

Fluency Activities

Grade 3

Third Grade Fluency Activities

Math fluency activities in Imagine+ Math help students develop accuracy, efficiency, and flexibility in mathematical thinking. They provide structured practice to strengthen number sense, reinforce foundational skills, and build automaticity with key math concepts. Fluency activities increase student confidence by engaging them in problem-solving, developing a deeper understanding of mathematical relationships, and preparing them for more complex tasks.

Some activities require materials found in your classroom.

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Activity 1

Roll and Multiply

Topic/Concept

Multiplying Two-Digit Numbers by One-Digit Numbers

Objective

Students will use place value to create a two-digit number and multiply it by a one-digit number.

Materials

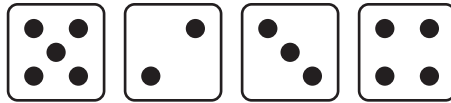
- Four dice (per team)
- Scratch paper or whiteboards
- Counters (optional)

Steps

1. Each team rolls four dice.
2. Each student decides how to split the dice to create a two-digit number (one die = tens, a second die = ones) and a number to multiply by (add the remaining dice).

Note: Students will not multiply by more than 12.

Example:



Andy chooses to solve for 52×7

Maria chooses to solve for 54×5

3. Players multiply their numbers on paper (using arrays or an area model if needed).
4. Students compare products; the larger product “wins” the round.
5. Extend by having students explain the strategy they used to choose their numbers or to solve.

Resource List

no additional resources needed

Activity 2

Pattern Detective

Topic/Concept

Identifying Rules of Number Patterns

Objective

Students will identify, describe, and extend number patterns by determining the rule.

Materials

- Number cards (0–20)
- Chart paper
- Markers

Steps

1. Teacher lays out a simple pattern (e.g., 2, 4, 6, 8).
2. Students predict and extend the pattern.
3. Students create their own pattern rules using number cards and challenge classmates to find the rule.
4. Whole group discusses strategies for identifying rules.

Resource List

- Number cards (0–20)

Number Cards (0–20)

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Number Cards (0–20)

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Number Cards (0–20)

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Activity 3

Perimeter Relay Race

Topic/Concept

Solving for Perimeter

Objective

Students will measure side lengths and calculate the perimeter of polygons.

Materials

- Rulers or measuring tapes
- Pre-drawn shapes on chart paper around the room (rectangles, triangles, irregular polygons)
 - *Vary the shapes based on students' abilities*
- Recording sheets (one per team)
- Pencil

Steps

1. Divide the class into teams of 3–4 students. Give each team one recording sheet and a pencil.
2. Post different shapes at various “stations” around the classroom. Each station has one shape to measure.
3. On “Go!,” the first teammate runs to Station 1, measures the sides, calculates the perimeter, and records it.
4. That student returns and hands the sheet to the next teammate, who runs to Station 2 and repeats the process.
5. The relay continues until every team member has measured at least one shape and all stations are complete.
6. The first team to finish correctly wins—but accuracy is more important than speed. Check answers together as a class and discuss any mistakes.

Resource List

- Perimeter Relay Recording Sheet

Perimeter Relay Recording Sheet

Team: _____ Date: _____

Station 1	Station 2
Station 3	Station 4
Station 5	Station 6
Station 7	Station 8



Topic/Concept

Collecting and Graphing Data

Objective

Students will collect data, record using a tally chart, represent the results in a graph, and explain what the graph shows.

Materials

- Spinner divided into 4–6 categories (e.g., colors, animals, sports)
- Paper clip and pencil (to make a spinner if needed)
- Graph paper or pre-made graph templates
- Crayons or markers

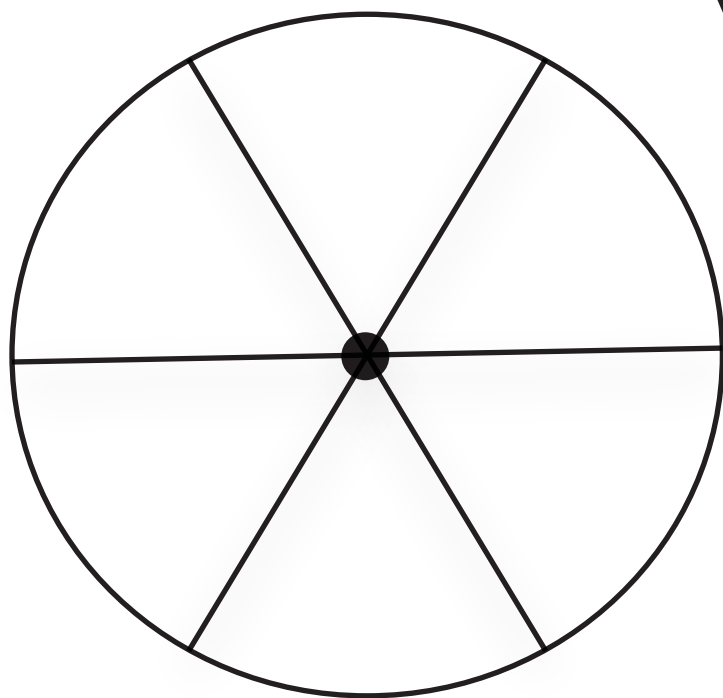
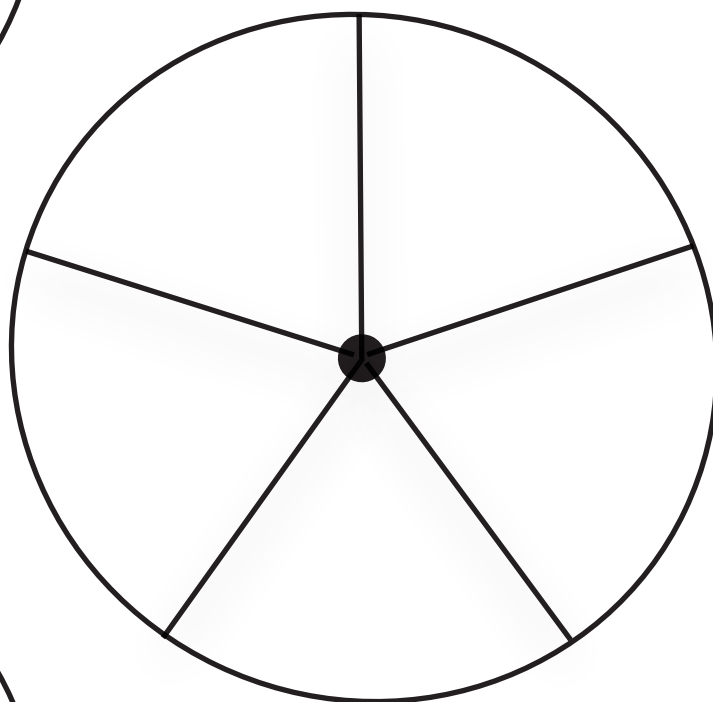
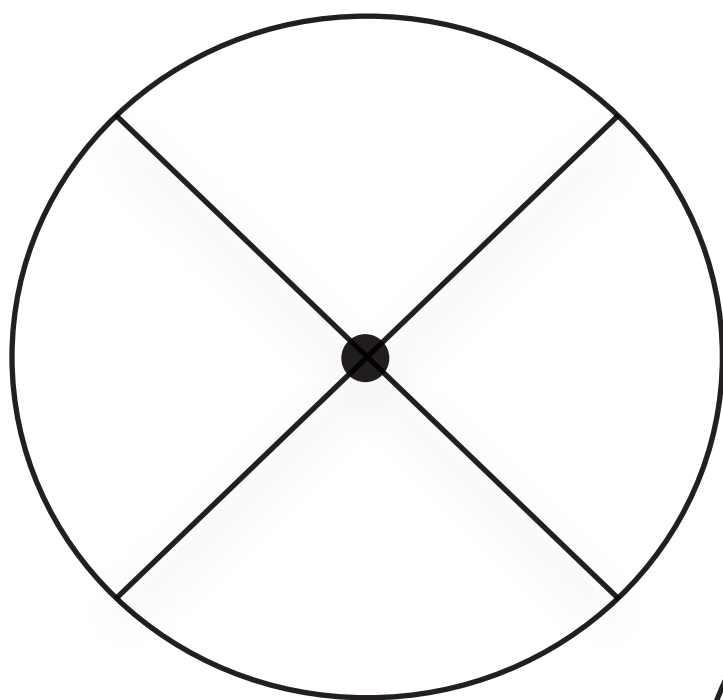
Steps

1. Each student or group gets a blank graph.
2. Students take turns spinning the spinner 20 times and recording the results in a tally chart.
3. After collecting data, they transfer tallies into a bar graph, pictograph, or dot plot (teacher may assign or let them choose).
4. Students compare graphs with peers and answer questions such as “Which category was most common?” or “How many more times did _____ occur than _____?”
5. Wrap up by discussing how the type of graph chosen affects how easy it is to interpret the results.

Resource List

- Spinner templates

Spinner Templates



Activity 5

My Weekly Budget

Topic/Concept

Planning a Weekly Budget

Objective

Students will plan a weekly budget by choosing how to spend, save, or give money and updating their plan after a surprise expense.

Materials

- Budget worksheet with three columns: Income, Planned Expenses, and Actual Leftover
- Price list of realistic items (snack \$2, book \$5, toy \$8, movie \$10, savings jar \$1+)
OR
- *My Weekly Budget* handout

Steps

1. **Set Income:** Tell students they earn \$15 for the week (allowance, chores, or other income).
2. **Plan Spending:** Students look at the price list and decide how to allocate their \$15 across categories: spending, saving, or donating. They record their plan in the Planned Expenses column.
3. **Unexpected Event:** Halfway through, announce a “surprise expense” (e.g., school supplies cost \$3). Students must adjust their budget and record new totals.
4. **Reflection:** Ask students to compare their planned budget to their actual budget. Did they still save? Did they have to give something up?
5. **Discussion:** As a class, talk about how unexpected expenses happen in real life and why saving is important.

Resource List

- *My Weekly Budget* handout

My Weekly Budget

Name: _____ Date: _____

1. Income Money I start with: \$ _____

2. My Plan Circle or check your choices. Then add up each section.

SPEND (Check what you plan to buy.)

- ☐ Snack/Drink **\$2**
 - ☐ Book **\$5**
 - ☐ Toy **\$8**
 - ☐ Movie **\$10**
 - ☐ School supplies **\$3**
 - ☐ Game time **\$4**
 - ☐ Other: _____
- \$ _____



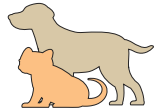
SAVE (Check how much you will save.)

- ☐ Save **\$1**
- ☐ Save **\$2**
- ☐ Save **\$3**
- ☐ Save **\$5**
- ☐ Save another amount: \$ _____



GIVE (Check how much you will donate.)

- ☐ Help animals **\$1**
 - ☐ Help animals **\$2**
 - ☐ Help animals **\$3**
 - ☐ Help the library **\$2**
 - ☐ Help a food drive **\$3**
 - ☐ Other: _____
- \$ _____



Planned SPEND Total:

\$ _____

Planned SAVE Total:

\$ _____

Planned GIVE Total:

\$ _____

Plan Check:

SPEND \$ _____ + **SAVE** \$ _____ + **GIVE** \$ _____ = \$ _____

PLANNED SPENDING

3. Surprise Expense!

Surprise: _____ Cost: \$ _____



4. My New Budget

If you need to change your plan, cross out choices above and circle new ones. Then fill in:

I actually SPENT \$ _____

I actually SAVED \$ _____

I actually GAVE \$ _____

Money left over: \$ _____

5. Reflection

Circle one: **I saved money.** YES NO

Circle one: **I had to change my plan.** YES NO

I changed my plan by _____

