	23	____ + 4 = 9
9	3 + 3 = ____	24	9 = ____ + 5
10	3 + ____ = 6	25	2 + 6 = ____
11	____ + 3 = 6	26	____ + 6 = 9
12	5 + 2 = ____	27	9 = ____ + 2
13	5 + 3 = ____	28	3 + 3 = ____ + 4
14	5 + ____ = 8	29	3 + 4 = ____ + 5
15	____ + 3 = 8	30	____ + 6 = 2 + 7

A

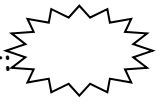
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the equal sign.

1	5 + 2 = _____	16	_____ = 5 + 4
2	6 + 2 = _____	17	_____ = 4 + 5
3	7 + 2 = _____	18	6 + 3 = _____
4	4 + 3 = _____	19	3 + 6 = _____
5	5 + 3 = _____	20	_____ = 2 + 6
6	6 + 3 = _____	21	2 + 7 = _____
7	_____ = 6 + 2	22	_____ = 3 + 4
8	_____ = 2 + 6	23	3 + 6 = _____
9	_____ = 7 + 2	24	_____ = 4 + 5
10	_____ = 2 + 7	25	3 + 4 = _____
11	_____ = 4 + 3	26	13 + 4 = _____
12	_____ = 3 + 4	27	3 + 14 = _____
13	_____ = 5 + 3	28	3 + 6 = _____
14	_____ = 3 + 5	29	13 + _____ = 19
15	_____ = 3 + 4	30	19 = _____ + 16

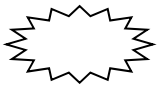
B

Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the equal sign.

1	4 + 3 = _____	16	_____ = 6 + 3
2	5 + 3 = _____	17	_____ = 3 + 6
3	6 + 3 = _____	18	5 + 4 = _____
4	6 + 2 = _____	19	4 + 5 = _____
5	7 + 2 = _____	20	_____ = 2 + 7
6	5 + 4 = _____	21	2 + 6 = _____
7	_____ = 4 + 3	22	_____ = 3 + 4
8	_____ = 3 + 4	23	4 + 5 = _____
9	_____ = 5 + 3	24	_____ = 3 + 6
10	_____ = 3 + 5	25	2 + 7 = _____
11	_____ = 6 + 2	26	12 + 7 = _____
12	_____ = 2 + 6	27	2 + 17 = _____
13	_____ = 7 + 2	28	4 + 5 = _____
14	_____ = 2 + 7	29	14 + _____ = 19
15	_____ = 7 + 2	30	19 = _____ + 15

Number correct: 

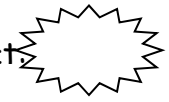
A

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	6 - 1 = ____	16	8 - 2 = ____
2	6 - 2 = ____	17	8 - 6 = ____
3	6 - 3 = ____	18	7 - 3 = ____
4	10 - 1 = ____	19	7 - 4 = ____
5	10 - 2 = ____	20	8 - 4 = ____
6	10 - 3 = ____	21	9 - 4 = ____
7	7 - 2 = ____	22	9 - 5 = ____
8	8 - 2 = ____	23	9 - 6 = ____
9	9 - 2 = ____	24	9 - ____ = 6
10	7 - 3 = ____	25	9 - ____ = 2
11	8 - 3 = ____	26	2 = 8 - ____
12	10 - 3 = ____	27	2 = 9 - ____
13	10 - 4 = ____	28	10 - 7 = 9 - ____
14	9 - 4 = ____	29	9 - 5 = ____ - 3
15	8 - 4 = ____	30	____ - 6 = 9 - 7

B

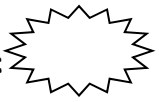
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	5 - 1 = ____	16	6 - 2 = ____
2	5 - 2 = ____	17	6 - 4 = ____
3	5 - 3 = ____	18	8 - 3 = ____
4	10 - 1 = ____	19	8 - 5 = ____
5	10 - 2 = ____	20	8 - 6 = ____
6	10 - 3 = ____	21	9 - 3 = ____
7	6 - 2 = ____	22	9 - 6 = ____
8	7 - 2 = ____	23	9 - 7 = ____
9	8 - 2 = ____	24	9 - ____ = 5
10	6 - 3 = ____	25	9 - ____ = 4
11	7 - 3 = ____	26	4 = 8 - ____
12	8 - 3 = ____	27	4 = 9 - ____
13	5 - 4 = ____	28	10 - 8 = 9 - ____
14	6 - 4 = ____	29	8 - 6 = ____ - 7
15	7 - 4 = ____	30	____ - 4 = 9 - 6

A

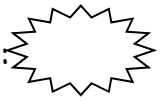
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	2 + 3 = _____	16	3 + 3 = _____
2	3 + _____ = 5	17	6 - 3 = _____
3	5 - 3 = _____	18	6 = _____ + 3
4	5 - 2 = _____	19	2 + 5 = _____
5	_____ + 2 = 5	20	5 + _____ = 7
6	1 + 5 = _____	21	7 - 2 = _____
7	1 + _____ = 6	22	7 - 5 = _____
8	6 - 1 = _____	23	7 = _____ + 5
9	6 - 5 = _____	24	3 + 4 = _____
10	_____ + 5 = 6	25	4 + _____ = 7
11	4 + 2 = _____	26	7 - 4 = _____
12	2 + _____ = 6	27	7 = _____ + 3
13	6 - 2 = _____	28	3 = 7 - _____
14	6 - 4 = _____	29	7 - 5 = _____ - 4
15	_____ + 4 = 6	30	_____ - 3 = 7 - 4

B

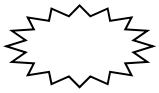
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	1 + 4 = ____	16	3 + 3 = ____
2	4 + ____ = 5	17	6 - 3 = ____
3	5 - 4 = ____	18	6 = ____ + 3
4	5 - 1 = ____	19	2 + 4 = ____
5	____ + 1 = 5	20	4 + ____ = 6
6	7 + 2 = ____	21	6 - 2 = ____
7	5 + ____ = 7	22	6 - 4 = ____
8	7 - 2 = ____	23	6 = ____ + 4
9	7 - 5 = ____	24	3 + 4 = ____
10	____ + 2 = 7	25	4 + ____ = 7
11	1 + 5 = ____	26	7 - 4 = ____
12	1 + ____ = 6	27	7 = ____ + 4
13	6 - 1 = ____	28	4 = 7 - ____
14	6 - 5 = ____	29	6 - 4 = ____ - 5
15	____ + 5 = 6	30	____ - 4 = 7 - 3

A

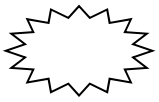
Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	5 + 5 = _____	16	2 + 6 = _____
2	5 + _____ = 10	17	8 = 6 + _____
3	10 - 5 = _____	18	8 – 2 = _____
4	9 + 1 = _____	19	2 + 7 = _____
5	1 + _____ = 10	20	9 = 7 + _____
6	10 - 1 = _____	21	9 - 7 = _____
7	10 - 9 = _____	22	8 = _____ + 2
8	_____ + 9 = 10	23	8 - 6 = _____
9	1 + 8 = _____	24	3 + 6 = _____
10	8 + _____ = 9	25	9 = 6 + _____
11	9 - 1 = _____	26	9 - 6 = _____
12	9 - 8 = _____	27	9 = _____ + 3
13	_____ + 1 = 9	28	3 = 9 - _____
14	4 + 4 = _____	29	9 - 5 = _____ - 6
15	8 - 4 = _____	30	_____ - 7 = 8 - 6

B

Number correct: 

Name _____ Date _____

*Write the unknown number. Pay attention to the symbols.

1	9 + 1 = _____	16	3 + 5 = _____
2	1 + _____ = 10	17	8 = 5 + _____
3	10 - 1 = _____	18	8 - 3 = _____
4	10 - 9 = _____	19	2 + 6 = _____
5	_____ + 9 = 10	20	8 = 6 + _____
6	1 + 7 = _____	21	8 - 6 = _____
7	7 + _____ = 8	22	2 + 7 = _____
8	8 - 1 = _____	23	9 = _____ + 2
9	8 - 7 = _____	24	9 - 7 = _____
10	_____ + 1 = 8	25	4 + 5 = _____
11	2 + 8 = _____	26	9 = 5 + _____
12	2 + _____ = 10	27	9 - 5 = _____
13	10 - 2 = _____	28	5 = 9 - _____
14	10 - 8 = _____	29	9 - 6 = _____ - 5
15	_____ + 8 = 10	30	_____ - 6 = 9 - 7

Grade 1 Core Fluency Differentiated Practice Sets (5 minutes)

Materials: (S) Core Fluency Practice Sets

Note: Throughout Topic F in Module 4 and for the remainder of the year, each day's fluency includes an opportunity for review and mastery of the sums and differences with totals through 10 by means of the Core Fluency Practice Sets or Sprints. Five options are provided in this lesson for the Core Fluency Practice Set, with Sheet A being the simplest addition fluency of the grade and Sheet E being the most complex. Start all students on Sheet A. Keep a record of student progress so that you can move students to more complex sheets as they are ready.

Students complete as many problems as they can in 90 seconds. We recommend 100% accuracy and completion before moving to the next level. Collect any Practice Sheets that have been completed within the 90 seconds and check the answers. The next time Core Fluency Practice Sets are used, students who have successfully completed their set today can be provided with the next level.

For early finishers, you might assign a counting pattern and start number. Celebrate improvement as well as advancement. Students should be encouraged to compete with themselves rather than their peers. Interview students on practice strategies. Notify caring adults of each child's progress.

Name _____ Date _____

My Addition Practice

1. 6 + 0 = ____	11. 7 + 1 = ____	21. 5 + 3 = ____
2. 0 + 6 = ____	12. ____ = 1 + 7	22. ____ = 5 + 4
3. 5 + 1 = ____	13. 3 + 3 = ____	23. 6 + 4 = ____
4. 1 + 5 = ____	14. 3 + 4 = ____	24. 4 + 6 = ____
5. 6 + 1 = ____	15. ____ = 3 + 5	25. ____ = 4 + 4
6. 1 + 6 = ____	16. 6 + 3 = ____	26. 3 + 4 = ____
7. 6 + 2 = ____	17. 7 + 3 = ____	27. 5 + 5 = ____
8. 5 + 2 = ____	18. ____ = 7 + 2	28. ____ = 4 + 5
9. 2 + 5 = ____	19. 2 + 7 = ____	29. 3 + 7 = ____
10. 2 + 4 = ____	20. 2 + 8 = ____	30. ____ = 3 + 6

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Missing Addend Practice

1. 6 + ____ = 6	11. 3 + ____ = 6	21. 4 + ____ = 7
2. 0 + ____ = 6	12. 4 + ____ = 8	22. 7 = 3 + ____
3. 5 + ____ = 6	13. 10 = 5 + ____	23. 2 + ____ = 7
4. 4 + ____ = 6	14. 5 + ____ = 9	24. 2 + ____ = 8
5. 0 + ____ = 7	15. 5 + ____ = 7	25. 9 = 2 + ____
6. 6 + ____ = 7	16. 8 = 5 + ____	26. 2 + ____ = 10
7. 1 + ____ = 7	17. 5 + ____ = 9	27. 10 = 3 + ____
8. 7 + ____ = 8	18. 8 + ____ = 10	28. 3 + ____ = 9
9. 1 + ____ = 8	19. 7 + ____ = 10	29. 4 + ____ = 9
10. 6 + ____ = 8	20. 10 = 6 + ____	30. 10 = 4 + ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Related Addition and Subtraction Practice

1. 5 + ____ = 6	11. 7 + ____ = 10	21. 4 + ____ = 8
2. 1 + ____ = 6	12. 10 – 7 = ____	22. 8 – 4 = ____
3. 6 - 1 = ____	13. 5 + ____ = 7	23. 4 + ____ = 7
4. 9 + ____ = 10	14. 7 – 5 = ____	24. 7 – 4 = ____
5. 1 + ____ = 10	15. 5 + ____ = 8	25. 5 + ____ = 9
6. 10 – 9 = ____	16. 8 – 5 = ____	26. 9 – 5 = ____
7. 5 + ____ = 10	17. 4 + ____ = 6	27. 6 + ____ = 9
8. 10 – 5 = ____	18. 6 – 4 = ____	28. 9 – 6 = ____
9. 8 + ____ = 10	19. 3 + ____ = 6	29. 4 + ____ = 7
10. 10 – 8 = ____	20. 6 – 3 = ____	30. 7 – 4 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Subtraction Practice

1. 6 - 0 = ____	11. 6 - 3 = ____	21. 8 - 4 = ____
2. 6 - 1 = ____	12. 7 - 3 = ____	22. 8 - 3 = ____
3. 7 - 1 = ____	13. 9 – 3 = ____	23. 8 - 5 = ____
4. 8 - 1 = ____	14. 10 - 8 = ____	24. 9 - 5 = ____
5. 6 - 2 = ____	15. 10 - 6 = ____	25. 9 - 4 = ____
6. 7 - 2 = ____	16. 10 – 4 = ____	26. 7 - 3 = ____
7. 9 - 2 = ____	17. 10 - 5 = ____	27. 10 - 7 = ____
8. 10 - 10 = ____	18. 7 – 6 = ____	28. 9 - 7 = ____
9. 10 - 9 = ____	19. 7 - 5 = ____	29. 9 - 6 = ____
10. 10 - 7 = ____	20. 6 - 4 = ____	30. 8 - 6 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

Name _____ Date _____

My Mixed Practice

1. 4 + 2 = ____	11. 2 + ____ = 6	21. 8 - 5 = ____
2. 2 + ____ = 6	12. 6 - 2 = ____	22. 3 + ____ = 8
3. 6 = 3 + ____	13. 6 - 4 = ____	23. 8 = ____ + 5
4. 2 + 5 = ____	14. 5 + ____ = 7	24. ____ + 2 = 9
5. 7 = 5 + ____	15. 7 - 5 = ____	25. 9 = ____ + 7
6. 4 + 3 = ____	16. 7 - 4 = ____	26. 9 – 2 = ____
7. 7 = ____ + 4	17. 7 - 3 = ____	27. 9 - 7 = ____
8. 8 = ____ + 4	18. 8 = 6 + ____	28. 9 - 6 = ____
9. 4 + 5 = ____	19. 8 - 2 = ____	29. 9 = ____ + 4
10. 9 = ____ + 4	20. 8 – 6 = ____	30. 9 - 6 = ____

Today I finished _____ problems.

I solved _____ problems correctly.

Module 5 Application Problems

Lesson 1

Today, everyone will get 7 straw pieces to use in our lesson. Later, you will use your pieces and your partner's pieces together. How many straw pieces will you have to use when you and your partner put them together?

Lesson 2

Lee has 9 straws. He uses 4 straws to make a shape. How many straws does he have left to make other shapes?

Extension: What possible shapes could Lee have created? Draw the different shapes Lee might have made using 4 straws. Label any shapes whose name you know.

Lesson 3

Rose draws 6 triangles. Maria draws 7 triangles. How many more triangles does Maria have than Rose?

Note: Let students know that today's problem is a little different from past problems because today they are comparing Rose's triangles with Maria's. Suggest that they draw two different tapes with the same endpoint on the left, so that they can more easily compare the two numbers. As you circulate, support students in aligning their shapes and bars to assist in solving this *compare with difference unknown* problem type.

Lesson 4

Anton made a tower 5 cubes high. Ben made a tower 7 cubes high. How much taller is Ben's tower than Anton's?

Note: If student's struggled with yesterday's *compare with difference unknown* problem, use a guided approach. Have students follow the steps outlined below:

- Read the story's first two sentences.
- Draw and label a picture.
- Analyze their drawing. *Who has the taller tower? How many more cubes does Anton need to have a tower as tall as Ben?*
- Read the question: *How much taller is Ben's tower than Anton's?*
- Reflect on their peers' work. Show two students' drawings and strategies using the document camera so that students can explain how they solved the problem.

Lesson 5

Darnell and Tamra are comparing their grapes. Darnell's vine has 9 grapes. Tamra's vine has 6 grapes. How many more grapes does Darnell have than Tamra?

Note: This *compare with difference unknown* problem continues to engage students in the same type of problem using different contexts and a larger difference between the numbers. If necessary, remind students that they are comparing Darnell's grapes and Tamra's grapes. When comparing two numbers, it is best to use double tape diagrams, which more clearly support visualizing the difference between the two quantities.

Lesson 6

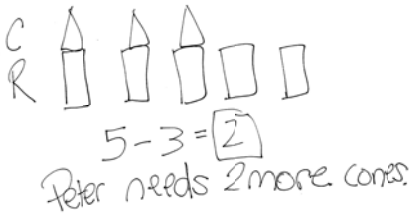
Emi lined up 4 yellow cubes in a row. Fran lined up 7 blue cubes in a row. Who has fewer cubes? How many fewer cubes does she have?

Note: This problem continues to provide the opportunity for students to work with *compare with difference unknown* problem types. For the past few days, students have looked at questions that asked *how many more*. Today's question incorporates the challenging vocabulary word of *fewer*. You may choose to give examples of the word *fewer* prior to having students solve the problem.

Lesson 7

Peter set up 5 rectangular prisms to make 5 towers. He put a cone on top of 3 of the towers. How many more cones does Peter need to have a cone on every tower?

Note: This application problem presents a *compare with difference unknown* problem type using easy numbers. Before moving to fluency, link the Application Problem question with the more challenging comparison question *How many fewer cones does Peter have than rectangular prisms?* In the student sample selected, notice that the student does not yet independently use double-tape diagrams. After the student explains how she solved this problem using her drawing, one rectangle can be drawn around the cones and one rectangle can be drawn around the prisms, turning the drawing into a double-tape diagram. If there are students in the class who are already effectively using the double-tape diagram, the two models can be compared.



Lesson 8

Peter and Fran each have an equal number of pattern blocks. There are 12 pattern blocks altogether. How many pattern blocks does Fran have?

Note: In today's Application Problem, students explore their understanding of the word *equal*. Note the various methods students have for solving the problem. Some of these methods may be useful in supporting students' understanding of equal parts, as applied in today's lesson.

Lesson 9

Emi cut a square brownie into fourths. Draw a picture of the brownie. Emi gave away 3 parts of the brownie. How many pieces does she have left?

Extension: What part, or fraction of the whole brownie is left?

Note: Today's problem provides students with the opportunity to apply yesterday's terminology of *fourths*. Students solve the relatively familiar *take away with result unknown* problem type using fractions as a type of unit.

Lesson 10

Kim drew 7 circles. Shanika drew 10 circles. How many fewer circles did Kim draw than Shanika?

Note: Students continue to practice the *compare with difference unknown* problem type in today's problem. Children who struggle with this problem type will benefit from seeing and hearing their peers' solution strategies. After students describe their solutions, let the class know this is a *compare* problem and invite students to share why, explaining what is being compared. G1–Module 6 will begin with direct instruction on these types of problems. Keep note of which types of problems students are struggling with as well as which problems they solve successfully. This can assist in targeting instruction at the start of the next module. Circles were chosen as the context for the problem because of its link to today's Concept Development.

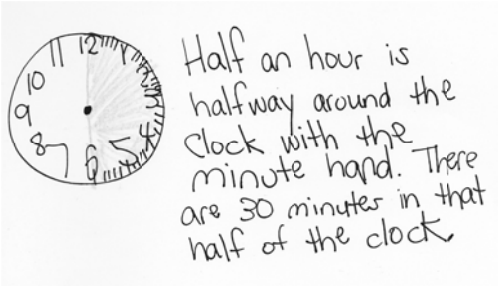
Lesson 11

Tamra has 7 digital clocks in her house and only 2 circular or analog clocks. How many fewer circular clocks does Tamra have than digital clocks? How many clocks does Tamra have altogether?

Note: Today's problem presents both a *put together with result unknown* problem type and a *compare with difference unknown* problem type. Presenting both problems within the same context can support recognizing the differences between the two problem types.

Lesson 12

Shade the clock from the start of a new hour through half an hour. Explain why that is the same as 30 minutes.



Note: Before beginning today's Concept Development, students have the opportunity to demonstrate their understanding using words and pictures. Circulate and notice the areas where students are using clear, precise language, as well as elements of the explanation that can use stronger, or more clear language use. Throughout today's lesson, take care to emphasize or extend the lesson around these areas.

Lesson 13

Ben is a clock collector. He has 8 digital clocks and 5 circular clocks. How many clocks does Ben have altogether? How many more digital clocks does Ben have than circular clocks?

Note: Today's lesson is very similar to the problem in G1–M5–Lesson 11. Use this opportunity to recognize students who are showing improvement in solving *compare with difference unknown* problem types. Analyze students' work to pinpoint challenges, and then adjust, extend, or modify G1–M6–Lesson 1 to support students' development with these problem types.