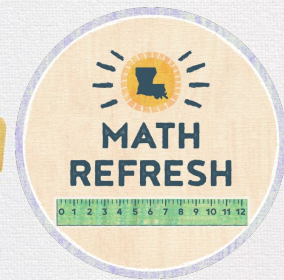


LOUISIANA DEPARTMENT OF EDUCATION



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## FLAME Kickoff Webinar

October 11, 2023  
10 a.m.

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# Objectives

By the end of this session, you should be able to

- understand FLAME (Foundational Resources for Accelerating Math Education) as a supplemental resource for fluency; and
- begin to develop a plan of implementation.

# Louisiana's Math Pillars



school structures  
prioritize **all students'**  
successful engagement  
in **high-quality,**  
**grade-level core math**  
**instruction** alongside  
peers



**timely, proactive**  
**interventions**  
connecting  
prerequisite learning to  
upcoming and current  
grade-level work



ongoing  
**professional**  
**learning and**  
**proactive planning**  
are essential for  
effective teaching  
and accelerating



**families,**  
**caregivers, and**  
**communities** play  
an essential role at  
all ages and stages

The [Louisiana Math Comprehensive Plan](#) outlines state and system actions to support math success for all students.



**Introducing  
Foundational Resources for  
Accelerating Math Education  
(FLAME)**



# Foundational Lessons for Accelerating Math Education (FLAME)

FLAME activities complement high-quality instructional materials by building students' accuracy, efficiency, and flexibility with grade-appropriate fluency skills.

FLAME resources will provide

- activities designed to build grade-level foundations alongside high-quality resources;
- formative tools for teachers to understand students' learning; and
- tools to communicate to parents.

# How to Use FLAME Resources



## FLAME Resources

- can be used as a supplement to your Tier 1 curriculum;
- are designed to be used as just-in-time supports for students who struggle with mastery of a standard because of their lack of fluency;
- are not intended to be used with every student;
- include lessons that are about five to ten minutes with a built-in assessment to help teachers determine next steps for individual students and instruction; and
- 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.



# Progression of the Units for Mastery of Fluency

- **Kindergarten** - Add/subtract within 5 (K.OA.A.5)
  - Unit 1 - Pairs to 5
  - Unit 2 - Pairs to 10
  - Unit 3 - Numbers 10-20
- **1st grade** - Add/subtract within 10 (1.OA.C.6)
  - Unit 1 - Add & Subtract Within 10
  - Unit 2 - Add & Subtract Within 20
  - Unit 3 - Add & Subtract Bigger Numbers
- **2nd grade** - Single-digit sums and differences (by memory; 2.OA.B.2); Add/subtract within 10 (2.NBT.B.5)
  - Unit 1 - Add & Subtract Within 20
  - Unit 2 - Add Within 100
  - Unit 3 - Subtract Within 100



# Progression of the Units for Mastery of Fluency

- **3rd grade** - Single-digit products and quotients (by memory; 3.OA.C.7); Add/subtract within 1,000 (3.NBT.A.2)
  - Unit 1 - Multiply & Divide With Units of 2-5
  - Unit 2 - Add & Subtract Within 1,000
  - Unit 3 - Multiply & Divide With Units of 6-9
- **4th grade** - Add/subtract within 1,000,000 (4.NBT.B.4)
  - Unit 1 - Working With Larger Numbers
  - Unit 2 - Reviewing Multiplication & Division
  - Unit 3 - Add & Subtract Within 1,000,000
- **5th grade** - Multi-digit multiplication (5.NBT.B.5)
  - Unit 1 - Base 10 Concepts
  - Unit 2 - Decimal and Fraction Operations
  - Unit 3 - Advancing Multiplication



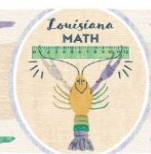
# Unit Structure

- Comprised of 20-25 lessons
- Chosen standards align to the Unit focus
- Lessons are hyperlinked to Google Document



Lesson Breakdown

K.CC.A.1	K.CC.A.2	K.CC.A.3	K.CC.B.4
<a href="#">Jumping Frogs</a>	<a href="#">Finger Counting</a>	<a href="#">Emoji Number Match</a>	<a href="#">Beep Number</a>
<a href="#">Turtle Walk</a>	<a href="#">Green Light, Red Light!</a>	<a href="#">See, Count, Write!</a>	<a href="#">Birthday Candles</a>
	<a href="#">Start-Stop Counting</a>	<a href="#">Write What You Feel!</a>	<a href="#">Count Like Me!</a>
	<a href="#">Happy Counting</a>	<a href="#">Write What You Hear!</a>	<a href="#">How Many Dots?</a>
	<a href="#">Sunrise/Sunset Counting</a>	<a href="#">Writing Numbers in The Sand</a>	<a href="#">Moving and Counting!</a>
			<a href="#">Quick, Count!</a>
			<a href="#">Ready, Set, Count!</a>
			<a href="#">Roll, Grab, Count!</a>
			<a href="#">Show Me Another Way</a>
			<a href="#">Show Me Beans</a>
			<a href="#">Pop Up Number</a>



## Jumping Frogs K.CC.A.1

<b>Fluency Activity</b>	Jumping Frogs
<b>Approximate Time</b>	10 minutes
<b>Materials</b>	die labeled 1,1,2,2,3,3, four frog manipulatives (green unifix cubes), 10 counters, <a href="#">gameboard</a>
<b>Student Outcome</b>	Students will practice counting by ones.
<b>Standard Addressed</b>	<b>K.CC.A.1:</b> Count to 100 by ones and tens.
<b>Future Standard Connection</b>	<b>1.OA.C.5:</b> Relate counting to addition and subtraction.
<b>Notes</b>	Players can decompose a roll and move more than one frog in a turn. For example: if a player rolls a 3, one frog could be moved 2 spaces and another frog moved 1 space.
	<ol style="list-style-type: none"> <li>1. Players place a frog (cube) at the beginning of each of the four tracks and place a counter on the smiley face at the end of each track.</li> <li>2. Player 1 rolls the die and moves any frog that many spaces.</li> <li>3. Player 2 rolls the die and moves any frog that many spaces.</li> <li>4. The goal is to land on a counter so that it can be collected. If a player rolls and lands on the counter, they should collect the counter. A new counter is put on the smiley face and the frog returns to the beginning of the track.</li> <li>5. The game is over when the players have collected all 10 counters, and the winner is the player with the most counters</li> </ol>
<b>Assess Learning</b>	<p><b>The next round should be done independently.</b></p> <p><b>Item 1</b></p> <p>T: This time you will play by yourself! Roll the die and move your frog that many spaces. Continue until you land on a</p>
	<p>counter. You'll only collect 2 counters this time.</p> <ul style="list-style-type: none"> <li>- If the student is correct, move on to a new activity or new skill.</li> <li>- If the student is incorrect, provide correct feedback and try again.             <ul style="list-style-type: none"> <li>- At the second incorrect response, make note to review this activity or standard again for the student.</li> </ul> </li> </ul> <p><input type="checkbox"/> If students exhibit mastery of this assessment, move to the next activity.</p> <p><input type="checkbox"/> If students struggle with this assessment and/or activity, review rote counting to 10 by modeling and counting with the student.</p>



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

**FLAME Kindergarten**  
**Teacher Tracking Tool for Individual Students**

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

Unit 1				
K.C.C.A.1	K.C.C.A.2	K.C.C.A.3	K.C.C.B.4	
Jumping Frogs	Finger Counting	Emoji Number Match	Beep Number	
Turtle Walk	Green Light, Red Light!	See, Count, Write!	Birthday Candles	
	Start-Stop Counting	Write What You Feel!	Count Like Me!	
	Happy Counting	Write What You Hear!	How Many Dots?	
	Sunrise/Sunset Counting	Writing Numbers in The Sand	Moving and Counting!	
			Quick, Count!	
			Ready, Set, Count!	
			Roll, Grab, Count!	
			Show Me Another Way	
			Show Me Beans	
			Pop Up Number	

**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.



**timely, proactive  
interventions**  
connecting  
prerequisite learning to  
upcoming and current  
grade-level work



## FLAME Parent Report Kindergarten 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
Counting to 100 by ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counting to 100 by tens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counting forward starting with a number other than one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing numbers from 0-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-to-one counting numbers of objects from 1-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing numbers of objects from 1-20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding that the last number name said tells the number of objects counted	<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.



## FAMILY MATH ENGAGEMENT

### GRAB AND GO ACTIVITIES

File
<a href="#">Lower Elementary Grab &amp; Go - Money PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Addition and Subtraction PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Compare Objects PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Counting Objects PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Fact Fluency Games PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Geometry - Position PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Geometry - Shapes PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Naming Numbers PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Order Objects by Length PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Verbal Counting Games PDF</a>
<a href="#">Lower Elementary Grab &amp; Go - Writing numbers PDF</a>
<a href="#">Middle School Grab &amp; Go - Analyzing Data PDF</a>

### ZEARN FAMILY RESOURCES

File
<a href="#">Zearn Brainy Challenge Tracker Grade K PDF</a>
<a href="#">Zearn Brainy Challenge Certificate PDF</a>
<a href="#">Zearn Brainy Challenge Goal Tracker PDF</a>
<a href="#">Zearn Brainy Challenge Parent Letter PDF</a>
<a href="#">Zearn Brainy Challenge Parent Letter Spanish PDF</a>
<a href="#">Zearn Brainy Challenge Tracker Grades 1-8 PDF</a>
<a href="#">Zearn Helpers For Parents PDF</a>
<a href="#">Zearn Helpers For Parents Spanish PDF</a>
<a href="#">Zearn Helpers For Students PDF</a>
<a href="#">Zearn Parent Letter PDF</a>
<a href="#">Zearn Parent Letter Spanish PDF</a>



families,  
caregivers, and  
communities play  
an essential role at  
all ages and stages



# FLAME

## Foundational Resources for Accelerating Math Education



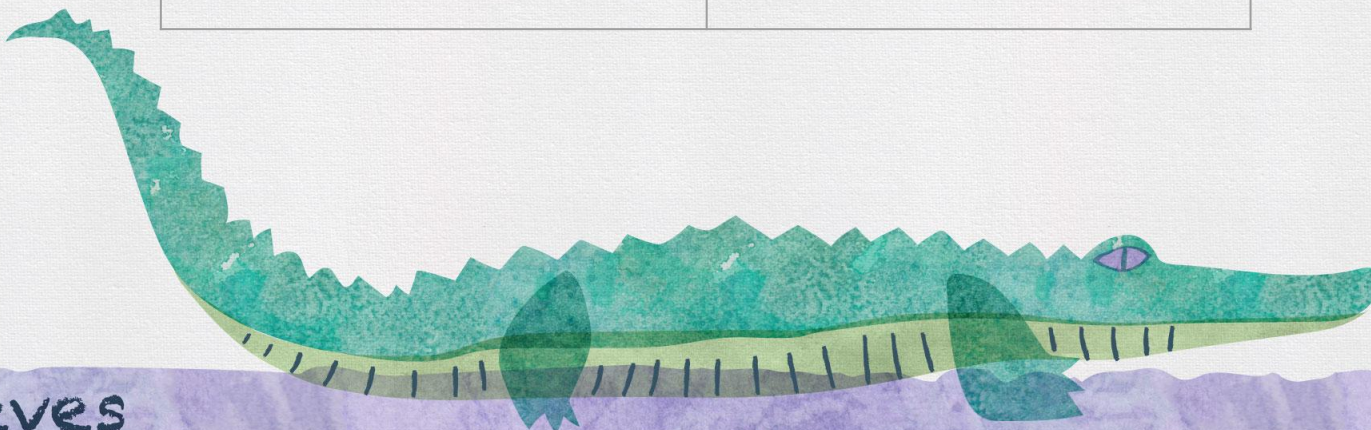




# FLAME Resource Release Schedule

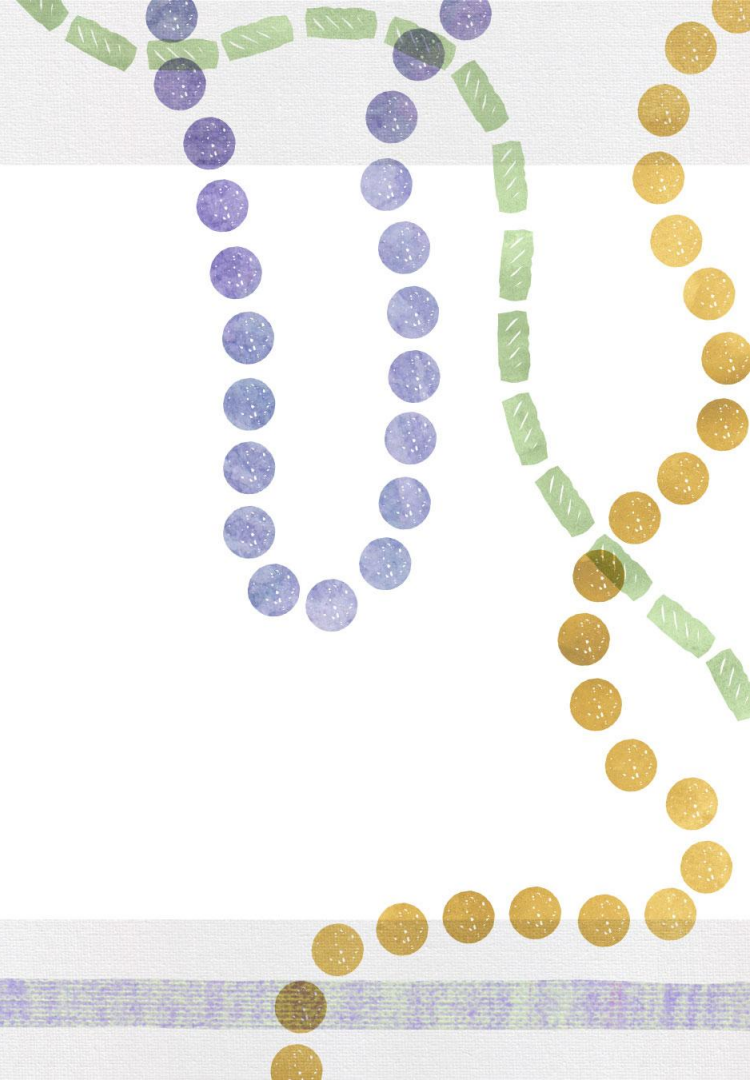


Unit 1	currently available
Unit 2	Fall 2023
Unit 3	Winter 2023





**Questions?**



# Contact Information

Please contact [STEM@la.gov](mailto:STEM@la.gov) with any questions or to request an individualized call to support your implementation planning efforts.

