

CORINTH SCHOOL DISTRICT
STUDENT EXPECTATIONS

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

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



THIRD GRADE

A FAMILY GUIDE FOR STUDENT SUCCESS

NOTES

NOTES

STUDENT EXPECTATIONS THIRD 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.



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READING

NOTES

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

Learning Standards:

- Identify adverbs and their impact on meaning
- Recognize meaning in figurative language
- Extend the range of reading
- Explore the different processes of reading silently and reading aloud
- Read further stories or poems by a favorite writer, and compare them
- Explore degrees of intensity in adjectives, *e.g. cold, tepid, warm, hot*
- Investigate how settings and characters are built up from details and identify key words and phrases
- Explore implicit as well as explicit meanings within a text
- Understand how expressive and descriptive language creates mood
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, *e.g. as ... as a ...*
- Express a personal response to a text and link characters and settings to personal experience
- Understand the main stages in a story from introduction to resolution
- Explore narrative order and the focus on significant events
- Understand how paragraphs and chapters are used to organize ideas
- Look for alternatives for overused words and expressions
- Identify different types of non-fiction text and their known key features
- Read newspaper reports and consider how they engage the reader
- Note key words and phrases to identify the main points in a passage
- Determine the meaning of the new word formed when a known affix is added to a known word
e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat
- Demonstrate understanding of word relationships and nuances in word meanings
- Identify real-life connections between words and their use *e.g. describe people who are friendly or helpful*
- Distinguish the literal and non-literal meanings of words and phrases in context *e.g. take steps*

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

Learning Standards:

- Explore degrees of intensity in adjectives, *e.g. cold, tepid, warm, hot*
- Extend the range of reading
- Explore implicit as well as explicit meanings within a text
- Read further stories or poems by a favorite writer, and compare them
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, *e.g. as ... as a ...*
- Compare and contrast poems and investigate poetic features
- Extend the range of reading
- Investigate how settings and characters are built up from details and identify key words and phrases
- Understand how expressive and descriptive language creates mood
- Explore the different processes of reading silently and reading aloud

NOTES

READING

Second Grading Period, Continued...

- Understand the main stages in a story from introduction to resolution
- Explore narrative order and the focus on significant events
- Retell or paraphrase events from the text in response to questions
- Recognize meaning in figurative language
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story *e.g., create mood, emphasize aspects of a character or setting*
- Demonstrate understanding of word relationships and nuances in word meanings
- Distinguish the literal and non-literal meanings of words and phrases in context *e.g., take steps*

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

Learning Standards:

- Identify adverbs and their impact on meaning
- Identify different types of non-fiction text and their known key features
- Distinguish between fact and opinion in print and ICT sources
- Understand how points are ordered to make a coherent argument
- Understand how paragraphs and chapters are used to organize ideas
- Note key words and phrases to identify the main points in a passage
- Extend knowledge and use of spelling patterns, *e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes*
- Use more powerful verbs, *e.g. rushed* instead of *went*
- Look for alternatives for overused words and expressions
- Form and use regular and irregular verbs
- Use information gained from illustrations (*e.g., maps, photographs*) and the words in a text to demonstrate understanding of the text (*e.g., where, when, why, and how key events occur*)
- Extend the range of reading
- Explore implicit as well as explicit meanings within a text
- Understand how expressive and descriptive language creates mood
- Read further stories or poems by a favorite writer; and compare them
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, *e.g. as ... as a ...*
- Compare and contrast poems and investigate poetic features
- Read and perform play-scripts, exploring how scenes are built up
- Explore degrees of intensity in adjectives, *e.g. cold, tepid, warm, hot*
- Re-read own writing to check punctuation and grammatical sense
- Extend earlier work on prefixes and suffixes
- Recognize meaning in figurative language
- Read further stories or poems by a favorite writer; and compare them
- Listen carefully in discussion, contributing relevant comments and questions
- Understand the main stages in a story from introduction to resolution
- Explore narrative order and the focus on significant events
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story *e.g., create mood, emphasize aspects of a character or setting*

READING

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

Learning Standards:

- Recognize meaning in figurative language
- Identify different types of non-fiction text and their known key features
- Understand how paragraphs and chapters are used to organize ideas
- Note key words and phrases to identify the main points in a passage
- Summarize a sentence or a paragraph in a limited number of words
- Understand how points are ordered to make a coherent argument
- Investigate how persuasive writing is used to convince a reader
- Understand the use of connectives to structure an argument, *e.g. if, although*
- Organize ideas in a longer speaking turn to help the listener
- Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments
- Deal politely with opposing points of view
- Listen carefully in discussion, contributing relevant comments and questions
- Extend knowledge and use of spelling patterns, *e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes*
- Look for alternatives for overused words and expressions
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- Explore degrees of intensity in adjectives, *e.g. cold, tepid, warm, hot*
- Extend the range of reading
- Explore implicit as well as explicit meanings within a text
- Understand the main stages in a story from introduction to resolution
- Understand how expressive and descriptive language creates mood
- Express a personal response to a text and link characters and settings to personal experience
- Read further stories or poems by a favorite writer; and compare them
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, *e.g. as ... as a ...*
- Compare and contrast poems and investigate poetic features

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 HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Model fluent reading with your child
- Read poetry together with your child
- Act out a story
- Have your child write a short story about a picture
- Have your child, after reading a story, make a word book of frequently used words
- Have your child make a chain with cut-out words to form a sentence
- Do buddy reading with your child
- Play word bingo
- Find word patterns in a song
- Use a magazine to find words with long vowel sounds and make a collage
- Have your child make a flip book of contractions found in a story
- After viewing a favorite television program, have your child write ten important things about the program
- Show your child a picture and let him/her predict what a story could be about
- Write a list of compound words and have your child rematch to make a word *eg. school bus*
- Let your child help you with a cookie recipe
- Read daily with your child
- Listen to hear what the main character in a story does and ask your child to draw a picture of the action

WRITING

NOTES

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

Learning Standards:

- Extend earlier work on prefixes and suffixes
- Use more powerful verbs, *e.g. rushed instead of went*
- Write character profiles, using detail to capture the reader's imagination
- Elaborate on basic information with some detail
- Explore different ways of planning stories, and write longer stories from plans
- Explore alternative openings and endings for stories
- Summarize a sentence or a paragraph in a limited number of words
- Extend knowledge and use of spelling patterns, *e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes*
- Use a range of end-of-sentence punctuation with accuracy
- Use speech marks and begin to use other associated punctuation
- Experiment with varying tenses within texts, *e.g. in dialogue*
- Use a wider variety of connectives in an increasing range of sentences
- Re-read own writing to check punctuation and grammatical sense
- Write newspaper-style reports, instructions and non-chronological reports
- Present an explanation or a point of view in ordered points, *e.g. in a letter*
- Make short notes from a text and use these to aid writing
- Check and correct spellings and identify words that need to be learned
- Form and use the simple (*e.g. I walked; I walk; I will walk*) verb tenses
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Form and use possessives
- Use abstract nouns *e.g. childhood*
- Provide reasons that support the opinion
- Recognize and observe differences between the conventions of spoken and written standard English
- Use temporal words and phrases to signal event order
- Develop the topic with facts, definitions, and details
- Provide a concluding statement or section
- Investigate past, present and future tenses of verbs
- Practice using commas to mark out meaning within sentences
- Learn the use of the apostrophe to show possession, *e.g. girl's, girls'*

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

Learning Standards:

- Extend knowledge and use of spelling patterns, *e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes*
- Use more powerful verbs, *e.g. rushed instead of went*
- Re-read own writing to check punctuation and grammatical sense
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- Extend earlier work on prefixes and suffixes
- Experiment with varying tenses within texts, *e.g. in dialogue*

SCIENCE HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Read books with your child with scientific themes
- With your child, visit science museums, scientific theme parks, zoos, etc.
- With your child, practice measurement using a ruler, scale, and thermometer
- Use the Internet to view weather imagery and related sites
- Investigate erosion processes at and around your home
- With your child, discuss safety issues related to severe weather
- Participate in science fairs
- Describe water in terms of solid, liquid, or gas as an ice cube melts into water, and evaporates. Should be done by placing an ice cube on a hard surface outside
- With your child, boil a pot of water and observe the water turning into steam and later condensing as it collects on the top of a pot. (Parental supervision required)
- Make tin-can telephone and observe that sounds cause vibrations
- Speak to your child through different types of materials and have them describe the sound in terms of loudness, e.g. *paper, wood, styrofoam, or a cloth*
- Explore ways in which your child can change sound in terms of pitch or loudness
- Have your child draw and label a skeleton
- Have your child make a model of an arm using sticks and rubber bands to illustrate how muscles work in pairs to cause movement
- Allow your child to use magnets to form patterns with iron filings
- Research what characteristics allows certain animals to live in certain environments
- Have your child draw, model, or build a circuit and explain the flow of current

WRITING

Second Grading Period, Continued...

- Confirm all parts of the verb to be and know when to use each one
- Explore different ways of planning stories, and write longer stories from plans
- Elaborate on basic information with some detail
- Explore alternative openings and endings for stories
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Provide a sense of closure
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Form and use regular and irregular plural nouns
- Ensure subject-verb and pronoun-antecedent agreement
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use commas in addresses
- Look for alternatives for overused words and expressions
- Re-read own writing to check punctuation and grammatical sense
- Investigate past, present and future tenses of verbs
- Practice using commas to mark out meaning within sentences

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

- Extend earlier work on prefixes and suffixes
- Use all the letters in sequence for alphabetical ordering
- Write newspaper-style reports, instructions and non-chronological reports
- Collect and present information from non-fiction texts
- Make short notes from a text and use these to aid writing
- Explore alternative openings and endings for stories
- Re-read own writing to check punctuation and grammatical sense
- Produce simple, compound, and complex sentences
- Develop the topic with facts, definitions, and details
- Provide a concluding statement or section
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- Choose and compare words to strengthen the impact of writing, including some powerful verbs
- Investigate the grammar of different sentences: statements, questions, and commands
- Elaborate on basic information with some detail
- Write character profiles, using detail to capture the reader's imagination
- Explore different ways of planning stories, and write longer stories from plans
- Elaborate on basic information with some detail
- Begin to use paragraphs more consistently to organize and sequence ideas
- Use speech marks and begin to use other associated punctuation
- Experiment with varying tenses within texts, e.g. *in dialogue*
- Use a wider variety of connectives in an increasing range of sentences
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

WRITING

Third Grading Period, Continued...

- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- Use temporal words and phrases to signal event order
- Provide a sense of closure
- Investigate past, present and future tenses of verbs
- Practice using commas to mark out meaning within sentences
- Learn the use of the apostrophe to show possession, *e.g. girl's, girls'*

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

Learning Standards:

- Present an explanation or a point of view in ordered points, e.g. in a letter
- Collect and present information from non-fiction texts
- Make short notes from a text and use these to aid writing
- Explore the layout and presentation of writing, in the context of helping it to fit its purpose
- Show awareness of the reader by adopting an appropriate style or viewpoint
- Re-read own writing to check punctuation and grammatical sense
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
- Investigate the grammar of different sentences: statements, questions and commands

SCIENCE

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

Learning Standards:

Physics (Forces and Motion)

- Can construct complete circuits using switch, cell (battery), wire and lamps
- Can explore how an electrical device will not work if there is a break in the circuit
- Know that electrical current flows and that models can describe this flow *e.g. particles traveling around a circuit*

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence in a variety of contexts
- Test an idea or prediction based on scientific knowledge and understanding

Plan Investigative Work

- Suggest questions that can be tested and make predictions; communicate these
- Design a fair test and plan how to collect sufficient evidence
- Choose apparatus and what to measure

Obtain and Present Evidence

- Make relevant observations and comparisons in a variety of contexts
- Measure length
- Begin to think about the need for repeated measurements of, for example, length
- Present results in drawings, bar charts and tables

Consider Evidence and Approach

- Identify simple trends and patterns in results and suggest explanations for some of these
- Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others
- Link evidence to scientific knowledge and understanding in some contexts

SCIENCE

Second Grading Period, Continued...

Plan Investigative Work

- Suggest questions that can be tested and make predictions; communicate these
- Design a fair test and plan how to collect sufficient evidence
- Choose apparatus and what to measure

Obtain and Present Evidence

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Consider Evidence and Approach

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- Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others
- Link evidence to scientific knowledge and understanding in some contexts

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

Learning Standards:

Biology (Living things in Their Environment)

- Investigate how different animals are found in different habitats. And know how different animals are suited to the environment in which they are found
- Can use simple identification key
- Can recognize ways that human activity affects the environment *e.g. river pollution, recycling waste*

Physics (Forces and Motion)

- Explain the forces between magnets and know that magnets can attract or repel each other
- Know that magnets attract some metals, but not others

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence in a variety of contexts
- Test an idea or prediction based on scientific knowledge and understanding

Plan Investigative Work

- Suggest questions that can be tested and make predictions; communicate these
- Design a fair test and plan how to collect sufficient evidence
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Consider Evidence and Approach

- Identify simple trends and patterns in results and suggest explanations for some of these
- Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others
- Link evidence to scientific knowledge and understanding in some contexts

WRITING HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Make your child's favorite recipe with him/her
- Go to the library with your child
- Have your child locate and highlight questions and exclamatory sentences in the newspaper, a magazine, etc.
- Have your child read a newspaper article or a magazine article and find five words that he/she is unfamiliar with
- Read the "Three Little Pigs" with your child. Have your child write a different ending to the story
- Have your child write a schedule for caring for a pet
- Have your child search for words in a Word Search puzzle
- Encourage your child to create a "Word Poster" where your child can add four new words a week
- Have your child highlight words with prefixes and suffixes in the newspaper
- Have your child highlight rhyming words in the newspaper or in a magazine
- Have your child read a story and choose a favorite character in the story to write about
- Have your child choose a favorite sports figure to write about
- Have your child choose a topic 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 create a greeting card for a special occasion (Get well, birthday, etc.)
- Have your child write the directions for "how to" make a peanut butter and jelly sandwich

SPEAKING & LISTENING

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

- Vary use of vocabulary and level of detail according to purpose
- Listen carefully in discussion, contributing relevant comments and questions

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

No standards in speaking and listening

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

- Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments
- Listen carefully in discussion, contributing relevant comments and questions

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

- Organize ideas in a longer speaking turn to help the listener
- Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments
- Deal politely with opposing points of view
- Listen carefully in discussion, contributing relevant comments and questions
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

SCIENCE

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

Chemistry (States of Matter)

- Know that matter can be solid, liquid or gas
- Investigate how materials change when they are heated and cooled
- Know that melting is when a solid turns into a liquid and is the reverse of freezing
- Observe how water turns into steam when it is heated but on cooling the steam turns back into water

Physics (Sound)

- Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter
- Investigate how sound travels through different materials to the ear
- Investigate how some materials are effective in preventing sound from traveling through them
- Investigate how pitch describes how high or low a sound is and that high and low sounds can be loud or soft
- Explore how pitch can be changed in musical instruments in a range of ways

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence in a variety of contexts
- Test an idea or prediction based on scientific knowledge and understanding

Plan and Investigate Work

- Suggest questions that can be tested and make predictions; communicate these
- Design a fair test and plan how to collect sufficient evidence
- Choose apparatus and what to measure

Obtain and Present Evidence

- Make relevant observations and comparisons in a variety of contexts
- Measure length
- Begin to think about the need for repeated measurements of, for example, length
- Present results in drawings, bar charts and tables

Consider Evidence and Approach

- Identify simple trends and patterns in results and suggest explanations for some of these
- Explain what the evidence shows and whether it supports predictions. Communicate this clearly to others
- Link evidence to scientific knowledge and understanding in some contexts

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

Biology (Humans and Animals)

- Know that humans (and some animals) have bony skeletons inside their bodies.
- Know how skeletons grow as humans grow and support and protect the body.
- Know that animals with skeletons have muscles attached to the bones.
- Know how a muscle has to contract (shorten) to make a bone move. Know muscles act in pairs.
- Explain the role of drugs as medicines

Scientific Inquiry Standards

Ideas and Evidence

- Collect evidence in a variety of contexts
- Test an idea or prediction based on scientific knowledge and understanding

MATHEMATICS HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Have your child use blocks, coins, crayons, etc. to create patterns
- Have your child sort grocery items (refrigerator, freezer, pantry, etc.) or laundry to be put away
- Have your child count plates, glasses, forks, spoons, etc. Are there too many? Are there not enough? How many more are needed?
- Include your child in measuring opportunities such as cooking, crafts, weighing fruits and vegetables, and estimating amounts
- Ask your child to read the numbers on home appliances such as microwaves, televisions, phones, clocks, etc.
- Cut round pizzas, rectangular cakes, and square brownies into fractional parts
- Provide different size and shape containers, and let your child experiment with which holds more liquid, less liquid, or the same amount of liquid
- Play games with your child that require counting or recognizing numbers such as Candy Land, Chutes and Ladders, or Monopoly
- Provide a pan of salt, flour, etc. at the kitchen table and guide your child in tracing numbers
- As you ride in the car, sing counting songs and say counting rhymes with your child. Look for number on road signs and see who can get to the number 10 first
- As you ride in the car, ask your child to identify numbers they see on signs, cars, etc.,
- Use Play-Doh or Silly Putty to allow your child to make shapes (e.g. square, circle, rectangle, etc.)

MATHEMATICS

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

Numbers and the Number system

- Read and write number up to 10,000
- Count forward and backward in ones, tens, hundreds and thousands from four digit numbers
- Understand what each digit represents in a three or four digit number and partition into thousands, hundreds, tens and units
- Recognize the multiples of 5, 10 and 100 up to 1000
- Round 3 and 4 digit numbers to the nearest 10 or 100
- Use place value understanding to round whole numbers to the nearest 10 or 100
- Position accurately numbers up to 1000 on an empty number line or line marked off in multiples of 10 or 100
- Estimate where 3 and 4 digit numbers lie on an empty number line 0 – 1,000
- Compare pairs of 3 or 4 digit numbers, using the < and > signs and find a number in-between each pair

Number and Calculation

- Recognize and begin to know multiples of 2, 3, 4, 5 and 10 up to the tenth multiple
- Add 3 or 4 small numbers, finding pairs that equal 10 or 20
- Add any pair of 2 digit numbers, choosing an appropriate strategy
- Subtract any pair of 2 digit numbers, choosing an appropriate strategy
- Multiply any pair of single digit numbers together
- Use knowledge of commutative property to find the easier way to multiply
- Understand the effect of multiplying and dividing 3 digit numbers by 10
- Add pairs of 3 digit numbers
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- Subtract a 2 digit number from a 3 digit number
- Subtract pairs of 3 digit number
- Multiply multiples of 10 to 90 by a single number
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers
- Multiply a 2-digit number by a single digit number
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations
- Divide 2-digit numbers by single digit numbers
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each
- Understand that multiplication and division are the inverse function of each other
- Apply properties of operations as strategies to multiply and divide
- Understand division as an unknown-factor problem

MATHEMATICS

Problem Solving – Techniques and Skills

- Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction
- Check the results of adding numbers by adding them in a different order or by subtracting one number from the list
- Check subtraction by adding the answer to the smaller number in the original calculation
- Estimate and approximate when calculating and check work

Measure – Length, Mass, and Capacity

- Choose and use standard metric units and their abbreviations when estimating, measuring, and recording length, weight, and capacity
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l)
- Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units by using drawings (*e.g., a baker with a measurement scale*) to represent the problem
- Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-

Measure - Time

- Read and tell time to the nearest minute on 12 hour digital and analog clocks
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, *e.g. by representing the problem on a number line diagram*
- Use AM, PM, and 12 hour digital clock notation
- Read simple timetables and use a calendar
- Choose units of time to measure time intervals
- Tell and write time to the nearest minute and measure time intervals in minutes.
- Solve word problems involving addition and subtraction of time intervals in minutes, *e.g. by representing the problem on a number line diagram*

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Fourth Grading Period, Continued...

- Recognize area as an attribute of plane figures and understand concepts of area measurement
- A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)

Handling Data – Organizing, Categorizing, and Representing

- Answer a question by identifying what data to collect, organizing, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms and charts.
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graph
- Compare the impact of representations where scales have different intervals
- Use Venn or Carroll diagrams to sort data and objects using 2 or 3 criteria

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Fourth Grading Period, Continued...

- Explore and solve number problems and puzzles
 - Use ordered lists and tables to help solve problems systematically
 - Explain methods and reasoning orally and in writing
 - Investigate a simple general statement by finding examples, which do or do not satisfy it
- Measure – Length, Mass, and Capacity**
- Choose and use standard metric units and their abbreviations when estimating, measuring, and recording length, weight, and capacity
 - Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-
 - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l)
 - Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem
 - Interpret intervals. Division on partially number scales; record readings accurately
 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters
 - Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 liters

Measure - Time

- Read and tell time to the nearest minute on 12-hour digital and analog clocks
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g. by representing the problem on a number line diagram
- Use AM, PM, and 12 hour digital clock notation
- Read simple timetables and use a calendar
- Choose units of time to measure time intervals

Measure – Area and Perimeter

- Draw rectangles and measure and calculate their perimeters
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
- Understand that area is measured in square units e.g. cm^2
- Relate area to the operations of multiplication and addition
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems
- Find the area of rectilinear shapes drawn on a square grid by counting squares.

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

Measure – Length, Mass and Time

- Interpret intervals. Division on partially number scales; record readings accurately
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters

Measure – Area and Perimeter

- Draw rectangles and measure and calculate their perimeters
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
- Understand that area is measured in square units e.g. cm^2
- Relate area to the operations of multiplication and addition
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems
- Find the area of rectilinear shapes drawn on a square grid by counting squares
- Recognize area as an attribute of plane figures and understand concepts of area measurement
 - A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units
- Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units)

Problem Solving – Techniques and Skills

- Understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate
- Estimate and approximate when calculating, and check work
- Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction
- Check the result of a division using multiplication, e.g. multiply 4 by 12 to check $48 \div 4$
- Apply properties of operations as strategies to multiply and divide
- Check subtraction by adding the answer to the smaller number in the original calculation
- Check multiplication using a different technique, e.g. check $6 \times 8 = 48$ by doing 6×4 and doubling

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Problem Solving – Using Understanding and Strategies

- Make up a number story for a calculation, including in the context of measures
- Explain methods and reasoning orally and in writing; make hypotheses and test them out
- Use ordered lists and tables to help solve problems systematically
- Check the result of division using multiplication, *e.g. multiply 4 by 12 to check $48 \div 4$*
- Choose strategies to find answers to addition or subtraction problems; explain and show work
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding
- Explore and solve number problems and puzzles
- Investigate a simple general statement by finding examples, which do or do not satisfy it

Handling Data – Organizing, Categorizing, and Representing

- Answer a question by identifying what data to collect, organizing, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms and charts
- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs
- Compare the impact of representations where scales have different intervals
- Use Venn or Carroll diagrams to sort data and objects using 2 or 3 criteria

Numbers and the Number System

- Count forward and backward in ones, tens, hundreds and thousands from four digit numbers
- Understand what each digit represents in a three or four-digit number and partition into thousands, hundreds, tens and units
- Round 3 and 4 digit numbers to the nearest 10 or 100.
- Use place value understanding to round whole numbers to the nearest 10 or 100
- Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related division
- Use negative numbers in context *e.g. temperature*
- Recognize and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations
- Recognize odd and even numbers
- Make general statements about the sums and differences of odd and even numbers
- Use decimal notation and place value for tenths and hundredths in context, *e.g. order amounts of money; convert a sum of money or length, round a sum of money*
- Find multiples of 10, 100, 1000 more/less than numbers of up to four digits, *e.g. $3407+20=3427$*
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (*e.g. $9 \times 80, 5 \times 60$*) using strategies based on place value and properties of operations

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

Learning Standards:

Number and Calculation

- Derive quickly pairs of 2 digit numbers with a total of 100, *e.g. $72+28=100$*
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- Derive quickly pairs or multiples of 50 with a total of 100, *e.g. $850+150=1000$*
- Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x, and 10x tables and derive division facts
- Interpret products of whole numbers, *e.g.*, interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7
- Add three two-digit multiples of 10, *e.g. $40 + 70 + 50$*
- Add and subtract near multiples of 10 or 100 to or from three-digit numbers, *e.g. $367-198$ or $278+49$*
- Find a difference between near multiples of 100, *e.g. $304-296$*
- Subtract a small number crossing 100, *e.g. $304-8$*
- Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10-500, doubles of multiples of 100 to 5000, and corresponding halves
- Decide whether to round up or down after division to give an answer to a problem
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, *e.g.*, by using drawings and equations with a symbol for the unknown number to represent the problem
- Begin to understand simple ideas of ratio and proportion, *e.g.* a picture is one-fifth the size of the real dog. It is 25 cm long in the picture, so it is 5×25 cm long in real life

Problem Solving – Techniques and Skills

- Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction
- Check the results of adding numbers by adding them in a different order or by subtracting one number from the list
- Check subtraction by adding the answer to the smaller number in the original calculation
- Estimate and approximate when calculating and check work
- Check multiplication using a different technique, *e.g. check $6 \times 8=48$ by doing 6×4 and doubling*
- Check the result of a division using multiplication, *e.g. multiply 4 by 12 to check $48 \div 4$*
- Apply properties of operations as strategies to multiply and divide
- Understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate
- **Problem Solving – Using Understanding and Strategies**
- Create a number story for a calculation
- Explain reasons for a choice of strategy when multiplying or dividing
- Describe and continue number sequences, *e.g. 7, 4, 1, -2, ...* identifying the relationship between each number
- Choose strategies to find answers to addition or subtraction problems; explain and show work
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

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Third Grading Period, Continued...

- Recognize odd and even numbers
- Make general statements about the sums and differences of odd and even numbers
- Use decimal notation and place value for tenths and hundredths in context, *e.g. order amounts of money; convert a sum of money or length, round a sum of money*
- Find multiples of 10, 100, 1000 more/less than numbers of up to four digits, *e.g. $3407 + 20 = 3427$*
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (*e.g., 9×80 , 5×60*) using strategies based on place value and properties of operations
- Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths, or tenths)
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, *e.g., by using a visual fraction model*
- Recognize the equivalence between: $1/2$; $4/8$; and $5/10$; $1/4$; $2/8$; $1/5$ and $2/10$
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line
- Recognize and generate simple equivalent fractions, *e.g., $1/2 = 2/4$, $4/6 = 2/3$* . Explain why the fractions are equivalent, *e.g., by using a visual fraction model*
- Use equivalence to help order fractions, *e.g. $7/10$ and $3/4$*
- Understand the equivalence between one-place decimals and fractions in tenths
- Understand that $1/2$ is equivalent to 0.5 and also to $5/10$
- Recognize the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths
- Recognize mixed numbers, *e.g. $5 \frac{3}{4}$ and order these on a number line*
- Relate finding fractions to division
- Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers
- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$

Number and Calculation

- Identify simple fractions with a total of 1, *e.g. $1/4 + \square = 1$*
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers

Second Grading Period, Continued...

Number and Calculation

- Recognize and begin to know multiples of 2, 3, 4, 5 and 10 up to the tenth multiple
- Add any pair of 2 digit numbers, choosing an appropriate strategy
- Subtract any pair of 2 digit numbers, choosing an appropriate strategy
- Multiply any pair of single digit numbers together
- Use knowledge of commutative property to find the easier way to multiply
- Derive quickly pairs of 2 digit numbers with a total of 100, *e.g. $72 + \underline{\quad} = 100$*
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- Derive quickly pairs or multiples of 50 with a total of 100, *e.g. $850 + \underline{\quad} = 1000$*
- Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x, and 10x tables and derive division facts
- Interpret products of whole numbers, *e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each*
- Add three two-digit multiples of 10, *e.g. $40 + 70 + 50$*
- Add and subtract near multiples of 10 or 100 to or from three-digit numbers, *e.g. $367-198$ or $278+49$*
- Find a difference between near multiples of 100, *e.g. $304-296$*
- Subtract a small number crossing 100, *e.g. $304-8$*
- Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10-500, doubles of multiples of 100 to 5000, and corresponding halves
- Interpret products of whole numbers, *e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.*
- Add pairs of 3 digit numbers.
- Subtract a 2-digit number from a 3 digit number
- Subtract pairs of 3 digit numbers
- Multiply a 2-digit number by a single digit number
- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (*e.g., 9×80 , 5×60*) using strategies based on place value and properties of operations.
- Divide 2-digit numbers by single digit numbers.
- Interpret whole-number quotients of whole numbers, *e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each*
- Decide whether to round up or down after division to give an answer to a problem
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, *e.g., by using drawings and equations with a symbol for the unknown number to represent the problem*

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

Learning Standards:

- **Geometry – Shapes and Geometric Reasoning**
- Identify, describe, visualize, draw and make a wider range of two-dimensional (2D) and three-dimensional (3D) shapes including a range of quadrilaterals, the heptagon and tetrahedron; use pin boards to create a range of polygons. Use spotty paper to record results
- Classify polygons (including a range of quadrilaterals) using criteria such as the number of right angles, whether or not they are regular and their symmetrical properties
- Understand that shapes in different categories (*e.g.*, rhombuses, rectangles, and others) may share attributes (*e.g.*, having four sides), and that the shared attributes can define a larger category (*e.g.*, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories
- Identify and sketch lines of symmetry in two-dimensional (2D) shapes and patterns
- Visualise three-dimensional (3D) objects from two-dimensional (2D) nets and drawings and make nets of common solids
- Find examples of shapes and symmetry in the environment and in art

Geometry – Position and Movement

- Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered
- Know that angles are measured in degrees and that one whole turn is 360° or four right angles; compare and order angles less than 180°
- Devise the directions to give to follow a given path

Problem Solving – Techniques and Skills

- Recognize the relationships between two-dimensional (2D) shapes and identify the differences and similarities between three-dimensional (3D) shapes
- Understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate
- Estimate and approximate when calculating, and check work

Problem Solving – Using Understanding and Strategies

- Identify simple relationships between shapes, *e.g.* these polygons are all regular because ...
- Make up a number story for a calculation, including in the context of measures
- Explain methods and reasoning orally and in writing; make hypotheses and test them out
- Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related division

Measure – Length, Mass, and Capacity

- Choose and use standard metric units and their abbreviations when estimating, measuring, and recording length, weight, and capacity
- Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l)
- Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, *e.g.*, by using drawings (such as a beaker with a measurement scale) to represent the problem

Third Grading Period, Continued...

- Interpret intervals. Division on partially number scales; record readings accurately
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters
- Where appropriate, use decimal notation to record measurements, *e.g.* 1.3 m, 0.6 kg, 1.2 l

Measure – Time

- Read and tell time to the nearest minute on 12-hour digital and analog clocks
- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, *e.g.* by representing the problem on a number line diagram
- Use AM, PM, and 12 hour digital clock notation
- Read simple timetables and use a calendar
- Choose units of time to measure time intervals

Measure – Area and Perimeter

- Draw rectangles and measure and calculate their perimeters
 - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
 - Understand that area is measured in square units *e.g.* cm^2
 - Relate area to the operations of multiplication and addition
 - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning
 - Use tiling to show in a concrete case that the area of a rectangle with whole-number side length a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems
 - Find the area of rectilinear shapes drawn on a square grid by counting squares
 - Recognize area as an attribute of plane figures and understand concepts of area measurement
 - A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units
 - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)
- Number and Number System**
- Use negative numbers in context *e.g.* temperature
 - Recognize and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back
 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations