

# GRADES K-5 MATH-AT- HOME PLAN

WAKULLA COUNTY SCHOOLS

2024 / 2025

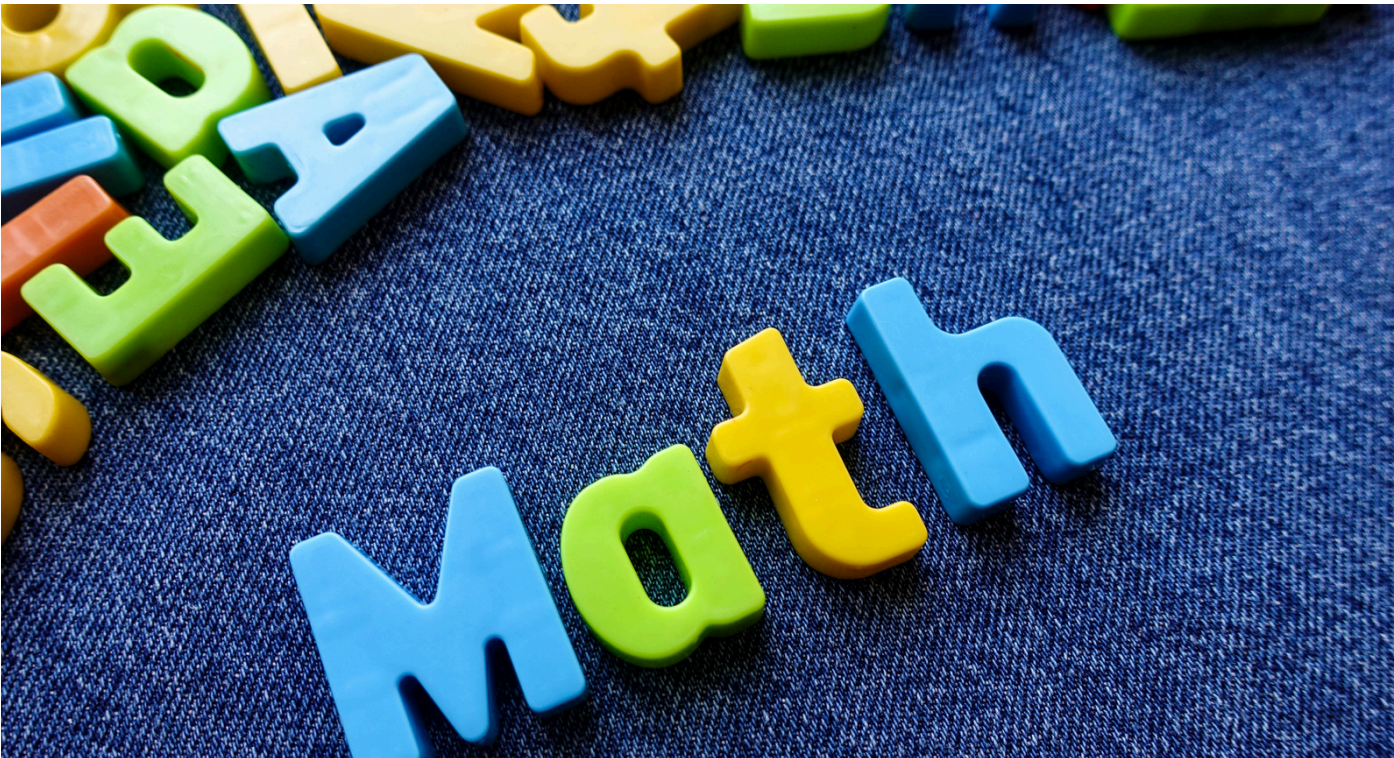


# Table of Contents



The Math-At-Home Plan is accessible through the Wakulla County School District website.

Foreward	3
Philosophy	4
FDOE Math-At-Home Plan	5
Kindergarten	11
Grade One	19
Grade Two	27
Grade Three	35
Grade Four	44
Grade Five	53
District Equity Policy	62



# Forward

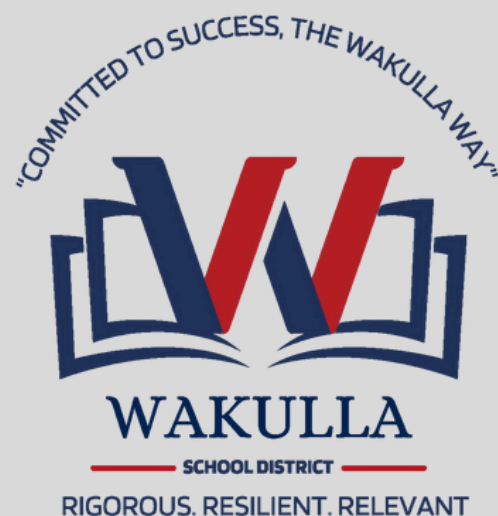
Florida Law requires school districts to identify and provide immediate, tailored instruction to students in grades K-4 who exhibit a substantial deficiency in math or characteristics of dyscalculia. As such, parents are also provided with a “math-at-home plan,” which outlines strategies and resources that parents can use to help their children improve in mathematics.

## Instructional Services Supervisors

<u>Priscilla Colvin</u>	Executive Director of Academics
<u>Holly Harden</u>	Director of Curriculum
Nicholas Weaver	Director of Student Services & Discipline

## Elementary Administrators

Alena Crawford	Crawfordville Elementary School
Stanley Ward	Medart Elementary School
Catherine Cutchen	Riversink Elementary School
Tim Wheeler	Shadeville Elementary School



Empowering  
students,  
families, and  
communities  
to support  
student  
learning and  
growth  
through  
**RIGOR,**  
**RESILIENCY,**  
and  
**RELEVANCE.**

# Philosophy

Wakulla County's goal is that your child leave elementary school proficient and confident in his/her ability to think and reason mathematically, to communicate and represent his/her mathematical thinking, and to productively solve problems.

Mathematics knowledge and skills contribute to a child's success - both at school and in everyday life. Understanding mathematics also builds confidence and opens doors to a range of jobs and careers.

In our everyday lives, understanding mathematics enables us to:

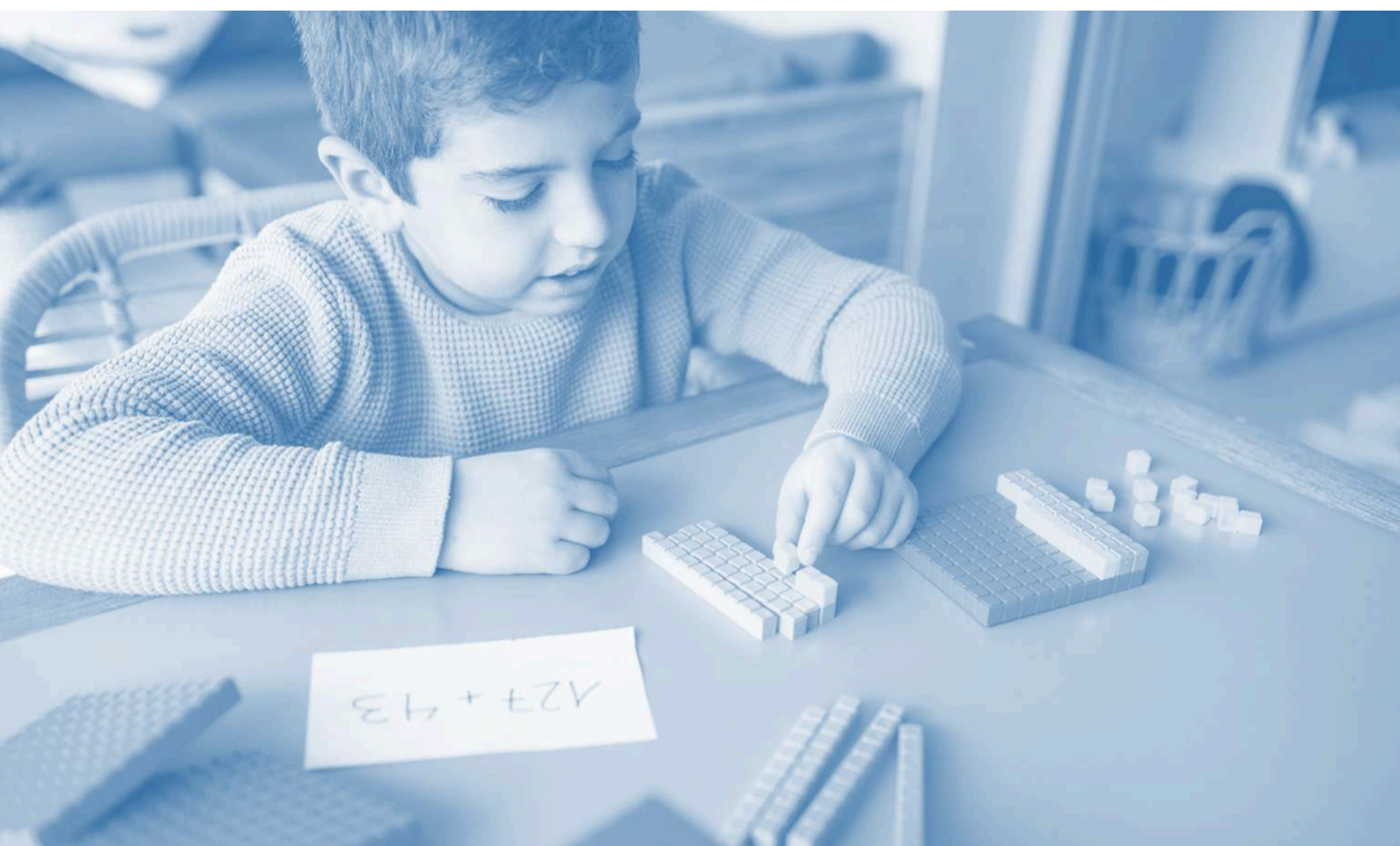
- solve problems and make sound decisions;
- explain how we solved a problem and why we made a particular decision;
- use technology to help solve problems;
- understand patterns and trends in the world around us in order to make predictions;
- manage time and money, and handle everyday situations that involve numbers.



Your home is a great place to begin to explore and “talk” mathematics with your child. Incorporating math activities and language into familiar daily routines will show your child how math works in every day life. Play board games, solve puzzles, and ponder brain teasers with your child. Your child will enjoy these kinds of activities while enhancing his/her mathematical thinking. Point out the mathematics involved, and have your child discuss the strategies he/she used. *For more tips on helping your child success in mathematics, visit the National Council of Teachers of Mathematics at <https://www.nctm.org/crcc/>.*



# FDOE Mathematics-At-Home Plan Resources



## MATHEMATICS-AT-HOME PLAN RESOURCES

A mathematics-at-home plan is required to be provided to parents of any student in a Voluntary Prekindergarten (VPK) Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any K-4 student who has been identified with a substantial deficiency in mathematics as stated in [Rule 6A-6.0533, Florida Administrative Code \(F.A.C.\), Determining Substantial Math Deficiency](#).

The Florida Department of Education has compiled resources that each district must include in a mathematics-at-home plan provided to the parent of a student who is identified as having a substantial mathematics deficiency. A home-based plan includes information and resources connected to the areas of emphasis for each grade level. These resources are available in an electronic format that is accessible online, and a hardcopy of such resources must be provided by the school upon parent request. To access these resources digitally, click on each link provided.

This document is intended to be utilized in conjunction with each district-supplied mathematics-at-home plan as required by [Section \(s.\) 1008.25\(6\), Florida Statutes \(F.S.\)](#).

# FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS

## Mathematics-at-Home Plan Resources

### Supports for Parental Involvement

The Benchmarks for Excellent Students Thinking (B.E.S.T.) Standards for Mathematics constitute the foundational mathematical benchmarks for Florida students, serving to ensure the delivery of a world-class education that prepares students for prosperous futures in college, military and career opportunities. Parental involvement is an important part of a student's education. To foster a collaborative and supportive educational environment, the Florida Department of Education has implemented comprehensive measures to engage parents of students, including those who have been identified as having a deficiency in mathematics. Recognizing the importance of family engagement in a student's educational journey, dedicated Parent Guides have been created to provide families with insights into the B.E.S.T. mathematics Standards. For more information, please visit <https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/parent-resources.stml>

### Mathematics Deficiency and Parental Notification

Any student in a VPK Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must:

- Be provided systematic and explicit mathematics instruction through daily targeted small group mathematics intervention or supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
- The student's performance must be monitored and adjusted based on student need, until the student demonstrates grade level proficiency in a manner determined by the district.

Parents will immediately receive notification in writing:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description of the deficiency.
- Explanation of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- Description of the current services that are provided.
- Description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency and timely updates.
- Strategies through a home-based plan the parent can use in helping his or her child succeed in mathematics, including access to resources.

## **School Choice**

Florida recognizes the significant role education plays in a child's life along with the right of parents to find the best education for their child. The Office of Independent Education and Parental Choice supports quality public and private education choice programs. Within this expansive framework, parents can navigate through an array of educational choices, ensuring a tailored approach that aligns with the unique learning requirements of their children. This includes access to scholarships, private and charter schools, reflecting the commitment of Florida to provide a comprehensive spectrum of educational opportunities. The Office of Independent Education and Parental Choice is a valuable repository of information regarding education options. For more information, please visit <https://www.fldoe.org/schools/school-choice/>.

## **Division of Early Learning**

Early education can be an important time during a student's educational career. In partnership with 30 early learning coalitions and the Redlands Christian Migrant Association, the Division of Early Learning oversees three programs: School Readiness, VPK and Child Care Resource and Referral. These programs collectively play a role in shaping the early educational experiences of students, laying a foundation for future academic success. Parents can access resources that will help them choose the right provider for their child and family. For more information, please visit <https://www.fldoe.org/schools/early-learning/parents/>.

## **Military Families**

Florida hosts the 5th largest population of active-duty service personnel spanning all five branches of the United States Military. A dependent child of an active member of the armed forces may be eligible for educational opportunities under either branch of the Family Empowerment Scholarship Program (see [s.1002.394.F.S.](https://www.fldoe.org/schools/early-learning/parents/)). Families may receive financial assistance for tutoring and access to added education options, such as transportation, private school or other customized learning services and materials for students as young as 3 years of age. For more information, please visit <https://www.fldoe.org/schools/school-choice/other-school-choice-options/military-families/>.



# Identifying and Evaluating a Student for Exceptional Student Education

When a parent or caregiver is concerned about a student who is performing significantly below grade level expectations or suspects that a student may have a disability, consider the following information:

- A medical diagnosis alone is insufficient to determine eligibility for exceptional student education. It is additional information that can be considered when collecting and reviewing student-specific data (information).
- Based on federal regulations, after completing the administration of assessments and other evaluation measures, the school district and a group of qualified professionals consisting of the parent and school staff determine if the child meets eligibility criteria for a disability category (Title 34, s.300.306, Code of Federal Regulations).
- If a parent submits documentation from a licensed psychologist or licensed school psychologist (Chapter 490, Florida Statutes) that demonstrates that a student has been diagnosed with dyscalculia and also identifies the student's specific areas of difficulty, then evidence-based interventions must be initiated upon receipt of that documentation (see [s.1108.25\(6\).F.S.](#)).

The [Bureau of Exceptional Education and Student Services](#) provides resources to guide parents, teachers and caregivers through the process of identifying and evaluating a student who is suspected of being a student with a disability and in need of exceptional student education and related services.

## Characteristics of Specific Learning Disability

Specific Learning Disability is a term that describes an Exceptional Student Education eligibility category that refers to learning disorders that can affect a student's ability to read, write, listen, speak, reason and apply basic math skills. Rule 6A-6.03018, F.A.C., Exceptional Education Eligibility for Students with Specific Learning Disabilities, defines a specific learning disability as "a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell or do mathematics." Dyscalculia is included among the "associated conditions" of a specific learning disability.

Dyscalculia is a specific learning disability in mathematics. It affects areas of the brain that deal with number-related skills and understanding. The primary characteristics of dyscalculia could include the following: number sense, memorization of math facts, calculation and mathematical reasoning. When determining if a student exhibits characteristic(s) of dyscalculia, at least one of these characteristics should have persisted for at least six months despite interventions, and skills should be substantially below those expected for grade level.

Prekindergarten and Kindergarten	Grades 1-4
<p>Building a solid foundation in mathematics involves many different skills. Young children/students with learning disabilities may have difficulty:</p> <ul style="list-style-type: none"> <li>➤ Recognizing numbers and matching numbers with amounts (e.g., connecting the number 3 to that many objects in front of them).</li> <li>➤ Sorting objects by shape, size or color.</li> <li>➤ Recognizing groups and patterns.</li> <li>➤ Comparing and contrasting using concepts like smaller/bigger or taller/shorter.</li> <li>➤ Organizing numbers, such as largest to smallest or first to last.</li> </ul>	<p>As mathematics learning continues through the elementary grades, students with learning disabilities may have difficulty:</p> <ul style="list-style-type: none"> <li>➤ Doing simple calculations from memory.</li> <li>➤ Solving basic math problems using addition, subtraction, multiplication and division.</li> <li>➤ Figuring out how to apply their knowledge and skills to solve math problems.</li> <li>➤ Recognizing and using number lines.</li> <li>➤ Learning to use money (i.e., coins or bills).</li> <li>➤ Reading an analog clock.</li> <li>➤ Retaining basic math facts (e.g., memorizing multiplication tables).</li> <li>➤ Understanding place value, often putting numbers in the wrong column.</li> <li>➤ Understanding word problems or more advanced symbols (i.e., &gt; meaning “greater than” or &lt; meaning “less than”).</li> <li>➤ Organizing numbers by scale (10s, 100s, 1,000s) or decimal place (0.1, 0.01, 0.001).</li> <li>➤ Understanding what is written on a board or in a textbook due to visual-spatial difficulties.</li> </ul>

For more information, please visit <https://www.fl DOE.org/academics/exceptional-student-edu/ese-eligibility/specific-learning-disabilities-sld/index.stml>.

## New Worlds Scholarship Account

The New Worlds Scholarship Account provide \$1,200 scholarships to eligible VPK-5 students who:

- show a substantial deficiency in early literacy or early mathematics skills,
- show a substantial deficiency in reading or mathematics,
- exhibit characteristics of dyslexia or dyscalculia, or
- score below a level 3 on the most recent statewide, standardized English Language Arts (ELA) or mathematics assessment.

The program offers parents/ guardians access to education savings accounts to pay for tuition and fees related to part-time tutoring, summer and after-school literacy or mathematics programs, and instructional materials. Your child may be eligible for a New Worlds Scholarship Account. For more information, please visit <https://www.fl DOE.org/schools/school-choice/k-12-scholarship-programs/reading/>.

## English Language Learners

English Language Learners (ELLs) have a wide variety of supports available to increase essential performance in mathematics. Recognizing the unique needs of ELLs, each LEA has crafted an individualized English Language Learner Plan, which serves as a strategic blueprint outlining targeted strategies and valuable resources aimed at fostering the academic success of ELLs. More information may be found at <https://www.fl DOE.org/academics/eng-language-learners/index.stml>.

## Overview of Assessment Types

As students progress from kindergarten, they should be steadily developing the skills needed to become grade-level mathematicians. While students are learning to do math, educators and parents can monitor students to see if they are on track with grade-level expectations. Florida uses various types of assessments to monitor students' progress in mathematics.

ASSESSMENT	PURPOSE
Screening	The purpose of screening is to identify the likelihood (probability) of risk or success in mathematics achievement. Educators can also use screening to measure the effectiveness of Tier 1, or core, instruction in the classroom and identify students needing more intensive interventions and supports (Tier 2 and 3 supports).
Progress Monitoring	The purpose of progress monitoring is to determine whether students are learning the skills taught throughout the school year. Progress monitoring can be done at the state level or the local level. Progress monitoring can also be referred to as interim assessments.
Diagnostic	The purpose of a diagnostic assessment is to identify a student's strengths and weaknesses for students identified as at-risk on a screening assessment.
Formative	The purpose of formative assessments is to monitor student learning to provide ongoing feedback that can be used by educators to identify the current state of the learner's knowledge and skills. More specifically, educators can use formative assessment on a regular basis to monitor student learning and adjust their current instruction to meet the needs of the learner in real time.
Summative	The purpose of summative, or outcome, assessments is to evaluate students' performance relative to a set of content standards generally administered at the end of the school year.

## Statewide Mathematics Assessments

All Florida students participate in the state's assessment and accountability system. The primary goals of these assessments is to provide information about student learning in Florida, as required by Florida law (see [s.1008.22.F.S.](#)).

- Coordinated Screening and Progress monitoring System: Also known as the Florida Assessment of Student Thinking (FAST), these assessments provide information in mastering grade-level standards for PreK-8 and provide information on students' progress to parents, teachers and school and program administrators. FAST assessments are administered during three Progress Monitoring (PM) windows: *\*For grades 3-8 FAST mathematics PM3: In accordance with s.1008.22(3)(a), F.S., PM3 will be considered the statewide, standardized assessment in mathematics and will be used for accountability purposes.*
- Florida Alternate Assessment (FAA): The FAA is aligned with Access Points - Alternate Academic Achievement Standards (AP-AAAS). AP-AAAS reflects the most salient content of Florida's statewide academic achievement standards that apply to all students in the same grade. Students with a most significant cognitive disability who meet the criteria in the [Rule 6A-1.0943.F.A.C., Statewide Assessment for Students with Disabilities](#), may participate in the FAA if their individual educational plan team determines it is the most appropriate assessment option.

For more information regarding FAST assessments, please visit <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>  
For resources related to FAST assessments, visit <https://flfast.org/fast.html>.



# Kindergarten





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR KINDERGARTEN MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **kindergarten** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in kindergarten—along with some important additional skills. **Kindergarten** students are learning these types of lessons:

- Counting to 100 by ones and by tens.



- Understanding relationships between numbers and quantities; connect counting to cardinality.



- Representing addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations.



- Fluently adding and subtracting within five.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

Download the complete Mathematics Florida Standards for Kindergarten at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education

## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In kindergarten, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

## SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Counting with everyday activities. Count the number of steps when walking from one place to another, or count the number of items you unload from a backpack or bag of groceries.



Have your child help you sort the laundry into different groups. For example, put all the pants in one pile, shirts in another pile and socks in a third pile. Talk about how one item can belong to different categories. Talk about which groups include more, less or equal numbers of items.



Talk about and create lists that include drawings of items. Label them by writing numbers one to 20. Practice reading the numbers together.



Practice addition and subtraction when involved in everyday activities. Say, "You have 3 crackers. If I give you 2 more, how many will you have?" By the end of kindergarten, your child should be comfortable adding and subtracting numbers within 5.



The concept of "ONE HUNDRED" is important for kindergarteners. Think of ways to incorporate "100" into real-life, meaningful activities. For instance, make a chart and log 10 "bend and stretch" exercise moves every day for 10 days.



Be on the lookout for geometric shapes. The park/playground or the grocery store are good places to search and name circles, cones, squares and rectangles.



Make a point to observe relationships or similarities and differences, such as more/less, above/below, beside/behind, taller/shorter.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media ([www.commonsensemedia.org](http://www.commonsensemedia.org)).

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)





# Grade K Mathematics Resources Toolkit



The Grade K Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade K standards information and resources related to the Grade K curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade K Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade K FLDOE Instructional Resource Math Toolkit Videos](#)
- [Grade K Mathematics Student Resources](#)
- [Renaissance Star Sample Test Items](#)

### [Grade K Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade K mathematics course description includes resources for all 37 standards within the Grade K mathematics course.



# 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 to  
Access All  
Kindergarten  
Family Letters**

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

Learning Target	Success Criteria
Understand counting.	<ul style="list-style-type: none"> <li>I can identify numbers.</li> <li>I can name numbers.</li> <li>I can order numbers.</li> <li>I can write numbers.</li> </ul>

Chapter 1 Count and Write Numbers 0 to 5
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, number of objects in a group. Also, your student represents a 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 the words number, count, five frame, and order.

- Use the following activities to model, count, and write numbers with your student.
- Use objects in your home to talk about numbers. "do I have? May I please have four grapes? How many are 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 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, and the other player says the number. Take turns.
  - Help your student form groups of 1, 2, 3, 4 student to use pieces of paper to write or group. Then challenge your student to write or group pieces of paper in a row.

By the end of this chapter, your student should 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!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

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

Learning Target	Success Criteria
Understand numbers.	<ul style="list-style-type: none"> <li>I can identify numbers.</li> <li>I can name numbers.</li> <li>I can order numbers.</li> <li>I can write numbers.</li> </ul>

Chapter 3 Count and Write Numbers 6 to 10
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.



ten frame

After learning about each quantity, your student will learn to write the numeral. 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!

Florida Grade K  
Resources by Chapter 87

Family Letters





# Using Big Ideas Learning Homework & Practice QR Codes in Kindergarten

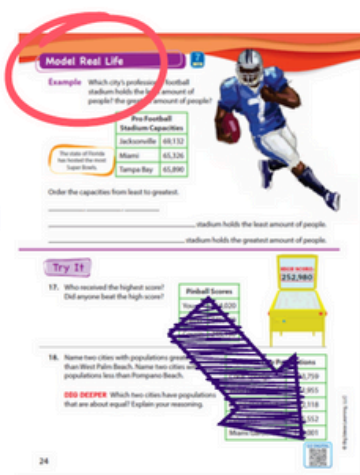
Each Homework and Practice page has a QR Code® to link students and parents to at-home videos for each lesson. This provides access to the videos that align to the lessons, including click-through example videos.

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.



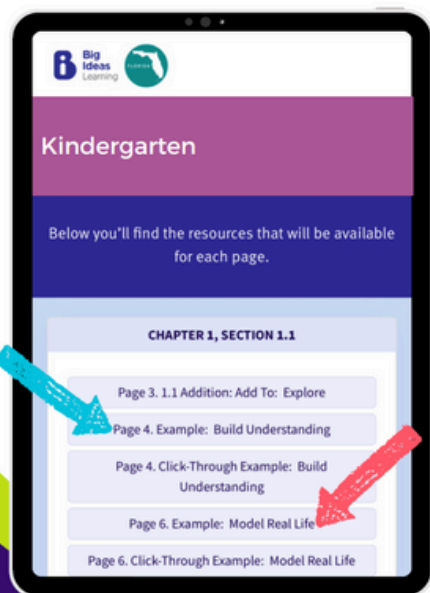
## STEP 2:

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

[Click Here to Access Active Links](#)



# K

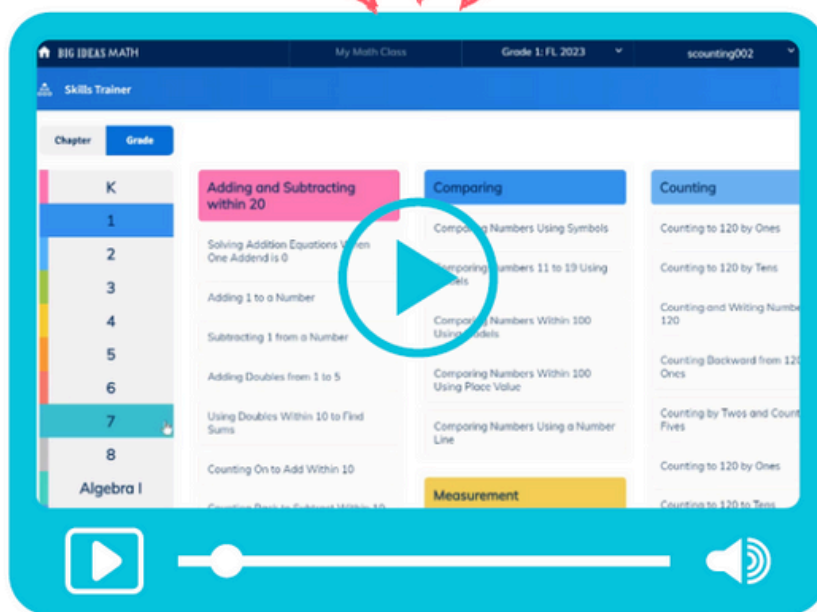
# SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME



# Grade 1





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR GRADE 1 MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **first grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in first grade—along with some important additional skills. **First grade** students are learning these types of lessons:

- Solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings and equations with a symbol for the unknown number to represent the problem.
- Understanding subtraction as an unknown-addend (an unknown number added to another) problem.  
**For example:** "Subtract  $10 - 8$  by finding the number that makes 10 when added to 8."



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

- Relating counting to addition and subtraction.



- Counting to 120, starting at any number less than 120. Read and write numbers that represent a number of objects.



Download the complete Mathematics Florida Standards for Grade 1 at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education

## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In first grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

## SUPPORT LEARNING AT HOME

As a parent, you are your child's first teacher. You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Play number games with your child. Count to answer, "How many?" Think of ways to incorporate "120" into real-life, meaningful activities.



Turn daily activities into real-life math "mysteries." Make word problems that provide practice adding and subtracting within 20.



Gather a collection of coins of various sizes. Ask your child to sort the coins by size. Then pick two of the groups, and ask your child to count the number of coins in each group. Have him/her add the numbers together, then find the difference between the two numbers.



Have your child "check" your addition and subtraction decisions as "true or false." Give him/her opportunities to answer false, and have fun.



Allow him/her to count money and make change. For example, tell your child you have coins in your pocket that total 90 cents and ask, "What combinations of coins could be in my pocket?"



Perform math-based tasks in real life. Set two place settings and ask them to finish the rest, following the pattern you began. Create projects such as planting a garden.

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)



# Grade 1 Mathematics Resources Toolkit



The Grade 1 Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade 1 standards information and resources related to the Grade 1 curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade 1 Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade 1 FLDOE Instructional Resources Math Toolkit Videos](#)
- [Grade 1 Mathematics Student Resources](#)
- [Renaissance Star Sample Test Items](#)

### [Grade 1 Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade 1 mathematics course description includes resources for all 41 standards within the Grade 1 mathematics course.





# 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.

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

## 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"> <li>I can identify when to add or subtract.</li> <li>I can model addition and subtraction.</li> <li>I can write an addition equation and a subtraction equation.</li> <li>I can solve word problems.</li> <li>I can identify how many there are to start.</li> </ul>
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		

Name \_\_\_\_\_

## 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, subtraction equation, 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 for any activity in this chapter is 10. This aligns well with many cooking recipes. When preparing part of a meal, or baking goods, use the following strategies:

- 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 there in all when I join the groups together?"
- Show your student the number of objects you currently have. Then tell your student that you need a certain 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 in subtraction contexts, such as buying items at a grocery store. Have a great time in the kitchen!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

## 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"> <li>I can model subtraction strategies.</li> <li>I can write subtraction equations.</li> <li>I can explain the strategy I used.</li> <li>I can apply strategies to solve word problems.</li> <li>I can use a number line to count back from.</li> </ul>
5.1 Count Back to Subtract within 20	Use the count back strategy to subtract.	
5.2 Use Addition to Subtract within 20		
5.3 Get to 10 to Subtract		
5.4 Subtract 9		
5.5 More True or False Equations		
5.6 Make True Equations		
5.7 Problem Solving: Subtraction within 20		

Name \_\_\_\_\_

## Chapter 5 Subtract Numbers within 20

Dear Family,

In this chapter, your student will be subtracting with numbers greater than 10. The strategies counting back and using addition to subtract will be used again. The subtraction strategy get to 10 will be introduced to your student as well. 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 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!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

Florida Grade 1  
Resources by Chapter 215

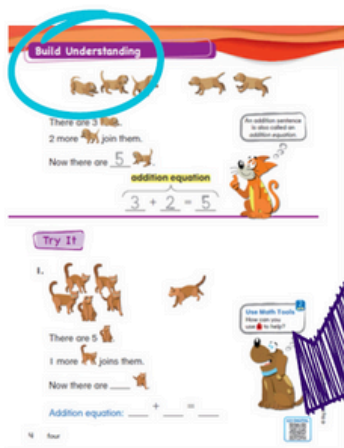
Family Letters



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

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.



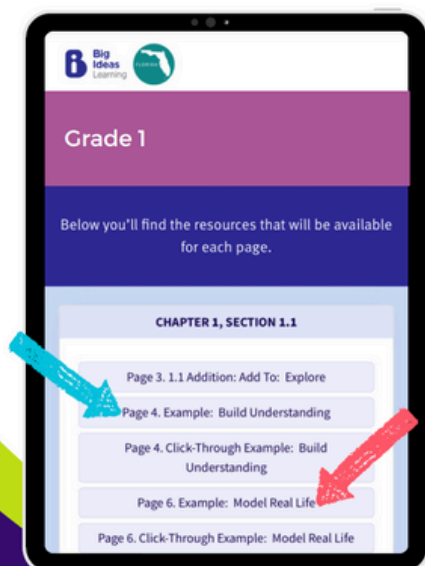
## STEP 2:

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.





# 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

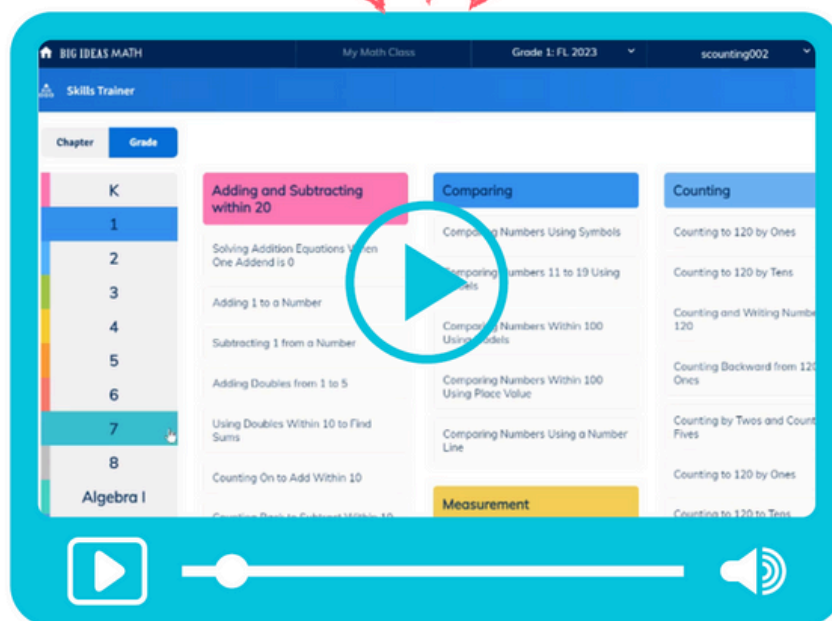
## SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME

# Grade 2





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR GRADE 2 MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **second grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in second grade—along with some important additional skills. **Second grade** students are learning these types of lessons:

- Determining the unknown whole number in an equation relating four or more whole numbers. For example, determining the unknown number that makes the equation true in the following:

1.  $37+10+10 = \_\_ +18$
2.  $?-6=12-4$
3.  $15-9+6=X$



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.

- Using addition to find the total number of objects arranged in rectangular arrays with up to five rows and up to five columns; write an equation to express the total as a sum of equal addends.
- Counting within 1,000; skip-count by 5s, 10s and 100s.
- Reading and writing numbers to 1,000 using base-ten numerals (a number system based on 10 also known as the decimal system), number names and expanded form.
- Adding up to four two-digit numbers by using strategies based on place value and properties of operations.



Download the complete Mathematics Florida Standards for Grade 2 at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education



## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In second grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

## SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Help your child understand that the same hour on an analog clock can mean day (am) or evening (pm). Throughout the day and evening, have him/her be the timekeeper who reports the hour and minutes for family activities.



Help your child get a sense of how many make 1,000 of something. Create a scrapbook-style dictionary, numbering words and illustrating them with cutout pictures and drawings.



Practice counting to 1,000. Skip count by 5s, 10s, and 100s. Start from a random number and add or subtract.



Find 10 pairs of related objects, such as buttons in multiple colors. Count them by pairs of two up to 20.



Make and count ingredients for a 20-piece salad with two leaves of lettuce, two pieces of tomato, two chunks of carrot, two croutons, etc., for a total of 20.



Encourage your child to measure things around the house using a ruler, yardstick, tape measure, measuring cup or scale.



Allow your child to count money and make change. For example, tell your child you have coins in your pocket that total 90 cents and ask, "What combinations of coins could be in my pocket?"

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)



# Grade 2 Mathematics Resources Toolkit



The Grade 2 Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade 2 standards information and resources related to the Grade 2 curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade 2 Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade 2 FLDOE Instructional Resource Math Toolkit Videos](#)
- [Grade 2 Mathematics Student Resources](#)
- [Renaissance Star Sample Test Items](#)

### [Grade 2 Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade 2 mathematics course description includes resources for all 42 standards within the Grade 2 mathematics course.



# FAMILY LETTERS

# 2

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 BELOW  
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"> <li>I can identify odd and even numbers.</li> <li>I can write repeated addition equations.</li> <li>I can find the total number in equal groups.</li> <li>I can use arrays to solve problems.</li> <li>I can model a number using dots or linking cubes.</li> <li>I can tell whether a number can be shared by two equal parts.</li> </ul>
1.1 Odd and Even Numbers	Tell whether a number is odd or even.	
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 number of objects in groups and arrays. The addition lessons add adding equal groups of objects. The vocabulary words for this chapter are array, column, equal groups, equation, even, odd, repeated addition, and no.

There are many examples outside of the classroom that you can use to model odd and even numbers and repeated addition in groups and arrays. The store is a great place to start! The market has endless quantities of odd and even 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 if I join the groups together?"
- Show your student an array that has items arranged in equal equal columns. Ask your student to count the number of objects in the array. Then ask your student, "How many objects are in each column? What repeated addition equation shows this array?"
- When you get home, give your student a repeated addition equation such as  $2 + 2 + 2 = \dots$ . Have your student arrange objects in equal groups or in an array to show this equation. Have your student tell whether the number total is odd or even.

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 to identify odd and even and repeated addition with groups and arrays, such as when he buys clothes, books, or toys.

Have a great time with your student!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

140 Florida Grade 2  
Resources by Chapter

## 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"> <li>I can model addition strategies.</li> <li>I can find partial sums to add.</li> <li>I can apply strategies to solve word problems.</li> </ul>
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 Fraction Addition: Two-Digit Numbers		
4.6 Add up to 10 Two-Digit Numbers		
4.7 Area Problems: 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, "The toy costs \$26 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 \$35. 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!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

Florida Grade 2  
Resources by Chapter 129

Family Letters

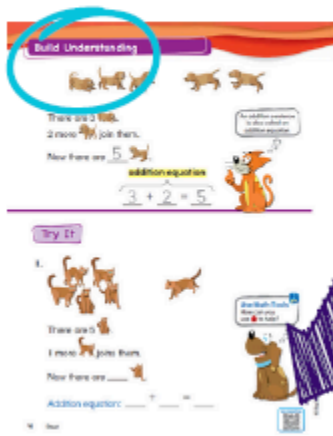




## Using Big Ideas Learning Homework & Practice QR Codes in Grade 2

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.



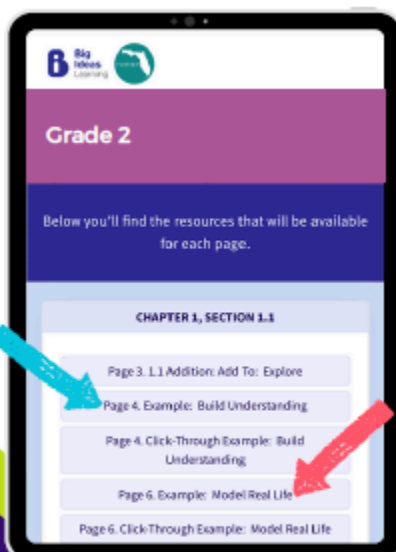
### STEP 2:

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.



# 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**

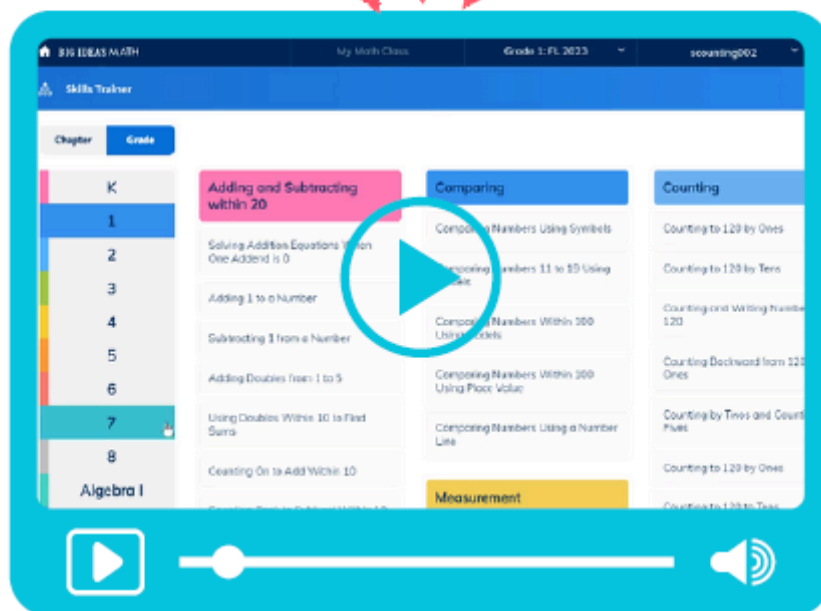
# SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME



# Grade 3





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR GRADE 3 MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

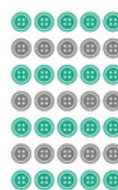
Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **third grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in third grade—along with some important additional skills. **Third grade** students are learning these types of lessons:

- Interpreting product of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in five groups of seven objects each. Describe a context in which a total number of objects can be expressed as  $5 \times 7$ .
- Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Understanding division as an unknown-factor problem. For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by eight.
- Solving two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



Download the complete Mathematics Florida Standards for Grade 3 at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education

## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In third grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

## SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Help your child learn about fractions by cooking and using measuring cups and spoons.

Help your child memorize both one-digit multiplication and division facts up to 100.



Talk through multi-step, real-life problems, such as, "If you ride your bike around the block five times, Monday through Friday, for an entire month, how many total trips around the block will you have made?"



If pizza is a favorite family food, ask your child to figure out how to divide the pizza so that each member of the family has an equal amount.



Involve your child in crafting and building projects. Ask him or her to help measure, assist in figuring out how much of a particular item is needed (paint, wood, fabric, etc.) and estimate the cost of individual materials as well as total project.



Use trips to the grocery store to help your child practice estimation and measurement skills. Show your child the scale in the produce department, and explain the markings that indicate pounds and ounces. Ask your child to guess the weight of the produce you are buying and then to weigh it for you.



Practice estimation when shopping with your child and say, "We have only \$10 (or \$20, or whatever the amount is) to spend, and your job is to estimate when we are close to that limit as we do our shopping."



Add graph paper to your child's study tools and have your child fill in rectangles with the same area but different perimeters.

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)





# Grade 3 Mathematics Resources Toolkit



The Grade 3 Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade 3 standards information and resources related to the Grade 3 curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade 3 Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade 3 FLDOE Instructional Resource Math Toolkit Videos](#)
- [Grade 3 Mathematics Florida Students Resources](#)

### [Grade 3 Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade 3 mathematics course description includes resources for all 42 standards within the Grade 3 mathematics course.

### [Florida Department of Education: Students & Families Resources](#)

General information and resources about the Florida Assessment of Student Thinking (FAST) can be found here for students and parents.



# FAMILY LETTERS

# 3

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 BELOW  
to Access All  
Grade 3  
Family Letters**

## Chapter 1 Understand Multiplication and Division (continued)

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

- 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 into Equal Groups
- 1.6 Divide Number of Equal Groups
- 1.7 Use Number Lines to Divide

Florida Grade 3 Resources by CLE

## Chapter 1 Understand Multiplication

Dear Family,

In this chapter, your student is learning about multiplying. Some vocabulary words associated with this chapter are multiplication, division, array, product, and quotient.

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 12 apples. Ask your student, "How many groups of 4 are there in 12?"
- To model division, show your student 12 apples. Then tell your student that you need 4 groups. Ask, "How many apples are shared equally by 4?"
- Use numerous objects such as grapes to model multiplication and division. Ask, "How many groups of 4 are there in 12?"
- You can model arrays with grapes. The grapes are equal rows and equal columns. Ask, "How many groups of 4 are there in 12?"

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 opportunities for situations in the kitchen.

Have a great time practicing math!

Copyright © Big Ideas Learning, LLC. All rights reserved.

Florida Grade 3 Resources by CLE

## Chapter 4 Division Facts and Strategies (continued)

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

4.1 Use Arrays to Divide

4.2 Relate Multiplication and Division

4.3 Divide by 2, 3, or 6

4.4 Divide by 4 or 8

4.5 Divide by 9 or 1

4.6 Divide by 5 or 10

4.7 Divide by 11 or 12

4.8 Divide with 0 or 1

4.9 Practice Division Strategies

4.10 True or False Equations

4.11 Problem Solving Division

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 divided, division, quotient, and fact family.

One way you can model division is with money. Counting and dividing open 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. 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 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) to buy something. Ask, "How many quarters do you need to make 40 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 concepts, such as dividing leftover change equally among a group of people.

Have a great time "making change"!

Copyright © Big Ideas Learning, LLC. All rights reserved.

Florida Grade 3 Resources by CLE

Family Letters

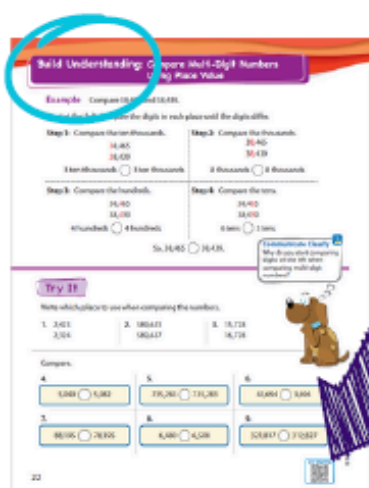




# Using Big Ideas Learning Homework & Practice QR Codes in Grade 3

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.

Videos are available for **Build Understanding** and **Model Real Life** with **Extra Example Videos** sections of each lesson.



## STEP 1:

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



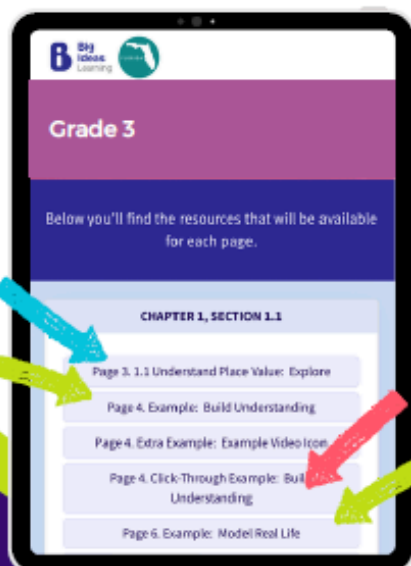
## STEP 2:

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 **Extra Example Videos** should you need additional support or further math skills clarification.



# 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.

**NOTE: Only grade-level specific topics are listed below**

## 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](#)

[Click Here to Access Active Links](#)





# 3

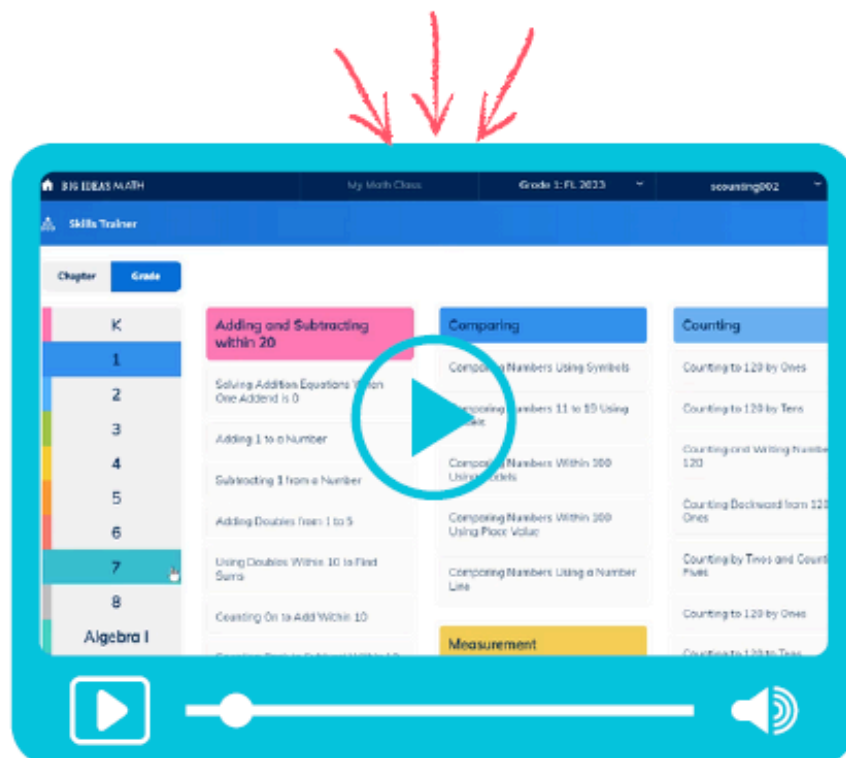
## SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME

# Grade 4





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR GRADE 4 MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fourth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fourth grade—along with some important additional skills. **Fourth grade** students are learning these types of lessons:

- Determining whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation  $60 + 24 = 57 + 27$  is true or false.
- Fluently adding and subtracting multi-digit whole numbers using the standard algorithm.
- Applying and extending previous understanding of multiplication to multiply a fraction by a whole number.
- Using decimal notation for fractions with denominators of 10 or 100. For example, rewrite 0.62 as  $62/100$ ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
- Applying the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room, given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.



Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



Download the complete Mathematics Florida Standards for Grade 4 at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education



## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In fourth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of whole numbers.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

## SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Ask your child to "teach" you what he/she has been learning in math.



Have your child write down the time he/she begins and finishes a chore or an activity. Then ask them to calculate how much time it took to complete the chore or activity.



Search newspapers and magazines or the internet for charts, tables, graphs and especially "infographics" that contain numerical information. Discuss specific information with your child. Pose questions that require your child to interpret the information and respond by performing addition, subtraction, multiplication and division calculations.



If you download apps for your child to play, be careful to choose only those with actual educational value, such as Common Sense Media ([www.commonsensemedia.org](http://www.commonsensemedia.org)).



Add a protractor to your child's study tools. Spend some with your child experimenting with drawings and measuring using the protractor.

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)



# Grade 4 Mathematics Resources Toolkit



The Grade 4 Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade 4 standards information and resources related to the Grade 4 curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade 4 Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade 4 FLDOE Instructional Resource Math Toolkit Videos](#)
- [Grade 4 Mathematics Florida Students Resources](#)

### [Grade 4 Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade 4 mathematics course description includes resources for all 54 standards within the Grade 4 mathematics course.

### [Florida Department of Education: Students & Families Resources](#)

General information and resources about the Florida Assessment of Student Thinking (FAST) can be found here for students and parents.



# FAMILY LETTERS

# 4

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 BELOW  
to Access All  
Grade 4  
Family Letters**

## 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"> <li>I can show the value of a digit in a number.</li> <li>I can use place value to compare numbers.</li> <li>I can order numbers on a number line.</li> <li>I can describe how place value positions are related.</li> <li>I can identify the four six place value notations.</li> </ul>
1.2 Place Value Patterns	Identify the value of	
1.3 Read and Write Multi-Digit Numbers		
1.4 Compare Multi-Digit Numbers Using Place Value		
1.5 Round Numbers		

## 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 of ones period, thousands period, and place value chart.

- Your student can practice place value concepts by playing a card game with digits 0-9 on two sets of index cards, with one digit on each card.
- Have your student select four index cards and arrange four-digit number. Then, have your student identify each place value and write it in word form, and expanded form. Repeat with five- and six-digit numbers.
- Give your student an set of the number cards and let yourself. 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.
- Select cards to create a four-digit number and let the other select. Take turns identifying the greater and the lesser. Repeat with five- and six-digit numbers to the nearest ten, hundred, thousand, and hundred thousand.
- State a rounded number, such as 500,000. Have your student create two numbers that round to the example, say, "What is one number that rounds to 500,000?" Repeat using various place values.

By the end of this chapter, your student should be able to use place value and a number line to compare multi-digit numbers, such as prices, page numbers, and so on.

Copyright © Big Ideas Learning, LLC  
All rights reserved.

106 Florida Grade 4  
Resources by Chapter

## Chapter 3 Multiply by Two-Digit Numbers (continued)

Chapter 3 Multiply by Two-Digit Numbers	Learning Target	Success Criteria
3.1 Multiply by Two-Digit Numbers	Understand multiplying by two-digit numbers.	<ul style="list-style-type: none"> <li>I can estimate a product of two numbers.</li> <li>I can use an area model to multiply.</li> <li>I can use partial products to multiply.</li> <li>I can use regrouping to multiply.</li> </ul>
3.2 Estimate Products		
3.3 Use Area Models to Multiply Two-Digit Numbers		
3.4 Use the Distributive Property to Multiply Two-Digit Numbers		
3.5 Use Partial Products to Multiply Two-Digit Numbers		
3.6 Multiply Two-Digit Numbers		
3.7 Multiply Three-Digit Numbers by Two-Digit Numbers		
3.8 Practice Multiplication Strategies		
3.9 Problem Solving: Multiplication with Two-Digit Numbers		

Dear Family,

## Chapter 3 Multiply by Two-Digit Numbers

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 is compatible numbers. Compatible numbers are numbers that are easy to multiply and are close to the actual numbers being multiplied.

You can practice multiplication of a warehouse club store where people buy large quantities of items. For example, 1 large box contains 30 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!

Copyright © Big Ideas Learning, LLC  
All rights reserved.

Florida Grade 4  
Resources by Chapter 105

Family Letters

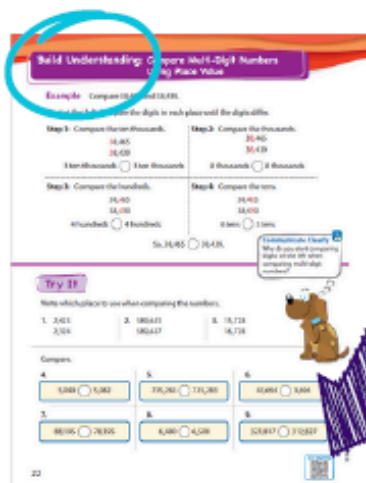




# Using Big Ideas Learning Homework & Practice QR Codes in Grade 4

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.

Videos are available for **Build Understanding** and **Model Real Life** with **Extra Example Videos** sections of each lesson.



## STEP 1:

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



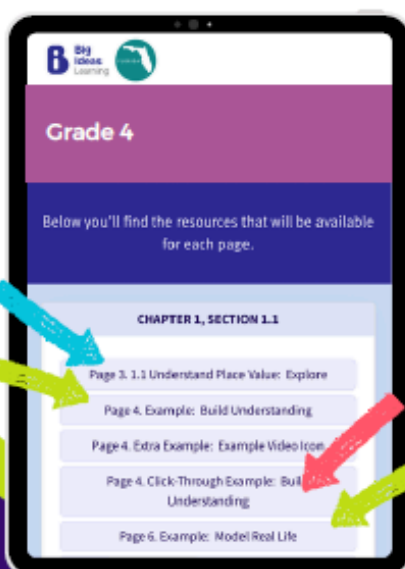
## STEP 2:

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 **Extra Example Videos** should you need additional support or further math skills clarification.



# 4 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

- ▶ 1.3 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](#)

[Click Here to Access Active Links](#)





**4**

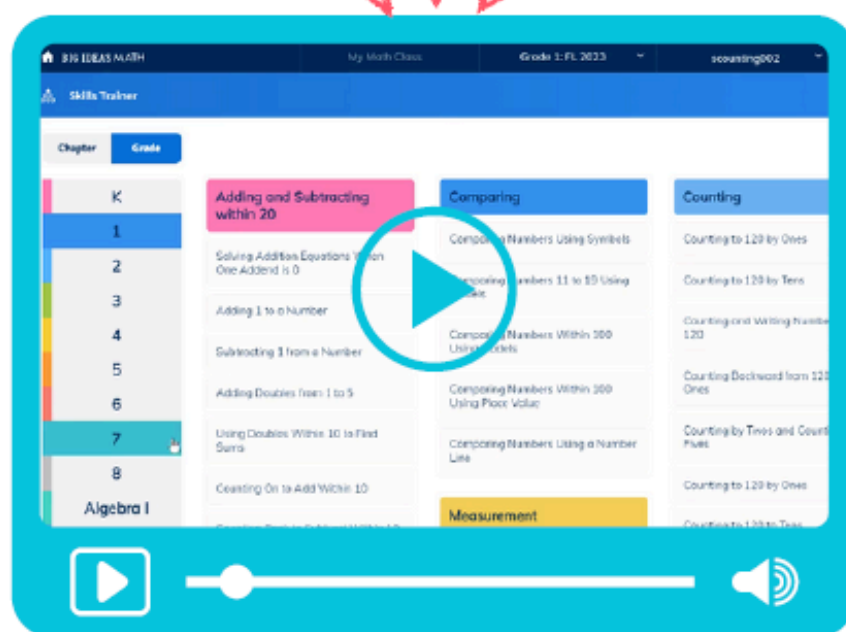
# SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME

# Grade 5





# FLORIDA STANDARDS

## COLLEGE & CAREER READY

### PARENT GUIDE FOR GRADE 5 MATHEMATICS

#### Preparing Florida's Children for a Successful Future



All Florida students deserve to graduate high school with the knowledge and skills they need to succeed in college, careers and life. Over the last several years, Florida has made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. Higher standards that challenge and motivate our students are essential.

To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path may be.

Preparing your child for success begins in kindergarten and continues as your child moves up through each grade. This guide will support parents and families with children in **fifth grade** by helping you:

- **Learn** about the Florida Standards and why they matter for your child.
- **Talk** with your child's teachers about what he/she will be learning in the classroom.
- **Support** your child's learning in practical ways at home.

#### LEARN ABOUT THE STANDARDS

Florida students will continue to practice many of the same things you learned in fifth grade—along with some important additional skills. **Fifth grade** students are learning these types of lessons:

- Using parentheses, brackets or braces in numerical expressions, and evaluating expressions with the following symbols.

$$(3+a)-5=2$$

- Recognizing that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

- Using place value, understanding to round decimals to any place.

26.49

- Measuring volumes by counting unit cubes, using cubic centimeter, cubic feet and improvised units.

Every child develops at his/her own pace. The activities in this guide are recommended age-specific guidelines for growing young minds.



Download the complete Mathematics Florida Standards for Grade 5 at [www.flstandards.org](http://www.flstandards.org)

#FLStandards  
Join the conversation



Developed by the Florida Department of Education



## TALK WITH YOUR CHILD'S TEACHER



When you talk to your child's teacher, don't worry about covering everything. Instead, keep the conversation focused on the most important topics for your child. In fifth grade, you may ask your child's teacher questions such as:

- How will my child be expected to show his/her work?
- What are some areas where my child is excelling? Where does my child need extra help?

If you are concerned that your child is struggling with math, don't postpone talking with his/her teacher. Open the conversation by asking if the teacher has observed any signs of confusion or frustration. Ask if your child has mastered addition, subtraction, multiplication and division of decimals and is competent adding and subtracting fractions.

Help your child engage in "productive struggle," or, in other words, keep going if a math task seems to take too long or be too hard. Encourage honest effort, praise him/her for persevering and share in the satisfaction of eventual success.

## SUPPORT LEARNING AT HOME

You can encourage learning mathematics at home in ways that are fun for you and your child. Try these ideas after school, on weekends and during the summer:



Ask your child to keep track of his/her allowance over time—to keep a record of how money has been received, spent and/or how much has been saved for future use. Be sure your child is using decimals to denote dollars and cents.



When filling the gas tank, have your child observe how gallons of gas accumulate and correspond to cost in dollars and cents. Ask your child to use division and calculate the cost per gallon.



When shopping at the grocery store have your child hunt for the lowest unit prices for a product you're purchasing.



Search newspapers and magazines or the internet for charts, tables, graphs and especially "infographics" that contain numerical information. Discuss specific information with your child.



Investigate problem sets, games and brain teasers from the National Council of Teachers of Mathematics (NCTM) at [illuminations.nctm.org](http://illuminations.nctm.org).



Find the locations of sites of interest on a road map or atlas using the coordinates from the map.

Talk to your child's teacher or principal to learn more great ideas to support learning at home.

**Download the complete Mathematics Florida Standards and other resources for parents at [www.flstandards.org](http://www.flstandards.org)**

Questions? Contact [JustforParents@fldoe.org](mailto:JustforParents@fldoe.org)

**FLORIDA STANDARDS**  
COLLEGE & CAREER READY

**Florida PTA**  
everychild.onevoice.<sup>®</sup>  
[www.floridapta.org](http://www.floridapta.org)



# Grade 5 Mathematics Resources Toolkit



The Grade 5 Mathematics Resource Toolkit is intended to provide recommended guidance to parents in assisting their child with the Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. This resource toolkit includes Grade 5 standards information and resources related to the Grade 5 curriculum to aid in preparing your child for the Mathematics Florida Assessment of Student Thinking (FAST) Assessment.

## Grade 5 Mathematics Resources

This section features links to resources and tools to allow you to assist your child at home.

### Student and Parent Resources

- [Grade 5 FLDOE Instructional Resource Math Toolkit Videos](#)
- [Grade 5 Mathematics Florida Students Resources](#)

### [Grade 5 Mathematics Course Description](#)

Course descriptions provide an overview of the required standards for the course. The Grade 5 mathematics course description includes resources for all 51 standards within the Grade 5 mathematics course.

### [Florida Department of Education: Students & Families Resources](#)

General information and resources about the Florida Assessment of Student Thinking (FAST) can be found here for students and parents.

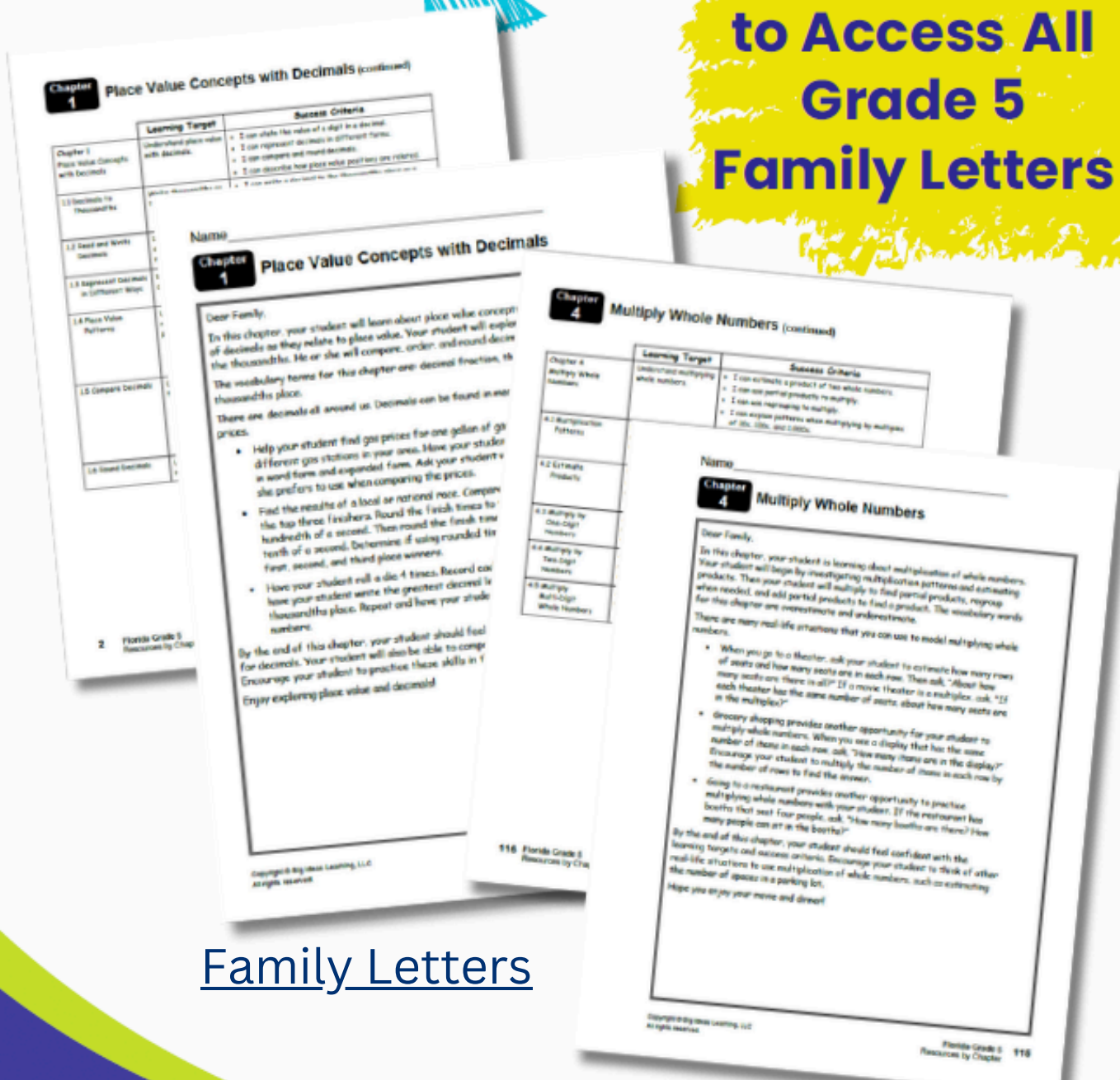


# FAMILY LETTERS

# 5

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 BELOW  
to Access All  
Grade 5  
Family Letters**



Family Letters

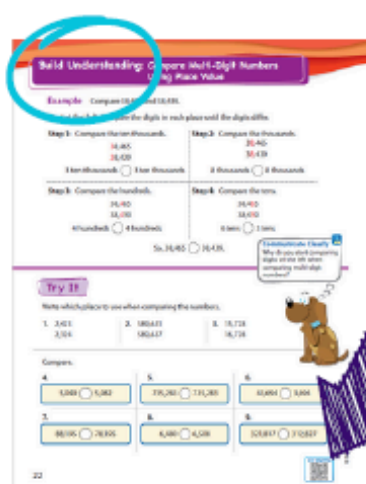




# Using Big Ideas Learning Homework & Practice QR Codes in Grade 5

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.

Videos are available for **Build Understanding** and **Model Real Life** with **Extra Example Videos** sections of each lesson.



## STEP 1:

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



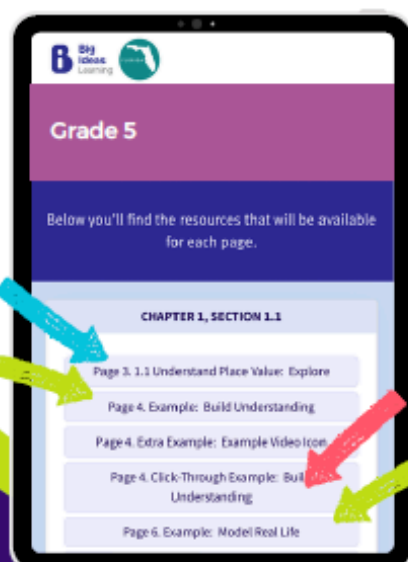
## STEP 2:

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 **Extra Example Videos** should you need additional support or further math skills clarification.



# 5 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 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  
ON NEXT PAGE**



# 5 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 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: Mixed Number  
Subtract & Add  
[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 13:  
Decimal Dots  
[Click to Play](#)

[Click Here to Access Active Links](#)





# 5

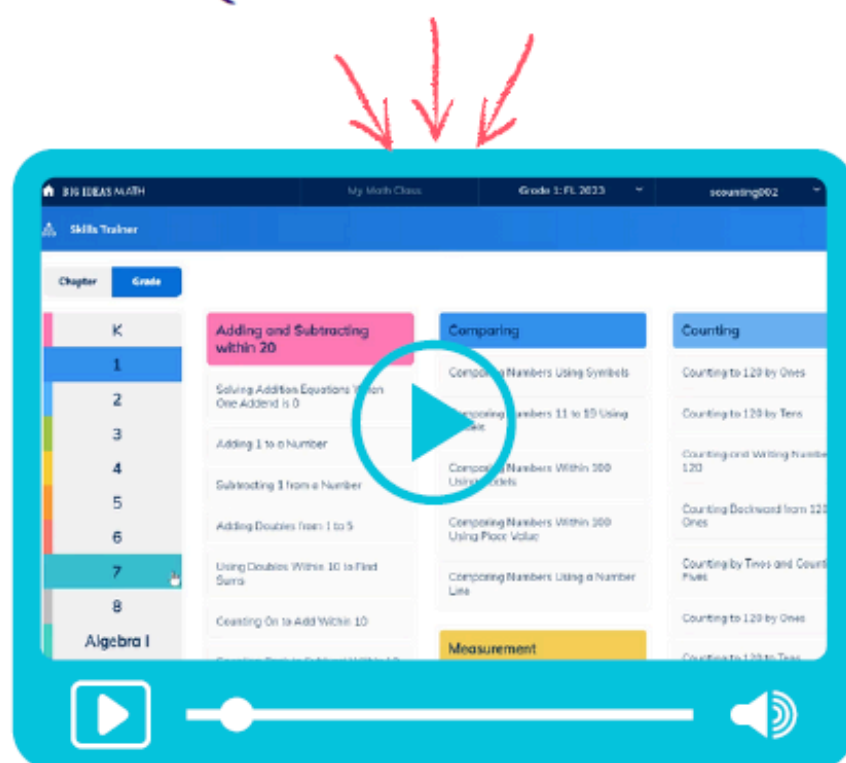
# SKILLS TRAINER

Skills Trainer is a built-in program that provides ample opportunities for students to practice and achieve fluency in skills from prior grades.

Ready for the bonus? Skills Trainer does not have to be assigned by a teacher because students have full access to every skill along with unlimited practice opportunities.

## Learn how to access Skills Trainer from the Student Account.

Scan QR Code Below to Access Video



SCAN ME

# Equity Policy

The School Board of Wakulla County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25. In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9. Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation. The lack of English language skills will not be a barrier to any opportunity or event associated with Wakulla County Schools. The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is Lori Sandgren Director of Human Resources, 69 Arran Road, Crawfordville, Florida 32327; 850.926.0065; Lori.Sandgren@wcsb.us



**WAKULLA**

**SCHOOL DISTRICT**

**RIGOROUS. RESILIENT. RELEVANT**