



GRADES K – 5

Math-at-Home

Plan

2024 – 2025



Miami-Dade County Public Schools
Department of Mathematics



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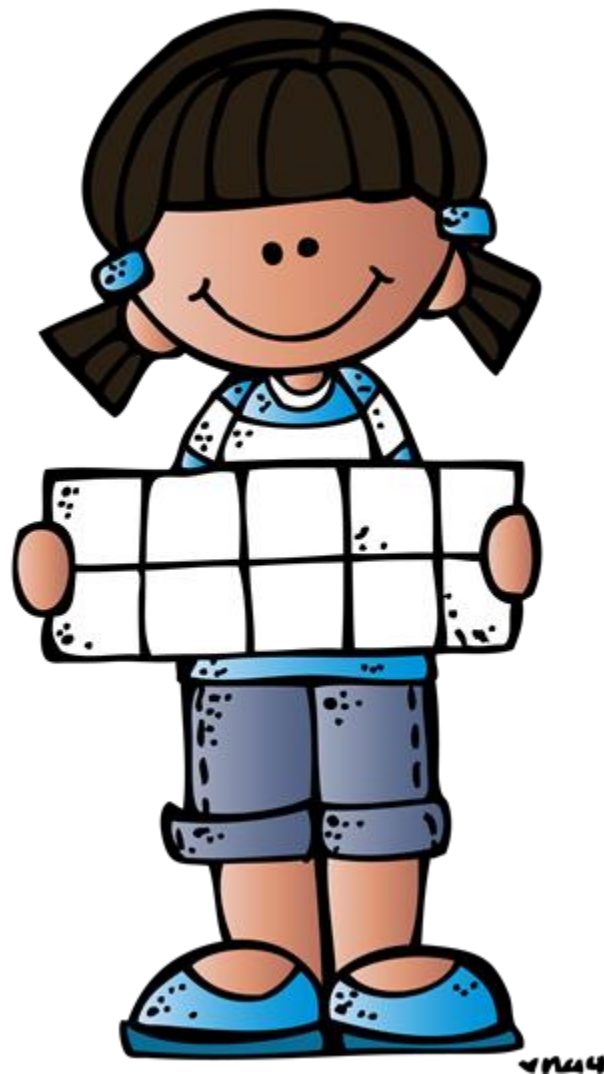
Florida Statutes 1008.25 requires school districts to identify and provide immediate, tailored instruction to students in grades K-4 who exhibit a substantial deficiency in math or characteristics of dyscalculia. As such, parents are also provided with a “math-at-home plan,” which outlines strategies and resources that parents can use to help their children improve in mathematics.

Each Grade Level Math-at-Home Plan includes the following resources:

- Parent Guide for Mathematics
- Grade Level Mathematics Resources Toolkit
- Big Ideas Learning Family Letter
- Big Ideas Learning Homework and Practice QR Codes

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KINDERGARTEN



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

#FLStandards
Join the conversation



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).

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



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

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

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

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

Chapter 1 Count and Write Numbers 0 to 5

Dear Family,

In this chapter, your student learns that the numbers zero through five can describe amounts. Your student counts objects, one at a time, and describes amounts. Your student counts objects, one at a time, and describes amounts. Also, your student represents the number of objects in a group. Also, your student represents the number of objects in a group. Also, your student represents the number of objects in a group. Also, your student represents the number of objects in a group.

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

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

- Use objects in your home to talk about numbers. How many 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 coins in different ways. For example, your student can name the number of coins in a row as well as that resemble two eyes and a nose.
- Play a game using fingers on one hand to count. One player holds up one or more fingers, or the other player says the number. Take turns.
- Help your student form groups of 1, 2, 3, 4, 5. Have your student use pieces of paper to write or draw the number for each group. Then challenge your student to order the pieces of paper in a row.

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

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

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

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

Chapter 3 Count and Write Numbers 6 to 10

Dear Family,

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



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

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

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

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

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

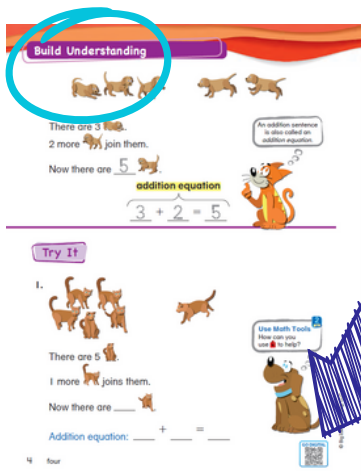
Have fun with numbers!



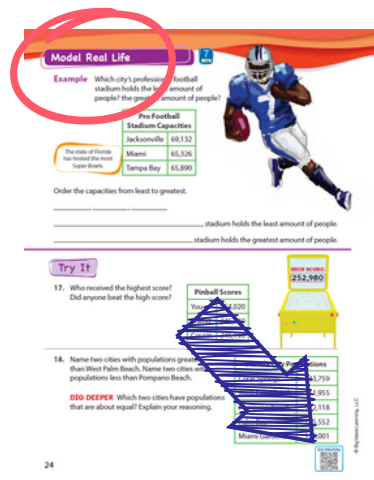
Using Big ideas Learning Homework & Practice QR Codes in Kindergarten

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.



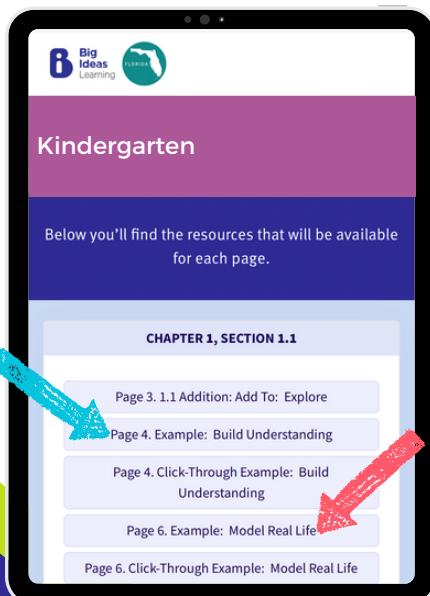
STEP 1:
To access videos, scan the QR Code at the bottom of your child's Student Edition book.



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.



GRADE 1



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

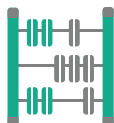
Florida students will continue to practice many of the same things you learned in first grade—along with some important additional skills. **First grade** students are learning these types of lessons:

- 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

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Join the conversation



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

Questions? Contact JustforParents@fldoe.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



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

Chapter 1 Addition and Subtraction Situations (continued)

| | Learning Target | Success Criteria |
|---|--------------------------------------|--|
| Chapter 1 Addition and Subtraction Situations | Understand addition and subtraction. | <ul style="list-style-type: none"> I can identify when to add or subtract. I can model addition and subtraction. I can write an addition equation and a subtraction equation. I can solve word problems. |

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

2 Florida Grade 1 Resources by Ch

Chapter 1 Addition and Subtraction Situations

Name _____

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: add, addend, plus, equals, sum, part, whole, part-part-whole equation, 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 add and subtract. The kitchen is a great place to start! The maximum size for any activity in this chapter is 10. This aligns well with many of the following activities.

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

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

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page to think of other opportunities related to cooking to subtract contexts, such as buying items at a grocery store.

Have a great time in the kitchen!

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Chapter 5 Subtract Numbers within 20 (continued)

| | Learning Targets | Success Criteria |
|---------------------------------------|-----------------------------|---|
| Chapter 5 Subtract Numbers within 20. | Use strategies to subtract. | <ul style="list-style-type: none"> I can model subtraction strategies. I can write subtraction equations. I can explain the strategy I used. I can apply strategies to solve word problems. |

- 5.1 Count Back to Subtract within 20
- 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

Chapter 5 Subtract Numbers within 20

Name _____

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 and use as many cups as needed of the second carton. Say that you plan to eat 8 grapes. Use the get to 10 strategy to find the number of grapes left: Get from 16 to 10 by subtracting 6. Model this by removing 6 grapes from the second carton. Because $8 = 6 + 2$, you still need to subtract 2 from the 10. Model this by removing 2 grapes from the first carton. Have your child explain each step as it is completed.
- Review making true addition or subtraction equations by giving yourself several items and giving your child fewer of the items. Ask, "How many more do you need so that we both have the same amount?" Then repeat the activity, giving your child more than you have. Ask, "How many do you need to take away so that we have the same amount?"

By the end of this chapter, your student should feel confident with the learning targets and success criteria on the next page. Encourage your student to think of other ways to model and practice subtraction strategies.

Have a great time snacking and subtracting together!

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Florida Grade 1 Resources by Chapter 215

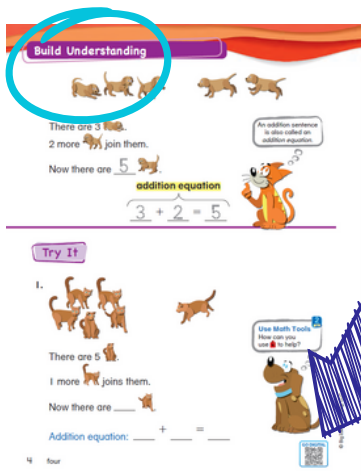
[Click HERE to Access All Grade 1 Family Letters](#)



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

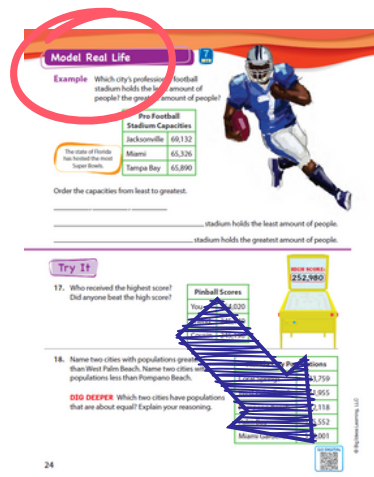
Each Homework and Practice page has a QR Code® to link students and parents to at-home videos for each lesson. This provides access to the videos that align to the lessons, including click-through example videos.

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.



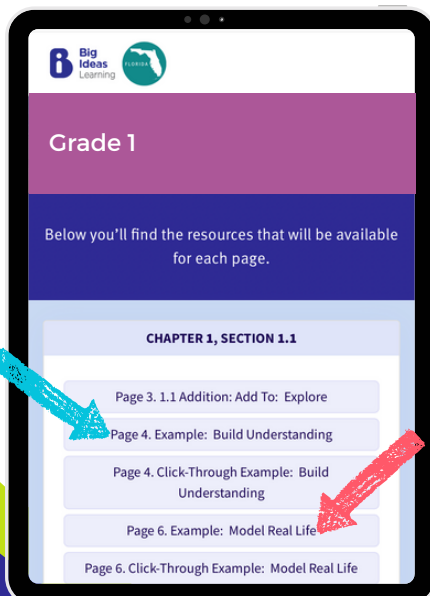
STEP 2:

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

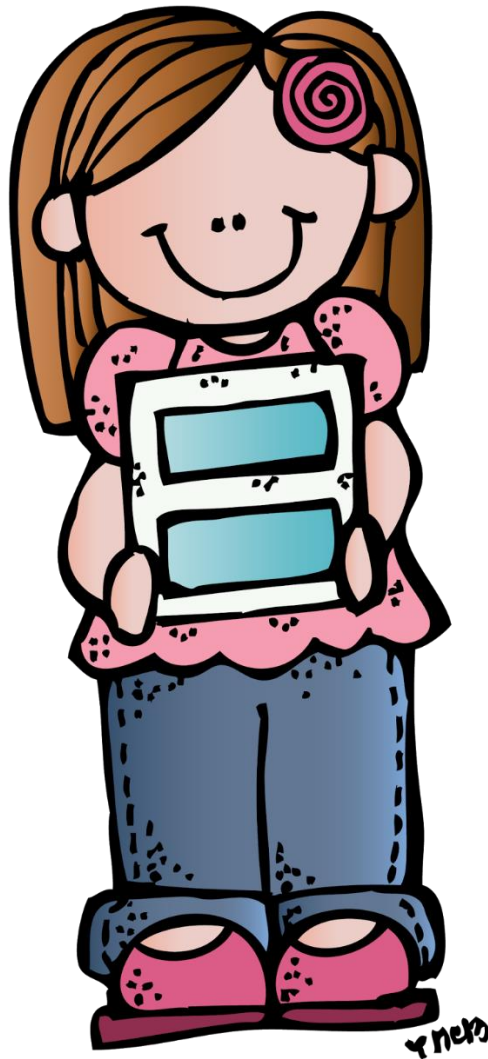


STEP 3:

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.



GRADE 2



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

#FLStandards
Join the conversation



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

Questions? Contact JustforParents@fldoe.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 **HERE** to Access All Grade 2 Family Letters](#)

Chapter 1 Numbers and Arrays (continued)

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

Name _____

Chapter 1 Numbers and Arrays

Dear Family,

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

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

When shopping with your student, use the following strategies:

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

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

Have a great time with your student!

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140 Florida Grade 2
Resources by Chaz

Chapter 4 Fluently Add within 100 (continued)

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

Name _____

Chapter 4 Fluently Add within 100

Dear Family,

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

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

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

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

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

Have a great time practicing addition strategies with your student!

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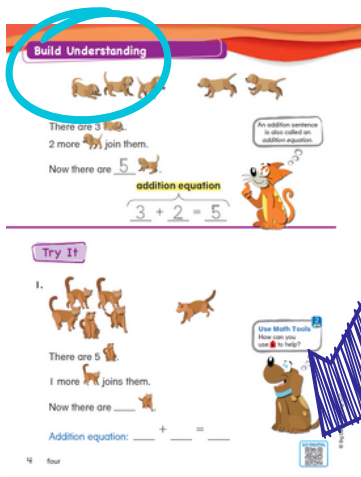
Florida Grade 2
Resources by Chapter 139



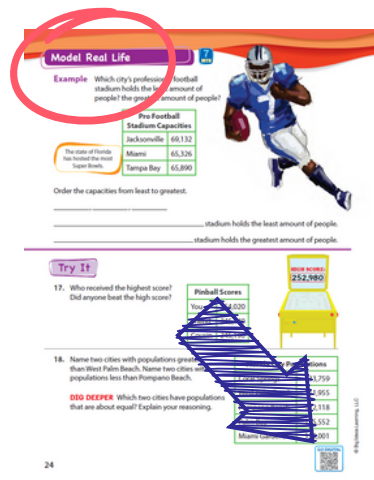
Using Big ideas Learning Homework & Practice QR Codes in Grade 2

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



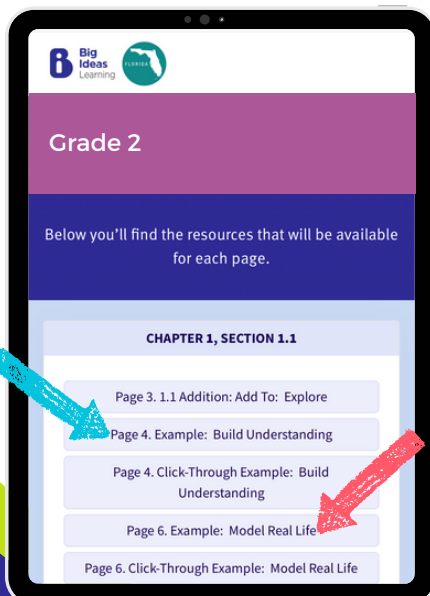
STEP 1:
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STEP 3:
Select **Build Understanding** or **Model Real Life** to access the videos that provide the examples from your child's class instruction. Use the remaining links should you need additional support or further math skills assistance.



GRADE 3



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.

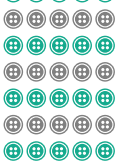


To address this need, education leaders across the state of Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that **ALL** students reach their greatest potential—whatever their path 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 5×7 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 5×7 . 
- 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

#FLStandards
Join the conversation



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



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

Chapter 1 Understand Multiplication and Division

| | Learning Target | Success Criteria |
|--|---|---|
| Chapter 1 Understand Multiplication and Division | Understand multiplication and division. | <ul style="list-style-type: none"> I can use equal groups to multiply. I can use equal groups to divide. I can explain multiplication and division equations. I can compare multiplication to division. |
| 1.1 Use Equal Groups to Multiply | | |
| 1.2 Use Number Lines to Multiply | | |
| 1.3 Use Arrays to Multiply | | |
| 1.4 Multiply in Any Order | | |
| 1.5 Divide: Size of Equal Groups | | |
| 1.6 Divide: Number of Equal Groups | | |
| 1.7 Use Number Lines to Divide | | |

Name _____

Chapter 1 Understand Multiplication and Division

Dear Family,

In this chapter, your student is learning about multiplication. Some vocabulary words associated with this chapter are: multiplication, division, array, product, and equation. You can model multiplication and division in your kitchen. Have your student help in preparing a meal for a group.

- To model multiplication, show a set of silverware and a knife. Ask your student, "How many objects are there in all when 4 people each silverware?"
- Model other scenarios for place settings. You guests at a dinner party for the number of _____
- To model division, show your student that you equal groups. Then tell your student that you number of apples. Be sure that the number of number of objects. Ask, "How many apples the apples are shared equally by 3 people _____"
- Use numerous objects such as grapes to the total number of grapes into a certain ask questions such as, "If you put 5 grapes do you need?"
- You can model arrays with grapes. For the groups in equal rows and equal columns model multiplication, division, and the Multiplication.

By the end of this chapter, your student learning targets and success criteria on the student to think of other opportunities for situations in the kitchen.

Have a great time practicing multiplication!

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2 Florida Grade 3 Resources by Cha

152 Florida Grade 3 Resources by Cl

Chapter 4 Division Facts and Strategies (continued)

| | Learning Target | Success Criteria |
|---|---------------------------|---|
| Chapter 4 Division Facts and Strategies | Use strategies to divide. | <ul style="list-style-type: none"> I can model division. I can find the quotient in a division problem. I can explain how multiplication and division are related. I can solve word problems. |
| 4.1 Use Arrays to Divide | | |
| 4.2 Relate Multiplication and Division | | |
| 4.3 Divide by 2, 5, or 10 | | |
| 4.4 Divide by 3 or 4 | | |
| 4.5 Divide by 6 or 7 | | |
| 4.6 Divide by 8 or 9 | | |
| 4.7 Divide by 11 or 12 | | |
| 4.8 Divide with 0 or 1 | | |
| 4.9 Practice Division Strategies | | |
| 4.10 True or False Equations | | |
| 4.11 Problem Solving: Division | | |

Name _____

Chapter 4 Division Facts and Strategies

Dear Family,

In this chapter, your student is learning about division facts and strategies. The lessons address division strategies for numbers 0 to 12. These strategies include using arrays and using the relationship between multiplication and division to solve division equations.

The vocabulary words associated with this chapter are: dividend, divisor, quotient, and fact family.

One way you can model division is with money. Counting and dividing spare change is a great place to start when it comes to learning division!

When talking about money with your student, use the following strategies:

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

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

Have a great time "making change"!

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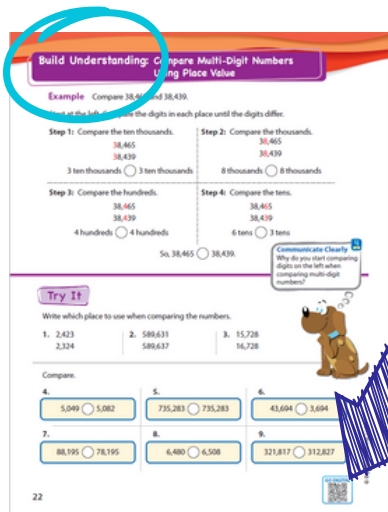
Florida Grade 3 Resources by Chapter 151



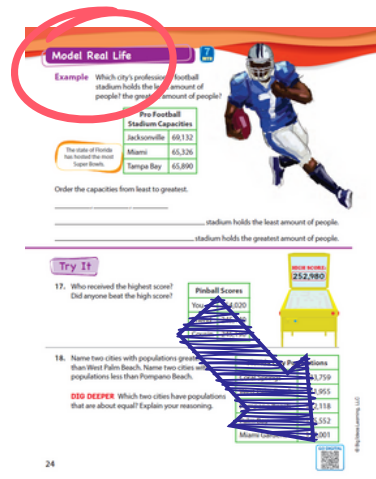
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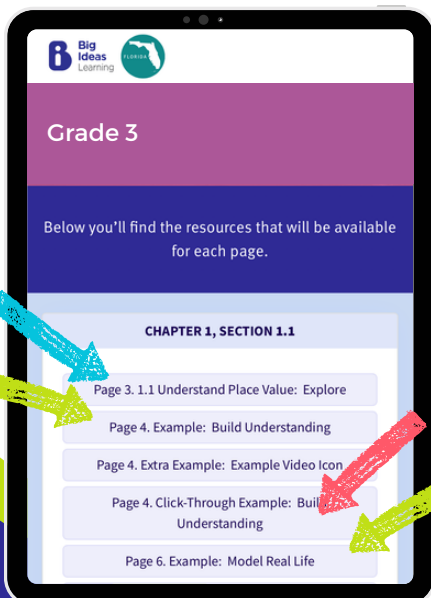
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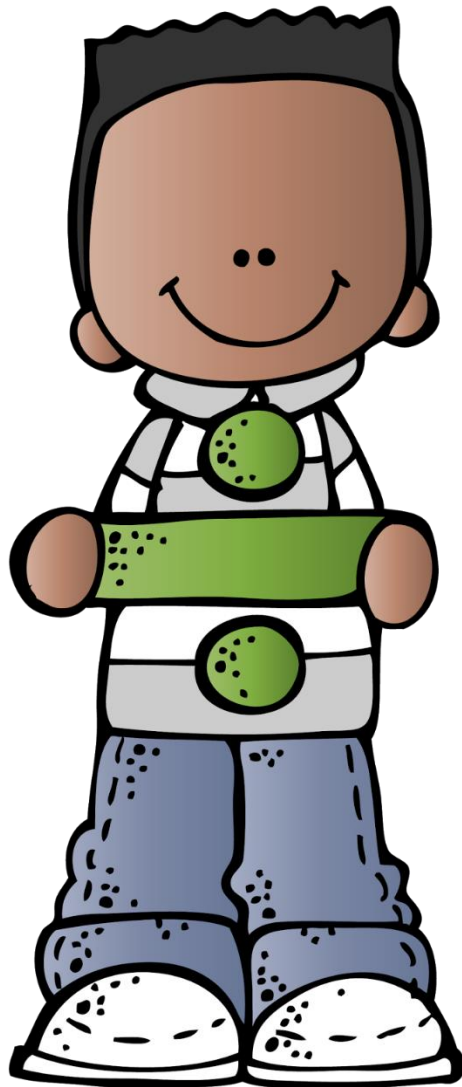
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GRADE 4



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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 $\frac{62}{100}$; 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

#FLStandards
Join the conversation



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).



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.

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Questions? Contact JustforParents@fldoe.org



Grade 4 Mathematics Resources Toolkit



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Grade 4 Mathematics Resources

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FAMILY LETTERS

4

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Click **HERE** to
Access All
Grade 4
Family Letters

Chapter 1 Place Value Concepts (continued)

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

- 1.1 Understand Place Value
- 1.2 Place Value Patterns
- 1.3 Read and Write Multi-Digit Numbers
- 1.4 Compare Multi-Digit Numbers Using Place Value
- 1.5 Compare Multi-Digit Numbers Using a Number Line
- 1.6 Round Numbers

Name _____

Chapter 1 Place Value Concepts

Dear Family,

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

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

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

By the end of this chapter, your student should be able to identify the value of a digit in a number, compare and order numbers, and round numbers. Encourage your student to compare, such as prices, page numbers, and so on.

Have a great time practicing place value!

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Chapter 3 Multiply by Two-Digit Numbers (continued)

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

- 3.1 Multiply by Tens
- 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

Name _____

Chapter 3 Multiply by Two-Digit Numbers

Dear Family,

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

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

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

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

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

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

Have a great time practicing multiplication!

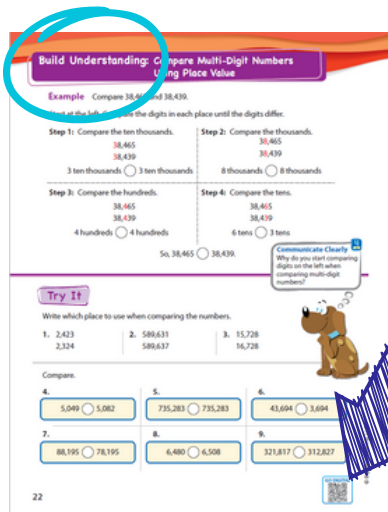
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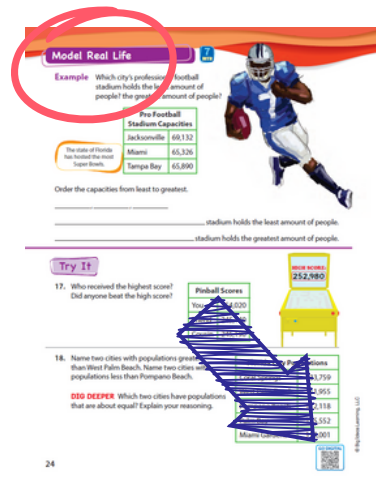
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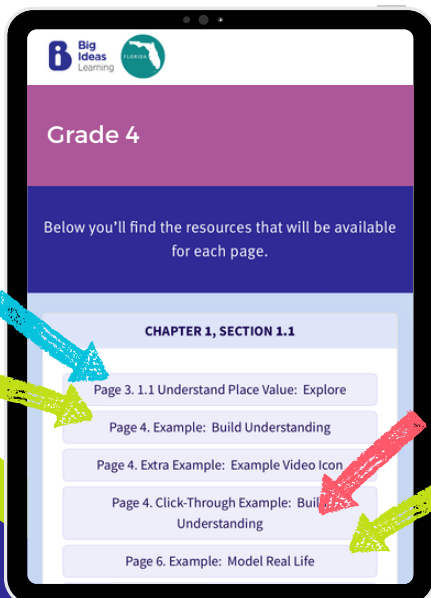
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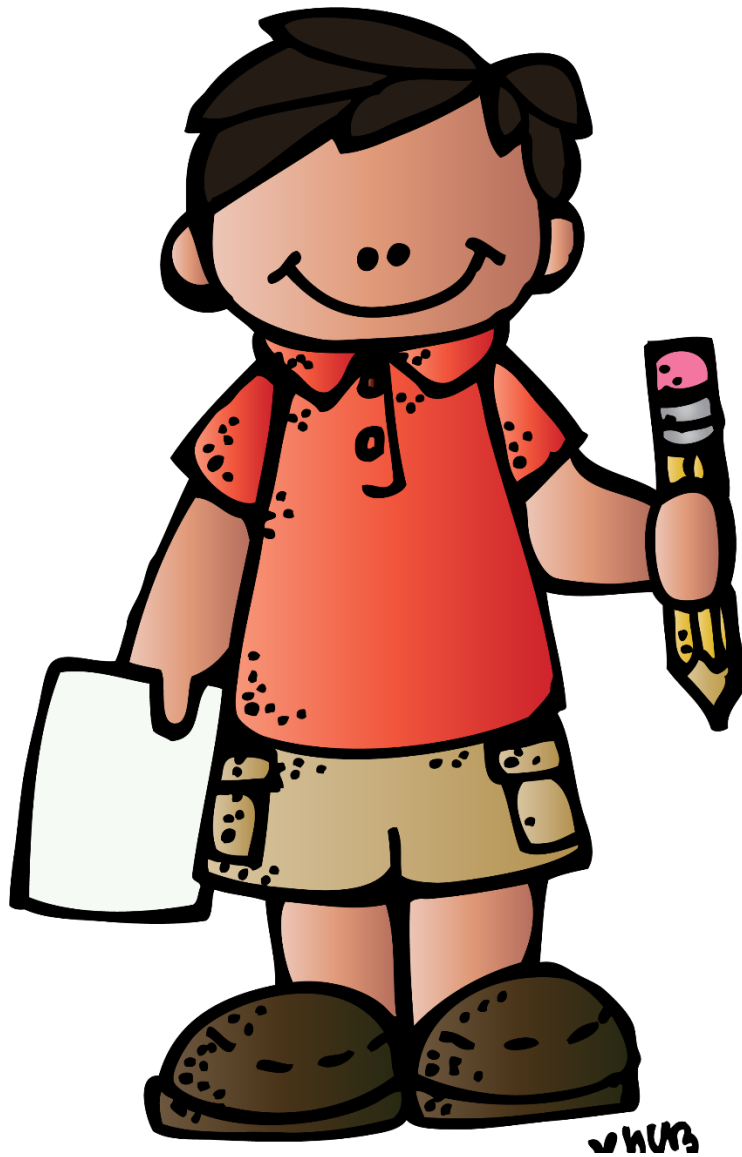
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GRADE 5



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.

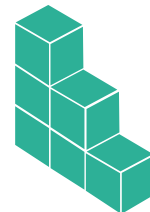
$$(3+a)-5=2$$

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

26.49

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

#FLStandards
Join the conversation



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.



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

Questions? Contact JustforParents@fldoe.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](#)

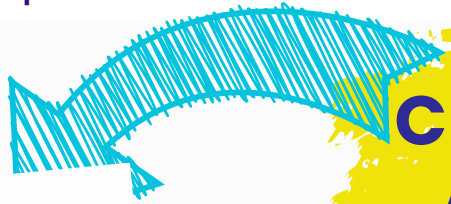
General information and resources about the Florida Assessment of Student Thinking (FAST) can be found here for students and parents.



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 [HERE](#) to Access All Grade 5 Family Letters

Chapter 1 Place Value Concepts with Decimals (continued)

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

Name _____

Chapter 1 Place Value Concepts with Decimals

Dear Family,

In this chapter, your student will learn about place value concepts of decimals as they relate to place value. Your student will use the thousandths. He or she will compare, order, and round to the thousandths place. The vocabulary terms for this chapter are: decimal fraction, thousandths place. There are decimals all around us. Decimals can be found in prices.

- Help your student find gas prices for one gallon at different gas stations in your area. Have your student write the prices in word form and expanded form. Ask your student which station she prefers to use when comparing the prices.
- Find the results of a local or national race. Correlate the top three finishers. Round the finish time to the hundredth of a second. Then round the finish time to the tenth of a second. Determine if using rounder shoes, first, second, and third place winners.
- Have your student roll a die 4 times. Record the results. Have your student write the greatest decimal to the thousandths place. Repeat and have your student write the least.

By the end of this chapter, your student should be able to compare and round decimals. Your student will also be able to use place value to practice these skills. Encourage your student to practice these skills. Enjoy exploring place value and decimals!

Chapter 4 Multiply Whole Numbers (continued)

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

Name _____

Chapter 4 Multiply Whole Numbers

Dear Family,

In this chapter, your student is learning about multiplication of whole numbers. Your student will begin by investigating multiplication patterns and estimating products. Then your student will multiply to find partial products, and estimate when needed, and add partial products to find a product. The vocabulary words for this chapter are overestimate and underestimate. There are many real-life situations that you can use to model multiplying whole numbers.

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

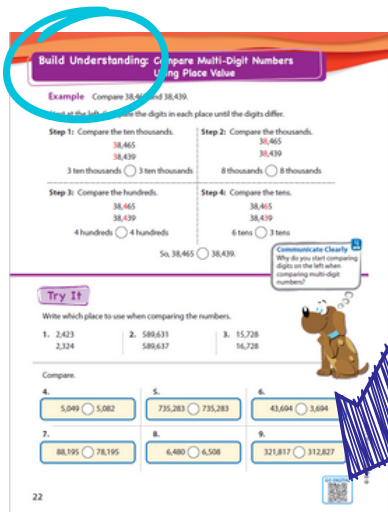
By the end of this chapter, your student should feel confident with the learning targets and success criteria. Encourage your student to think of other real-life situations to use multiplication of whole numbers, such as estimating the number of spaces in a parking lot. Hope you enjoy your movie and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



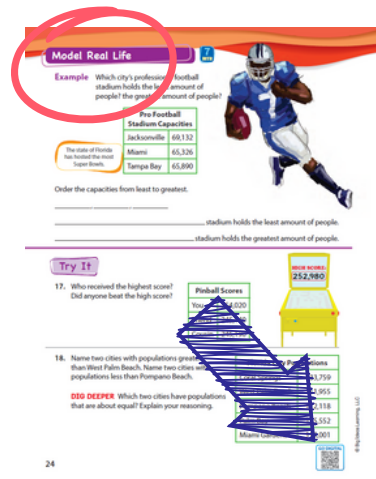
Using Big Ideas Learning Homework & Practice QR Codes in Grade 5

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.



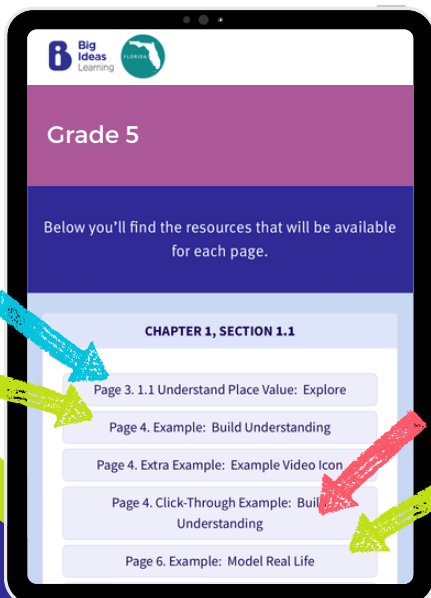
STEP 1:
To access videos, scan the QR Code at the bottom of your child's Student Edition book.



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.





FLDOE 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 Student 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 crafted 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/>.

FLORIDA’S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS

Mathematics-at-Home Plan Resources

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. 1008.25\(6\), 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.

FLORIDA’S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS

Mathematics-at-Home Plan Resources

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"> ➤ 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. | <p>As mathematics learning continues through the elementary grades, students with learning disabilities may have difficulty:</p> <ul style="list-style-type: none"> ➤ 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>.

FLORIDA'S BENCHMARKS FOR EXCELLENT STUDENT THINKING STANDARDS

Mathematics-at-Home Plan Resources

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 goal 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: beginning of the school year (PM1), middle of the school year (PM2) and end of the school year (PM3). **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 fldoe.org/accountability/assessments/k-12-student-assessment/best/. For resources related to FAST assessments, visit ffast.org/fast.html.