



# Fluency Activities

## Kindergarten

# Kindergarten 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

## Dot Flash

### Topic/Concept

Recognize Numbers of Dots, 1–5

### Objective

Students will quickly recognize and name the number of dots (1–5) without counting one-by-one.

### Materials

- Dot flashcards (cards with 1–5 dots arranged in different patterns)
- Optional: Whiteboard or counting manipulatives

### Steps

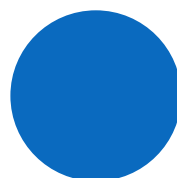
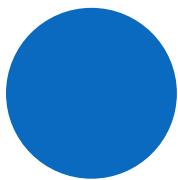
1. **Flash a Card:** Show a dot flashcard for 2–3 seconds and then hide it.
2. **Ask, “How Many?”:** Have students quickly say the number of dots they saw.
3. **Confirm and Explain:** Reveal the card again and discuss the dot arrangement (e.g., “Did you see 3 dots in a triangle shape?”).
4. **Extend the Challenge:** Use different dot arrangements or briefly increase the number of dots (up to 5).

### Resource List

- Dot flashcards

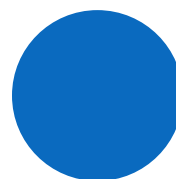
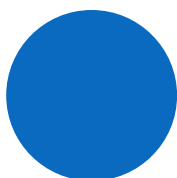
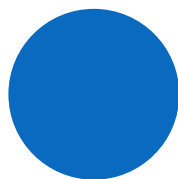
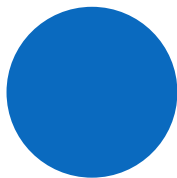
## Dot Flashcards

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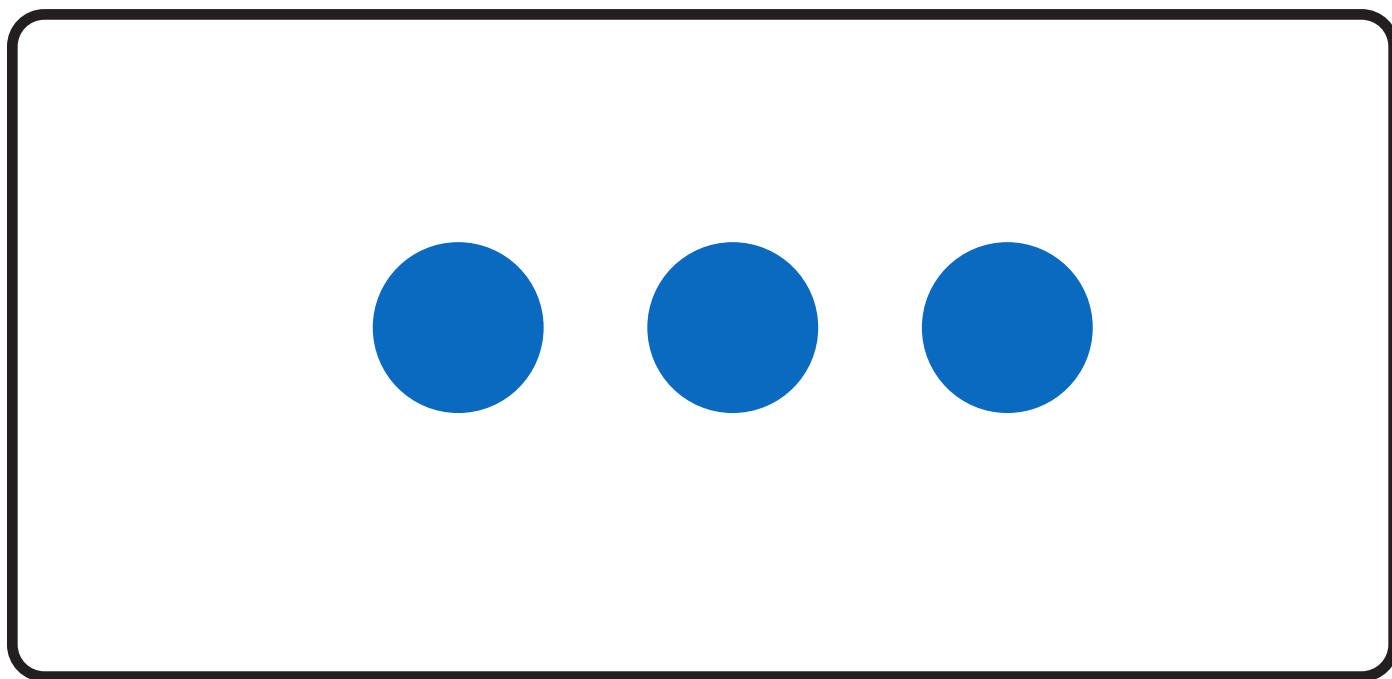
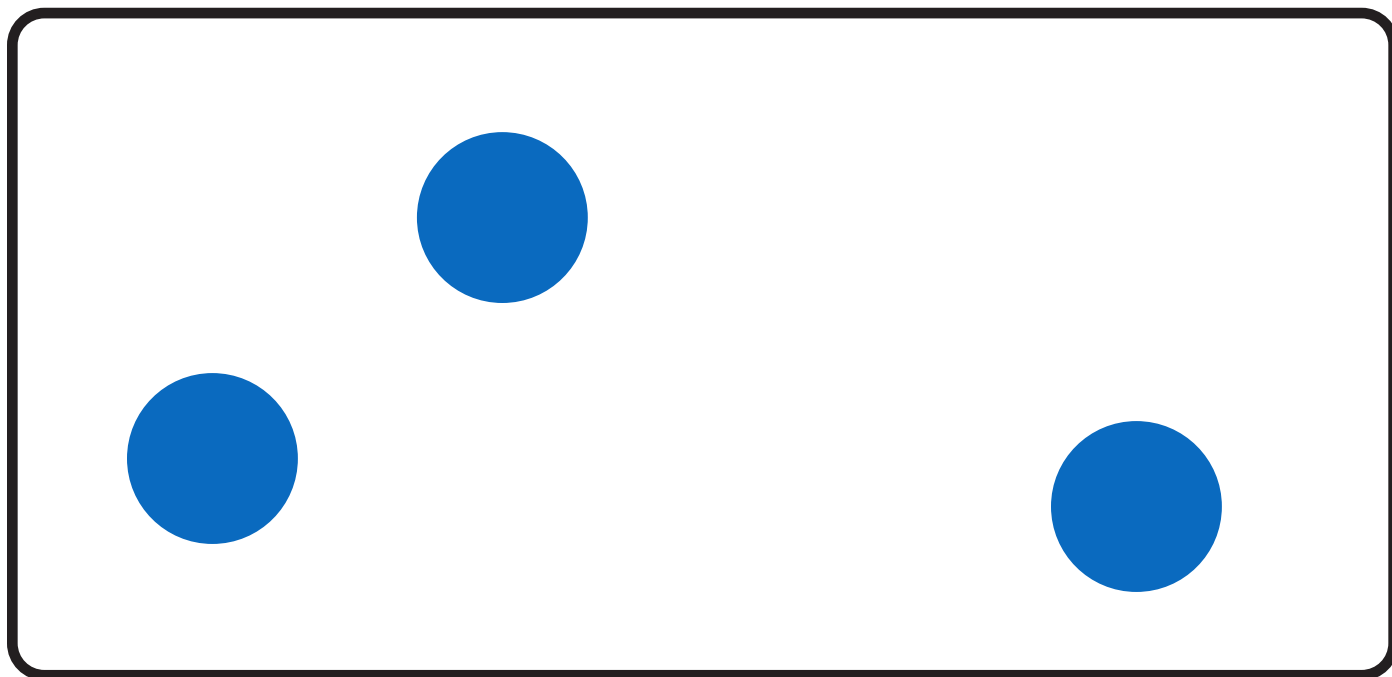
## Dot Flashcards

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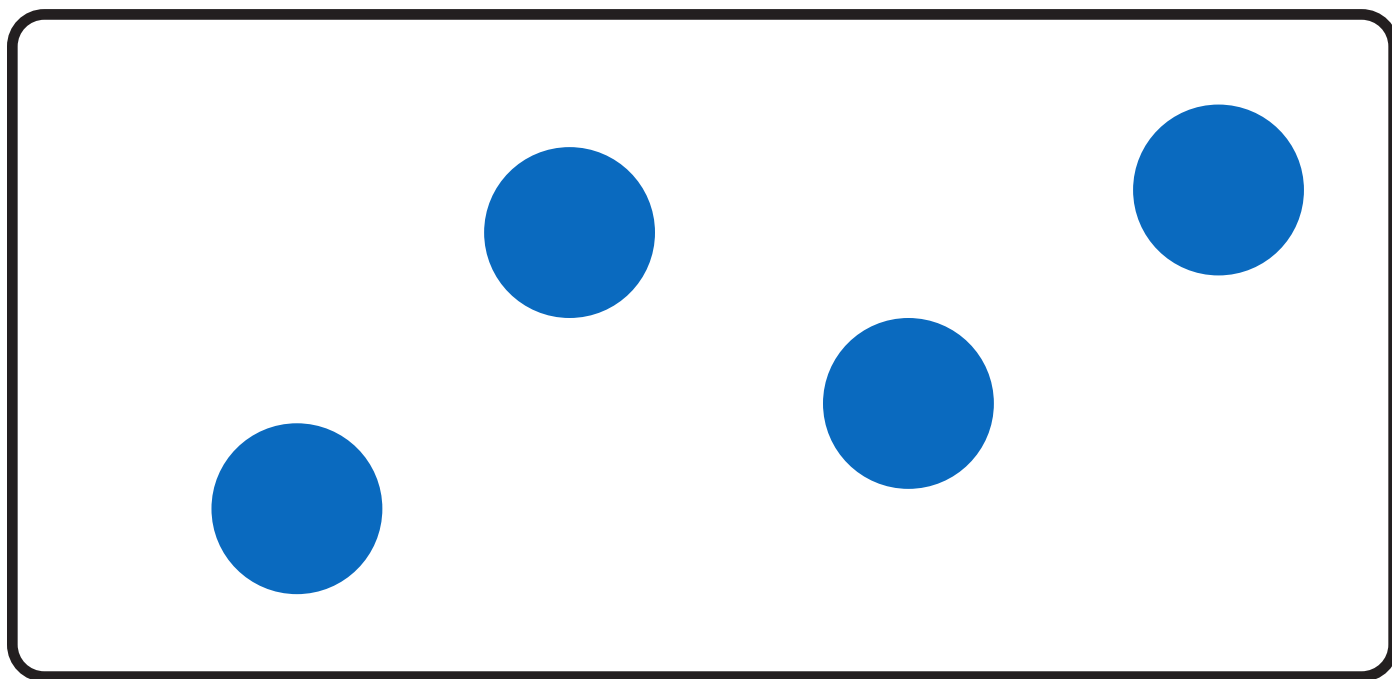
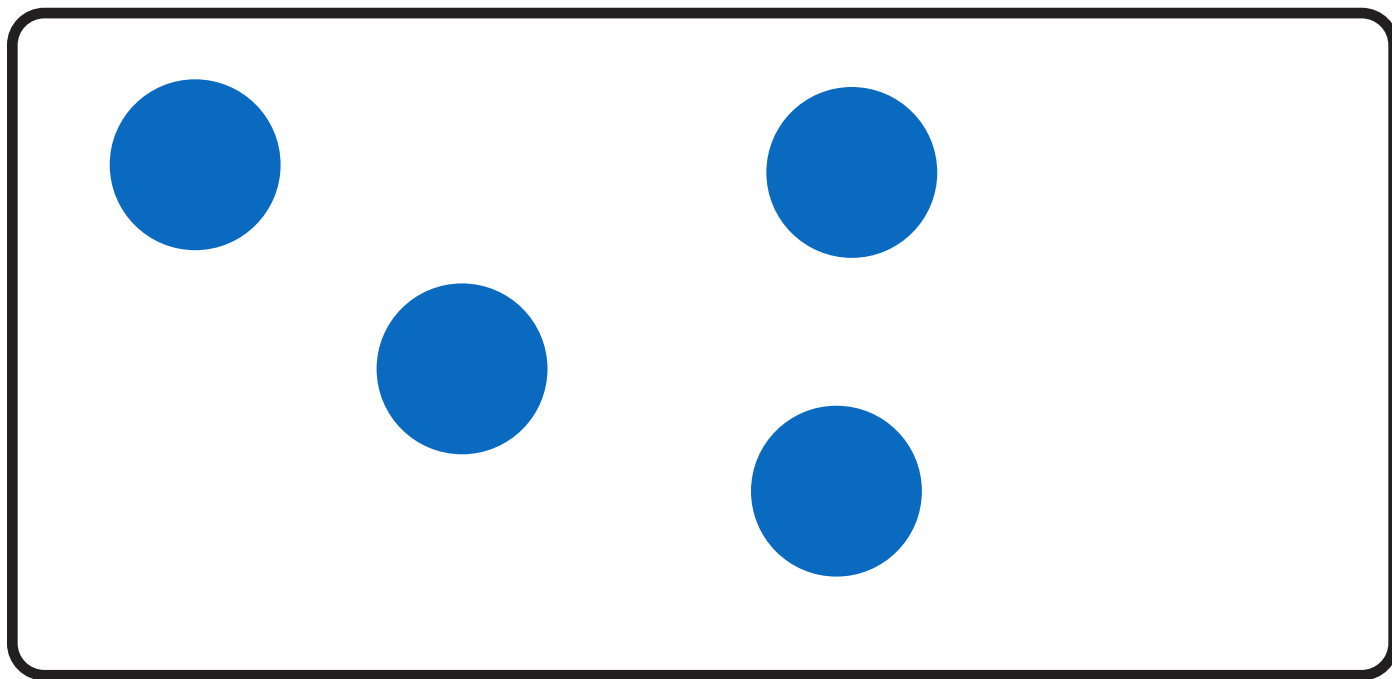
## Dot Flashcards

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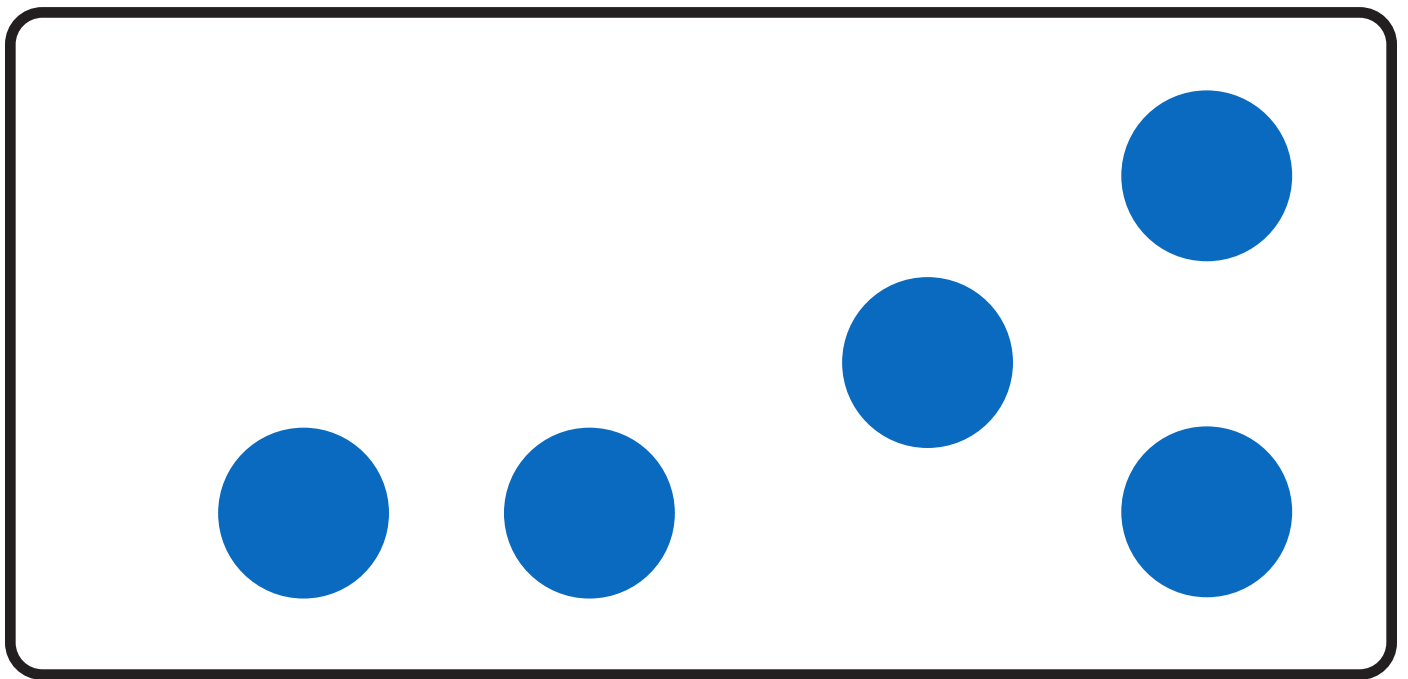
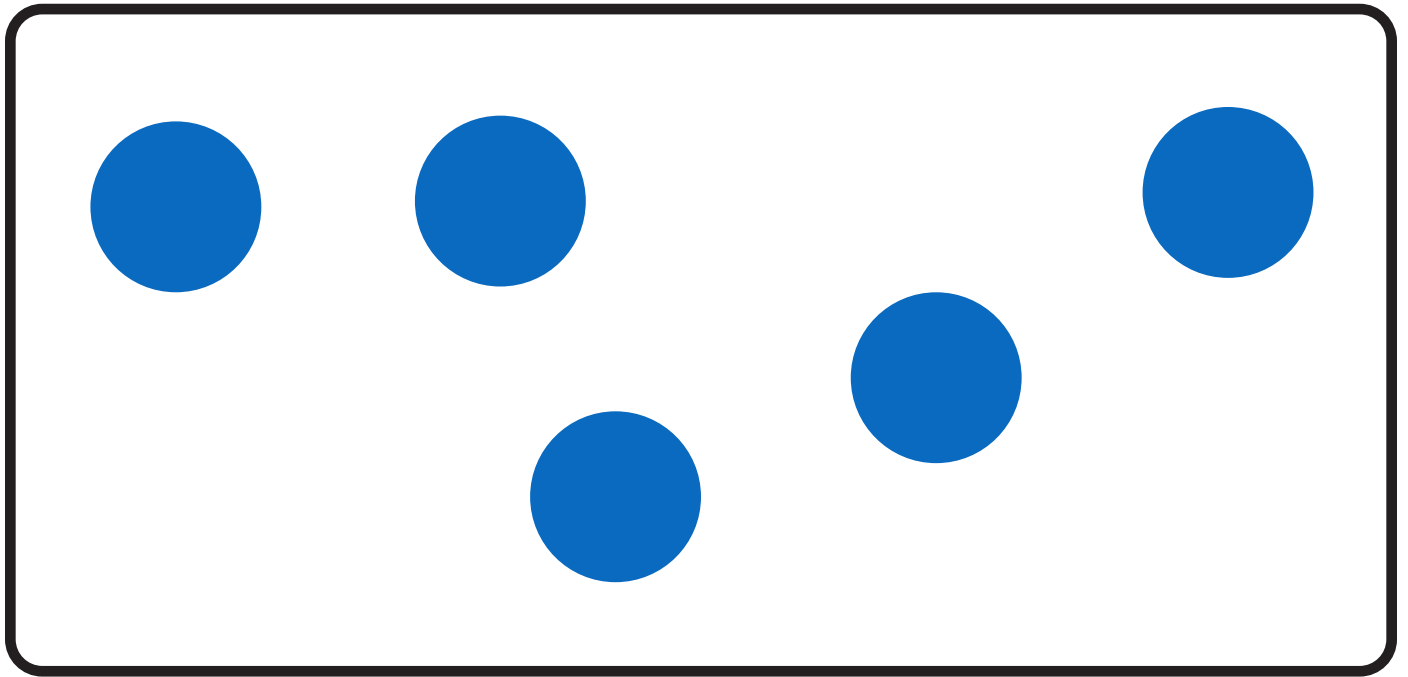
## Dot Flashcards

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## Dot Flashcards

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## Activity 2

## Pattern Clap

### Topic/Concept

Repeating Patterns

### Objective

Students will copy and continue repeating patterns using sound, movement, or visual objects.

### Materials

none

- Optional: Visual pattern cards or objects like blocks or beads

### Steps

1. **Start a Pattern:** Clap or tap a simple sound pattern, such as *clap-clap-pat* or *snap-pat-clap*.
2. **Repeat Together:** Have students repeat the pattern with you several times.
3. **Extend the Pattern:** Ask, “What comes next?” and invite students to extend the pattern with sound or movement.
4. **Challenge the Variation:** Try alternating between AB, AAB, or ABB patterns. (Optional: Transition to visual or object patterns using colors or shapes.)

### Resource List

no additional resources needed



## Activity 3

## Shape Hunt

### Topic/Concept

Identifying Shapes

### Objective

Students will identify 2D and 3D shapes and find matching shapes in the classroom.

### Materials

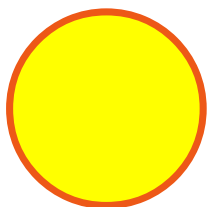
- Shape cards (2D and 3D shapes)
- Classroom objects or pictures

### Steps

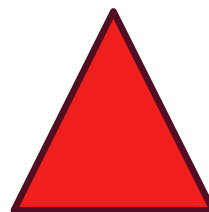
1. **Introduce a Shape:** Show a shape card (e.g., circle or cube) and name it together.
2. **Go On a Hunt:** Ask students to find an object in the room with the same shape.
3. **Describe It:** Have students describe their object using positional or attribute vocabulary (e.g., “It has straight sides,” or “It’s under the chair.”).
4. **Sort and Compare:** Collect a few objects and sort by shape or size as a group.

### Resource List

- Shape cards (2D and 3D shapes)  
*Use the cards for only the shapes you have covered in class.*



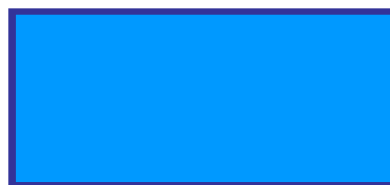
circle



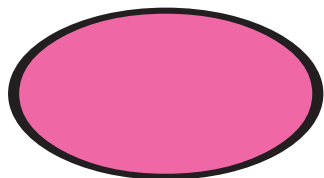
triangle



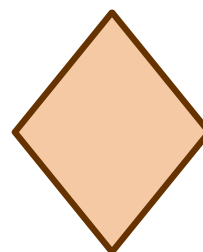
square



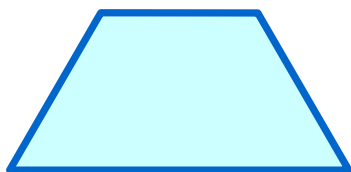
rectangle



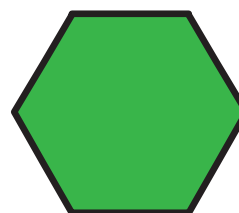
oval



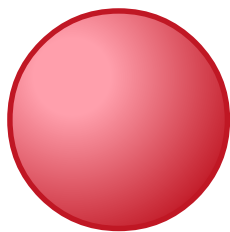
rhombus



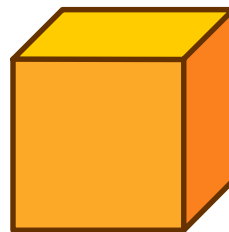
trapezoid



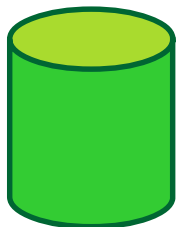
hexagon



sphere



cube



cylinder



cone



rectangular prism

## Activity 4

## Favorite Fruit Graph

### Topic/Concept

Graphing from Collected Data

### Objective

Students will collect class data and make a picture graph to show favorite fruits.

### Materials

- Picture cards of fruits (or student drawings)
- Chart paper or pocket chart

### Steps

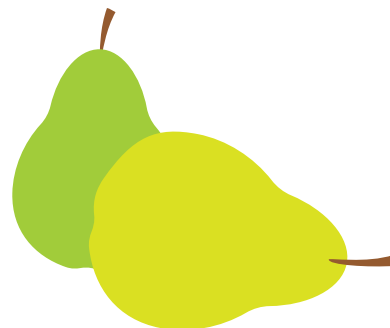
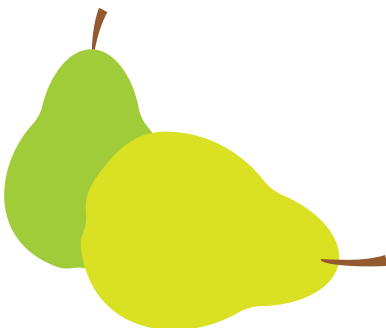
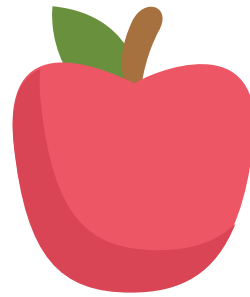
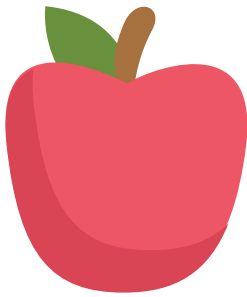
1. **Pose a Question:** “What is your favorite fruit?”
2. **Collect Data:** Each student places their fruit card in a category (e.g., apple, banana, orange) on a class chart.
3. **Discuss the Results:** Ask questions like, “Which fruit has the most votes?” or “How many more students like apples than bananas?”
4. **Extend with Movement:** Have students line up by fruit preference and physically represent the data.

### Resource List

- Fruit picture cards

## Fruit Picture Cards

**Instructions for teacher:** Make multiple copies based on the number of students in your class.



## Activity 5

## Wants vs. Needs Sort

### Topic/Concept

Identifying Needs and Wants

### Objective

Students will sort picture cards into wants and needs and explain their choices.

### Materials

- Picture cards of items (e.g., food, toys, clothes, video games)

### Steps

1. **Define and Discuss:** Briefly define needs (things we must have to live) and wants (things we would like to have).
2. **Sort Together:** Show a card and ask, “Is this a want or a need?” Place it in the correct category.
3. **Student Turn:** Give each student a card to place and explain their reasoning.
4. **Follow-Up Talk:** Ask reflection questions like, “Can something be both a want and a need?” or “What should we buy first if we have only a little money?”

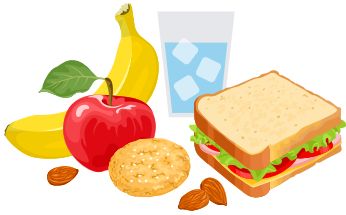
### Resource List

- Picture cards of items

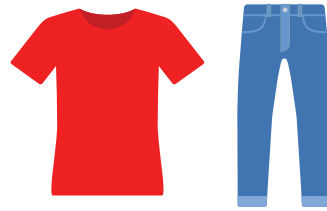
## Picture Cards of Items

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### NEEDS



food/water



clothes



home/house



coat/jacket



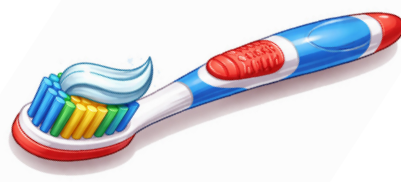
bed



soap



shoes



toothbrush



## Picture Cards of Items

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### WANTS



toy



movie ticket



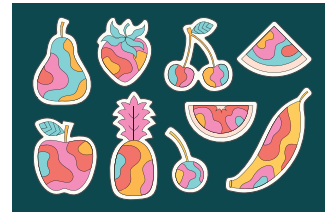
stuffed animal



ice cream



video game



stickers



candy



trading cards

