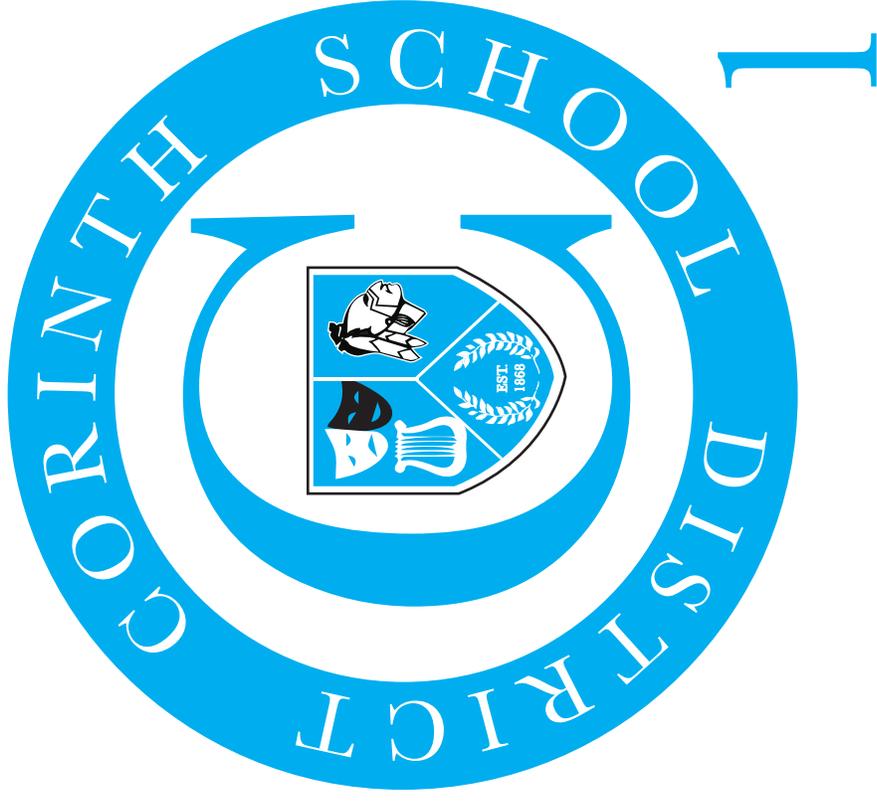


CORINTH SCHOOL DISTRICT
STUDENT EXPECTATIONS

Contact Us
Corinth School District
1204 North Harper Road
Corinth, MS 38834

662-287-2425
corinth.k12.ms.us



FIRST GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS

NOTES

NOTES

STUDENT EXPECTATIONS FIRST GRADE

As a parent, you are your child's first teacher and know your child better than anyone else. You have valuable insight into your child's needs, strengths, abilities, and interests. Knowing you want what is best for your child, we want to partner with you in guiding your child toward success.

The Corinth School District Student Expectation booklet outlines what your child should learn in reading, writing, speaking and listening, mathematics and science. This grade level booklet represents what a student should know by grading period and the end of this grade. Helpful hints are provided for you to encourage your child's academic growth by reinforcing classroom activities at home.

The achievement of these expectations will help your child meet the Corinth Standards. In an effort to share the goal of preparing your child for college and/or a career, the Corinth School District has established diploma options outlined on the last page. We encourage you to have conversations with your child about these diploma options, college plans, and careers so we can work together to help your child be successful.

If you have specific questions regarding Corinth Standards or school programs, please call your child's school. Thank you for trusting our schools to prepare your child for the future.



Corinth School District
1204 North Harper Road
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READING

During the First Grading Period, your child will study the following:
Learning Standards:

- Learn the different common spellings of long vowel phonemes
- Learn the different ways in which vowels can be pronounced, *e.g. hoas, low; apple, apron*
- Extend the range of common words recognized on sight
- Use phonics as the main method of tackling unfamiliar words
- Discuss the meaning of unfamiliar words encountered in reading
- Identify and describe story settings and characters, recognizing that they may be from different times and places
- Predict story endings
- Read and respond to question words, *e.g. what, where, when, who, why*
- Make simple inferences from the words on the page, *e.g. about feelings*
- Choose interesting words and phrases, *e.g. in describing people and places*
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- Read and follow simple instructions, *e.g. in a recipe*
- Read aloud with increased accuracy, fluency and expression

During the Second Grading Period, your child will study the following:
Learning Standards:

- Learn the different common spellings of long vowel phonemes
- Learn the different ways in which vowels can be pronounced, *e.g. hoas, low; apple, apron*
- Apply knowledge of phonemes and spelling patterns in writing independently
- Extend the range of common words recognized on sight
- Use phonics as the main method of tackling unfamiliar words
- Make simple inferences from the words on the page, *e.g. about feelings*
- Read poems and comment on words and sounds, rhyme and rhythm
- Find answers to questions by reading a section of text
- Read aloud with increased accuracy, fluency and expression
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- Extend experiences and ideas through role-play
- Predict story endings
- Identify and describe story settings and characters, recognizing that they may be from different times and places
- Locate words by initial letter in simple dictionaries, glossaries and indexes
- Find factual information from different formats, *e.g. charts labeled diagrams*
- Read and respond to question words, *e.g. what, where, when, who, why*

DIPLOMA OPTIONS

College and Career Readiness Diploma

- Complete Traditional Diploma requirements
- Achieve passing scores on Cambridge Subject Area Examinations in Mathematics, Biology, English Language and U.S. History
- Meet college and career readiness measures on the IGCSE Exams, the ACT, or attain Silver Level on ACT WorkKeys Assessment, including Reading for Information, Applied Mathematics, and Locating Information
- Earn three college credits
- Complete Pillar Senior Project

Career Technical Diploma

- Complete Traditional Diploma requirements
- Achieve passing scores on Cambridge Subject Area Examinations in Mathematics, Biology, English Language and U.S. History
- Complete an approved industry recognized certification
- Complete Pillar Senior project or an approved work-based apprenticeship or learning experience

Applied Studies Diploma (Available to students with an IEP)

- Earn twenty-four credits of which twelve must be regular education Carnegie credits
- Pass Functional Literacy Exam
- Complete a required modified course of study
- Complete a work-based learning experience

DIPLOMA OPTIONS

The Corinth School District values different learning experiences for students. Based on this belief, the District will offer the following diploma options:

Traditional Diploma

- Complete Traditional Diploma requirements
- Achieve passing scores on Cambridge Subject Area Examinations in Mathematics, Biology, English Language, and U.S. History
- Complete Pillar Senior Project

Early Exit Diploma

- Complete Early Exit Diploma requirements
- Achieve college and career readiness measures on 9th and 10th grade required IGCSE Exams or in all four content areas of the ACT
- Complete Pillar Senior Project

Advanced International Certificate of Education (AICE) Honors Diploma

- Complete Traditional Diploma requirements
- Achieve passing scores on Cambridge Subject Area Examinations in Mathematics, Biology, English Language and U.S. History
- Complete AICE Diploma requirements as outlined by Cambridge International Exams
- Complete Pillar Senior Project

Corinth Honors Diploma

- Complete Traditional Diploma requirements
- Achieve passing scores on Cambridge Subject Area Examinations in Mathematics, Biology, English Language and U.S. History
- Achieve a 3.0 or higher on a 4.0 grading scale
- Earn six college credit hours
- Complete at least two of the following
 - Earn 4 credits on AICE Exams
 - Complete an approved industry recognized certification
 - Achieve the ACT math, science, reading, and English college and career readiness measures
- Complete Pillar Senior Project

READING

During the Third Grading Period, your child will study the following:
Learning Standards:

- Learn the different common spellings of long vowel phonemes
- Learn the different ways in which vowels can be pronounced, *e.g. hoas, low; apple, apron*
- Extend the range of common words recognized on sight
- Use phonics as the main method of tackling unfamiliar words
- Read aloud with increased accuracy, fluency and expression
- Make simple inferences from the words on the page, *e.g. about feelings*
- Read poems and comment on words and sounds, rhyme and rhythm
- Find answers to questions by reading a section of text
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- Identify and describe story settings and characters, recognizing that they may be from different times and places
- Predict story endings
- Begin to develop likes and dislikes in reading
- Explore a variety of non-fiction texts
- Read and respond to question words, *e.g. what, where, when, who, why*
- Talk about what happens at the beginning, in the middle or at the end of a story
- Choose interesting words and phrases, *e.g. in describing people and places*

During the Fourth Grading Period, your child will study the following:
Learning Standards:

- Talk about what happens at the beginning, in the middle or at the end of a story
- Choose interesting words and phrases, *e.g. in describing people and places*
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- Learn the different common spellings of long vowel phonemes
- Learn the different ways in which vowels can be pronounced, *e.g. hoas, low; apple, apron*
- Extend the range of common words recognized on sight
- Use phonics as the main method of tackling unfamiliar words
- Read aloud with increased accuracy, fluency and expression
- Make simple inferences from the words on the page, *e.g. about feelings*
- Read poems and comment on words and sounds, rhyme and rhythm
- Find answers to questions by reading a section of text
- Discuss the meaning of unfamiliar words encountered in reading
- Comment on some vocabulary choices, *e.g. adjectives*

READING HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Give your child a book or magazine, and have him/her read with you
- Have your child point to certain pictures and words
- Play "Simon Says."
- Tell your child a story
- Let your child illustrate scenes or characters in the story
- Allow your child to look at a picture, and write about the picture
- Make a sight word Bingo game with your child
- Play sight word musical chairs
- Perform different claps for sounds in words
- Say three words including two that begin alike. Identify the two that match
- Look at a magazine and choose blends to cut and paste (br—brown, broom)
- Have your child take a letter from a shoe box, identify the letter, and say the sound
- Make a book with your child showing new words and pictures
- Read a poem and help your child choose the rhyming words
- Let your child act out a story you have read and let him/her dress as one of the characters
- Read the story aloud, and ask your child to describe his/her favorite character
- Read two stories, one factual and one fantasy. Help your child recognize which one is real and which one is fantasy
- Take your child to story hour at the local library
- Give your child simple directions to follow (back yard activity)
- Give your child directions to perform a simple task (make a peanut butter and jelly sandwich)

SCIENCE HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Read books with scientific themes
- Visit science museums, scientific theme parks, zoos, etc.
- Watch weather forecasts and follow weather patterns
- Observe and discuss animals and plants in their natural environments
- Take part in area recycling efforts
- Participate in science fairs
- Have your child identify various sources of light
- Have your child explain why there is darkness
- Allow your child to use a flashlight to create a "shadow puppet" show. Explain what creates the shadow
- Have your child experiment with using various batteries in battery operated devices, *e.g., flashlight, toy cars*. Discuss why devices do or do not work
- Allow your child to build objects using modeling clay and investigate ways to change the shape of the objects
- Allow your child to dissolve salt in water or make Kool-Aid. Explain how some material will dissolve in water
- Have your child collect rocks and group them according to their characteristics
- Have your child model "day and night" using a flashlight and balls
- Draw different types of environments. Identify what animals and plants live in each environment

SCIENCE

During the Fourth Grading Period, your child will study the following:

Learning Standards:

- **Biology (Living Things in Their Environment)**
- Can identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there
- Understand way to care for the environment. Secondary sources can be used
- Observe and talk about their observations of the weather, recording their reports of weather data.

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence by making observations when trying to answer a science question
- Use first-hand experience *eg observe melting ice*
- Use simple information sources

Plan Investigative Work

- Ask questions and suggest ways to answer them
- Predict what will happen before deciding what to do

Obtain and Present Evidence

- Make suggestions for collecting evidence
- Talk about risks and how to avoid danger
- Make and record observations
- Take simple measurements
- Use a variety ways to tell others what happened

Consider Evidence and Approach

- Make comparisons
- Identify simple patterns and associations
- Talk about predictions (orally and in text), the outcome and why this happens
- Review and explain what happened

WRITING

During the First Grading Period, your child will study the following:

Learning Standards:

- Apply knowledge of phonemes and spelling patterns in writing independently
- Secure the spelling of high frequency words and common irregular words
- Build and use collections of interesting and significant words
- Develop stories with a setting, characters and a sequence of events
- Use mainly simple and compound sentences, with *and*/*but* used to connect ideas because may begin to be used in a complex sentence
- Find alternatives to *and*/*then* in developing a narrative and connecting ideas
- Use the language of time, *eg suddenly, after that*
- Choose some interesting words and phrases, *eg in describing people and places*
- Write in clear sentences using capital letters, end punctuation and question marks
- Begin to vary sentence openings, *e.g. with simple adverbs*
- Develop stories with a setting, characters and a sequence of events
- Structure a story with a beginning, middle and end
- Use the structures of familiar poems and stories in developing own writing
- Begin to use dialogue in stories
- Use past and present tenses accurately but not always consistently
- Begin to re-read own writing for sense and accuracy

During the Second Grading Period, your child will study the following:

Learning Standards:

- Secure the spelling of high frequency words and common irregular words
- Build and use collections of interesting and significant words
- Discuss the meaning of unfamiliar words encountered in reading
- Choose some interesting words and phrases, *eg in describing people and places*
- Practice handwriting patterns and the joining of letters
- Write in clear sentences using capital letters, end punctuation and question marks
- Use past and present tenses accurately but not always consistently
- Use mainly simple and compound sentences, with *and*/*but* used to connect ideas - because may begin to be used in a complex sentence
- Begin to re-read own writing for sense and accuracy
- Write simple evaluations of books read
- Find alternatives to *and*/*then* in developing a narrative and connecting ideas
- Use the language of time, *eg suddenly, after that*
- Structure a story with a beginning, middle and end
- Begin to vary sentence openings, *eg with simple adverbs*
- Develop stories with a setting, characters and a sequence of events
- Use the structures of familiar poems and stories in developing own writing
- Begin to use dialogue in stories
- Use a variety of simple organizational devices in non-fiction, *e.g. headings, captions*
- Make simple notes from a section of non-fiction texts, *e.g. listing key words*
- Use features of chosen text type

WRITING

During the Third Grading Period, your child will study the following:

- **Learning Standards:**
- Secure the spelling of high frequency words and common irregular words
- Build and use collections of interesting and significant words
- Discuss the meaning of unfamiliar words encountered in reading
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking
- Choose some interesting words and phrases, *e.g. in describing people and places*
- Form letters correctly and consistently
- Practice handwriting patterns and the joining of letters
- Write in clear sentences using capital letters, end punctuation and question marks
- Use past and present tenses accurately but not always consistently
- Use mainly simple and compound sentences, with *and/but* used to connect ideas – because may begin to be used in a complex sentence
- Begin to re-read own writing for sense and accuracy
- Write simple evaluations of books read
- Find alternatives to *and/then* in developing a narrative and connecting ideas
- Write with a variety of sentence types
- Use the language of time, *e.g. suddenly, after that*
- Structure a story with a beginning, middle and end
- Begin to vary sentence openings, *e.g. with simple adverbs*
- Develop stories with a setting, characters and a sequence of events
- Use the structures of familiar poems and stories in developing own writing
- Begin to use dialogue in stories
- Apply knowledge of phonemes and spelling patterns in writing independently

During the Fourth Grading Period, your child will study the following:

Learning Standards:

- Use mainly simple and compound sentences, with *and/but* used to connect ideas because may begin to be used in a complex sentence
- Find alternatives to *and/then* in developing a narrative and connecting ideas
- Write with a variety of sentence types
- Use the language of time, *e.g. suddenly, after that*
- Choose some interesting words and phrases, *e.g. in describing people and places*
- Structure a story with a beginning, middle and end
- Write in clear sentences using capital letters, end punctuation and question marks
- Begin to vary sentence openings, *e.g. with simple adverbs*
- Develop stories with a setting, characters and a sequence of events
- Begin to use dialogue in stories
- Write in clear sentences using capital letters, end punctuation and question marks
- Use past and present tenses accurately but not always consistently
- Begin to re-read own writing for sense and accuracy
- Apply knowledge of phonemes and spelling patterns in writing independently
- Secure the spelling of high frequency words and common irregular words
- Build and use collections of interesting and significant words
- Use the structures of familiar poems and stories in developing own writing
- Form letters correctly and consistently
- Write instructions and recount events and experiences

SCIENCE

Second Grading period, Continued...

Obtain and Present Evidence

- Make suggestions for collecting evidence
- Talk about risks and how to avoid danger
- Make and record observations
- Take simple measurements
- Use a variety ways to tell others what happened

Consider Evidence and Approach

- Make comparisons
- Identify simple patterns and associations
- Talk about predictions (orally and in text), the outcome and why this happens
- Review and explain what happened

During the Third Grading Period, your child will study the following:

Learning Standards:

Chemistry (Material Properties)

- Can recognize some types of rocks and the uses of different rocks

Physics (The Earth and Beyond)

- Explore how the Sun appears to move during the day and how shadows change
- Model how the spin of Earth leads to day and night *e.g. with different sized balls and a flashlight*

Scientific Inquiry Standard

Ideas and Evidence

- Collect evidence by making observations when trying to answer a science question
- Use first-hand experience *e.g. observe melting ice*
- Use simple information sources

Plan Investigative Work

- Ask questions and suggest ways to answer them
- Predict what will happen before deciding what to do

Obtain and Present Evidence

- Make suggestions for collecting evidence
- Talk about risks and how to avoid danger
- Make and record observations
- Take simple measurements
- Use a variety ways to tell others what happened

Consider Evidence and Approach

- Make comparisons
- Identify simple patterns and associations
- Talk about predictions (orally and in text), the outcome and why this happens
- Review and explain what happened

SCIENCE

During the First Grading Period, your child will study the following:

Learning Standards:

Physics (Light and Dark)

- Can identify different light sources including the Sun
- Know that darkness is the absence of light
- Can (be able) identify shadows

Physics (Electricity and Magnetism)

- Can recognize the components of simple circuits involving cells (batteries)
- Know how a switch can be used to break a circuit

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence by making observations when trying to answer a science question
- Use first-hand experience *e.g. observe melting ice*
- Use simple information sources

Plan Investigative Work

- Ask questions and suggest ways to answer them
- Predict what will happen before deciding what to do

Obtain and Present Evidence

- Make suggestions for collecting evidence
- Talk about risks and how to avoid danger
- Make and record observations
- Take simple measurements
- Use a variety ways to tell others what happened

Consider Evidence and Approach

- Make comparisons
- Identify simple patterns and associations
- Talk about predictions (orally and in text), the outcome and why this happens
- Review and explain what happened

During the Second Grading Period, your child will study the following:

Learning Standards:

Chemistry (Material Changes)

- Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching
- Explore and describe the way some everyday materials change when they are heated or cooked
- Can recognize that some materials can dissolve in water
- Know that some materials occur naturally and others are man-made

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence by making observations when trying to answer a science question.
- Use first-hand experience *e.g. observe melting ice*
- Use simple information sources

Plan Investigative Work

- Ask questions and suggest ways to answer them
- Predict what will happen before deciding what to do

WRITING HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Have your child write a complete sentence about his/her trip to grocery store, library, or place of interest
- Have your child write a statement sentence about a family pet
- Play "Simon Says" with your child. Have him/her respond to statements and not respond to questions
- Allow your child to watch his/her favorite cartoon. Have your child write about his/her favorite character after watching the cartoon
- Have your child draw/write about his/her day at school
- Have your child collect objects from the yard (leaves, acorns, pine straw, etc.) and write about the things that he/she found
- Write words on note cards such as sight words or words from his/her personal story. Have your child select a word and write a sentence using that word. Have your child illustrate the sentences
- Have your child's spelling words on cards and allow your child to select different markers/crayons to trace the words. Encourage your child to say the word and then spell it out loud
- Take your child to the grocery store or to a place of interest. Have your child write about the trip and discuss additions and changes to be made to the story. Let your child draw about the events in the story and make a book for the family to read together
- Have your child draw a picture about his/her day at school. Have your child write a story about the picture
- Have your child write a story about his/her family. Frame the story using construction paper and place the story on the wall, refrigerator, etc.
- Allow your child to write a letter for an upcoming holiday, *i.e. Thanksgiving or Valentine's Day*
- Allow your child to write a letter to his/her teacher
- Have your child draw a picture of his/her best friend. Ask your child to write a poem/story to go with the picture

SPEAKING & LISTENING

During the First Grading Period, your child will study the following:

Learning Standards:

- Articulate clearly so that others can hear
- Vary talk and expression to gain and hold the listener's attention
- Listen carefully and respond appropriately, asking questions of others
- Demonstrate 'attentive listening' and engage with another speaker

During the Second Grading Period, your child will study the following:

Learning Standards:

- Articulate clearly so that others can hear
- Listen carefully and respond appropriately, asking questions of others
- Vary talk and expression to gain and hold the listener's attention
- Demonstrate 'attentive listening' and engage with another speaker
- Show awareness of the listener by including relevant details
- Attempt to express ideas precisely, using a growing vocabulary
- Extend experiences and ideas through role-play

During the Third Grading Period, your child will study the following:

Learning Standards:

- Articulate clearly so that others can hear
- Listen carefully and respond appropriately, asking questions of others
- Vary talk and expression to gain and hold the listener's attention
- Extend experiences and ideas through role-play
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking
- Show awareness of the listener by including relevant details
- Demonstrate 'attentive listening' and engage with another speaker
- Attempt to express ideas precisely, using a growing vocabulary

During the Fourth Grading Period, your child will study the following:

Learning Standards:

- Attempt to express ideas precisely, using a growing vocabulary
- Extend experiences and ideas through role-play
- Articulate clearly so that others can hear
- Listen carefully and respond appropriately, asking questions of others
- Vary talk and expression to gain and hold the listener's attention
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking

MATHEMATICS HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Ask your child the time
- Let your child count your change
- Have your child help you solve everyday problems involving addition and subtraction
- Survey family and friends for "favorites" (TV, shows, sports, foods, places), and use sticky notes to make graphs on the refrigerator
- Play card games and board games that use numbers (dominoes, Uno, Yahtzee, Rummikube, Battleship)
- Play "I Spy" with different shapes in a room or outdoors
- Provide opportunities for real measurement (cooking, sewing, building, repairing)
- Count large numbers of things using strategies or counting by 2's, 5's, or 10's
- Use mathematical language such as chance, probability, more likely, equally likely, and less likely in talking about real events such as weather
- Compare halves and quarters of foods such as pizza or sandwiches

MATHEMATICS

MATHEMATICS

During the Fourth Grading Period, your child will study the following:

Learning Standards:

Number and Calculation

- Find and learn by heart all number pairs to 10 and pairs with a total of 20
- Learn and recognize multiples of 2, 5 and 10
- Know what each digit represents in two-digit numbers; partition into tens and ones
- Order numbers to 100; compare two numbers using the $>$ and $<$ signs
- Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50
- Find doubles of multiples of 5 up to double 50 and corresponding halves
- Double two-digit numbers
- Work out multiplication and division facts for the $3x$ and $4x$ tables

Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- Explain methods and reasoning orally
- Explore number problems and puzzles
- Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line
- Make up a story to go with a calculation, including in the context of money
- Check the answer to an addition
- Check a subtraction problem
- Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more
- Identify simple relationships between shapes
- Make a sensible estimation for the answer to a calculation
- Consider whether an answer is reasonable

Geometry – Shapes and Geometric Reasoning

- Sort, name, describe and make three-dimensional (3D) shapes referring to their properties, recognize two-dimensional (2D) drawings of three-dimensional (3D) shapes
- Identify reflective symmetry in patterns and two-dimensional (2D) shapes; draw lines of symmetry
- Find examples of two-dimensional (2D) and three-dimensional (3D) shapes in the environment

Geometry – Position and Movement

- Follow and give instructions involving position, direction and movement
- Recognize whole, half and quarter turns, both clockwise and counter-clockwise
- Recognize that a right angle is a quarter turn

Measurement – Money

- Recognize all coins and bills
- Use money notation
- Find totals; the coins and bills to pay a given amount; work out change

Measurement – Length, Mass, and Capacity

- Estimate, measure and compare lengths, weights and capacities choosing and using suitable units
- Compare lengths and standard units and appropriate measuring instruments
- Compare lengths, weights and capacities using the standard units: centimeters, meters, 100g, kilogram and liter

Measurement – Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Know the relationships between consecutive units of time
- Read the time to the half hour on digital and analog clocks
- Measure activities using seconds and minutes
- Know and order the days of the week and months of the year

During the First Grading Period, your child will study the following:

Learning Standards:

Number and Number System

- Count, read and write numbers to at least 100 and back again
- Count up to 100 objects
- Count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers
- Count forward in ones and tens from single and two digit numbers and back again
- Find 1 or 10 more/less than any 2-digit number
- Round 2 digit numbers to the nearest multiple of 10
- Say a number between any given neighboring pairs of multiples of 10
- Place a 2-digit number on a number line marked off in multiples of 10
- Recognize and use ordinal number up to at least the 10th number (and beyond)
- Understand odd and even numbers and recognize these up to at least 20

Number and Calculation

- Find and learn by heart all number pairs to 10 and pairs with a total of 20
- Partition all numbers to 20 into pairs and record the related addition and subtraction facts
- Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts
- Learn and recognize multiples of 2, 5 and 10
- Add 4 or 5 small numbers together
- Use the $=$ sign to represent equality
- Add and subtract a single digit to and from a 2-digit number
- Understand that addition can be done in any order, but subtraction cannot
- Understand multiplication as repeated addition and use the \times sign
- Understand multiplication as describing an array

Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- Explain methods and reasoning orally
- Explore number problems and puzzles
- Make sense of simple word problems
- Make up a story to go with a calculation
- Check the answer to an addition by adding the numbers in a different order or by using a different strategy
- Check a subtraction by adding the answer to the smaller number in the original subtraction
- Identify simple relationships between shapes

Geometry – Shapes and Geometric Reasoning

- Sort, name, describe, visualize and draw two-dimensional (2D) shapes referring to their properties; recognize common two-dimensional (2D) shapes in different positions and orientations
- Sort, name, describe and make three-dimensional (3D) shapes referring to their properties, recognize two-dimensional (2D) drawings of three-dimensional (3D) shapes
- Identify reflective symmetry in patterns and two-dimensional (2D) shapes; draw lines of symmetry
- Find examples of two-dimensional (2D) and three-dimensional (3D) shapes in the environment

Measurement – Money

- Recognize all coins and bills
- Use money notation
- Find totals; the coins and bills to pay a given amount; work out change

Measurement – Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Measure activities using seconds and minutes
- Know and order the days of the week and months of the year

MATHEMATICS

MATHEMATICS

During the Second Grading Period, your child will study the following:

Learning Standards:

Measurement – Length, Mass, and Capacity

- Estimate, measure and compare lengths, weights and capacities choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments
- Compare lengths, weights and capacities using the standard units: centimeters, meters, 100g, kilogram and liter

Measurement – Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Know the relationships between consecutive units of time
- Read the time to the half hour on digital and analog clocks

Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- Explain methods and reasoning orally
- Explore number problems and puzzles
- Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line
- Make up a story to go with a calculation, including in the context of money
- Check the answer to an addition problem
- Check the answer to a subtraction problem
- Make a sensible estimation for the answer to a calculation
- Consider whether an answer is reasonable

Number and Number System

- Count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers
- Count on in ones and tens from single and two digit numbers and back again
- Know what each digit represents in two-digit numbers; partition into tens and ones
- Order numbers to 100; compare two numbers using the $>$ and $<$ signs
- Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100
- Sort numbers, e.g. odd/even, multiples of 2, 5 and 10

Numbers and Calculation

- Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50
- Add and subtract a single digit to and from a 2-digit number
- Relate counting forward/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30
- Order numbers to 100; compare two numbers using the $>$ and $<$ signs
- Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100
- Sort numbers, e.g. odd/even, multiples of 2, 5 and 10
- Understand multiplication as describing an array
- Understand division as grouping and use the \div sign
- Understand that division can leave some left over

During the Third Grading Period, your child will study the following:

Learning Standards:

Data Handling – Organizing, Categorizing, and Representing Data

- Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results
- Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'

Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- Explain methods and reasoning orally
- Explore number problems and puzzles
- Make sense of simple word problems (single and easy two-step), decide what operations are needed to solve them and with help, represent them with objects or drawings or on a number line
- Make up a story to go with a calculation, including in the context of money
- Check the answer to an addition
- Check a subtraction problem
- Make a sensible estimation for the answer to a calculation
- Consider whether an answer is reasonable

Measurement – Length, Mass, and Capacity

- Estimate, measure and compare lengths, weights and capacities choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments
- Compare lengths, weights and capacities using the standard units: centimeters, meters, 100g, kilogram and liter

Measurement – Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Know the relationships between consecutive units of time
- Read the time to the half hour on digital and analog clocks
- Measure activities using seconds and minutes
- Know and order the days of the week and months of the year

Number and Number System

- Count in twos, fives and tens and use grouping in twos fives or tens to count larger groups of numbers
- Begin to count forward in small constant steps such as threes and fours.
- Recognize that we write one half $1/2$, one quarter $1/4$ and three quarters $3/4$
- Recognize that $2/2$ or $4/4$ make a whole and $2/1$ and $4/2$ are equivalent
- Recognize which shapes are divided in halves or quarters and which are not
- Find halves and quarters of shapes and small numbers of objects
- Know what each digit represents in two-digit numbers; partition into tens and ones
- Order numbers to 100; compare two numbers using the $>$ and $<$ signs

Number and Calculation

- Find and learn by heart all number pairs to 10 and pairs with a total of 20
- Learn and recognize multiples of 2, 5 and 10
- Relate counting forward/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75 – 30
- Add pairs of two-digit numbers
- Find a small difference between pairs of two-digit numbers