



Mathematics Fluency for Grades K-2



Agenda

- Admit Ticket
- Fluency Expectations
- Fluency vs. Knowing from Memory
- Fluency – Conceptual, Procedural and Fact
- Strategies for Accomplishing Fluency
- Assessing Fluency
- Debrief and Discuss



Subitizing

- Buttons
- Subitizing Cards
- Dominoes



<https://www.youtube.com/watch?v=TZvITXVqwtS>

Activity



Interviews

Protocols to quickly assess fluency:

Protocol A. Assess fluency

1. Write 4×5 on a card [*point at card*].
What does 4×5 mean?
2. What is the answer to 4×5 ?
3. How did you find the answer to 4×5 ?
Could you find it another way?
4. If your friend was having trouble remembering this fact, what strategy might you suggest to him or her?

Protocol B. Assess flexibility and strategy selection

1. What is $8 + 5$?
 2. How can you use $8 + 2$ to help you solve $8 + 5$?
- OR
1. How can you use 3×7 to solve 6×7 ?

Protocol C. Assess use of appropriate strategy (adapted from Henry and Brown 2008)

Probes

What is $7 + 8$?

How did you figure it out? [*Ask regardless of how quickly or accurately they solve the fact.*]

Codes

- R = Recall
- A = Automatic (within 3 seconds)
- M10 = Making 10 Strategy
- ND = Near Doubles Strategy
- D = Some other derived fact strategy
- CO = Counting on
- CA = Counting all
- MCA = Modeling and counting all

From Assessing Basic Fact Fluency By Gina Kling and Jennifer M. Bay-Williams



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