**Grade 2 Sample Weekly Plan - Operational Fluency**

**Teaching Operational Fluency: Week 1**

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| ***3-Part Lesson*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Math Everyday card** |  | **7A I have…I need 10** | **7B Make 10 Sequences** | **7A Doubles** | **7B Hungry Bird** |
| **1. Activate** | **MLBThat’s Ten** Intro TG p.4 Alt:Making Ten Intervention Card 13 | **Complements of TenActivity Card 32**: “Before” | **Using Doubles Activity Card 33**: “Before”  | **Fluency with 20 Activity Card 34:**“Before” | **Workstations/Guided Math**Teacher works with one group at a time selecting from Intervention Activities 9-15 as appropriate or using extension suggestions from Fluency with 20: Activity Card 34.Other groups work on one of the four practice or Math Everyday activities from the week*\*Students who have not yet consolidated counting cannot be expected to believe number facts remain constant and will need counting intervention.* |
| **2. Math Workshop** | Read aloud: **That’s Ten** (TG: use the brown Composing and decomposing 10 prompts) | **Activity Card 32**: “What to Do” – Seed card game  | **Activity Card 33**: “What to Do” Domino Activity | **Activity Card 34:**“What to do” |
| **3. Consolidate** | **Let’s Make Ten** TG p.22Extension: Let’s make 20 | **Activity Card 32**: Consolidation and Highlights  | **Activity Card 33**: Consolidation and Highlights  | **Activity Card 34:**Consolidation and highlights |
| **Practice**(Teacher circulates, confers, observes and records) | **Shake and Spill Ten** say the number sentence e.g., “4 and 6 are the same as 10.” TG p .28 Extension: Use 12, 14, or 20 counters | **Missing part activity –** Turn over one seed card and tell the missing part to make 10. Extension: Use 12, 14, or 20. | **MLB That’s Ten More Berries** TG p. 28Extend by using playing cards 2-10 (no face cards) or numeral cards. |  **How Many More?** In partners, turn over a More Berries game card, tell how many more make 20 and explain how you know. |

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| ***3-Part Lesson*** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Math Everyday Card** | **7A I have…I need 20** | **7B Make 10 Sequences** | **7A Doubles** | **7B Hungry Bird** | **7A I have…I need 20** |
| **1. Activate** | **MLBThe Great Dogsled Race**Intro TG p. 4  | **Multi-digit Fluency Activity Card 35**: “Before”  | **Consolidation Activity Card 36**: “Before”  | **Discuss** the Adventure Blog on p. 14-17. Why do we write them? How do we read them? | **Workstations/Guided Math**Teacher works with one group at a time selecting from Intervention Activities 9-15 as appropriate or creating and solving questions from the book context.Other groups work on practice or Math Everyday activities from the week.*\*Students who have not yet consolidated counting cannot be expected to believe number facts remain constant and will need intervention to move beyond counting 3 times.*  |
| **2. Math Workshop** | **Read aloud:** The Great Dogsled Race (TG: use the blue Adding and Subtracting to 100 prompts) | **Activity Card 35**: “What to Do” Estimate, use mental math, and explain strategies | **Activity Card 36**: “What to Do” Estimate, use mental math, and explain strategies | **The Great Dogsled Race** TG p. 34 How Many Caribou?  |
| **3. Consolidate** | **Making 10** TG p. 33Accommodation: Select appropriate numbers to use. | **Activity Card 35**: Consolidation and Highlights  | **Activity Card 36**: Consolidation and Highlights  | **Share and reflect** using the discussion questions |
| **Practice**(Teacher circulates, confers, observes and records) | **Race to 50** TG p. 36  | **Map It** TG p. 37 | **Dogsled Math** TG p. 37 | **Blogging** TG p. 37Creating and solving addition and subtraction problemsUse Assessment Rubric Master 98 |

**Teaching Operational Fluency: Week 2**