

Guiding Kinders Math fluency CARDS

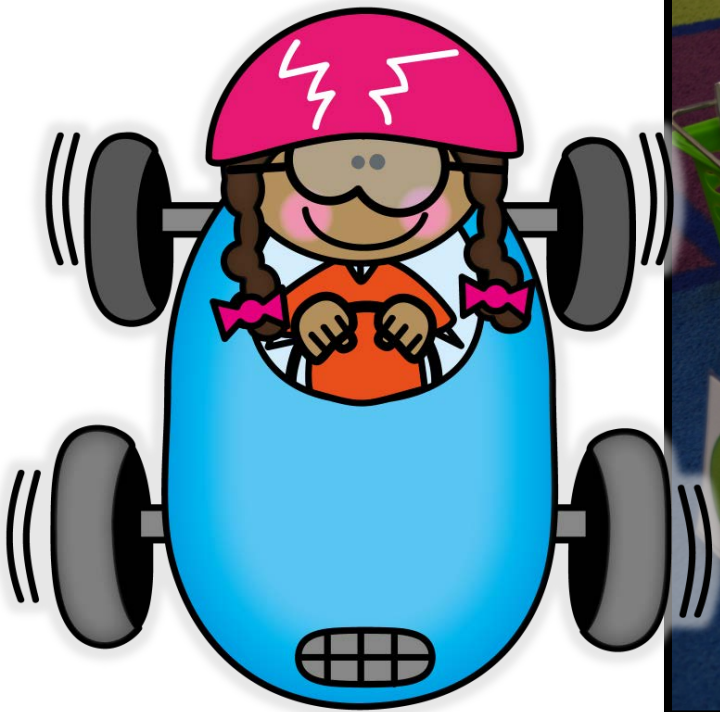


deanna JUMP & deede WILLS



- Warm up
- Builds fluency
- Various Math Skills
- Flash Cards
- Focus on speed

Goal: Fluency
Accuracy & Automaticity








FLUENCY CARDS

These fluency cards are from our Guiding Kinders math units. We spend the first 5 minutes of our math block working on fluency. Start with manageable chunks. For example, you might start with the numerals 0-10 (out of order) and once your students know them fluently you can add the numeral cards 11-20) Fluency is just one small part of our math block.

The key is to keep it meaningful, fun and engaging.

Need more information on SUBITIZING?

Click [here](#) for a great article about what it is and why you should teach it.

	fluency- This part of the lesson is a warm up that will help your students build their fluency for various math skills. It will usually involve flash cards and the focus is on speed.
	new concepts- The teacher will introduce and model new concepts and skills through a mini lesson.
	whole group explore - The teacher and students will work together as a group to actively explore the concept that was introduced.
	student application- The students will independently complete a task that will allow them to apply the new concepts that were taught.
	peer group and share - The "math talk" time allows for the students to orally share with a partner and discuss what they learned.

1

2

3

4

5

6

7

8

q

10

11

12

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14

15

Once your students can recognize and name the numbers 0-15 (in any order) with fluency and accuracy add the numerals 16-30

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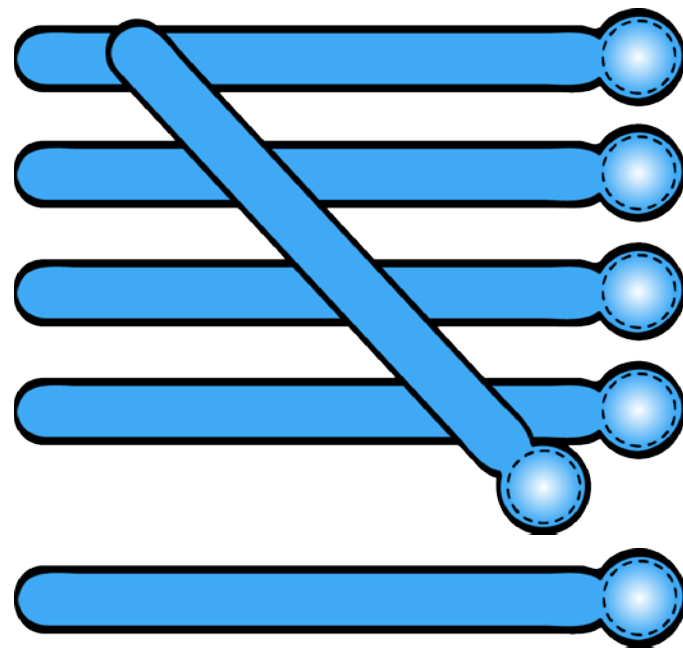
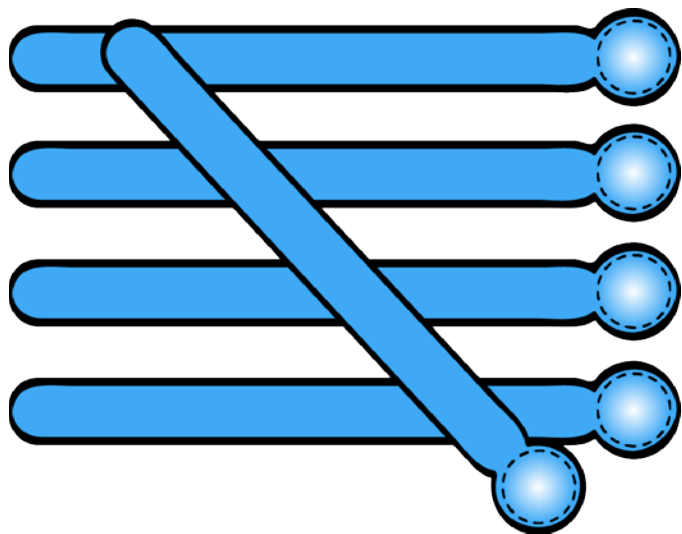
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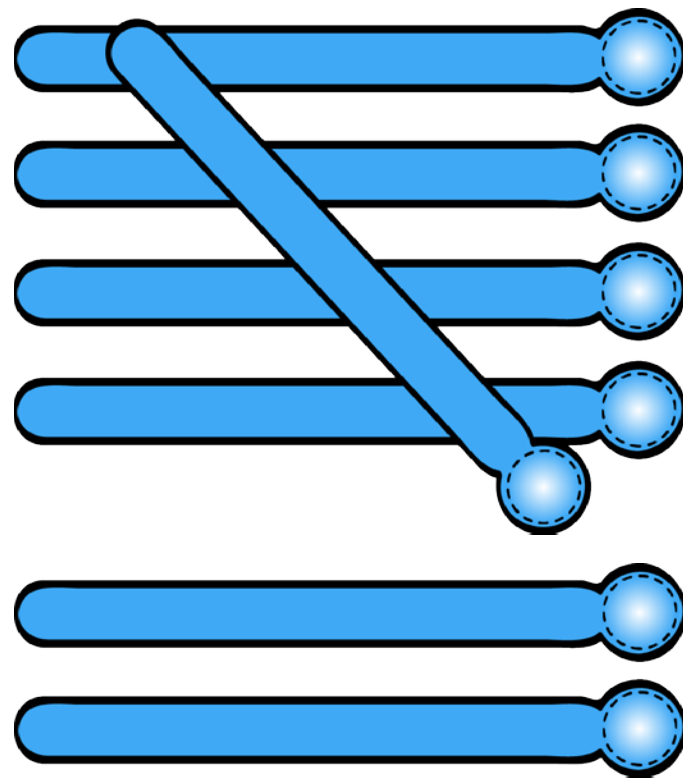
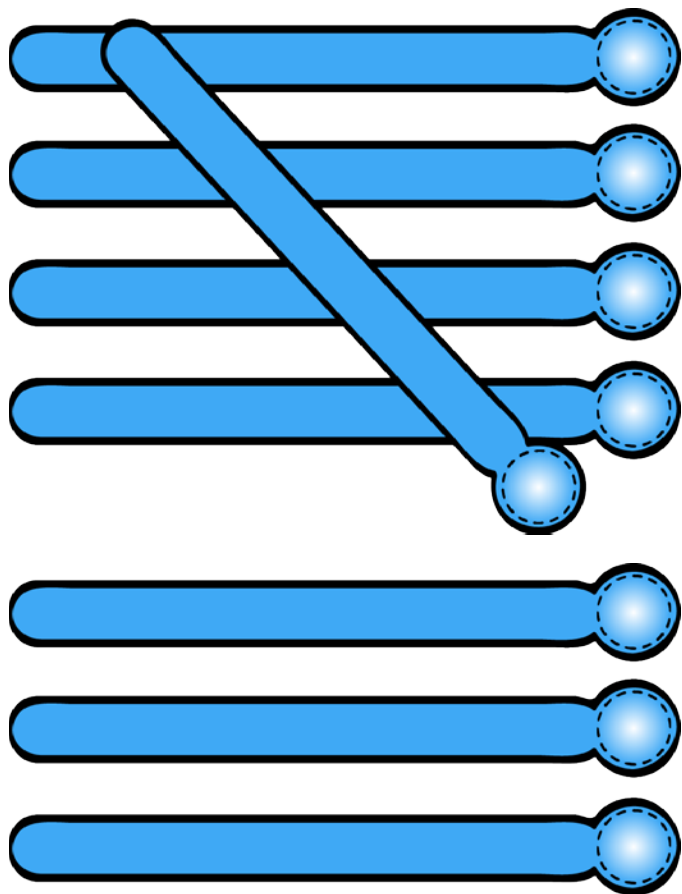
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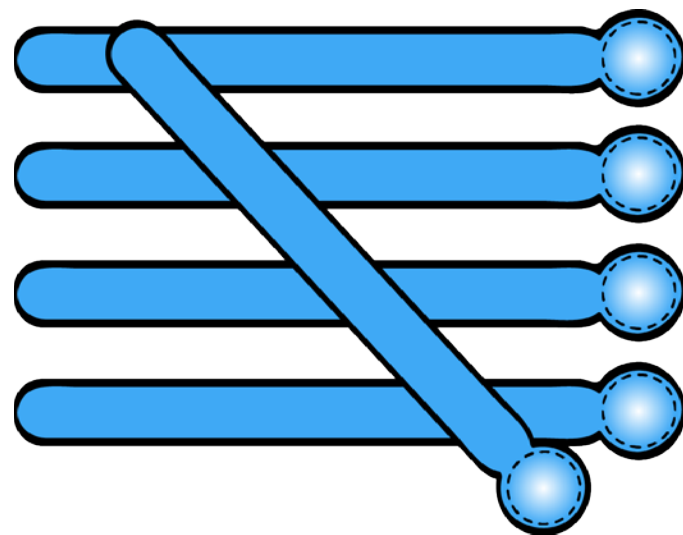
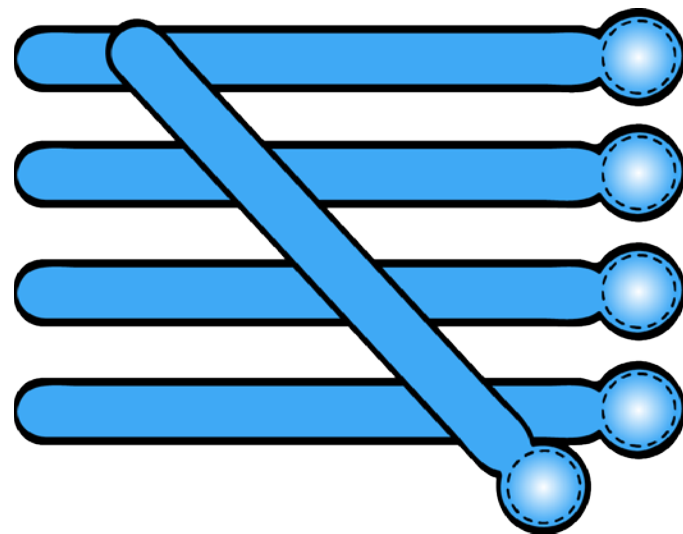
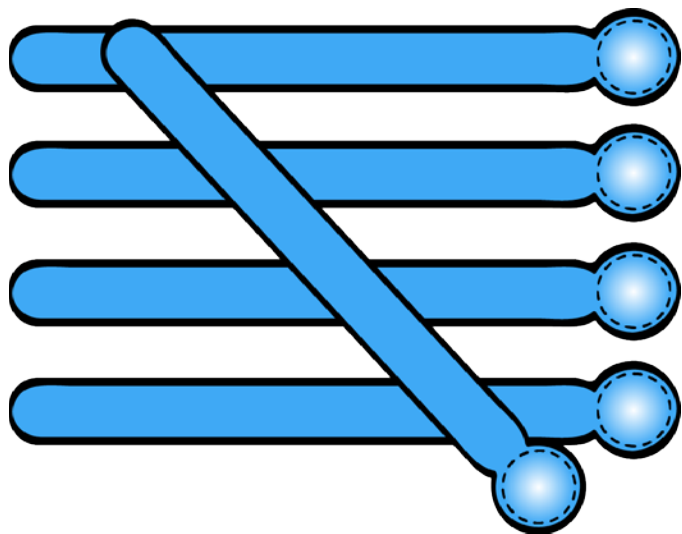
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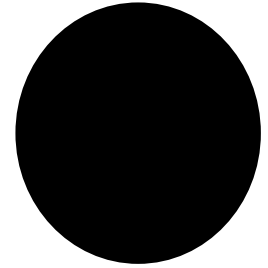
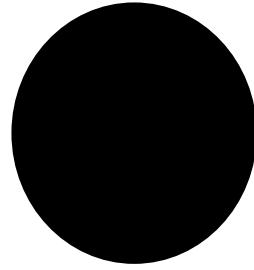
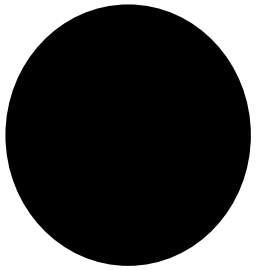


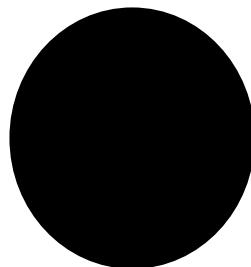
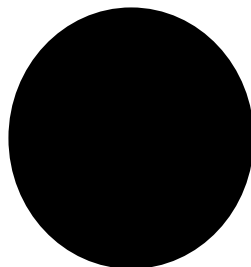
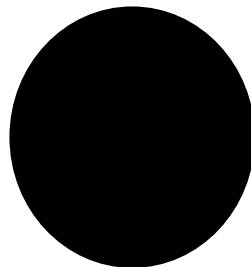
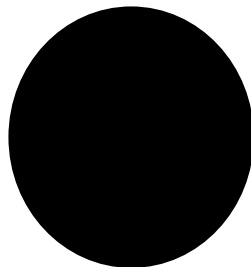
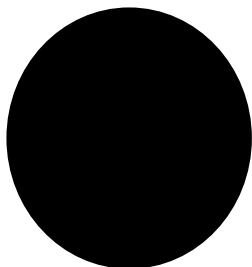
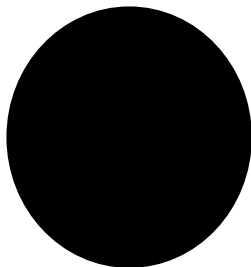
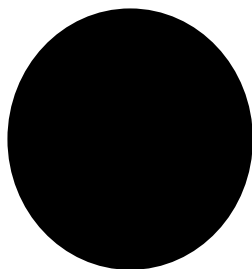


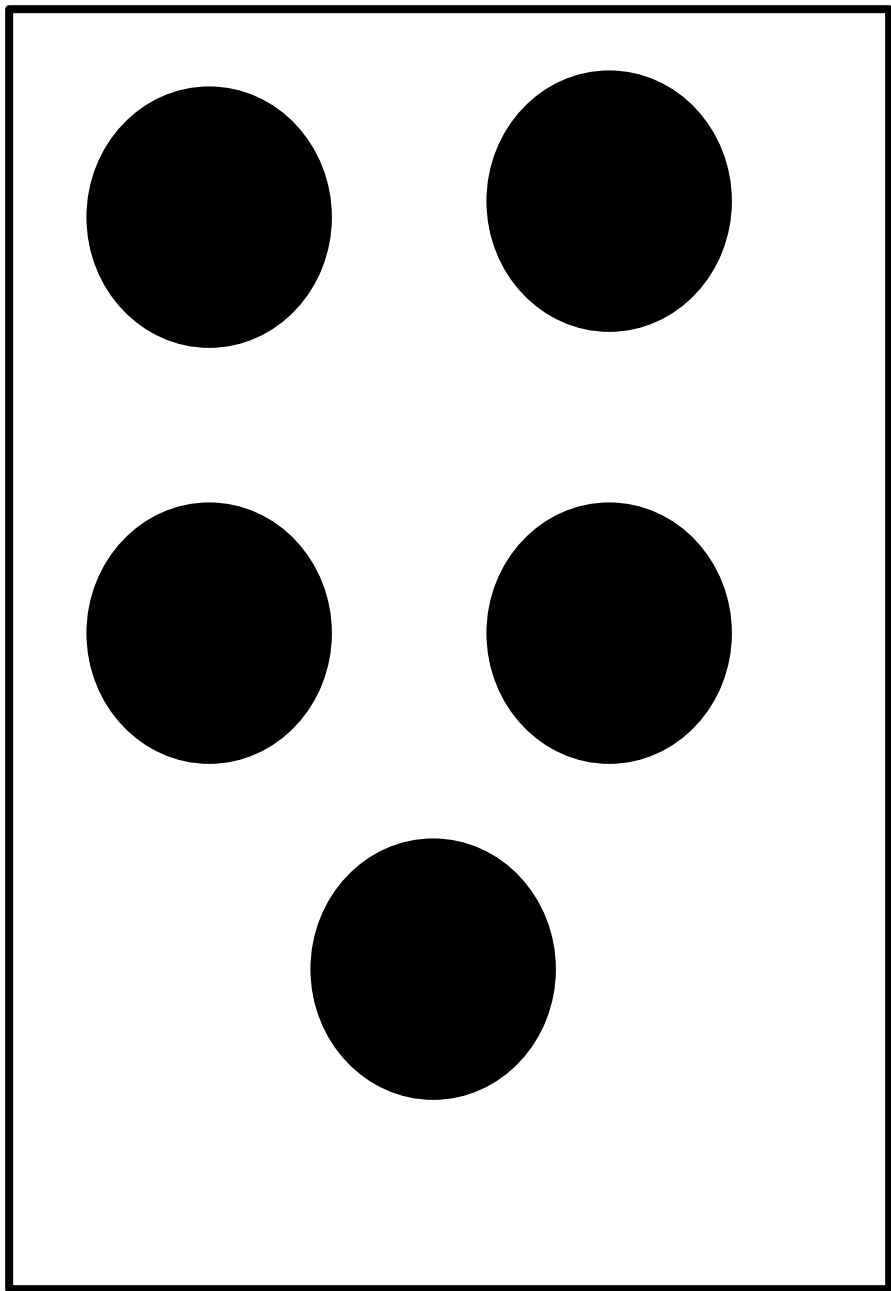


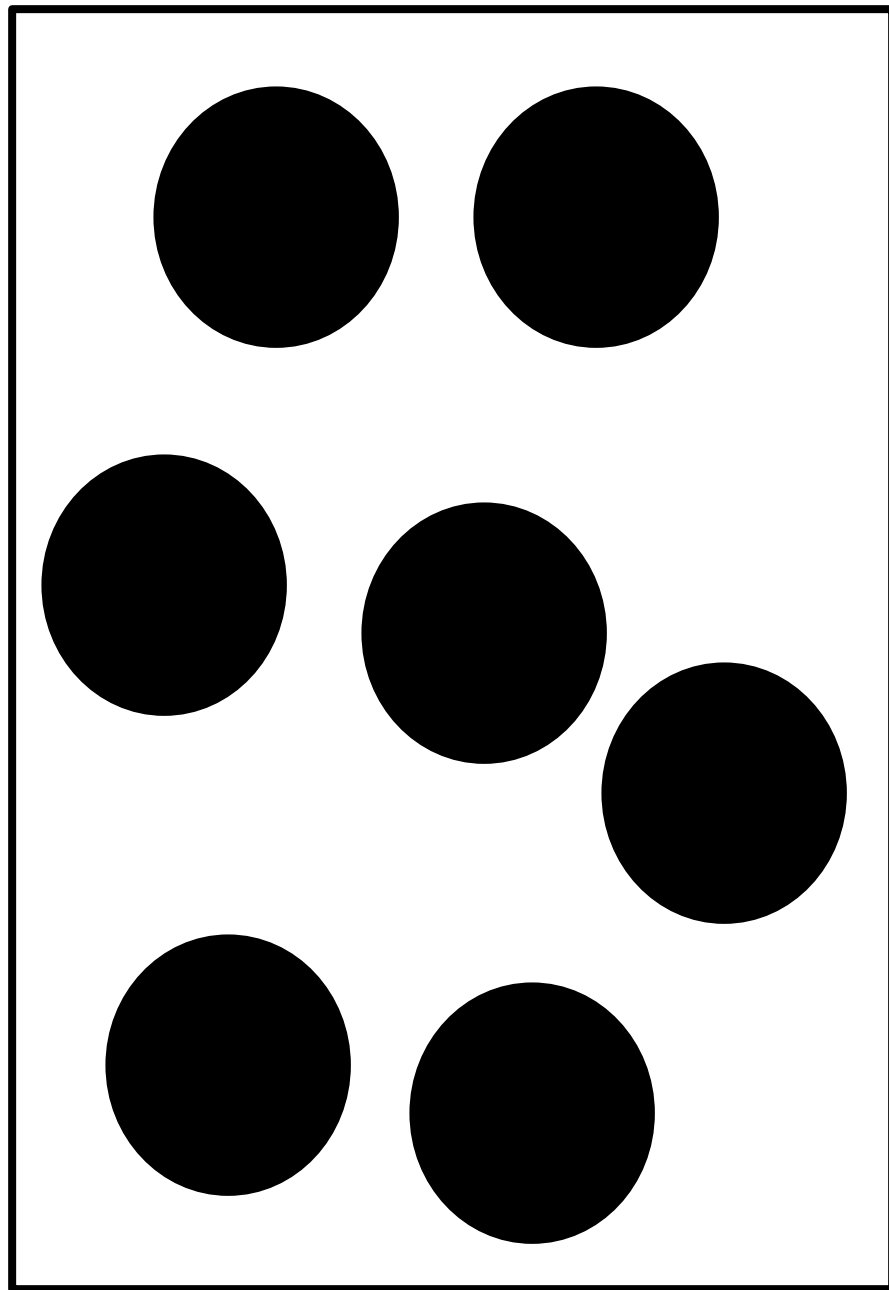
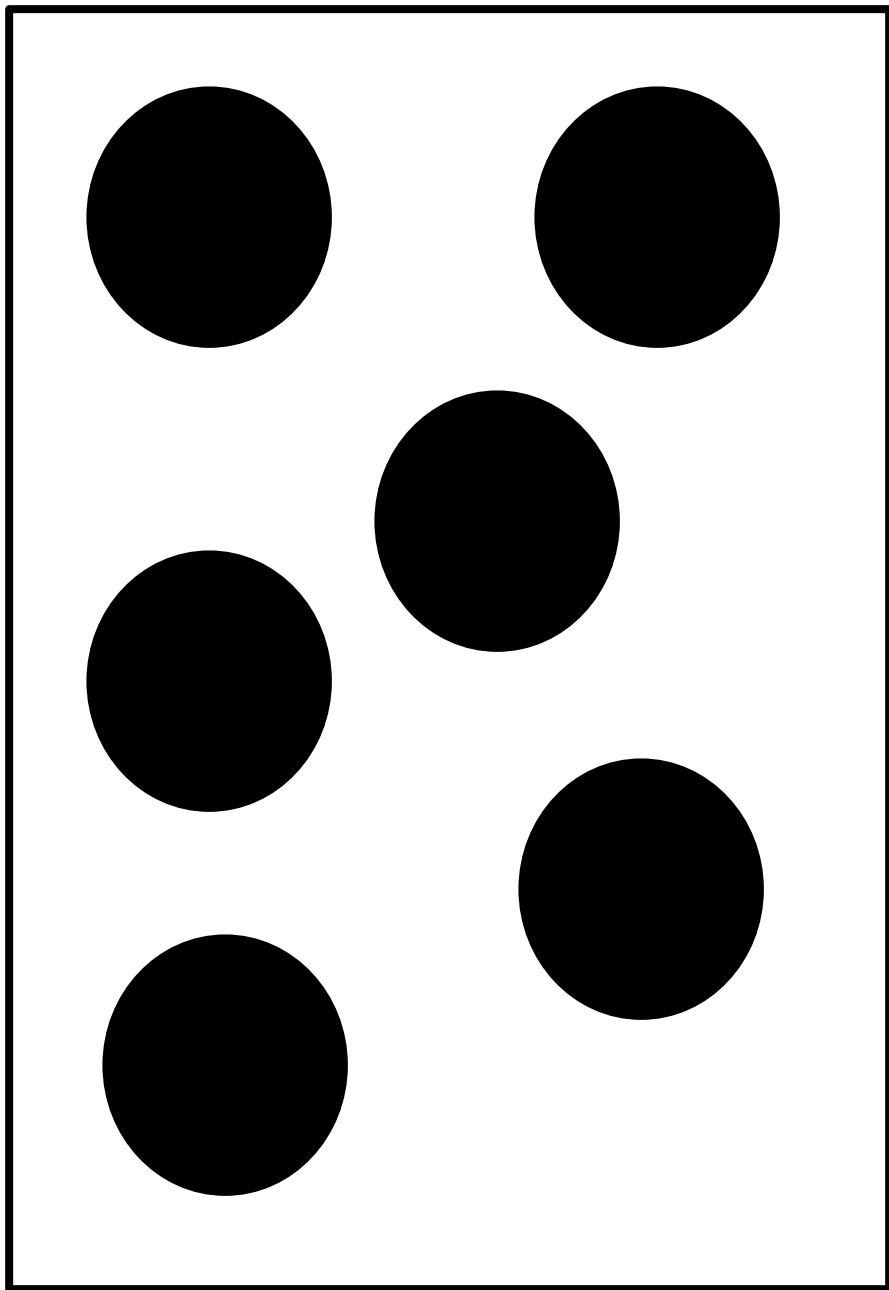


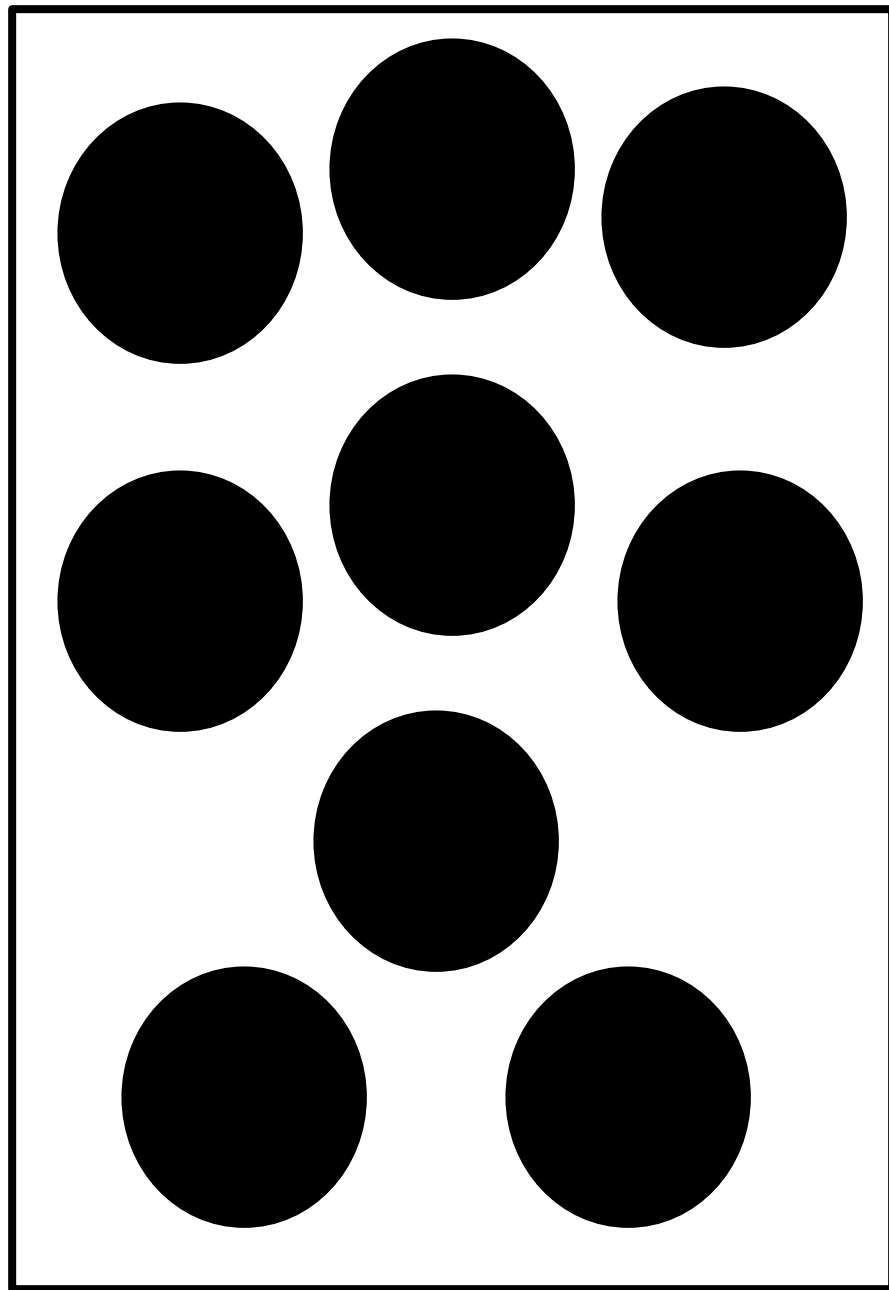
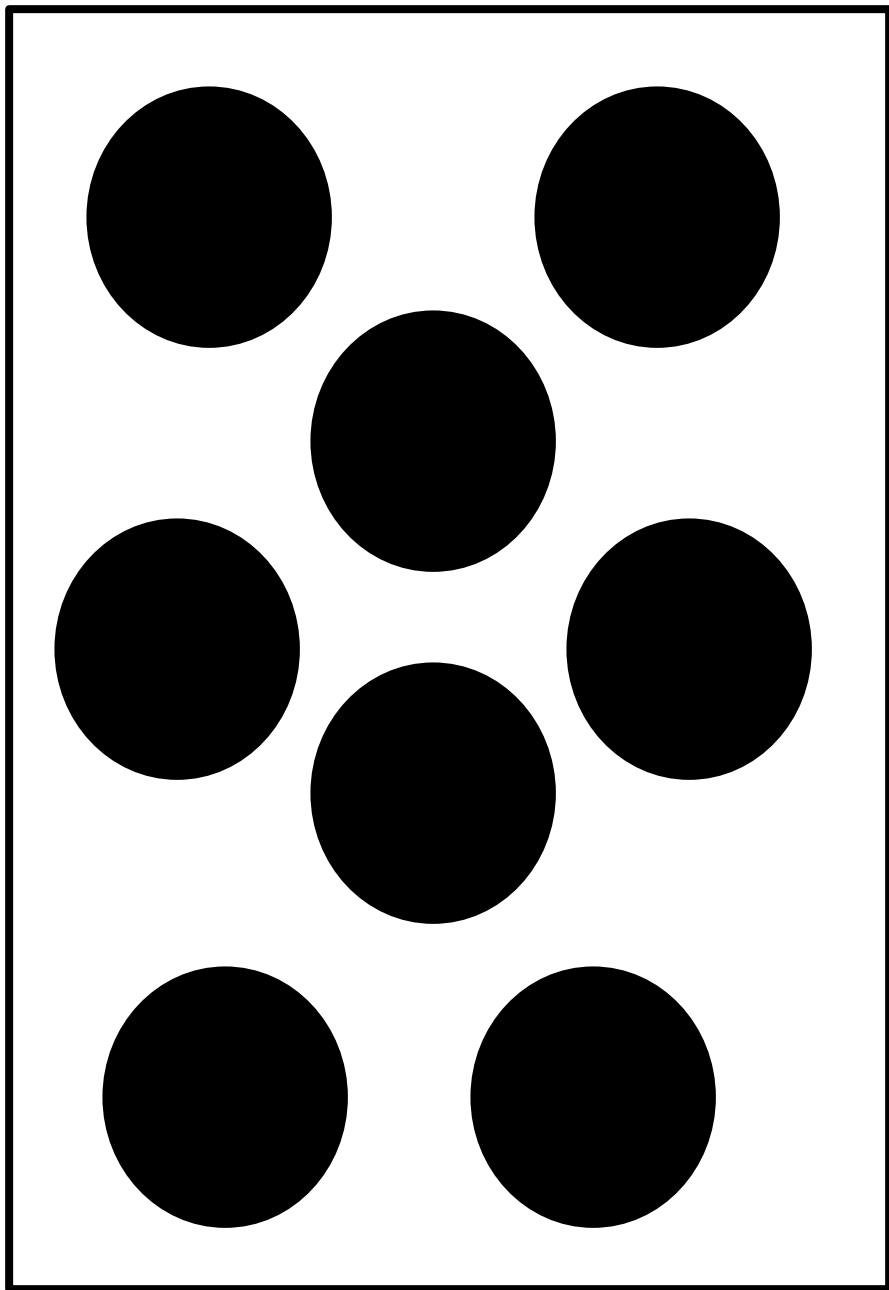


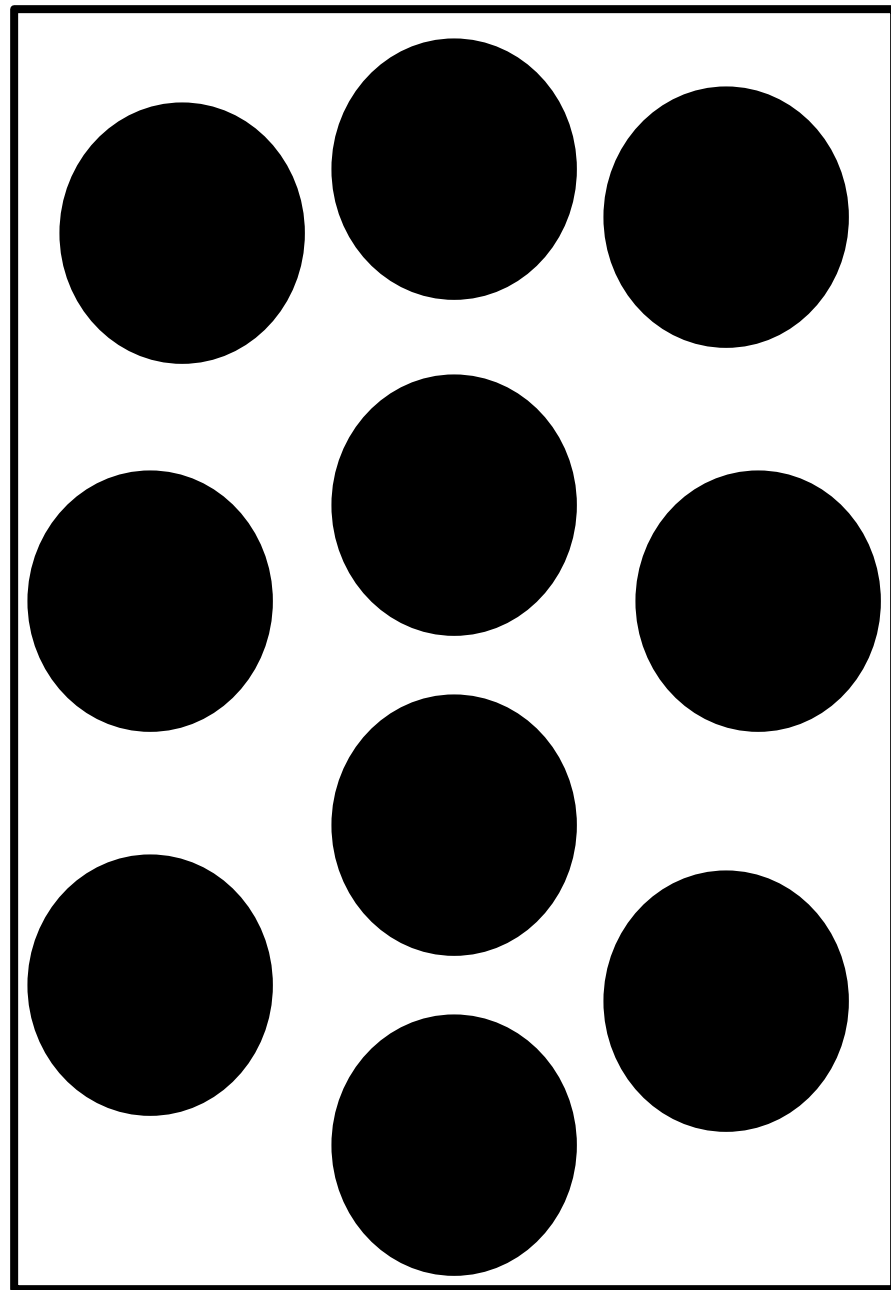


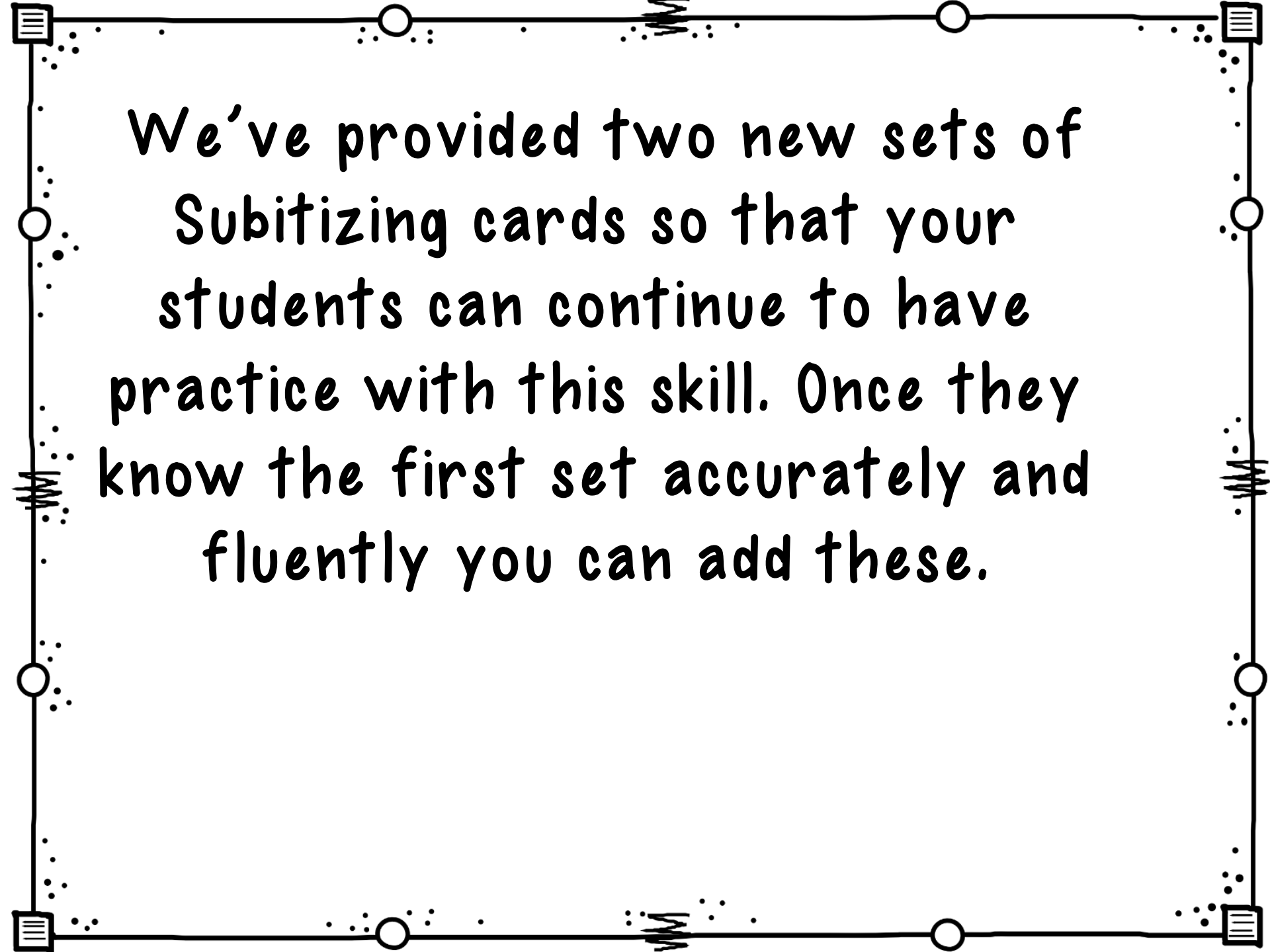




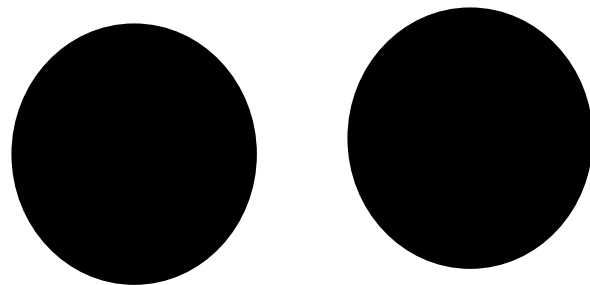
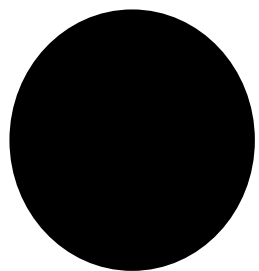


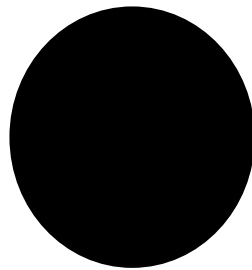
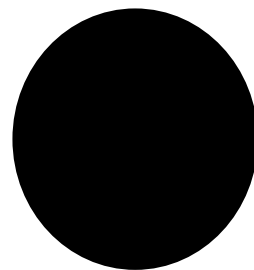
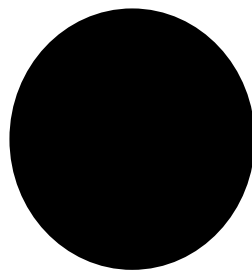
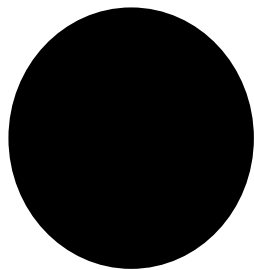
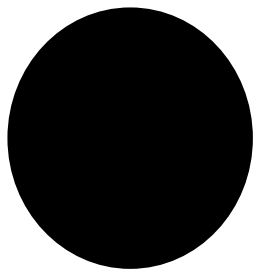
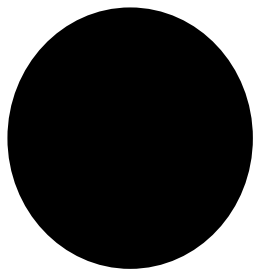
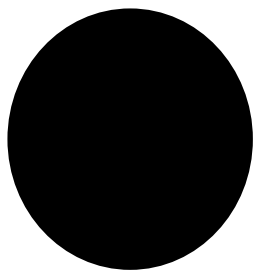


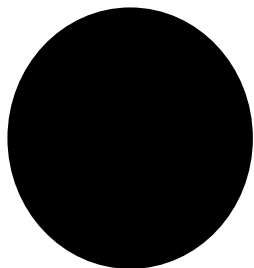
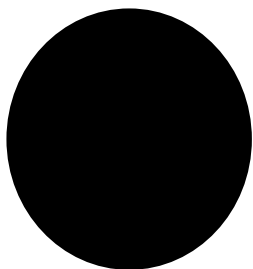
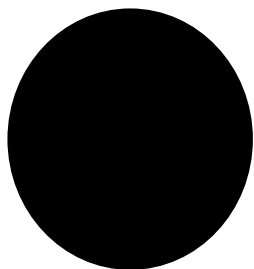
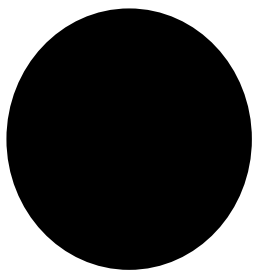
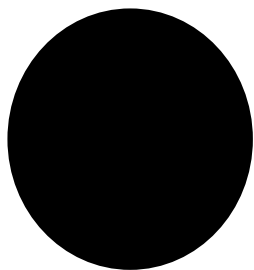


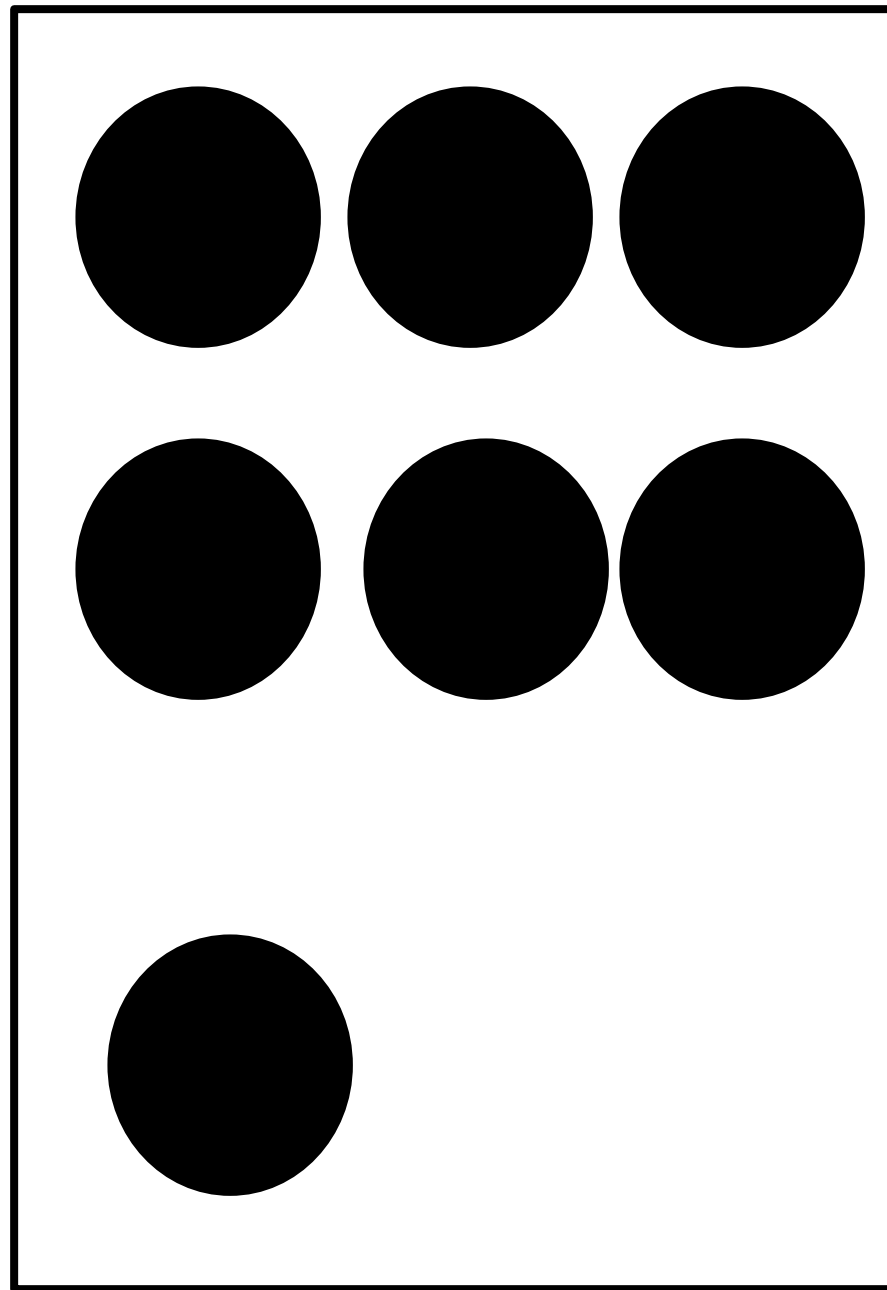
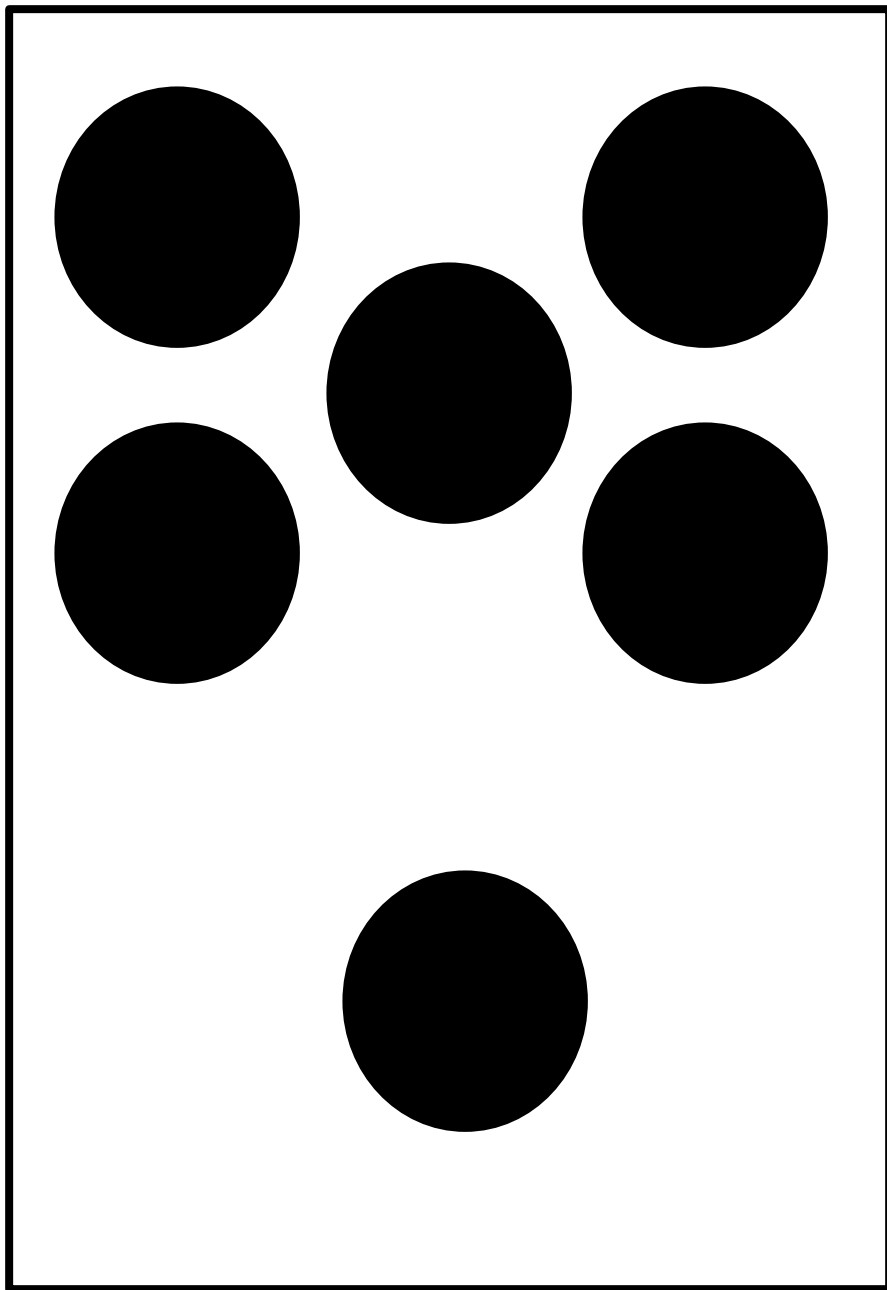
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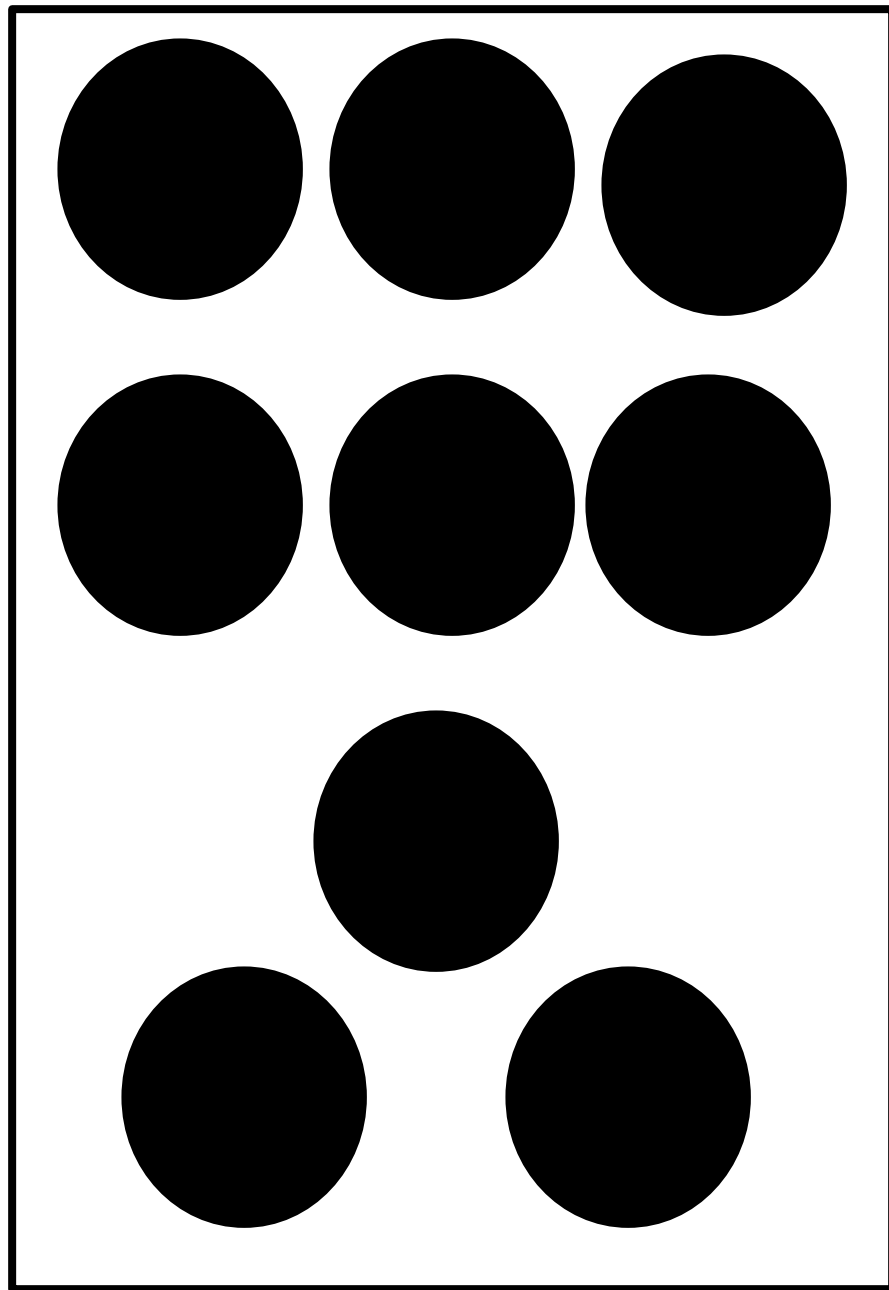
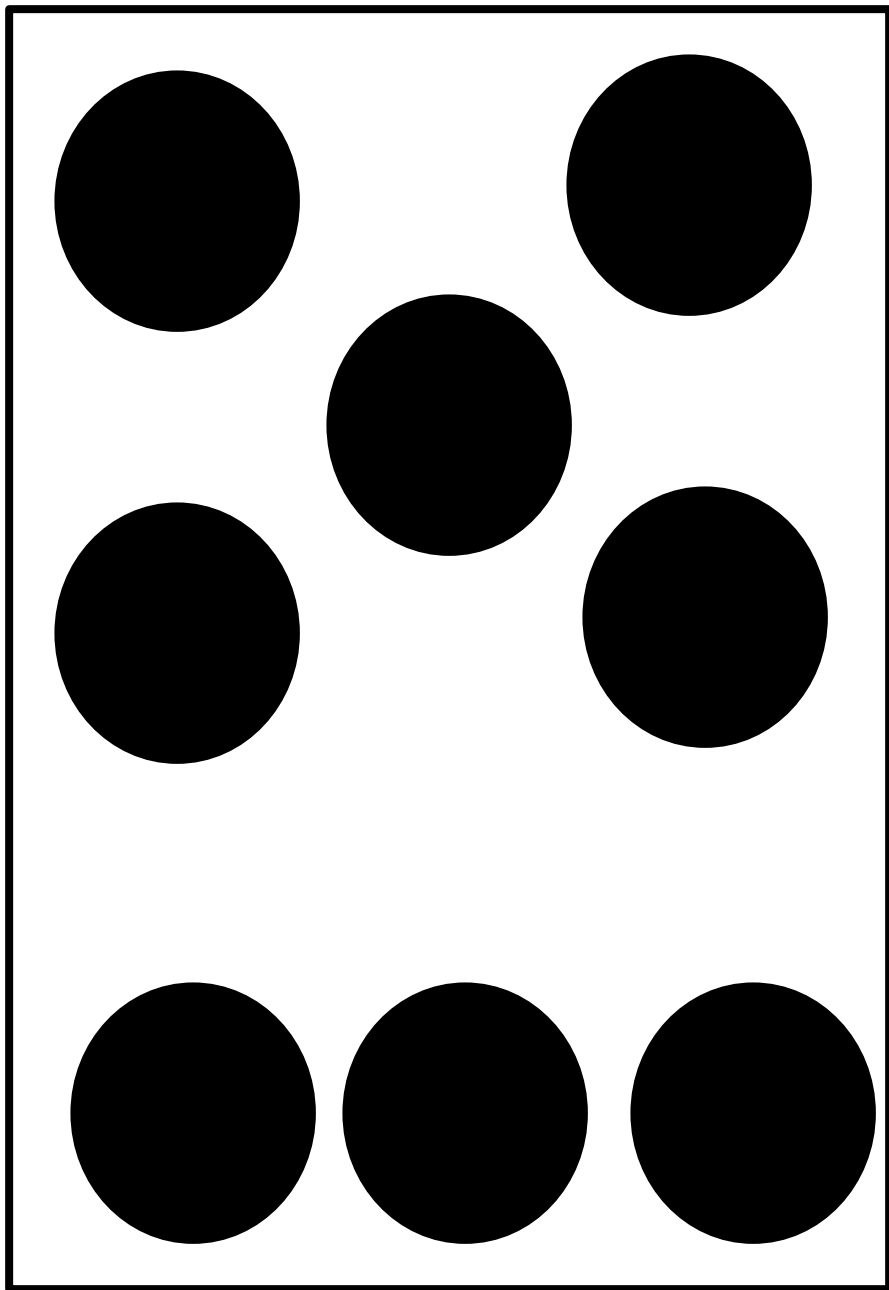
We've provided two new sets of Subitizing cards so that your students can continue to have practice with this skill. Once they know the first set accurately and fluently you can add these.

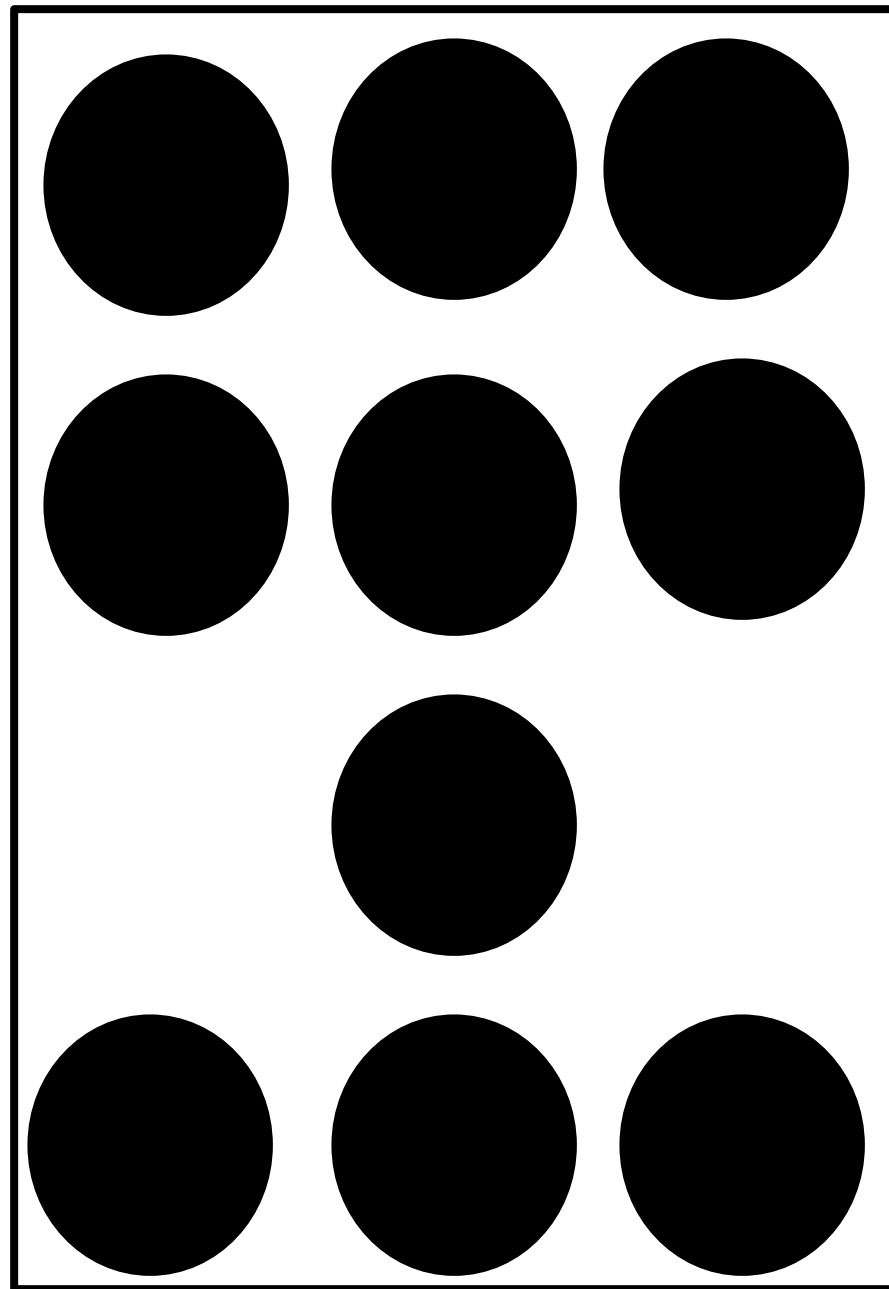


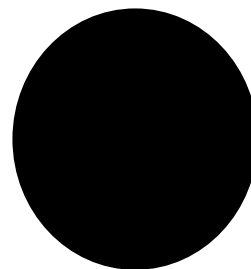
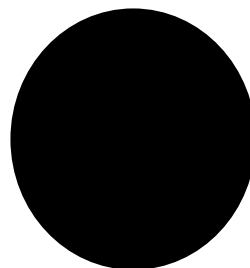
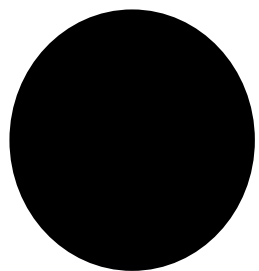


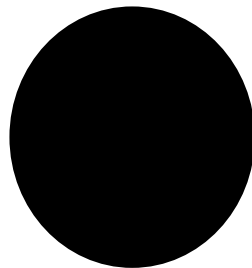
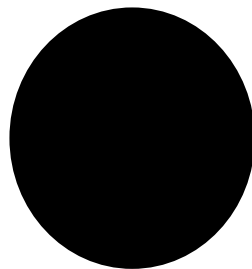
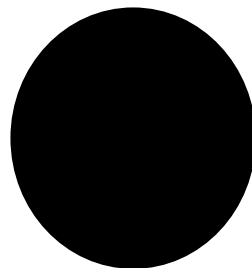
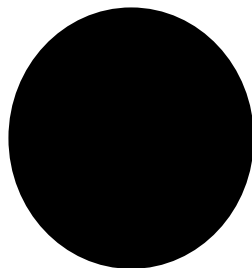
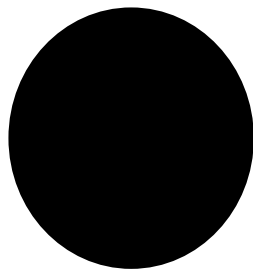
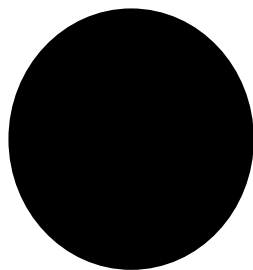
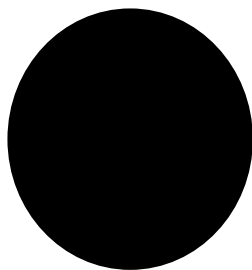


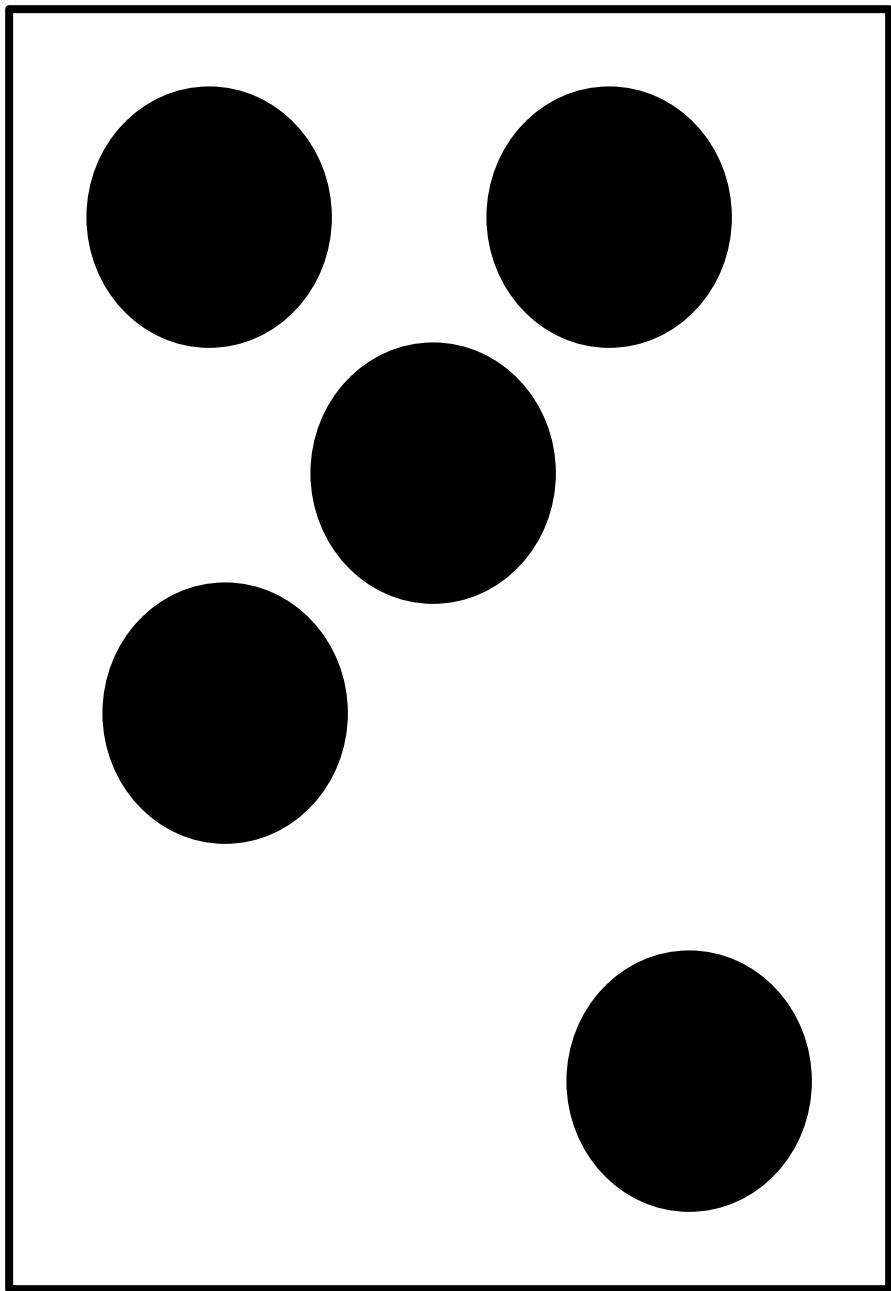


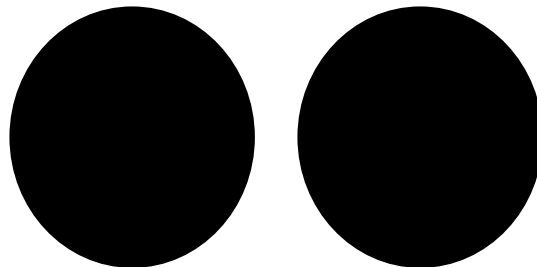
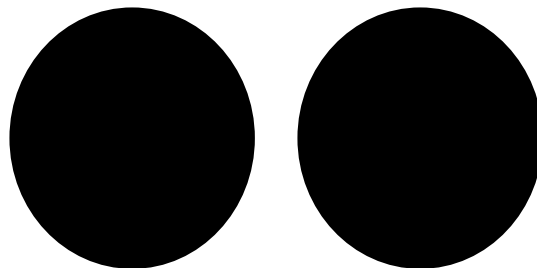
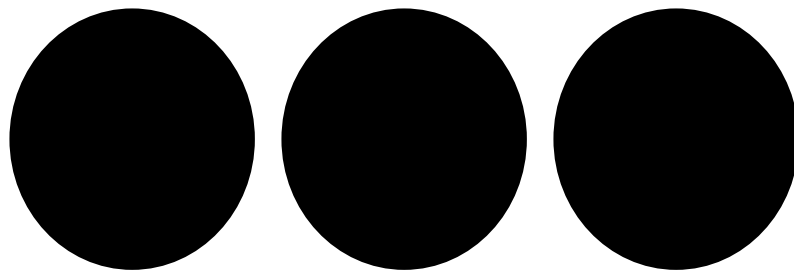
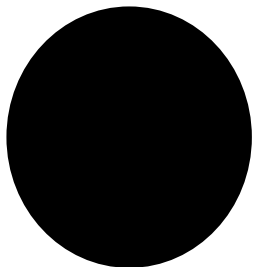
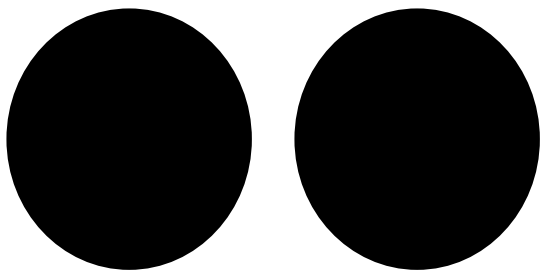
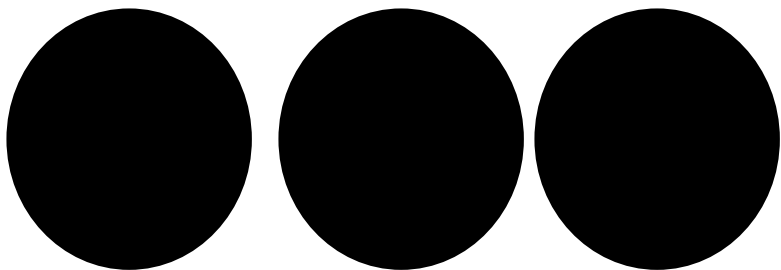


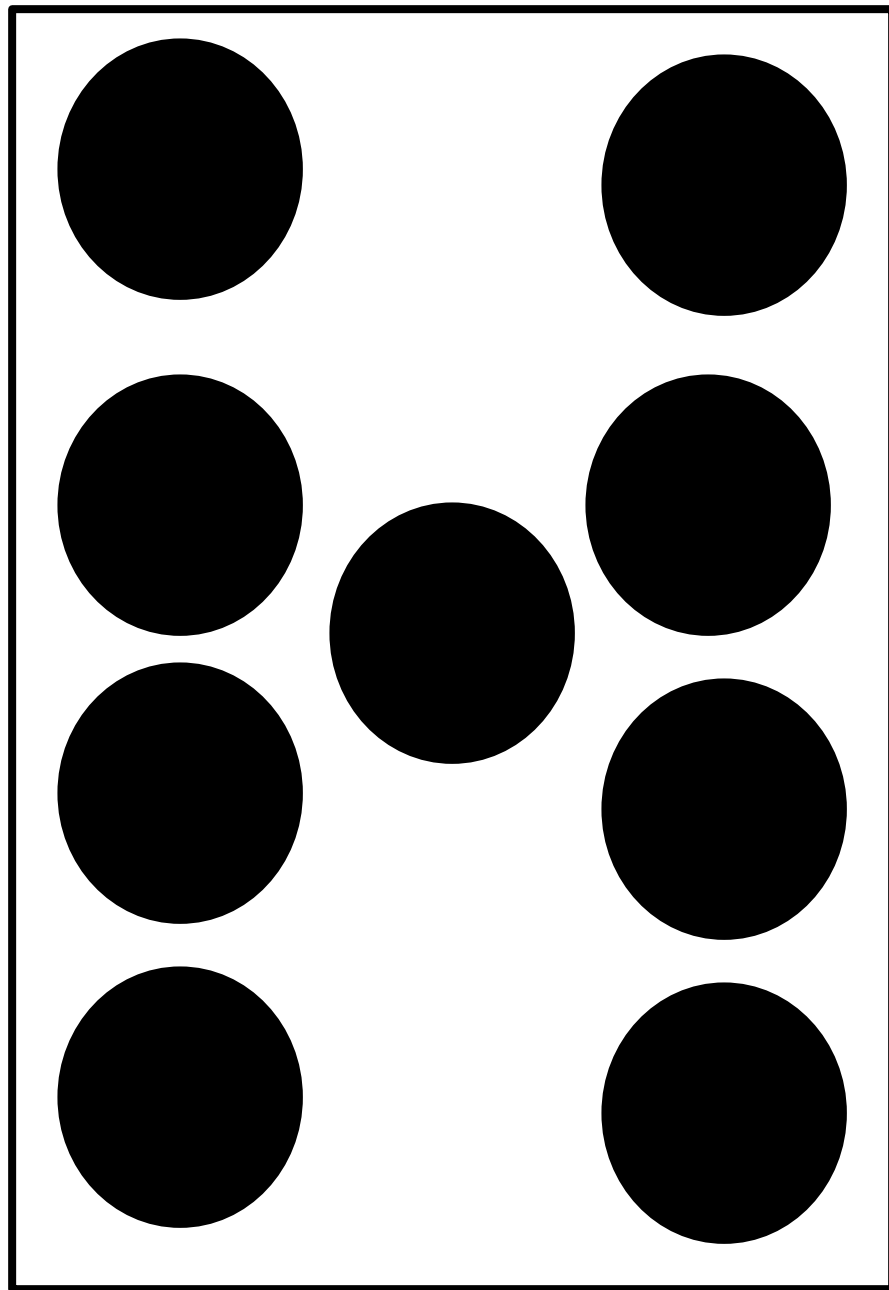
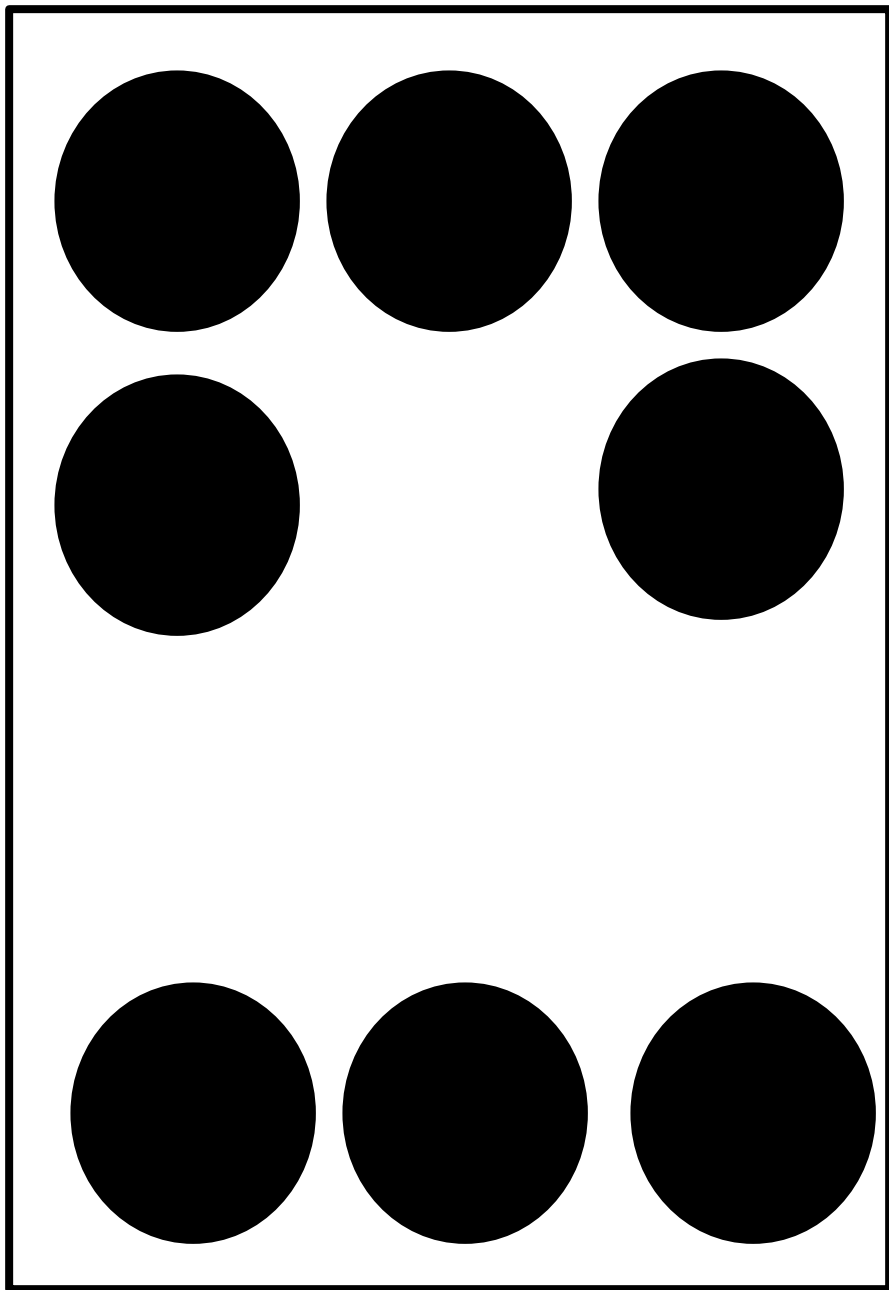


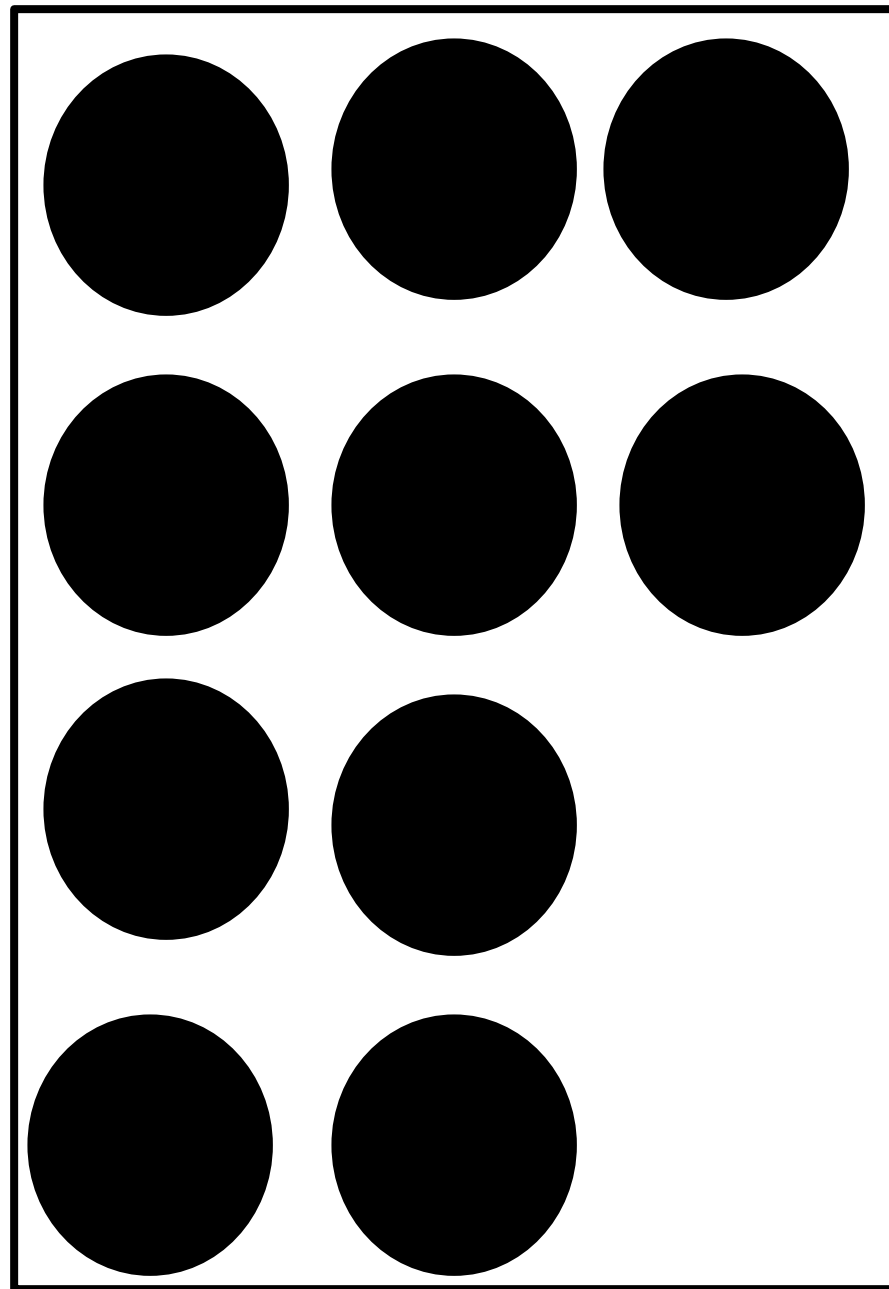


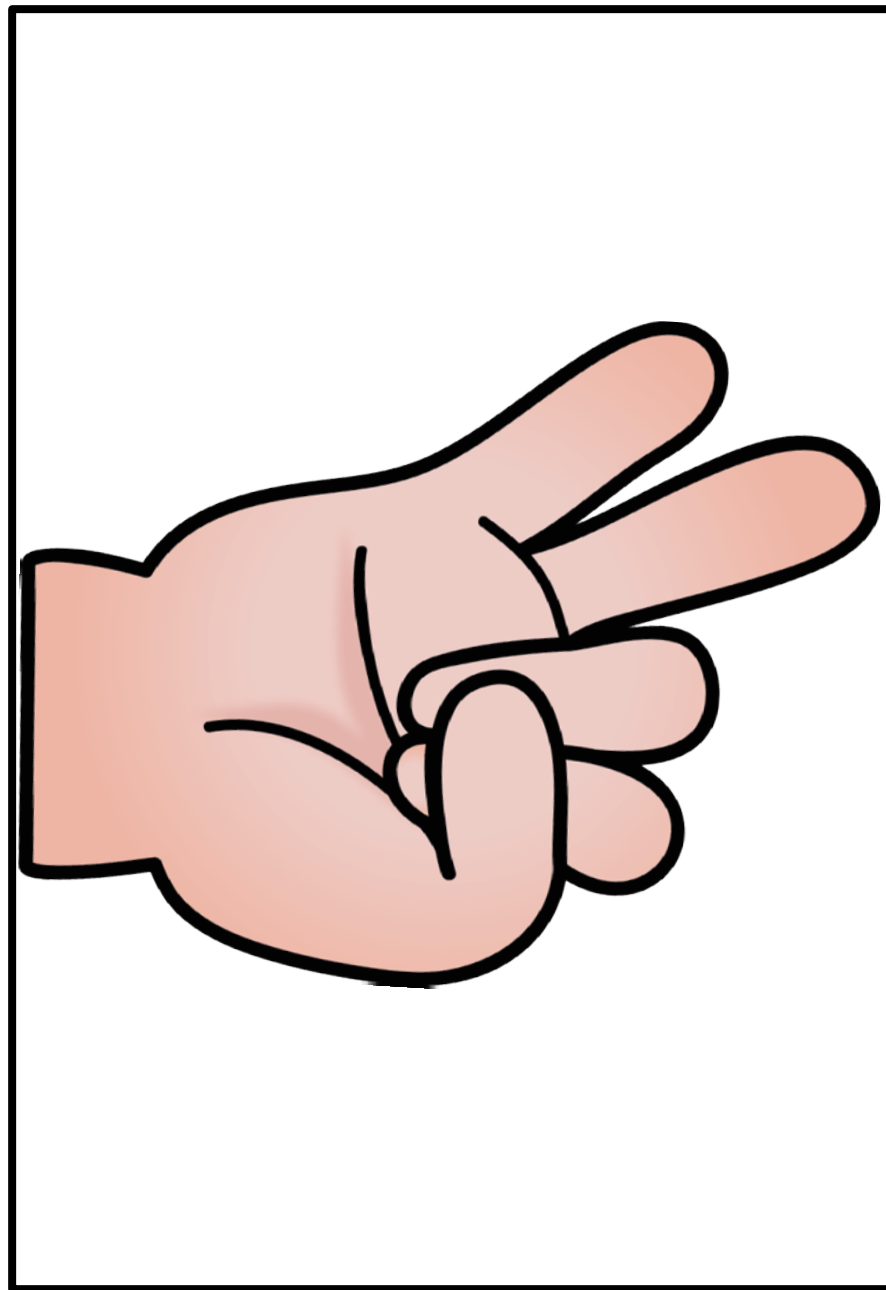
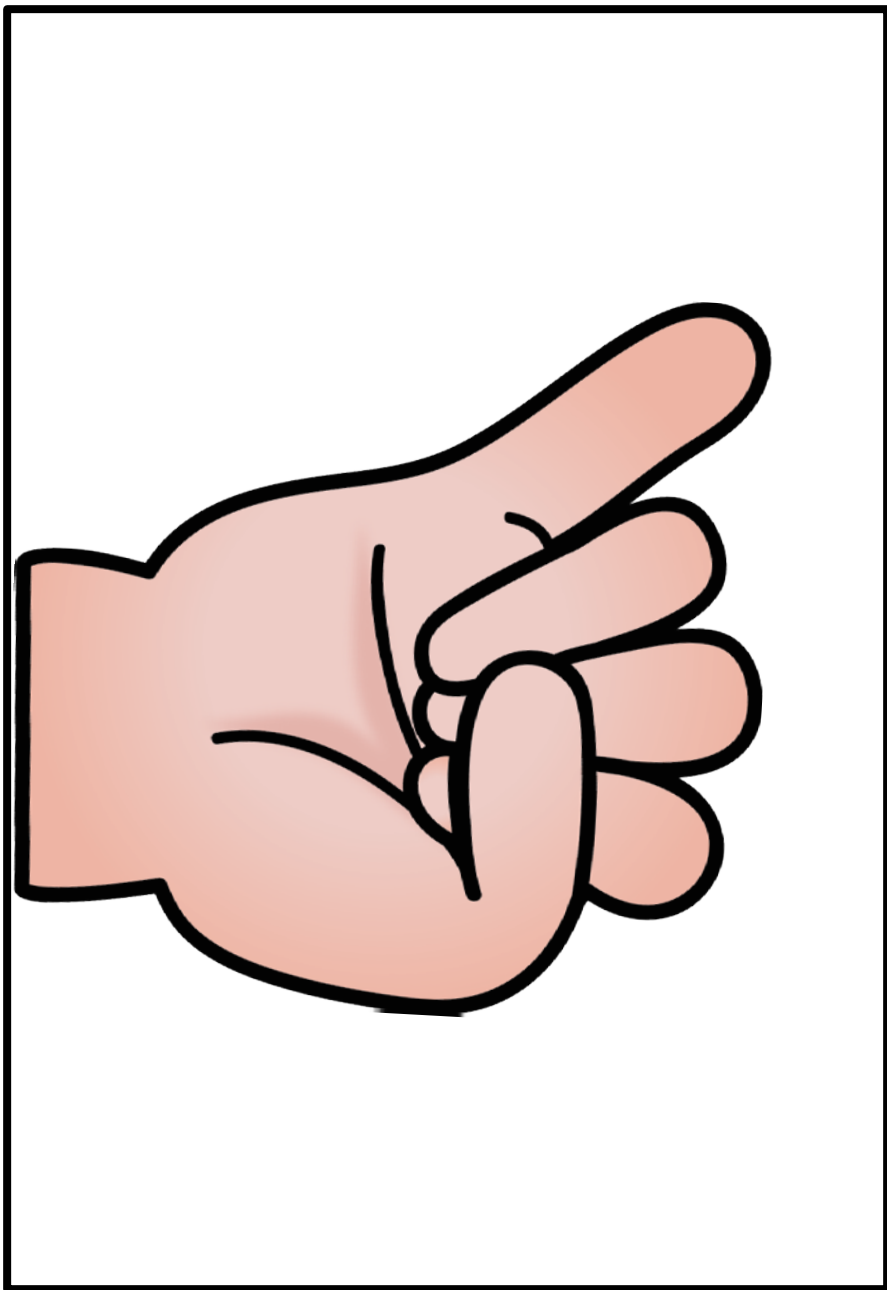


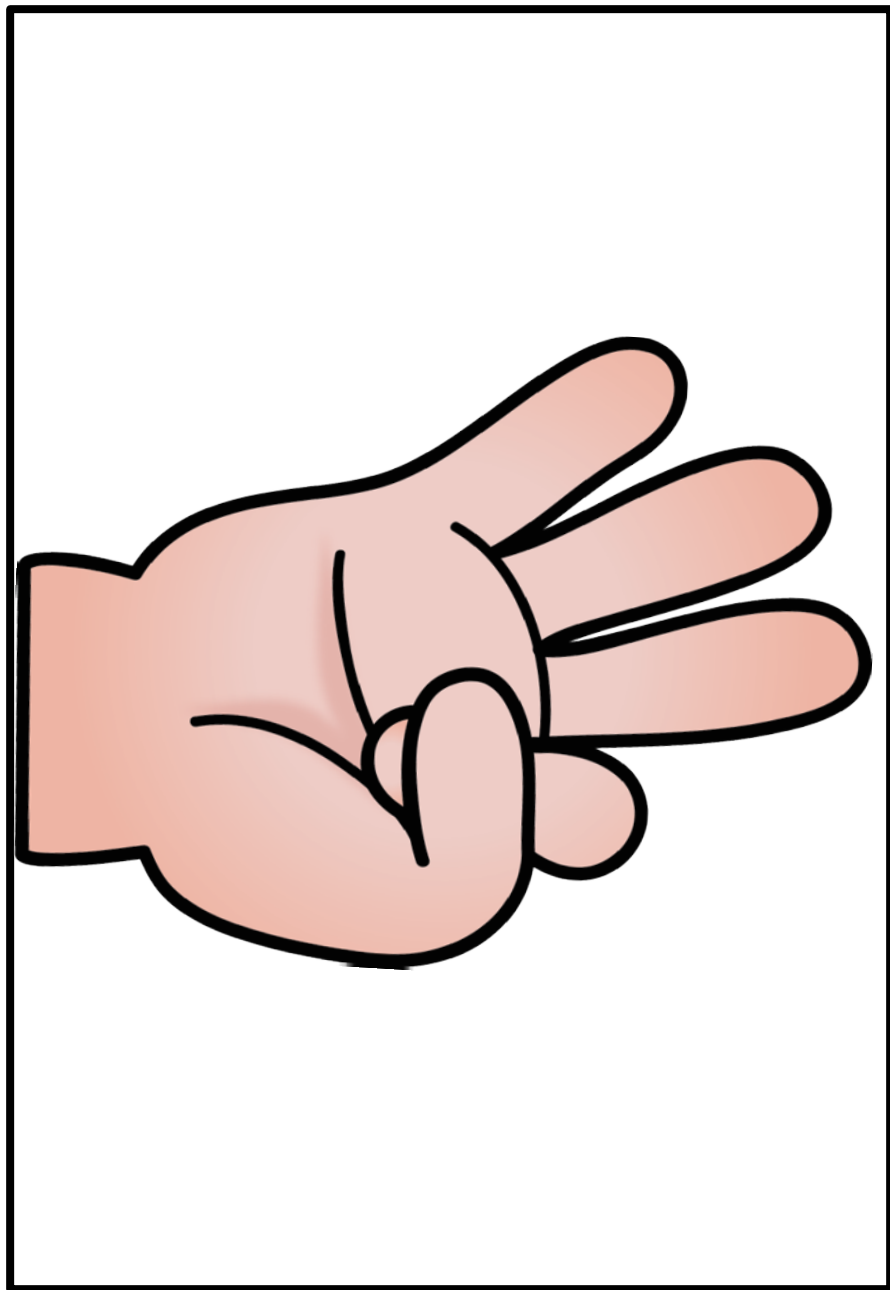
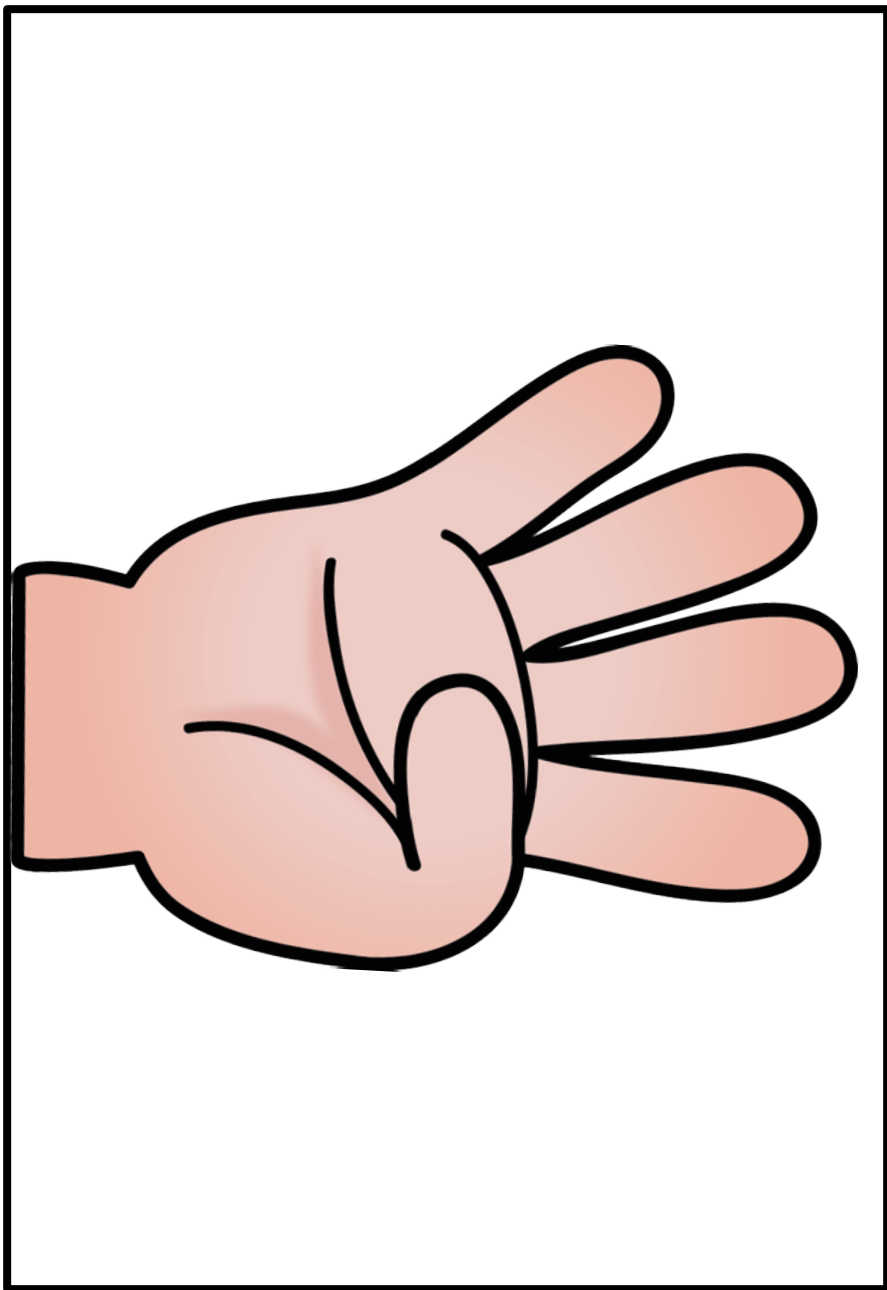




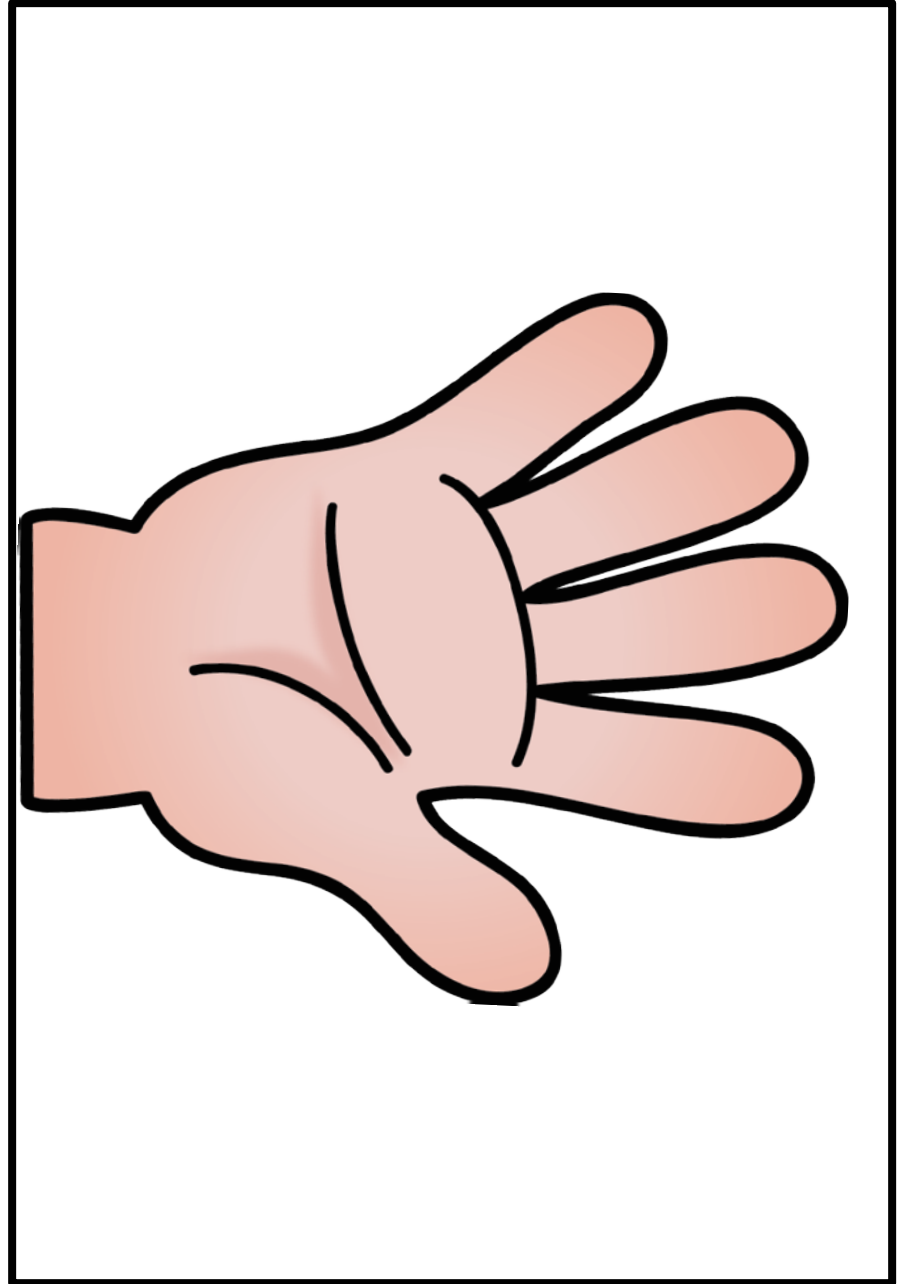


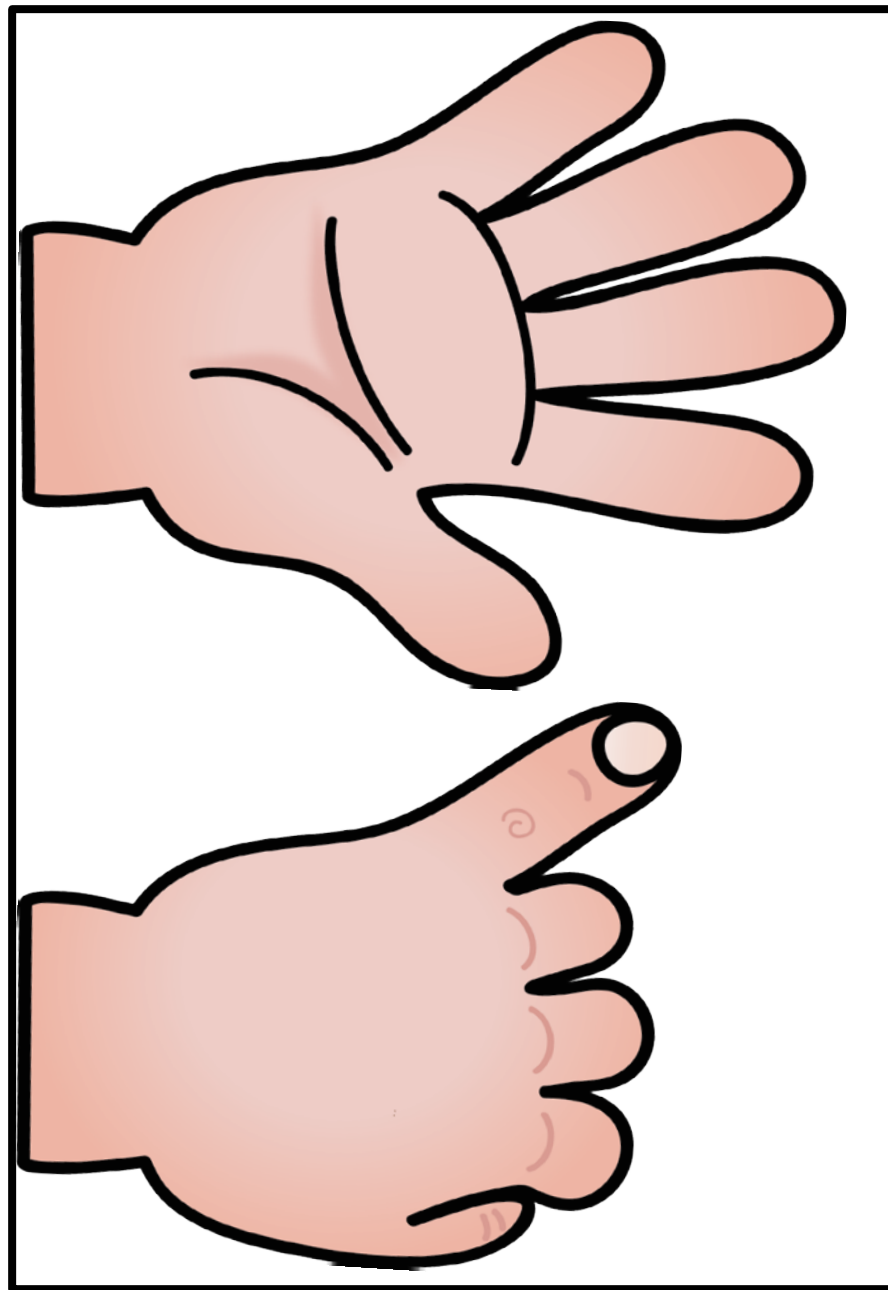
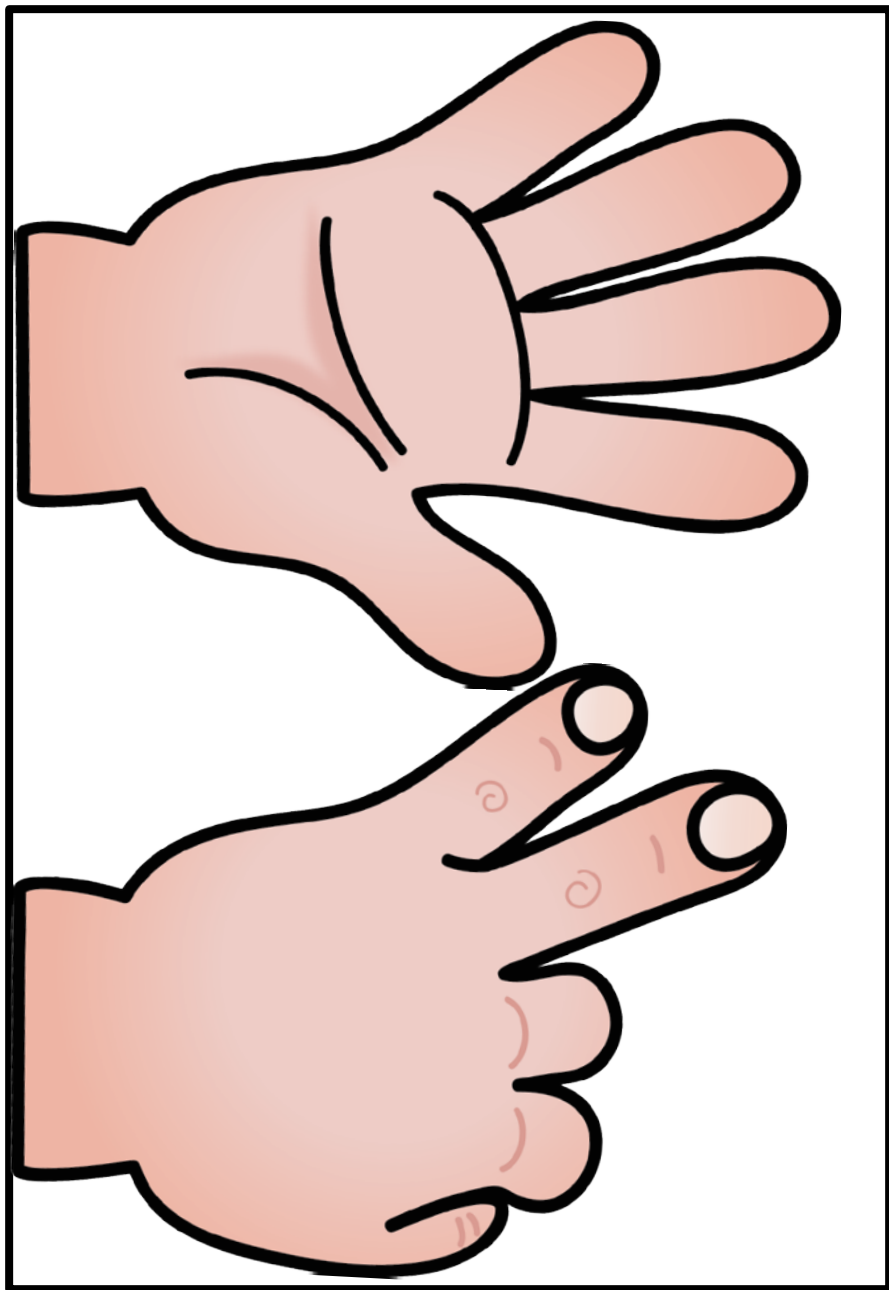


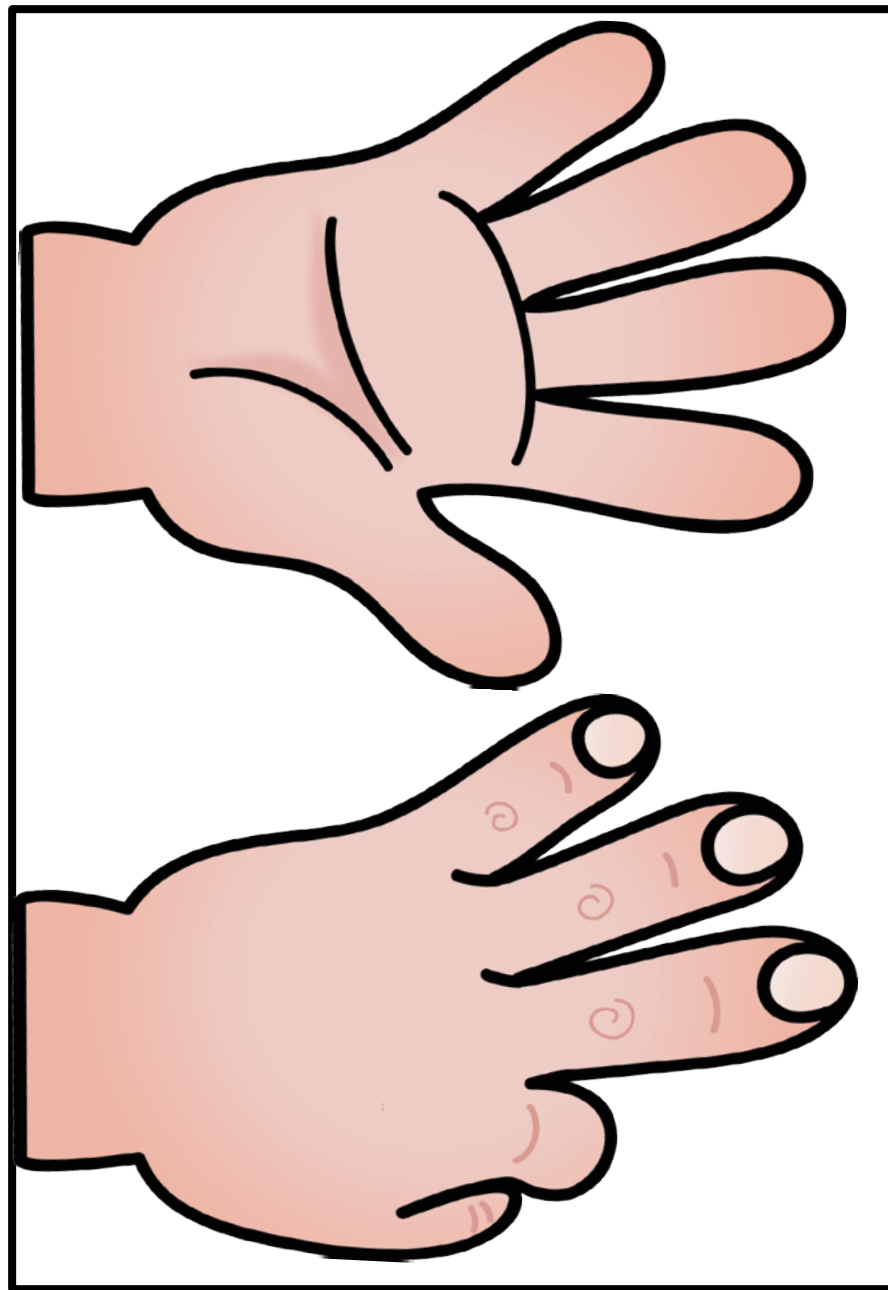


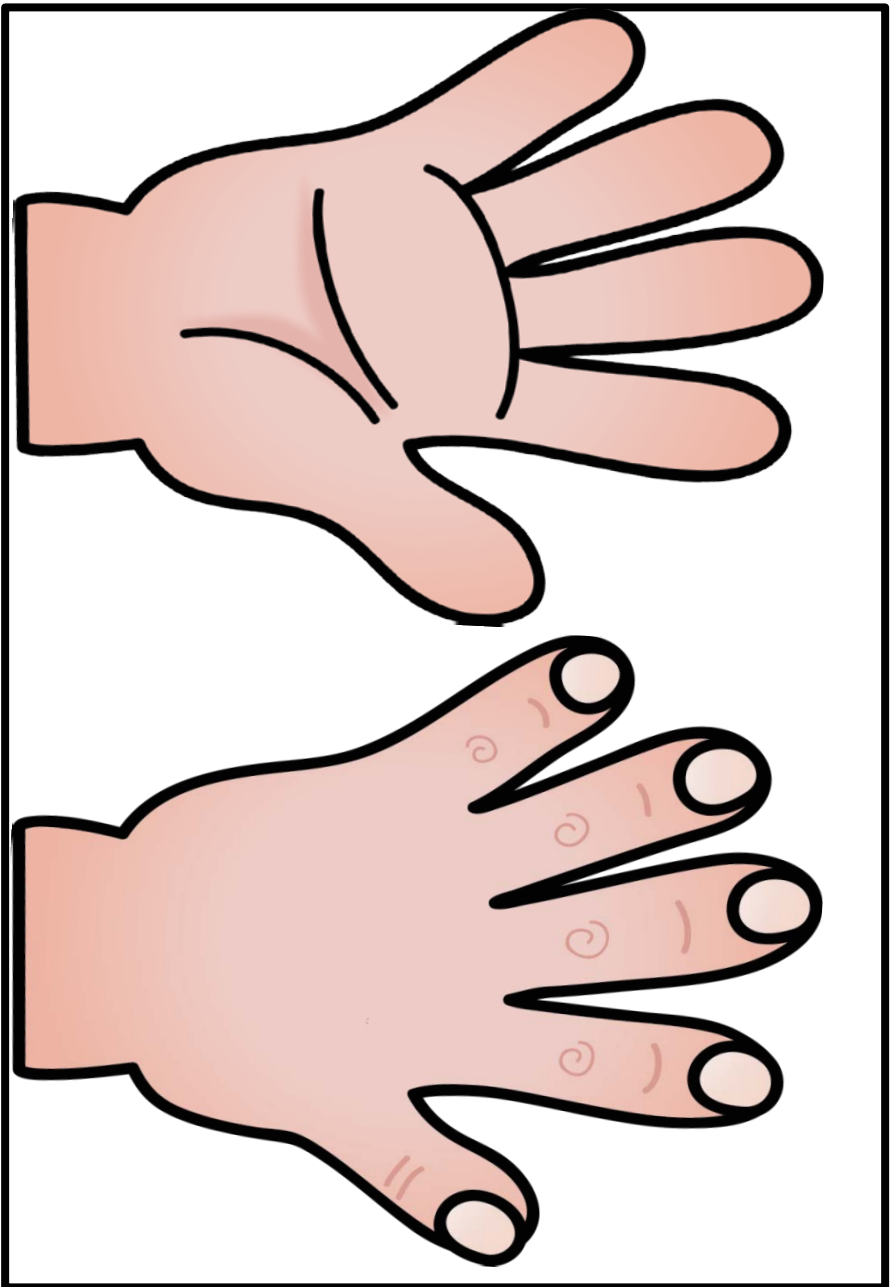


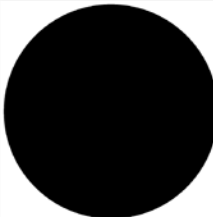
Are you wondering why
we started with our pinky?
View our 2 min. video for
a demonstration. Click
[HERE](#)

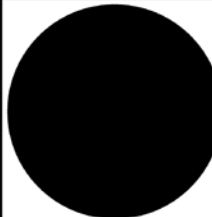
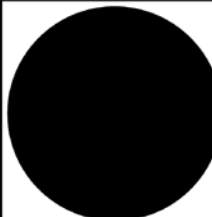


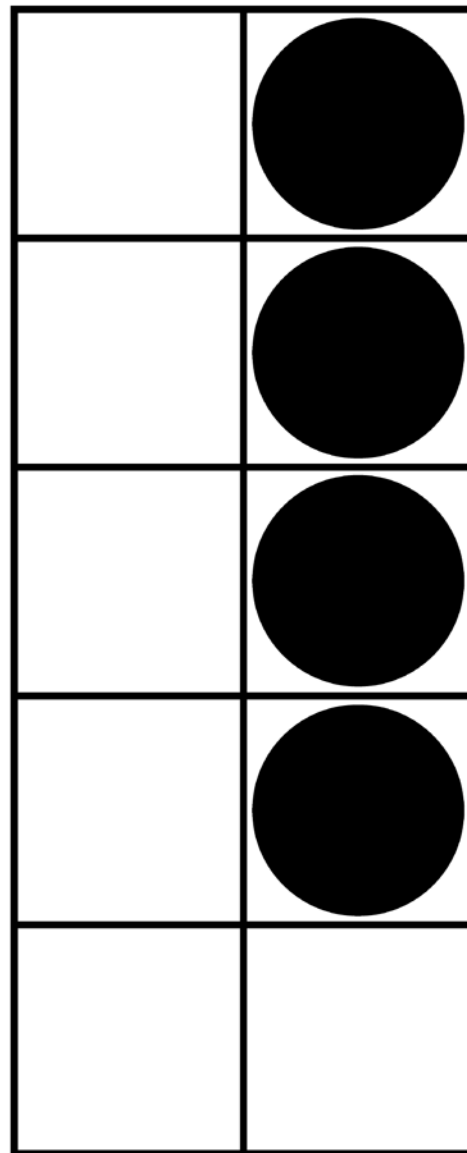
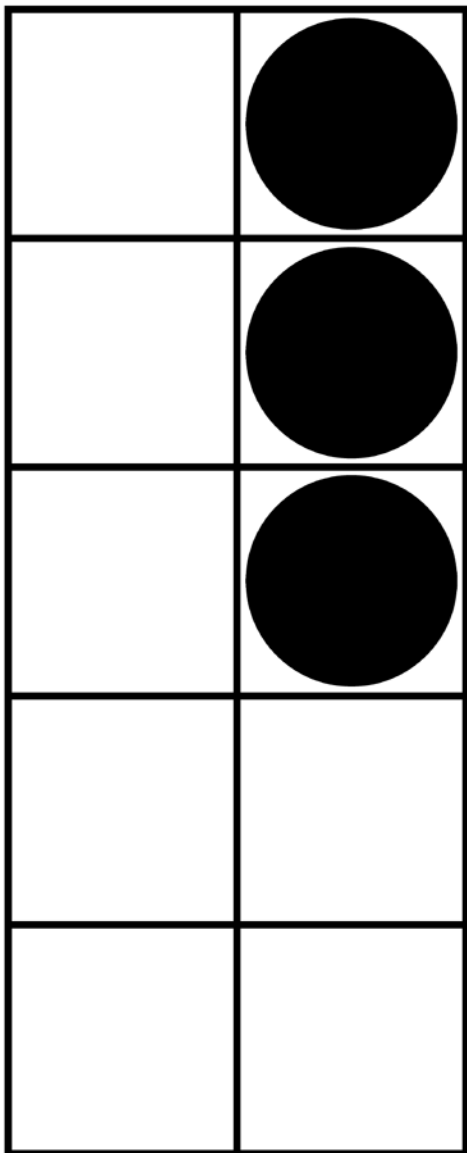


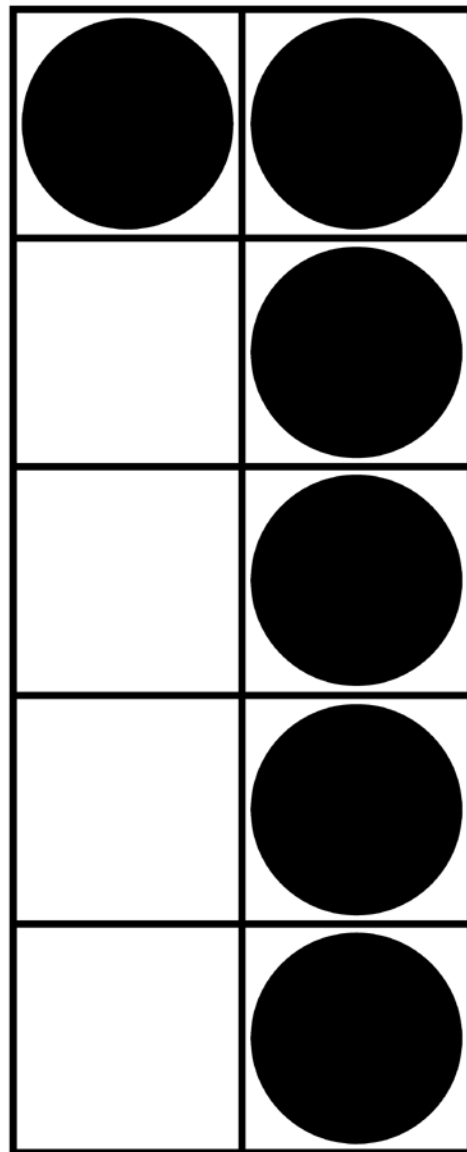
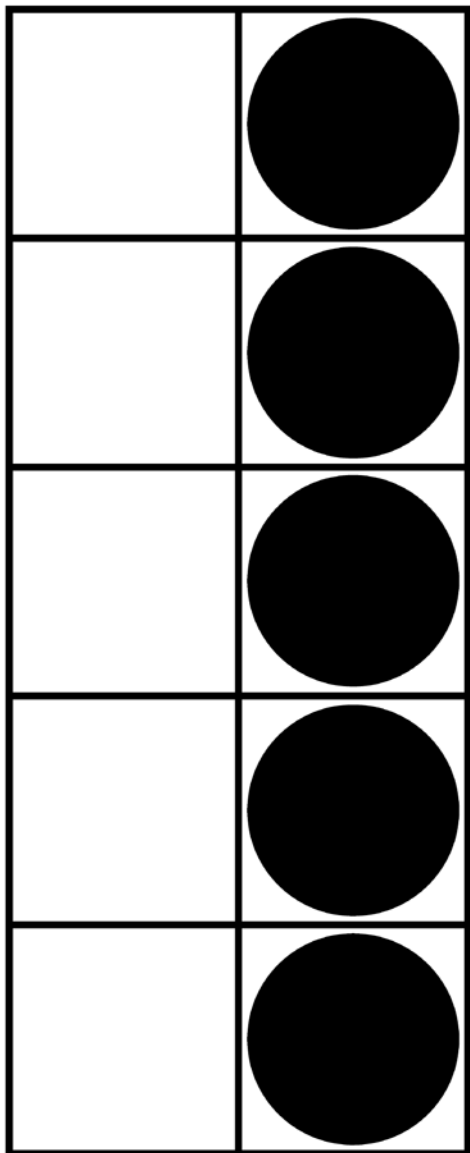


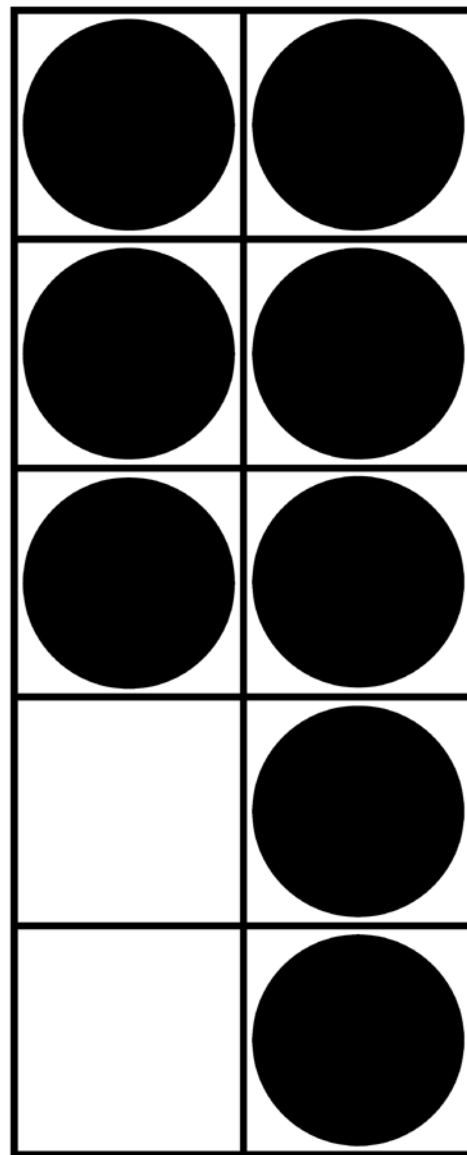
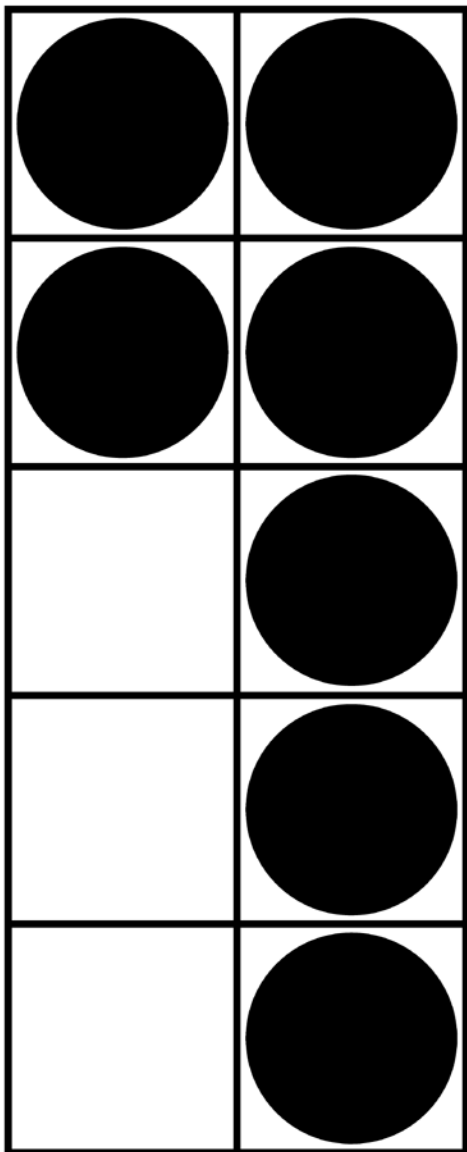


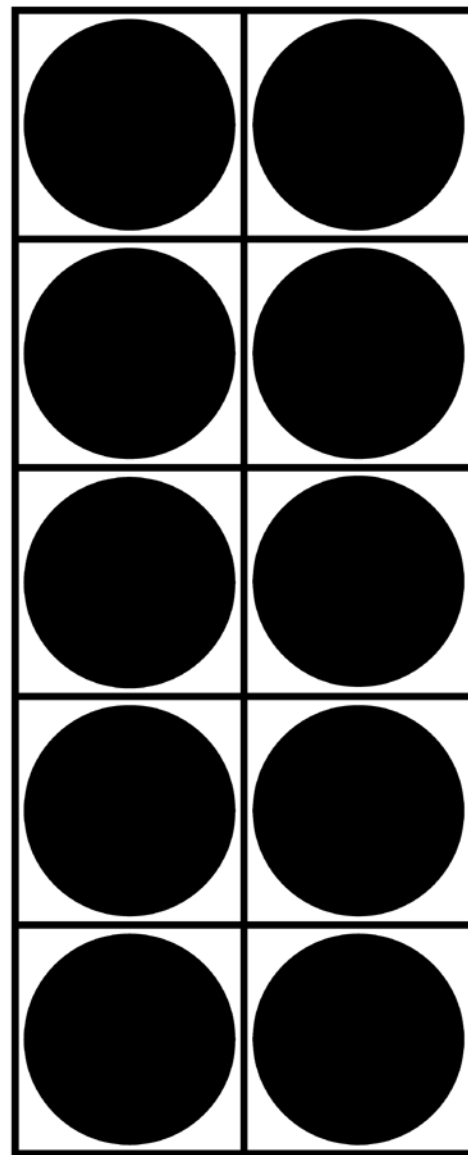
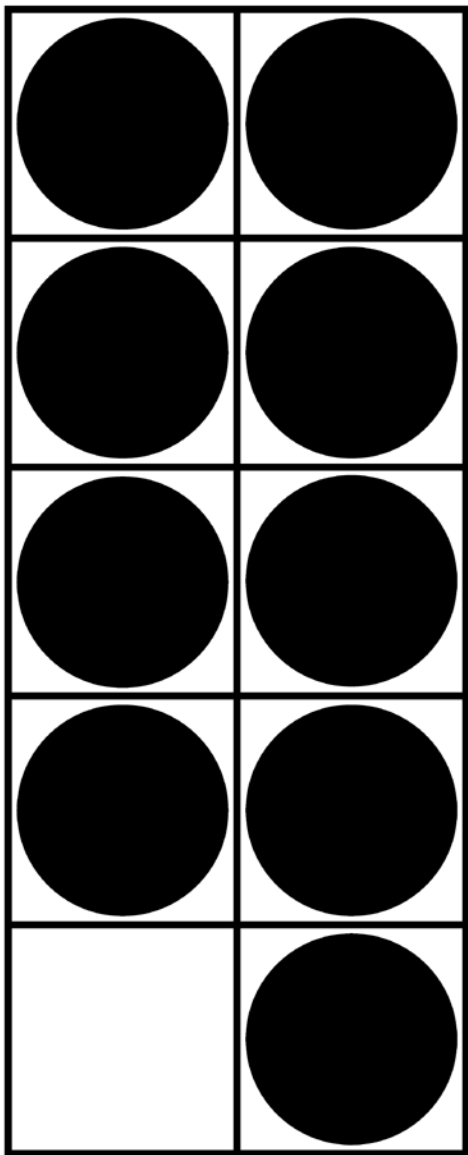
	

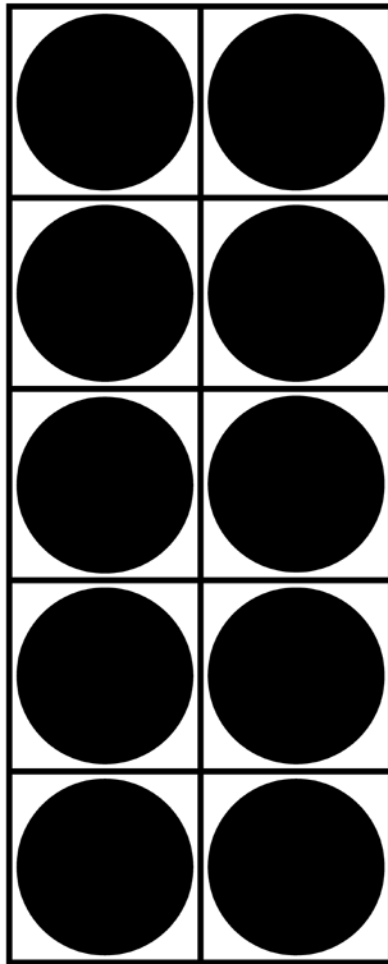
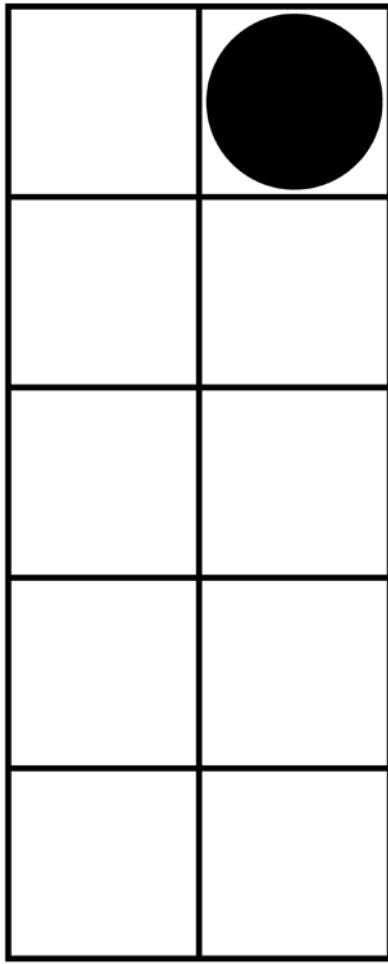
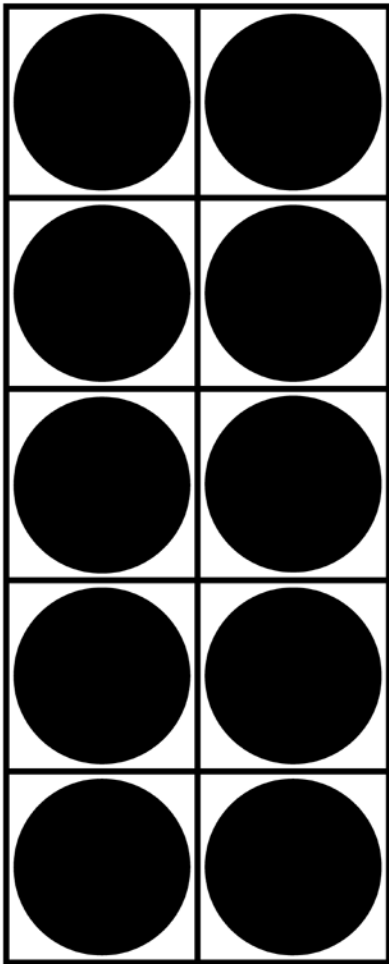
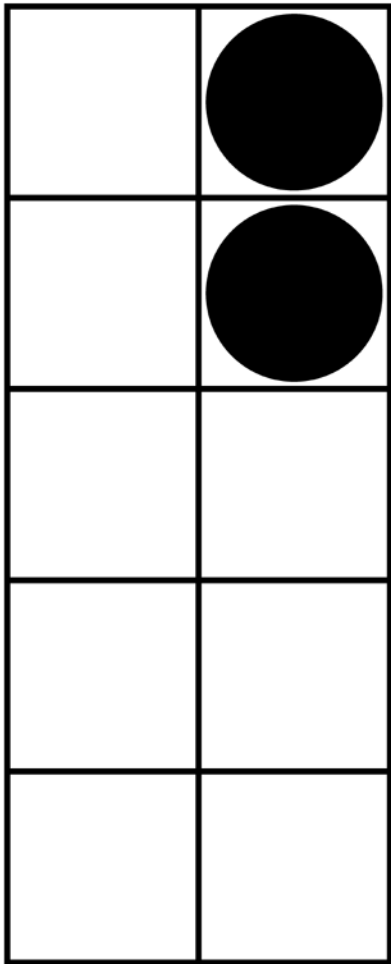
	
	

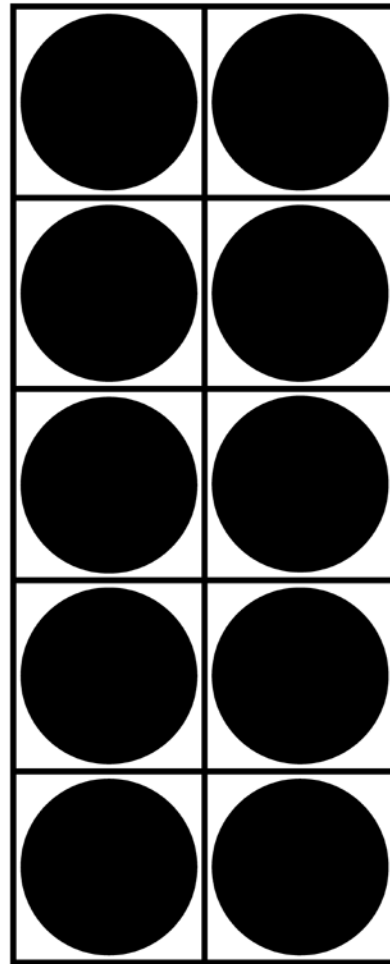
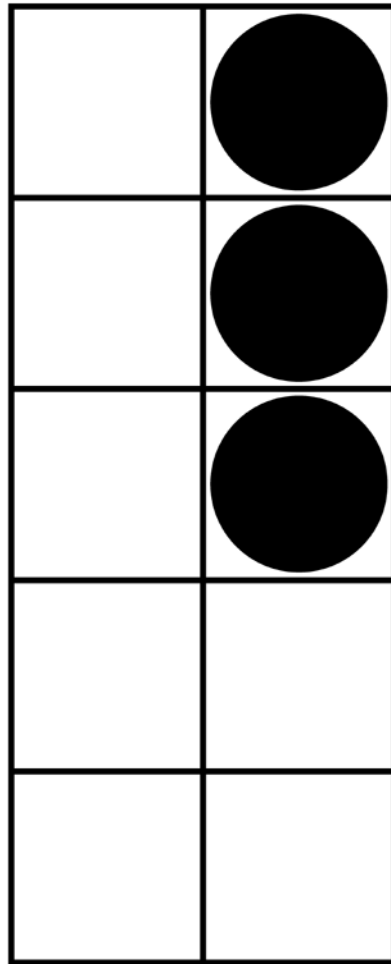
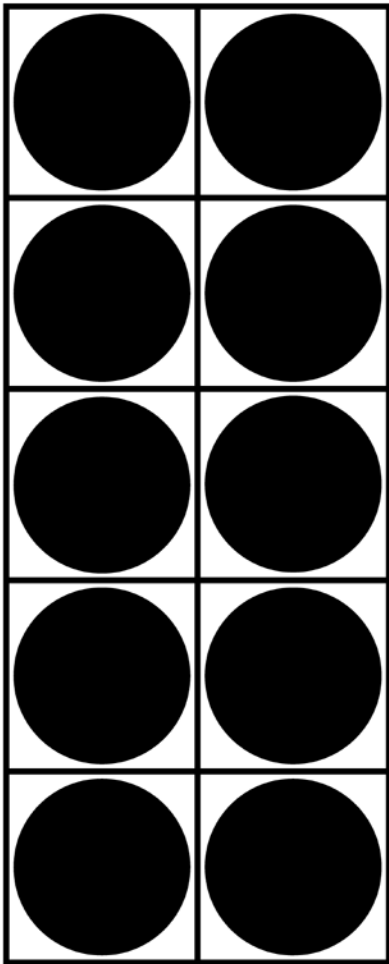
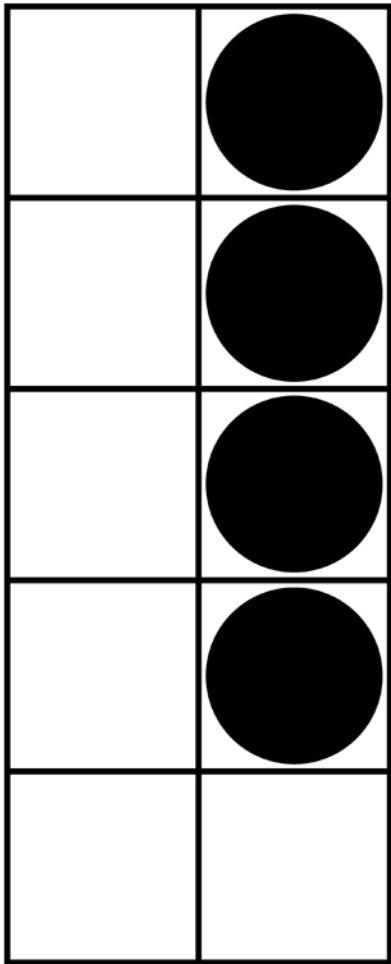


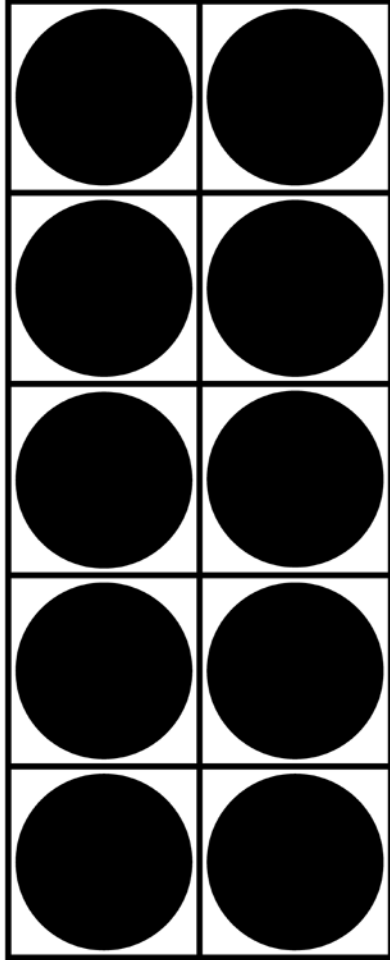
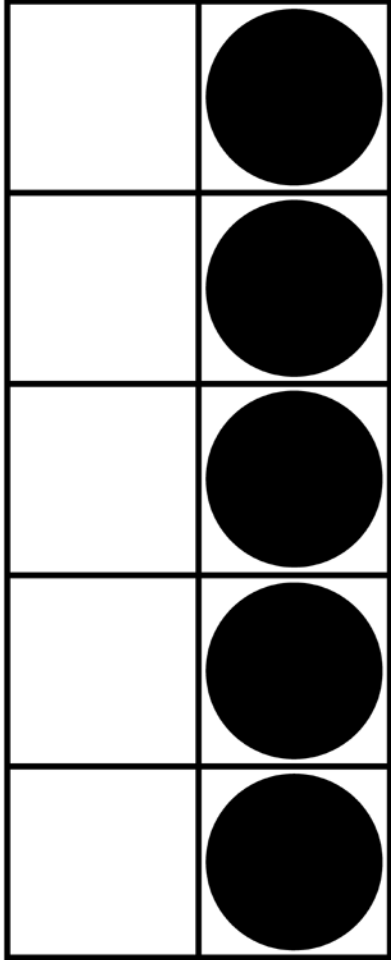


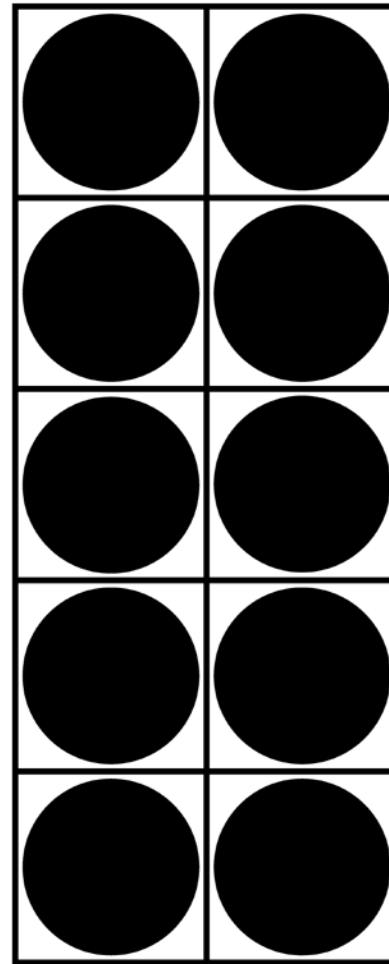
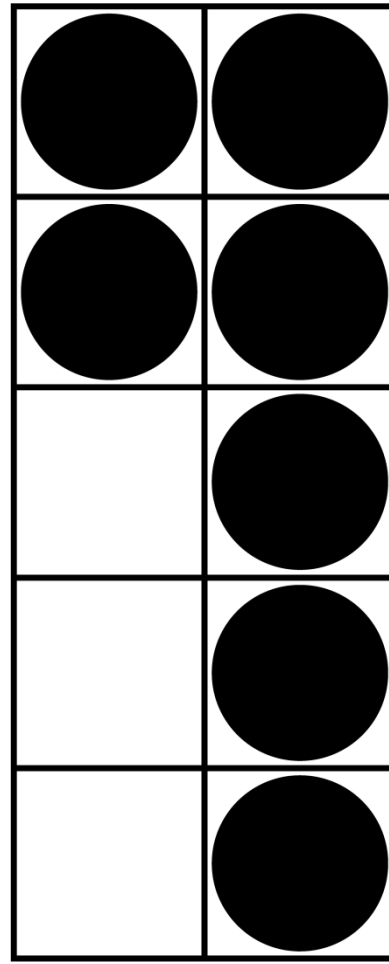
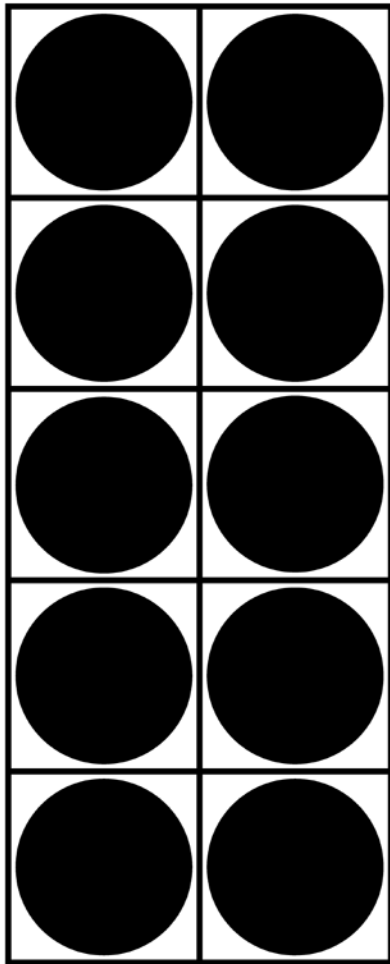
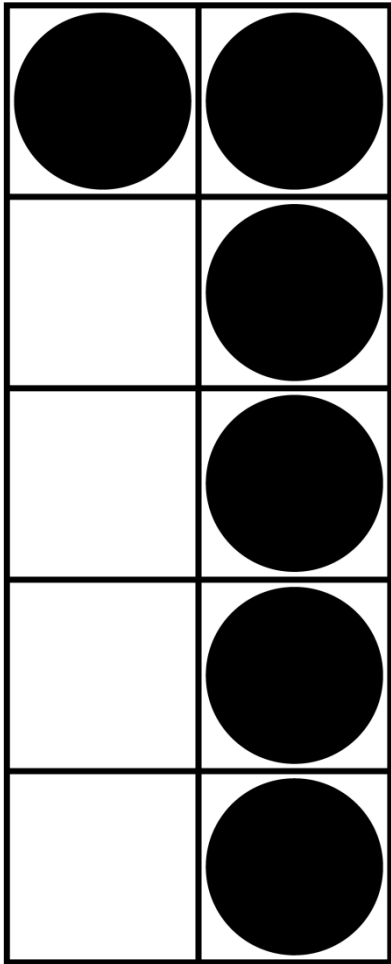


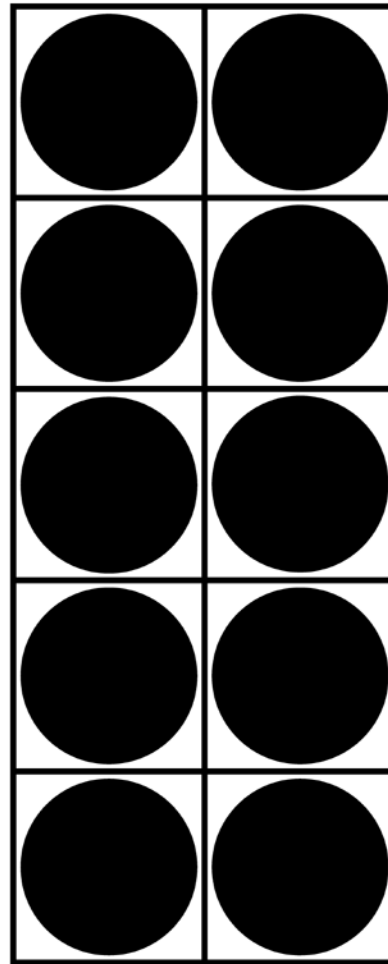
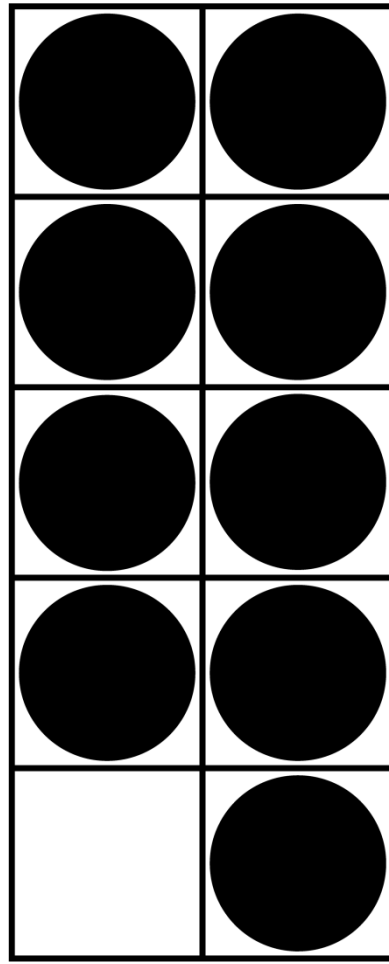
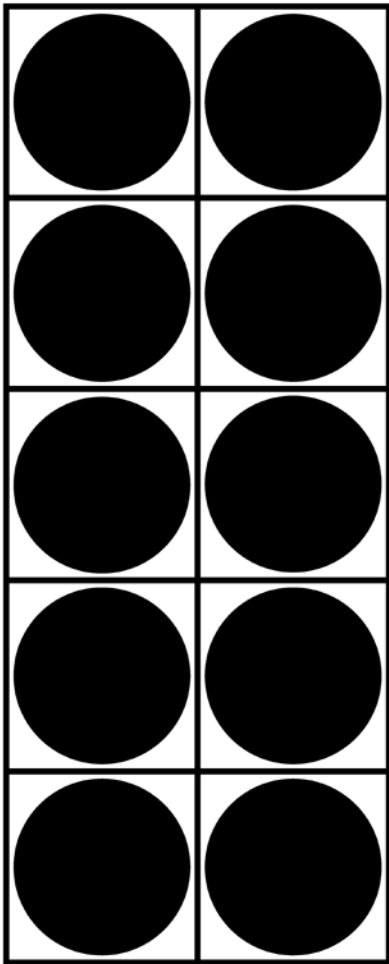
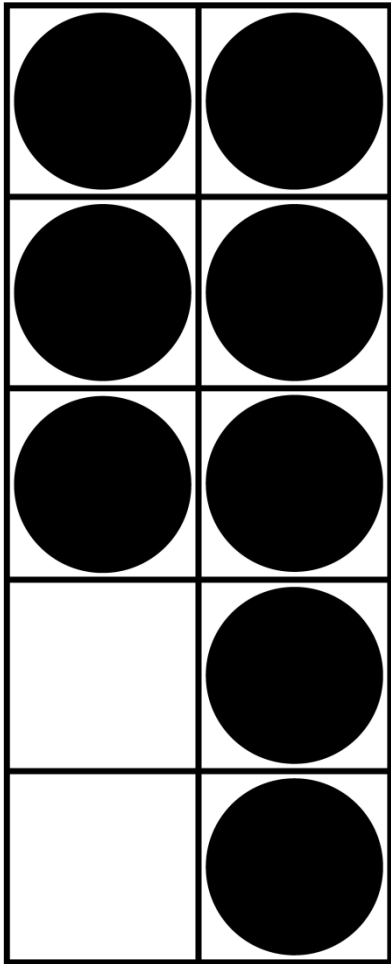


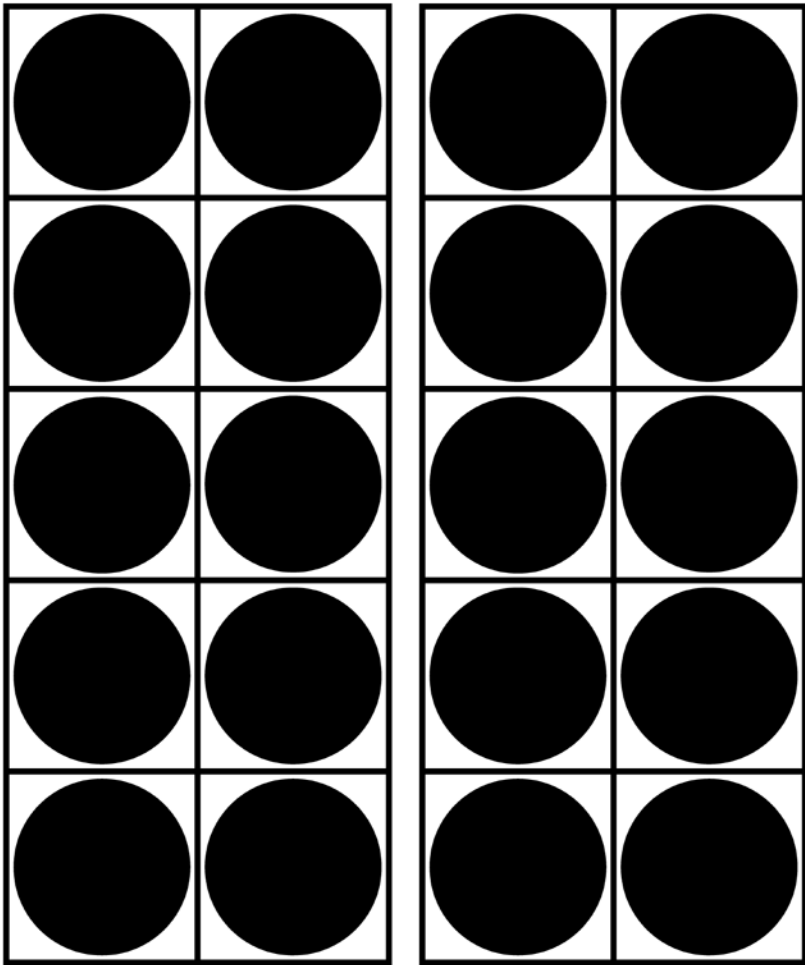


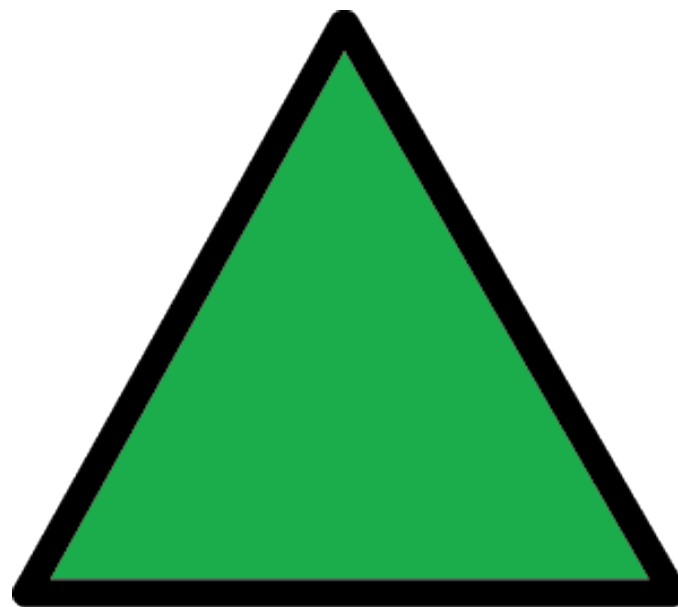


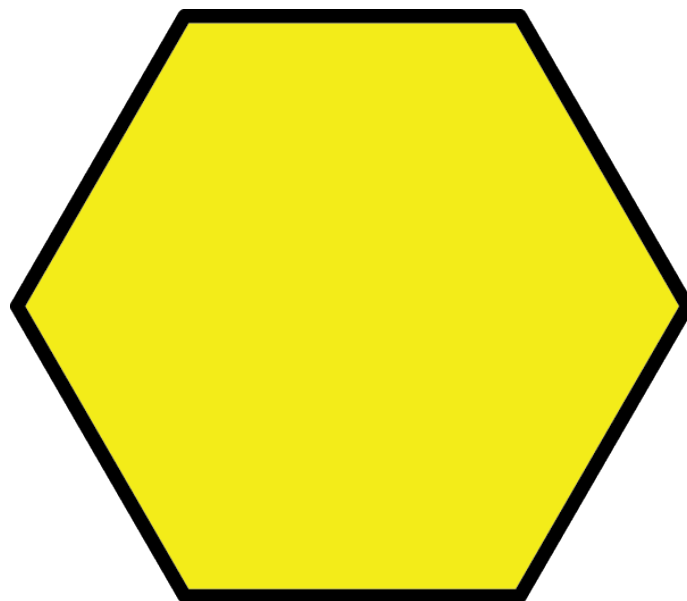
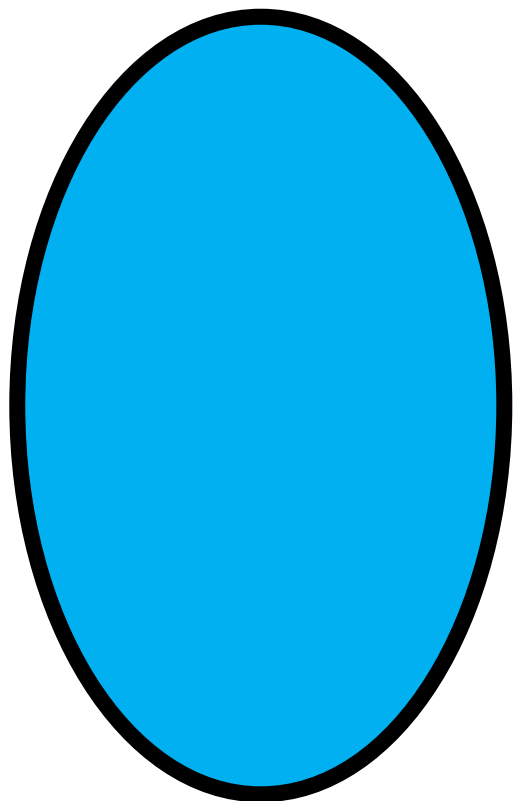


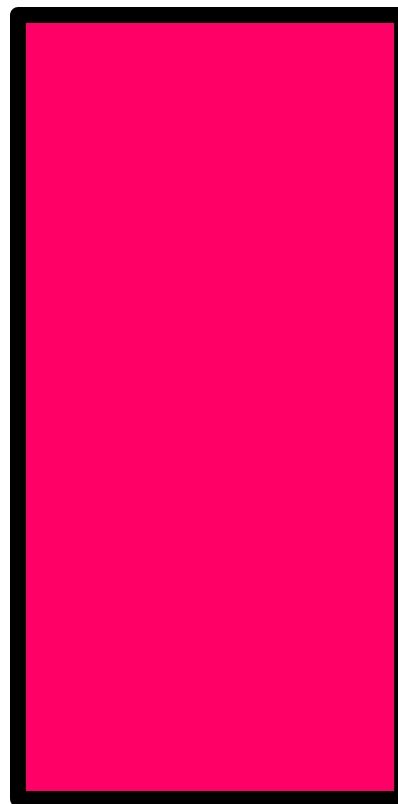
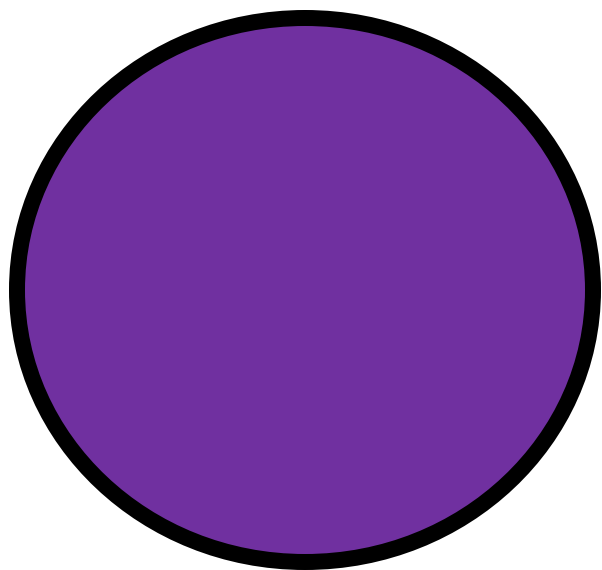


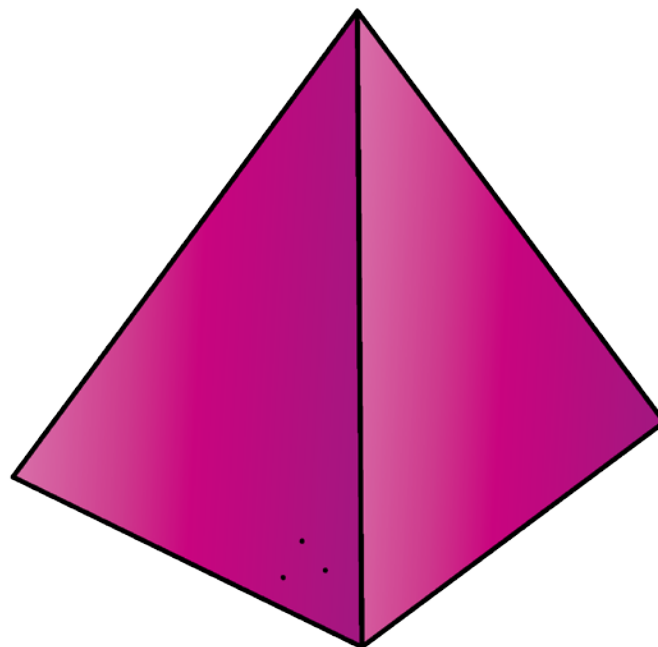
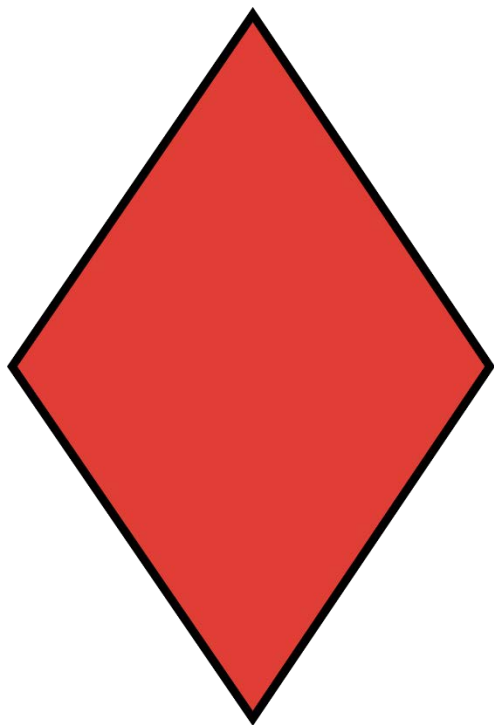


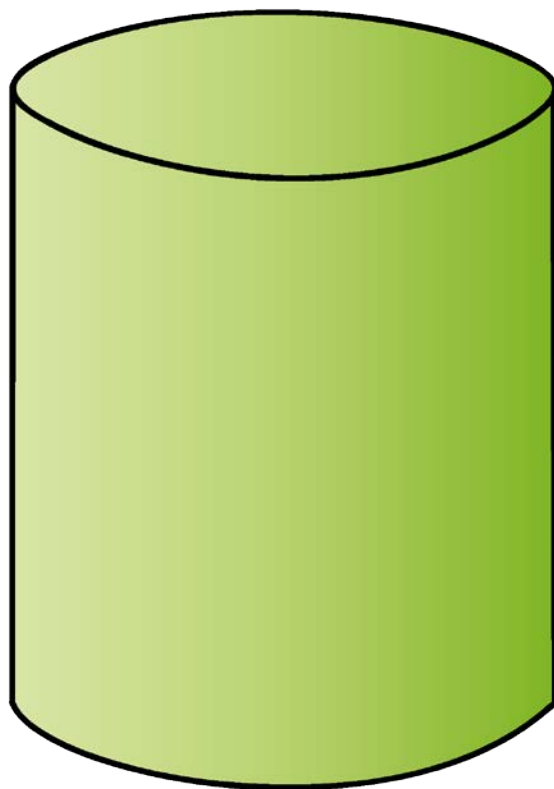
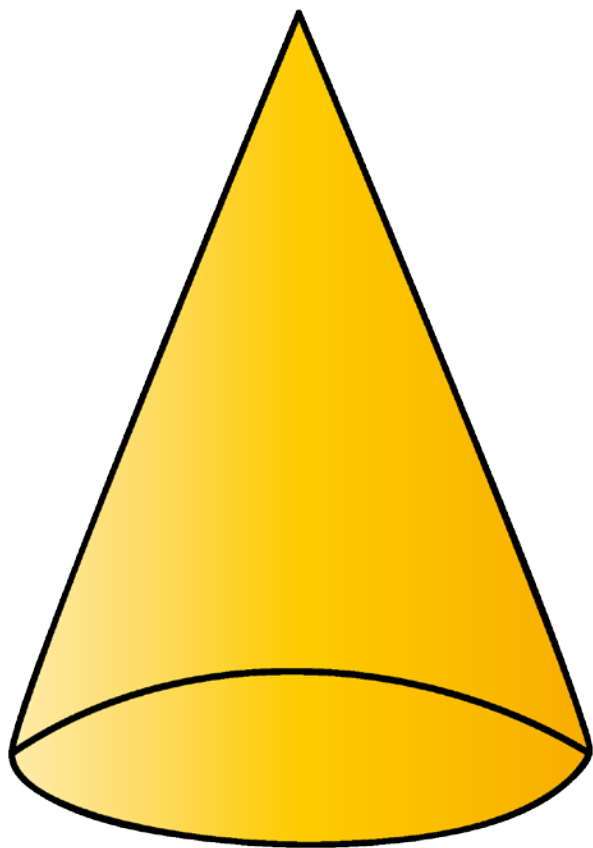


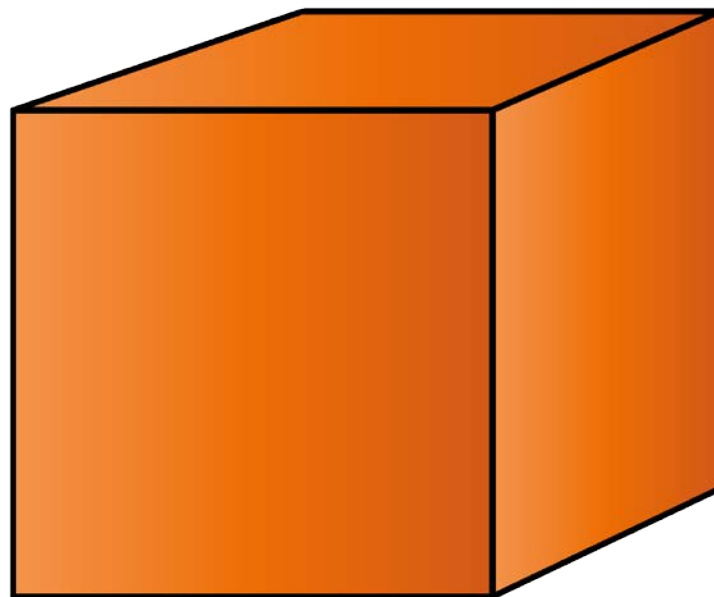
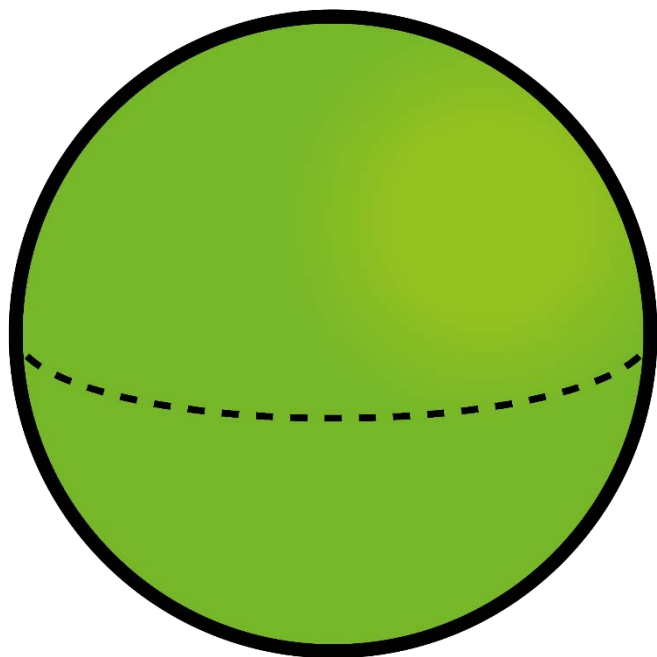












10

20

30

40

50

60

70

80

90

100

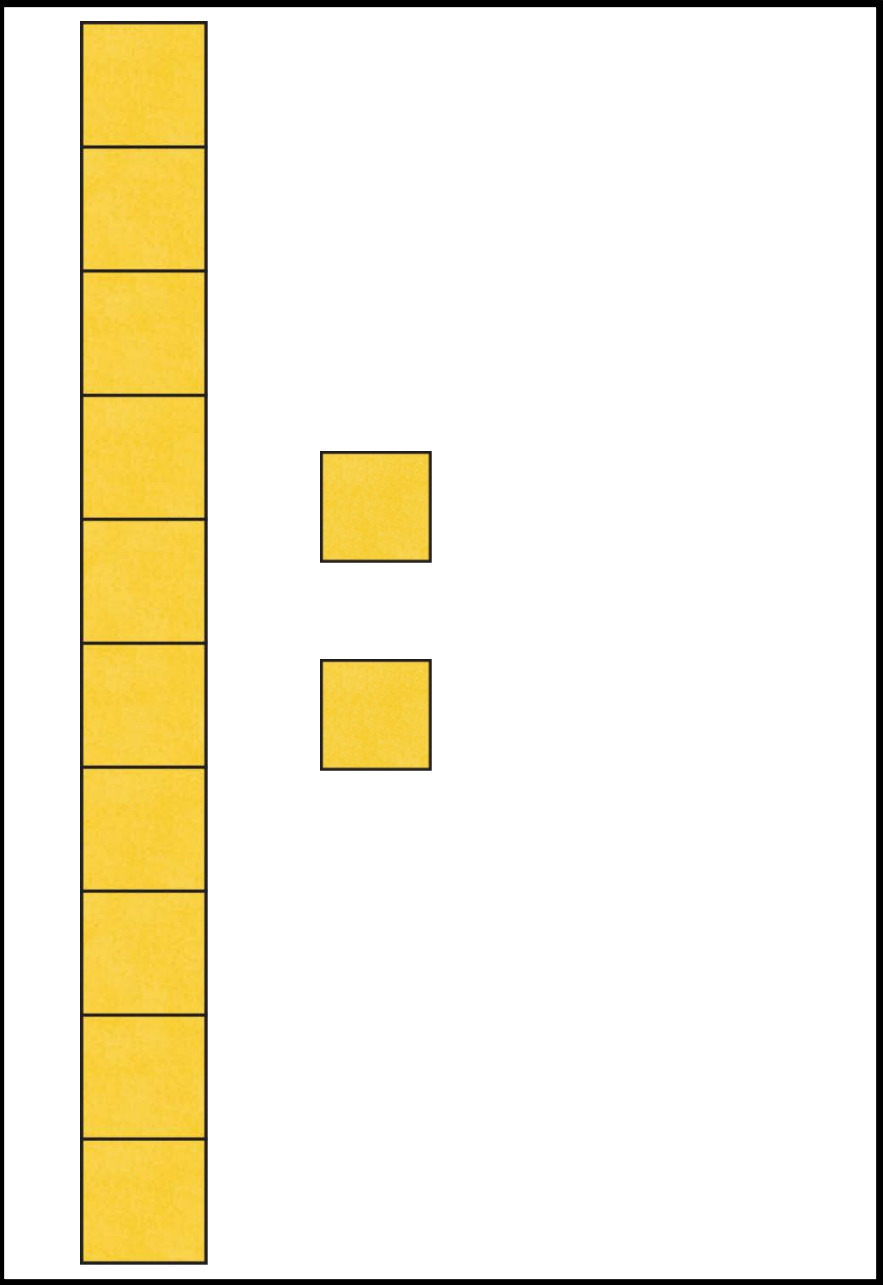
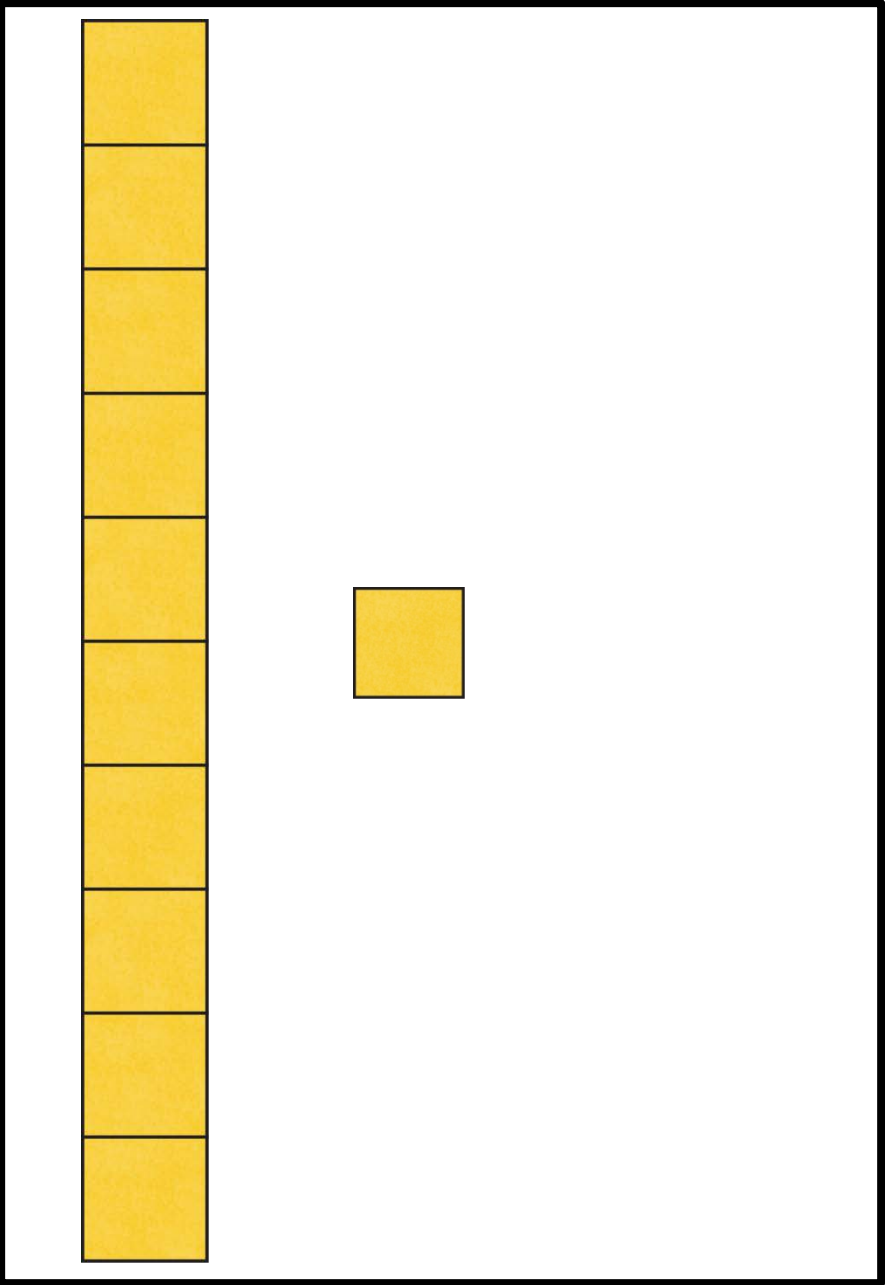
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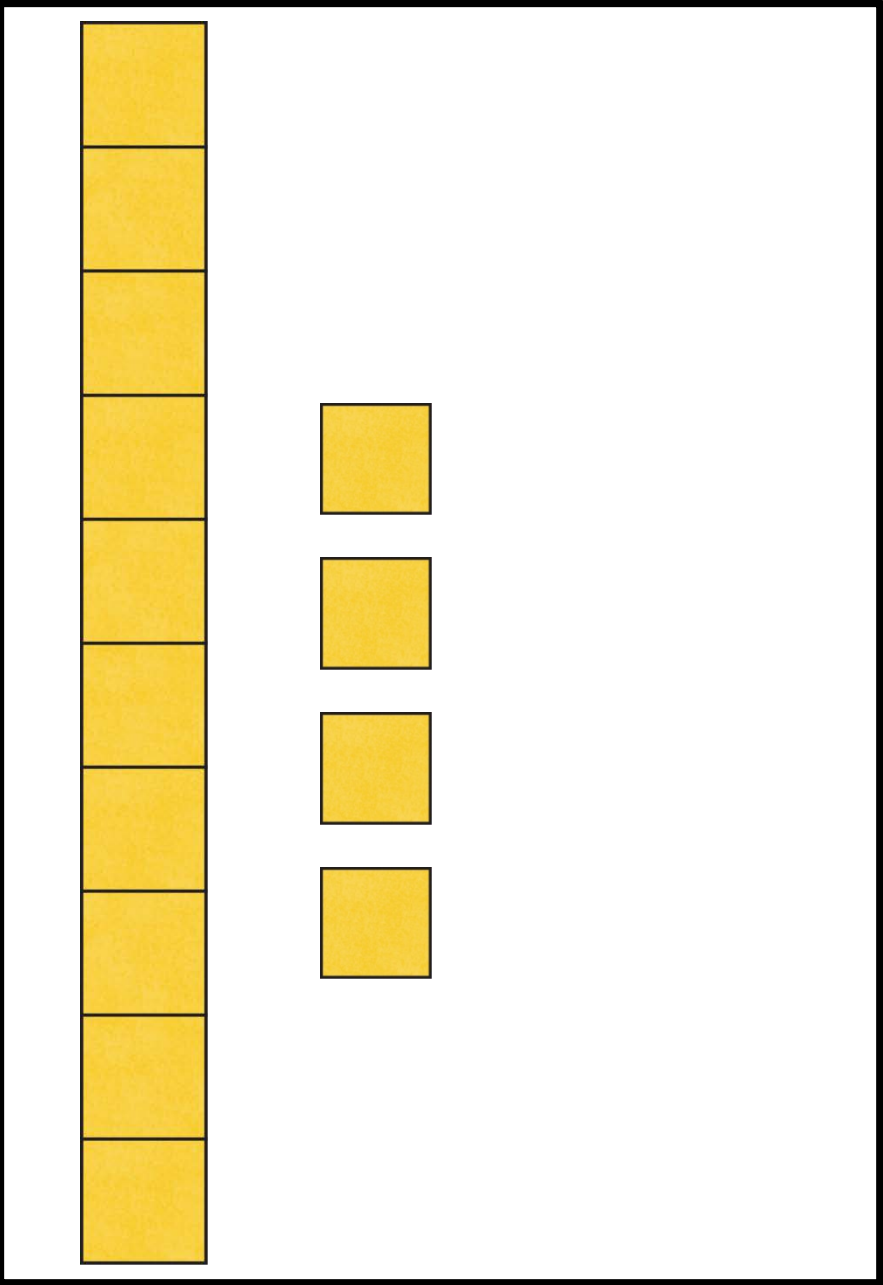
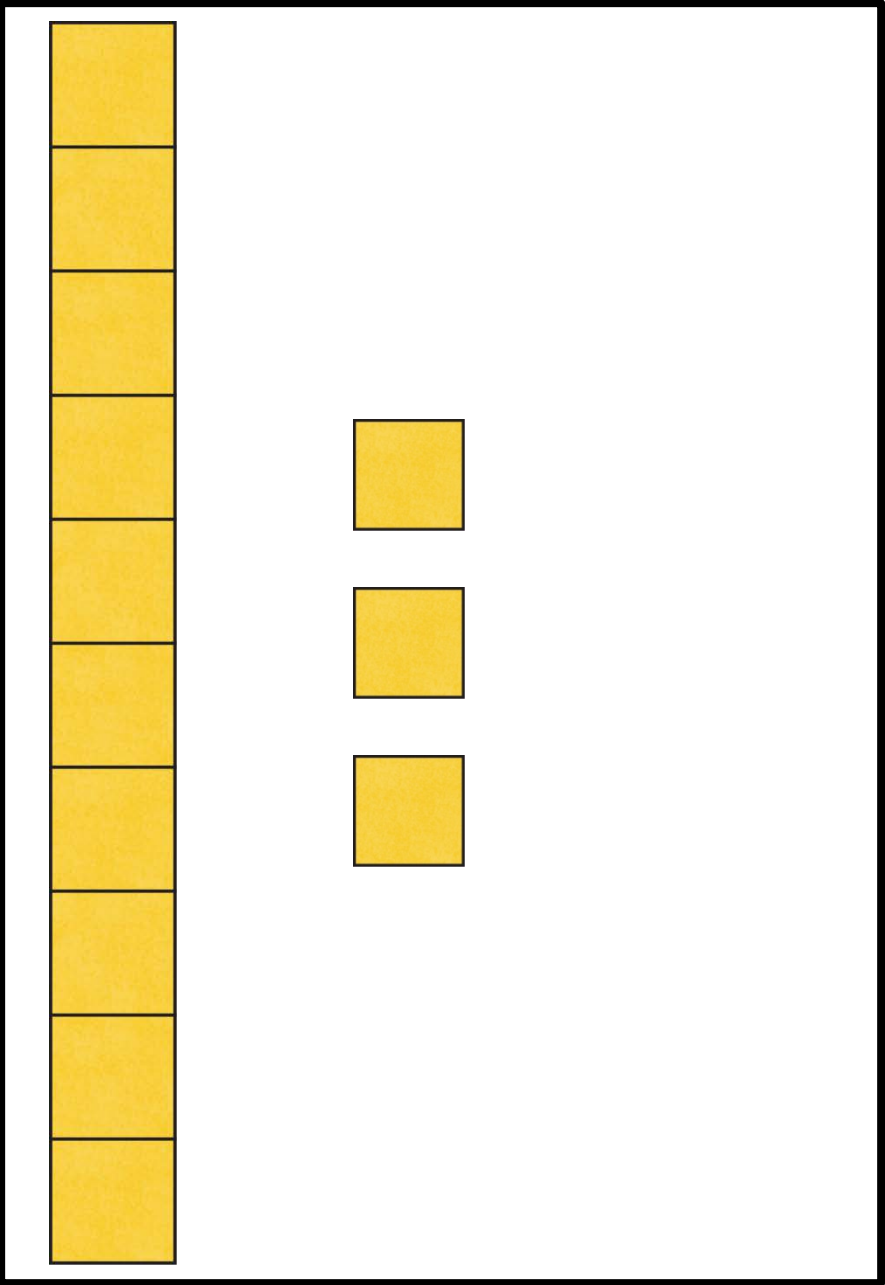
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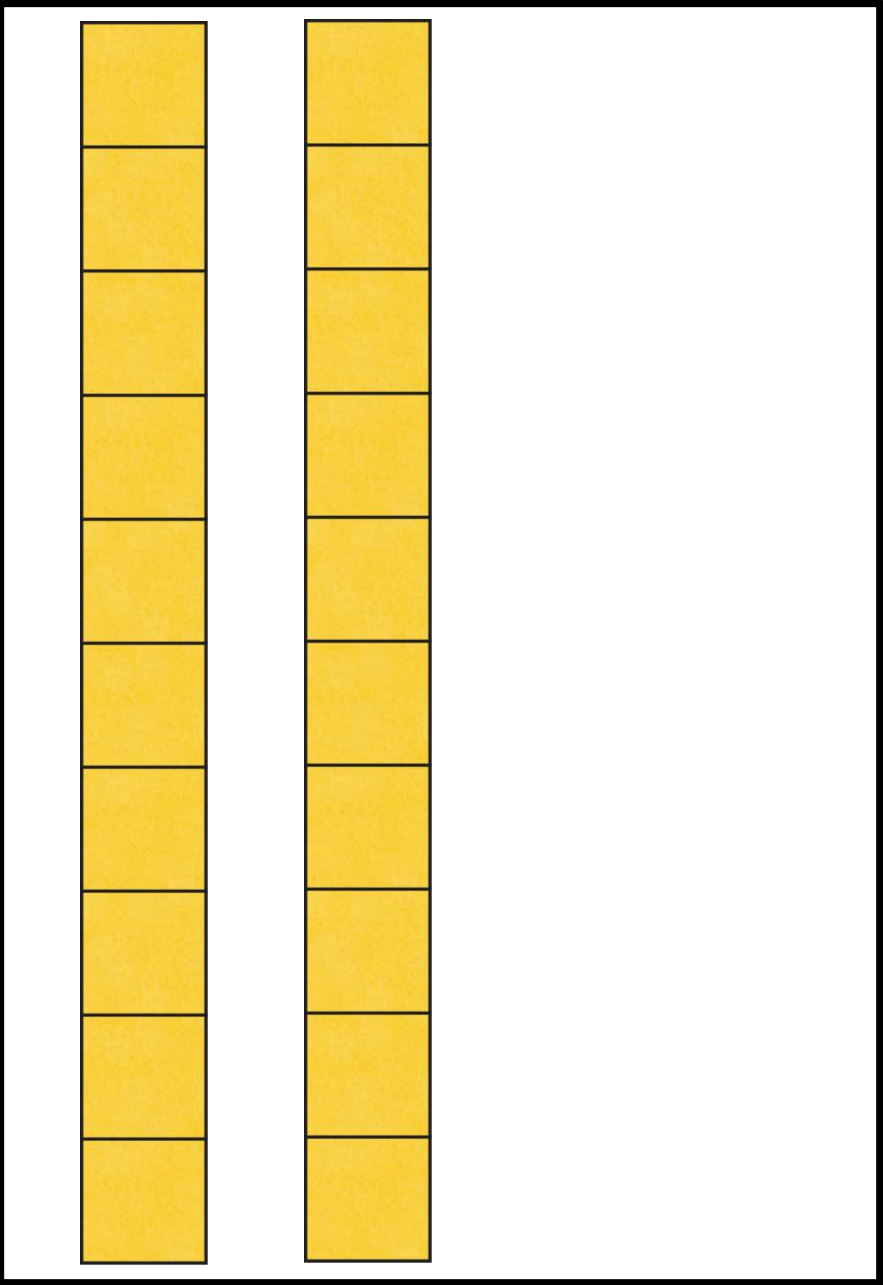
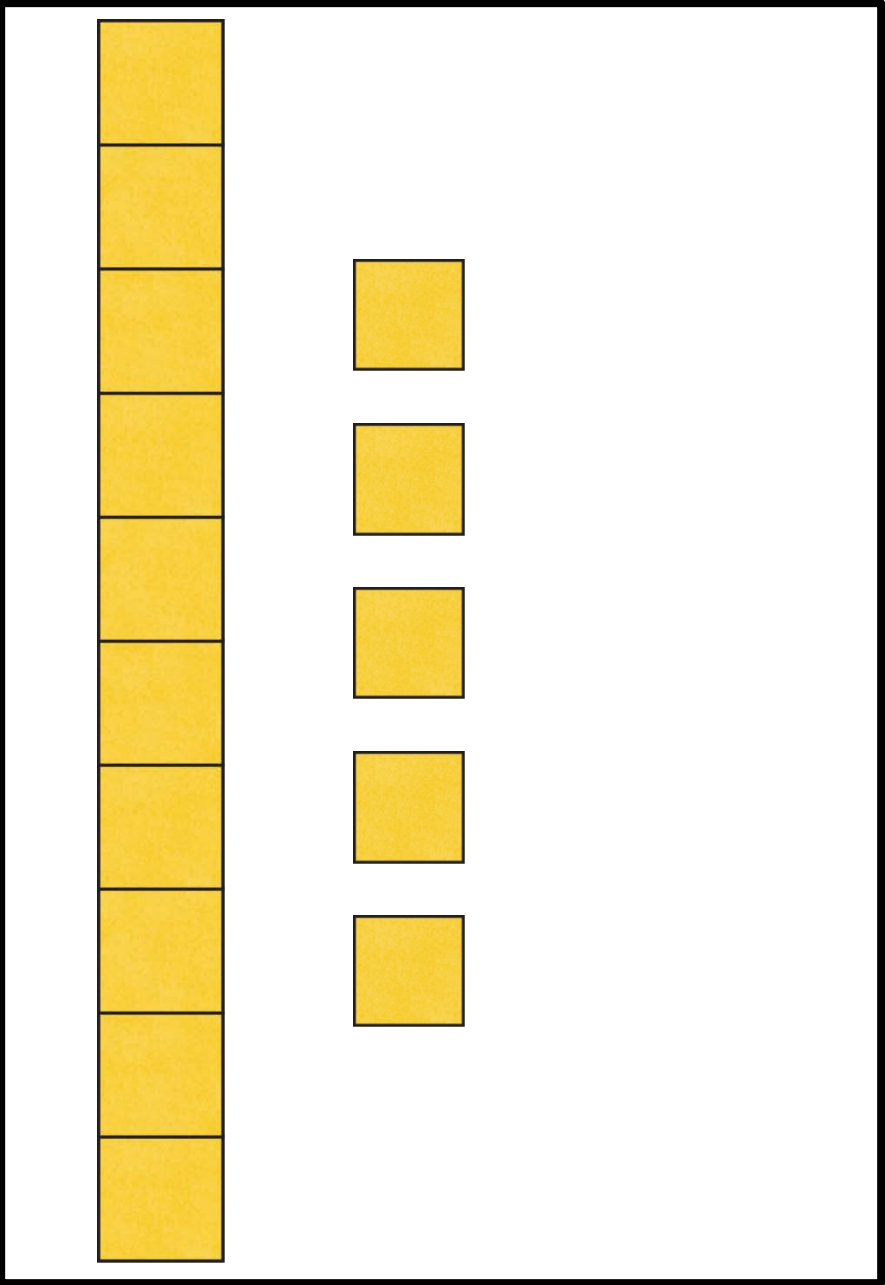
70 80 90

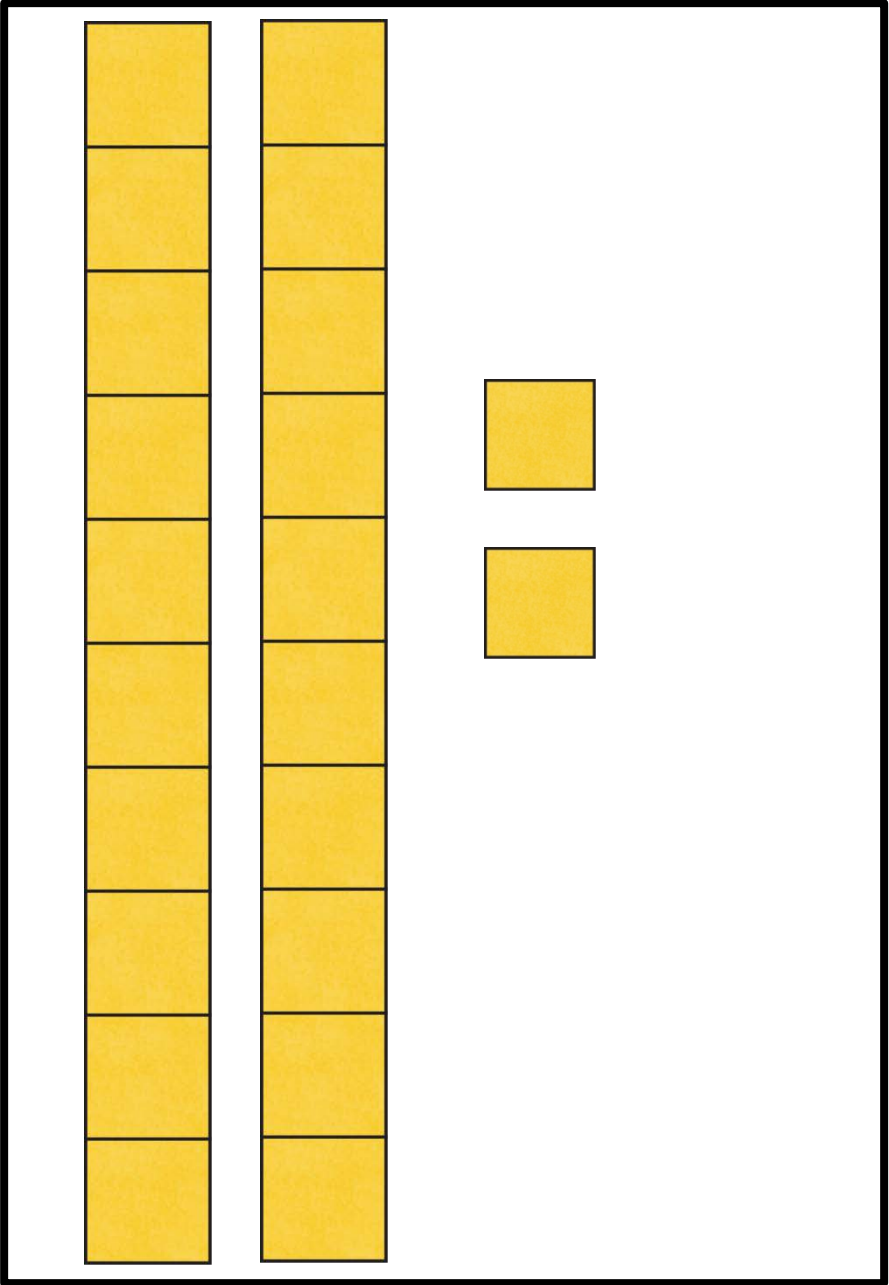
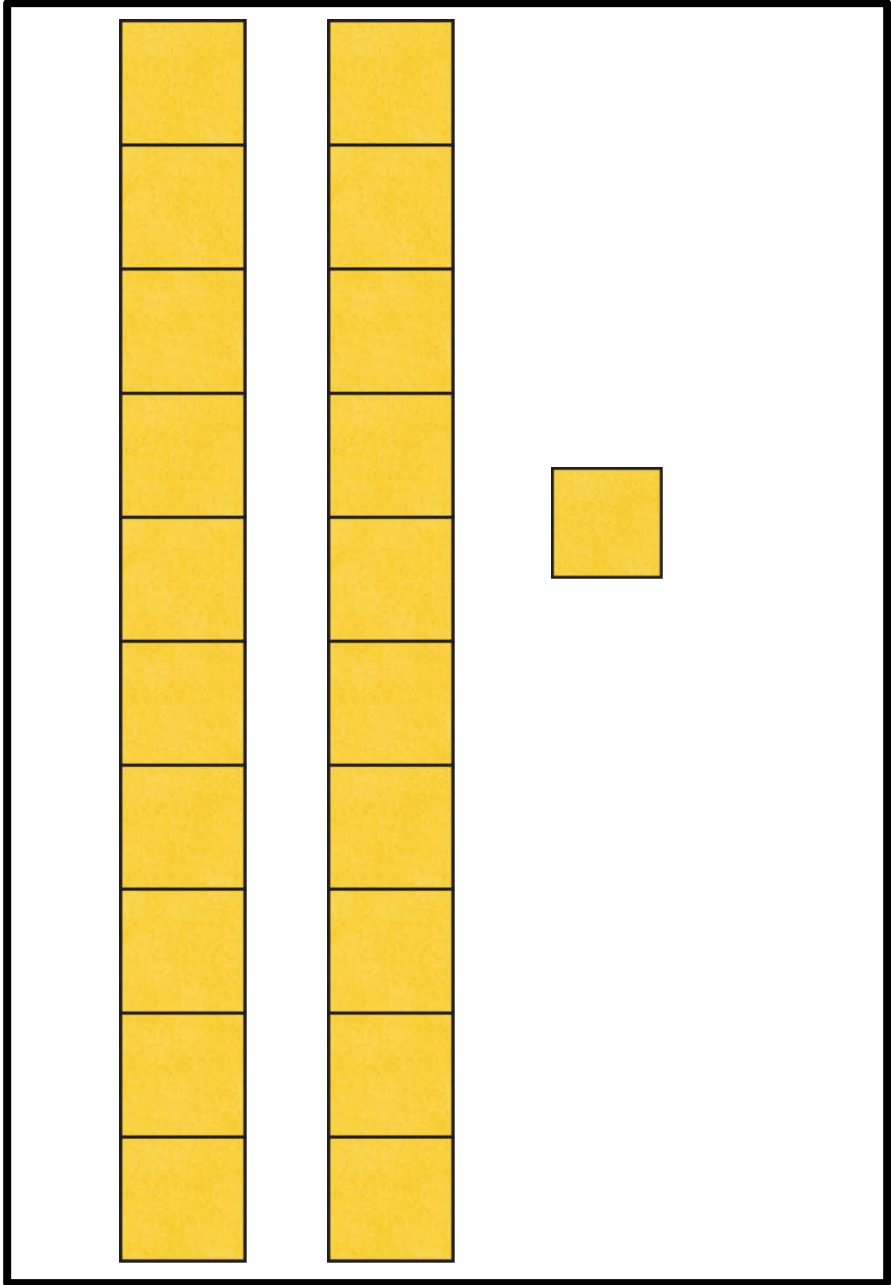
100

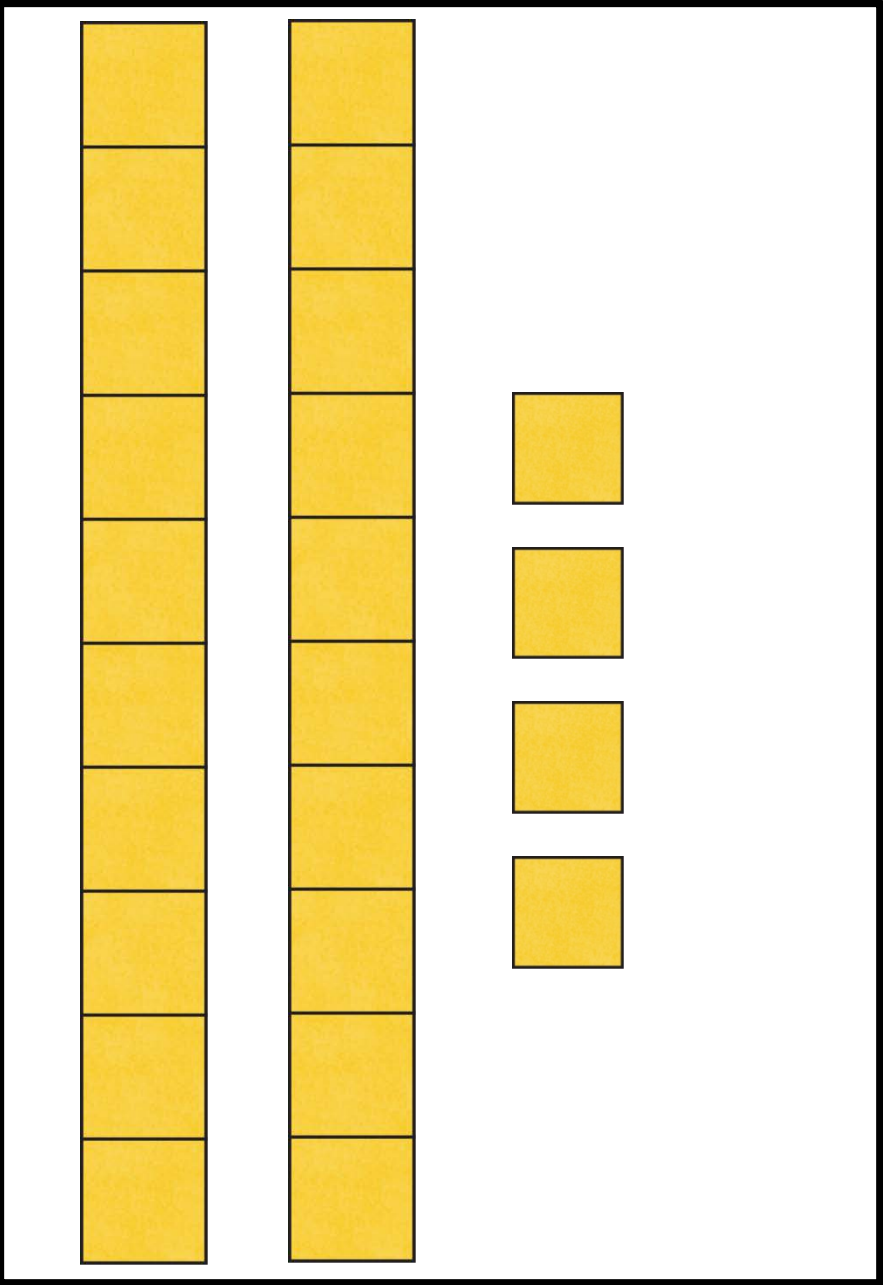
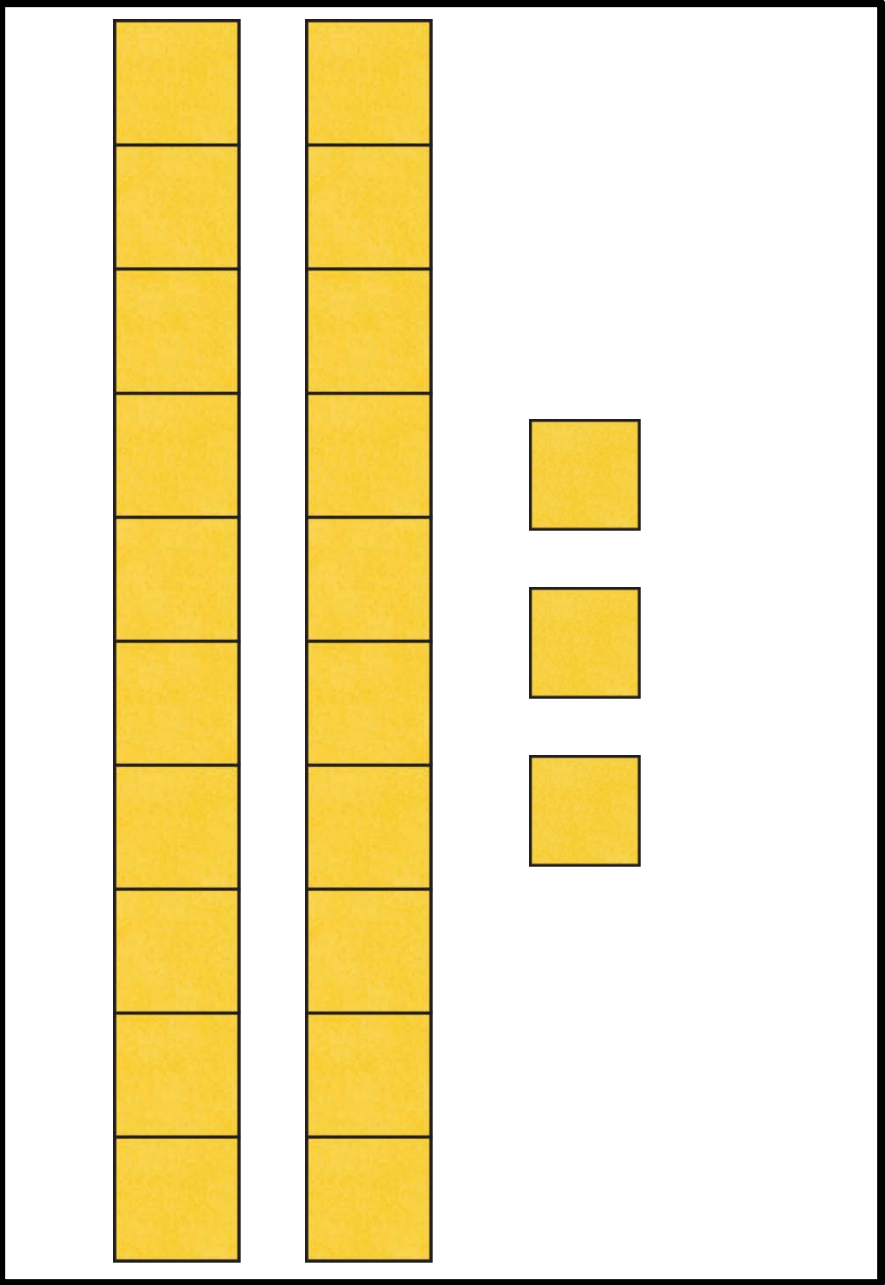


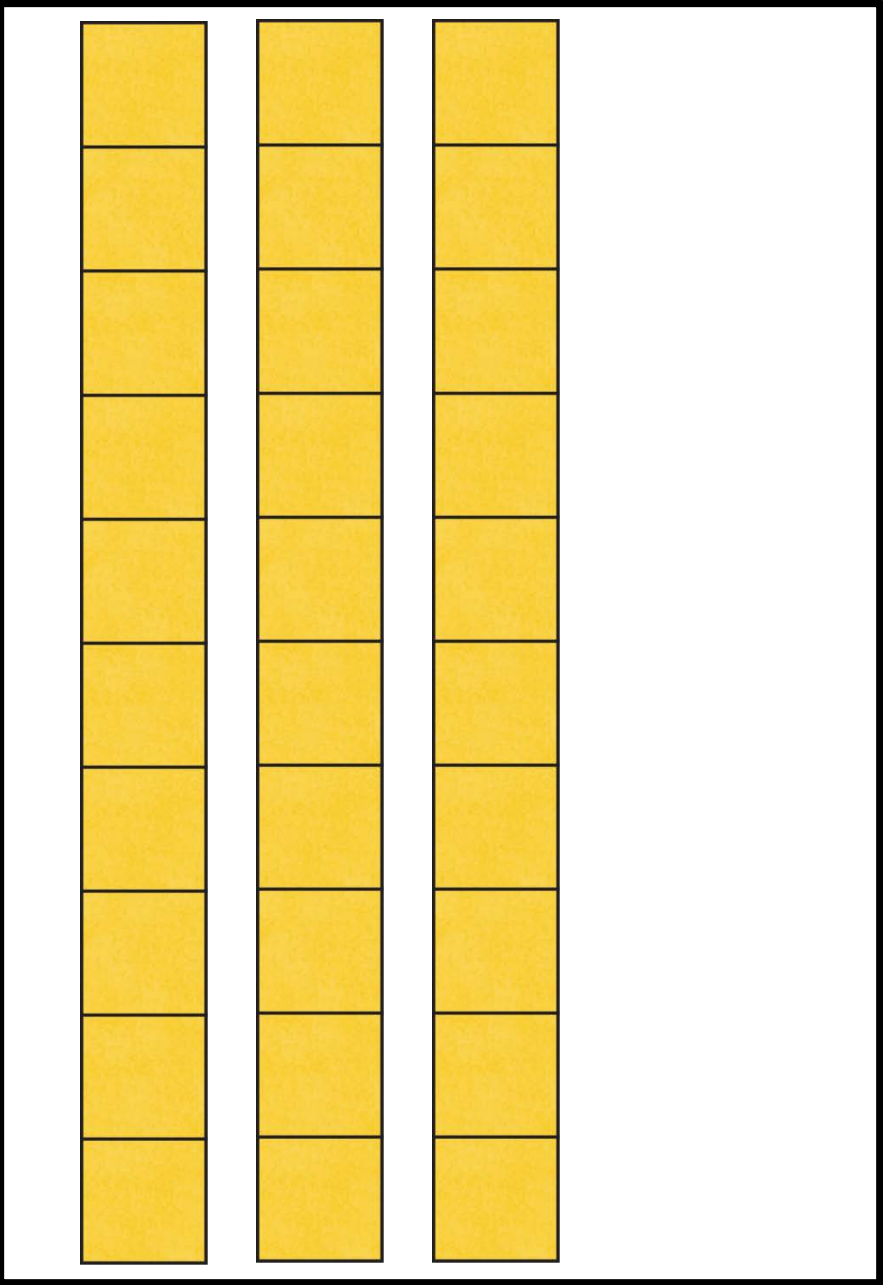
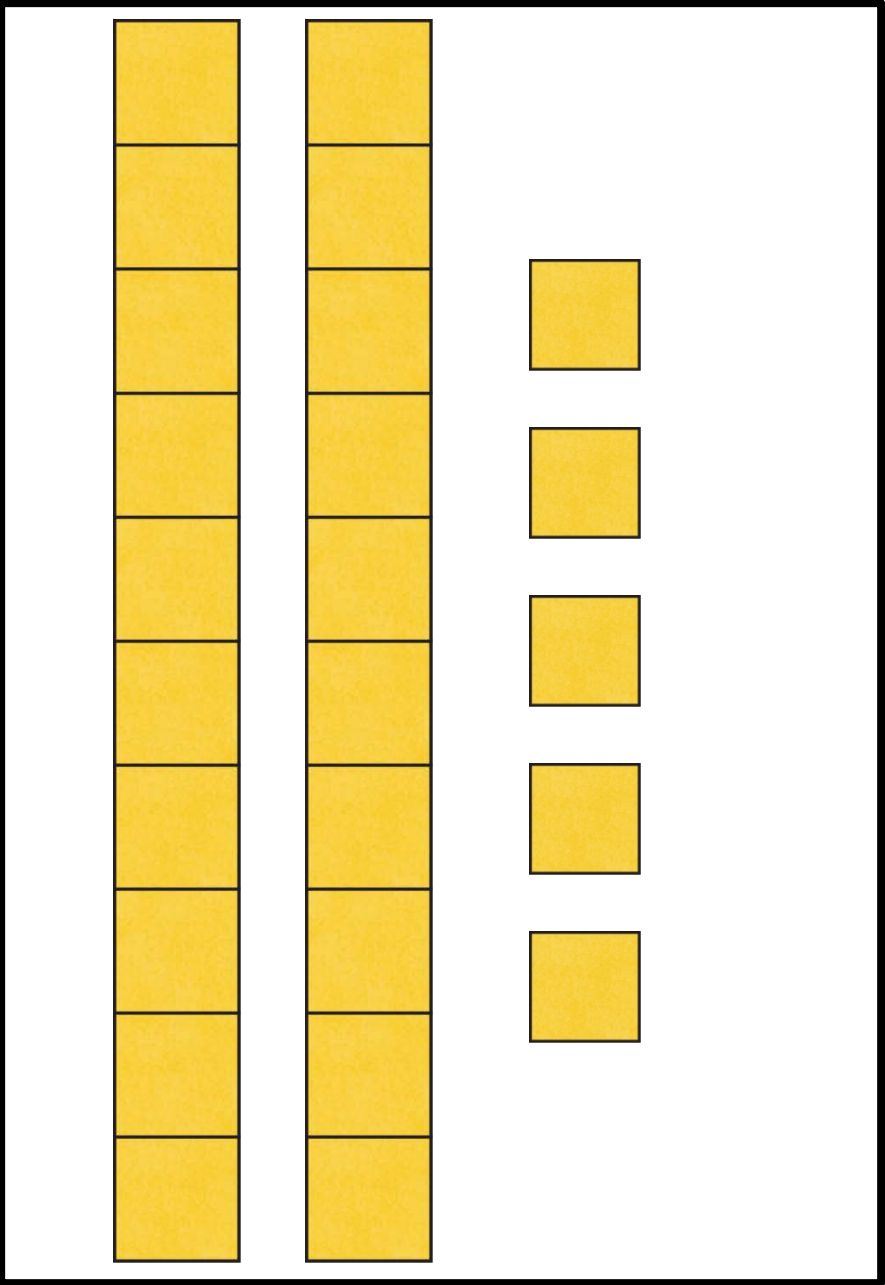


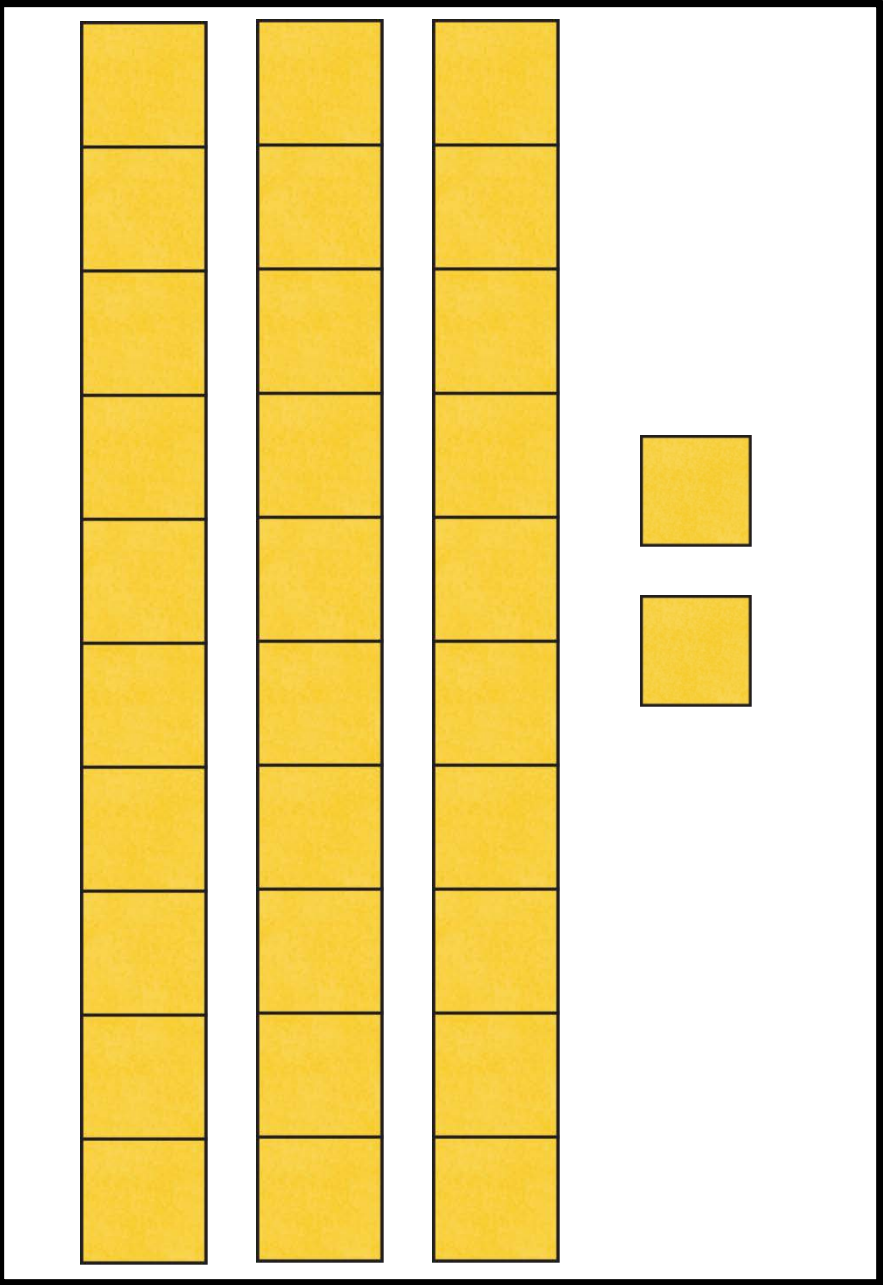
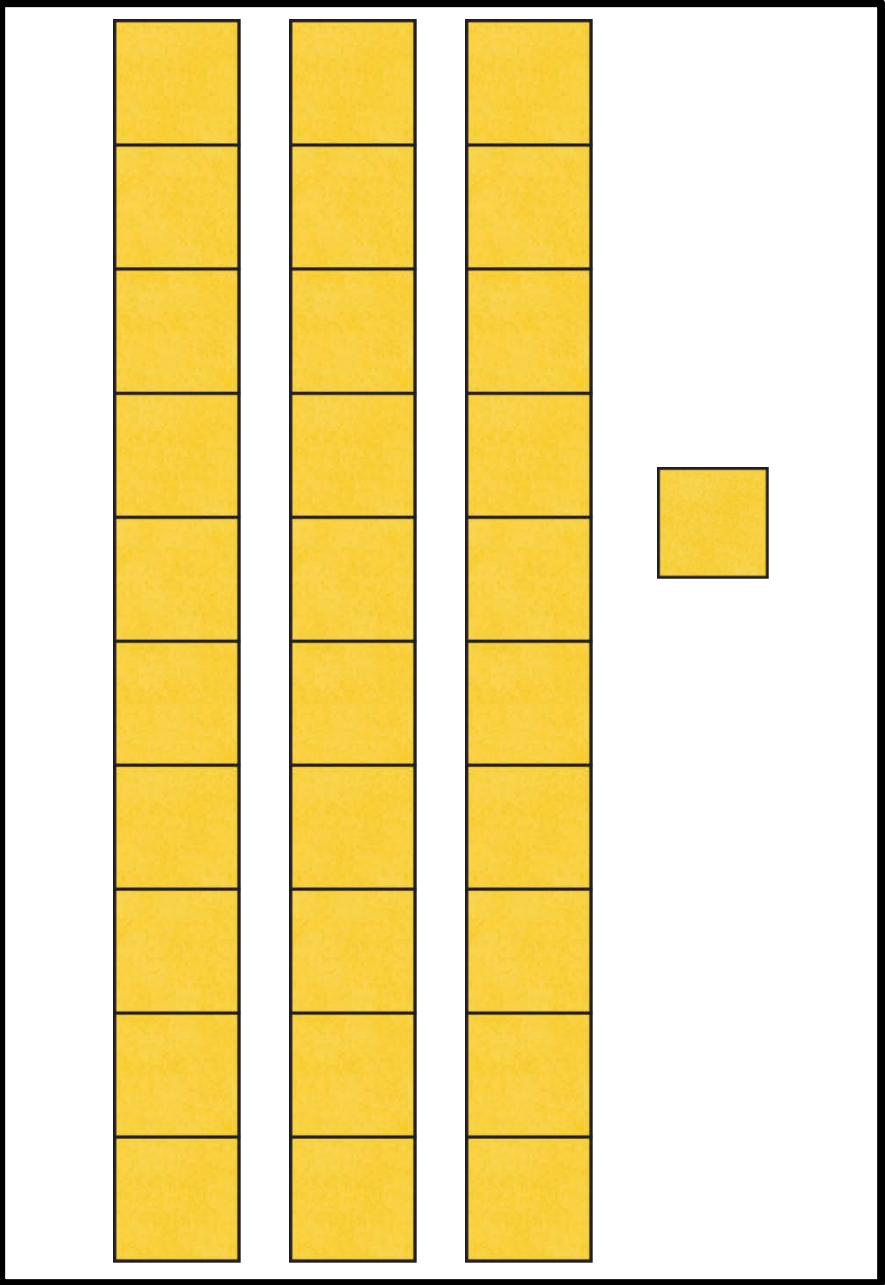


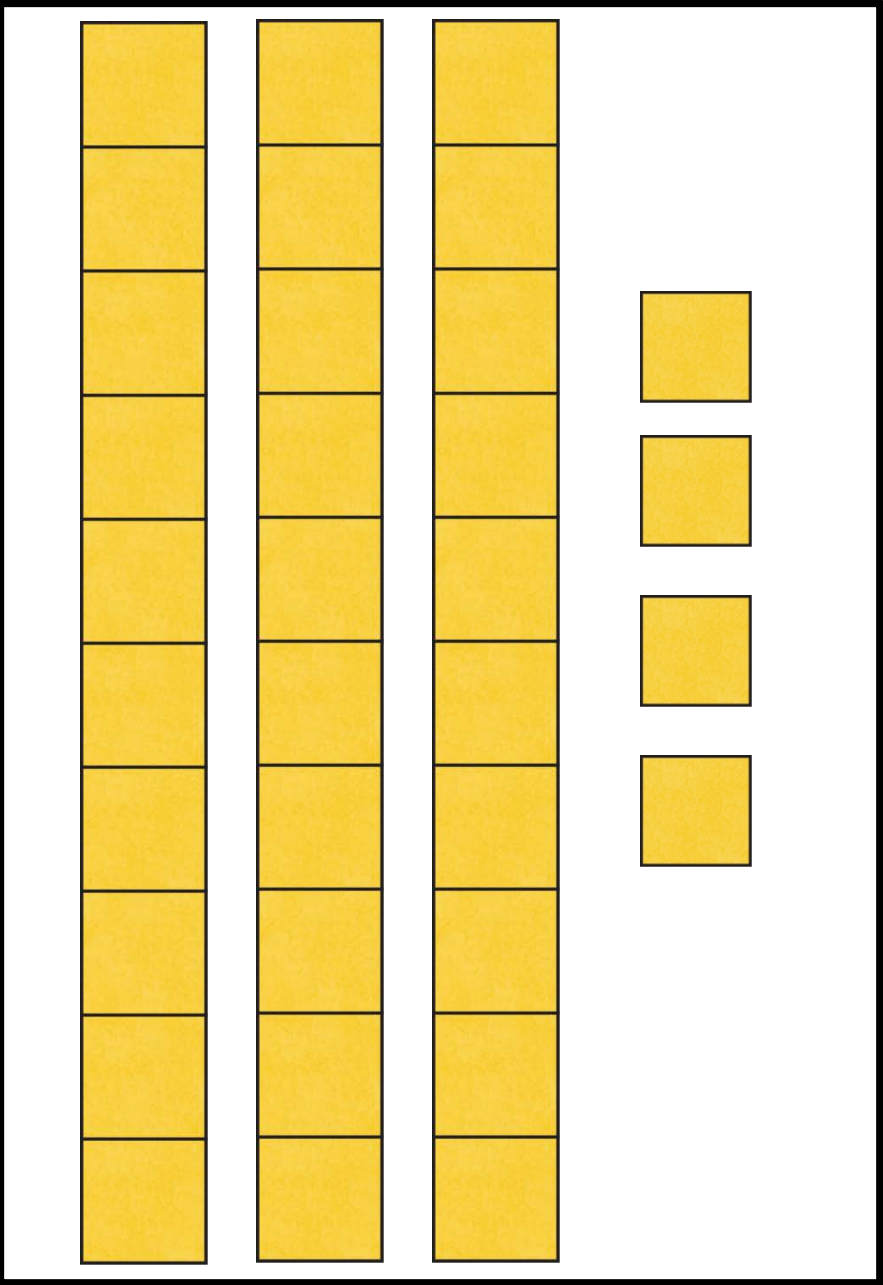
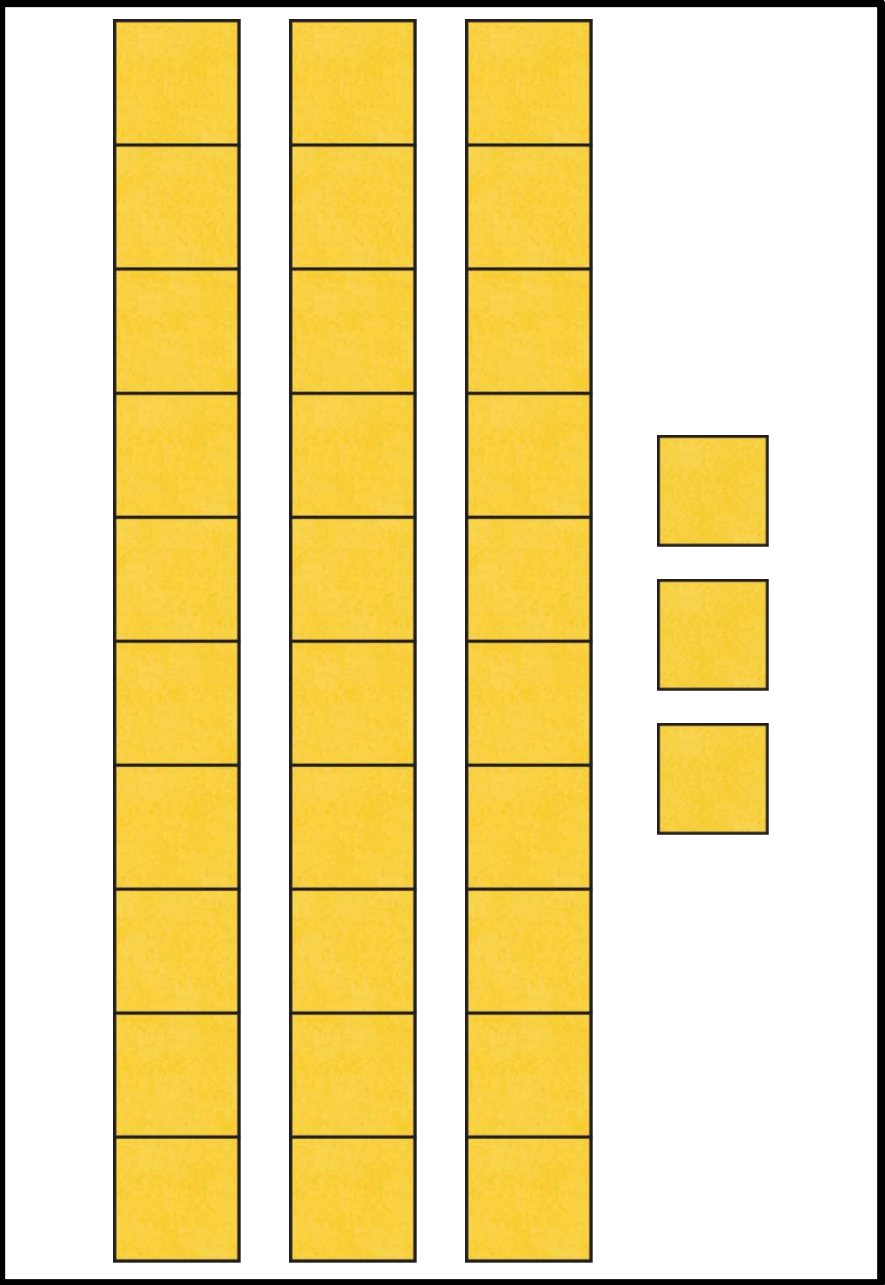


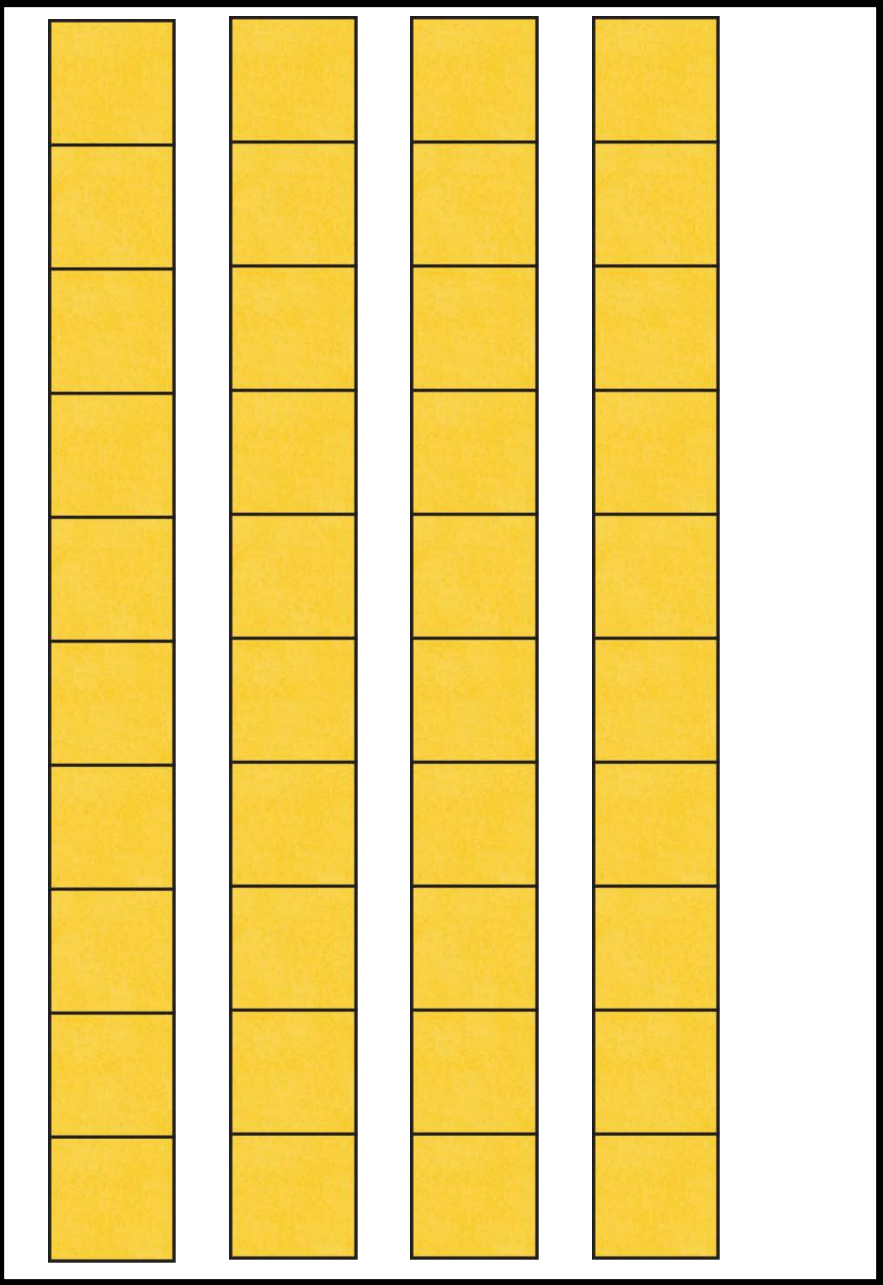
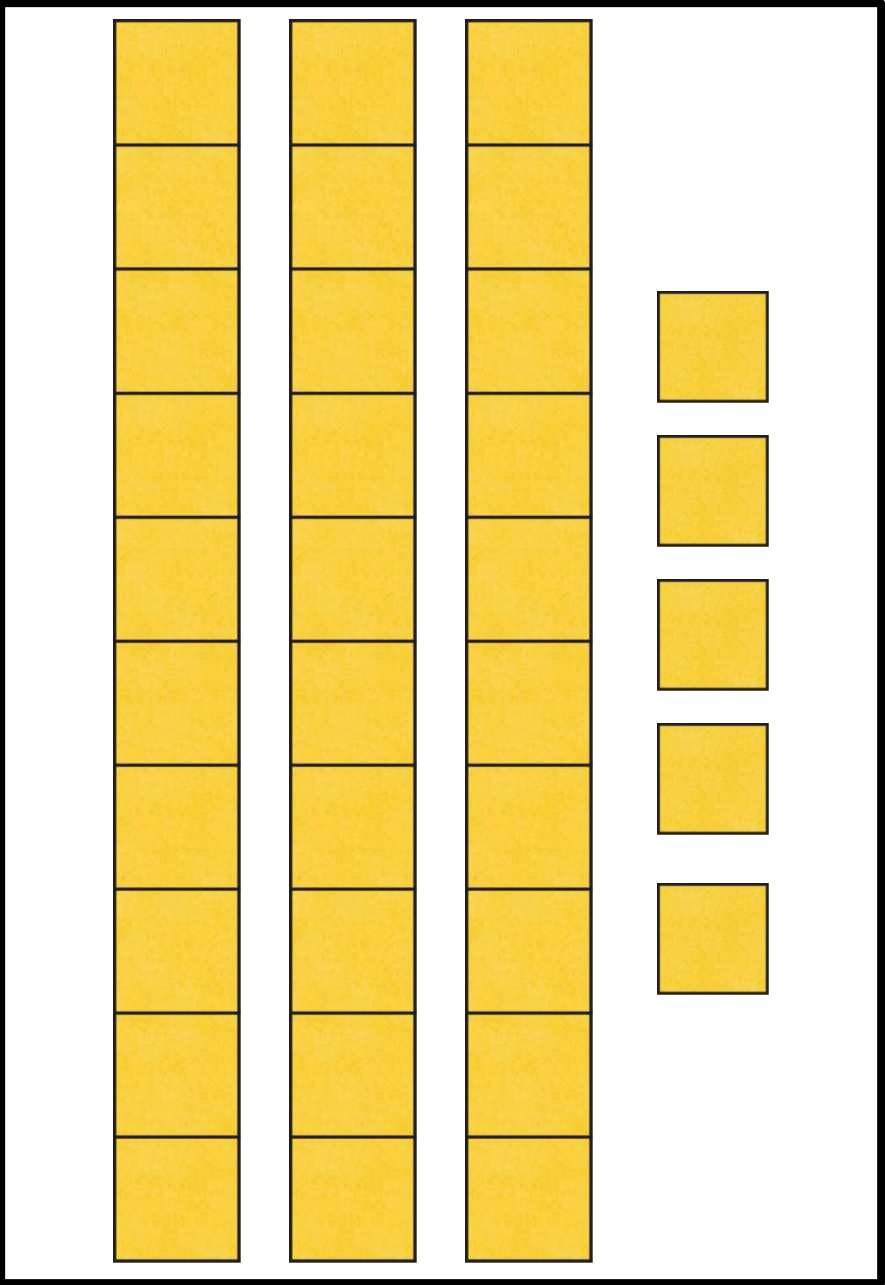


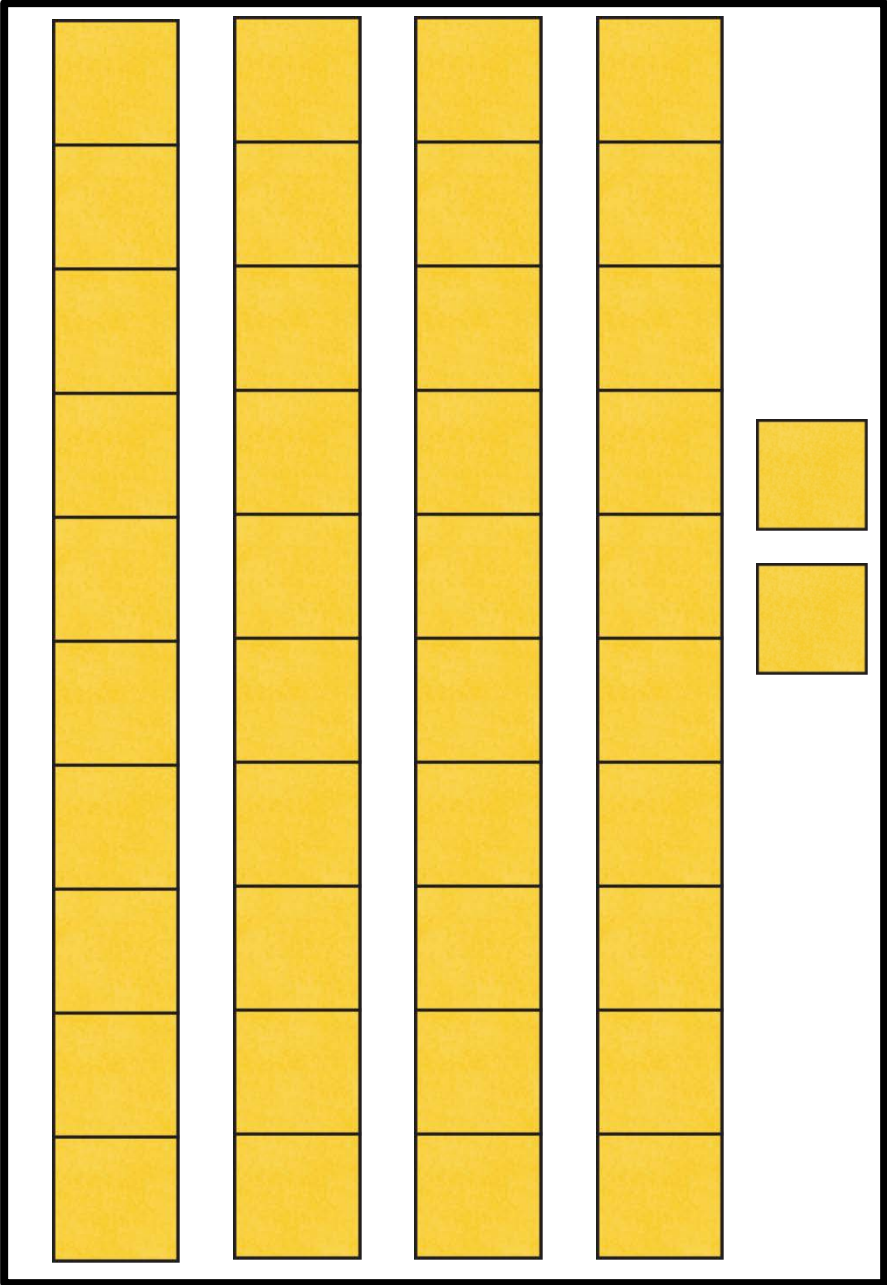
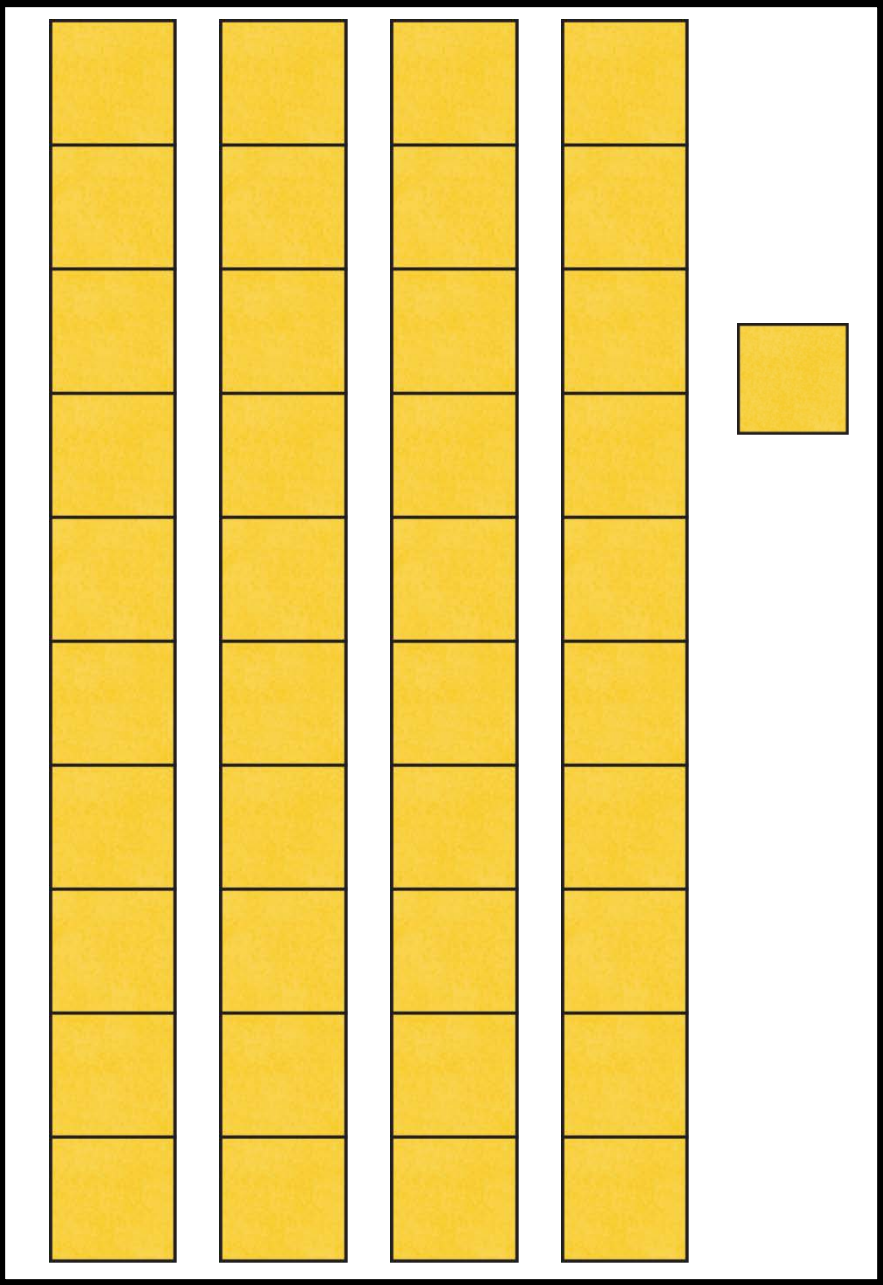


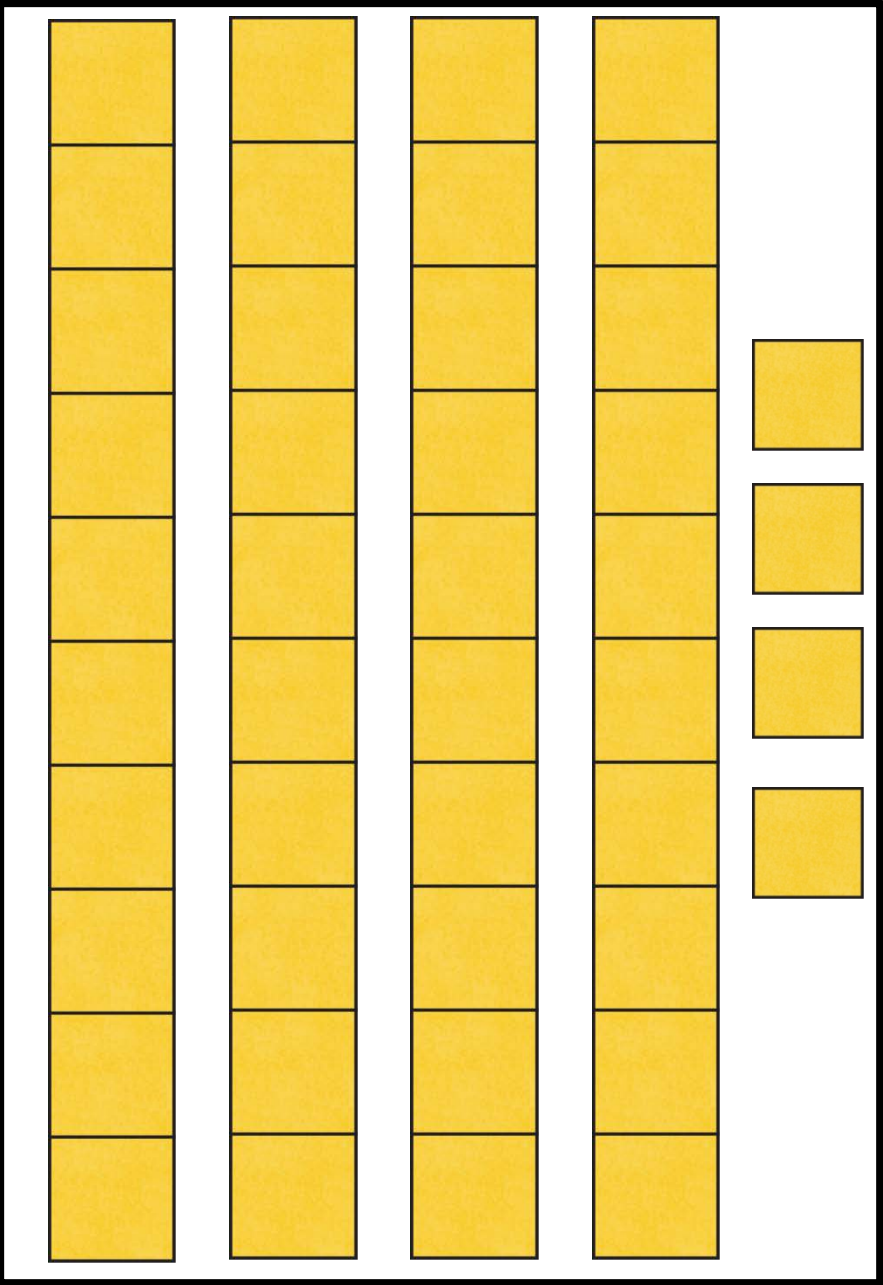
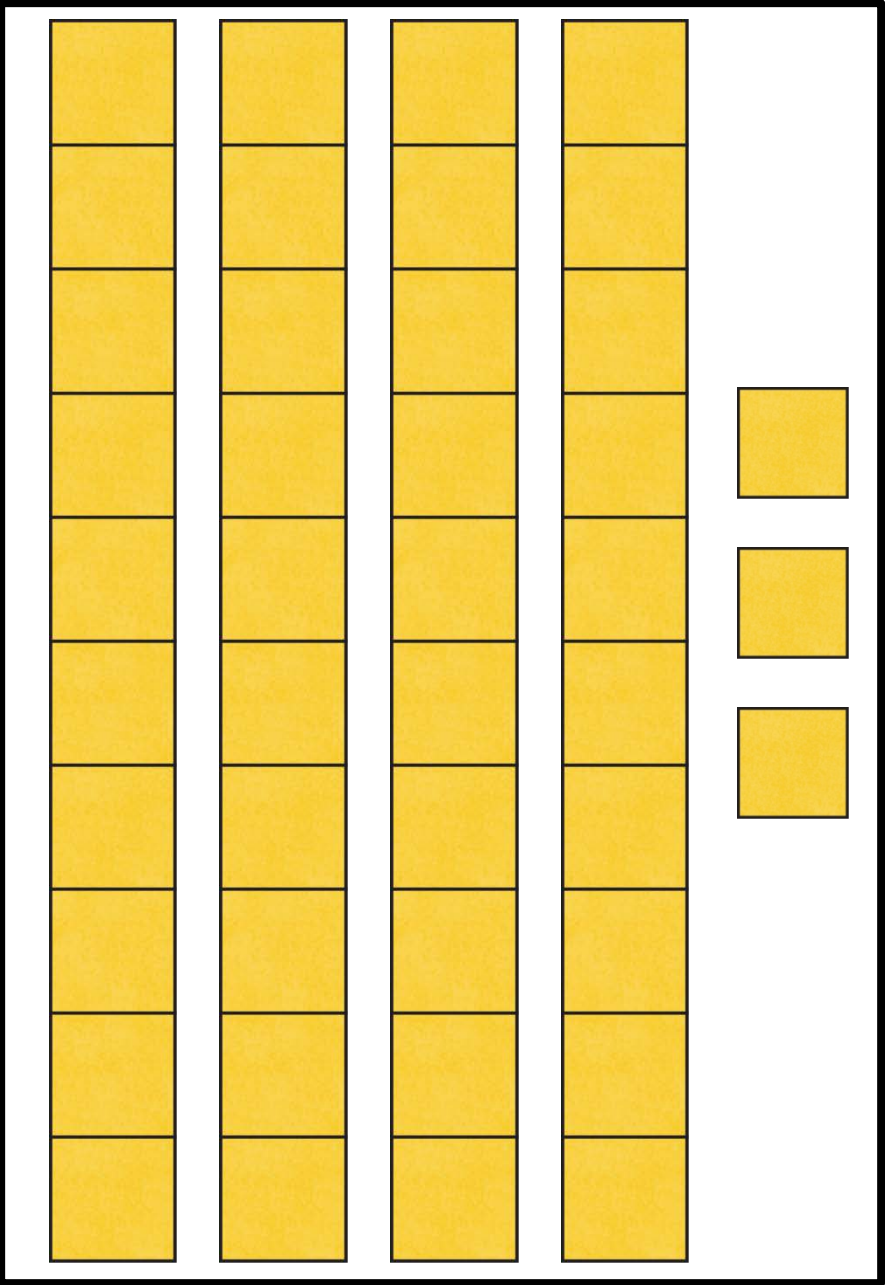


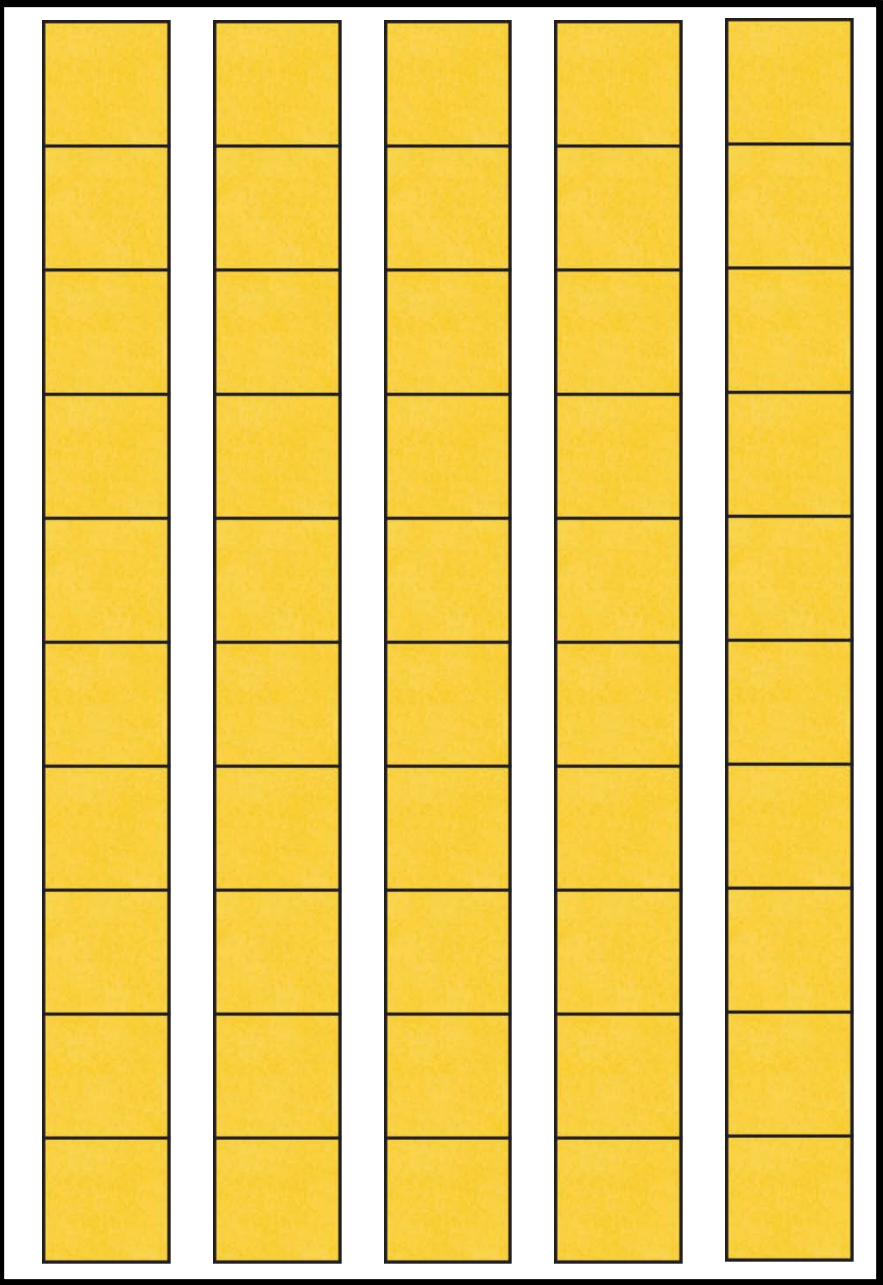
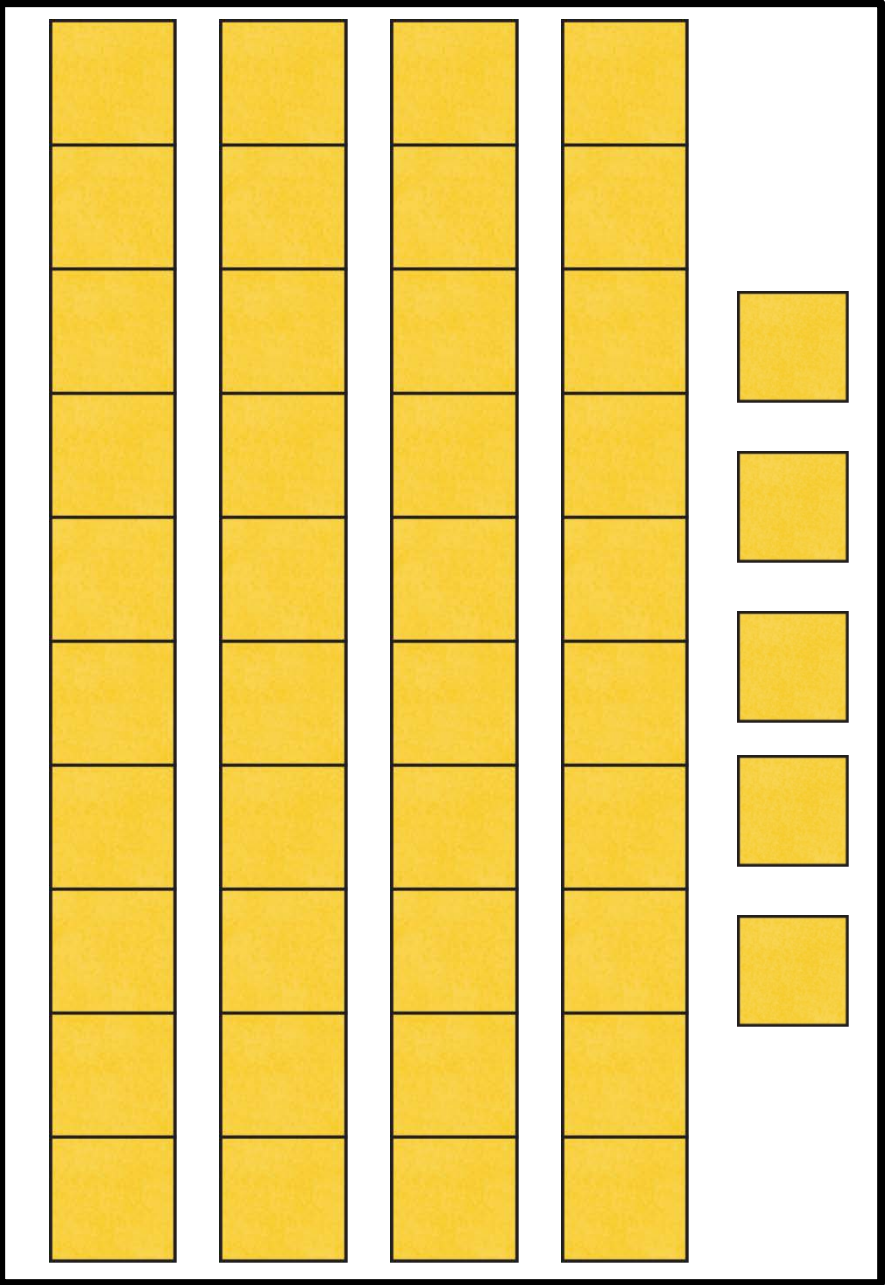




























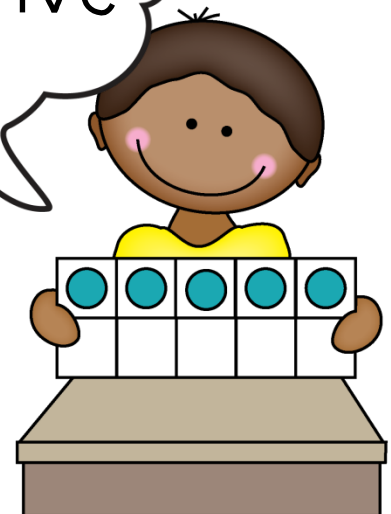
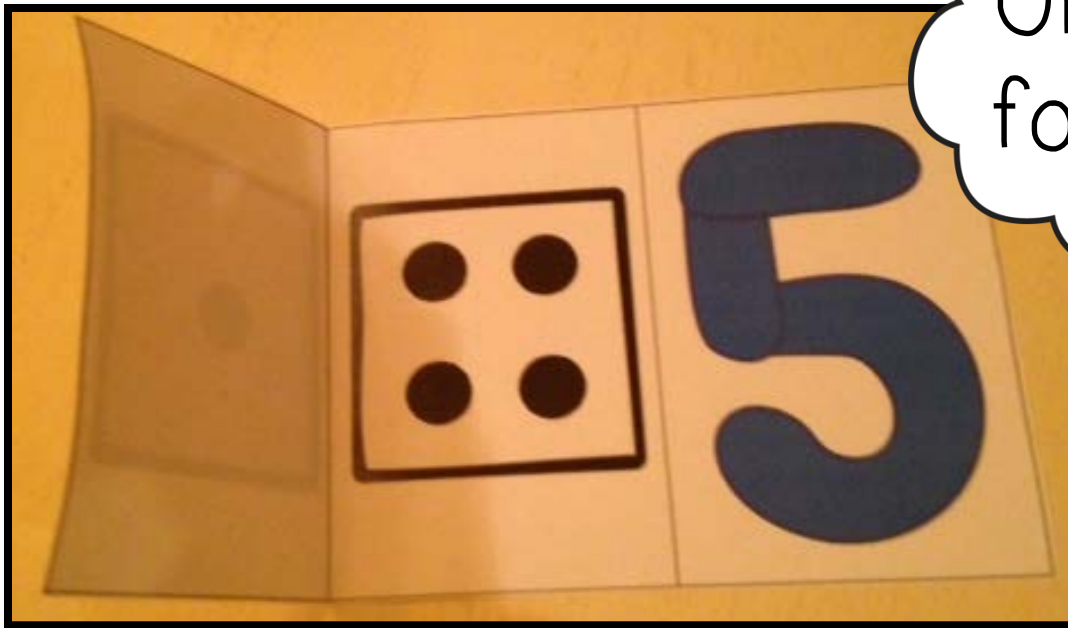


Part-Part-Whole Fluency cards

The goal of these cards is to understand the different ways to compose the number 5 fluently. The first few times you use these you may want to have your students build them in five or ten frames. This gives them the opportunity to work with this at the CONCRETE level before you move on to just using the flash cards.



One and
four is five

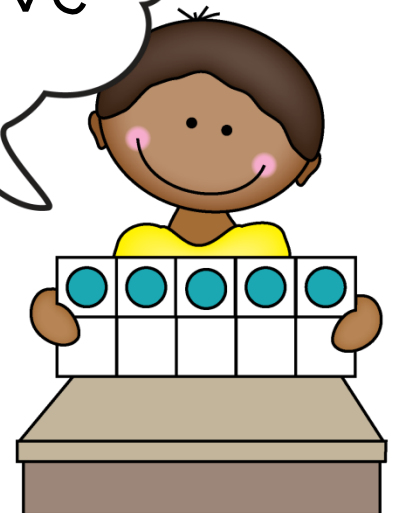


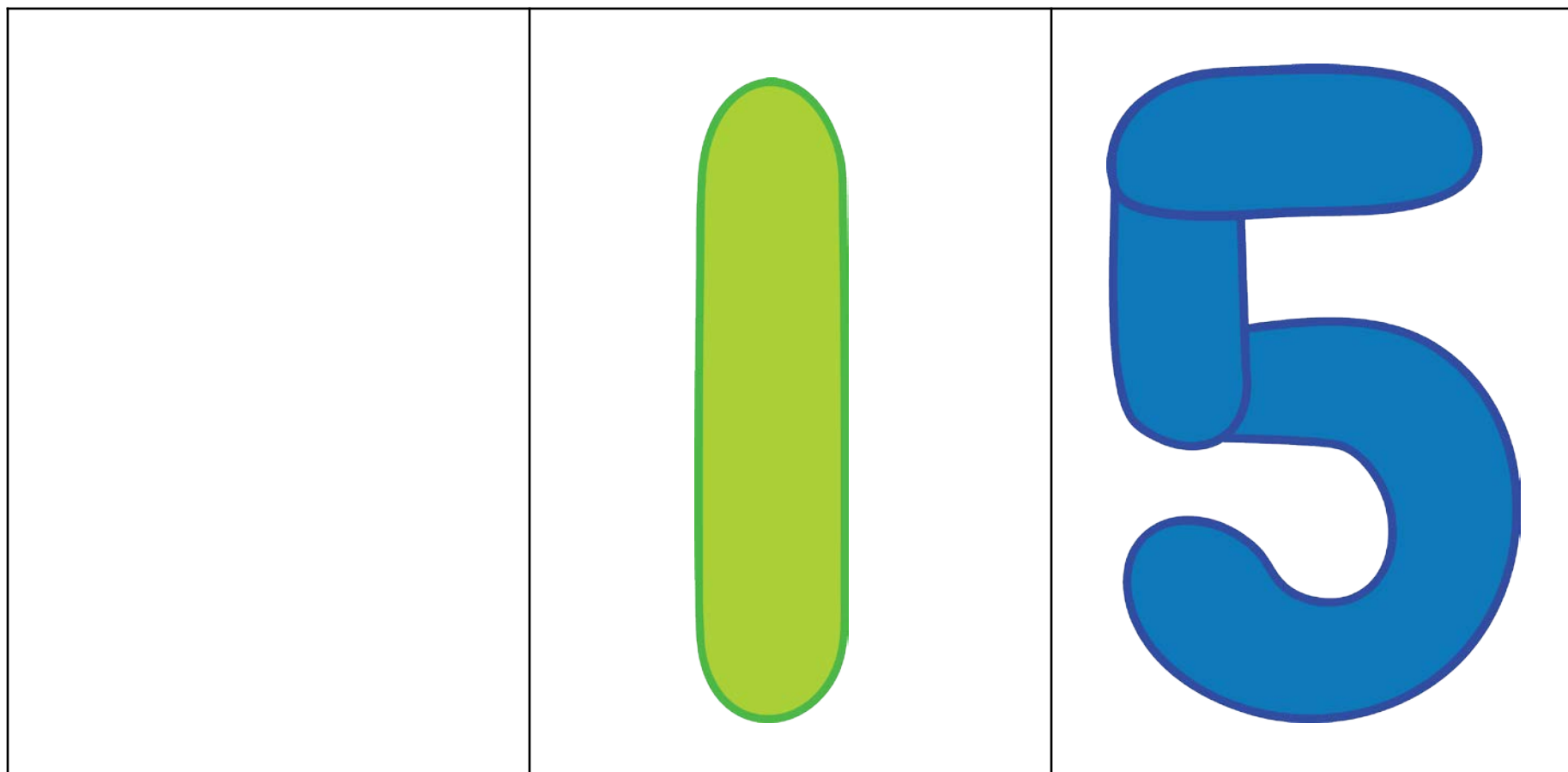
Part-Part-Whole Fluency cards

The goal of these cards is to understand the different ways to compose the number 5 fluently. The first few times you use these you may want to have your students build them in five or ten frames. This gives them the opportunity to work with this at the CONCRETE level before you move on to just using the flash cards.



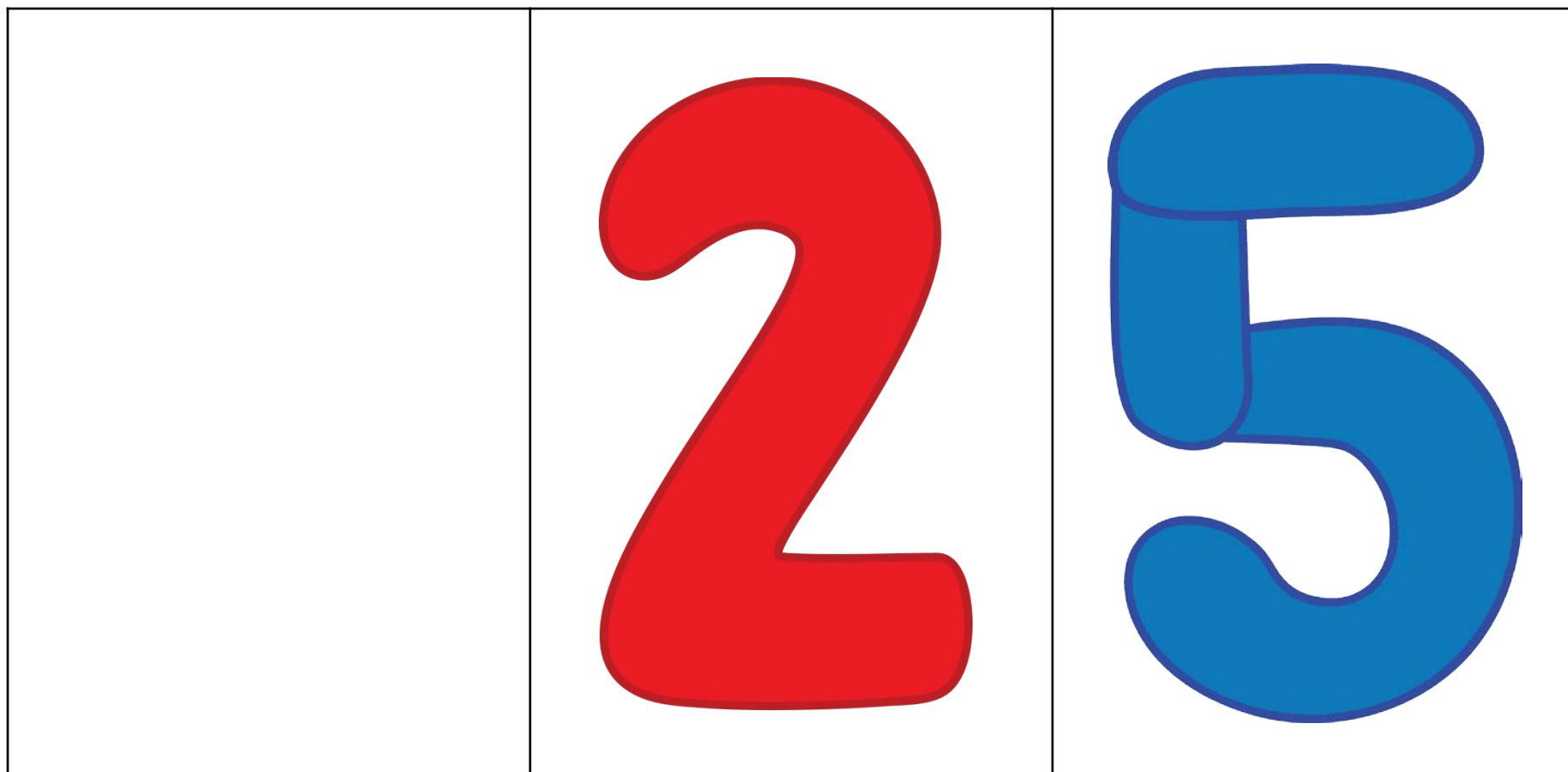
Three and
two is five





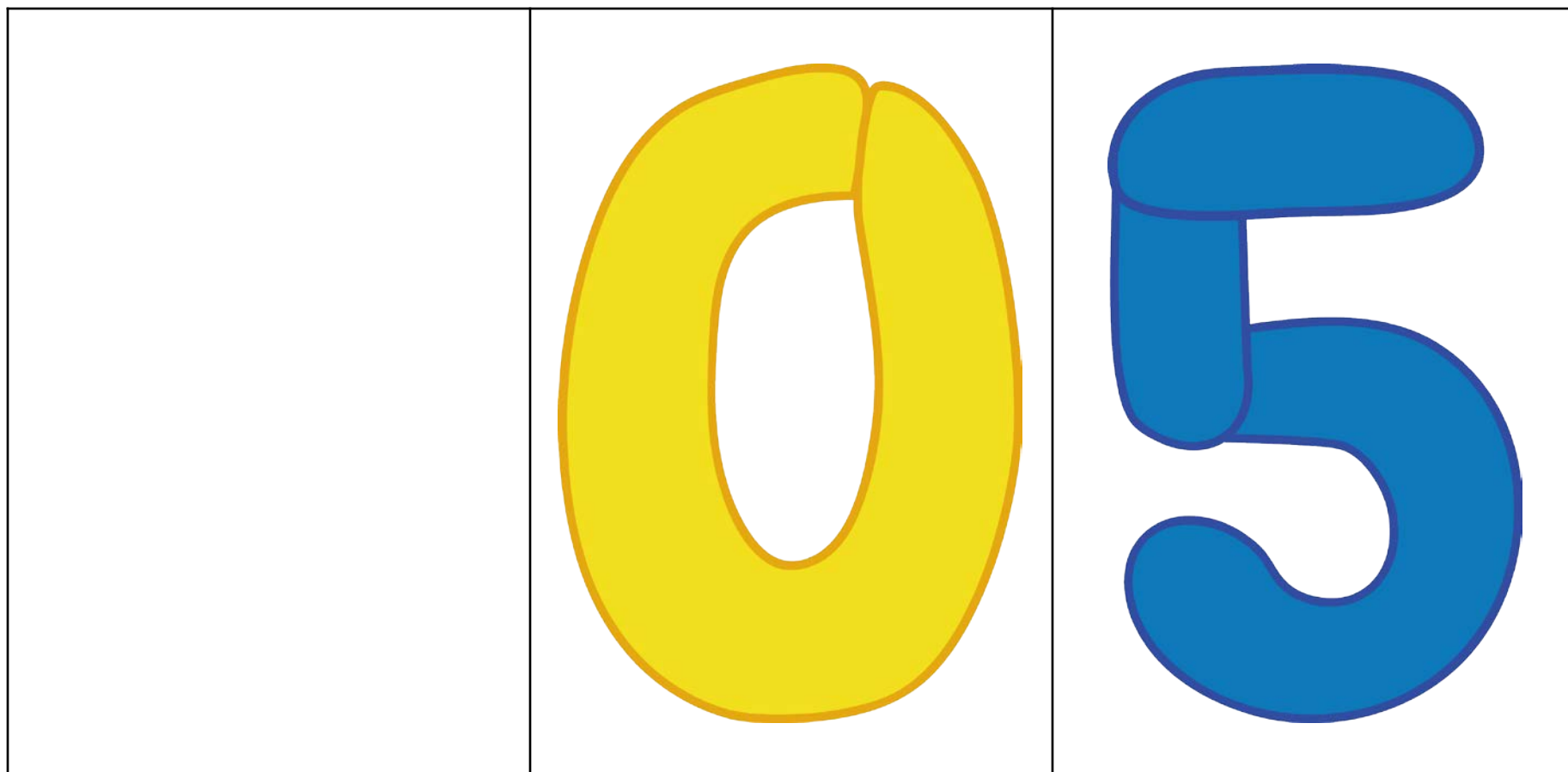
Glue the 4 on the
other side of this
flap.

Fold here on line to cover up the 1.



↑
Glue the 3 on the
other side of this
flap.

↖
Fold here on line to cover up the 2.



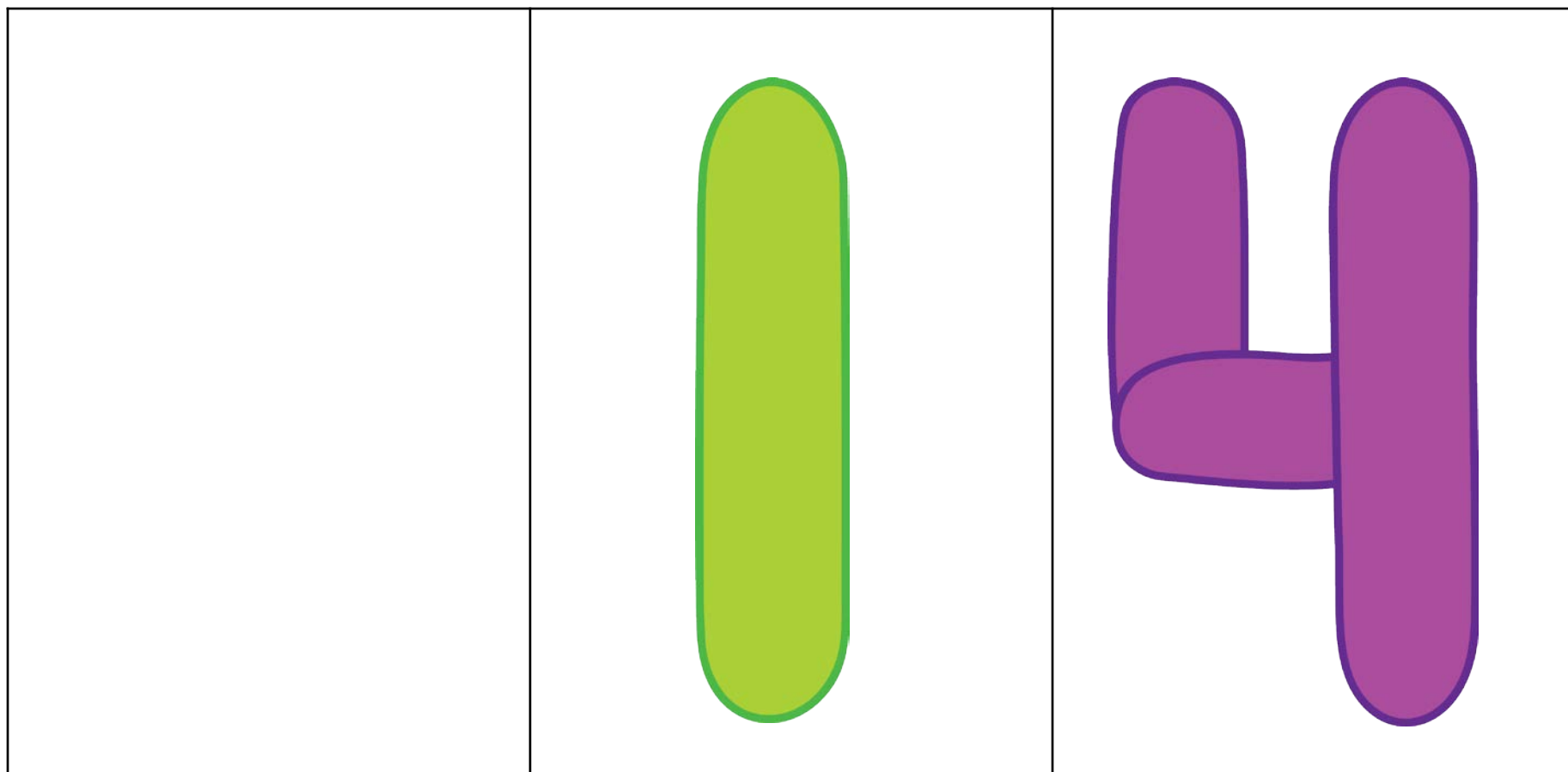
↑
Glue the 5 on the
other side of this
flap.

↖
Fold here on line to cover up the 0.

4

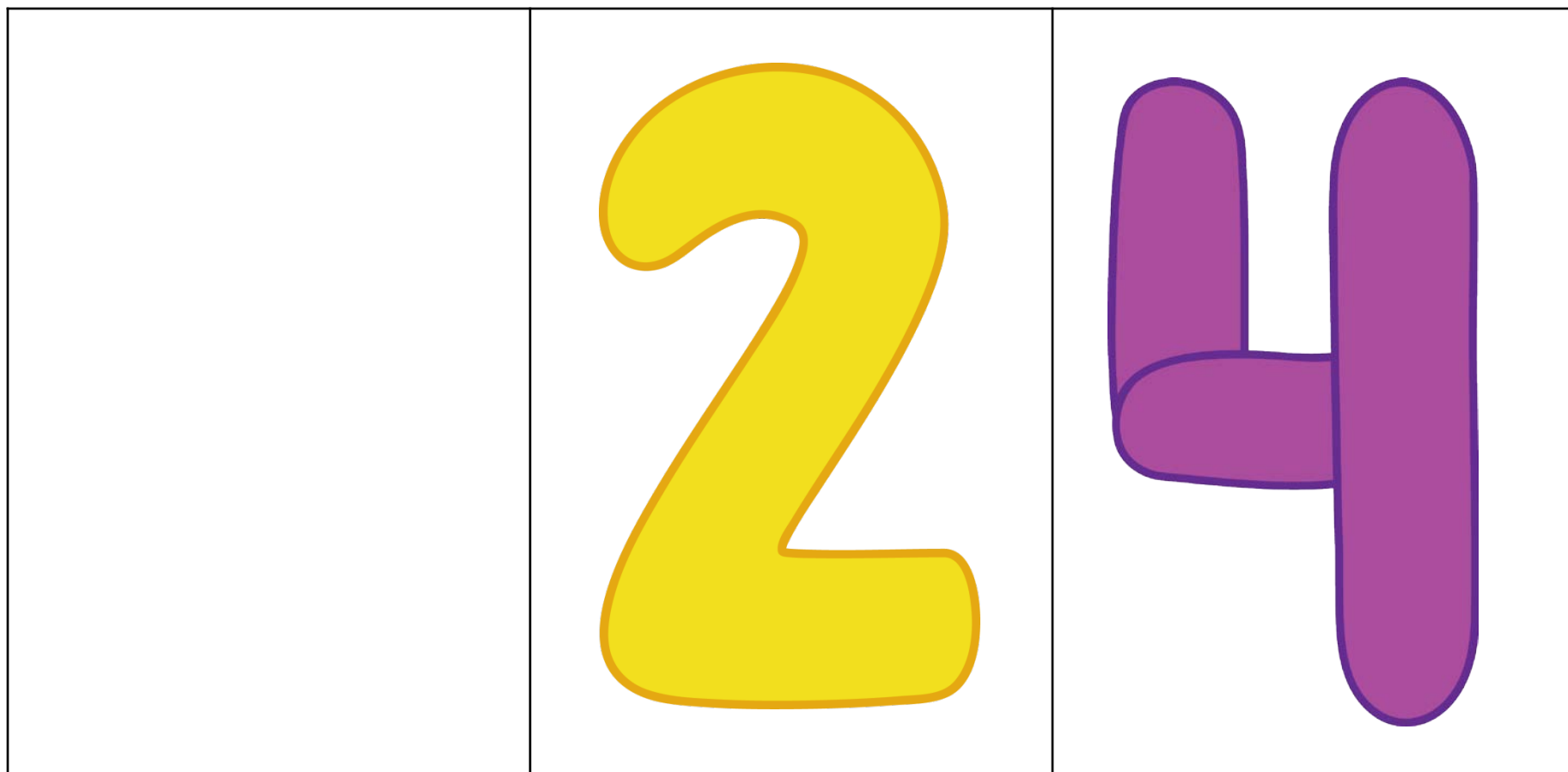
3

5



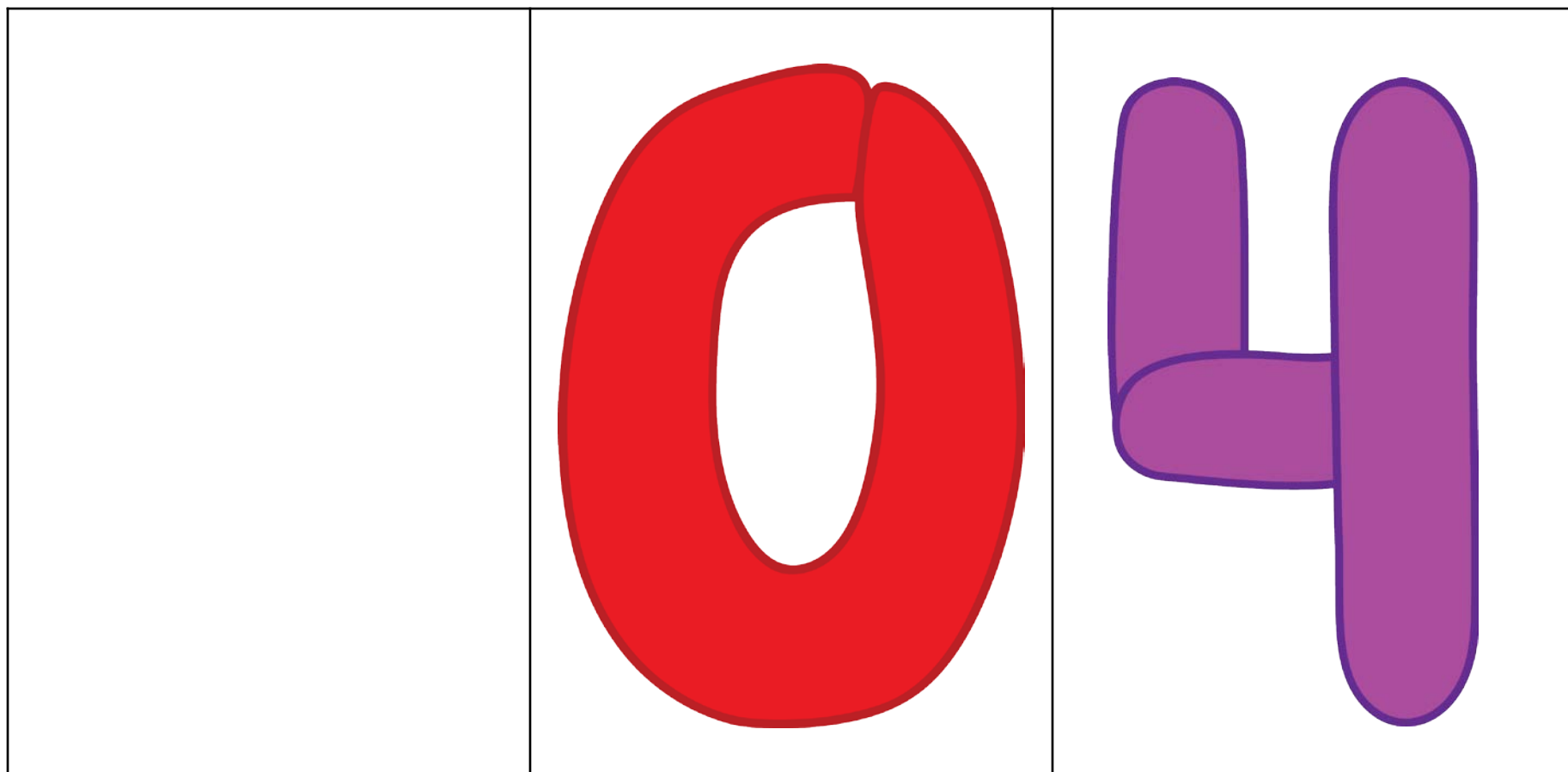
↑
Glue the 3 on the
other side of this
flap.

↙
Fold here on line to cover up the 1.



Glue the 2 on the
other side of this
flap.

Fold here on line to cover up the 2.



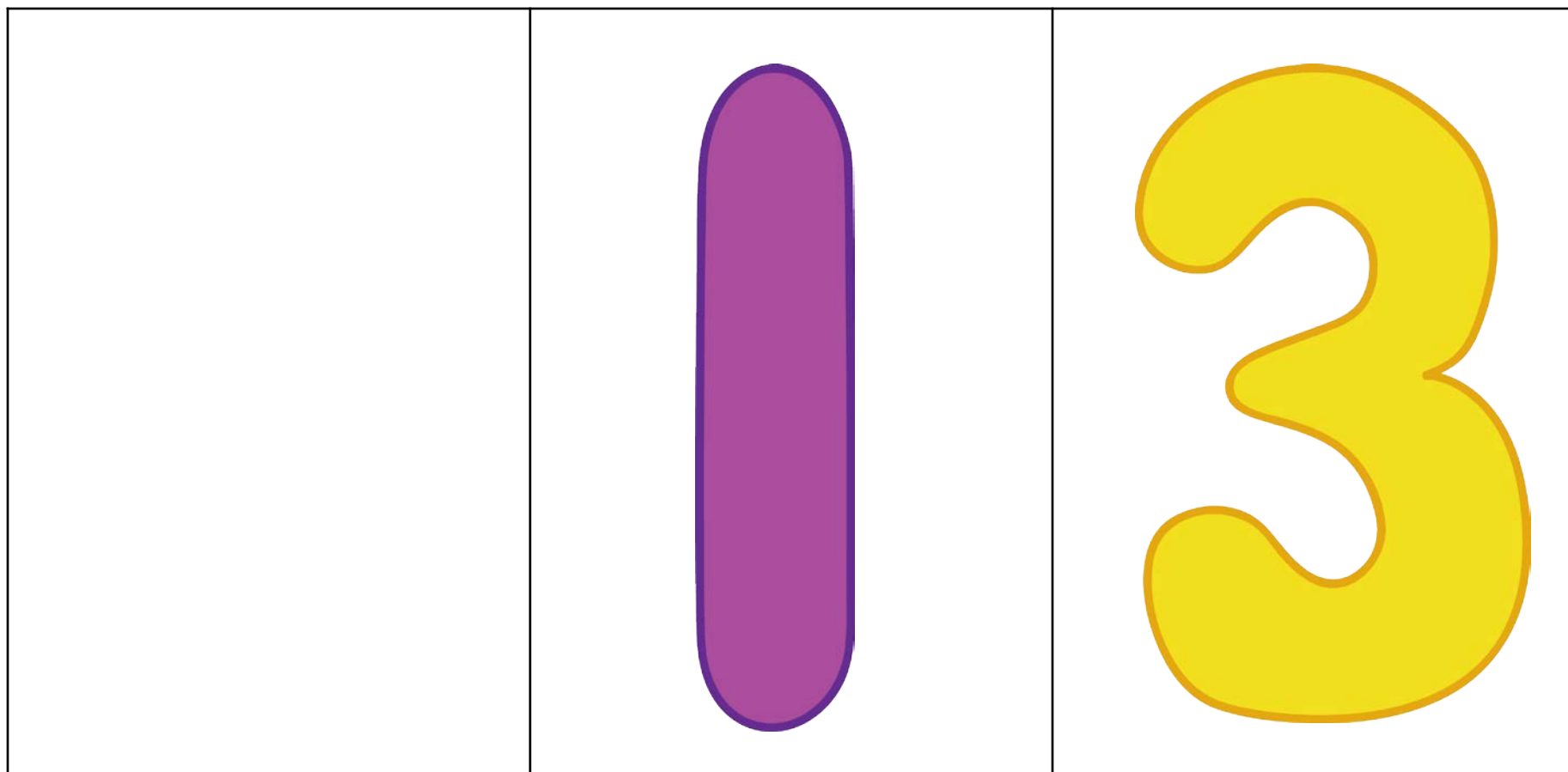
Glue the 4 on the
other side of this
flap.

Fold here on line to cover up the 0.

3

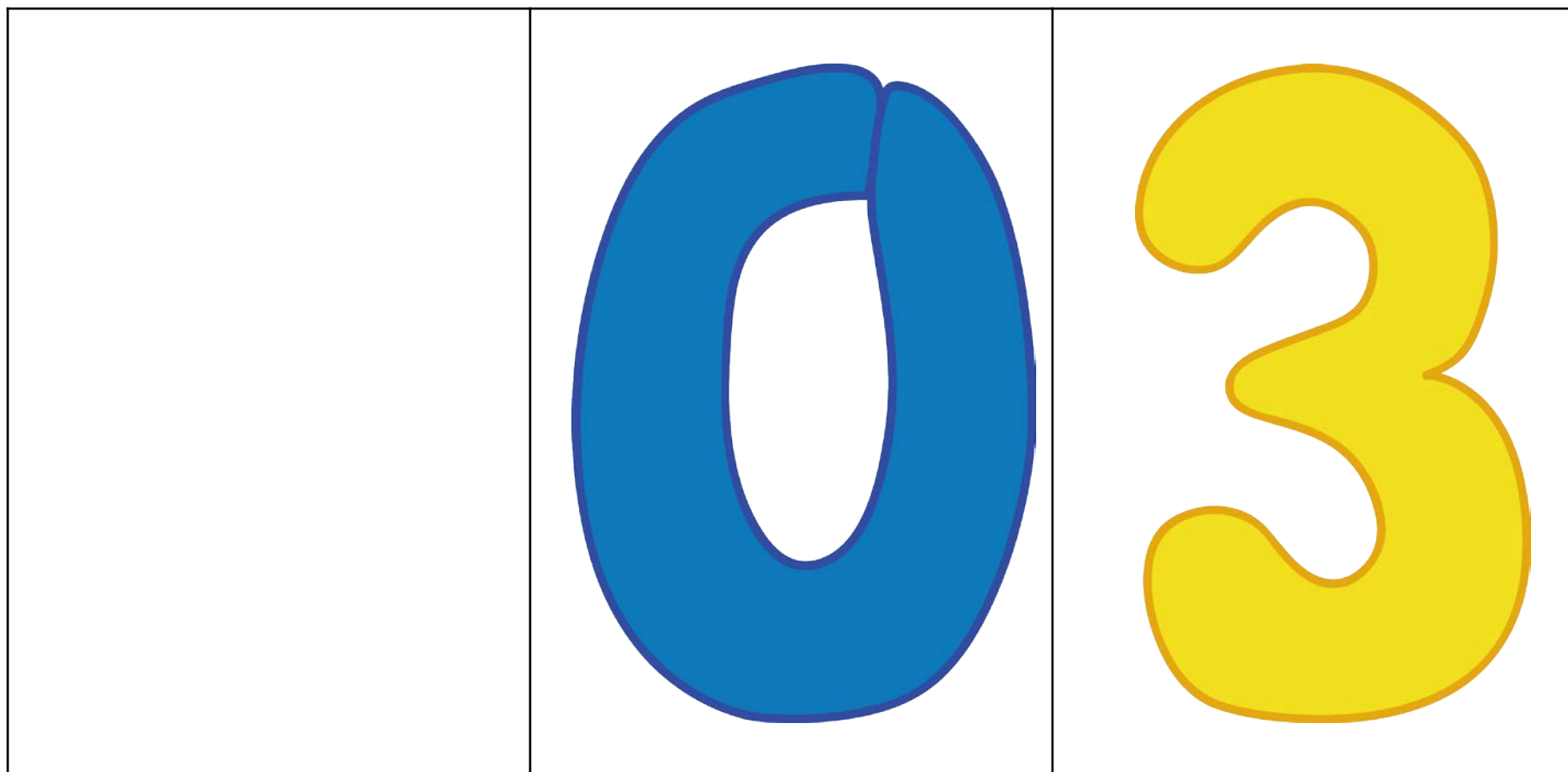
2

4



↑
Glue the 2 on the
other side of this
flap.

↖
Fold here on line to cover up the 3.



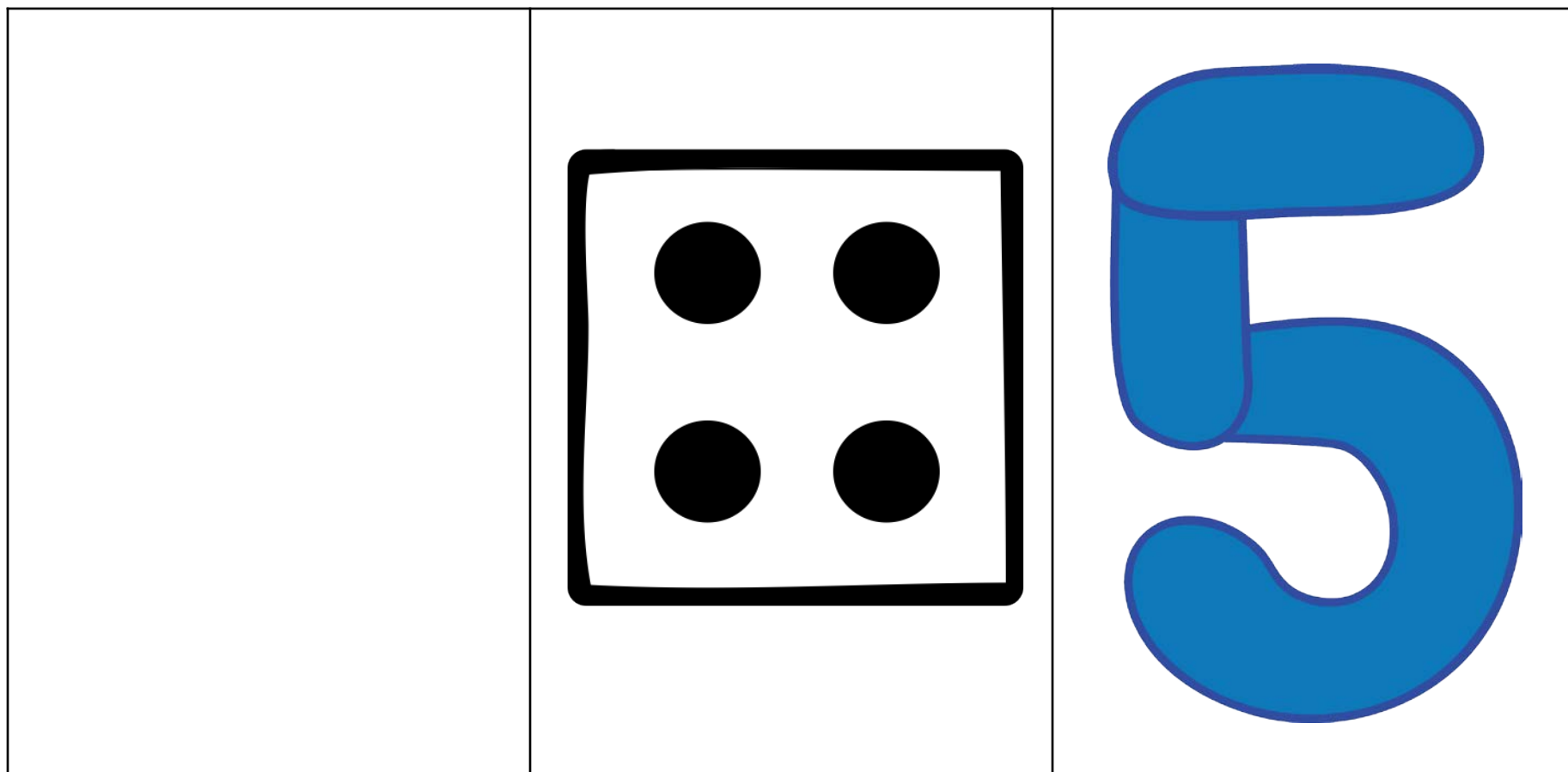
↑
Glue the 3 on the
other side of this
flap.

↖
Fold here on line to cover up the 3.

2

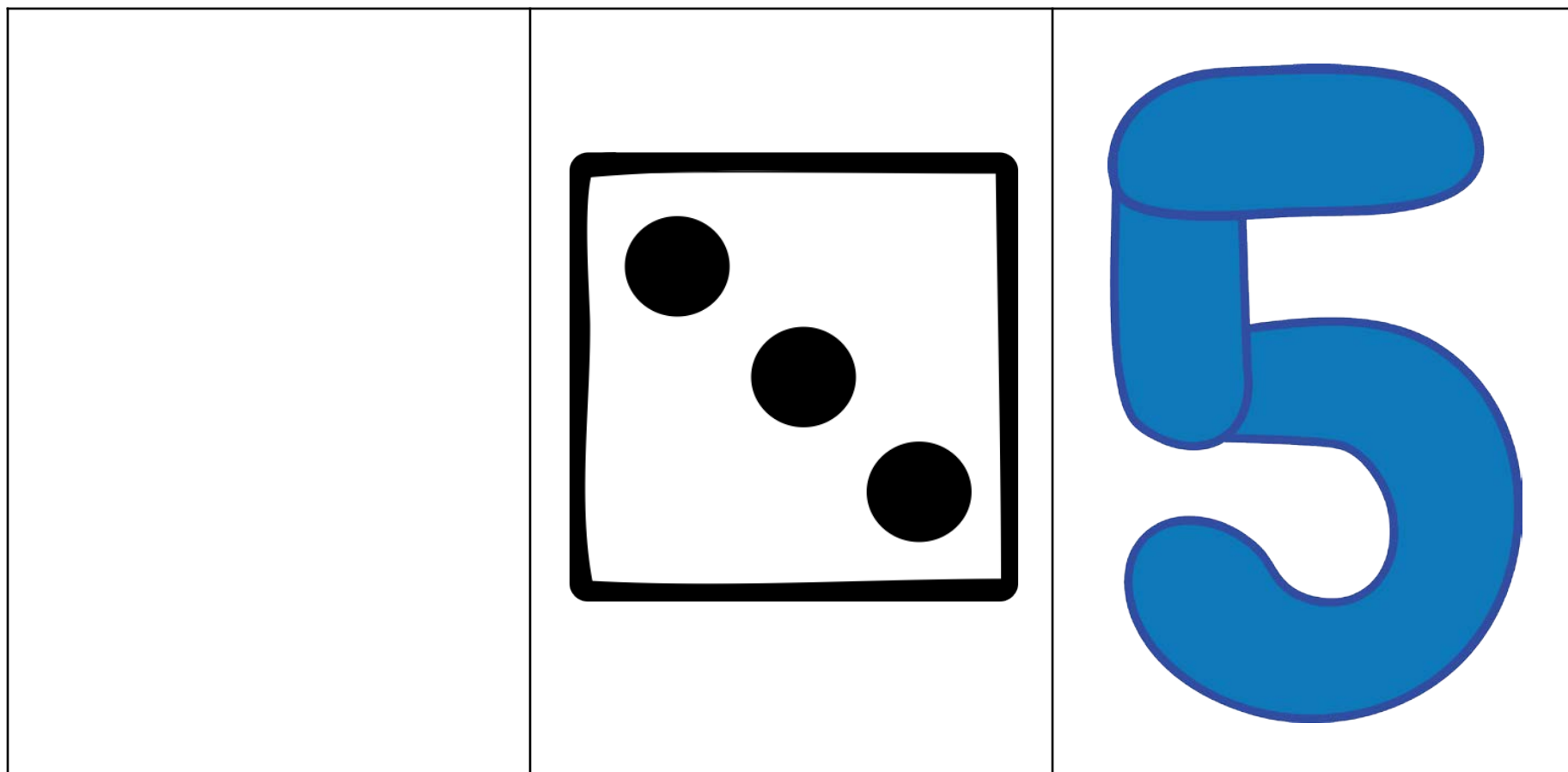
3





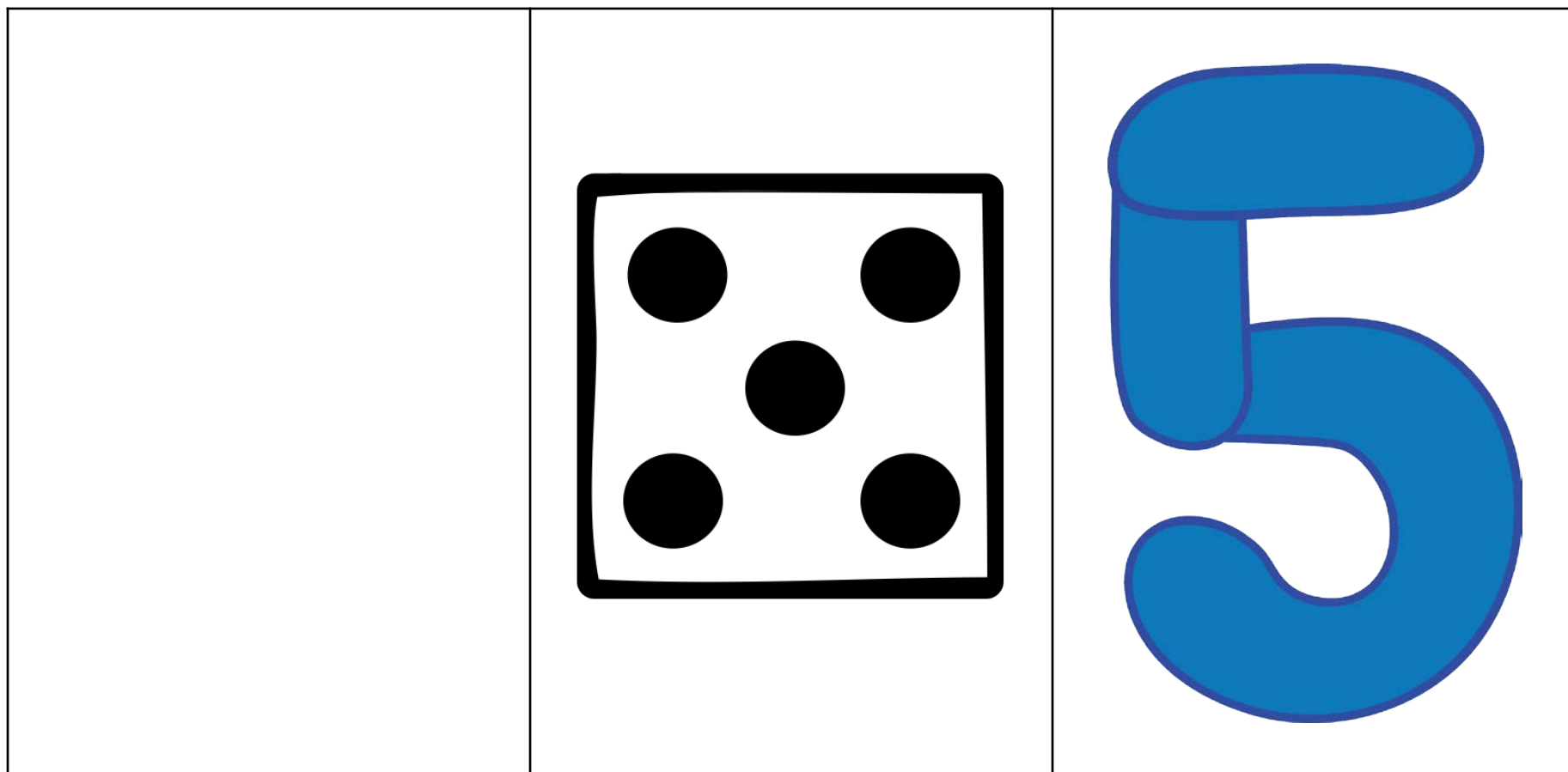
↑
Glue the 1 on the
other side of this
flap.

↖
Fold here on line to cover up the
die.



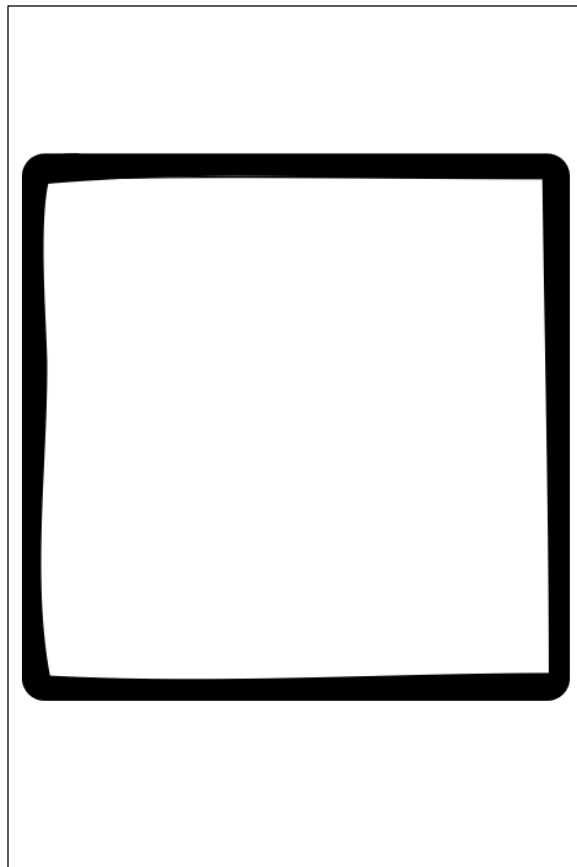
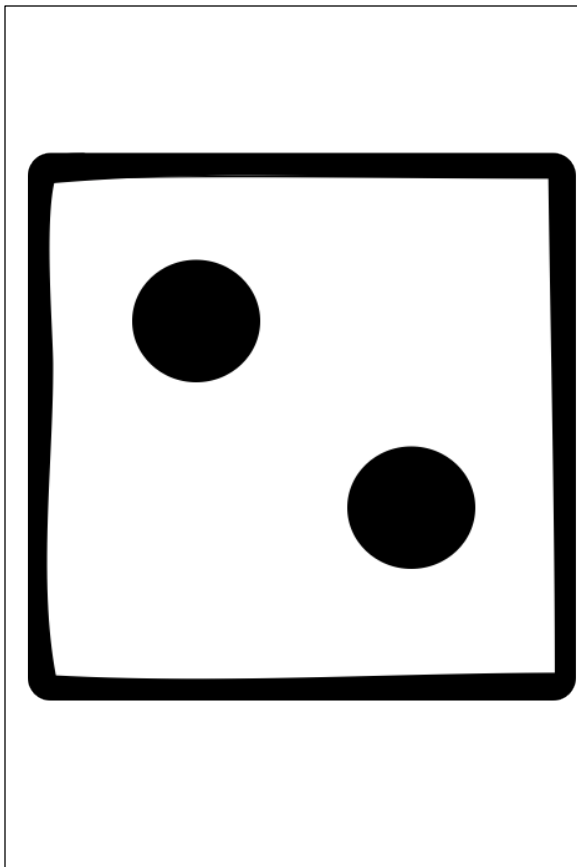
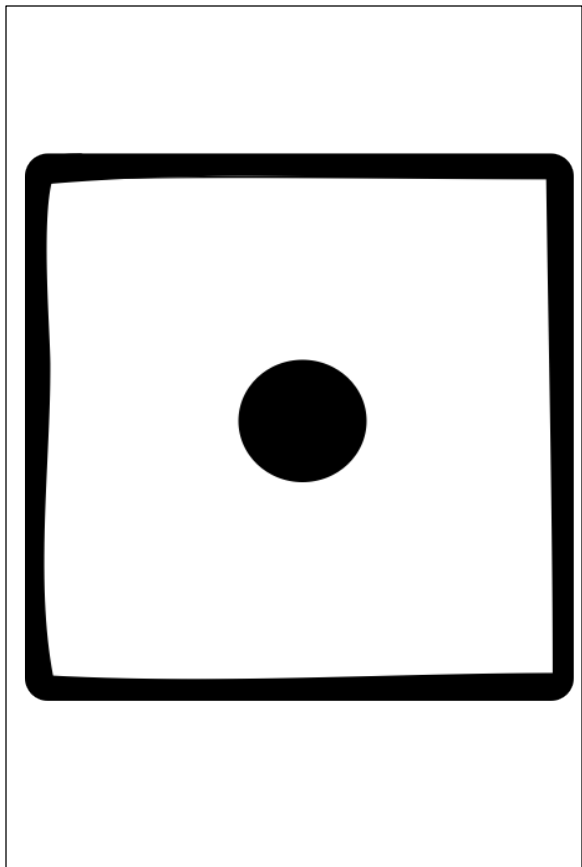
↑
Glue the 2 on the
other side of this
flap.

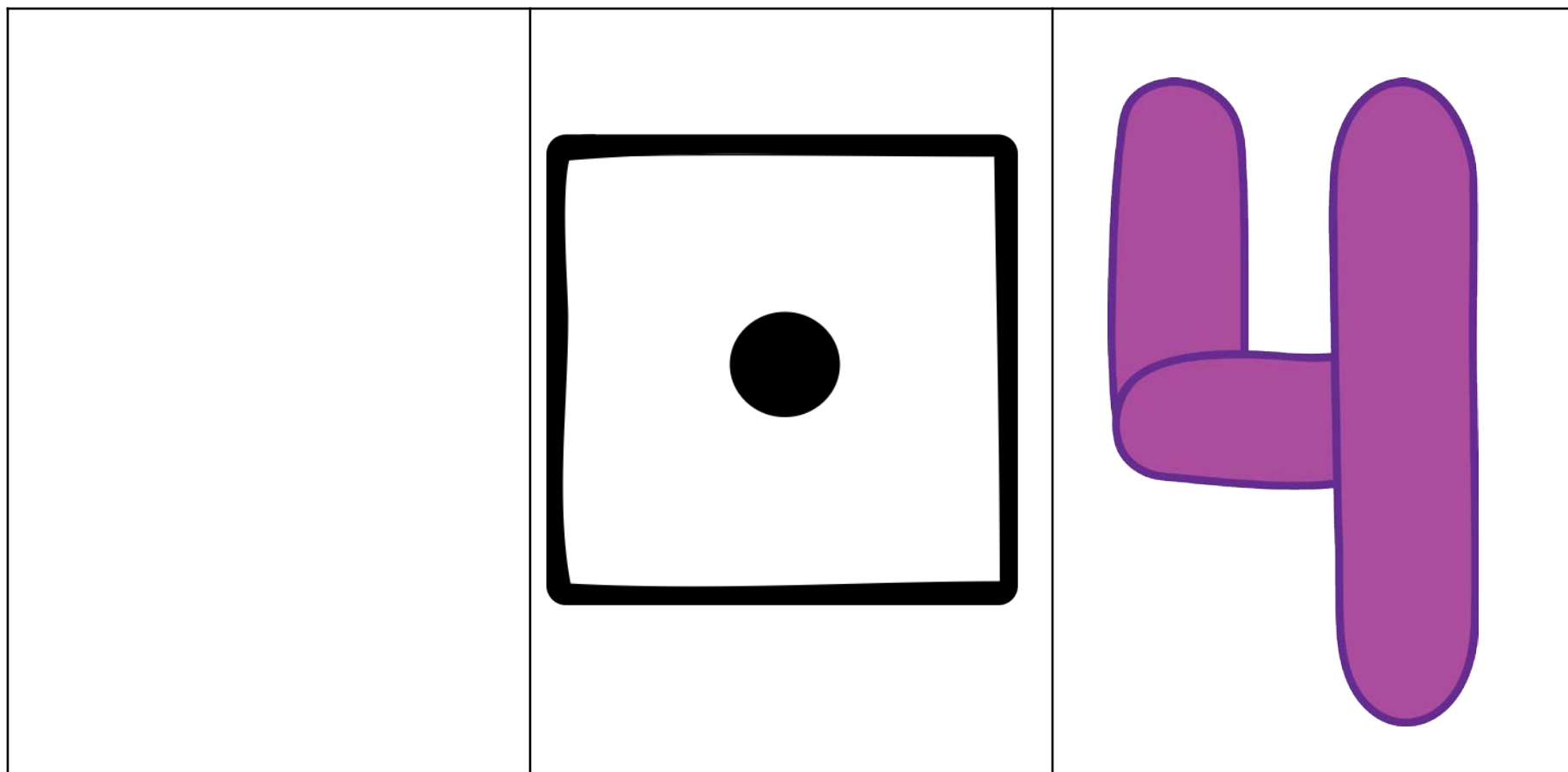
↙
Fold here on line to cover up the
die.



Glue the blank die
on the other side
of this flap.

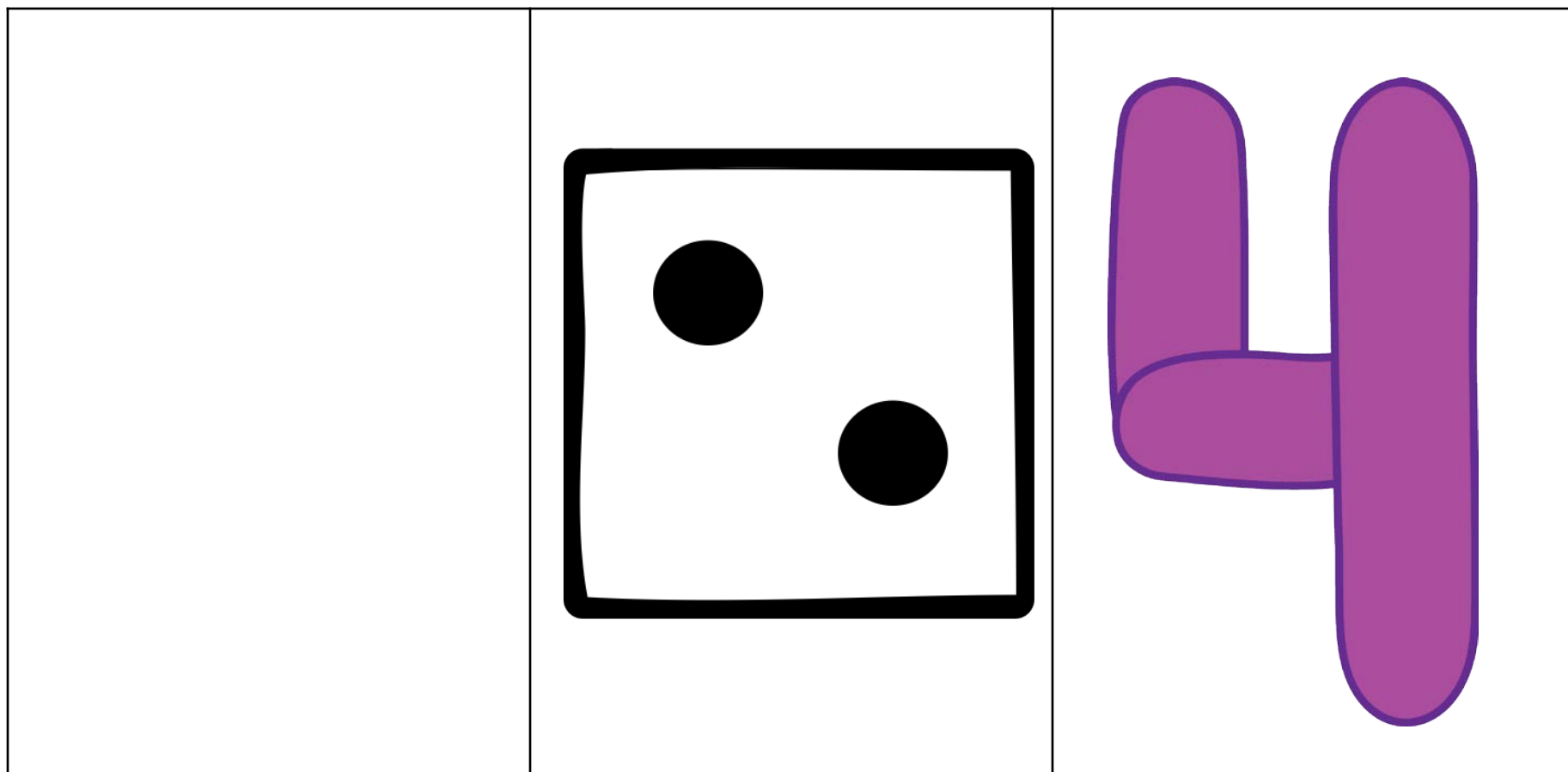
Fold here on line to cover up the
die.





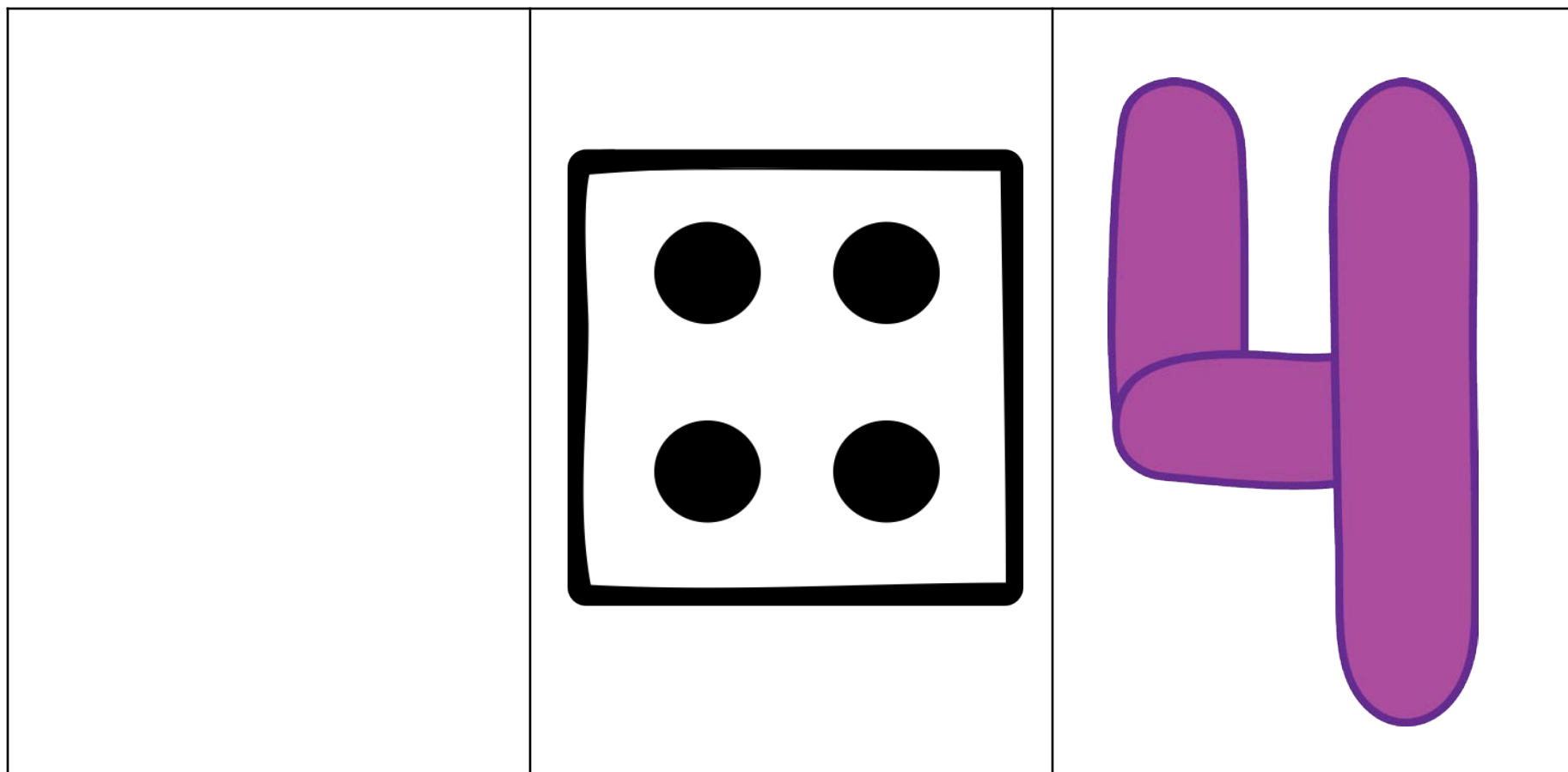
↑
Glue the 3 on the
other side of this
flap.

↙
Fold here on line to cover up the 1.



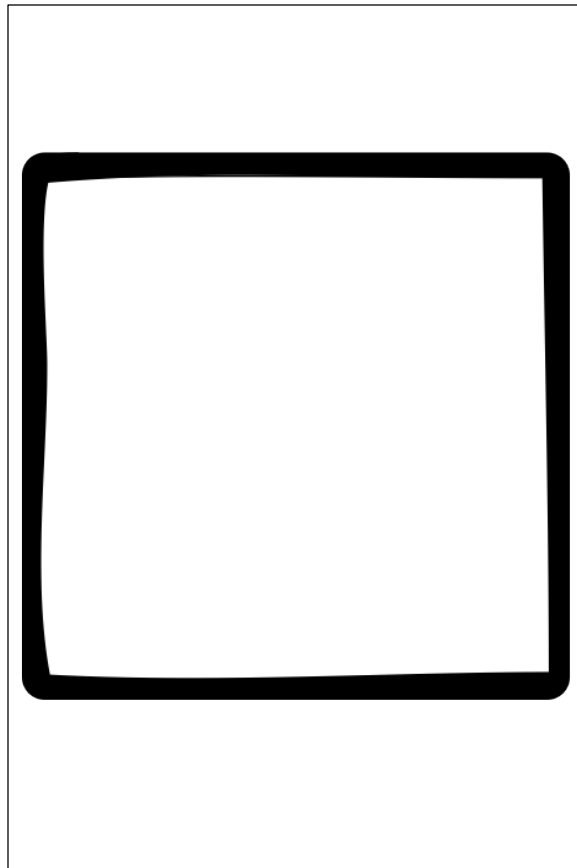
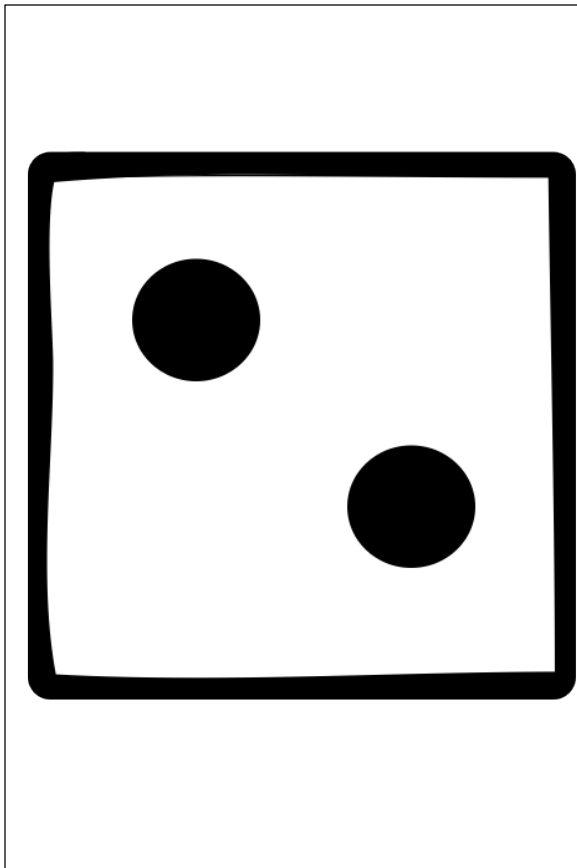
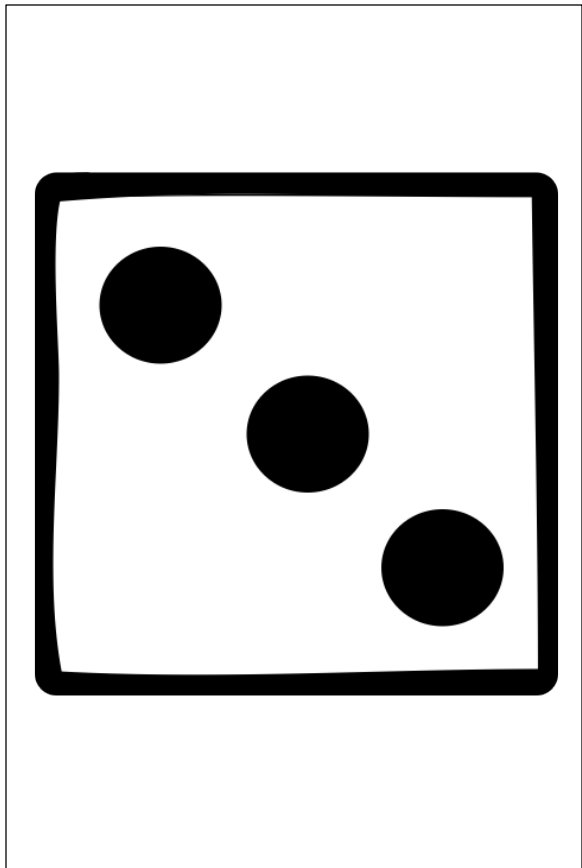
↑
Glue the 2 on the
other side of this
flap.

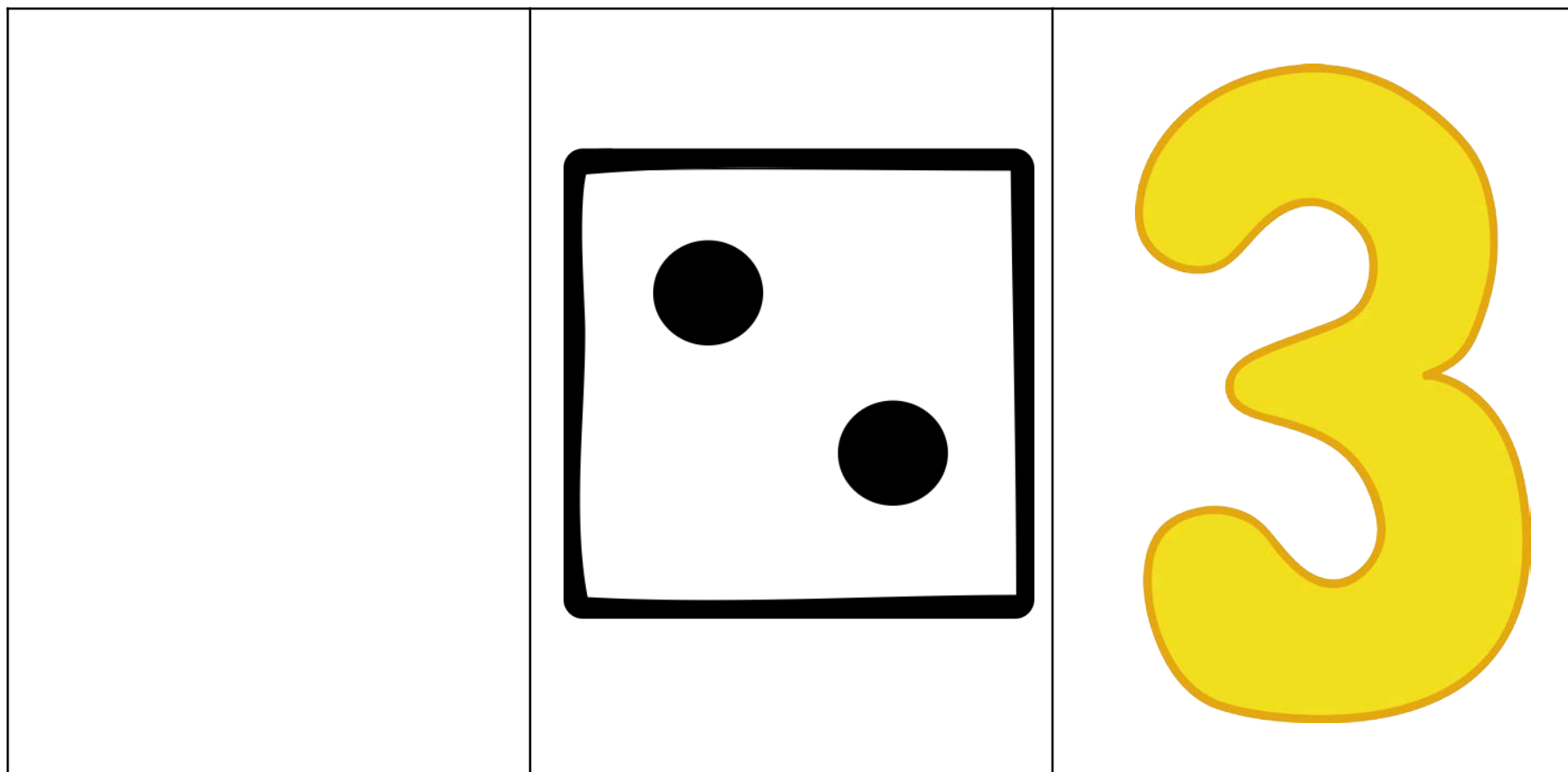
↖
Fold here on line to cover up the 2.



Glue the blank die
on the other side
of this flap.

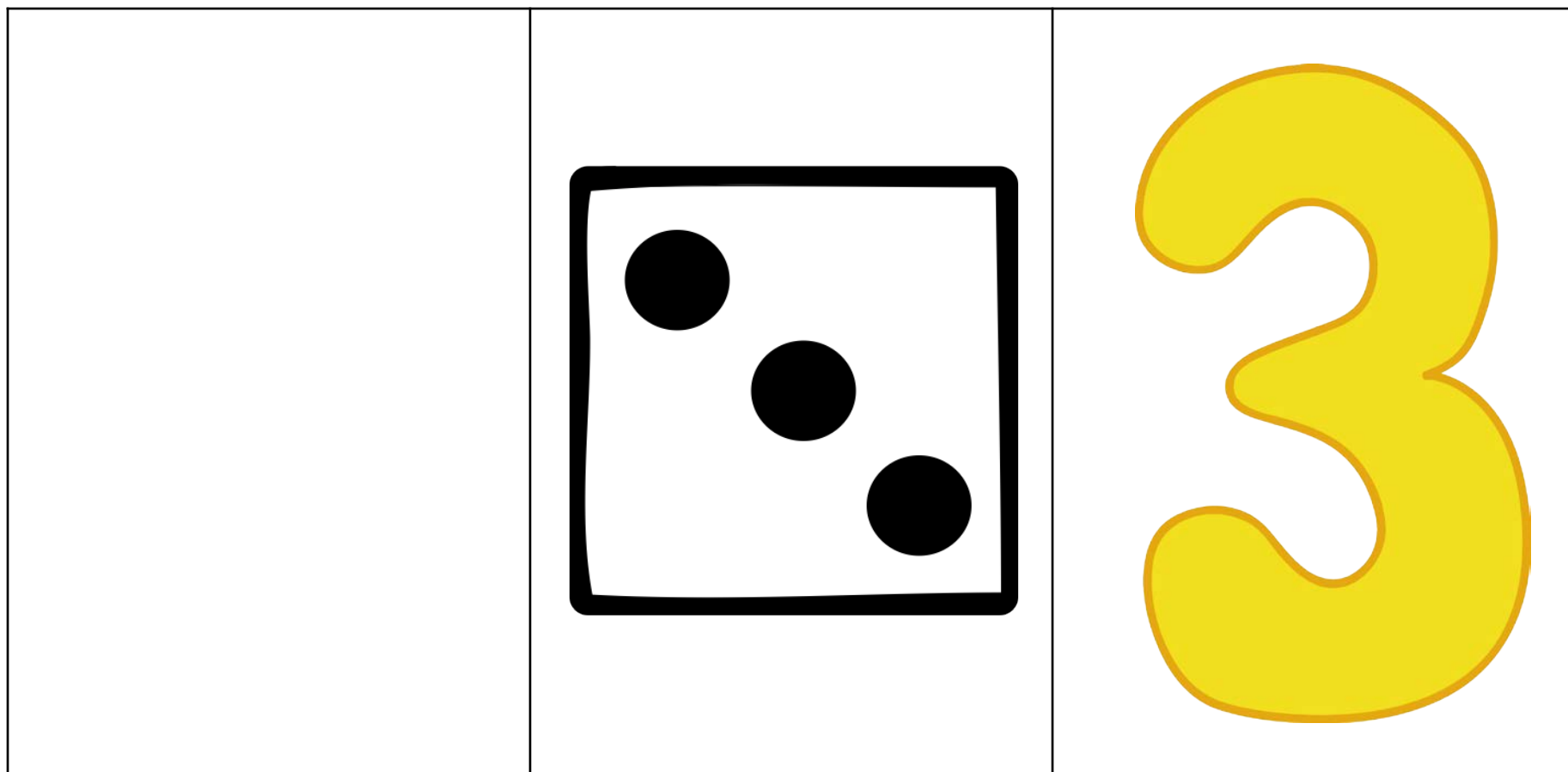
Fold here on line to cover up the 4.





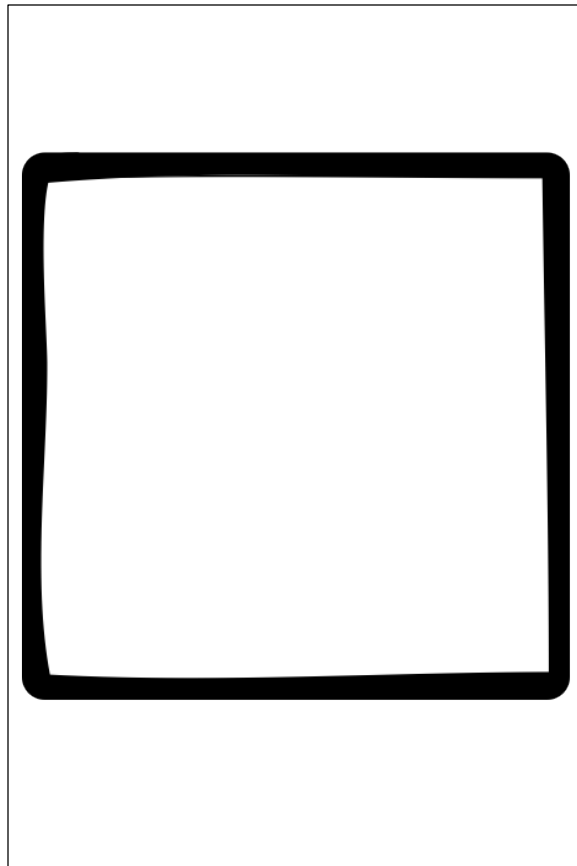
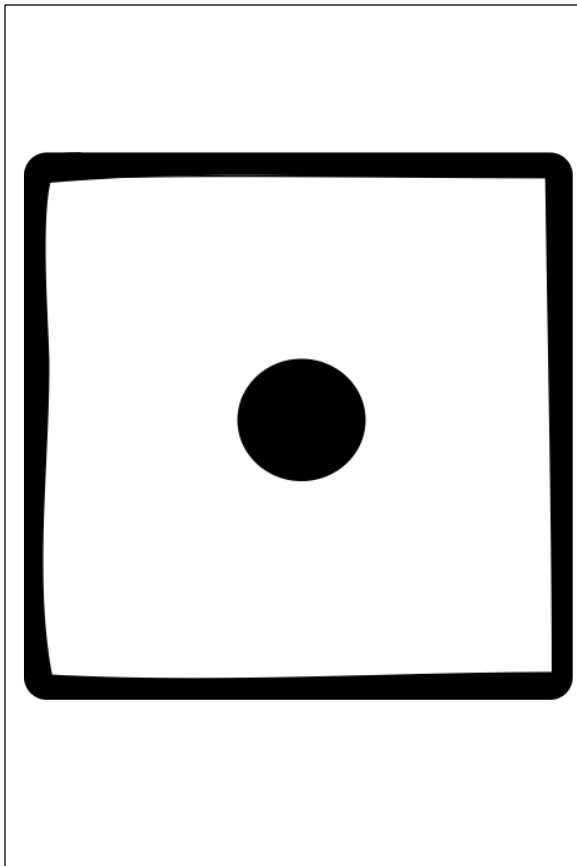
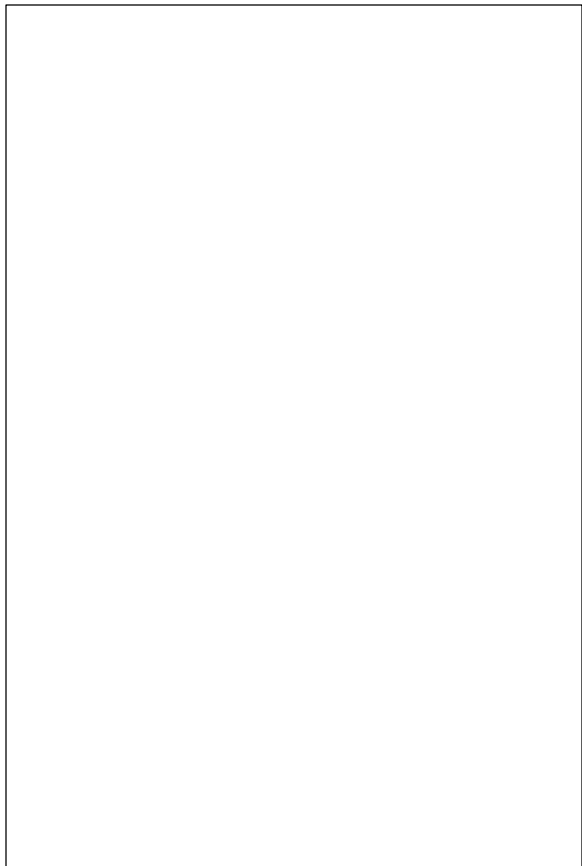
↑
Glue the 1 on the
other side of this
flap.

↙
Fold here on line to cover up the 2.



↑
Glue the blank die
on the other side
of this flap.

↖
Fold here on line to cover up the 3.



$$\begin{array}{r} 1 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

2

+

0

2

+

1

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

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

2

+

4

2

+

5

3

+

0

3

+

1

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

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

3

+

4

3

+

5

4

+

0

4

+

1

4

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

4

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

4

+

4

4

+

5

5

+

0

5

+

1

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

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

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

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

The activities on the
following pages can be used
to add some fun to the
Fluency portion of your
math lessons.



How Many More?

Supplies: Dot Cards
or ten cards
White boards (optional)

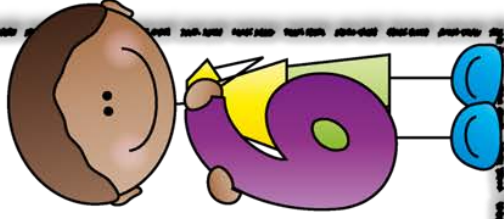
Task: Show students a dot card and ask, "How many more do I need to make ____?" The students can hold up their fingers or write the number on a white board.



How Many Less?

Supplies: Dot cards
or ten frames
White boards (optional)

Task: Show students a dot card and ask, "How many do I need to take away to make ____?" The students can hold up their fingers or write the number on a white board.



One More

Supplies: Dot Cards
or ten frames
White boards (optional)

Task: Show students a dot card and have them quickly tell the number that's one more. The students can hold up their fingers or write the number on a white board.



One Less

Supplies: Dot cards
or ten frames
White boards (optional)

Task: Show students a dot card and have them quickly tell the number that's one less. The students can hold up their fingers or write the number on a white board.



1 More, 1 Less

Supplies: Dice,
whiteboard, dry erase
marker

Task: Player 1 rolls the dice. Player 2
writes 1 more or 1 less.



Bark

Supplies: None needed

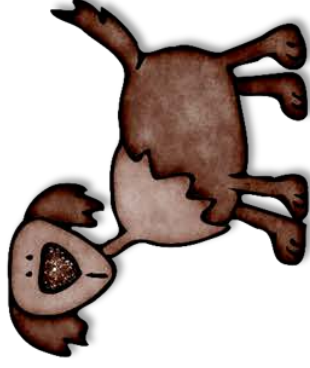
Task: When the teacher says “Bark”, the
students fill in the missing number. For

example:

5, 6, Bark!

5, Bark, 7.

Bark, 6, 7



Add difficulty by sequencing 4 numbers

Pop!

Supplies: None needed

Task: Students sit in a circle. Each student takes a turn counting. When someone says a 10 number (20, 30...) they pop up. Then counting continues.

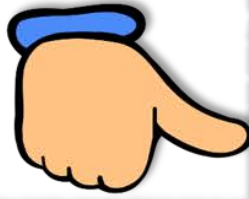
Variation: Everyone is standing up. When a student says a 10 number they sit down until only 1 student is left standing.



Elevator

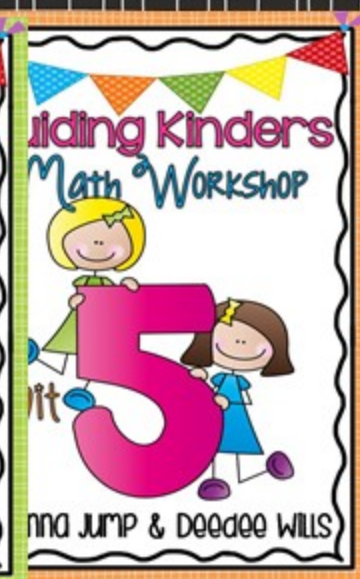
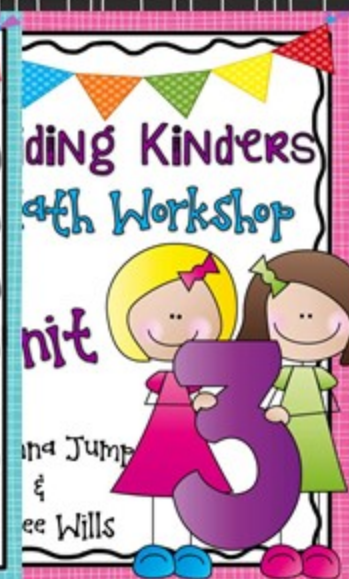
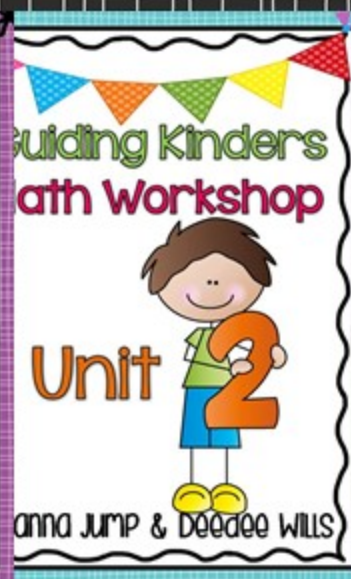
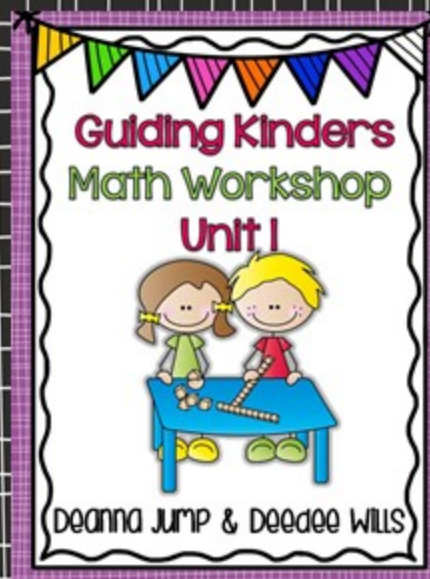
Supplies: shoe string
number line (optional)

Task: Students start counting. If teacher gives a thumbs up, they count up (1,2,3...).
A closed fist means they pause counting.
Thumbs down they count down.

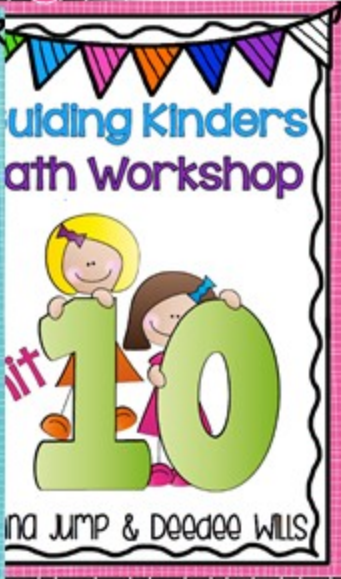
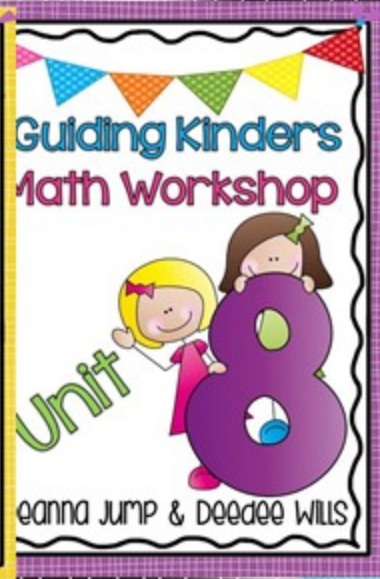
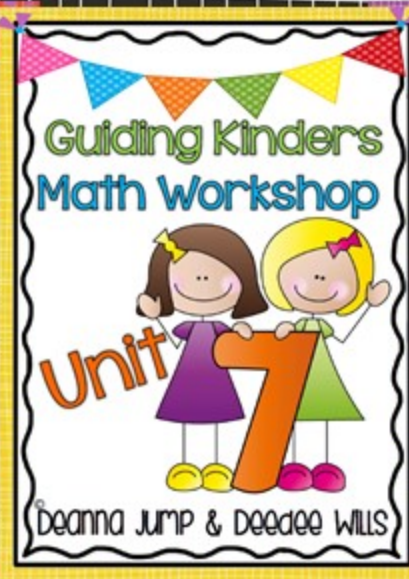
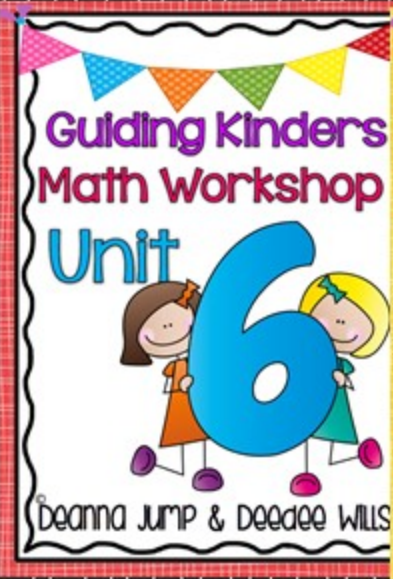


Add number line for variation.





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