



Fluency Boards

SAMPLE



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Fluency Board Overview

Fluency Boards have several components designed to engage and challenge students in a variety of formats. Each Fluency Board incorporates conceptual understanding, self-assessment and skill practice of key grade-level procedural standards.

Five Fluency Boards are provided for each EdGems Unit, but teachers may choose to only assign a smaller subset of boards over the course of a unit. Each unit also includes a cover sheet for student notes and reflection as well as a pre- and post-assessment.

Fluency Routines

See page 3 for a detailed overview of this component.

Reflection & Sentence Stems

Students reflect on one of the Fluency Routines using one of the given sentence stems or additional prompts given by the teacher.

Target Skills


Two Target Skills are practiced in each of the 5 Fluency Boards for the unit. At the beginning of the year, Target Skills are prerequisite skills from previous grade levels. As grade-level skills are taught throughout the year, these concepts will be addressed as Target Skills.

The pre- and post-assessments for the Fluency Board assess students' proficiency in these two Target Skills.


Fluency Board #6

Name _____
Date _____ Period _____


Choose one fluency routine to write a short reflection on. Circle your choice:



→ I am a decimal addition expression.



→ My sun is between 4 and 5.



→ My sun has digits to the tenths place.

In the space below, use a sentence stem to reflect on the activity.

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$43.2 + 1.5$	$28.9 - 17.5$	$56.3 + 1.12$	$91.8 - 23.1$	$13 + 2.75$
--------------	---------------	---------------	---------------	-------------

Target Skill 2 I can add and subtract fractions.

$\frac{3}{8} + \frac{1}{8}$	$\frac{5}{6} - \frac{1}{6}$	$\frac{3}{5} + \frac{2}{5}$	$\frac{8}{9} - \frac{5}{9}$	$\frac{7}{10} + \frac{9}{10}$
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Mix it up! Rename each mixed number as an improper fraction.

$1\frac{1}{2}$	$3\frac{4}{5}$	$2\frac{5}{9}$	$7\frac{3}{8}$	$9\frac{11}{12}$
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Mix it up!

Five additional skills are practiced in each unit; one skill per Fluency Board. The Mix it up! section focuses primarily on prerequisite skills, while sometimes addressing grade level proficiency skills.

Mix it up! skills are not assessed on the pre- and post-assessments.

Assessments & Cover Sheets

Each unit includes a pre- and post-assessment as well as a cover sheet for students to take notes, record their assessment scores and engage in self-assessment.

Assessments

A pre- and post-assessment is provided for each unit to assess Target Skills 1 & 2. The question set for each Target Skill begins with easy questions and increases in difficulty with each question.

For teachers who choose to time these assessments, a recommended time for each Target Skill is listed in the answer key.

Tip: During a timed assessment, have students fold their paper in half. Have students complete Target Skill 1 in the given amount of time, then have them flip their paper over to complete Target Skill 2.

Unit 2 Fluency Post-Assessment
Name _____ Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

1. $3.8 + 0.8$ 2. $7.51 + 6.8$ 3. $20.5 - 5.88$ 4. $48 - 24.6$

Unit 2 Fluency Pre-Assessment
Name _____ Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

1. $4.6 + 7.8$ 2. $3.6 + 0.44$ 3. $52.7 - 31.77$ 4. $31 - 6.6$

5. $9\frac{2}{3} - \frac{1}{3}$ 6. $2\frac{2}{3} = \frac{2}{3}$ 7. $5\frac{1}{2} - 1\frac{1}{2}$ 8. $8\frac{2}{5} - \frac{2}{5}$

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Cover Sheet

Each cover sheet has a space for **Notes**, **Assessment Scores** and **Self-Assessment**.

Notes

Students can take notes for themselves to refer back to throughout the unit. Teachers may have students utilize this space before or after the pre-assessment. Students can also add to or refer back to their notes periodically as they complete each Fluency Board.

Unit 2 Fluency Boards
Name _____ Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

Notes: _____

Pre-Assessment Results Post-Assessment Results
Total Questions Completed: _____ Total Questions Completed: _____
Total Questions Correct: _____ Total Questions Correct: _____

Target Skill 2 I can add and subtract fractions.

Notes: _____

Pre-Assessment Results Post-Assessment Results
Total Questions Completed: _____ Total Questions Completed: _____
Total Questions Correct: _____ Total Questions Correct: _____

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Scores

Students can record their assessment scores by indicating the number of questions completed in the given amount of time and how many of those questions they got correct.

Self-Assessment

Students can reflect on their own ability and progress. Have students revisit and update their thermometer after completing each assessment and Fluency Board.

Fluency Routines

The EdGems Math Fluency Board incorporates Fluency Routines designed for teachers to engage students in mathematical discourse. These routines promote sense making and deeper conceptual understanding for the target fluency skills students will practice. Each Fluency Board has two Fluency Routine activities, selected from the four structures below. Teachers may choose to do one or both Fluency Routines. Since Fluency Routines should only last approximately 5-7 minutes, we recommend only doing one Fluency Routine on a given day.



Doesn't Fit

Description: Given four expressions or values, students develop an argument to justify which of the four does not fit with the other three.

Teacher Instructions: Display the expressions/values or have students view these on their Fluency Board. Ask students, “Which one doesn’t fit?” Give independent think time, then call on students to share out their choices and justification. Additional discussion prompts could include; “Can you develop an argument to support why a different expression does not fit with the others?” or “I notice that no one made an argument for _____. Can you come up with a reason to support why this one does not fit with the others?”



Mystery Number

Description: Given a graphic (such as an area model or expression) with missing digits or values 0-9, students determine what digits or values appropriately complete the graphic.

Teacher Instructions: Display the graphic or have students view these on their Fluency Board. Ask students, “Can you determine what numbers or values are missing?” Give independent think time, then call on students to share out their choices and justification. Additional discussion prompts could include; “Can there be more than one correct answer?” or “Are there any values that cannot be used?”



Number Riddle

Description: Students determine what number(s) satisfies the given clues.

Teacher Instructions: Display the clues one at a time, or have students view all clues on their Fluency Board. Ask students, “Can you determine what the answer to the riddle is?” Give independent think time, then call on students to share out their choices and justification. Additional discussion prompts could include; “Can there be more than one correct answer?” or “Can you make up an additional clue that leads to the same answer?”



Number Talk

Description: Students solve a math computation problem using only mental math strategies, then share out their answers and solution pathway/strategy.

Teacher Instructions: Display the problem on the board or have students view it on their Fluency Board. Tell students they will attempt the problem only using mental math. When students have an answer, they should give a thumbs up. When most students have given a thumbs up, ask, “Who would like to share out an answer?” Record a list of solutions on the board. Then ask, “Who would like to defend an answer?” When called on, students will state which answer they want to defend and will give a detailed explanation of their strategy. The teacher will record the student’s solution pathway as they speak, asking clarifying questions as necessary, such as, “Can you tell me why you chose to...?” or “I missed that last step, can you please restate your process?” Call on a variety of students to defend several answers using a variety of methods.

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LEVEL A FLUENCY BOARDS STUDENT CONSUMABLE

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Unit 2 Fluency Boards

Name _____

Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

Notes:



Pre-Assessment Results

Total Questions Completed: _____

Total Questions Correct: _____

Post-Assessment Results

Total Questions Completed: _____

Total Questions Correct: _____

Target Skill 2 I can add and subtract fractions.

Notes:



Pre-Assessment Results

Total Questions Completed: _____

Total Questions Correct: _____

Post-Assessment Results

Total Questions Completed: _____

Total Questions Correct: _____

Fluency Board #6

Name _____

Date _____ Period _____

Choose one fluency routine to write a short reflection on. Circle your choice:



In the space below, use a sentence stem to reflect on the activity.



- I am a decimal addition expression.
- My sum is between 4 and 5.
- My sum's last digit is in the tenths place.



$$\frac{5}{6} - \frac{1}{6}$$

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$43.2 + 1.5$	$28.9 - 17.5$	$56.3 + 1.12$	$91.8 - 23.1$	$13 + 2.75$
--------------	---------------	---------------	---------------	-------------

Target Skill 2 I can add and subtract fractions.

$\frac{3}{8} + \frac{1}{8}$	$\frac{5}{6} - \frac{1}{6}$	$\frac{3}{5} + \frac{2}{5}$	$\frac{8}{9} - \frac{5}{9}$	$\frac{7}{10} + \frac{9}{10}$
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Mix it up! Rename each mixed number as an improper fraction.



$1\frac{1}{2}$	$3\frac{4}{5}$	$2\frac{5}{9}$	$7\frac{3}{8}$	$3\frac{11}{12}$
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Fluency Board #7

Name _____

Date _____ Period _____

Choose one fluency routine to write a short reflection on. Circle your choice:

In the space below, use a sentence stem to reflect on the activity.

$$\begin{array}{r} \square . \square 9 \\ + 0 . 7 \square \\ \hline 4 . 2 \square \end{array}$$

$$\begin{array}{ll} \frac{3}{5} + \frac{1}{5} & \frac{2}{3} + \frac{1}{2} \\ \frac{3}{4} - \frac{1}{2} & \frac{1}{6} + \frac{1}{3} \end{array}$$

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$73.99 + 6.99$	$37.4 - 18.7$	$16.03 + 10.2$	$93 - 44.1$	$2.05 - 0.08$
----------------	---------------	----------------	-------------	---------------

Target Skill 2 I can add and subtract fractions.

$\frac{3}{8} + \frac{1}{2}$	$\frac{1}{2} - \frac{1}{6}$	$\frac{5}{6} - \frac{2}{3}$	$\frac{2}{3} + \frac{7}{9}$	$\frac{3}{4} + \frac{7}{12}$
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Mix it up! Compare each decimal using >, < or =.

$0.65 \bigcirc 0.48$	$0.32 \bigcirc 0.7$	$6.05 \bigcirc 6.009$	$2.011 \bigcirc 2.11$	$0.5 \bigcirc 0.50$
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Fluency Board #8

Name _____

Date _____ Period _____

Choose one fluency routine to write a short reflection on. Circle your choice:



In the space below, use a sentence stem to reflect on the activity.



$$\begin{array}{r} 3.4 \square \\ - 1.\square 4 \\ \hline 1.59 \end{array}$$



- I am a mixed number subtraction expression.
- 18 is the least common denominator of the fractions in my expression.
- My difference is between 1 and 2.

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$42.8 + 10.81$	$23.1 - 17.4$	$83.21 + 9.99$	$0.484 - 0.179$	$99.9 + 1.11$
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Target Skill 2 I can add and subtract fractions.

$\frac{4}{5} + 2\frac{1}{2}$	$1\frac{2}{3} + 3\frac{5}{6}$	$2\frac{4}{5} - \frac{3}{10}$	$1\frac{5}{6} - 1\frac{5}{8}$
------------------------------	-------------------------------	-------------------------------	-------------------------------

Mix it up! Simplify each fraction.



$\frac{8}{12}$	$5\frac{16}{20}$	$3\frac{15}{45}$	$\frac{36}{60}$	$1\frac{21}{56}$
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Fluency Board #9


Name _____

Date _____ Period _____


Choose one fluency routine to write a short reflection on. Circle your choice:

In the space below, use a sentence stem to reflect on the activity.


$$\begin{array}{r} 3.52 \\ -1.99 \\ \hline 1.7 \\ -1.3 \\ \hline \end{array}$$

$$\begin{array}{r} 5.6 \\ -2.08 \\ \hline 3.46 \\ +2.25 \\ \hline \end{array}$$


$$2\frac{1}{4} - \frac{1}{3}$$

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$100 - 0.99$	$68 - 1.001$	$16.035 + 10.25$	$42.98 + 15.047$	$2.903 - 2.847$
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Target Skill 2 I can add and subtract fractions.

$6 - 2\frac{5}{6}$	$8\frac{11}{12} + 4\frac{1}{4}$	$4\frac{2}{5} - 1\frac{1}{2}$	$7\frac{1}{4} - 5\frac{2}{3}$
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Mix it up! Round each decimal to the place value of the underlined digit.

$1.\underline{6}2$	$27.\underline{2}54$	$\underline{0}.733$	$8.\underline{5}98$	$79.\underline{9}62$
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Fluency Board #10

Name _____

Date _____ Period _____

Choose one fluency routine to write a short reflection on. Circle your choice:



In the space below, use a sentence stem to reflect on the activity.

 $5.99 + 0.99$

 $\frac{1}{\square} + \frac{1}{\square} + \frac{1}{\square} = \frac{9}{24}$

The strategy I prefer is... because...

A new strategy I discovered is...

Something I need to remember is...

Target Skill 1 I can add and subtract decimals.

$6.1 + 5.11 + 4$	$8.9 + 8.7 - 9.34$	$7.04 - 5.2 + 1.5$	$3.4 + 1.6 - 4.99$	$8.03 - 0.2 - 2.5$

Target Skill 2 I can add and subtract fractions.

$\frac{8}{9} + \frac{5}{6} + \frac{1}{3}$	$\frac{3}{4} - \frac{5}{8} + \frac{2}{3}$	$4\frac{1}{2} + \frac{4}{5} - 1\frac{2}{5}$	$\frac{7}{8} - \frac{3}{5} - \frac{1}{6}$

Mix it up! Find each product or quotient.

9×4	3×12	$40 \div 5$	4×7	$66 \div 6$	$24 \div 8$	$54 \div 6$	12×8	7×11	$63 \div 7$

Unit 2 Fluency Pre-Assessment

Name _____ Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

1. $4.6 + 7.8$

2. $3.6 + 0.44$

3. $31 - 6.6$

4. $52.7 - 31.77$

Target Skill 2 I can add and subtract fractions.

5. $\frac{3}{7} + \frac{5}{7}$

6. $\frac{1}{2} + \frac{9}{10}$

7. $5\frac{1}{2} - 1\frac{1}{8}$

8. $8\frac{1}{6} - \frac{4}{5}$

Unit 2 Fluency Post-Assessment

Name _____ Date _____ Period _____

Target Skill 1 I can add and subtract decimals.

1. $3.8 + 0.8$

2. $7.51 + 6.8$

3. $48 - 24.6$

4. $20.5 - 5.83$

Target Skill 2 I can add and subtract fractions.

5. $\frac{3}{5} + \frac{4}{5}$

6. $\frac{1}{2} + \frac{7}{8}$

7. $4\frac{5}{6} - 1\frac{2}{3}$

8. $9\frac{2}{5} - \frac{1}{2}$

Answers for Unit 2 Fluency Boards #6-10

EdGems Math – Level A

Pre-Assessment

TARGET SKILL 1

Recommended time: 2 mins

1. 12.4
2. 4.04
3. 24.4
4. 20.93

TARGET SKILL 2

Recommended time: 3 mins

5. $1\frac{1}{7}$
6. $1\frac{2}{5}$
7. $4\frac{3}{8}$
8. $7\frac{11}{30}$

Post-Assessment

TARGET SKILL 1

Recommended time: 2 mins

1. 4.6
2. 14.31
3. 23.4
4. 14.67

TARGET SKILL 2

Recommended time: 3 mins

5. $1\frac{2}{5}$
6. $1\frac{3}{8}$
7. $3\frac{1}{6}$
8. $8\frac{9}{10}$

Fluency Board #6

TARGET SKILL 1

1. 44.7
2. 11.4
3. 57.42
4. 68.7
5. 15.75

TARGET SKILL 2

1. $\frac{1}{2}$
2. $\frac{2}{3}$
3. 1
4. $\frac{1}{3}$
5. $1\frac{3}{5}$

MIX IT UP!

1. $\frac{3}{2}$
2. $\frac{19}{5}$
3. $\frac{23}{9}$
4. $\frac{59}{8}$
5. $\frac{47}{12}$

Fluency Board #7

TARGET SKILL 1

1. 80.98
2. 18.7
3. 26.23
4. 48.9
5. 1.97

TARGET SKILL 2

1. $\frac{7}{8}$
2. $\frac{1}{3}$
3. $\frac{1}{6}$
4. $1\frac{4}{9}$
5. $1\frac{1}{3}$

MIX IT UP!

1. >
2. <
3. >
4. <
5. =

Answers for Unit 2 Fluency Boards #6-10
EdGems Math – Level AFluency Board #8

TARGET SKILL 1

1. 53.61
2. 5.7
3. 93.2
4. 0.305
5. 101.01

TARGET SKILL 2

1. $3\frac{3}{10}$
2. $5\frac{1}{2}$
3. $2\frac{1}{2}$
4. $\frac{5}{24}$

MIX IT UP!

1. $\frac{2}{3}$
2. $5\frac{4}{5}$
3. $3\frac{1}{3}$
4. $\frac{3}{5}$
5. $1\frac{3}{8}$

Fluency Board #9

TARGET SKILL 1

1. 99.01
2. 66.999
3. 26.285
4. 58.027
5. 0.056

TARGET SKILL 2

1. $3\frac{1}{6}$
2. $13\frac{1}{6}$
3. $2\frac{9}{10}$
4. $1\frac{7}{12}$

MIX IT UP!

1. 1.6
2. 27.25
3. 1
4. 8.60
5. 80.0

Fluency Board #10

TARGET SKILL 1

1. 15.21
2. 8.26
3. 3.34
4. 0.01
5. 5.33

TARGET SKILL 2

1. $2\frac{1}{18}$
2. $\frac{19}{24}$
3. $3\frac{9}{10}$
4. $\frac{13}{120}$

MIX IT UP!

1. 36
2. 36
3. 8
4. 28
5. 11
6. 3
7. 9
8. 96
9. 77
10. 9

Fluency Board #6 – Fluency Routines



- I am a decimal addition expression.
- My sum is between 4 and 5.
- My sum's last digit is in the tenths place.



$$\frac{5}{6} + \frac{1}{6}$$

Fluency Board #7 – Fluency Routines



$$\begin{array}{r}
 \square . \square 9 \\
 + 0 . 7 \square \\
 \hline
 4 . 2 \square
 \end{array}$$



$$\frac{3}{5} + \frac{1}{5}$$

$$\frac{2}{3} + \frac{1}{2}$$

$$\frac{3}{4} - \frac{1}{2}$$

$$\frac{1}{6} + \frac{1}{3}$$

Fluency Board #8 – Fluency Routines



$$\begin{array}{r}
 3 . 4 \square \\
 - 1 . \square 4 \\
 \hline
 1 . 5 9
 \end{array}$$



- I am a mixed number subtraction expression.
- 18 is the least common denominator of the fractions in my expression.
- My difference is between 1 and 2.

Fluency Board #9 – Fluency Routines



$$\begin{array}{r} 3.52 \\ -1.99 \\ \hline \end{array}$$

$$\begin{array}{r} 5.6 \\ -2.08 \\ \hline \end{array}$$

$$\begin{array}{r} 1.7 \\ -1.3 \\ \hline \end{array}$$

$$\begin{array}{r} 3.46 \\ +2.25 \\ \hline \end{array}$$



$$2\frac{1}{4} - \frac{1}{3}$$

Fluency Board #10 – Fluency Routines



$$5.99 + 0.99$$



$$\frac{1}{\square} + \frac{1}{\square} + \frac{1}{\square} = \frac{9}{24}$$