

Daily Review & Quick Teach

6A

Mini Whiteboards Required

Today when you count you won't use a chart.

(Signal for each number)

Start at 90 and count to 97~

(Signal for each number)

Start at 90 and count to 97~

90, 91, 92, 93, 94, 95, 96, 97

We are going to practice saying the number before.
Say **before**~

The shaded number is 36.

What number?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before 36 is 35.

What is the number before 36?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number before 82?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number before 82? ~ 81

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number before 75?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is the number before 75? ~ 74

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

One less than is the same as the number before.

One less than 75 is 74.

What is one less than 75?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one less than 27?~

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one less than 27? ~ 26

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one less than 6?~

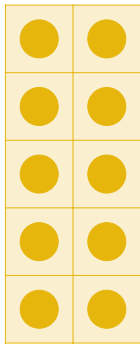
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What is one less than 6? ~ 5

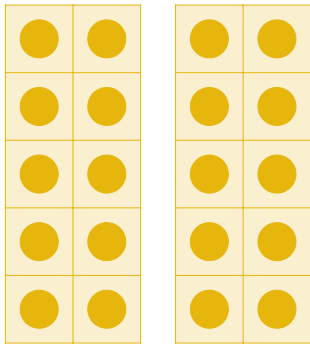
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Great work!

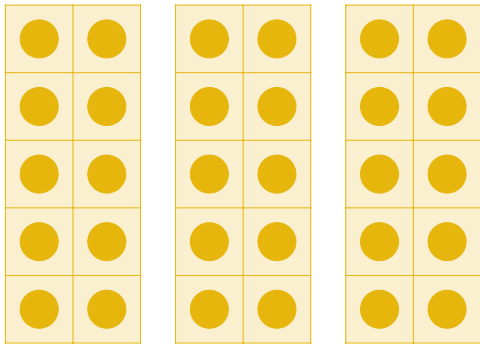
The number before is the same as one less.



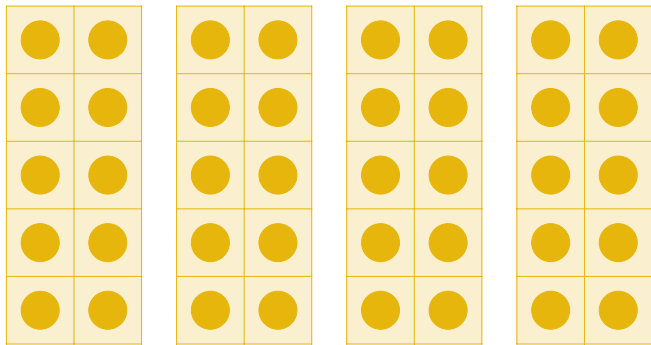
This is 10. How many?~



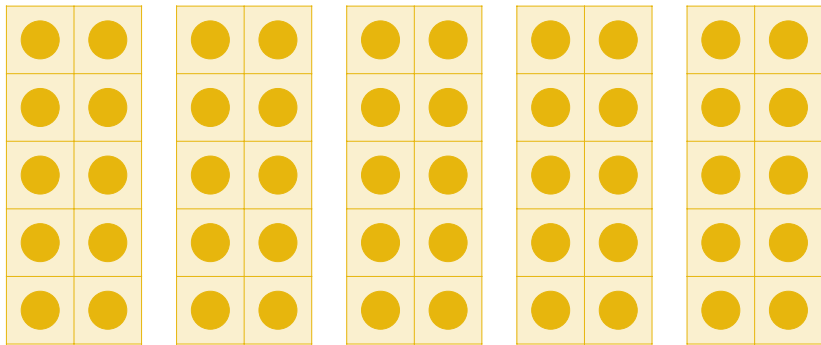
This is 20. How many?~



This is 30. How many?~

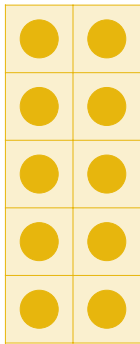


This is 40. How many?~

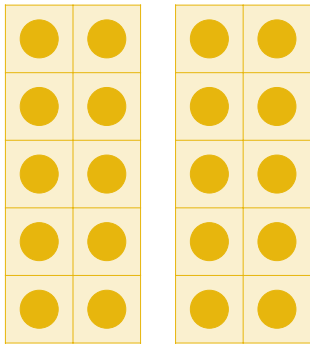


This is 50. How many?~

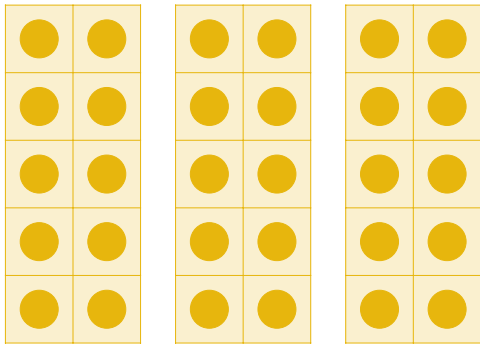
And again...



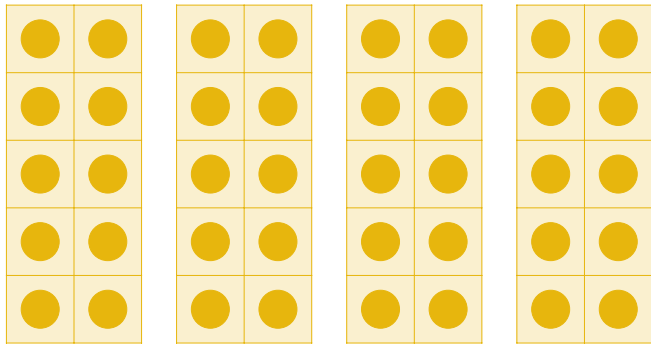
This is 10. How many?~



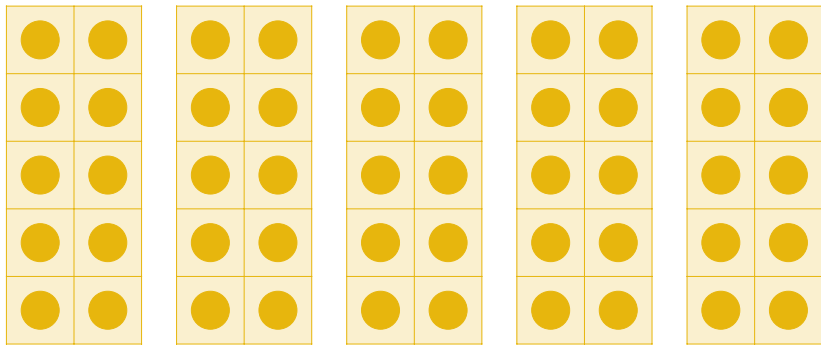
This is 20. How many?~



This is 30. How many?~

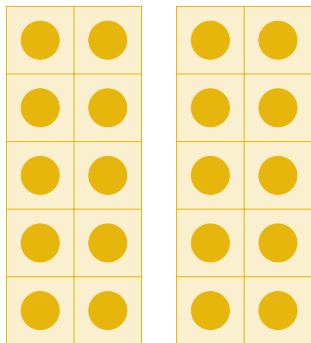


This is 40. How many?~

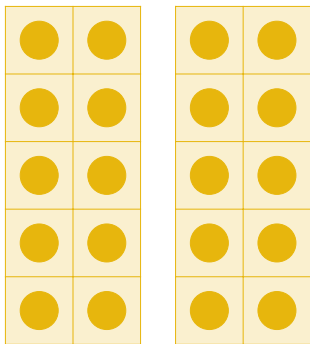


This is 50. How many?~

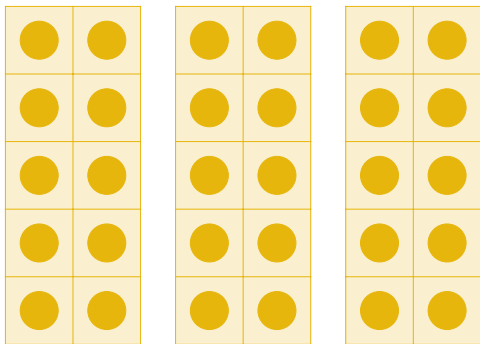
Say how many without counting.



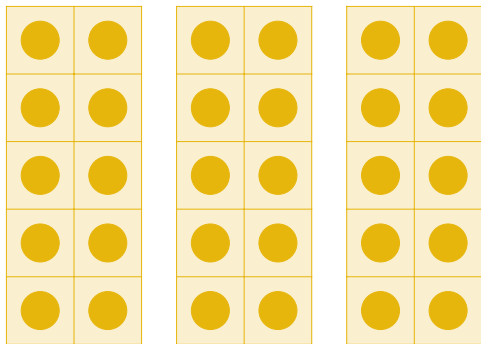
How many?~



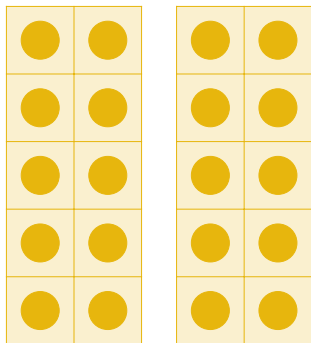
How many? ~ 20



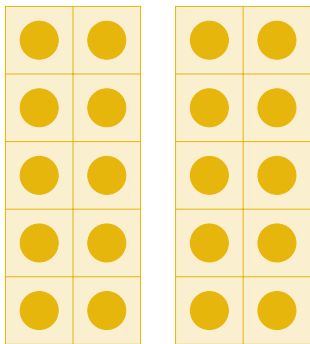
How many?~



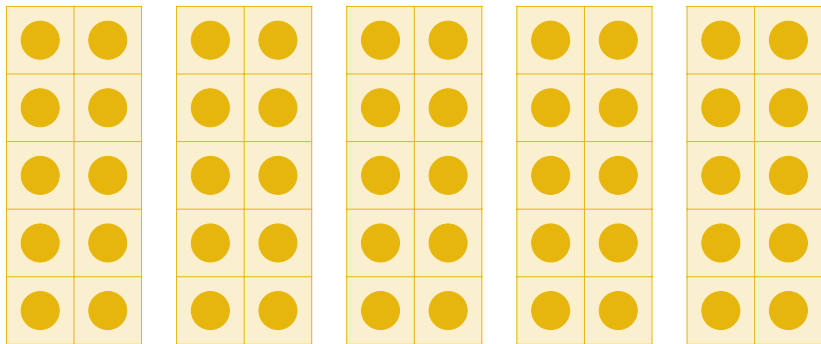
How many? ~ 30



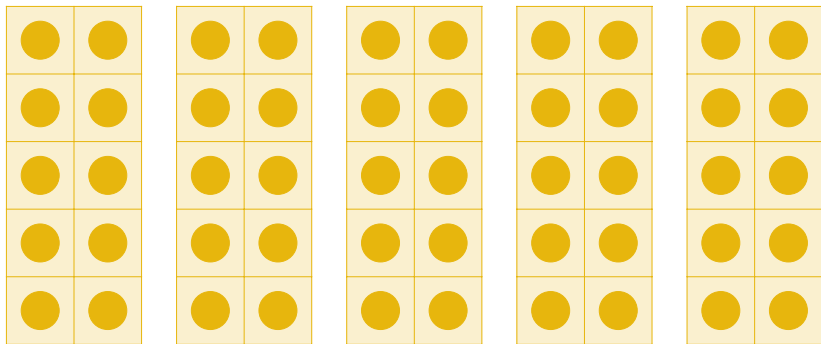
How many?~



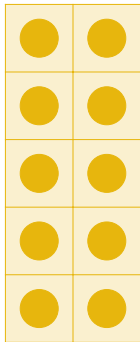
How many? ~ 20



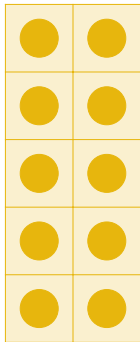
How many?~



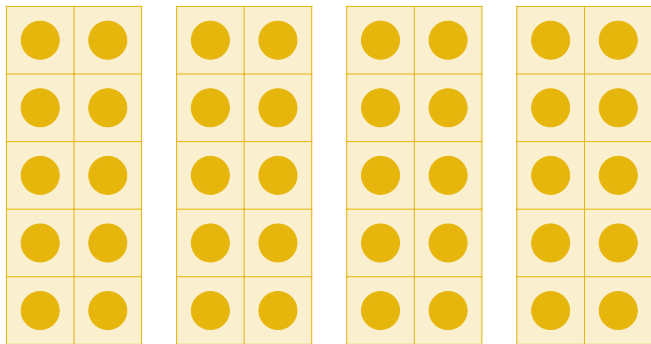
How many? ~ 50



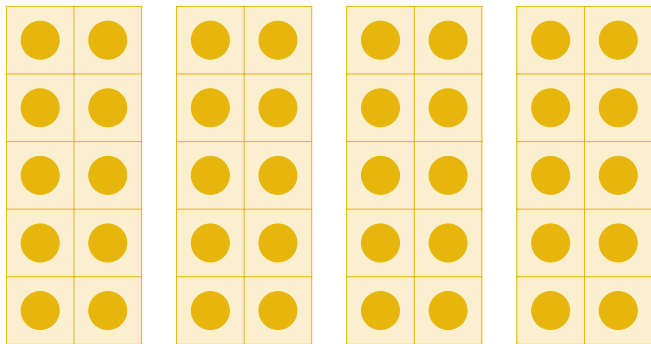
How many?~



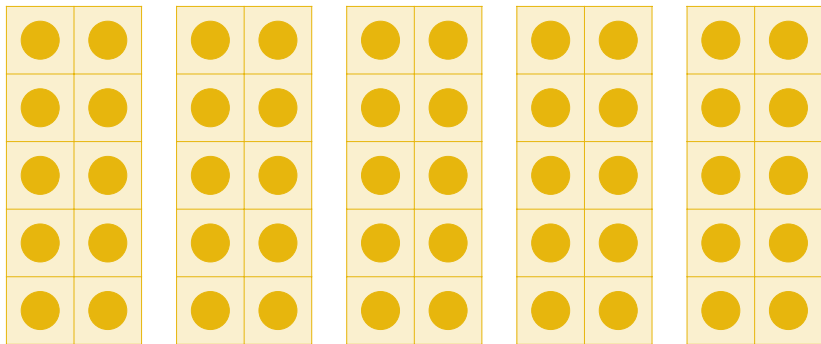
How many? ~ 10



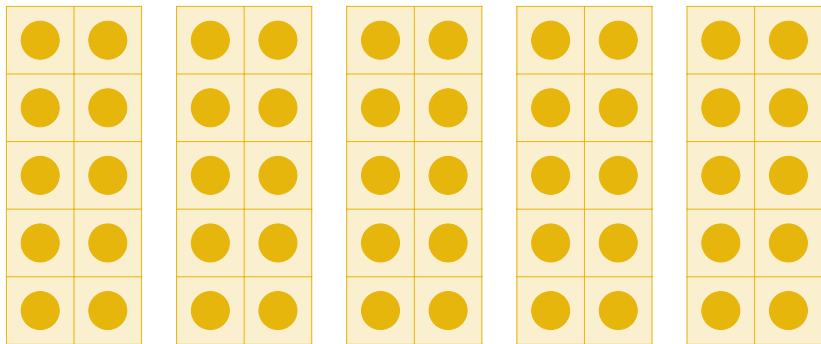
How many?~



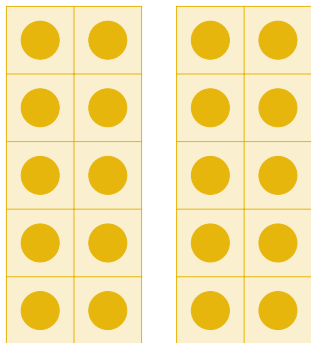
How many? ~ 40



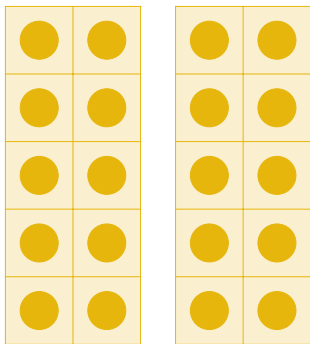
How many?~



How many? ~ 50



How many?~



How many? ~ 20

If we choose two numbers on a number line, you know that the number on this side (Point left) is **smaller**.



If we choose two numbers on a number line, you know that the number on this side (Point left) is **smaller**.

Point to the side with the smaller numbers~



If we choose two numbers on a number line, you know that the number on this side (Point left) is **smaller**.

Point to the side with the smaller numbers~
(Answer: Point left)



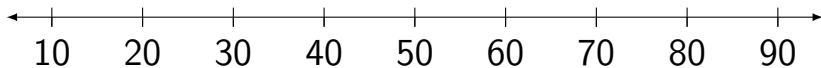
If we choose two numbers on a number line, you know that the number on this side (Point left) is **smaller**.

Point to the side with the smaller numbers~
(Answer: Point left)



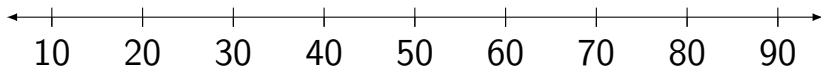
This is true for all number lines!

This number line counts by 10s.



This number line counts by 10s.

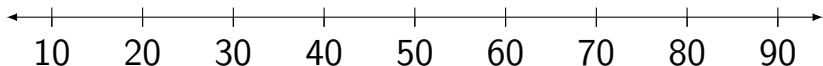
If we choose two numbers on this number line, the number on this side (Point left) is **smaller**.



This number line counts by 10s.

If we choose two numbers on this number line, the number on this side (Point left) is **smaller**.

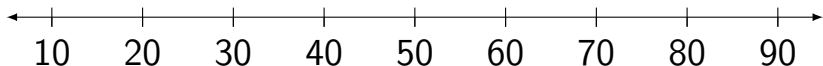
Point with me to the side with the smaller numbers~



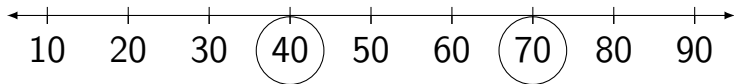
This number line counts by 10s.

If we choose two numbers on this number line, the number on this side (Point left) is **smaller**.

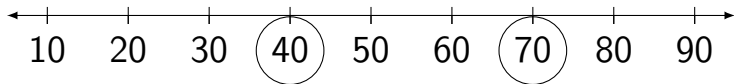
Point with me to the side with the smaller numbers~
(Answer: Point left)



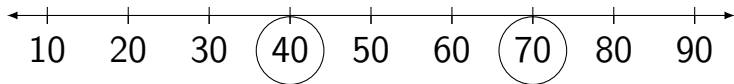
Point to the side which is smaller~



Point to the side which is smaller~
(Answer: Point left)

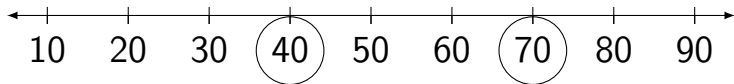


Point to the side which is smaller~
(Answer: Point left)



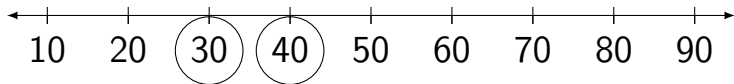
40 or 70, which is smaller?~

Point to the side which is smaller~
(Answer: Point left)

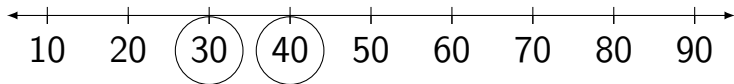


40 or 70, which is smaller?~ 40

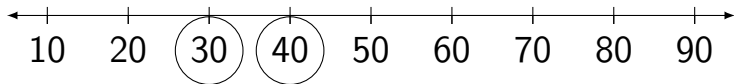
Point to the side which is smaller~



Point to the side which is smaller~
(Answer: Point left)

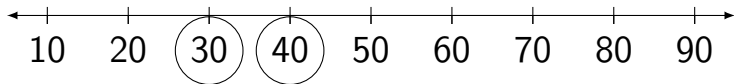


Point to the side which is smaller~
(Answer: Point left)



40 or 30, which is smaller?~

Point to the side which is smaller~
(Answer: Point left)



40 or 30, which is smaller?~ 30

Read each number.

(Point to each digit as students read the numbers)

74

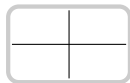
36

66

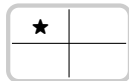
36

45

You will write four 2-digit numbers.
Let's begin by preparing our boards, across and down~
(Model and Check)

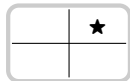


You will write four 2-digit numbers.
Let's begin by preparing our boards, across and down~
(Model and Check)

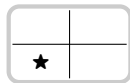


- (Touch top left)
Write forty-three here. (Check)

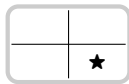
You will write four 2-digit numbers.
Let's begin by preparing our boards, across and down~
(Model and Check)



- (Touch top left)
Write forty-three here^ (Check)
- (Touch top right)
Write eighty-six here^ (Check)



- (Touch bottom left)
Write ninety-eight here. (Check)



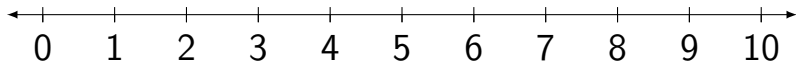
- (Touch bottom left)
Write ninety-eight here^ (Check)
- (Touch bottom right)
Write seventy-three here^ (Check)

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

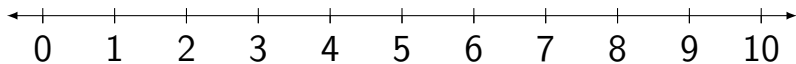
43	86
98	73

Boards down. Check it. Wipe it.



When we say the number before we count (Point finger back) back.





When we say the number before we count (Point finger back) back.



Point back~

On my signal, say the number before.

On my signal, say the number before.

Eleveeeeen~

On my signal, say the number before.

Eleveeeeen~ 10

On my signal, say the number before.

Eleveeeeen~ 10

Eiiiiight~

On my signal, say the number before.

Eleveeeeen~ 10

Eiiiiight~ 7

On my signal, say the number before.

Eleveeeeen~ 10

Eiiiiight~ 7

Threeeeee~

On my signal, say the number before.

Eleveeeeen~ 10

Eiiiiight~ 7

Threeeee~ 2

Today we are learning how count back 3 using our hands.



My turn first.

Using my hands, I will get 7 ready then count back 3.

Watching.

(Steps on following slide)

(Make a fist with a grabbing motion as you say)
Seveeeeen

(Start at thumb, point and count back) 6, 5, 4.



Your turn.

Hold 7 and get it ready~
Count back 3~



Your turn.

Hold 7 and get it ready~

Count back 3~ 6, 5, 4



New problem.

Hold 4 and get it ready~

Count back 3~



New problem.

Hold 4 and get it ready~

Count back 3~ 3, 2, 1

Great job counting on by three!

Let's count on by one, two or three.



New problem.

Hold 5 and get it ready~

Count on 2~



New problem.

Hold 5 and get it ready~

Count on 2~ 4, 3



New problem.

Hold 7 and get it ready~
Count back 1~



New problem.

Hold 7 and get it ready~

Count back 1~ 6

Time to solve some take away problems.

Let's review the symbols.



Name this symbol~



Name this symbol~ **Minus**



Name this symbol~ **Minus**

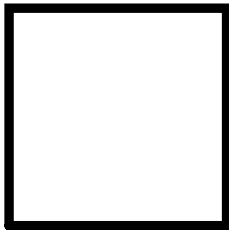
Minus means **take away**. What does minus mean?~



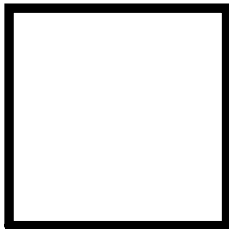
What does equals mean?~



What does equals mean? ~ The same as



What does box mean?~



What does box mean? ~ 'How many?'

Read the problem with me^

(Point to each symbol as all say '9 minus 2 equals how many?')

$$9 - 2 = \square$$

Read the problem with me.

(Point to each symbol as all say '9 minus 2 equals how many?')

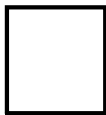
$$9 - 2 = \square$$

Let's solve this problem on the slides.

$$9 - 2 = \square$$

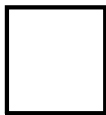
We draw 9 lines,
(Click to show lines)

$$9 - 2 = \square$$



We draw 9 lines, then take away 2.
(Click to cross out 2 lines)

$$9 - 2 = \square$$



We draw 9 lines, then take away 2.
(Click to cross out 2 lines)

$$9 - 2 = \square$$

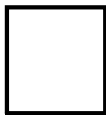


We don't actually need to count the lines one by one!

(Swipe under the 9 lines)

We know we started with 9 lines, so we can just get 9 ready then count back.

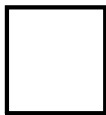
$$9 - 2 = \square$$



My turn. Watching.

(Slowly swipe finger under 9's lines as you say) Niiiiiine,
(Tap each crossed out line, starting from the right as
you say) 8, 7.

$$9 - 2 = \square$$



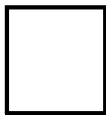
Do it with me.

As I point, get 9 ready then count back 2.

(Slowly swipe finger under 9's lines as all say) **Niiiiine,**

(Tap each crossed out line, starting from the right, as all say) **8, 7.**

$$9 - 2 = \square$$



On your own this time.

(Slowly swipe finger under 9's lines as students get 9 ready)

(Tap each crossed out line, starting from the right, as students count back)

$$9 - 2 = \square$$



(Swipe finger under left side of equation as you ask)
How many on this side of equals?~

$$9 - 2 = \square$$



(Swipe finger under left side of equation as you ask)

How many on this side of equals? ~ 7

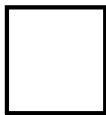
$$9 - 2 = \square$$



(Swipe finger under left side of equation as you ask)

How many on this side of equals? ~ 7

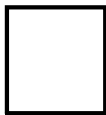
$$9 - 2 = \square$$



(Point to the box)

What number goes in the box?~

$$9 - 2 = \square$$



(Point to the box)

What number goes in the box? ~ 7

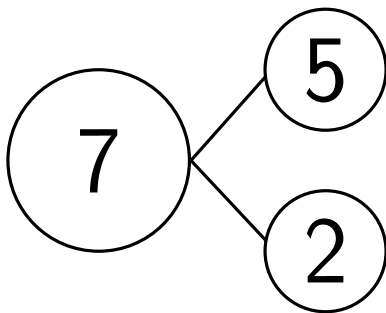
(Click to show 7)

$$9 - 2 = \boxed{7}$$



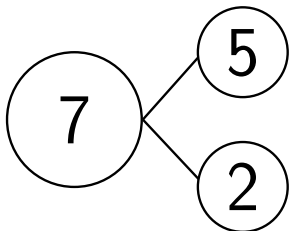
Read the fact with me,

(Point to symbols as all say '9 minus 2 equals 7')



Let's show how the two parts come together. Fists ready.

(Steps on following slide)



(Right fist up)

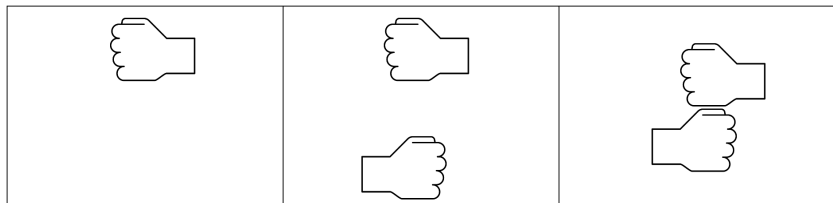
5

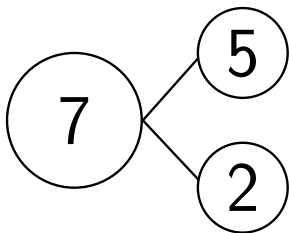
(Left fist down)

plus 2

(Fists together)

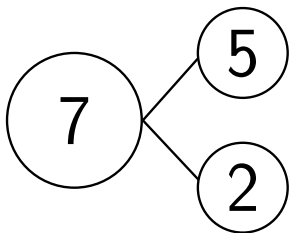
equals 7





My turn to write the fact. Watching.

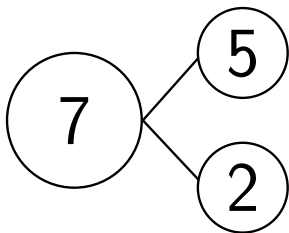
(Click to reveal fact components. Point to number bond and new component as you say it.)



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

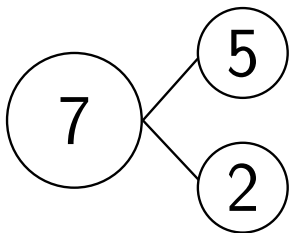
5



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

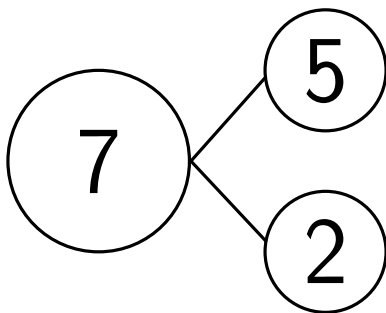
$$5 + 2$$



My turn to write the fact. Watching.

(Click to reveal fact components. Point to number bond and new component as you say it.)

$$5 + 2 = 7$$



Your turn.

Write the addition fact for 5 plus 2 on your whiteboard.

3, 2, 1, **Chin it!** (Click to reveal answer)

3, 2, 1, **Chin it!** (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

3, 2, 1, Chin it! (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

Point to your whiteboard as you read the fact.

3, 2, 1, Chin it! (Click to reveal answer)

$$5 + 2 = 7$$

Boards down. Check it.

Point to your whiteboard as you read the fact.

Great job. Wipe it.

Time for Fluency Practice.

1. Put your whiteboard away
2. Get your Student Workbook

(Click to the next slide for oral rehearsal)

$$\begin{array}{ccccccc} 6 & + & 0 & = & \boxed{6} \\ ||||| & & & & ||||| \end{array}$$

Read this fact^

(Point to symbols as students say “6 plus 0 equals 6”)

Remember, when we add zero to a number we add nothing, so the answer is the just that number!

Of course the same is true for vertical problems.

Read this fact^

(Point as students say “6 plus 0 equals 6”)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

Watch as I read and complete these plus 0 problems.

(Point to each part as you say it.)

(Click to reveal answer after you say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

Watch as I read and complete these plus 0 problems.

(Point to each part as you say it.)

(Click to reveal answer after you say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

Watch as I read and complete these plus 0 problems.

(Point to each part as you say it.)

(Click to reveal answer after you say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

Watch as I read and complete these plus 0 problems.

(Point to each part as you say it.)

(Click to reveal answer after you say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline \end{array}$$

Your turn. Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 6 \\ + 0 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ + 0 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 3 \\ + 0 \\ \hline 3 \end{array}$$

I will solve this problem using counting on.

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

(Hold 9 and get it ready)

(Count on, starting with your thumb: 10, 11, 12)

I will solve this problem using counting on.

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

(Hold 9 and get it ready)

(Count on, starting with your thumb: 10, 11, 12)

What is the answer?~

I will solve this problem using counting on.

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

(Hold 9 and get it ready)

(Count on, starting with your thumb: 10, 11, 12)

What is the answer? ~ 12

I will solve this problem using counting on.

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

(Hold 9 and get it ready)

(Count on, starting with your thumb: 10, 11, 12)

What is the answer? ~ 12

Say the fact ^

(Students read fact as you point)

You will solve four problems.

Remember to hold the first number and get it ready, then count on.

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask “What is the answer?” Click to reveal answer.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask “What is the answer?” Click to reveal answer.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask "What is the answer?" Click to reveal answer.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

(Point to first, students hold and get it ready. Tap second as students count on starting with their thumb. Ask “What is the answer?” Click to reveal answer.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

Without the strategy now.

Read and complete each fact.

(Point to each part to cue students' response.)

(Click to reveal answer students say the fact.)

$$\begin{array}{r} 9 \\ + 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

(Have a timer ready, out of sight of students)

1. Open your Student Workbook to 6A – Fluency Practice.
2. When I say go, you will complete as many questions as you can in 2 minutes.
3. Up Up, **Pencils Up.**
4. Go. (Start timer)

(Observe students' work, support students to use a strategy where needed, stop them after two minutes)

Time for our lesson. Let's get ready!

(Continue with Lesson 6A from your Teacher Lesson Book)