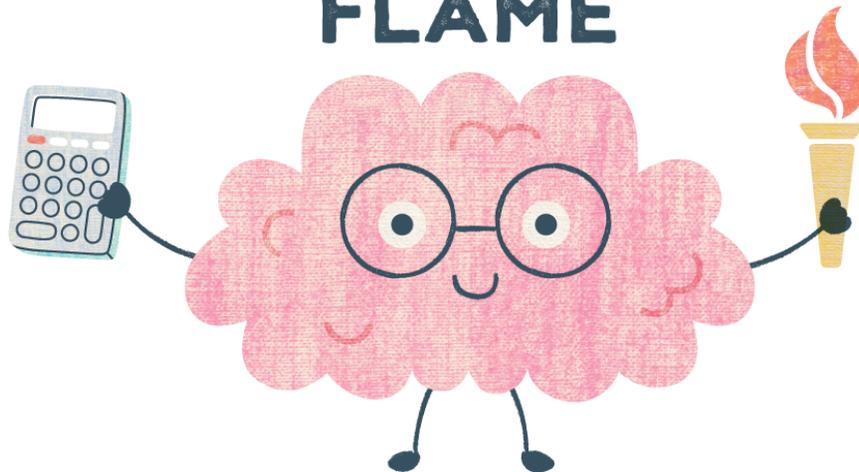


# FLAME

Foundational Lessons to Accelerate Math  
Education  
(for all students)

**FLAME**



## Unit 1

# Teacher's Guide

**\*Grade 3\***



## Foundational Lessons for Accelerating Math Education (FLAME)

### Purpose

Foundational Lessons for Accelerating Math Education (FLAME) provides teachers with tools to build, track, and support the development of grade-level math fluency for students in grades K-5. Materials are organized into three units per grade level. Each unit provides teachers with various activities designed to support the development of the expected [fluency skills](#) at each grade level. Units also include guidance to help teachers identify students whose skills are fluent, progressing, or emerging. Each unit provides parent reports explaining how families can support their child's learning.

Activities are organized so that students have opportunities to build skill and fluency, supported by the teacher in preparation for more complex mathematics. FLAME activities are designed to be brief, no longer than 10-15 minutes, and include opportunities for students to practice fluency skills independently. Each activity includes formative assessment items to track students' progress toward fluency.

FLAME is not a substitute for strong classroom instruction provided through high-quality instructional materials or meant to replace the fluency-building activities within those materials. These activities complement high-quality instructional materials by building students' accuracy, efficiency, and flexibility with grade-appropriate [fluency skills](#). FLAME activities offer additional support to students as they move through grade-level content.

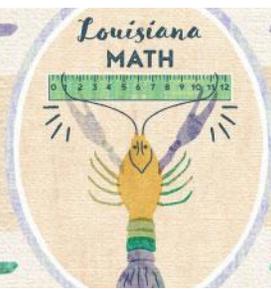
Teachers should anticipate that some of their students will need additional practice with the skills beyond what is provided through the activities. By using the data collected through daily formative assessments and growing understanding of fluency development, teachers have the power to ensure that their students will build grade-appropriate [fluency skills](#).

If you have additional questions or feedback on these lessons, please do not hesitate to contact the Louisiana Math team at [STEM@la.gov](mailto:STEM@la.gov).

### Louisiana's Math Pillars





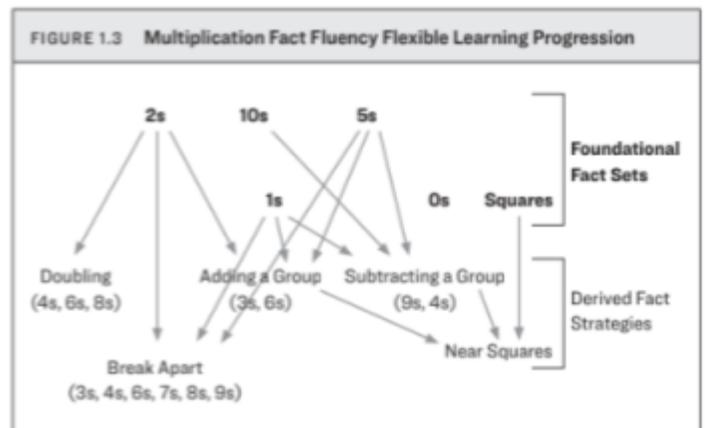
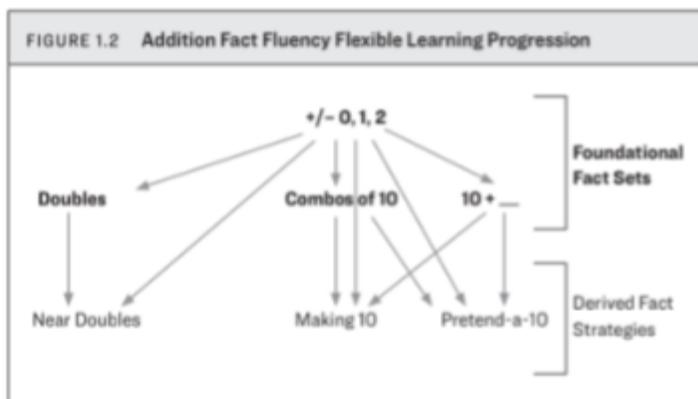


While speed is definitely a component of fluency, it is not necessarily speed in producing an answer; rather, fluency can be observed by watching the speed with which a student engages with a particular problem. The standards specify grade-level appropriate strategies or types of strategies with which students should demonstrate fluency (e.g., 1.OA.C.6 allows for students to use counting on, making ten, creating equivalent but easier or known sums, etc.). It should also be noted that teachers should expect some procedures to take longer than others (e.g., fluency with the standard algorithm for division, 6.NS.B.2, as compared to fluently adding and subtracting within 10, 1.OA.C.6).

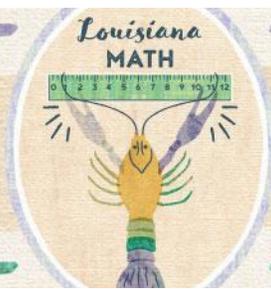
Standards identified as targeting procedural skill and fluency do not all have an expectation of automaticity and/or rote recall. Only two standards, 2.OA.B.2 and 3.OA.C.7, have explicit expectations of students knowing facts from memory. Other standards targeting procedural skill and fluency do not require students to reach automaticity. For example, in 4.G.A.2, students do not need to reach automaticity in classifying two-dimensional figures.

### Foundational Facts and Derived Facts

Number sense builds as student begin counting, derive specific facts and move to mastery and therefore automaticity of facts with any operation. Figures 1.2 and 1.3<sup>1</sup> below show the Foundational Fact Sets and those students derive using strategies.



<sup>1</sup> Bay-Williams, J., & Kling, G. (2019). *Math Fact Fluency*. Association for Supervision and Curriculum Development.



## FLAME and Diverse Learners

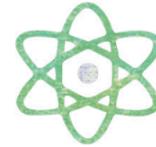
The [Special Education Playbook for School and System Leaders](#) (Louisiana Department of Education, 2023) identifies three key instructional best practices as the central drivers of all support provided to students who struggle.



**FOCUS  
ON CORE  
INSTRUCTION**



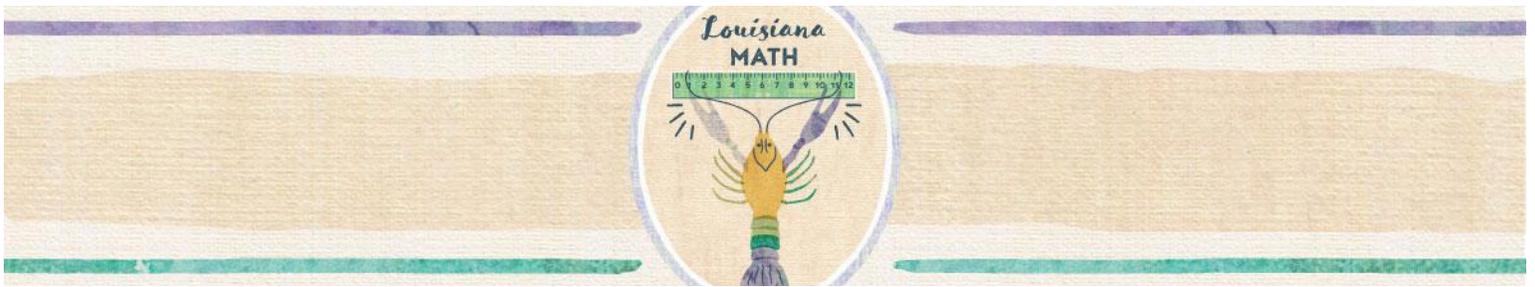
**EXTRA  
TIME TO  
LEARN**



**CONTENT  
STRONG  
TEACHERS**

FLAME resources can be used to support foundational learning for all students including those with diverse learning needs. As educators determine support plans and interventions for students, the following should be considered:

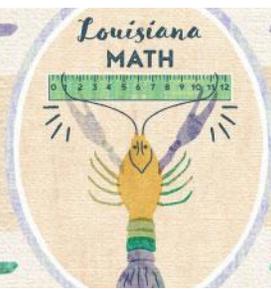
- FLAME does not replace core grade-level instruction.
- Developing fact proficiency does not prevent students from engaging in grade-level instruction.
- No students' engagement with math content should be limited to the resources within FLAME.
- Intervention experiences for all students should occur within a [coherent learning experience](#) (TNTP, 2022) including a balance of the three aspects of rigor; conceptual understanding, procedural skill, and fluency and application.



## Fluency Across the Grades

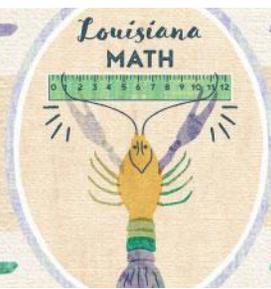
Students develop fluency as they build an understanding of the standards. As educators monitor and support students as fluent math learners, it is important to focus on the appropriate expectations at each grade level. The table below lists the topics at each grade where fluency is expected.

K	1	2	3	4	5	6	7	8
<b>Counting</b>								
Count to 100 by tens and ones  Count to answer "how many?"	Given a two digit number, mentally find 10 more or 10 less than the number	Count within 100, skip count by 5s, 10s, and 100s  Read and write numbers to 1000  Mentally add 10 or 100 to a given number 100-900  Measure to determine how much longer one object is than another						
<b>Add and subtract within 20</b>								
add and subtract within 5  compare numbers between 1 and 10  write numbers 0 to 20	Understand the meaning of the equal sign  Determine unknown number in an addition or subtraction equation	Add and subtract within 20 using mental strategies						
<b>Add, subtract, multiply, and divide</b>								
		Add and subtract within 100 using strategies	Multiply and divide within 100  Add and subtract within 1000	Add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000	Multiply multi-digit whole numbers using the standard algorithm	Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm		
						<b>Fractions and Decimals</b>		
					Interpret and compute quotients of fractions  Solve real world problems involving division of fractions by fractions	Solve multi-step problems with rational numbers in any form  Add, subtract, multiply, and divide rational numbers		
						<b>Equations</b>		
						Solve equations	Solve linear equations  Solve problems involving cones, cylinders, and spheres	



## Lesson Breakdown

3.OA.A.1	3.OA.A.2	3.OA.A.4	3.OA.B.6
<a href="#">Add Equal Groups</a>	<a href="#">Divide Equal Groups Part 1</a>	<a href="#">Familiar Facts Part 1</a>	<a href="#">Count-By Method to Divide</a>
<a href="#">Array Multiplication</a>	<a href="#">Divide Equal Groups Part 2</a>	<a href="#">Familiar Facts Part 2</a>	<a href="#">Using Arrays to Find Relationship between Multiplication and Division</a>
<a href="#">Forms of Multiplication</a>	<a href="#">Division</a>	<a href="#">Find the Unknown Factor</a>	<a href="#">Using Number Bonds to Relate Multiplication and Division</a>
<a href="#">Group Counting with the Number 2</a>	<a href="#">Division as Fair-Share</a>	<a href="#">Finding the Unknown in a Division Equation</a>	<a href="#">Relate Multiplication and Division</a>
<a href="#">Group Counting with the Number 3</a>	<a href="#">Division: Pictorial to Abstract</a>		
<a href="#">Group Counting with the Number 4</a>	<a href="#">Division: Abstract to Pictorial</a>		
	<a href="#">Fish Tanks</a>		

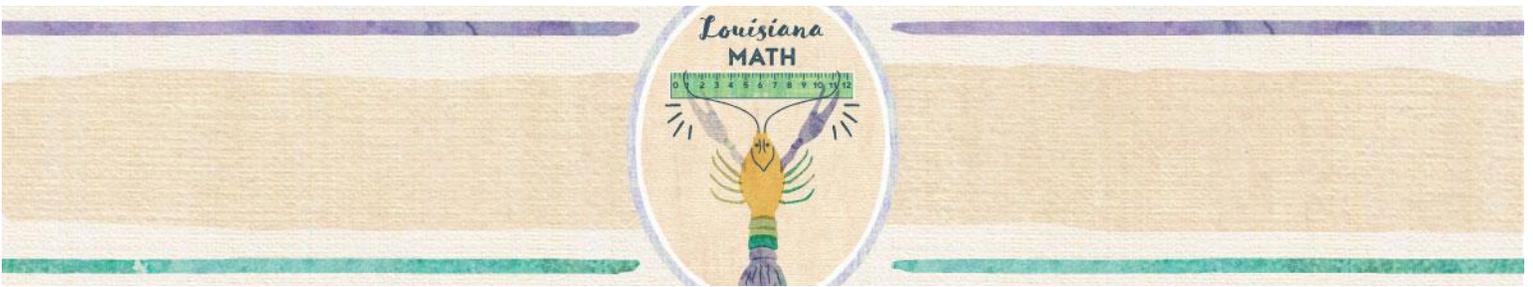


Student Name \_\_\_\_\_

**FLAME Grade 3**  
**Teacher Tracking Tool for Individual Students**

Use this tracking tool to track individual students throughout each unit of FLAME.

Unit 1							
3.OA.A.1		3.OA.A.2		3.OA.A.4		3.OA.B.6	
Add Equal Groups		Divide Equal Groups Part 1		Familiar Facts Part 1		Count-By Method to Divide	
Array Multiplication		Divide Equal Groups Part 2		Familiar Facts Part 2		Using Arrays to Find Relationship between Multiplication and Division	
Forms of Multiplication		Division		Find the Unknown Factor		Using Number Bonds to Relate Multiplication and Division	
Group Counting with the Number 2		Division as Fair-Share		Finding the Unknown in a Division Equation		Relate Multiplication and Division	
Group Counting with the Number 3		Division: Pictorial to Abstract					
Group Counting with the Number 4		Division: Abstract to Pictorial					
		Fish Tanks					

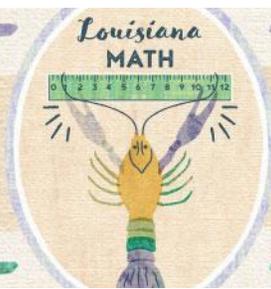


### Performance Summary Key

#### Code

<b>Beginning</b>	<b>B</b>	Student's performance demonstrates that they are <b>beginning</b> to understand the standard.
<b>Progressing</b>	<b>P</b>	Student's performance demonstrates they are <b>progressing</b> toward understanding the standard.
<b>Consistent</b>	<b>C</b>	Student's performance demonstrates they are showing <b>consistent</b> understanding of the standard.

Standard	Additional Notes/Observations



## FLAME Parent Report Grade 3 Unit 1

To the Parent of \_\_\_\_\_

This chart is to update you on \_\_\_\_\_'s current performance in math. It includes a description of the state math standards addressed in this unit. Please review your child's performance using the **performance summary key** below. Please keep in mind that some standards are listed in multiple quarters because the expectation looks different at different points in the school year. Please reach out to your child's teacher if you have any questions or concerns. There are activities at the end of this report that you can use to continue to support your child at home.

### Performance Summary Key

<b>Beginning</b>	Student's performance demonstrates that they are <b>beginning</b> to understand the standard.
<b>Progressing</b>	Student's performance demonstrates they are <b>progressing</b> toward understanding the standard.
<b>Consistent</b>	Student's performance demonstrates they are showing <b>consistent</b> understanding of the standard.

Description of Standard	Beginning	Progressing	Consistent
Adding and Subtracting within 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating Repeated Addition to Multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication using Pictures & Arrays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dividing Equal Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Division Using Pictures & Arrays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Division with numbers only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding the Missing Number in Multiplication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Pictures & Arrays to Relate Multiplication to Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Number Bonds to Relate Multiplication to Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relating Multiplication and Division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See the [Louisiana Department of Education Family Math Engagement Library](#) for ideas on how to support your child in math at home.