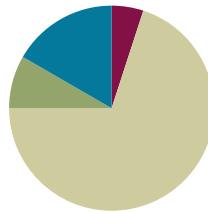


Lesson 29

Objective: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.

Suggested Lesson Structure

| | |
|------------------------|---------------------|
| ■ Fluency Practice | (3 minutes) |
| ■ Application Problem | (5 minutes) |
| ■ Culminating Activity | (42 minutes) |
| ■ Student Debrief | (10 minutes) |
| Total Time | (60 minutes) |



Fluency Practice (3 minutes)

- Number Bond Dash: 10 **1.OA.6** (3 minutes)

Number Bond Dash: 10 (3 minutes)

Materials: (S) Number Bond Dash: 10 (Pattern Sheet)

Note: In Module 1, students used the Number Bond Dash to build fluency with decompositions to 10. Doing it today will likely bring students joy as they realize the ease with which they complete an activity that was once a challenge.

Application Problem (5 minutes)

In October, Tamra’s best score on the Number Bond Dash was 15 problems. Today, she correctly answered 10 more problems. What was Tamra’s score today?

Note: This *add to with result unknown* problem ties into today’s Fluency Celebration. Students likely relate to Tamra because they have just recognized their own improvement on the Number Bond Dash.

O 15

T 15 10

?

$15 + 10 = \boxed{25}$

Tamra's score was 25 today.

Culminating Activity (42 minutes)

Materials: (S) Various fluency activities for center work

Note: Choose one of the following two options.

1. Invite parents, buddies from a kindergarten class, support staff, or another audience to the Fluency Celebration. Set up the same fluency centers selected yesterday. Empower students to teach activities to their guests. Students can either host one station or travel with a group as a guide.
2. Replace some of yesterday's centers with different suggested Fluency Celebration centers or other fluency favorites based on the needs and interests of the class.

T: Welcome to our Fluency Celebration. Today the class will show you some of the fluency activities we have worked on this year.

Circulate as students teach the fluency games to their invited guests.

Student Debrief (10 minutes)

Lesson Objective: Celebrate progress in fluency with adding and subtracting within 10 (and 20). Organize engaging summer practice.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their center work today. They should reflect on their work with a partner before sharing as a class. Guide students in a conversation to debrief the centers and reflect on their learning.

Any combination of the questions below may be used to lead the discussion.

- What is something you did today that you could not do before you came to first grade?
- What did you do to teach your guests the activities? Which ones were more difficult for them?
- Why do you think everyone says that when you teach something to someone else, you remember it much better?
- Are there any activities that were still a little challenging? What might you do to get better?
- Which of these games might be fun to play over the summer so you can keep your math skills sharp?



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

During the Fluency Celebration, be sure to assign partners suitably matched for the games played. Some partners are better when matched by ability, and others may work better with one stronger student.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Giving students an opportunity to share and teach their favorite games empowers them at the end of their year. Celebrate English language learners as they use the language they have been learning in class all year to explain their thinking.

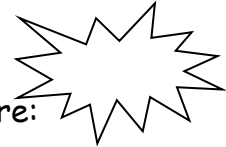
Name _____

Date _____

Number Bond Dash!

Directions: Do as many as you can in 90 seconds.

Write the amount you finished here:



| | | | | | | | | | |
|-----|---|-----|--|-----|--|-----|--|-----|---|
| 1. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{10} \quad \boxed{} \end{array}$ | 2. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{9} \quad \boxed{} \end{array}$ | 3. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{8} \quad \boxed{} \end{array}$ | 4. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{9} \quad \boxed{} \end{array}$ | 5. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{10} \quad \boxed{} \end{array}$ |
| 6. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{9} \end{array}$ | 7. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{8} \end{array}$ | 8. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{7} \end{array}$ | 9. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{8} \end{array}$ | 10. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{7} \end{array}$ |
| 11. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{6} \quad \boxed{} \end{array}$ | 12. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{7} \quad \boxed{} \end{array}$ | 13. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{6} \quad \boxed{} \end{array}$ | 14. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{5} \quad \boxed{} \end{array}$ | 15. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{} \end{array}$ |
| 16. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{6} \end{array}$ | 17. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{4} \end{array}$ | 18. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{3} \end{array}$ | 19. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{4} \end{array}$ | 20. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{} \quad \boxed{3} \end{array}$ |
| 21. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{0} \quad \boxed{} \end{array}$ | 22. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{1} \quad \boxed{} \end{array}$ | 23. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{} \end{array}$ | 24. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{4} \quad \boxed{} \end{array}$ | 25. | $\begin{array}{c} \boxed{10} \\ \diagdown \quad \diagup \\ \boxed{2} \quad \boxed{} \end{array}$ |