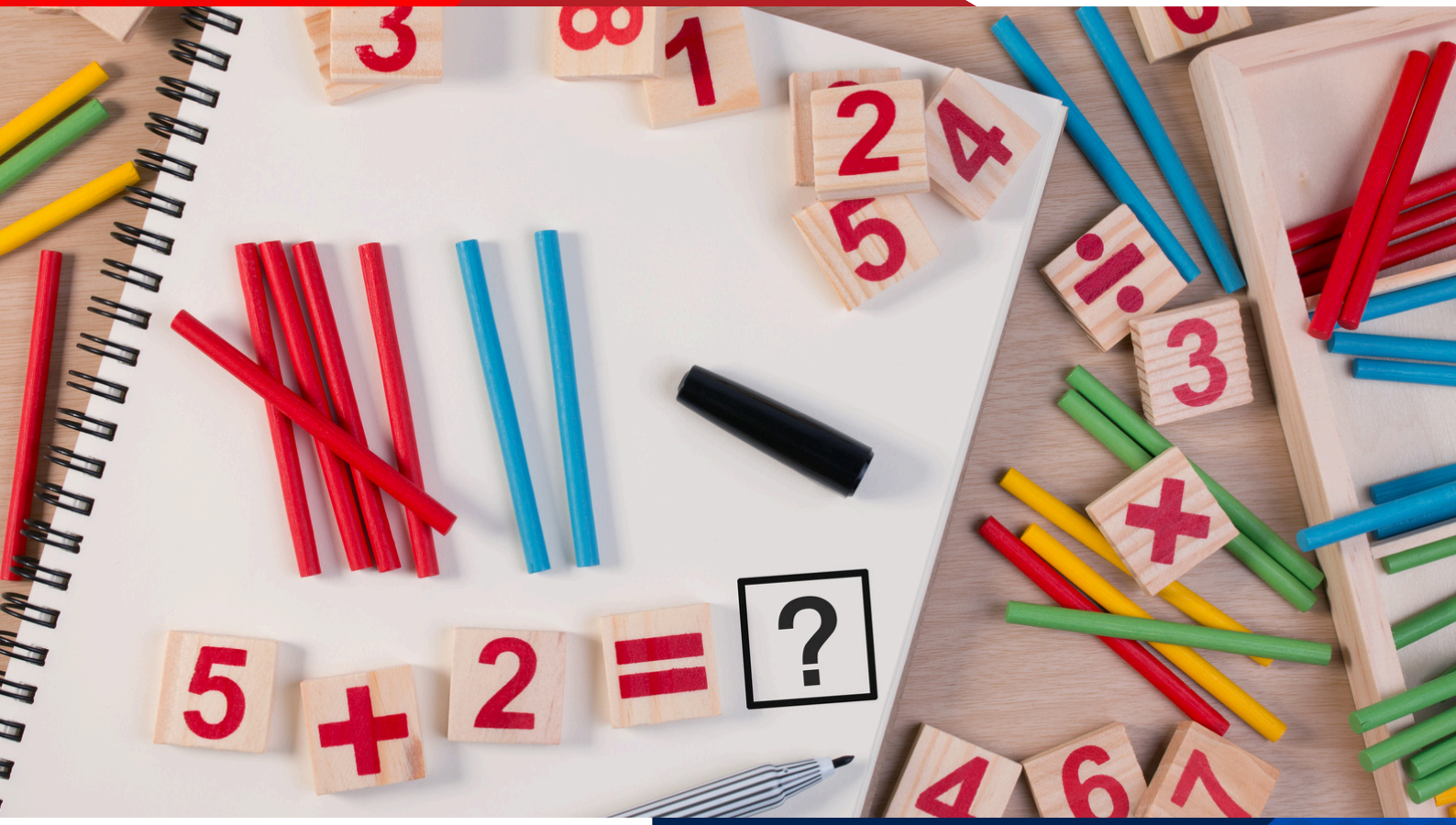
Third Grade

WAKULLA
SCHOOL DISTRICT



GRADES K-5

MATH-AT-HOME PLAN

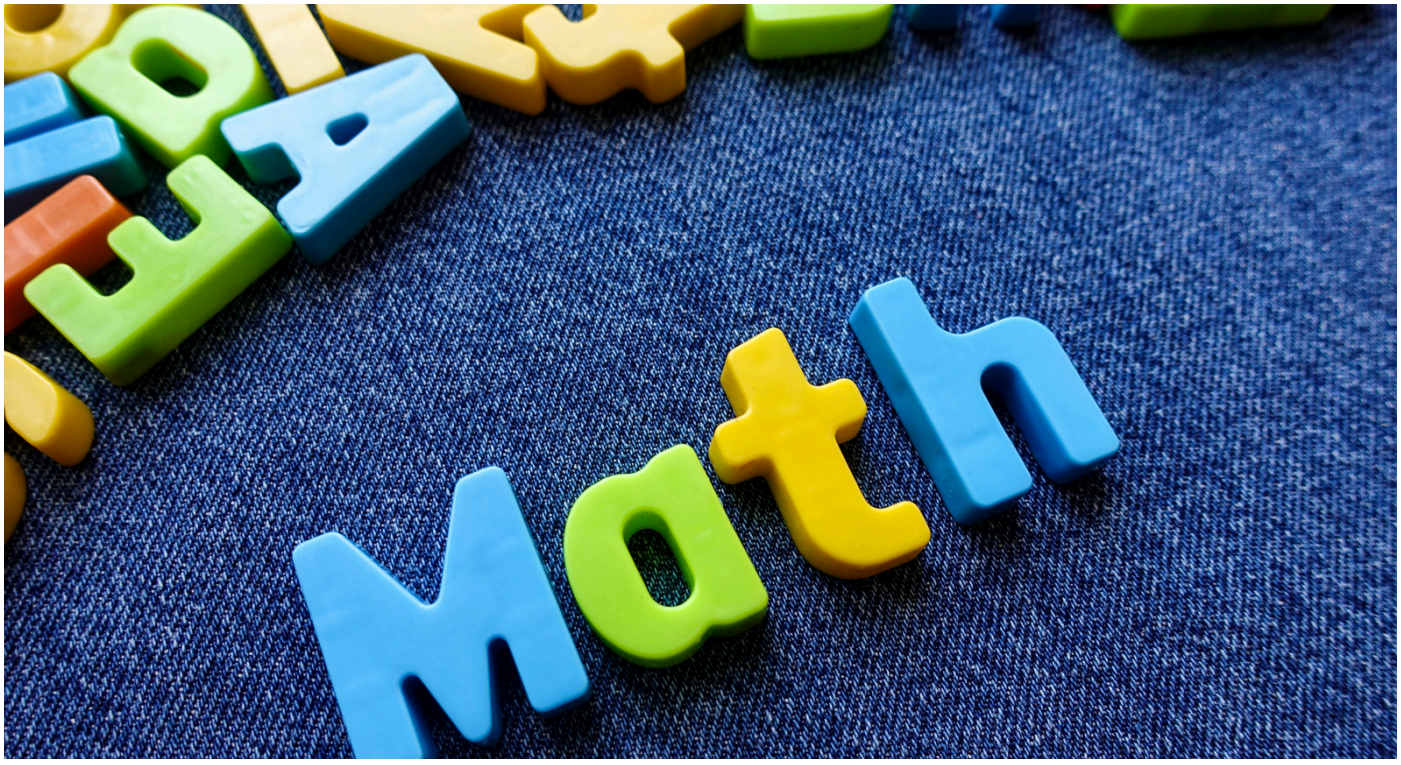
WAKULLA COUNTY SCHOOLS

2024 / 2025

https://www.wakullaschooldistrict.org/departments/instructional-services

Table of Contents

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



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.

"COMMITTED TO SUCCESS, THE WAKULLA WAY"

WAKULLA SCHOOL DISTRICT

RIGOROUS. RESILIENT. RELEVANT

Instructional Services Supervisors

Priscilla Colvin	Executive Director of Academics
Holly Harden	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

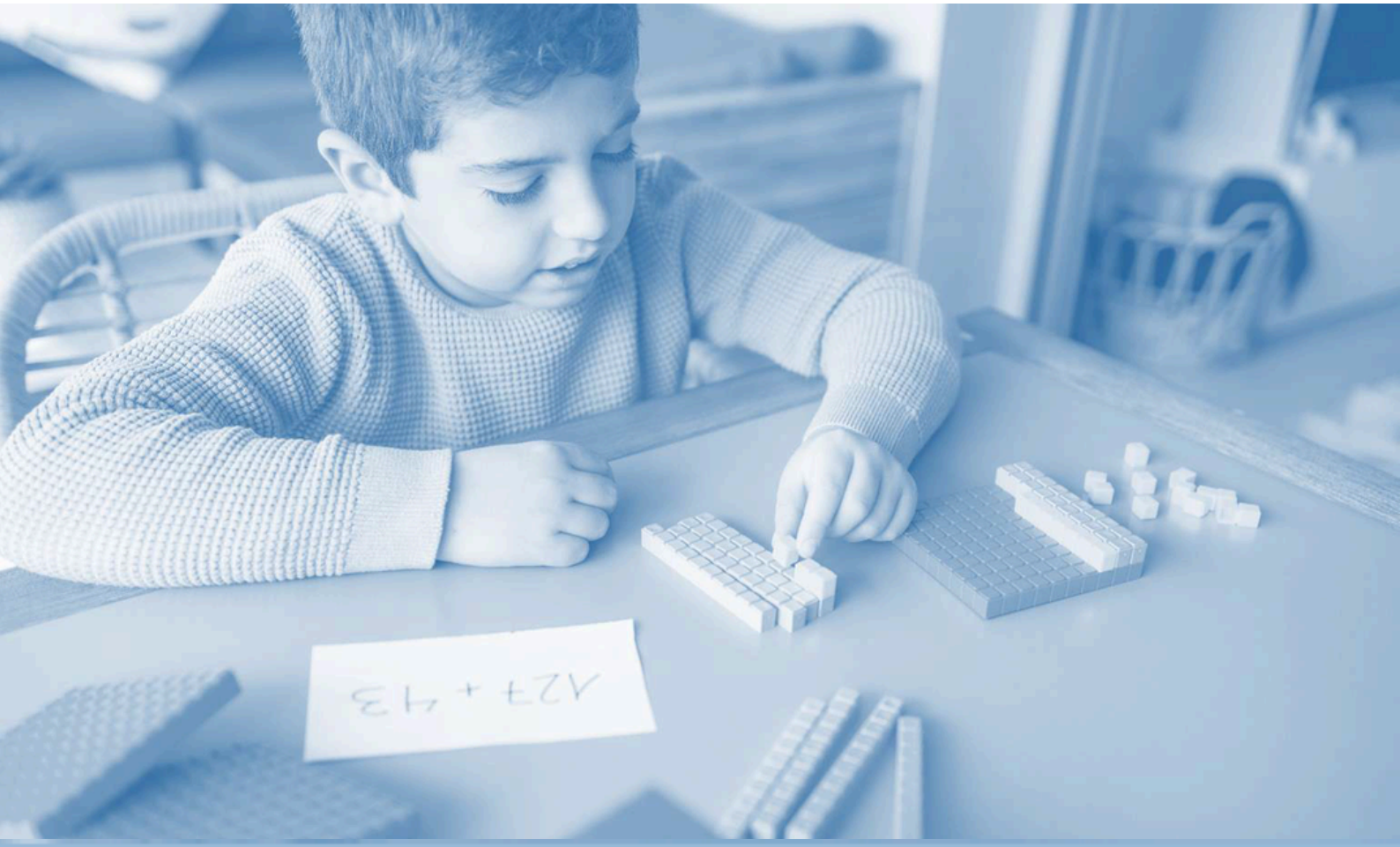
Wakulla County's goal is that your child leave elementary school proficient and confident in his/her ability to think and reason mathematically, to communicate and represent his/her mathematical thinking, and to productively solve problems.

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.or/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 identifies as having a deficiency in mathematics. Recognizing the importance of family engagement in a student's educational journey, dedicated Parent Guides have been crated 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 students 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.). 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
Building a solid foundation in mathematics involves many different skills. Young children/students with learning disabilities may have difficulty: ➢ Recognizing numbers and matching numbers with amounts (e.g., connecting the number 3 to that many objects in front of them). ➢ Sorting objects by shape, size or color. ➢ Recognizing groups and patterns. ➢ Comparing and contrasting using concepts like smaller/bigger or taller/shorter. ➢ Organizing numbers, such as largest to smallest or first to last.	As mathematics learning continues through the elementary grades, students with learning disabilities may have difficulty: ➢ Doing simple calculations from memory. ➢ Solving basic math problems using addition, subtraction, multiplication and division. ➢ Figuring out how to apply their knowledge and skills to solve math problems. ➢ Recognizing and using number lines. ➢ Learning to use money (i.e., coins or bills). ➢ Reading an analog clock. ➢ Retaining basic math facts (e.g., memorizing multiplication tables). ➢ Understanding place value, often putting numbers in the wrong column. ➢ Understanding word problems or more advanced symbols (i.e., > meaning "greater than" or < meaning "less than"). ➢ Organizing numbers by scale (10s, 100s, 1,000s) or decimal place (0.1, 0.01, 0.001). ➢ Understanding what is written on a board or in a textbook due to visual-spatial difficulties.

For more information, please visit https://www.fldoe.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.fldoe.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.fldoe.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 realted to FAST assessments, visit https://flfast.org/fast.html .

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 x 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 x 7.

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

- 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 ÷ 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.

Download the complete Mathematics Florida Standards for Grade 3 at **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

Questions? Contact JustforParents@fldoe.org

FLORIDA STANDARDS
COLLEGE & CAREER READY

Florida PTA
everychild. onevoice.
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.

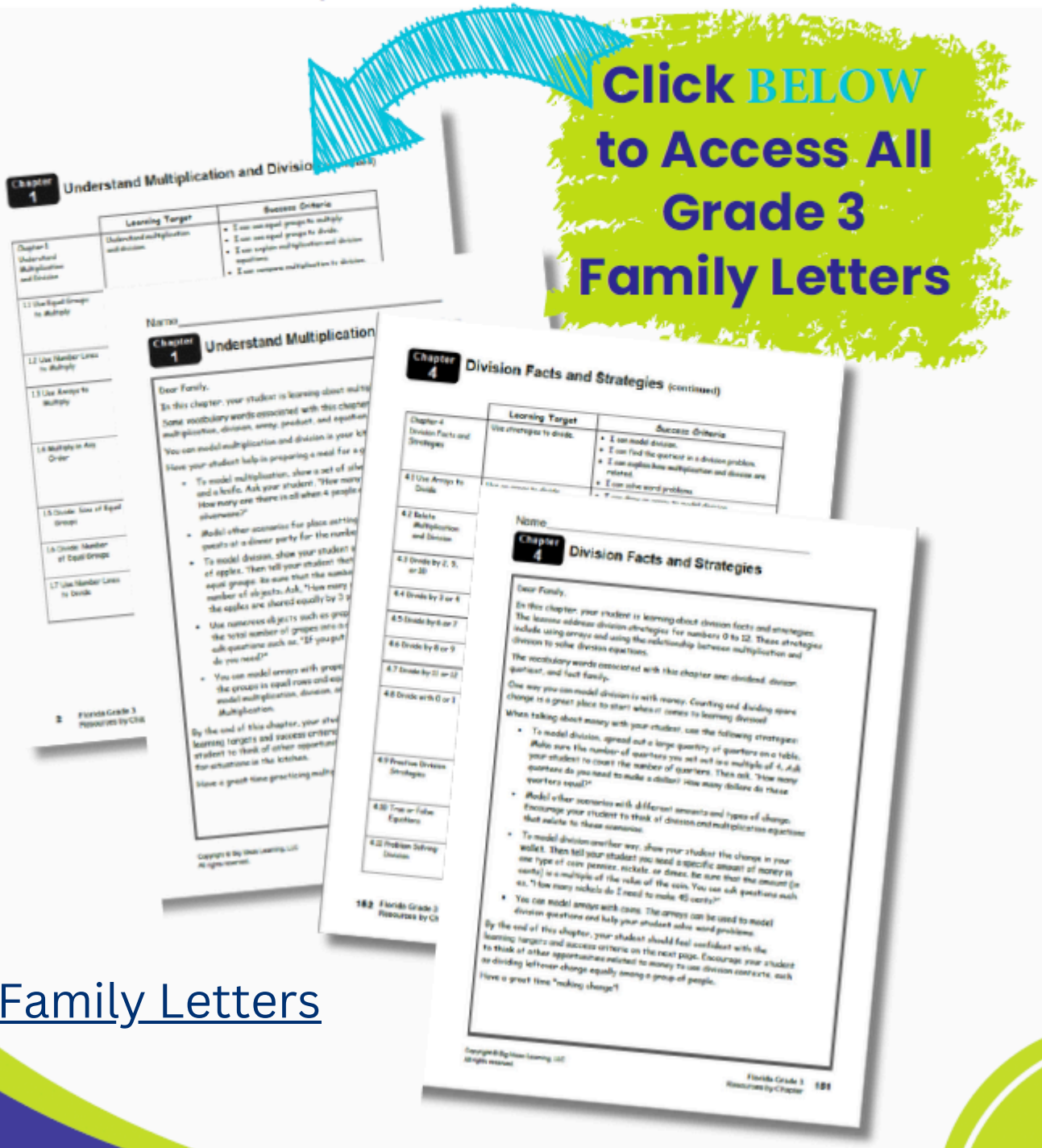
Information retrieved from fldoe.org and cpalms.org

Big Ideas Learning

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.



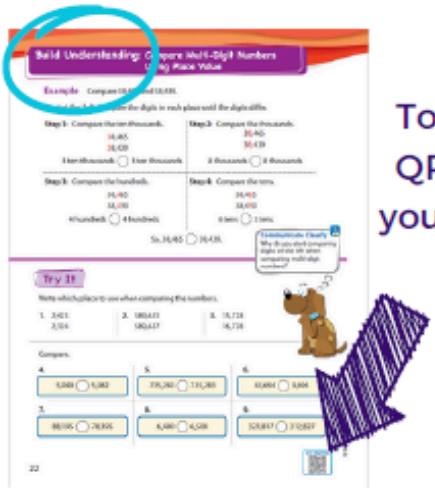
Family Letters

Big Ideas Learning

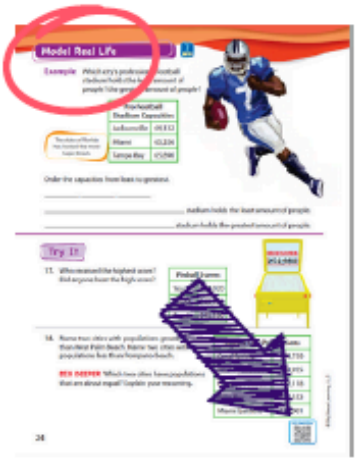
Using Big Ideas Learning Homework & Practice
QR Codes in Grade 3

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.

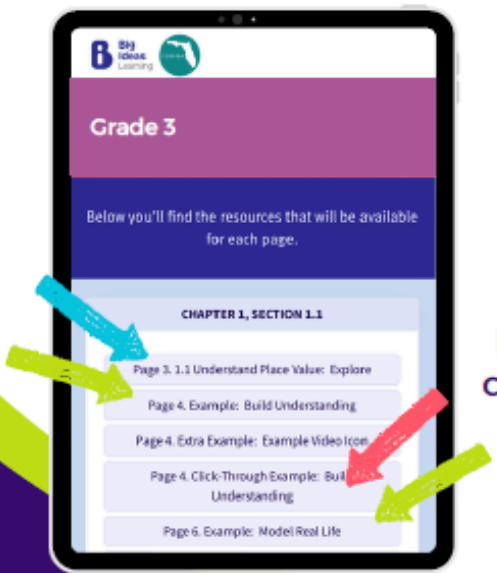
Videos are available for **Build Understanding** and **Model Real Life** with **Extra Example Videos** sections of each lesson.



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.

Big Ideas Learning

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

Big Ideas Learning

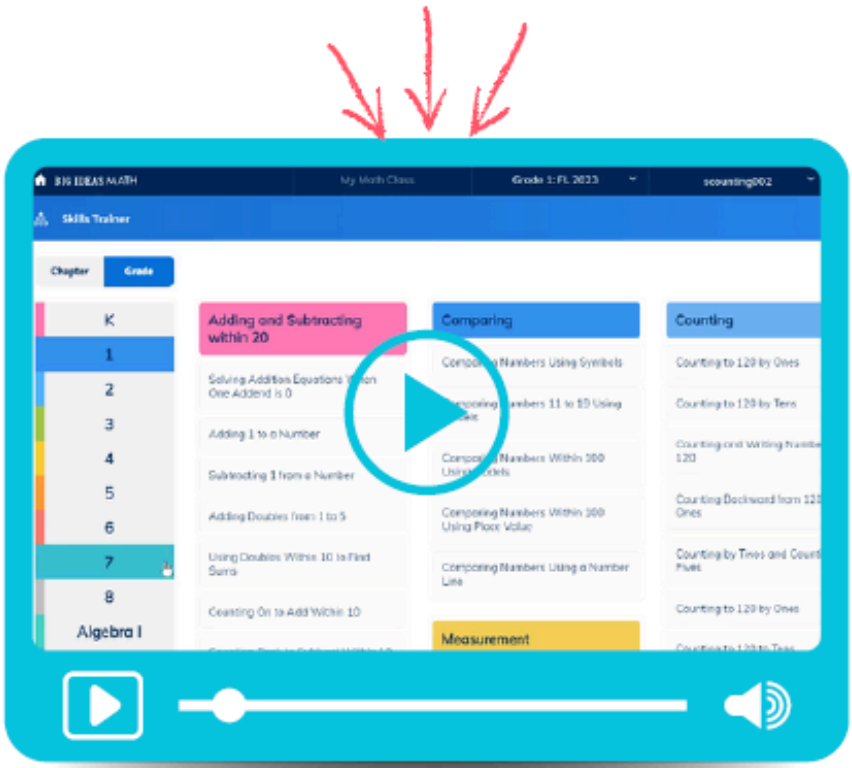
3 SKILLS TRAINER

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

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

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