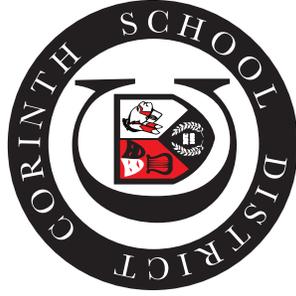


CORINTH SCHOOL DISTRICT  
STUDENT EXPECTATIONS

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

662-287-2425  
[corinth.k12.ms.us](http://corinth.k12.ms.us)



SECOND GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS

# 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

# STUDENT EXPECTATIONS SECOND GRADE

**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 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

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  
Corinth, MS 38834  
662-287-2425  
www.corinth.k12.ms.us

# READING

# SCIENCE HELPFUL HINTS AT HOME

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

### Learning Standards:

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Identify different types of stories and typical story themes
- Read a range of story, poetry and information books and begin to make links between them
- Begin to infer meanings beyond the literal, *eg about motives and character*
- Consider how choice of words can heighten meaning
- Explore vocabulary for introducing and concluding dialogue, *eg said, asked*
- Consider words that make an impact, *eg adjectives and powerful verbs*
- Read play-scripts and dialogue, with awareness of different voices
- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters
- Identify the main points or gist of a text
- Understand and use the terms 'fact', 'fiction' and 'non-fiction'
- Scan a passage to find specific information and answer questions
- Identify the main purpose of a text
- Locate information in non-fiction texts using contents page and index
- Consider ways that information is set out on page and on screen, *eg lists, charts, bullet points*
- Locate books by classification
- Identify pronouns and understand their function in a sentence
- Understand that verbs are necessary for meaning in a sentence
- Read and follow instructions to carry out an activity

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

### Learning Standards:

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Read aloud with expression to engage the listener
- Practice learning and reciting poems
- Read play-scripts and dialogue, with awareness of different voices
- Consider words that make an impact, *eg adjectives and powerful verbs*
- Consider how choice of words can heighten meaning
- Infer the meaning of unknown words from the context
- Use a dictionary or electronic means to find the spelling and meaning of words
- Read a range of story, poetry and information books and begin to make links between them
- Identify different types of stories and typical story themes
- Begin to infer meanings beyond the literal, *eg about motives and character*
- Answer questions with some reference to single points in a text
- Consider words that make an impact, *eg adjectives and powerful verbs*
- Know irregular forms of common verbs
- Explore vocabulary for introducing and concluding dialogue, *eg said, asked*
- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters

## HELPFUL HINTS AT HOME:

- Read with your child, books with scientific themes
- Visit science museums, scientific theme parks, zoos, etc.
- Practice measurement using a ruler, scale, and thermometer
- Use weather forecasts to compare and contrast weather patterns
- Discuss safety issues related to severe weather
- Participate in science fairs
- Have your child cut out pictures that represent living things and group based on their features
- Have your child make a chart consisting of living and non-living things. Have your child explain why they are classified as living or non-living
- Have your child develop a fitness schedule as well as week long healthy diet
- Allow your child to organize foods in your home as healthy or unhealthy
- Have your child to draw and label the parts of a plant. Highlight and explain what parts are needed for the plant to grow
- Have your child describe what senses are used while eating a meal
- Allow your child to track which sense he or she uses the most during the day
- Have your child write about the types of forces (push or pull) used to perform simple tasks
- Have your child write a paragraph explaining why an object slows down or speeds up
- Give your child a group of objects and have them use words to describe them, *eg, hard, soft, shiny, etc.*
- Allow your child to plant bean seeds and experiment with different amounts of water, and light
- Have your child chart the results
- Place a celery stalk in a glass of colored water and observe the water traveling up the stalk

# SCIENCE

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

**Learning Standards:**

**Physics (Forces and Motion)**

- Know that pushes and pulls are examples of forces. Know that forces can be measured with force meters
- Explore how forces can change the shape of objects
- Explore how forces can make objects start or stop moving
- Explore how forces including friction can make objects move faster or slower or change directions

**Scientific Inquiry Standards**

**Ideas and Evidence**

- Collect evidence in a variety of contexts to answer questions or test ideas

**Plan Investigative Work**

- Suggest ideas, make predictions and communicate these
- With help, think about collecting evidence and planning fair tests

**Obtain and Present Evidence**

- Observe and compare living things and event
- Measure using simple equipment and record observations in a variety of ways
- Present results in drawings

**Consider Evidence and Approach**

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations
- Make generalizations and begin to identify simple patterns in results

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

**Learning Standards:**

**Chemistry (Material Properties)**

- Know that every material has specific properties (e.g. hard, soft, shiny)
- Explore how some materials are magnetic, but many are not
- Discuss why materials are chosen for specific purposes on the basis of their properties
- Can sort materials according to properties

**Biology (Plants)**

- Know that plants have roots, leaves, stems and flowers
- Explain observations that plants need water and light to grow
- Know that water is taken in through the roots and transported through the stem
- Know that plants need healthy roots, leaves and stems to grow well
- Know that plant growth is affected by temperature

**Scientific Inquiry Standards**

**Ideas and Evidence**

- Collect evidence in a variety of contexts to answer questions or test ideas

**Plan Investigative Work**

- Suggest ideas, make predictions and communicate these
- With help, think about collecting evidence and planning fair tests

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- Measure using simple equipment and record observations in a variety of ways
- Present results in drawings

**Consider Evidence and Approach**

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations
- Make generalizations and begin to identify simple patterns in results

# READING

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

**Learning Standards:**

- Consider how choice of words can heighten meaning
- Consider words that make an impact, *e.g. adjectives and powerful verbs*
- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters
- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Use a dictionary or electronic means to find the spelling and meaning of words
- Read aloud with expression to engage the listener
- Practice learning and reciting poems
- Infer the meaning of unknown words from the context
- Begin to infer meanings beyond the literal, *e.g. about motives and character*
- Read a range of story, poetry and information books and begin to make links between them
- Collect examples of nouns, verbs and adjectives, and use the terms appropriately
- Understand that verbs are necessary for meaning in a sentence
- Understand pluralization and use the terms 'singular' and 'plural'
- Identify pronouns and understand their function in a sentence
- Explore vocabulary for introducing and concluding dialogue, *e.g. said, asked*

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

**Learning Standards:**

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- Use a dictionary or electronic means to find the spelling and meaning of words
- Locate books by classification
- Use ICT sources to locate simple information.
- Identify the main points or gist of a text
- Understand and use the terms 'fact', 'fiction' and 'non-fiction'
- Locate information in non-fiction texts using contents page and index
- Identify the main purpose of a text
- Scan a passage to find specific information and answer questions
- Consider ways that information is set out on page and on screen, *e.g. lists, charts, bulleted points.*
- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters
- Collect examples of nouns, verbs and adjectives, and use the terms appropriately.
- Understand that verbs are necessary for meaning in a sentence
- Infer the meaning of unknown words from the context
- Identify pronouns and understand their function in a sentence
- Read aloud with expression to engage the listener
- Practice learning and reciting poems
- Consider how choice of words can heighten meaning
- Consider words that make an impact, *e.g. adjectives and powerful verbs*

# READING HELPFUL HINTS AT HOME

## HELPFUL HINTS AT HOME:

- Read with your child a story and let him/her predict an ending
- Create a picture from a story using pictures from a magazine
- Draw the beginning, middle, and ending of a story
- Give your child a list of chores and have him/her follow the list
- Play spelling bingo
- Write a letter to someone
- Read orally with your child
- Make a chain of letters to spell a word
- Using a ball, place letters/sounds around the ball. Rotate the ball and let your child say the sound his/her thumb is on
- Give an example of a word family. Have your child make new words (ack – black, rack, tack)
- Use a newspaper or magazine to find rhyming words
- Using a magazine, let your child color suffixes red and prefixes green
- Let your child write words/letters in shaving cream
- Take a newspaper and highlight suffixes and prefixes of words (unhappy; helpful)
- Read daily with your child
- Draw and create an illustration of a certain character from a story
- Create a matching game with synonyms and antonyms
- Ask your child about a book he/she has read
- Compare fruits/vegetables; taste, smell, color
- Create a word kite describing details of a familiar story
- Play “Simon Says”
- Play “Hokey Pokey”
- Ask your child to listen for a certain word. Have him/her clap as he/she hears the word

# SCIENCE

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

### Learning Standards:

#### Biology (Humans and Animals)

- Can sort living things into groups, using simple features and describe rationale for groupings
- Can describe differences between living and non-living things using knowledge of life processes
- Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction
- Explore and research exercise and the adequate, varied diet needed to keep healthy
- Know that some foods can be damaging to health e.g. very sweet and fatty foods

#### Biology (Plants)

- Know that plants need healthy roots, leaves and stems to grow well

### Scientific Inquiry Standards

#### Ideas and Evidence

- Collect evidence in a variety of contexts to answer questions or test ideas

#### Plan Investigative Work

- Suggest ideas, make predictions and communicate these
- With help, think about collecting evidence and planning fair tests

#### Obtain and Present Evidence

- Observe and compare living things and events
- Measure using simple equipment and record observations in a variety of ways
- Present results in drawings

#### Consider Evidence and Approach

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations
- Make generalizations and begin to identify simple patterns in results

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

### Learning Standards:

#### Biology (Humans and Animals)

- Explore human senses and the ways we use them to learn about our world

Touch

Taste

Smell

Sight

Hearing

### Scientific Inquiry Standards

#### Ideas and Evidence

- Collect evidence in a variety of contexts to answer questions or test ideas

#### Plan Investigative Work

- Suggest ideas, make predictions and communicate these
- With help, think about collecting evidence and planning fair tests

#### Obtain and Present Evidence

- Observe and compare living things and events
- Measure using simple equipment and record observations in a variety of ways
- Present results in drawings

#### Consider Evidence and Approach

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations
- Make generalizations and begin to identify simple patterns in results

# 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, Yahtzee, Uno, Runicube, Battleship)
- Play “I Spy,” with different shapes in a room or outdoors
- Provide opportunities for real measurement (cooking, sewing, building, repairing, gardening, etc.)
- Count coins counting nickels by 5’s, dimes by 10’s, and quarters by 25’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, thirds, and quarters of foods such as pizza, candy bars, or sandwiches
- Pose real-life problems to your child asking him/her to explain his/her solution or justify his/her answer
- Measure the perimeter of floor tiles or other shapes by laying a string around the outside edges and then measuring the string

# WRITING

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

- Extend earlier work on prefixes and suffixes
- Write portraits of characters
- Use reading as a model for writing dialogue
- Generate synonyms for high frequency words, *e.g. big, little, good*
- Write first-person accounts and descriptions based on observation
- Develop descriptions of settings in stories
- Plan main points as a structure for story writing
- Begin to organize writing in sections or paragraphs in extended stories
- Identify misspelled words in own writing and keep individual spelling logs
- Maintain accurate use of capital letters and periods in showing sentences
- Continue to improve consistency in the use of tenses

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

- Establish purpose for writing, using features and style based on model texts
- Identify misspelled words in own writing and keep individual spelling logs
- Write and perform poems, attending to the sound of words
- Choose and compare words to strengthen the impact of writing, including noun phrases
- Write simple play-scripts based on reading
- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- Extend earlier work on prefixes and suffixes
- Use and spell compound words
- Write portraits of characters
- Generate synonyms for high frequency words, *e.g. big, little, good*
- Write first-person accounts and descriptions based on observation
- Plan main points as a structure for story writing
- Begin to organize writing in sections or paragraphs in extended stories
- Use reading as a model for writing dialogue

# WRITING

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

- Generate synonyms for high frequency words, *e.g. big, little, good*
- Write letters, notes and messages
- Use and spell compound words
- Identify misspelled words in own writing and keep individual spelling logs
- Maintain accurate use of capital letters and periods in showing sentences
- Use question marks, exclamation marks, and commas in lists
- Use a wider variety of sentence types including simple, compound and some complex sentences
- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- Extend earlier work on prefixes and suffixes
- Write and perform poems, attending to the sound of words
- Continue to improve consistency in the use of tenses
- Ensure grammatical agreement of pronouns and verbs in using standard English
- Write portraits of characters
- Use reading as a model for writing dialogue
- Write first-person accounts and descriptions based on observation
- Develop descriptions of settings in stories
- Plan main points as a structure for story writing
- Begin to organize writing in sections or paragraphs in extended stories

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

**Learning Standards:**

- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics
- Extend earlier work on prefixes and suffixes
- Maintain accurate use of capital letters and punctuation marks in showing sentences
- Use question marks, exclamation marks, and commas in lists
- Continue to improve consistency in the use of tenses
- Ensure grammatical agreement of pronouns and verbs in using standard English
- Use a wider variety of sentence types including simple, compound and some complex sentences
- Establish purpose for writing, using features and style based on model texts
- Use IT to write, edit and present work
- Identify misspelled words in own writing and keep individual spelling logs
- Explore words that have the same spelling but different meanings (homonyms), *e.g. form, wave*
- Generate synonyms for high frequency words, *e.g. big, little, good*
- Write and perform poems, attending to the sound of words
- Choose and compare words to strengthen the impact of writing, including noun phrases

# MATHEMATICS

**Geometry – Shapes and Geometric Reasoning**

- Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons, semi-circles
- Classify 2D shapes according to the number of sides, vertices and right angles
- Identify, describe and make 3D shapes including pyramids and prisms, investigate which nets will make a cube
- Classify 3D shapes according to the number and shape of faces, number of vertices and edges
- Draw and complete 2D shapes with reflective symmetry, draw reflections of shapes
- Relate 2D shapes and 3D solids to drawings of them
- Identify 2D, 3D shapes, lines of symmetry and right angles in the environment
- Identify right angles in 2D shapes

**Geometry – Position and Movement**

- Use the language of position, direction and movement including clockwise and counter clockwise
- Find and describe the position of a square on a grid of squares where the rows and columns are labeled
- Use a set square to draw right angles
- Compare angles with a right angle and recognize that a straight line is equivalent to two right angles

**Measurement – Money**

- Consolidate using money notation
- Use addition and subtraction facts with a total of 100 to find change

**Measurement – Length, Mass, and Capacity**

- Choose and use appropriate units and equipment to estimate, measure and record measurements
- Know the relationship between kilometers and meters, meters and centimeters, kilograms and grams, liters and milliliters
- Read to the nearest division or half division, use scales that are numbered or partially numbered
- Use a ruler to draw and measure lines to the nearest centimeter
- Solve word problems involving measures

**Measurement – Time**

- Suggest and use suitable units to measure time and know the relationships between them
- Read the time on analog and digital clocks to the nearest 5 minutes on an analog clock and to the nearest minute on a digital clock
- Begin to calculate simple time intervals in hours and minutes
- Read a calendar and calculate time intervals in weeks or days

# MATHEMATICS

# WRITING HELPFUL HINTS AT HOME

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

**Learning Standards:**

**Number and Calculation**

- Find complements to 100, solving number equations such as  $78 + \square = 100$
- Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10
- Understand that division can leave a remainder (initially as 'some left over')
- Understand the relationship between multiplication and division and write connected facts
- Multiply -teen numbers (13-19) by 3 and 5
- Begin to divide two-digit numbers just beyond 10x tables, e.g.  $60 \div 5$ ,  $33 \div 3$

**Problem Solving – Techniques and Skills**

- Choose appropriate mental strategies to carry out calculations
- Check the results of adding 2 numbers using subtraction, and several numbers by adding in a different order
- Check subtraction by adding the answer to the smaller number in the original calculation
- Consider whether an answer is reasonable
- Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line
- Check multiplication by reversing the order, e.g. checking that  $6 \times 4 = 24$  by doing  $4 \times 6$
- Check division using multiplication, e.g. check  $12 \div 4 = 3$  by doing  $4 \times 3$
- Recognize the relationships between different 2D shapes
- Choose appropriate mental strategies to carry out calculations
- Begin to understand everyday systems of measurement in length, weight, capacity, time and use these to make measurements as appropriate
- Estimate and approximate when calculating and check their working
- Consider whether an answer is reasonable
- Identify the differences and similarities between different 3D shapes
- Make a sensible estimate for the answer to a calculation, e.g. using rounding

**Problem Solving - Understanding and Strategies in Solving Problems**

- Create a number story to go with a calculation, including in the context of money
- Explain a choice of calculation strategy and how the answer was worked out. Use ordered lists and tables to help solve problems systematically
- Explore and solve number problems and puzzles
- Describe and continue patterns which count forward and backward in steps of 2, 3, 4, 5, 10 or 100
- Identify simple relationships between numbers
- Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same
- Explain methods and reasoning orally, including initial thoughts about possible answers to a problem
- Identify simple relationships between shapes, e.g. these shapes all have the same number of lines of symmetry

**HELPFUL HINTS AT HOME:**

- Have your child cut out a picture from a newspaper or a magazine and write a statement and a question about the picture
- Hold an apple up for your child. Have your child describe the apple – red, round, etc.
- Have your child write a simple paragraph about a personal favorite (pet, food, sport, cartoon, etc.)
- Read together
- Have your child write the directions for making a peanut butter and jelly sandwich
- Read a story with your child. Have your child write a different ending to the story
- Read a story with your child. Allow your child to draw pictures to retell the story. Add sentences to describe each picture
- Read nursery rhymes with your child
- Have your child highlight words in the newspaper that have suffixes and prefixes
- Have your child write a poem about his/her favorite sport
- Give your child topics of interest such as a sport, the beach, etc., and allow your child to write as many words as he/she can about each topic
- Have your child draw about a topic such as a sport or the beach
- Show your child a picture from a magazine, a trip, etc. Have your child write down words/ideas that describe/relate to the picture

# SPEAKING & LISTENING

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

### Learning Standards:

- Develop sensitivity to ways that others express meaning in their talk and non-verbal communication
- Adapt tone of voice, use of vocabulary and non-verbal features for different audiences
- Begin to adapt movement to create a character in drama
- Speak clearly and confidently in a range of contexts, including longer speaking turns
- Take turns in discussion, building on what others have said
- Listen and respond appropriately to others' views and opinions
- Listen and remember a sequence of instruction

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

### Learning Standards:

- Speak clearly and confidently in a range of contexts, including longer speaking turns
- Practice to improve performance when reading aloud
- Adapt tone of voice, use of vocabulary and non-verbal features for different audiences

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

### Learning Standards:

- Take turns in discussion, building on what others have said
- Listen and respond appropriately to others' views and opinions
- Practice to improve performance when reading aloud
- Adapt tone of voice, use of vocabulary and non-verbal features for different audiences

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

### Learning Standards:

- Speak clearly and confidently in a range of contexts, including longer speaking turns
- Adapt tone of voice, use of vocabulary and non-verbal features for different audiences
- Practice to improve performance when reading aloud
- Develop sensitivity to ways that others express meaning in their talk and non-verbal communication

# MATHEMATICS

## Number and the Number System

- Understand and use fraction notation recognizing that fractions are several parts of one whole, e.g.  $\frac{3}{4}$  three quarters and  $\frac{2}{3}$  is two thirds
- Recognize equivalence between  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{4}{8}$  and  $\frac{5}{10}$  using diagrams
- Recognize simple mixed fractions, e.g.  $1\frac{1}{2}$  and  $\frac{2}{4}$
- Order simple or mixed fractions on a number line, e.g. using the knowledge that  $\frac{1}{2}$  comes half way between  $\frac{1}{4}$  and  $\frac{3}{4}$  and that  $1\frac{1}{2}$  comes halfway between 1 and 2
- Begin to relate finding fractions to division
- Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers)
- Multiply two-digit numbers by 10 and understand the effect
- Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100
- Compare three-digit numbers, use  $<$  and  $>$  signs, and find a number in between
- Order two- and three-digit numbers
- Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens
- Find half of odd and even numbers to 40, using notation such as  $13\frac{1}{2}$

## Number and Calculation

- Know the following addition and subtraction facts:
  - Multiples of 100 with a total of 1000
  - Multiples of 5 with a total of 100
- Know multiplication/division facts for 2x, 3x, 5x and 10x tables
- Begin to know 4x table
- Work out quickly the doubles of numbers 1 to 20 and derive the related halves
- Work out quickly the doubles of multiples of 5 ( $< 100$ ) and derive the related halves
- Work out quickly the doubles of multiples of 50 to 500
- Add and subtract pairs of two-digit numbers
- Add three-digit and two-digit numbers using notes to support
- Add/subtract single-digit numbers to/from three-digit numbers
- Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers

# MATHEMATICS

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

## Measurement - Money

- Consolidate using money notation
- Use addition and subtraction facts with a total of 100 to find change

## Measurement – Length, Mass, and Capacity

- Choose and use appropriate units and equipment to estimate, measure and record measurements
- Know the relationship between kilometers and meters, meters and centimeters, kilograms and grams, liters and milliliters
- Read to the nearest division or half division, use scales that are numbered or partially numbered
- Use a ruler to draw and measure lines to the nearest centimeter
- Solve word problems involving measures

## Measurement - Time

- Suggest and use suitable units to measure time and know the relationships between them
- Read the time on analog and digital clocks to the nearest 5 minutes on an analog clock and to the nearest minute on a digital clock
- Begin to calculate simple time intervals in hours and minutes
- Read a calendar and calculate time intervals in weeks or days

## Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations
- Begin to understand everyday systems of measurement in length, weight, capacity, time and use these to make measurements as appropriate
- Estimate and approximate when calculating and check their working
- Make a sensible estimate of the answer to a calculation
- Consider whether an answer is reasonable

## Problem Solving - Understanding and Strategies in Solving Problems

- Make up a number story to go with a calculation, including in the context of money
- Use ordered lists and tables to help to solve problems systematically
- Explain a choice of calculation strategy and how the answer was worked out. Use ordered lists and tables to help solve problems systematically

## Data Handling – Organizing, Categorizing, and Representing Data

- Answer a real-life question by collecting, organizing and interpreting data, e.g. investigating the population of mini-beasts in different environments
- Use tally charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones or twos)
- Use Venn or Carroll diagrams to sort data and objects using two criteria

# MATHEMATICS

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

## Number and the Number System

- Recite numbers to 100 to 200 and beyond
- Read and write numbers to at least 1000
- Count forward and backward in steps of 2, 3, 4 and 5 to at least 50
- Place a 3 digit number on a number line marked in multiples of 100
- Place a three digit number on a number line marked in multiples of 10
- Count forward and backward in ones, tens and hundreds from 2 and 3 digit numbers
- Understand what each digit represents in 3 digit numbers and partition into hundreds, tens and units
- Find 1, 10, 100 more or less than 2 and 3 digit numbers

## Number and Calculation

- Know addition and subtraction facts for all numbers to 20
- Know the following addition and subtraction facts:
  - Multiples of 100 with a total of 1000
  - Multiples of 5 with a total of 100
- Know multiplication/division facts for 2x, 3x, 5x and 10x tables
- Begin to know 4x table
- Recognize 2 and 3 digit multiples of 2, 5, and 10
- Add and subtract 10 and multiples of 10 to and from a 2 and 3 digit number
- Add 100 and multiples of 100 to 3 digit numbers
- Use the = sign to represent equality
- Add several small numbers
- Re-order an addition to help with the calculation
- Understand the relationship between doubling and halving
- Understand the effect of multiplying 2 digit numbers by 10
- Understand and apply the idea that multiplication is commutative

## Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations
  - Make sense of and solve word problems and begin to represent them
  - Check the results of adding 2 numbers using subtraction, and several numbers by adding in a different order
  - Check subtraction by adding the answer to the smaller number in the original calculation
  - Consider whether an answer is reasonable
  - Recognize the relationships between different 2D shapes
  - Identify the differences and similarities between different 3D shapes
- ## Problem Solving – Understanding and Strategies for Solving Problems
- Make up a number story to go with a calculation
  - Explain a choice of calculation strategy and show how the answer was worked out
  - Explore and solve number problems and puzzles
  - Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10 or 100
  - Identify simple relationships between numbers

# MATHEMATICS

# MATHEMATICS

## First Grading Period, Continued...

### Geometry – Shapes and Geometric Reasoning

- Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons, semi-circles
- Classify 2D shapes according to the number of sides, vertices and right angles
- Identify, describe and make 3D shapes including pyramids and prisms, investigate which nets will make a cube
- Classify 3D shapes according to the number and shape of faces, number of vertices and edges
- Draw and complete 2D shapes with reflective symmetry, draw reflections of shapes
- Relate 2D shapes and 3D solids to drawings of them
- Identify 2D, 3D shapes, lines of symmetry and right angles in the environment
- Identify right angles in 2D shapes

### Geometry – Position and Movement

- Use the language of position, direction and movement including clockwise and counter clockwise

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

### Learning Standards:

#### Measurement - Money

- Consolidate using money notation
- Use addition and subtraction facts with a total of 100 to find change

#### Measurement – Length, Mass, and Capacity

- Choose and use appropriate units and equipment to estimate, measure and record measurements
- Know the relationship between kilometers and meters, meters and centimeters, kilograms and grams, liters and milliliters
- Read to the nearest division or half division, use scales that are numbered or partially numbered
- Use a ruler to draw and measure lines to the nearest centimeter
- Solve word problems involving measures

#### Measurement - Time

- Suggest and use suitable units to measure time and know the relationships between them
- Read the time on analog and digital clocks to the nearest 5 minutes on an analog clock and to the nearest minute on a digital clock

### Problem Solving – Techniques and Skills

- Choose appropriate mental strategies to carry out calculations
- Begin to understand everyday systems of measurement in length, weight, capacity, time and use these to make measurements as appropriate
- Estimate and approximate when calculating and check their working
- Make a sensible estimate of the answer to a calculation
- Consider whether an answer is reasonable
- Choose appropriate mental strategies to carry out calculations
- Make sense of and solve word problems and begin to represent them
- Check the results of adding 2 numbers using subtraction, and several numbers by adding in a different order
- Check subtraction by adding the answer to the smaller number in the original calculation
- Consider whether an answer is reasonable
- Check multiplication by reversing the order, e.g. checking that  $6 \times 4 = 24$  by doing  $4 \times 6$
- Check division using multiplication, e.g. check  $72 \div 4 = 3$  by doing  $4 \times 3$

### Number and the Number System

- Count forward and back in steps of 2, 3, 4 and 5 to at least 50
- Place a 3 digit number on a number line marked in multiples of 100
- Place a three digit number on a number line marked off in multiples of 10
- Count forward and backward in ones, tens and hundreds from 2 and 3 digit numbers
- Understand what each digit represents in 3 digit numbers and partition into hundreds, tens and units
- Find 1, 10 100 more/less than 2 and 3 digit numbers
- Multiply two-digit numbers by 10 and understand the effect
- Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100
- Compare three-digit numbers, use  $<$  and  $>$  signs, and find a number in between
- Order two- and three-digit numbers
- Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens

### Number and Calculation

- Know the following addition and subtraction facts:
  - Multiples of 100 with a total of 1000
  - Multiples of 5 with a total of 100
  - Begin to know 4x table
- Know multiplication/division facts for  $2x$ ,  $3x$ ,  $5x$  and  $10x$  tables
- Work out quickly the doubles of numbers 1 to 20 and derive the related halves
- Work out quickly the doubles of multiples of 5 ( $\leq 100$ ), and derive the related halves
- Add and subtract pairs of two-digit numbers
- Add three-digit and two-digit numbers using notes to support
- Add/subtract single-digit numbers to/from three-digit numbers
- Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers
- Understand the relationship between doubling and halving
- Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10
- Understand that division can leave a remainder (initially as 'some left over')
- Understand the relationship between multiplication and division and write connected facts

### Problem Solving – Understanding and Strategies in Solving Problems

- Make up a number story to go with a calculation
- Explain a choice of calculation strategy and show how the answer was worked out
- Explore and solve number problems and puzzles
- Describe and continue patterns which count on or back in steps of 2, 3, 4, 5, 10 or 100
- Identify simple relationships between numbers
- Investigate a simple general statement by finding examples which do or do not satisfy it, e.g. when adding 10 to a number, the first digit remains the same
- Explain methods and reasoning orally, including initial thoughts about possible answers to a problem