**Grade 1 Sample Weekly Plans – Operational Fluency**

**Teaching Operational Fluency: Week 1**

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| ***3-PART LESSON*** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **1. Activating** | **Cats and Kittens** Intro TG pp.5  | **More or LessActivity Card 28**: “Before” | **Adding to 20 Activity Card 29**: “Before”  | **Subtracting to 20 Activity Card 30:**“Before” | **Workstations/Guided Math**Teacher works with one group at a time using the Small GroupActivities in Addingand subtracting stories in **Cats and Kittens** TG p.26. Have students differentiateusing numbers to 10,20, or greater and byusing counters and tenframes, rekenreks or numerals as appropriate.Other groups work on one of the four practice activities from earlier in the week or the **Salmon Card Game** from **Activity Card 29** |
| **2. Constructing Knowledge** | Read aloud: **Cats and Kittens** Use the blue “add and subtract to 20” TG prompts | **Activity Card 28**: “What to Do” One/two more than/less than Bingo Game  | **Activity Card 29**: “What to Do” Recording addition number sentences | **Activity Card 30:**“What to do”Subtraction with 20 cube towers |
| **3. Consolidating** | Represent the story using the math mat TG p. 21 | **Activity Card 28**: Consolidation and Highlights  | **Activity Card 29**: Consolidation and Highlights  | **Activity Card 30:**Consolidation and highlights |
| **4. Purposeful Practice**  | Partner Game: **To 20 and Back** Say number sentence e.g., “Twenty subtract 2 is the same as 18.” TG p. 28 | Independent Inquiry: **Target Numbers** **Cats and Kittens** TG p. 28 | Partner game: **Rolling Number Sentences with dice** (adding)**Cats and Kittens** TG. p. 25 | Students create their own number problems using pictures. Number sentences with answers can be recorded on the back so that the cards can be used for practice |

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| ***3-PART LESSON*** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **1. Activating** | **Part-Part-WholeActivity Card 33**: “Before” | **Canada’s Oldest Sport** Intro TG p. 4  | **Solving Story Problems Activity Card 34**: “Before”  | **Consolidation Activity Card 35**: “Before” | **Workstations/Guided Math**Teacher works with small groups selecting a problem fromLM 10 **How Many?** from **Canada’s Oldest Sport** and having students show different ways to solve the number sentence. Teacher can use the cluster assessment rubric to collect evidence of learning.Other groups work on one of the four practice activities from earlier in the week or the online activities from any of the books used in this cluster.  |
| **2. Constructing Knowledge** | **Activity Card 33**: “What to Do” Finding parts of 20 with counters | Read aloud: **Canada’s Oldest Sport** Use the blue “add and subtract to 20” TG prompts | **Activity Card 34**: “What to Do” Creating story problems from pictures | **Activity Card 35**: “What to Do” Choosing and solving story problems |
| **3. Consolidating** | **Activity Card 33**: Consolidation and Highlights  | **I Want to Show** **Canada’s Oldest Sport** TG p. 22  | **Activity Card 34**: Consolidation and Highlights  | **Activity Card 35**: Consolidation and Highlights  |
| **4. Purposeful Practice**  | Independent Inquiry **Shake and Spill That’s Ten** TG p. 28  | Partner Games**Which Team Wins?Canada’s Oldest Sport** TG p. 28 | Independent Inquiry: **Sporting Problems** **Canada’s Oldest Sport** TG p. 29 | Partner Game:**Adding Up Dominoes** **Sporting Problems** **Canada’s Oldest Sport** TG p. 25 |

**Teaching Operational Fluency: Week 2**