How to Support Learning at Home:
A Play Card for Families

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

Third-Fifth Grade Selected English Language & Writing Standards

	Third	Fourth	Fifth
Key Ideas and Details in Informational Text	Students ask and answer questions to show that they understand what they have read, identifying the main idea of a text, describing the key details and explaining how they support the main idea. Students describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time (In the afternoon..., In Winter 2018..., ...at 3:00pm), sequence (first, next, last, finally), and cause/effect (if... then...).	Students refer to details and examples in a text when explaining what the text says, identifying the main idea of a text and explaining how it is supported by key details. Students give a summary of the text. Students explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. In their explanation, students include what happened and why, based on specific information in the text.	Students quote accurately from a text when explaining what the text says, identifying two or more main ideas of a text and explaining how they are supported by key details. Students give a summary of the text. Students explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Writing - Text Types and Purpose	Students write about their opinions and include supporting points of view from the texts they have read. When writing, students introduce the topic or text they are writing about, state an opinion, create an organizational structure that lists reasons, and provide a concluding statement. Students provide reasons that support the opinion and use linking words like, therefore, because, and since, to connect opinion and reasons.	Students write about their opinions and include supporting points of view from the texts they have read. When writing, students clearly introduce the topic or text they are writing about, state an opinion, write in an organized manner, and provide a concluding statement. Students provide reasons that are supported by facts and use linking words and phrases like, for instance, in order to, in addition, to connect opinion and reasons.	Students write opinion pieces on topics or texts, supporting a point of view with reasons and information. When writing, students clearly introduce the topic or text they are writing about, state an opinion, write in an organized manner, and provide a concluding statement. Students provide logically ordered reasons that are supported by facts and details. Students link opinion and reasons using words, phrases, and clauses like, consequently, or specifically.

How to Support Learning at Home:
A Play Card for Families

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

Sample Activities & Online Resource to Practice with your Child at Home

Third

- ☑ Read a non-fiction text (books/articles about real people and historic events) on https://classroommagazines.scholastic.com/support/learnathome.html
- ☑ Ask students to write 5 sentences describing a sequence in the text (first, next, last, finally).
- ☑ Ask students to read the history in a specific region on https://www.historyforkids.net/
- ☑ Ask students to recount the history of the region, focusing on important events and asking them to use language related to time (In the afternoon..., In Winter 2018..., ...at 3:00pm), and cause and effect (if...then...).
- ☑ Ask students to read a science article on https://www.tweentribune.com/
- ☑ Ask students to describe a sequence in the text (first, next, last, finally) or to develop an opinion about whether the science is helpful for people.

Fourth

- ☑ Read a non-fiction text on https://classroommagazines.scholastic.com/support/learnathome.html
- ☑ Ask students to explain what happened in the story and why it happened, citing specific details from the text
- ☑ Students write an opinion paragraph, with supporting details, answering the following prompt, "Who is the person in history that has done the most good?"
- ☑ Ask students to read the history in a specific region on https://www.historyforkids.net/
- ☑ Ask students to recount the history of the region, asking them to list important events and sequence them in the proper order.
- ☑ Ask students to draw a comic strip displaying the events in order.
- ☑ Ask students to read a science article on https://www.tweentribune.com/
- ☑ Ask students to explain the procedures or ideas, including what happened and why, based on specific information in the text.

Fifth

- ☑ Read a non-fiction text on https://classroommagazines.scholastic.com/support/learnathome.html
- ☑ Ask students to explain the relationships or interactions between two or more individuals, events, or ideas in a historical or scientific text.
- ☑ Students write a 1-page opinion, with supporting details, answering the following prompt, "Should all students be required to attend school?"
- ☑ Ask students to read the history in a specific region on https://www.historyforkids.net/
- ☑ Ask students to recount the history of the region, identifying key events and describing the relationships or interactions between the events, using specific information in the text.
- ☑ Ask students to write a play taking place during one of these events.
- ☑ Ask students to read a science article on https://www.tweentribune.com/
- ☑ Ask students to write an opinion on the benefits and harms of the topic. Have students write an opinion page, to choose a side, explaining the benefits or harms.

How to Support Learning at Home:
A Play Card for Families

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

Third-Fifth Grade Selected Mathematics Standards

	Third	Fourth	Fifth
Number Sense	Multiply and divide up to 10 × 10 quickly and accurately, including knowing the times tables from memory Solve word problems using addition, subtraction, multiplication, and division Understand fractions and relate them to the familiar system of whole numbers	Use whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements Understand and apply equivalent fractions, which are fractions with different denominators but the same value Add, subtract, and multiply fractions in simple cases (such as 2 3/4 – 1 1/4 or 3 × 5/8), and solve related word problems Understand simple decimals in terms of fractions (e.g., rewriting 0.62 as 62/100)	Add and subtract fractions with unlike denominators (e.g., 21/4 – 11/3), and solve word problems of this kind Multiply fractions; divide fractions in simple cases; and solve related word problems (e.g., finding the area of a rectangle with fractional side lengths; determining how many 1/3-cup servings are in 2 cups of raisins; determining the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share 1/2 pound of chocolate equally)
Measurement and Geometry	Measure and estimate weights and liquid volumes, and solve word problems involving these quantities Find areas of shapes, and relate area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9 × 7?)	Measure angles and find unknown angles in a diagram	Understand the concept of volume and solve word problems that involve volume Graph points in the coordinate plane (two dimensions) to solve problems

How to Support Learning at Home:
A Play Card for Families

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

Sample Activities & Online Resource to Practice with your Child at Home

Third

- ☑ **Mr. DeMaio's Times Table Memorization YouTube video playlist:** https://www.youtube.com/playlist?list=PLb7Q-5jsm9eh_fdDPQmVpyp4X-Ru-raUbHc
- ☑ **Multiplicación Memorización** Canción 1-10 en español: https://youtu.be/HOQN3kmJodg
- ☑ If you have a set of standard measuring cups for dry or liquid measurements, compare the number of ¼ cups that will fill 1 cup with the number of 1/3 cups that will fill 1 cup. Estimate how many ½ cups will fill 10 cups. How can you test if your estimation is correct? You can also use measuring spoons!
- ☑ **Math Playground** – Alien Angles Game: https://www.mathplayground.com/alienangles.html
- ☑ **Fraction Games and Activities:** https://www.weareteachers.com/fraction-games/

Fourth

- ☑ **Khan Academy** – Arithmetic: https://www.khanacademy.org/math/arithmetic
- ☑ **Khan Academy en Español** – Arithmetic https://es.khanacademy.org/math/arithmetic
- ☑ Make your own fraction-decimal pairs memory game. On index cards or small slips of paper of the same size, write down some common fractions and decimal equivalents like, ½ and 0.5, 3/10 and 0.3, 4/5 and 0.8. Flip all of the cards upside down and try to make pairs by only looking at two cards at a time before flipping them back over.
- ☑ Fraction Pairs Games: https://www.transum.org/software/SW/Starter_of_the_day/Students/Pairs.asp?Topic=11
- ☑ Converting Fractions to Decimals Game: https://www.mathplayground.com/ASB_Puppy_Chase_Decimals.html

Fifth

- ☑ **Khan Academy** – Pre-Algebra: https://www.khanacademy.org/math/pre-algebra
- ☑ **Khan Academy en Español** – Pre-Algebra https://es.khanacademy.org/math/pre-algebra
- ☑ Multiplying and dividing fractions is very different from adding and subtracting them! On a piece of paper, make a chart that lists the different methods you would use to add, subtract, multiply and divide: 5 ½ and 3 ¼ (Reminder: with addition and subtraction, you need a common denominator but with multiplication and division you do not). Answers: Addition = 8 ¾, Subtraction = 2 ¼, Multiplication = 17 7/8, Division = 1 9/13
- ☑ **Math Antics Fraction Video Playlist -** https://www.youtube.com/playlist?list=PL9B04F-D26ADF88EBA
- ☑ **Math Playground** – Space Graph Game: https://www.mathplayground.com/space_graph.html

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT AND COMMUNITY SERVICES

Family Friendly Math Glossary

Absolute value – the positive distance between a number and zero

Area – the space inside a two-dimensional figure, measured in square units

Coordinate plane - The plane containing an "x" axis and "y" axis

Decimal – a number expressed in place value format

Denominator – in a fraction, the bottom number which tells how many equal parts the whole is divided into

Difference – the result of a subtraction problem, how much one number differs from another

Digit - a single symbol used to make a numeral

Dividend – in a division problem, the number that is being divided up

Divisor – the number that you divide by

Factor – numbers we can multiply together to get a product

Fraction - How many parts of a whole

Greatest Common Factor or Greatest Common Divisor (GCD) – the largest shared factor of two or more numbers

Improper fraction – a fraction where the numerator is greater than the denominator, example: 4/3

Integers – all positive and negative whole numbers (no decimals)

Least Common Multiple (LCM) – the smallest positive number that is a multiple of two or more numbers

Mixed number – a whole number and a fraction added together, example: 4½

Multiple - The result of multiplying a number by an integer (not by a fraction)

Numerator – in a fraction, the top number which says how many parts there are

Percent – an amount expressed as parts of 100 or per 100, example: 15% means 15 out of 100

Perimeter – the shortest distance around a shape (polygon)

Place Value – see below

Polygon – a closed two-dimensional figure with straight sides

Product – the result of a multiplication problem

Proportion - Proportion says that two ratios (or fractions) are equal

Quotient – the answer or result of a division problem

Rate – a comparison of two related quantities, example: miles per hour, meals per day, dollars per month

Ratio - a statement of how two numbers compare. It is a comparison of the size of one number to the size of another number, example: 3 apples: 2 bananas ; 4 scooters to 5 motorcycles

Remainder – the amount left over after division when the divisor does not evenly divide into the dividend

Simplest form – a fraction that has no common factors in its numerator or denominator

Simplify – to simplify a fraction is to remove all common factors from the numerator and denominator; equations and expressions are set to standard form

Sum – the answer or result of an addition problem

Three-dimensional - having three dimensions, height, width and length

Two-dimensional - having only two dimensions, width and length

Volume – the space inside a three-dimensional figure, measured in cubic units: example

Whole number - Any of the numbers {0, 1, 2, 3, ...} etc. Fractions, decimals and negative numbers are not included.

Place value – the value of where a digit is placed in a number. In the example below, the 5 is in the hundreds place. You would read this number as "four hundred fifty-three thousand, five hundred seventy-six and one hundred twenty-two thousandths".

4	5	3	5	7	6	•	1	2	2
Hundred-thousands	Ten-thousands	thousands	hundreds	tens	ones/units	decimal	tenths	hundredths	thousandths