

Block 5: Introduction to Fluency Practice (3 sessions)

Session 5A

Complete Daily Review and Quick Teach 5A
Teach Lesson 5A – Introduction to Fluency Practice

Lesson 5A – Introduction to Fluency Practice

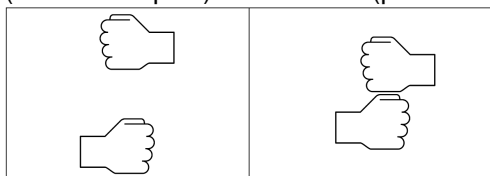
Lesson Resources	
Teacher Resources	Resources per Student
Workbook – 5A Classroom whiteboard	Workbook – 5A

Section A – Introduction to + and Counting On

Teacher Resources - Section A	Resources per Student - Section A
Classroom whiteboard	(None)

Step	Instruction
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- | | |
|----|--|
| 1. | Today we are going to do fluency practice . What will we do?~
Fluency practice helps us remember our maths facts. |
| 2. | Let's start by reviewing what we know about adding.
Add means put together . What does add mean?~
That's right. When we add, we put parts together to make a whole. |
| 3. | Here's an action to help us remember that add means put together.
(Hold fists apart) Add means (put fists together) put together . |



- | | |
|----|--|
| 4. | Your turn.
(Hold fists apart) Hold your fists apart like me. (Check)
When I say “put together”, put your fists together.
Add means (All students put fists together as you say) put together .
(Repeat until confident) |
| 5. | This time when you connect your fists I want you to say put together . What will you say?~
Fists ready. (Check)
Add means (Put fists together) put together .
(Repeat until confident) |
| 6. | Great job. Remember that add means put together.
When we add, we put parts together to make a whole. |
| 7. | (Write + on whiteboard)
This symbol is plus . What is it?~
When we see this symbol, we say plus . What do we say?~
Plus is the symbol we use when we add.
(Clear whiteboard) |

8.	One way to solve adding problems is by counting on. Let's practise counting on.
9.	Watching and listening. I'm going to hold 8 and get it ready, then count on 1. (Close your hand into a fist as you say) Eiiiiight, (Point thumb out as you say) 9. What did I count to?~ 9 That's right. I counted to 9.
10.	Your turn to count on without me. Hold 4 and get it ready, then count on 1~ (Students perform the action and say) Fooooour, (All point thumb and say) 5. (Repeat until confident)
11.	Great job! Watching and listening. I'm going to hold 5 and get it ready, then count on 2. (Close your hand into a fist as you say) Fiiiive, (Point thumb) 6, (Point index finger) 7. What did I count to?~ 7 That's right. I counted to 7.
12.	Your turn. Hold 3 and get it ready, then count on 2~ (All close hands into a fist and say) Threeeee, (All point thumb) 4, (All point index finger) 5. (Repeat until confident)
13.	Your turn to count on without me. Hold 7 and get it ready, then count on 2~ (All close hands into a fist and say) Seveeeeen, (All point thumb) 8, (All point index finger) 9. (Repeat until confident)
14.	Well done! Watching and listening. I'm going to hold 4 and get it ready, then count on 3. (Show fist as you say) Fooooour, (Point thumb) 5, (Point index finger) 6, (Point middle finger) 7. What did I count to?~ 7 That's right. I counted to 7.
15.	Your turn. Hold 5 and get it ready, then count on 3~ (All show fists and say) Fiiiive, (Thumb) 6, (Index finger) 7, (Index finger) 8. (Repeat until confident)
16.	Your turn to count on without me. Hold 2 and get it ready, then count on 3~ (Students show fists and say) Twoooo, (Thumb) 3, (Index finger) 4, (Index finger) 5. (Repeat until confident)
17.	(Repeat Step 16 with random single-digit numbers, counting on by 1, 2, or 3 at random, until confident.)

Section B – Solving Addition Questions by Counting On

Teacher Resources - Section B	Resources per Student - Section B
As above	(None)

Step	Instruction
	3
1.	(Write $\underline{\quad} + \underline{1}$ on whiteboard)

-
2. This is an adding problem.

Listening.

(Point to each symbol and say) 3 plus 1.

Your turn. Say as I point.

(Point to each symbol and say) **3 plus 1.**

3. You have been solving problems like this a lot.

If you don't know the answer, you can solve it by counting on.

4. I hold 3 and get it ready, then count on 1.

Watching and listening.

(Close your hand into a fist as you say) Threeeee, (Point thumb out as you say) 4.

What's the answer? ~ **4**

(Write **4** below the problem)

(Point to each symbol and say) 3 plus 1 equals 4.

Your turn. Say as I point.

(Point to each symbol and say) **3 plus 1 equals 4.**

(Clear whiteboard)

6

5. (Write $\underline{\quad} + \underline{1}$ on whiteboard)
-

6. Here is another adding problem.

Say with me as I point.

(Point to each symbol and say) **6 plus 1.**

7. (Point to 6) Hold 6 and get it ready.

Siiiiix,

(Point to 1) Count on 1.

7.

What's the answer? ~ **7**

(Write **7** below the problem)

(Point to each symbol and say) 6 plus 1 equals 7.

Your turn. Say as I point.

(Point to each symbol and say) **6 plus 1 equals 7.**

(Clear whiteboard)

7

8. (Write $\underline{\quad} + \underline{2}$ on whiteboard)
-

9. Your turn.

Say as I point.

(Point to each symbol as students say) **7 plus 2.**

10. (Point to 7) Hold 7 and get it ready.

Seveeeeen,

(Point to 2) Count on 2.

8, 9.

What's the answer? ~ **9**

(Write **9** below the problem)

(Point to each symbol and say) 7 plus 2 equals 9.

Your turn. Say as I point.

(Point to each symbol and say) **7 plus 2 equals 9.**

(Clear whiteboard)

2

11. (Write $\underline{\quad} + \underline{1}$ on whiteboard)
-

-
12. Say as I point.
(Point to each symbol as students say) **2 plus 1.**
I'm going to choose someone to say the problem.
(Pick a non-volunteer) Say as I point (Pause), [Name].
(Point to each symbol as student says) **2 plus 1.**
Great job.
(Pick a second non-volunteer and repeat)
-

13. Your turn to solve this problem by yourself.
Which number will you get ready? ~ **2**
(Repeat until confident)
How much will you count on by? ~ **1**
(Repeat until confident)
-

14. Hold 2 and get it ready.
Twoooo,
Count on 1.
3.
What's the answer? ~ **3**
(Write **3** below the problem)
Say as I point.
(Point to each symbol and say) **2 plus 1 equals 3.**
(Clear whiteboard)
-

15.
$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

(Write $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$ on whiteboard)
-

16. Say as I point.
(Point to each symbol as students say) **6 plus 3.**
I'm going to choose someone to say the problem.
(Pick a non-volunteer) Say as I point (Pause), [Name].
(Point to each symbol as student says) **6 plus 3.**
Great job.
(Pick a second non-volunteer and repeat)
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17. Which number will you get ready? ~ **6**
How much will you count on by? ~ **3**
-

18. Hold 6 and get it ready.
Siiiiix,
Count on 3.
7, 8, 9.
What's the answer? ~ **9**
(Write **9** below the problem)
Say as I point.
(Point to each symbol and say) **6 plus 3 equals 9.**
(Clear whiteboard)
-

19.
$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

(Write $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$ on whiteboard)
-

20. Say as I point.
(Point to each symbol as students say) **5 plus 2.**
Which number will you get ready? ~ **5**
How much will you count on by? ~ **2**
-

21. Hold 5 and get it ready.
Fiiiiive,
 Count on 2.
6, 7.
 What's the answer?~ **7**
 (Write **7** below the problem)
 Say as I point.
 (Point to each symbol and say) **5 plus 2 equals 7.**
 (Clear whiteboard)

Section C – Introduction to Fact Fluency

Teacher Resources - Section C	Resources per Student - Section C
Workbook – 5A Visualiser	Workbook – 5A

Step Instruction

- Now we are going to do **fluency practice**. What will we do?~
 Fluency is an important part of maths. It helps us solve problems quickly and correctly.
 We use special workbook pages when we do fluency practice. Let me show you.
 (Place **Workbook – 5A (Sheet 1)** under visualiser)
- Open your workbook to 5A. Check that you have the same page as me. (Check)
- Eyes up.
 (Point to top row) When we do fluency practice, we start with the top row.
 Which row?~ **Top row**
 We work forward along each row. (Sweep finger left to right along top row)
 Once we finish a row, we move to the next row. (Point to second row)
- Point to the first problem in your workbook. (Check)
 Point to the next problem in your workbook. (Check)
- Let's solve the problems in the first row together.
 Eyes up. Watching.
 (Point to the first problem)
 3 plus 1.
 I know that 3 plus 1 equals **4**. What's the answer?~
 (Point to the space below the problem)
 We write answers **below the line**. Where do we write answers?~
 (Write **4** below the first problem)
- Up Up, **Pencils Up**.
 Write 4 below the first problem. (Check)
 Down Down, **Pencils Down**.
- Eyes up. Watching.
 (Point to the next problem)
 4 plus 2.
 Hmmm. I don't know this one. I need your help.
 (Point to 4) Hold 4 and get it ready.
Fooooour,
 (Point to 2) Count on 2.
5, 6.
 What's the answer?~ **6**
 Where do we write answers?~ **below the line**
 (Write **6** below)

8.	Up Up, Pencils Up . Write 6 below the problem. (Check) Down Down, Pencils Down .
9.	Eyes up. Watching. (Point to the next problem) 5 plus 3. Hmmm. I don't know this one either. I need your help. (Point to 5) Hold 5 and get it ready. Fiiiiive , (Point to 3) then count on 3. 6, 7, 8 . What's the answer?~ 8 (Write 8 below)
10.	Up Up, Pencils Up . Write 8 below the problem. (Check) Down Down, Pencils Down .
11.	Eyes up. Watching. (Point to the next problem) 2 plus 1.
12.	(Hand up) When I drop my hand, say the answer to 2 plus 1. (Pause)~ 3 Great job. 2 plus 1 equals 3.
13.	Up Up, Pencils Up . Write 3 below the problem. Down Down, Pencils Down .
14.	Eyes up. Watching. (Point to the next problem) 6 plus 1.
15.	(Hand up) When I drop my hand, say the answer to 6 plus 1. (Pause)~ 7 Well done. 6 plus 1 equals 7.
16.	Up Up, Pencils Up . Write 7 below the problem. Down Down, Pencils Down .
17.	Eyes up. Watching. (Point to the next problem) (Hand up) When I drop my hand, say the answer. (Pause)~ 10 Great job. 8 plus 2 equals 10.
18.	Up Up, Pencils Up . Write 10 below the problem. Down Down, Pencils Down .
19.	Your turn. When I say go, finish the rest of the problems on this page. Remember, we work along the rows. The bottom rows have some harder problems. You can try these once you finish the rest if you want. It's ok if you don't finish. Just try your best! Up Up, Pencils Up .
20.	Go. (Give students 2 minutes to work. Walk among the class and scan answers as they work. Ensure that students are working along rows. If any students appear stuck, remind them to count on from the larger number. Note that Fluency Practice Sheets are not corrected. Bring errors to students' attention and provide support to correct errors if it is needed.)

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21. **Down Down, Pencils Down.**
You did a wonderful job at fluency practice!
We will do this a lot in maths. It's ok if you don't finish.
The more that you practise, the quicker and more accurate you will get.
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Section D – Independent Practice

Teacher Resources - Section D	Resources per Student - Section D
As above	As above

Step	Instruction
1.	(Place Workbook – 5A (Sheet 2) under visualiser) This is the next page in your workbook. Turn to it now. (Check) Point to the first problem. (Check)
2.	When I say go, solve as many problems as you can in 2 minutes. The bottom rows have some harder problems that you can try if you finish the rest. Remember, it's ok if you don't finish. Just try your best! Up Up, Pencils Up. Go.
3.	(Set a 2 minute timer out of sight of students. Monitor students based on need. If any students are stuck, remind them to count on from the larger number. Bring errors to students' attention and provide support to correct errors if it is needed.) (When timer ends say) Down Down, Pencils Down.

Section E – Lesson Closure

Step	Instruction
1.	Well done! You did a lot of fluency practice today. Don't ever worry if you don't finish the entire page. The only thing that matters is that you tried your best. The more that you practise, the more facts you will remember and the faster you will get!
2.	Please refer to page ?? for additional details on Fluency Practice, including information around supporting students who may be unable to engage with the worksheets.

This concludes your maths session for today.

Session 5B

Complete Daily Review and Quick Teach 5B

Teach MGPS Lesson 5B – 2D Shapes Part 2 (Pentagons, Hexagons and Octagons)

MGPS Lesson 5B – 2D Shapes Part 2 (Pentagons, Hexagons and Octagons)

Learning Objective

Students will identify **pentagons**, **hexagons**, and **octagons** based on their **properties**.

Activate Prior Knowledge

In **closed shapes**, **lines** meet at a **vertex**. **Closed shapes** have different numbers of **sides** and **vertices**. How many **straight sides** and **vertices** does a **triangle** have? How about a **quadrilateral**?

Have students identify examples and non-examples of **triangles** and **quadrilaterals**.

Explain the Concept

Define: A **polygon** is a **closed shape** made from **straight lines**. To identify a **polygon**, we count the number of **straight sides** and **vertices**. Use a flipped response to CFU such as: A **closed shape** with **straight sides** is a? **Polygon**. All the **sides** of a **polygon** are? **Straight**.

Draw a **triangle**.

State: A **triangle** is a **polygon**. It is a **closed shape** with 3 **straight sides** and **vertices**.

Draw a non-rectangular **quadrilateral**.

State: A **quadrilateral** is a **polygon**. It is a **closed shape** with 4 **straight sides** and **vertices**.

State: There are **polygons** with more than 4 **sides** and **vertices**. Their names all end in **-gon**.

Draw a **regular** and **irregular pentagon**. Define: **Penta-** means five. A **pentagon** is a **polygon** with 5 **straight sides** and **vertices**. CFU using a flipped response. Repeat until confident.

Draw a **regular** and **irregular hexagon**. Define: **Hex-** means six. A **hexagon** is a **polygon** with 6 **straight sides** and **vertices**. CFU using a flipped response. Repeat until confident.

Draw a **regular** and **irregular octagon**. Define: **Oct-** means eight. An **octagon** is a **polygon** with 8 **straight sides** and **vertices**. CFU using a flipped response. Repeat until confident.

Present a **triangle**, **quadrilateral**, **pentagon**, **hexagon**, and **octagon**.

State: These are all types of **polygons**. They are **closed shapes** with **straight sides**.

Present non-examples of **polygons** that include **curved lines** or **open shapes**.

State: These are not **polygons**. They are not **closed**/they have **curved sides**.

I Do, We Do, You Do

I Do: Present a series of **polygons** including **triangles**, **quadrilaterals**, **pentagons**, **hexagons**, and **octagons**. Model counting the **vertices** and **straight sides** to identify the **polygon**.

Repeat with non-examples included. For non-examples, model a full sentence answer such as: This is not a **polygon**. It has **curved sides**.

We Do: Repeat a similar process with students. Begin with examples of polygons and a series of questions such as: How many **straight sides**? 5. How many **vertices**? 5. What **polygon** is this? **Pentagon**. Progress to adding non-examples and including the question: Is this a **polygon**? Yes/no.

You Do: Provide a sheet with examples and non-examples of **polygons**. Students colour in the accurate examples before counting the number of **sides** and **vertices** to identify/label them.

This concludes your maths session for today.

Session 5C

Complete Daily Review and Quick Teach 5C

Teach Lesson 5C – Introduction to Fluency Practice (Consolidation)

Complete MSSP Review 5M

Lesson 5C – Introduction to Fluency Practice (Consolidation)

Explicit Teaching

The script below can be used to review the structure of a Fluency Practice worksheet.

Step	Instruction
1.	Today we are going to do fluency practice . What will we do?~ Fluency practice helps us do maths quickly and correctly.
2.	(Place Workbook 5C (Sheet 1) under visualiser)
3.	Open your workbook to 5C. (Check) Place your pencil next to your workbook. (Check)
4.	When we do fluency practice, we start at the top row. (Point to top row) Which row?~ Top row When we do fluency practice, we work forward. (Sweep finger left to right along top row) Which direction?~ Forward Once we finish a row, we move to the next row. (Point to second row).
5.	Point to the first problem on your fluency practice sheet. (Check) Use your finger and slide forward. (Check) Remember, when we do fluency practice, we work forward.
6.	Let's solve the problems in the first row together. (Model thinking and writing process for first row of questions. Refer to Step 5 onward of 5A Section C for guidance.)
7.	Your turn. When I say go, finish the rest of the problems on this page. Remember, we work along the rows. The bottom rows have some harder problems. You can try these once you finish the rest if you want. It's ok if you don't finish. Just try your best! Up Up, Pencils Up .
8.	Go. (Give students 2 minutes to work. Support.)
9.	Down Down, Pencils Down .

Independent Practice

Students to complete Workbook Activity 5C (Sheet 2). Provide adequate support, referring to Section D of Lesson 5A for guidance.

A reminder to complete MSSP Review 5M after the above lesson.

This concludes your maths session for today.