



K-5

MATH SUPPORT

AT HOME

2023-24



Big Ideas Learning



TABLE OF CONTENTS

The Big Ideas Math program comes with built-in parent support. We offer families access to lesson pages and online interactive supports.

Click on grade level below to jump to page.

Kindergarten _____ **01**

1st Grade _____ **05**

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3rd Grade _____ **13**

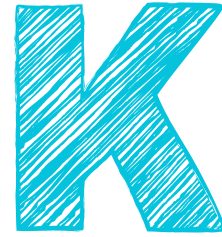
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FAMILY LETTERS



Family Letters keep the home-school connection strong by involving parents in their student's learning. Parents can easily stay up-to-date on their child's education, giving them the ability to understand concepts in a whole new way and better assist their child with practice and review for assessments.

Click [HERE](#) to
Access All
Kindergarten
Family Letters

Chapter 1 Count and Write Numbers 0 to 5 (continued)

	Learning Target	Success Criteria
Chapter 1 Count and Write Numbers 0 to 5	Understand counting:	<ul style="list-style-type: none"> I can identify numbers. I can name numbers. I can order numbers. I can write numbers.

1.1 Model and Count 1 and 2
1.2 Understand and Write 1 and 2
1.3 Model and Count 3 and 4
1.4 Understand and Write 3 and 4
1.5 Model and Count 5
1.6 Understand and Write 5
1.7 The Concept of Zero
1.8 Count and Order Numbers to 5

Name _____

Chapter 1 Count and Write Numbers 0 to 5

Dear Family,

In this chapter, your student learns that the numbers zero through five can describe amounts. Your student counts objects, one at a time, and describes amounts in a group. Also, your student represents the number of objects in a group, called five frames, and by writing numbers your student writes the numbers 1 to 5 in order.

This chapter's vocabulary includes exposure to the written number words one, two, three, four, and five. In speaking and listening, your student uses number, count, five frame, and order.

Use the following activities to model, count, and write number student.

- Use objects in your home to talk about numbers. How many do I have? May I please have four grapes? How many wearing?
- Toss coins on a table so that the coins fall in a row. Ask your student to count the coins and say the number of times to give your student practice counting coins in different ways. For example, your student can name the number of coins in a row as well as that resemble two eyes and a nose.
- Play a game using fingers on one hand to count. One player holds up one or more fingers, or the other player says the number. Take turns.
- Help your student form groups of 1, 2, 3, 4, and 5. student to use pieces of paper to write or draw a group. Then challenge your student to order the pieces of paper in a row.

By the end of this chapter, your student should be able to learn learning targets and success criteria on the next page to look for interesting objects, animals, or people. Where there are objects, there are opportunities to have fun!

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88 Florida Grade K
Resources by Chapter

Chapter 3 Count and Write Numbers 6 to 10 (continued)

	Learning Target	Success Criteria
Chapter 3 Count and Write Numbers 6 to 10	Understand numbers:	<ul style="list-style-type: none"> I can identify numbers. I can name numbers. I can order numbers. I can write numbers.

3.1 Model and Count 6
3.2 Understand and Write 6
3.3 Model and Count 7
3.4 Understand and Write 7
3.5 Model and Count 8
3.6 Understand and Write 8
3.7 Model and Count 9
3.8 Understand and Write 9
3.9 Model and Count 10
3.10 Understand and Write 10
3.11 Count and Order Numbers to 10

Name _____

Chapter 3 Count and Write Numbers 6 to 10

Dear Family,

In this chapter, your student learns about the numbers 6 through 10. Your student will count a number of objects, then color the same number of boxes in a ten frame.



After learning about each quantity, your student will learn to write the numeral forward and backward. At the end of the chapter, your student writes the numbers in order both forward and backward.

This chapter's vocabulary includes exposure to the written number words six, seven, eight, nine, and ten. Your student uses the words in conversation but is not expected to write the words.

Here are a few activities you can use with your student to practice numbers to ten.

- Make a ten frame by cutting the last two egg cups off an empty egg carton. Have your student count up to ten small objects (such as beans, coins, or buttons) as they drop each object into a cup of the ten-frame carton. Change the activity by starting with up to ten objects in cups of the ten-frame carton. Have your student name and write the number of objects.
- Play a game using fingers on both hands to count and to name numbers. Take turns. One player holds up six or more fingers, and the other player names the number.
- Make a poster together showing objects that are commonly found in groups of six, seven, eight, nine, or ten, such as six juice boxes in a package, seven days in a week, eight legs on a spider, nine squares in tic-tac-toe, and ten pins in bowling.
- Show your student page numbers in a book. Have your student count up to page 10 and back to page 1 by flipping pages.

For detailed information about this chapter's topics, see the learning targets and success criteria on the next page.

Have fun with numbers!

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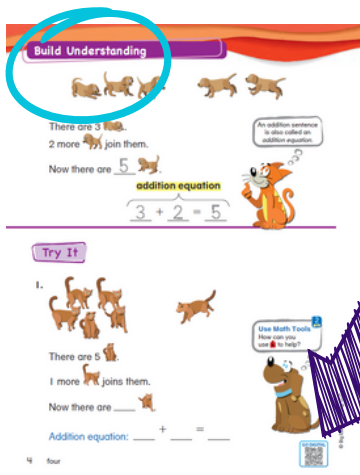
Florida Grade K
Resources by Chapter 87



Using Big Ideas Learning Homework & Practice QR Codes in Kindergarten

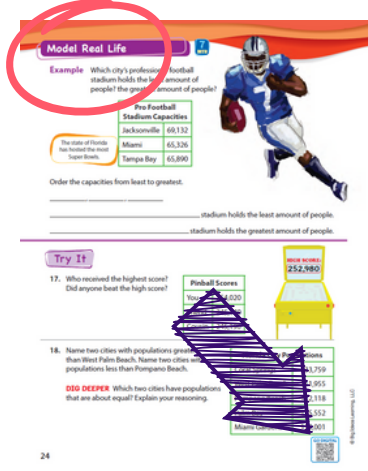
Each Homework and Practice page has a QR Code® to link students and parents to at-home videos for each lesson. This provides access to the videos that align to the lessons, including click-through example videos.

Homework & Practice videos are available for **Build Understanding** and **Model Real Life** sections of each lesson.



STEP 1:

To access videos, scan the QR Code at the bottom of your child's Student Edition book.



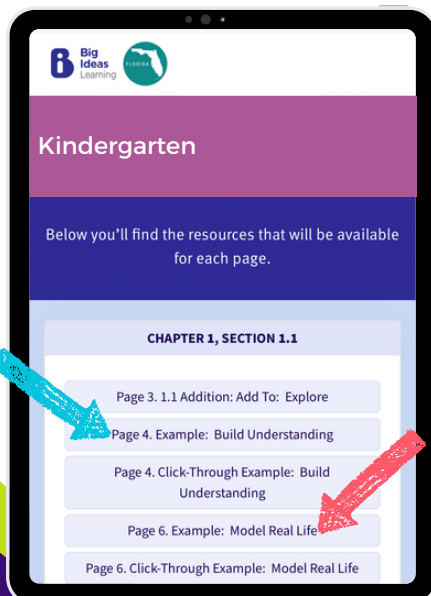
STEP 2:

Open your cell phone camera or a QR Code scanner app. Scan QR Code at the bottom of the page.



STEP 3:

Select **Build Understanding** or **Model Real Life** to access the videos that provide the examples from your child's class instruction. Use the remaining links should you need additional support or further math skills assistance.





COUNTING STORIES

Counting Stories are designed to help your **Kindergartner** learn about fundamental numbers through stories. [Click each title below](#) to read and listen to storybooks 0-20 or download each storybook book.
Have even more fun with interactive games to review number 0-20 below.



Counting Stories (0-20)

All Storybooks with Audio

- ▶ **My Toys (0)**
Download Storybook
- ▶ **My Pets (1 and 2)**
Download Storybook
- ▶ **We Go Camping (3-4)**
Download Storybook
- ▶ **At the Pond (5)**
Download Storybook
- ▶ **Music Class (6)**
Download Storybook
- ▶ **Rainy Day (7)**
Download Storybook
- ▶ **Bugs, Bug, Bugs (8)**
Download Storybook
- ▶ **My Baseball Game (9)**
Download Storybook
- ▶ **In the Water (10)**
Download Storybook
- ▶ **At the Fruit Farm (11 and 12)**
Download Storybook
- ▶ **Our Vegetable Garden (13 and 14)**
Download Storybook
- ▶ **At the Aquarium (15)**
Download Storybook
- ▶ **In Gym Class (16 and 17)**
Download Storybook
- ▶ **My Leaf Book (18 and 19)**
Download Storybook
- ▶ **Ants at the Picnic (20)**
Download Storybook



GAMES

Number LAND (0-5)

[Click to Play](#)

Toss and Compare (0-5)

[Click to Play](#)

Number LAND (6-10)

[Click to Play](#)

Toss and Compare (0-10)

[Click to Play](#)

Number Boss (0-20)

[Click to Play](#)



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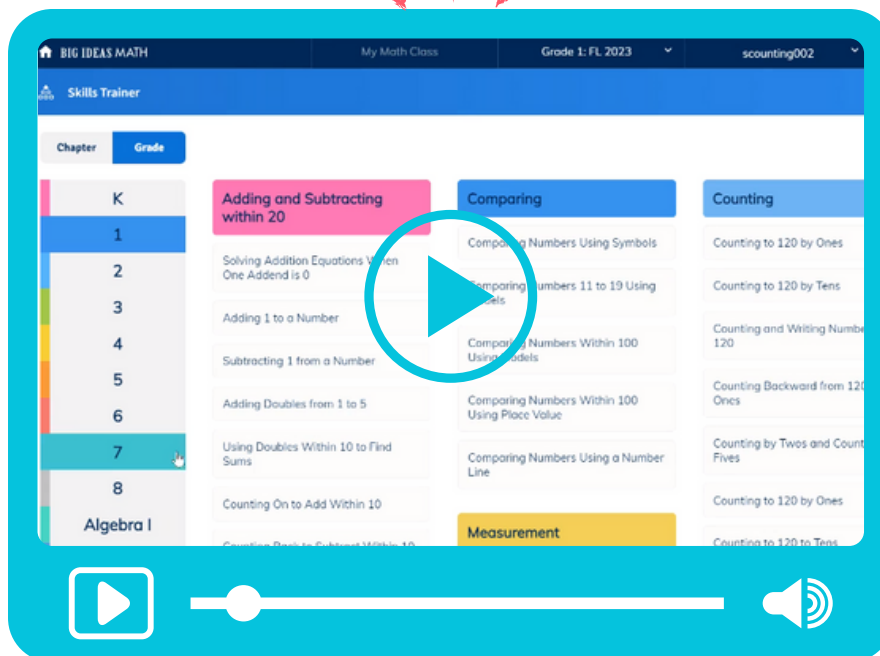
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Click Below to Access Video



SCAN ME



FAMILY LETTERS

1

Family Letters keep the home-school connection strong by involving parents in their student's learning. Parents can easily stay up-to-date on their child's education, giving them the ability to understand concepts in a whole new way and better assist their child with practice and review for assessments.

Chapter 1 Addition and Subtraction Situations (continued)

	Learning Target	Success Criteria
Chapter 1 Addition and Subtraction Situations	Understand addition and subtraction.	<ul style="list-style-type: none"> I can identify when to add or subtract. I can model addition and subtraction. I can write an addition equation and a subtraction equation. I can solve word problems. I can identify how many there are to start.
1.1 Addition: Add To	Add to a group of objects and	

1.2 Solve Add To Problems
1.3 Solve Put Together Problems
1.4 Solve Put Together Problems with Both Addends Unknown
1.5 Solve Take From Problems
1.6 Solve Compare Problems: More
1.7 Solve Compare Problems: Fewer
1.8 Solve Add To Problems with Change Unknown
1.9 Connect Put Together and Take Apart Problems

2 Florida Grade 1 Resources by Chap

Chapter 1 Addition and Subtraction Situations

Dear Family,

In this chapter, your student is learning about addition and subtraction. The addition lessons address joining objects of the same type and putting together groups of similar objects. The subtraction lessons address removing objects from a group, or comparing two groups to find how many fewer or how many more. The vocabulary words associated with this chapter are: addition, more, add, addend, plus, equals, sum, part, whole, part-part-whole model, equation, add, addend, plus, equals, sum, part, whole, part-part-whole model, subtraction, subtract, minus, difference, more, and fewer.

There are many situations at home that you can use to model addition or subtraction. The kitchen is a great place to start! The maximum sum of any activity in this chapter is 10. This aligns well with many cooking for any activity in this chapter is 10. This aligns well with many cooking

When preparing part of a meal, or baking goods, use the following strategy:

- To model addition, separate the tomatoes, carrots, eggs, cup food objects you are using for a recipe into two groups. Ask student to count the number of objects in each group. Then ask, "How many are in each group? How many are there in all when I join groups together?"
- Show your student the number of objects you currently have. Then tell your student that you need a certain number of objects (10 or fewer) for the recipe. Ask, "How many more do I need?"
- To model subtraction, show your student the number of objects you currently have. Then tell your student that you need a specific number of the objects (fewer than the given) recipe. Ask, "How many fewer do I need?"
- Model other scenarios, making sure to use terms such as "join," and "difference."

By the end of this chapter, your student should feel confident learning targets and success criteria on the next page. Encourage your student to think of other opportunities related to cooking to use subtraction contexts, such as buying items at a grocery store. Have a great time in the kitchen!

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216 Florida Grade 1 Resources by Chapter

Chapter 5 Subtract Numbers within 20 (continued)

	Learning Targets	Success Criteria
Chapter 5 Subtract Numbers within 20.	Use strategies to subtract.	<ul style="list-style-type: none"> I can model subtraction strategies. I can write subtraction equations. I can explain the strategy I used. I can apply strategies to solve word problems. I can use a number line to count back from.
5.1 Count Back to Subtract within 20	Use the closed back strategy to	

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Name

Chapter 5 Subtract Numbers within 20

Dear Family,

In this chapter, your student will be subtracting with numbers greater than 10. The subtraction strategy get to 10 will be used again. The vocabulary words students will review in this chapter are bar model, difference, minus, part-part-whole model, and subtraction equation.

There are many situations at home that you can use to practice subtraction. Meal and snack times present many opportunities. Keep in mind that the maximum number of objects your student will work with in this chapter is 20. While sharing a meal or snack, use the following activities:

- Give your student a number of items, such as raisins. Ask how many there are. Then say, "Suppose you plan to eat 9 of the raisins. How can you count back to find how many raisins will be left? How can you use a related addition equation?"
- Cut 2 cups off 2 egg cartons so that each carton has 10 cups. Count out 16 grapes and have your child place 1 grape per cup to fill 1 egg carton and use as many cups as needed of the second carton. Say that you plan to eat 8 grapes. Use the get to 10 strategy to find the number of grapes left: Get from 16 to 10 by subtracting 6. Model this by removing the 6 grapes from the second carton. Because $8 = 6 + 2$, you still need to subtract 2 from the 10. Model this by removing 2 grapes from the first carton. Have your child explain each step as it is completed.
- Review making true addition or subtraction equations by giving yourself several items and giving your child fewer of the items. Ask, "How many more do you need so that we both have the same amount?" Then repeat the activity, giving your child more than you have. Ask, "How many do you need to take away so that we have the same amount?"

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other ways to model and practice subtraction strategies. Have a great time snacking and subtracting together!

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Florida Grade 1 Resources by Chapter 215

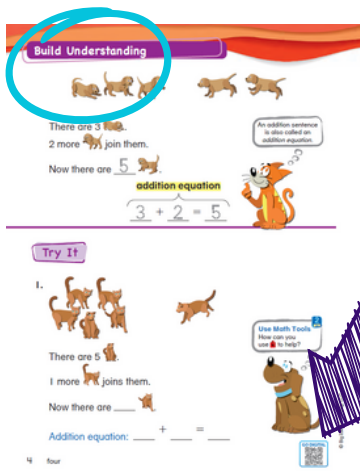
Click **HERE** to Access All Grade 1 Family Letters



Using Big Ideas Learning Homework & Practice QR Codes in Grade 1

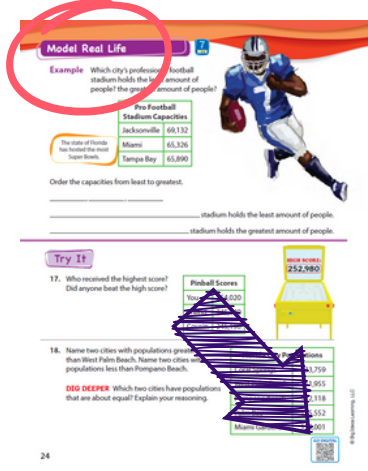
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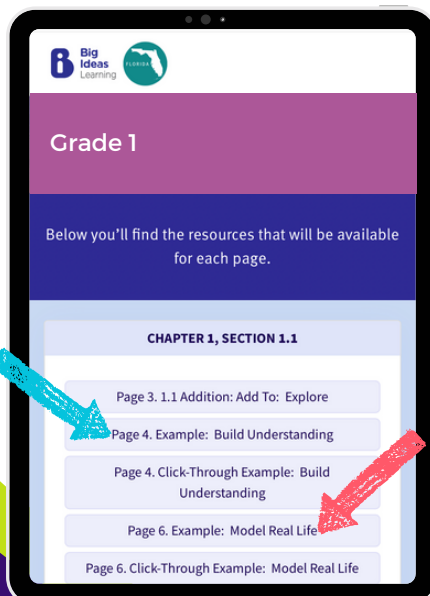
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1 SKILLS REVIEW HANDBOOK

Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. For your additional practice, links to interactive games are listed below.

Count & Write Numbers to 120

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

 **GAME**
[Drop and Build](#)

Add 2-Digit Numbers with 1-Digit Numbers

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

 **GAME**
[Three in a Row](#)

Subtract 1-Digit Numbers from 2-Digit Numbers

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

 **GAME**
[Numberland](#)

Measurement

[Activity 1](#)

[Activity 2](#)

*Game Not Available

Time and Money

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

 **GAME**
[Time or Money Flip and Find](#)

Algebraic Reasoning

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

*Game Not Available

2- and 3-Dimensional Shapes

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

[Activity 4](#)

[Activity 5](#)

 **GAME**
[Shape Roll and Build](#)

Data Analysis

[Activity 1](#)

[Activity 2](#)

[Activity 3](#)

 **GAME**
[Spin and Graph](#)



1

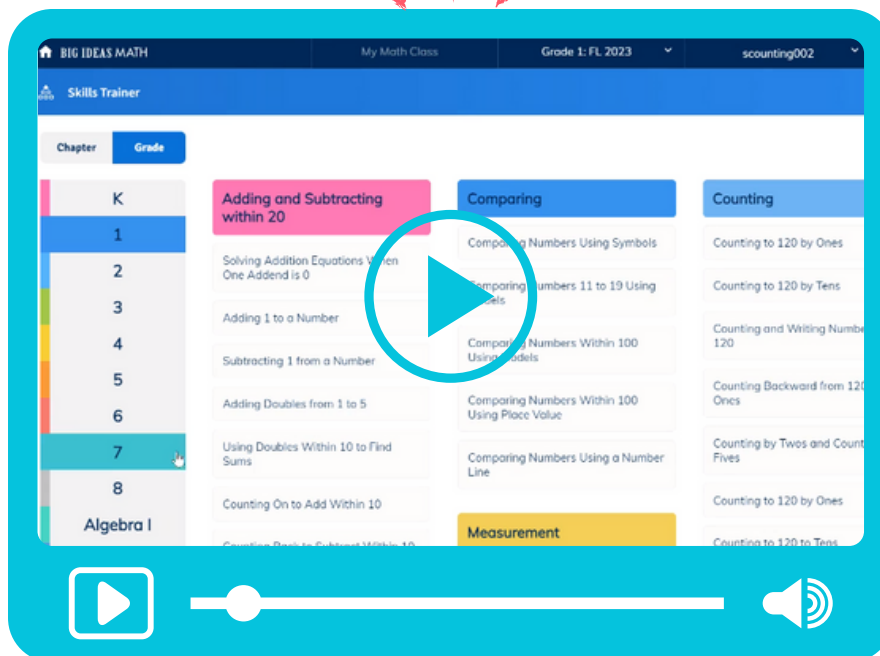
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SCAN ME



FAMILY LETTERS

2

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Click **HERE** to
Access All
Grade 2
Family Letters

Chapter 1 Numbers and Arrays (continued)

Chapter 1	Learning Target	Success Criteria
Chapter 1 Numbers and Arrays	Understand numbers and arrays.	<ul style="list-style-type: none"> I can identify odd and even numbers. I can write repeated addition equations. I can find the total number in equal groups. I can use arrays to solve problems.
1.1 Even and Odd Numbers	Tell whether a number is even or odd.	<ul style="list-style-type: none"> I can model a number using pairs of linking cubes. I can tell whether a number can be shown as two equal parts.
1.2 Model Even and Odd Numbers		
1.3 Equal Groups		
1.4 Use Arrays		
1.5 Make Arrays		

Name _____

Chapter 1 Numbers and Arrays

Dear Family,

In this chapter, your student is learning about numbers and arrays. Students will learn when a number is odd or even and how to use repeated addition to find the numbers of objects in groups and arrays. The addition lessons add finding equal groups of objects. The vocabulary words for this chapter are: array, column, equal groups, equation, even, odd, repeated addition, and row.

There are many situations outside of the classroom that you can use to model odd and even numbers and repeated addition in groups and arrays. The grocery store is a great place to start! The market has endless quantities of objects and often has food items arranged in groups or in rows.

- When shopping with your student, use the following strategies:
- Put a certain number of objects in your basket. Have your student count the number of objects and tell whether that number is odd or even.
 - For addition of groups of objects, place a certain number of objects in one bag. Place the same number of objects in another bag. Ask your student, "How many are in each group? How many are there in all? I join the groups together?"
 - Show your student an area that has items arranged in equal groups. Ask your student to count the number of objects in each group. Then ask your student, "How many objects are in all? What repeated addition equation shows this array?"
 - When you get home, give your student a repeated addition problem such as $2 + 2 + 2 = \underline{\quad}$. Have your student arrange the objects in either groups or in an array to show this equation. Ask your student to tell whether the number total is odd or even.

By the end of this chapter, your student should feel confident with learning targets and success criteria on the next page. Encourage your student to think of other opportunities to identify odd and even numbers and repeated addition with groups and arrays, such as when he or she sees clothes, books, or toys.

Have a great time with your student!

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Chapter 4 Fluently Add within 100 (continued)

Chapter 4	Learning Target	Success Criteria
Chapter 4 Fluently Add within 100	Understand strategies to add.	<ul style="list-style-type: none"> I can model addition strategies. I can find partial sums to add. I can explain when regrouping is needed. I can apply strategies to solve word problems.
4.1 Use Partial Sums to Add		
4.2 More Partial Sums		
4.3 Regroup to Add		
4.4 Add Two-Digit Numbers		
4.5 Practice Adding Two-Digit Numbers		
4.6 Add Up to 3 Two-Digit Numbers		
4.7 More Problem Solving: Addition		

Name _____

Chapter 4 Fluently Add within 100

Dear Family,

In this chapter, your student continues to learn strategies to add numbers with sums up to 100. The vocabulary terms for this chapter are partial sums and regroup.

A great context for talking about adding two-digit numbers is adding whole dollar amounts of money.

When working with amounts of money, use the following ideas:

- Talk with your student about the total cost of two items. For example, say, "This toy costs \$25 and this one costs \$42. How can you find the total cost? How much do these toys cost in all?"
- Ask your student to help you add up to 3 whole dollar amounts when shopping. Say, "This item costs \$15, this one costs \$9, and this one costs \$35. Which two numbers will you add first? Why?" Have your student explain his or her thinking.
- Help your student practice using place value to add money. Have him or her add the ones and then the tens. Ask, "How many ones are there in all? Do you need to regroup? What do you do after you regroup?" Give your student a notebook or receipt to write the numbers, draw a quick sketch if needed, and add. Help your student regroup if needed.
- Model other scenarios, making sure to use terms such as "partial sums," "place value," "regroup," and "sum."

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other contexts for adding numbers, such as time, age, or weight.

Have a great time practicing addition strategies with your student!

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Florida Grade 2
Resources by Chapter 139



Using Big Ideas Learning Homework & Practice QR Codes in Grade 2

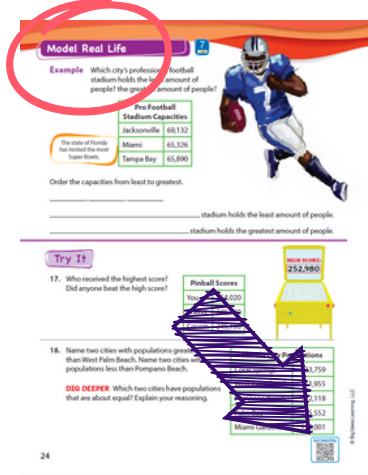
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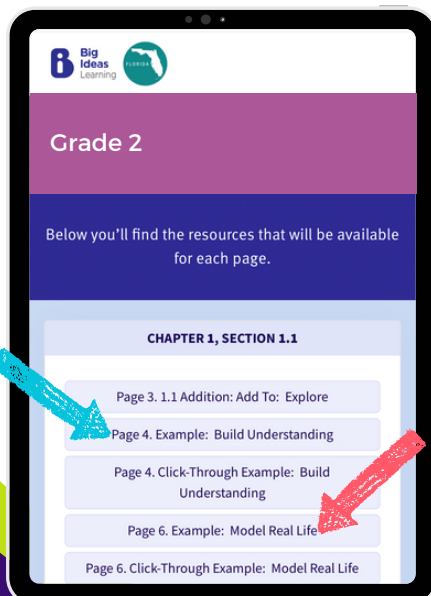
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2 SKILLS REVIEW HANDBOOK

Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. For your convenience, an Answer Key is provided for each activity and links to interactive games.

NOTE: Only grade-level specific topics are listed below

Topic 1: Whole Numbers

- ▶ 1.2 Writing Numbers
[Activity](#) [Answers](#)
- ▶ 1.4 Comparing Whole Numbers
[Activity](#) [Answers](#)
- ▶ 1.6 Rounding Whole Numbers
[Activity](#) [Answers](#)

Topic 2: Adding and Subtracting Whole Numbers

- ▶ 2.1 Adding within 100
[Activity](#) [Answers](#)
- ▶ 2.3 Subtracting within 100
[Activity](#) [Answers](#)
- ▶ 2.5 Adding and Subtracting Multi-Digit Numbers
[Activity](#) [Answers](#)
- ▶ 2.6 Estimating Whole Number Sums and Differences
[Activity](#) [Answers](#)

Topic 21: Time and Money

- ▶ 22.3 A.M. and P.M.
[Activity](#) [Answers](#)

Topic 22: Data Analysis

- ▶ 22.2 Bar Graphs
[Activity](#) [Answers](#)

Topic 23: Two-Dimensional Shapes

- ▶ 23.1 Identifying Two-Dimensional Shapes
[Activity](#) [Answers](#)
- ▶ 23.4 Line Symmetry
[Activity](#) [Answers](#)

Topic 24: Perimeter and Area

- ▶ 24.1 Finding Perimeter Using Grids
[Activity](#) [Answers](#)
- ▶ 24.4 Finding Perimeter
[Activity](#) [Answers](#)



GAMES

Topic 1: Whole Numbers

Flip and Find

[Click to Play](#)

Topic 1: Whole Numbers

Number Boss

[Click to Play](#)

Topic 2:

Solve and Cover - Addition

[Click to Play](#)

Topic 2:

Three in a Row - Subtraction

[Click to Play](#)

Topic 21: Time & Money

Flip and Find

[Click to Play](#)



2

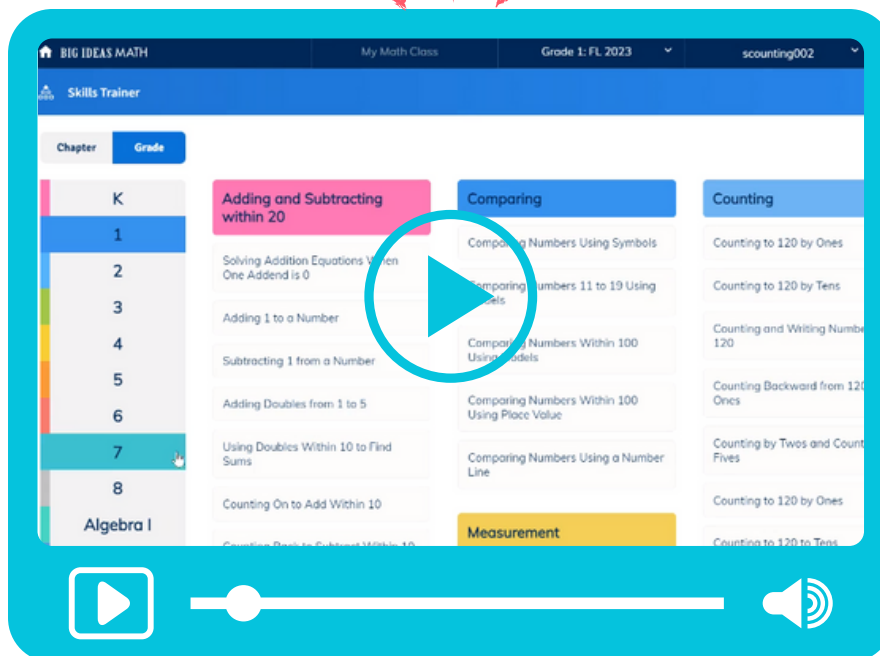
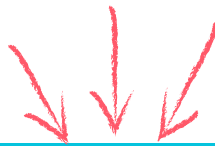
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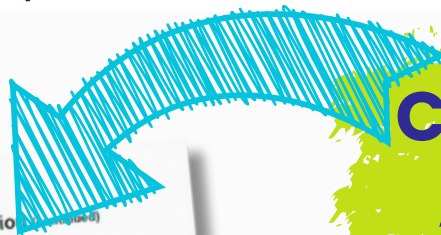
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Click [HERE](#) to
Access All
Grade 3
Family Letters

Chapter 1 Understand Multiplication and Division

	Learning Target	Success Criteria
Chapter 1 Understand Multiplication and Division	Understand multiplication and division.	<ul style="list-style-type: none"> I can use equal groups to multiply. I can use equal groups to divide. I can explain multiplication and division equations. I can compare multiplication to division.

1.1 Use Equal Groups to Multiply
1.2 Use Number Lines to Multiply
1.3 Use Arrays to Multiply
1.4 Multiply in Any Order
1.5 Divide: Size of Equal Groups
1.6 Divide: Number of Equal Groups
1.7 Use Number Lines to Divide

2 Florida Grade 3 Resources by Cha

Name _____

Chapter 1 Understand Multiplication

Dear Family,

In this chapter, your student is learning about multiplication. Some vocabulary words associated with this chapter are multiplication, division, array, product, and equation. You can model multiplication and division in your kitchen. Have your student help in preparing a meal for a group. To model multiplication, show a set of silverware and a knife. Ask your student, "How many silverware are there in all when 4 people are eating?"

- To model division, show your student a set of apples. Then tell your student that you have 12 apples. Ask, "How many groups of 3 apples can you make?"
- Use numerous objects such as grapes to model division. Ask, "If you put 12 grapes in 4 equal groups, how many grapes are in each group?"
- You can model arrays with grapes. Ask, "If you put 12 grapes in 4 equal rows, how many grapes are in each row?"

By the end of this chapter, your student should be able to understand multiplication and division. Encourage your student to think of other opportunities for situations in the kitchen. Have a great time practicing multiplication and division.

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Chapter 4 Division Facts and Strategies (continued)

	Learning Target	Success Criteria
Chapter 4 Division Facts and Strategies	Use strategies to divide.	<ul style="list-style-type: none"> I can model division. I can find the quotient in a division problem. I can explain how multiplication and division are related. I can solve word problems.

4.1 Use Arrays to Divide
4.2 Relate Multiplication and Division
4.3 Divide by 2, 5, or 10
4.4 Divide by 3 or 4
4.5 Divide by 6 or 7
4.6 Divide by 8 or 9
4.7 Divide by 11 or 12
4.8 Divide with 0 or 1

Name _____

Chapter 4 Division Facts and Strategies

Dear Family,

In this chapter, your student is learning about division facts and strategies. The lessons address division strategies for numbers 0 to 12. These strategies include using arrays and using the relationship between multiplication and division to solve division equations. The vocabulary words associated with this chapter are: dividend, divisor, quotient, and fact family. One way you can model division is with money. Counting and dividing spare change is a great place to start when it comes to learning division. When talking about money with your student, use the following strategies:

- To model division, spread out a large quantity of quarters on a table. Make sure the number of quarters you set out is a multiple of 4. Ask your student to count the number of quarters. Then ask, "How many quarters do you need to make a dollar? How many dollars do these quarters equal?"
- Model other scenarios with different amounts and types of change. Encourage your student to think of division and multiplication equations that relate to these scenarios.
- To model division another way, show your student the change in your wallet. Then tell your student you need a specific amount of money (in cents) that is a multiple of the value of the coin. You can ask questions such as, "How many nickels do I need to make 45 cents?"
- You can model arrays with coins. The arrays can be used to model division questions and help your student solve word problems.

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other opportunities related to money to use division contexts, such as dividing leftover change equally among a group of people. Have a great time "making change"!

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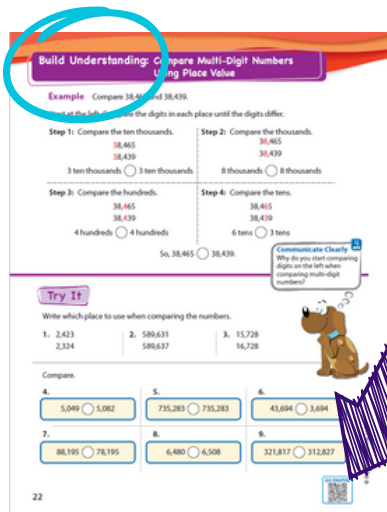
Florida Grade 3 Resources by Chapter 151



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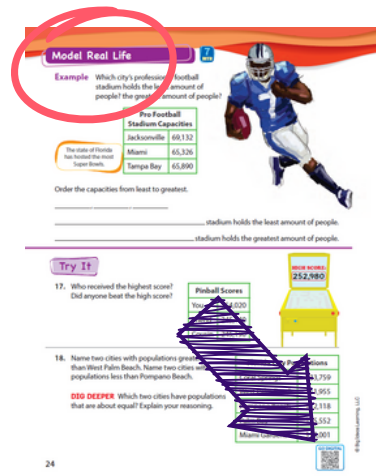
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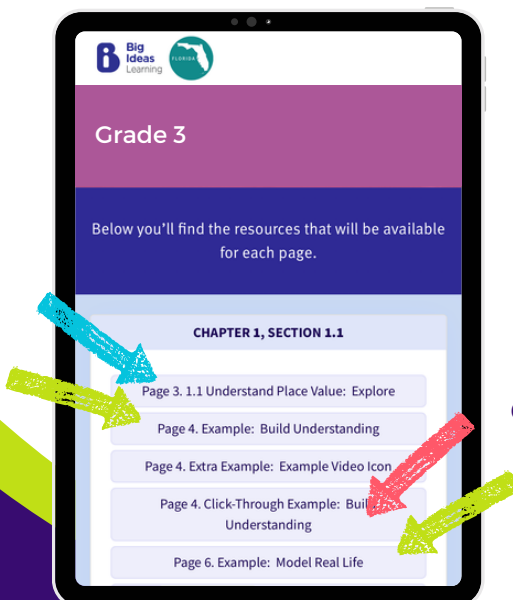
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3 SKILLS REVIEW HANDBOOK

Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. An Answer Key is provided for each activity below in addition to links to interactive games.

NOTE: Only grade-level specific topics are listed below

Topic 1: Whole Numbers

- ▶ 1.1 Whole Number Place Value
[Activity](#) [Answers](#)

Topic 2: Adding and Subtracting Whole Numbers

- ▶ 2.2 Adding within 1,000
[Activity](#) [Answers](#)
- ▶ 2.4 Subtracting within 1,000
[Activity](#) [Answers](#)

Topic 3: Multiplication and Division of Whole Numbers

- ▶ 3.1 Equal Groups and Multiplication
[Activity](#) [Answers](#)
- ▶ 3.2 Using Arrays
[Activity](#) [Answers](#)
- ▶ 3.3 Multiplication Facts
[Activity](#) [Answers](#)
- ▶ 3.4 Equal Groups and Division
[Activity](#) [Answers](#)
- ▶ 3.5 Division Facts
[Activity](#) [Answers](#)
- ▶ 3.6 Multiplying and Dividing Powers of 10
[Activity](#) [Answers](#)

Topic 5: Number Properties

- ▶ 5.1 Commutative and Associative Properties
[Activity](#) [Answers](#)
- ▶ 5.2 Distributive Property
[Activity](#) [Answers](#)
- ▶ 5.3 Properties of Zero and One
[Activity](#) [Answers](#)

Topic 9: Fractions

- ▶ 9.1 Writing Fractions
[Activity](#) [Answers](#)
- ▶ 9.2 Writing Equivalent Fractions
[Activity](#) [Answers](#)

Topic 17: Algebraic Properties

- ▶ 17.1 Properties of Addition and Multiplication
[Activity](#) [Answers](#)



**MORE TOPICS
ON NEXT PAGE**







3 SKILLS REVIEW HANDBOOK, cont'd


Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. An Answer Key is provided for each activity below in addition to links to interactive games.

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Topic 20: Measurement

-  20.3 Metric Capacity
[Activity](#) [Answers](#)
-  20.4 Customary Capacity
[Activity](#) [Answers](#)
-  20.5 Mass
[Activity](#) [Answers](#)
-  20.6 Weight
[Activity](#) [Answers](#)




Topic 21: Time

-  21.2 Telling Time to the Nearest Minute
[Activity](#) [Answers](#)



Topic 22: Data Analysis

-  22.3 Line Plots
[Activity](#) [Answers](#)
-  22.4 Circle Graphs
[Activity](#) [Answers](#)

Topic 24: Perimeter and Area

-  24.2 Finding Areas Using Grids
[Activity](#) [Answers](#)
-  24.3 Formulas for Perimeter and Area of a Rectangle
[Activity](#) [Answers](#)
-  24.5 Finding Area
[Activity](#) [Answers](#)

Topic 25: Angles and Lines

-  25.1 Points, Lines and Rays
[Activity](#) [Answers](#)
-  25.7 Parallel and Perpendicular Lines
[Activity](#) [Answers](#)



GAMES

**Topic 3: Product Lineup
Multiplication**
[Click to Play](#)

**Topic 3: Four in a Row
Multiplication and Division**
[Click to Play](#)

**Topic 9:
Fraction Spin and Cover**
[Click to Play](#)

**Topic 21:
Roll to Cover - Elapsed Time**
[Click to Play](#)

**Topic 24:
Perimeter - Roll and Conquer**
[Click to Play](#)



3

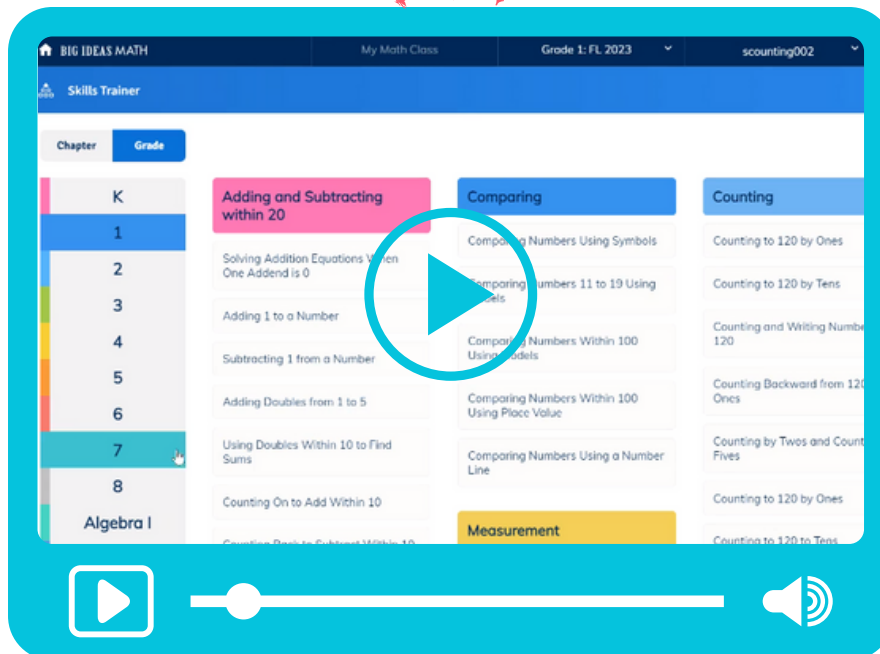
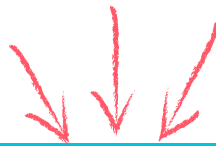
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FAMILY LETTERS

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Chapter 1 Place Value Concepts (continued)

Chapter 1 Place Value Concepts	Learning Target	Success Criteria
1.1 Understand Place Value	Understand place value.	<ul style="list-style-type: none"> I can state the value of a digit in a number. I can use place value to compare numbers. I can order numbers on a number line. I can describe how place value positions are related.
1.2 Place Value Patterns	Identify the values of	<ul style="list-style-type: none"> I can identify the first six place value names.

Name _____

Chapter 1 Place Value Concepts

Dear Family,

In this chapter, your student is learning place value concepts. The lessons address how to identify the values of the digits in multi-digit numbers, read and write multi-digit numbers in different forms, and use place value and a number line to compare multi-digit numbers. The vocabulary words associated with this chapter are period, thousands period, and place value chart.

Your student can practice place value concepts by playing a number line game on two sets of index cards, with one digit on each card.

- Have your student select four index cards and arrange them to create a four-digit number. Then, have your student identify the value of each place value. Ask, "Which is the hundreds digit? Tens? Ones? Repeat using the cards to create five- and six-digit numbers." Repeat with five- and six-digit numbers.
- Give your student one set of the number cards and let them create a four-digit number and have you guess the number. Each of you selects cards to create a four-digit number, identifying each other's number and writing it in word form, and expanded form. Repeat with five- and six-digit numbers. Take turns identifying the greater number and your reasoning. Repeat with five- and six-digit numbers to the nearest ten, hundred, thousand, hundred thousand.
- State a rounded number, such as 500,000. Have your student create two numbers that round to this number. For example, say, "What is one number that rounds to the nearest hundred thousand? What number rounds to 500,000?" Repeat using various place values.

By the end of this chapter, your student should be able to identify the values of the digits in multi-digit numbers, read and write multi-digit numbers in different forms, and use place value and a number line to compare multi-digit numbers. Encourage your student to round and compare, such as prices, page numbers, and so on.

Have a great time practicing place value!

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Resources by Chapter

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Grade 4
Family Letters

Chapter 3 Multiply by Two-Digit Numbers (continued)

Chapter 3 Multiply by Two-Digit Numbers	Learning Target	Success Criteria
3.1 Multiply by Tens	Understand multiplying by two-digit numbers.	<ul style="list-style-type: none"> I can estimate a product of two numbers. I can use an area model to multiply. I can use partial products to multiply. I can use regrouping to multiply.

Name _____

Chapter 3 Multiply by Two-Digit Numbers

Dear Family,

In this chapter, your student is learning to multiply by two-digit numbers. Your student will learn multiplication strategies for estimating, using area models, using the Distributive Property, and using partial products. The vocabulary words for this chapter are compatible numbers, compatible numbers are multiplied.

You can practice multiplication at a warehouse club store where people buy large quantities of items. For example, 1 large box contains 10 smaller boxes, and each smaller box contains 12 packages of fruit snacks. Here are some questions to ask your student.

- What expression would you use to find the total number of fruit snacks in 1 large box? In 5 large boxes?
- What are some additional examples of items that are packaged and sold this way?

Another way to help your student practice multiplication is to go online and find the ticket prices for a nearby attraction, such as a movie theater, museum, or theme park. The tickets should have at least two different prices—for example, adults and children. Then use the information to complete the following exercises.

- Create a group of at least 10 individuals attending the event.
- Write an expression to find the cost of tickets for the group. Find the cost.
- Suppose the price for one type of ticket goes up. Explain how your expression should change and how the total cost changes.

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other reasons to multiply numbers, such as finding the number of seats in an auditorium.

Have a great time practicing multiplication!

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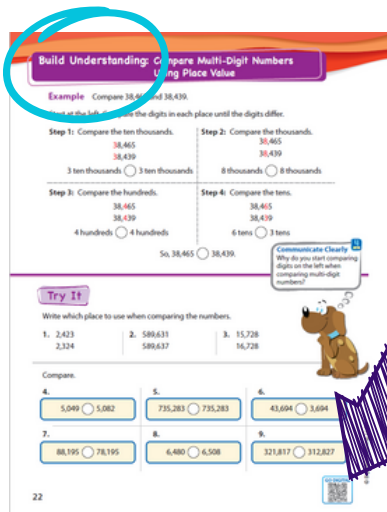
Florida Grade 4
Resources by Chapter 105



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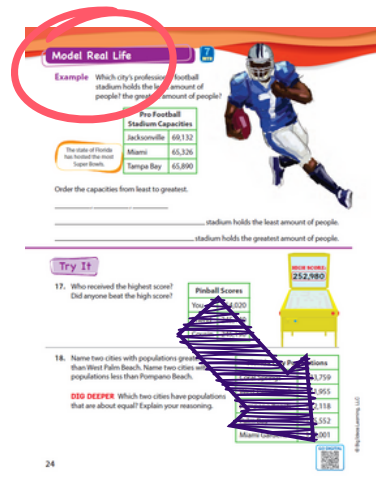
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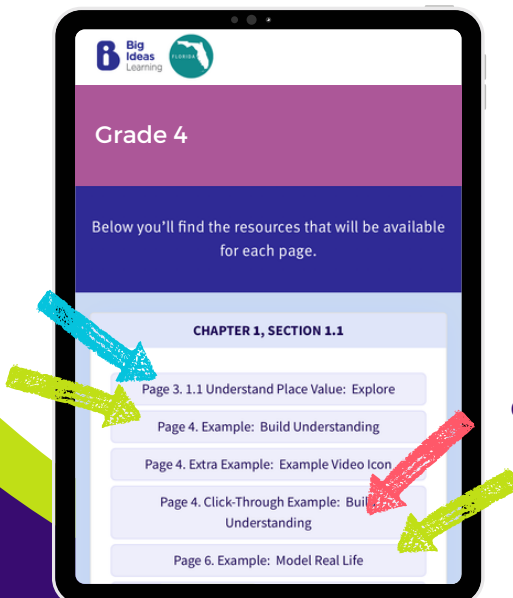
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4 SKILLS REVIEW HANDBOOK

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NOTE: Only grade-level specific topics are listed below

Topic 1: Whole Numbers

- ▶ 1.3 Writing Number Form of Multi-Digit Numbers
[Activity](#) [Answers](#)
- ▶ 1.5 Comparing Multi-Digit Whole Numbers
[Activity](#) [Answers](#)
- ▶ 1.6 Rounding Multi-Digit Whole Numbers
[Activity](#) [Answers](#)

Topic 3: Multiplication and Division of Whole Numbers

- ▶ 3.7 Multiplying Multi-Digit Numbers
[Activity](#) [Answers](#)
- ▶ 3.8 Dividing Multi-Digit Numbers
[Activity](#) [Answers](#)
- ▶ 3.9 Interpreting Remainders
[Activity](#) [Answers](#)

Topic 4: Factors and Multiples

- ▶ 4.1 Factors of Whole Numbers
[Activity](#) [Answers](#)
- ▶ 4.2 Divisibility Tests
[Activity](#) [Answers](#)
- ▶ 4.4 Multiples of Whole Numbers
[Activity](#) [Answers](#)

Topic 9: Fractions

- ▶ 9.3 Simplifying Fractions
[Activity](#) [Answers](#)
- ▶ 9.4 Comparing and Ordering Fractions
[Activity](#) [Answers](#)

Topic 10: Operations with Fractions

- ▶ 10.1 Estimating Fraction Sums and Differences
[Activity](#) [Answers](#)
- ▶ 10.2 Adding and Subtracting Fractions with Like Denominators
[Activity](#) [Answers](#)
- ▶ 10.4 Multiplying Whole Numbers and Fractions
[Activity](#) [Answers](#)



**MORE TOPICS
ON NEXT PAGE**



4 SKILLS REVIEW HANDBOOK, cont'd

Skills Review activities provide practice for grade level appropriate skills. This ensures students are solid on basic concept understanding. An Answer Key is provided for each activity below in addition to links to interactive games.

NOTE: Only grade-level specific topics are listed below

Topic 11: Mixed Numbers

- ▶ 11.1 Mixed Numbers and Improper Fractions
[Activity](#) [Answers](#)
- ▶ 11.2 Adding and Subtracting Mixed Numbers
[Activity](#) [Answers](#)

Topic 12: Decimals

- ▶ 12.2 Comparing and Ordering Decimals
[Activity](#) [Answers](#)

Topic 20: Measurement

- ▶ 20.7 Converting Metric Units
[Activity](#) [Answers](#)
- ▶ 20.8 Converting Customary Units
[Activity](#) [Answers](#)

Topic 21: Time and Money

- ▶ 21.4 Measuring Elapsed Time
[Activity](#) [Answers](#)

Topic 22: Data Analysis

- ▶ 22.5 Mean, Median, and Mode
[Activity](#) [Answers](#)

Topic 25: Angles and Lines

- ▶ 25.2 Identifying Angles
[Activity](#) [Answers](#)
- ▶ 25.3 Using a Protractor
[Activity](#) [Answers](#)



GAMES

Topic 1:
Place Value Plug In
[Click to Play](#)

Topic 3:
Multiplication Boss
[Click to Play](#)

Topic 3:
Division Dots
[Click to Play](#)

Topic 9:
Fraction Boss
[Click to Play](#)

Topic 10: Fractions
Three in a Row
[Click to Play](#)



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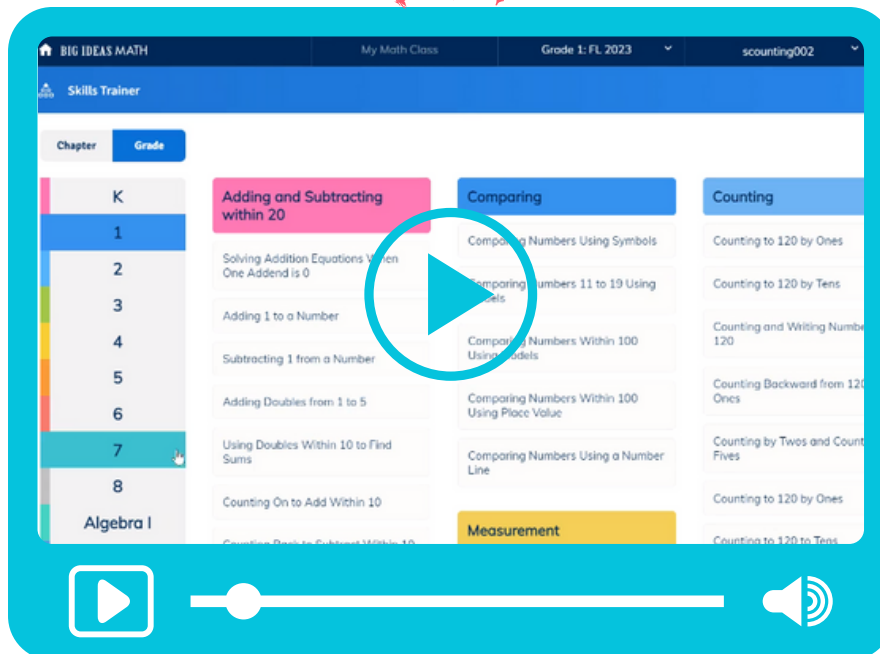
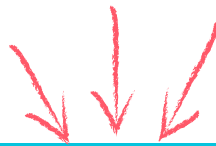
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FAMILY LETTERS

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Grade 5
Family Letters

Chapter 1 Place Value Concepts with Decimals (continued)

	Learning Target	Success Criteria
Chapter 1 Place Value Concepts with Decimals	Understand place value with decimals.	<ul style="list-style-type: none"> I can state the value of a digit in a decimal. I can represent decimals in different forms. I can compare and round decimals. I can describe how place value positions are related.
1.1 Decimals to Thousandths	Write thousandths as $\frac{1}{1000}$.	<ul style="list-style-type: none"> I can write a decimal to the thousandths place as a fraction.
1.2 Read and Write Decimals		
1.3 Represent Decimals in Different Ways		
1.4 Place Value Patterns		
1.5 Compare Decimals		
1.6 Round Decimals		

Name _____

Chapter 1 Place Value Concepts with Decimals

Dear Family,

In this chapter, your student will learn about place value concepts of decimals as they relate to place value. Your student will explore the thousandths. He or she will compare, order, and round decimal thousandths place.

The vocabulary terms for this chapter are: decimal fraction, the thousandths place.

There are decimals all around us. Decimals can be found in many prices.

- Help your student find gas prices for one gallon of gas at different gas stations in your area. Have your student write the prices in word form and expanded form. Ask your student to compare the prices.
- Find the results of a local or national race. Compare the top three finishers. Round the finish times to the hundredth of a second. Then round the finish times to the tenth of a second. Determine if using rounded times would change the first, second, and third place winners.
- Have your student roll a die 4 times. Record each roll. Have your student write the greatest decimal to the thousandths place. Repeat and have your student write the least.

By the end of this chapter, your student should feel confident with place value and decimals. Your student will also be able to compare and round decimals. Encourage your student to practice these skills in real-life situations.

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Resources by Chapter

Chapter 4 Multiply Whole Numbers (continued)

	Learning Target	Success Criteria
Chapter 4 Multiply Whole Numbers	Understand multiplying whole numbers.	<ul style="list-style-type: none"> I can estimate a product of two whole numbers. I can use partial products to multiply. I can use regrouping to multiply. I can explain patterns when multiplying by multiples of 10s, 100s, and 1,000s.
4.1 Multiplication Patterns		
4.2 Estimate Products		
4.3 Multiply by One-Digit Numbers		
4.4 Multiply by Two-Digit Numbers		
4.5 Multiply Multi-Digit Whole Numbers		

Name _____

Chapter 4 Multiply Whole Numbers

Dear Family,

In this chapter, your student is learning about multiplication of whole numbers. Your student will begin by investigating multiplication patterns and estimating products. Then your student will multiply to find partial products, regroup when needed, and add partial products to find a product. The vocabulary words for this chapter are: overestimate and underestimate.

There are many real-life situations that you can use to model multiplying whole numbers.

- When you go to a theater, ask your student to estimate how many rows of seats and how many seats are in each row. Then ask, "About how many seats are there in all?" If a movie theater is a multiplex, ask, "If in the multiplex?"
- Grocery shopping provides another opportunity for your student to multiply whole numbers. When you see a display that has the same number of items in each row, ask, "How many items are in the display?" Encourage your student to multiply the number of items in each row by the number of rows to find the answer.
- Going to a restaurant provides another opportunity to practice multiplying whole numbers with your student. If the restaurant has booths that seat four people, ask, "How many booths are there? How many people can sit in the booths?"

By the end of this chapter, your student should feel confident with the learning targets and success criteria. Encourage your student to think of other real-life situations to use multiplication of whole numbers, such as estimating the number of spaces in a parking lot.

Hope you enjoy your movie and dinner!

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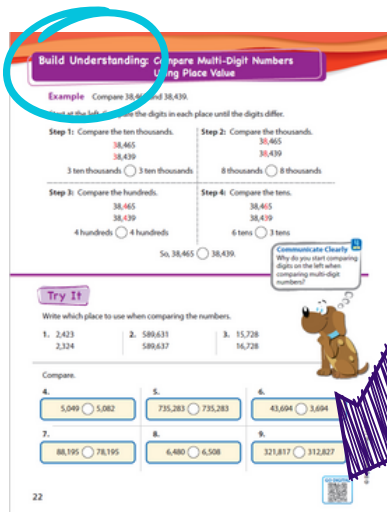
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Resources by Chapter 115



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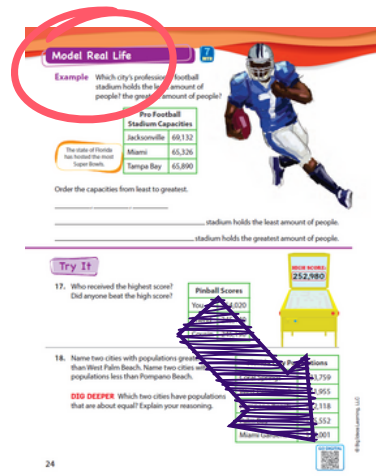
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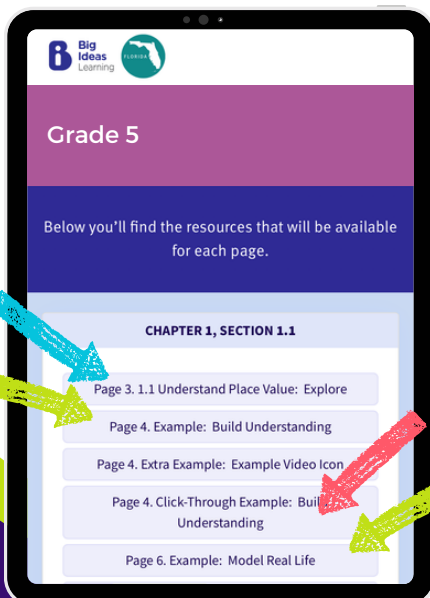
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Topic 5: Number Properties

- ▶ 5.6 Order of Operations
[Activity](#) [Answers](#)

Topic 8: The Coordinate Plane

- ▶ 8.1 The Coordinate Plane: First Quadrant
[Activity](#) [Answers](#)
- ▶ 8.4 Line Graphs
[Activity](#) [Answers](#)

Topic 10: Operations with Fractions

- ▶ 10.3 Adding and Subtracting Fractions with Unlike Denominators
[Activity](#) [Answers](#)
- ▶ 10.5 Multiplying Fractions
[Activity](#) [Answers](#)

Topic 10: Operations with Fractions, cont'd

- ▶ 10.6 Dividing Whole Numbers and Fractions
[Activity](#) [Answers](#)
- ▶ 10.7 Dividing Fractions
[Activity](#) [Answers](#)

Topic 11: Mixed Numbers

- ▶ 11.3 Multiplying Mixed Numbers
[Activity](#) [Answers](#)
- ▶ 11.4 Dividing Mixed Numbers
[Activity](#) [Answers](#)

Topic 12: Decimals

- ▶ 12.1 Decimal Place Value
[Activity](#) [Answers](#)
- ▶ 12.4 Rounding Value
[Activity](#) [Answers](#)



**MORE TOPICS
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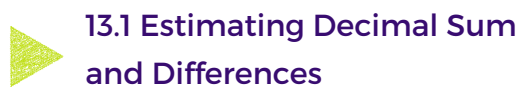


5 SKILLS REVIEW HANDBOOK, cont'd

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Topic 13: Operations with Decimals



13.1 Estimating Decimal Sum and Differences

[Activity](#) [Answers](#)



13.2 Adding and Subtracting Decimals

[Activity](#) [Answers](#)



13.3 Multiplying Decimals

[Activity](#) [Answers](#)



13.4 Dividing Decimals

[Activity](#) [Answers](#)

Topic 26: Three Dimensional Shapes & Surface Area



26.2 Faces, Edges and Vertices

[Activity](#) [Answers](#)

Topic 27: Volumes of Solids



27.2 Volumes of Rectangular Pyramids

[Activity](#) [Answers](#)

Topic 23: Two-Dimensional Shapes



23.2 Classifying Triangles

[Activity](#) [Answers](#)



23.3 Classifying Quadrilaterals

[Activity](#) [Answers](#)



GAMES

**Topic 5:
Expression BOSS**
[Click to Play](#)

**Topic 10: Fraction
Connection - Division**
[Click to Play](#)

**Topic 10: Fraction
Connection - Multiplication**
[Click to Play](#)



**Topic 13: Multiplication
Race Around the World**
[Click to Play](#)

**Topic 10: Mixed Number
Subtract & Add**
[Click to Play](#)

**Topic 13:
Decimal Dots**
[Click to Play](#)



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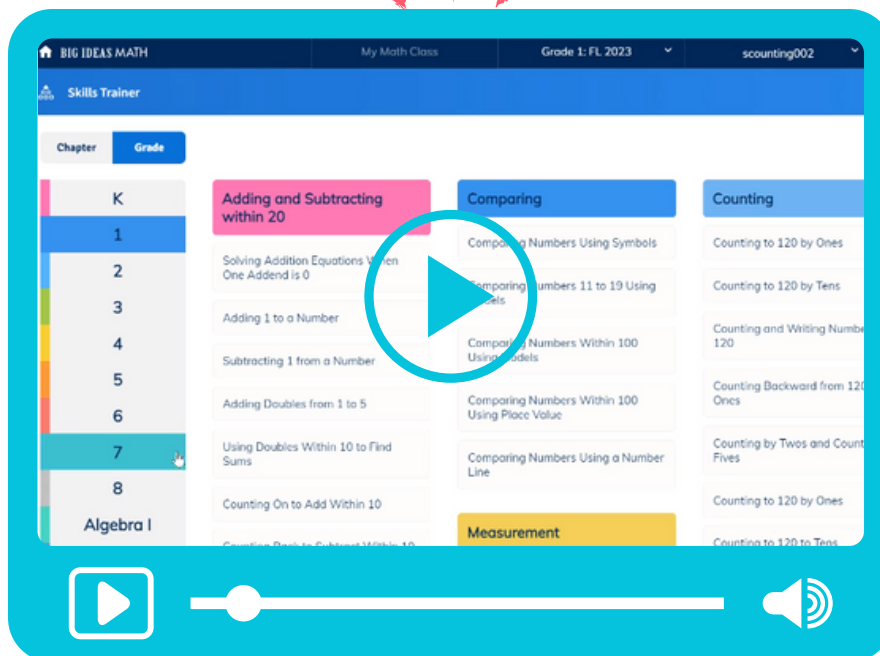
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