

KINDERGARTEN MATH CBM

COMPUTATION FLUENCY

Pamela M. Seethaler and Lynn S. Fuchs

For additional information, contact

lynn.a.davies@vanderbilt.edu

615-343-4782

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Computation Fluency Administration Script

Hi, boys and girls. My name is _____. I want to know how much math children at your age know. So, we'll do some math today. First, we'll work as a group, and then you'll work with me one at a time. If some of these activities seem hard, don't worry. Just try your best!

Some of these math problems look like this. (Show the "Counting Stars" example page to the class.) **You count the stars and write the number on the line. Let's count these stars together.** (Point to stars while counting.) **1, 2, 3. There are 3 stars, so what number do I write?** (Students should say, "3.") **That's right! There are 3 stars, so I write the number 3 here, on the line.** (Write the number 3 on the line. Leave the page out so students can see.)

Other math problems look like this. (Show the "Adding 2 Sets of Stars" example page to class.) **This plus sign** (point to + sign) **tells you to add together the stars you see, and write the number on the line. Here we have 1 star plus 1 star. How many stars is that?** (Students should say, "2.") **That's right! 1 star plus 1 star equals 2 stars, so what number do I write on the line?** ("2.") **Great! I write the number 2 here, on the line.** (Write the number 2 on the line. Leave the page out so students can see.)

Other math problems look like this. This is a subtraction problem. (Show the "Subtracting Stars From a Set" example page to class.) **Here we have 1, 2, 3 stars.** (Point to stars while counting.) **These words** (point) **say to "Cross out 2 stars." I'll do that now.** (Cross out 2 stars with the marker.) **Now that I've crossed out 2 stars, how many stars do I have left?** (Students should say, "1.") **That's right! 1 star is left. 3 stars, minus 2 stars, equals 1 star left. So, I write the number 1 on this line.** (Write the number 1 on the line. Leave the page out so students can see.)

Other math problems look like this. (Show "Addition Facts" example page to class.) **This is a plus sign** (point to plus sign). **It tells you to add. Listen as I read. 1 plus 1 equals.... What does 1 plus 1 equal?** (Students should say, "2.") **That's right! 1 plus 1 equals 2, so I write a 2 on this line.** (Write the number 2 on the line. Leave the page out so students can see.)

Other math problems look like this. (Show "Subtraction Facts" example page to class.) **This is a minus sign. It tells you to subtract. Listen as I read. 3 minus 2 equals... what does 3 minus 2 equal?** (Students should say, "1.") **That's right! 3 minus 2 equals 1, so I write a 1 on this line.** (Write the number 1 on the line. Leave the page out so students can see.)

Now you'll do math problems like these. (Pass out pencils and the practice page. Make sure each child is ready.)

Everybody write your name on the top of the page where it says, "Name." When you finish writing your name, put your pencil down.

Let's do these practice problems together. Look at the first box. This box says, "1 + 1." Show me 1 finger. Now show me 1 more. What is 1 plus 1? Good! Write a 2 on the line.

Look at the second box. Let's count the stars. 1, 2, 3. There are 3 stars. Write a 3 on the line.

Look at the next box. This box says, "1 star plus 1 star equals..." Right! That makes 2 stars. Write the number 2 on the line.

Look at the next box. This is a minus, or take-away, sign, so we need to subtract. 3 take away 2 equals... Show me 3 fingers. Now take 2 fingers away. How many are left? Good! Write a 1 on the line.

This last box says, "Cross out 2 stars." Everybody cross out 2 stars. How many are left? Good! Write a 1 on the line.

Now you are ready to do the math page. Please put your pencils down while I collect these practice pages and pass out the next page. (Collect practice pages and pass out tests.)

Eyes up here. This is a timer. It sounds like this when it goes off (sound timer for class). When you hear that sound, stop writing and put your pencil in the air. Let's practice that. Hold your pencil, and when you hear the timer, put your pencil up in the air. (Set timer for 5 seconds. When timer beeps, say) Stop! Pencils in the air!

Good listening, everybody! Now put your pencils down.

You will have 5 minutes to do our math activity now. When I say begin, pick up your pencil and try to answer as many problems as you can on this page. Don't worry if you don't have time to get to all of them; just try your best.

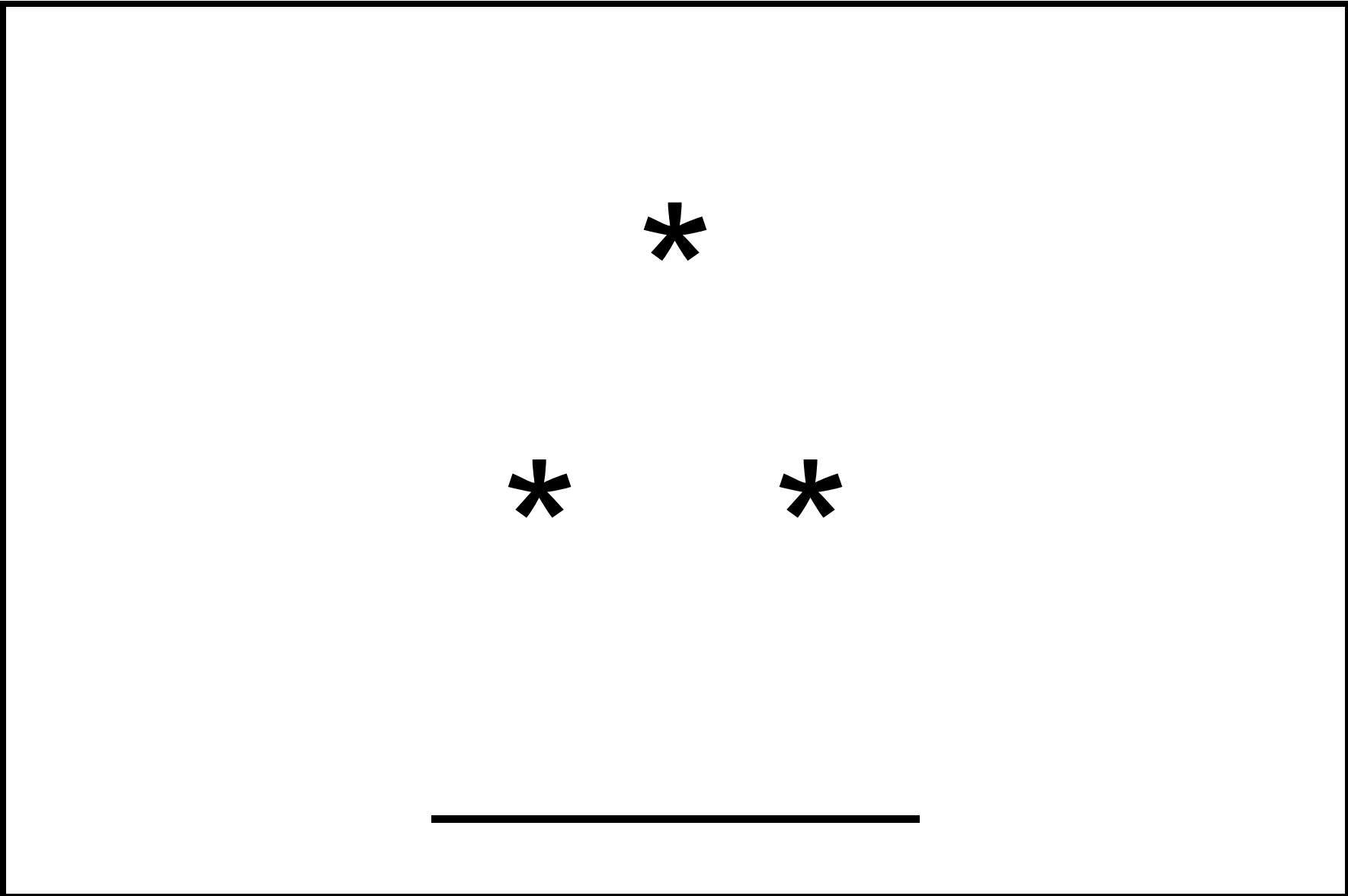
Remember on some problems, you will count the stars (point to each example page as your list the types). On some problems, you will add stars. On some problems, you will cross out some stars and count the rest. On some problems, you will add or subtract numbers.

Do you have any questions? (Set timer for 5 minutes.)

OK, everybody pick up your pencils, and begin!

(When timer goes off,) Stop! Pencils in the air!

Great job, everyone!



*

+

*

=

Cross out 2^* .

*

*

*

$$1 + 1 = \underline{\hspace{2cm}}$$

$$3 - 2 = \underline{\hspace{2cm}}$$

Name: _____

$1 + 1 = \underline{\quad}$	$\begin{array}{c} * \\ * \quad * \\ \hline \end{array}$	$* + * = \underline{\quad}$	$3 - 2 = \underline{\quad}$	<p>Cross out 2 *.</p> $\begin{array}{c} * \quad * \quad * \\ \hline \end{array}$
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Computation Fluency

Name: _____ Teacher: _____

$2 + 3 = \underline{\hspace{2cm}}$	* * * * _____	$** + * = \underline{\hspace{2cm}}$	$4 - 2 = \underline{\hspace{2cm}}$	Cross out 2 * * * * * _____
$3 - 0 = \underline{\hspace{2cm}}$	Cross out 5 * * * * * * * * * _____	* * * * * _____	$*** + ** = \underline{\hspace{2cm}}$	$0 + 4 = \underline{\hspace{2cm}}$
* * _____	$1 + 2 = \underline{\hspace{2cm}}$	$5 - 1 = \underline{\hspace{2cm}}$	Cross out 1 * * * * _____	$**** + *** = \underline{\hspace{2cm}}$
$* + ***** = \underline{\hspace{2cm}}$	$2 - 0 = \underline{\hspace{2cm}}$	Cross out 3 * * * * * * * * * * _____	$2 + 0 = \underline{\hspace{2cm}}$	* * * * * * * * * _____
Cross out 0 * * * * * * _____	$***** + ***** = \underline{\hspace{2cm}}$	$3 + 1 = \underline{\hspace{2cm}}$	* _____	$5 - 3 = \underline{\hspace{2cm}}$

Computation Fluency

Name: _____ Teacher: _____

$0 + 1 = \underline{\quad}$	$\quad \quad \quad *$ $\underline{\quad}$	<p style="color: red; text-align: center;">Cross out 1 *</p> $\quad \quad \quad * \quad * \quad *$ $\quad \quad \quad * \quad * \quad *$ $\underline{\quad}$	$**** + ** =$ $\underline{\quad}$	$5 - 3 = \underline{\quad}$
$* + **** =$ $\underline{\quad}$	$4 - 2 = \underline{\quad}$	$0 + 2 = \underline{\quad}$	$\quad \quad \quad * \quad * \quad * \quad * \quad *$ $\quad \quad \quad * \quad * \quad *$ $\underline{\quad}$	<p style="color: red; text-align: center;">Cross out 0 *</p> $\quad \quad \quad * \quad * \quad *$ $\underline{\quad}$
<p style="color: red; text-align: center;">Cross out 4 *</p> $\quad \quad \quad * \quad * \quad * \quad *$ $\quad \quad \quad * \quad * \quad * \quad *$ $\underline{\quad}$	$2 + 1 = \underline{\quad}$	$\quad \quad \quad * \quad * \quad * \quad *$ $\underline{\quad}$	$** + **** =$ $\underline{\quad}$	$5 - 0 = \underline{\quad}$
$3 + 0 = \underline{\quad}$	$* + * =$ $\underline{\quad}$	<p style="color: red; text-align: center;">Cross out 2 *</p> $\quad \quad \quad * \quad * \quad * \quad *$ $\quad \quad \quad * \quad * \quad *$ $\underline{\quad}$	$1 - 1 = \underline{\quad}$	$\quad \quad \quad * \quad * \quad *$ $\underline{\quad}$
$3 - 1 = \underline{\quad}$	<p style="color: red; text-align: center;">Cross out 3 *</p> $\quad \quad \quad * \quad * \quad * \quad * \quad *$ $\underline{\quad}$	$***** + *** =$ $\underline{\quad}$	$\quad \quad \quad * \quad * \quad * \quad * \quad * \quad *$ $\underline{\quad}$	$2 + 2 = \underline{\quad}$