

Progression of Sprint Preparation Exercises from Kindergarten Module 3

Lesson 16

Fluency Practice (13 minutes)

- Groups of Shapes K.G.2 (5 minutes)
- Show Me Bigger/Smaller K.MD.1 (3 minutes)
- Building Up to the Sprint Routine: Starting and Stopping at the Signal K.CC.3 (5 minutes)

Building Up to the Sprint Routine: Starting and Stopping at the Signal (5 minutes)

Materials: (S) Lined writing paper

T: When I say “go” we are going to practice writing numbers 1–10 quickly but carefully, like this (demonstrate). When you hear the bell ring, you must stop and hold up your pencil, even if you are not finished. What do you do when you hear the bell?

S: Stop and hold up your pencil.

T: Good. Remember, it’s ok if you don’t finish. Ready? Go!

S: (Write numbers 1–10.)

T: (Before students get to 10, ring the bell.) Pencils up, up, up!

S: (Hold pencils up.)

T: Wow! You really followed the directions! Let’s practice again. Ready? Go!

Continue several more times, praising students for following directions, rather than completing the task.

Note: Although the task is simple, this activity conditions students to stop working even when they have not finished, and develops the self-regulation that is necessary for participating in math Sprints. Teaching the Sprint routine in stages may be time-consuming, but the investment is well worth it. Students will begin their first Sprint in GK–M3–Lesson 21.

Lesson 19

Fluency Practice (12 minutes)

- Dot Cards of 9 K.CC.5, K.CC.2 (4 minutes)
- Building Up to the Sprint Routine: Starting and Stopping at the Signal K.CC.3 (5 minutes)
- Show Me 1 More, 1 Less K.CC.4c (3 minutes)

Building Up to the Sprint Routine: Starting and Stopping at the Signal (5 minutes)

Conduct as described in GK–M3–Lesson 16, but this time, increase the level of difficulty by having students write the numbers counting down from 10 to 0.

Note: Although the task is simple, this activity conditions students to stop working even when they have not finished, and develops the self-regulation that which is necessary for participating in math Sprints. Teaching the Sprint routine in stages may be time-consuming, but the investment is well worth it.

Lesson 20

Fluency Practice (13 minutes)

- Building Up to the Sprint Routine: Observing and Noticing K.CC.5 (8 minutes)
- Building 1 More and 1 Less Trains K.CC.4c (5 minutes)

Building Up to the Sprint Routine: Observing and Noticing (8 minutes)

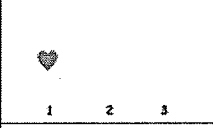
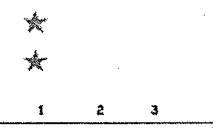
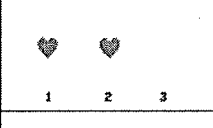
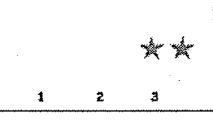

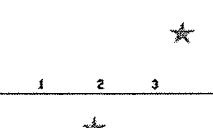
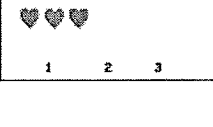
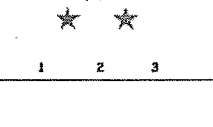
Materials: (T) Sprint projected onto the board, framed portrait of the teacher at 5–6 years old

1. Tell students that they will watch you do a math race called a Sprint as if you were a student back in Kindergarten. Place the portrait on the desk where you will be working to remind students of your role. If possible, have an assistant play the role of the teacher delivering the Sprint.
2. At the start signal, turn the paper over and begin working. Start at the top left corner with the hearts and continue working down the hearts column. When you get to the bottom of the hearts column, start at the top of the stars column.
3. At the signal, stop and hold your pencil up, just as students have practiced in previous Sprint preparation exercises. Be careful to display a positive demeanor even though you have not finished the task. Maybe even pretend to wipe away sweat from the brow to emphasize working with intensity, and smile with satisfaction for having made such a strong effort! (Be sure to ask the assistant playing the role of teacher to limit the timeframe, or set a timer, so that you come very close to completing the Sprint, but do not quite finish.)
4. While going over the answers (now projected on the board), students circle correct answers in the

air with their finger, along with the teacher, energetically shouting “Yes!” for each correct answer. The whole class counts the number of problems correct chorally and writes the number in the air as the teacher writes it at the top of the page.

5. Conclude the observation and role play, then gather the group at the rug to debrief the process. Here are suggested questions to guide the conversation:
 - When did the teacher (playing the role of Kindergarten student) begin working on the problems?
 - Which problems did the teacher do first—the hearts or the stars? (This question helps students realize that the Sprint is designed to be completed working down, not across the columns.)
 - What did the teacher do when the timer sounded (or other stopping signal was made)? (Stopped working, even though not finished, and help up the pencil.)
 - How did the teacher react at the end? (Emphasize that the goal is maximum effort and efficiency, not completion. Begin setting expectations for social and emotional behaviors during Sprints.)

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 1 2 3	 1 2 3
 1 2 3	 1 2 3
 1 2 3	 1 2 3
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Optional: Make a few intentional errors. Let students know to expect this beforehand. Tell them to be ready to explain what went wrong, being careful to avoid having students perceive the teacher as acting foolishly.

Note: Teaching the Sprint routine in stages may be time-consuming, but the investment is well worth it. Giving the students this opportunity to observe and reflect will increase motivation, enthusiasm, and success in this powerful fluency exercise. Students will complete their first Sprint in GK–M3–Lesson 21.

Lesson 21

Fluency Practice (13 minutes)

- My First Sprint K.CC.5 (8 minutes)
- Finger Number Pairs K.CC.4a (5 minutes)

My First Sprint (8 minutes)

Materials: (S) Sprint from GK–M3–Lesson 20

- T: Today you will get to do a Math race called a Sprint. (Remind students of the previous day's activity.) Take out your pencil and one crayon, any color.
- T: (Distribute the Sprint papers facedown.) On your mark, get set, go!
- T: (Ring the bell or give another signal for students to stop. Although it will not be necessary to time the students in this short practice Sprint, just be sure to give the stop signal before students finish, so as to not develop the expectation of finishing every time.) Pencils up!
- T: Pencils down, crayons up! It's time to check answers. What do you do if the answer is right?
- S: Circle it.
- T: What do you say?
- S: Yes!
- T: We'll begin with the hearts. Ready? 1.
- S: Yes!
- T: 2.
- S: Yes!

Continue checking the remaining answers, then have students count how many correct and write the number at the top. Keep the mood celebratory. Praise students for their strong effort, hard work, and for learning a new procedure. Note that only one Sprint is delivered this time, the two-part Sprint will be introduced in a future lesson.

Troubleshooting: If students work across, instead of down the columns make a green arrow down the left-hand side, and a red arrow along the right-hand side to indicate where to start and stop. If students have difficulty circling the answers quickly, give them a highlighter and allow them to "swipe" the correct answer.

Note: This activity allows students to become comfortable with the Sprint procedures as they work on this easy task with confidence.

Lesson 25

Fluency Practice (12 minutes)

- Beat Your Score! K.CC.4b (12 minutes)

Beat Your Score! (12 minutes)

Materials: (S) 2 copies of the Sprint from GK–M3–Lesson 20 per student

Note: The purpose of this activity is to help students become accustomed to the full Sprint routine while completing a task involving relatively simple concepts (hence the reuse of a Sprint from GK–M3–Lesson 20). This will build confidence and enthusiasm for Sprints in the future.

- T: It's time for a Sprint! (Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.) Take out your pencil and one crayon, any color.
- T: On your mark, get set, go!
- T: (Ring the bell or give another signal for students to stop. Although it will not be necessary to time the students in this short practice Sprint, be sure to give the stop signal before students finish, so as to not develop the expectation of finishing every time.) Pencils up!
- T: Pencils down, crayons up!
- T: It's time to check answers. What do you do if the answer is right?
- S: Circle it. (Circling correct answers instead of crossing out wrong ones avoids stigmatization.)
- T: What do you say?
- S: Yes!
- T: We'll begin with the hearts. Ready? 1.
- S: Yes!

Proceed through the checking answers procedure as in GK–M3–Lesson 21.

- T: Kindergarteners, do you ever wish you had more time? Another chance to do even better?
- S: Yes.
- T: Before we try again, let's get our mind and body ready to work hard with an exercise. Stand up and push in your chairs. Let's do jumping jacks while counting to 10. Ready?
- S: 1, 2, 3, ...10 (count while doing jumping jacks).
- T: Hands on your hips, twist slowly, counting down from 10. Ready? (While students exercise, distribute the second set of Sprints, which is the same as the first.)
- S: 10, 9, 8, ...1 (count while twisting).
- T: Have a seat. Pencils up. Do you remember the number you got the first time?
- S: Yes.
- T: See if you can beat your score! Race against yourself! On your mark, get set, go!

Students work on the Sprint for a second time. Perhaps give an additional three to five seconds, to help students beat their first score. Give the signal to stop, reiterating that is ok not to finish. Continue to emphasize that the goal is simply to do better than the first time. Proceed through the checking answers procedure with more enthusiasm than ever. Then, facilitate a comparison of Sprint A to Sprint B. Because students are still developing understanding of the concept of more, it may be necessary to circulate and facilitate the comparison, either visually, or numerically.

T: Stand up if you beat your score.

T: You worked so hard and I am so proud of you! Let's celebrate (e.g., congratulate each other, give three pats on the back, shake hands, have a parade).

Variation: Allow students to finish, but provide an early-finisher activity to do on the back.

Lesson 28

Fluency Practice (12 minutes)

- Sprint: Counting to 5 in Varied Configurations K.CC.4b (12 minutes)

Sprint: Counting to 5 in Varied Configurations (12 minutes)

Materials: (S) 2 copies of the Sprint per student

Follow the instructions for delivering a Sprint in GK-M3-Lesson 25. Giving the identical Sprint twice facilitates comparison from Sprint A to Sprint B, and allows students to see their growth. (Eventually, students will complete two Sprints that are similar, but not exactly the same.) Continue to emphasize the concept of beating your score. Praise students for their hard work, and for following directions in learning a new procedure.

- T: It's time for a Sprint! (Briefly recall previous Sprint preparation activities, and distribute Sprints facedown.) Take out your pencil and one crayon, any color.
- T: On your mark, get set, go!
- T: (Ring the bell or give another signal for students to stop. Although it will not be necessary to time the students in this short practice Sprint, just be sure to give the stop signal before students finish, so as to not develop the expectation of finishing every time.) Pencils up!
- T: Pencils down, crayons up!
- T: It's time to check answers. What do you do if the answer is right?
- S: Circle it. (Circling correct answers instead of crossing out wrong ones avoids stigmatization.)
- T: What do you say?
- S: Yes!
- T: (Have students correct their work and incorporate a brief skip counting exercise including movement.)
- T: See if you can beat your score! Race against yourself! On your mark, get set, go!

Students work on the Sprint for a second time. Perhaps give an additional three to five seconds, to help students beat their first score. Give the signal to stop, reiterating that is ok not to finish. Continue to emphasize that the goal is simply to do better than the first time. Proceed through the checking answers procedure with more enthusiasm than ever. Then, facilitate a comparison of Sprint A to Sprint B. Because students are still developing understanding of the concept of more, it may be necessary to circulate and facilitate the comparison, either visually, or numerically.

- T: Stand up if you beat your score.
- T: You worked so hard and I am so proud of you! Let's celebrate (e.g., congratulate each other, give three pats on the back, shake hands, have a parade).

Variation: Allow students to finish, but provide an early-finisher activity to do on the back.

Note: Students get accustomed to the full Sprint routine while completing a task that is relatively simple conceptually. This will build confidence and enthusiasm for Sprints in the future.

Lesson 28 Sprint

★ ★ ★	☾ ☾ ☾
1 2 3 4 5	1 2 3 4 5
★ ★ ★ ★	☾ ☾ ☾ ☾
1 2 3 4 5	1 2 3 4 5
★ ★ ★ ★ ★	☾
1 2 3 4 5	1 2 3 4 5
★ ★	☾ ☾ ☾
1 2 3 4 5	1 2 3 4 5

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Lesson 31

Fluency Practice (12 minutes)

- Sprint: Rekenrek to 5 K.CC.5 (12 minutes)

Sprint: Rekenrek to 5 (12 minutes)

Materials: (S) 2 copies of the Sprint per student

Follow the instructions for delivering a Sprint in GK–M3–Lesson 25. Use the Lesson 31 Sprint for both rounds. Giving the identical Sprint twice facilitates comparison from Sprint A to Sprint B, and allows students to see their growth. (Eventually, students will complete two Sprints that are similar, but not exactly the same.) Continue to emphasize the concept of beating your score. Praise students for their hard work, and for following directions in learning a new procedure.

Note: Students grow more comfortable with the Sprint routine while completing a task that involving relatively simple concepts. This will continue to build confidence and enthusiasm for Sprints.

Lesson 31 Sprint

● ● ●	○ ○ ○ ○
1 2 3 4 5	1 2 3 4 5
● ● ● ●	●
1 2 3 4 5	1 2 3 4 5
● ● ● ● ●	○ ○
1 2 3 4 5	1 2 3 4 5
● ●	● ● ● ●
1 2 3 4 5	1 2 3 4 5
○ ○	● ● ●
1 2 3 4 5	1 2 3 4 5
○ ○ ○ ○ ○	● ● ● ●
1 2 3 4 5	1 2 3 4 5

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