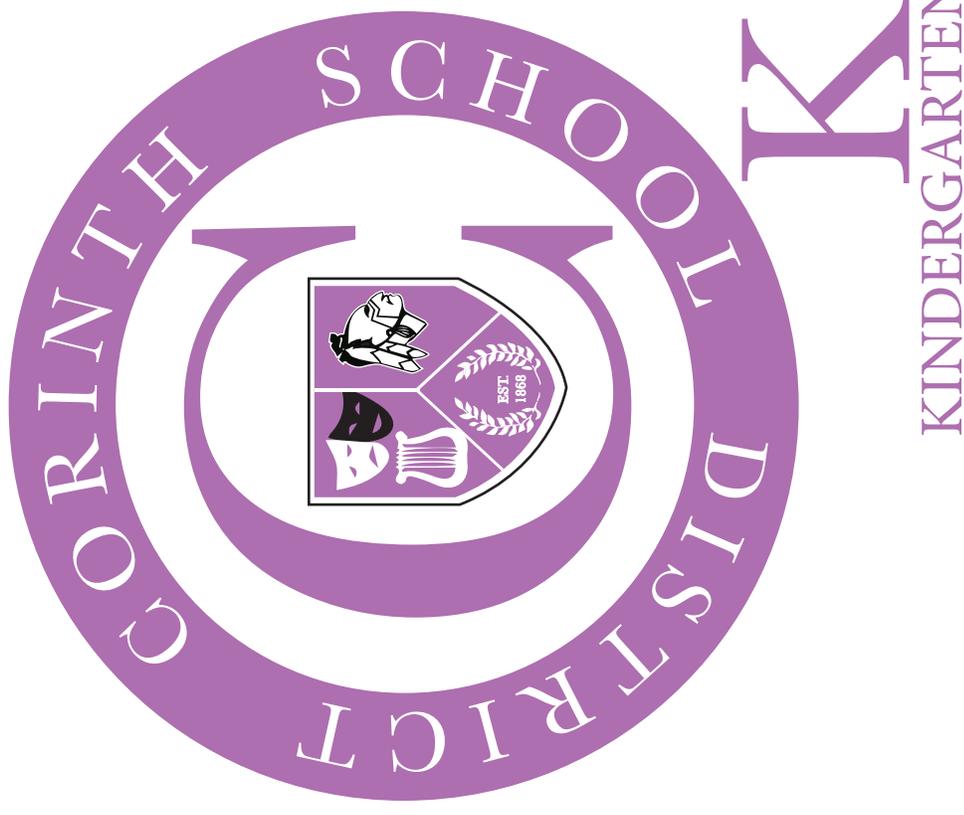


CORINTH SCHOOL DISTRICT
STUDENT EXPECTATIONS

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

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



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 Reach 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 KINDERGARTEN

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

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

NOTES

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

Learning Standards:

- Hear, read, and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, *e.g. 'th', 'ed', 'sh'*
- Blend to read, and segment to spell, words with final and initial adjacent consonants, *e.g. b-l, n-d*
- Use rhyme and relate this to spelling patterns
- Enjoy a range of books, discussing preferences
- Join in with reading familiar, simple stories and poems
- Anticipate what happens next in a story
- Talk about events in a story and make simple inferences about characters and events to show understanding
- Recognize story elements, *e.g. beginning, middle, and end*
- Retell stories, with some appropriate use of story language
- Talk about significant aspects of a story's language, *e.g. repetitive refrain, rhyme, patterned language*
- Show awareness that texts for different purposes look different, *e.g. use of photographs, diagrams, etc*
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Know the parts of a book, *e.g. title page, contents*
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words
- Read a range of common words on sight
- Join in and extend rhymes and refrains, playing with language patterns

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

Learning Standards:

- Hear, read and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter
- Blend to read, and segment to spell, words with final and initial adjacent consonants, *e.g. b-l, n-d*
- Use phonic knowledge to read decodable words & to attempt to sound out some elements of unfamiliar words
- Use rhyme and relate this to spelling patterns
- Enjoy a range of books, discussing preferences
- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word
- Anticipate what happens next in a story
- Talk about events in a story and make simple inferences about characters and events to show understanding
- Recognize story elements, *e.g. beginning, middle and end*
- Retell stories, with some appropriate use of story language
- Read a range of common words on sight

SCIENCE HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Read books with scientific themes
- Visit science museums, libraries, science fairs, zoos, etc.
- View the sky, watch weather forecasts, and discuss the weather
- Take nature walks, talk about what you see, and make nature collections
- Take part in area recycling efforts
- Have your child draw a picture of the family and explain the differences and similarities among each member
- Have your child to draw and label the parts of the body
- Construct a poster of the parts of the body that are responsible for each of the five senses
- Give your child a group of objects and have him/her sort them according to what they are made of
- Play “Name that Sound” with your child; If possible, move the sound farther away from the child as the game progresses
- Have your child categorize things as living or non-living
- Draw pictures of animals in the environment in which they live
- Discuss the need for a healthy diet with your child
- Have your child select items in order to build a healthy plate of food including different food groups
- Have your child race a toy car by pushing and or pulling it in a given direction
- Have your child explore how to change the direction or slow down the toy car
- Make a poster of the life cycle of a plant
- Have your child draw and label the parts of a plant

READING

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

- Hear, read and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, *e.g. 'th', 'ch', 'sh'*
- Blend to read, and segment to spell, words with final and initial adjacent consonants, *e.g. b-l, n-d*
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words
- Use rhyme and relate this to spelling patterns
- Enjoy a range of books, discussing preferences
- Know the parts of a book, *e.g. title page, contents*
- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word
- Read labels, lists and captions to find information
- Show awareness that texts for different purposes look different, *e.g. use of photographs, diagrams, etc.*
- Anticipate what happens next in a story
- Talk about events in a story and make simple inferences about characters and events to show understanding
- Retell stories, with some appropriate use of story language
- Make links to own experiences

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

- Hear, read and write initial letter sounds
- Know the name and most common sound associated with every letter in the English alphabet
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, *e.g. 'th', 'ch', 'sh'*
- Blend to read, and segment to spell, words with final and initial adjacent consonants, *e.g. b-l, n-d*
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words
- Make links to own experiences
- Retell stories, with some appropriate use of story language
- Show awareness that texts for different purposes look different, *e.g. use of photographs, diagrams, etc.*
- Use rhyme and relate this to spelling patterns
- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word
- Talk about events in a story and make simple inferences about characters and events to show understanding
- Recognize story elements, *e.g. beginning, middle and end*
- Enjoy a range of books, discussing preferences
- Learn and recite simple poems
- Join in and extend rhymes and refrains, playing with language patterns

READING HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Ask your child to retell a story or poem
- Help your child identify traffic signs and business names
- Give your child red and yellow blocks to make a pattern
- Read a variety of literature with your child
- Listen to your child retell an experience story (going fishing or playing ball)
- Take your child to the local library
- Give your child two simple directions using words *such as over, above, under*
- Tell your child how to perform a task in correct sequence (steps in making a peanut butter & jelly sandwich)
- Using magnetic letters on the refrigerator, let your child spell and say his/her name
- Using magazines, let your child identify letters in his/her name
- Using magazines, let your child cut out the letters in his/her names and glue them on paper
- Make flash cards with your child. Let your child tell you the relationship between the letter and the sound
- Use magazines or catalogs to identify pictures beginning with a particular letter/sound
- Use magazines or catalogs to find and cut out pictures beginning with a particular letter/sound
- Fold a piece of 8" x 11" paper and glue pictures to make a book
- Dramatize rhyming words using pictures from magazines, books, etc.
- Find pictures of rhyming words and help your child match rhyming words (cake, bake, rake)
- Read a nursery rhyme (Mother Goose Series) and have your child identify rhyming words
- Have your child look at a picture and tell about it
- Show a picture from a vacation and have your child describe it
- Find a picture in a magazine and let your child tell what might be happening in the story
- Show the next picture in a book as you read aloud, and ask your child to predict what will happen next
- Have your child use cookie cutters to trace shapes
- Ask your child to practice writing his/her name with markers, sand, etc.
- Give your child chalk and allow him/her to write on the sidewalk, patio, etc.
- Ask your child to draw a picture of his/her favorite toy and write about the picture (writing may be scribble)
- Let your child help you follow a recipe as you prepare the item in the kitchen
- Give your child one direction to follow and gradually increase the number of directions to three (pick up your books, put them in a stack, take them to your room)
- Have your child listen to an audio tape and illustrate the story
- Have your child repeat the names of his/her family members after recognizing them in print
- Label objects found in the house, garage, backyard, etc.
- Make flashcards with words such as car, house, dog, cat, yard, table, chair, etc. Help your child identify the words

SCIENCE

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

Biology (Plants)

- Know animals or plants are living things
- Know that there are living things and things that have never been living
- Explore ways that different animals and plants inhabit local environments

Biology (Humans and Animals)

- Know about the need for a healthy diet including the right types of food and water
- Know that humans and other animals produce offspring which grow into adults

Scientific Inquiry Standards

Ideas and Evidence

- Try to answer questions by collecting evidence through observations

Plan Investigative Work

- Ask questions and contribute to discussions about how to seek answers
- Make predictions

- Decide what to do to try to answer a science question

Obtain and Present Evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions
- Suggest ideas and instructions
- Record stages in work

Consider Evidence and Approach

- Make comparisons
- Compare what happened with predictions
- Model and communicate ideas in order to share, explain and develop them

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

Physics (Forces and Motion)

- Explore, talk about and describe the movement of familiar objects
- Can recognize that both pushes and pulls are forces
- Can recognize that when things speed up, slow down or direction there is a cause

Biology (Plants)

- Can name the major parts of a plant, looking at real plants and models
- Explore how seeds grow into flowering plants
- Know that plants need light and water to grow

Scientific Inquiry Standards

Ideas and Evidence

- Try to answer questions by collecting evidence through observations

Plan Investigative Work

- Ask questions and contribute to discussions about how to seek answers
- Make predictions
- Decide what to do to try to answer a science question

Obtain and Present Evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions
- Suggest ideas and instructions
- Record stages in work

Consider Evidence and Approach

- Make comparisons
- Compare what happened with predictions
- Model and communicate ideas in order to share, explain and develop them

SCIENCE

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

Learning Standards:

Biology (Humans and Animals)

- Recognize the similarities and differences between one another
- Recognize and name the main external parts of the body
- Explore how human senses enable humans and other animals to be aware of the world around them

Chemistry (Material Properties)

- Use senses to explore and talk about different materials
- Recognize and name common materials
- Sort objects into groups based on the properties of their materials

Scientific Inquiry Standards

Ideas and Evidence

- Try to answer questions by collecting evidence through observations

Plan Investigative Work

- Ask questions and contribute to discussions about how to seek answers
- Make predictions
- Decide what to do to try to answer a science question

Obtain and Present Evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions

- Suggest ideas and instructions

- Record stages in work

Consider Evidence and Approach

- Make comparisons
- Compare what happened with predictions
- Model and communicate ideas in order to share, explain and develop them

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

Learning Standards:

Physics (Sound)

- Can identify many sources of sound
- Can recognize that as sound travels from a source it becomes fainter
- Know that we hear when sound enters our ear

Scientific Inquiry Standards

Ideas and Evidence

- Try to answer questions by collecting evidence through observations

Plan Investigative Work

- Ask questions and contribute to discussions about how to seek answers
- Make predictions
- Decide what to do to try to answer a science question

Obtain and Present Evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions

- Suggest ideas and instructions

- Record stages in work

Consider Evidence and Approach

- Make comparisons
- Compare what happened with predictions
- Model and communicate ideas in order to share, explain and develop them

WRITING

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

Learning Standards:

- Use knowledge of sounds to read and write single syllable words with short vowels
- Begin to learn common spellings of long vowel phonemes, *e.g. 'ae', 'ai', 'oo'*
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Mark some sentence endings with a period
- Write simple storybooks with sentences to caption pictures
- Write a sequence of sentences retelling a familiar story or recounting an experience
- Compose and write a simple sentence with a capital letter and a period

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

Learning Standards:

- Use knowledge of sounds to read and write single syllable words with short vowels
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Write sentence-like structures which may be joined by 'and'
- Write simple storybooks with sentences to caption pictures
- Write a sequence of sentences retelling a familiar story or recounting an experience
- Compose and write a simple sentence with a capital letter and a period

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

Learning Standards:

- Use knowledge of sounds to read and write single syllable words with short vowels
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Write simple storybooks with sentences to caption pictures
- Compose and write a simple sentence with a capital letter and a period
- Write simple information texts with labels, captions, lists, questions and instructions for a purpose
- Record answers to questions, *e.g. as lists, charts*
- Develop a comfortable and efficient pencil grip
- Form letters correctly
- Begin to use some formulaic language, *e.g. Once upon a time*
- Write for a purpose using some basic features of text type

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

Learning Standards:

- Use knowledge of sounds to read and write single syllable words with short vowels
- Begin to learn common spellings of long vowel phonemes, *e.g. 'ae', 'ai', 'oo'*
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Begin to use some formulaic language, *e.g. Once upon a time...*
- Write for a purpose using some basic features of text type
- Write simple storybooks with sentences to caption pictures
- Write a sequence of sentences retelling a familiar story or recounting an experience
- Compose and write a simple sentence with a capital letter and a period
- Use relevant vocabulary
- Record answers to questions, *e.g. as lists, charts*

WRITING HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Provide your child with markers, crayons, paper, etc. for scribbling
- Read the newspaper with your child and allow your child to identify letters and numbers in ads
- Allow your child to cut out pictures from magazines he/she would like to get for his/her birthday and glue them on a piece of paper. Encourage your child to write the first letter of each word by the picture.
- Form letters in sand, shaving cream, or with playdough
- Write an uppercase and lowercase letter being studied at school on paper. Have your child glue objects (cereal, M&M's, leaves, toothpicks, etc.) onto the pre-written letter
- Give your child a sentence starter (My favorite food is.... My favorite game is ...) and allow your child to draw a picture to complete the sentence
- Take note cards or strips of paper and label objects in your home such as door, light, bathroom, and toy box. Have your child draw a picture of the object beside the word
- Have your child create a journal by writing a simple sentence daily about his/her school day in the journal
- Read a book to your child. Using words from the book, help your child make "word cards."
- Choose a word from the story and have your child draw a picture of the word. Encourage your child to write sentences using the word cards
- Let your child use plates, saucers, cracker or cereal boxes, etc. to create patterns
- Let your child trace cookie cutters, objects around the house, etc.
- Take a large piece of newspaper. Using finger paint, dishwashing liquid, a mixture of flour and water, etc., allow your child to cover the piece of newspaper and form letters in the substance. Encourage your child to use the correct letter formation
- Let your child make his/her own Valentine cards
- Allow your child to label objects in his/her room with a picture and a word placed next to it (toy box, bed, closet, etc.)
- Provide an opportunity for your child to make a book about his/her week at school, his/her family, etc.

MATHEMATICS HELPFUL HINTS AT HOME

HELPFUL HINTS AT HOME:

- Use blocks, coins, crayons, etc. to create patterns
- Sort grocery items (refrigerator, freezer, pantry, etc.) or laundry to be put away
- 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, orflour, 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 numbers on road signs and see who can find 10 first
- As you ride in the car, ask your child to identify numbers he sees on signs, cars, etc.
- As you ride in the car, ask your child to point out numbers of objects, e.g. *I see 3 cars*
- Use Play-Doh or Silly Putty to allow your child to make shapes, e.g. *square, circle, rectangle, etc.*

MATHEMATICS

SPEAKING & LISTENING

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

Learning Standards:

Number and the Number System

- Begin partitioning two-digit numbers into tens and ones
- Find halves of small numbers and shapes by folding, and recognize which shapes are halved

Number and Calculation

- Understand addition as counting forward and combining two sets
- Understand subtraction as counting back and 'take away'
- Begin to use the +, - and = signs to record calculations in number sentences
- Understand that changing the order of addition does not change the total
- Add a pair of numbers by putting the larger number first and counting forward
- Begin to add single- and two-digit numbers
- Begin using pairs to 10 to bridge 10 when adding/subtracting, *e.g. 8 + 3, add 2, then 1*
- Find near doubles using doubles already known, *e.g. 5 + 6*
- Recognize the use of a sign such as \square to represent an unknown, *e.g. 6 + \square = 10*
- Double any single-digit number
- Find halves of even numbers of objects up to 10
- Try to share numbers to 10 to find which are even and which are odd
- Share objects into two equal groups in a context

Problem Solving – Techniques and Skills

- Explore number problems and puzzles
- Check the answer to an addition problem by adding the numbers in a different order
- Check the answer to a subtraction problem by adding the answer to the smaller number in the question
- Describe and continue patterns such as count forward and back in tens, *e.g. 90, 80, 70*
- Identify simple relationships between numbers and shapes, *e.g. this number is ten bigger than that number*
- Choose appropriate strategies to carry out calculations, explaining working out

Data Handling – Organizing, Categorizing, and Representing Data

- Answer a question by sorting and organizing data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources; discussing the results in lists and tables with practical resources; discussing the results in Venn or Carroll diagrams giving different criteria for grouping the same objects

Measurement - Money

- Recognize all coins and work out how to pay an exact sum using smaller coins

Measurement – Length, Mass, and Capacity

- Compare lengths and weights by direct comparison, then by using uniform non-standard units
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units
- Use comparative language, e.g. longer, shorter, heavier, lighter

Measurement - Time

- Read the time to the hour (o'clock) and know key times of day to the nearest hour
- Order the days of the week and other familiar events

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

Learning Standards:

- Answer questions and explain further when asked
- Speak confidently to a group to share an experience
- Take turns in speaking
- Listen carefully to questions and instructions
- Speak clearly and choose words carefully to express feelings/ ideas when speaking of interest
- Engage in imaginative play, enacting simple characters or situations
- Note that people speak in different ways for different purposes and meanings

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

Learning Standards:

- Answer questions and explain further when asked
- Speak confidently to a group to share an experience
- Take turns in speaking
- Listen carefully to questions and instructions
- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest

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

Learning Standards:

- Answer questions and explain further when asked
- Speak confidently to a group to share an experience
- Take turns in speaking
- Listen carefully to questions and instructions
- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest
- Note that people speak in different ways for different purposes and meanings
- Engage in imaginative play, enacting simple characters or situations

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

Learning Standards:

- Answer questions and explain further when asked
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- Listen carefully to questions and instructions
- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest
- Engage in imaginative play, enacting simple characters or situations

MATHEMATICS

MATHEMATICS

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

Learning Standards:

Number and the Number System

- Recite numbers in order
- Count objects up to 10, recognizing conservation of number
- Read and write numerals from 0 to 10
- Use more or less to compare two numbers, and give a number that lies between them
- Order numbers to at least 10 positioning on a number track: use ordinal numbers

Number and Calculation

- Know all number pairs to 10 and record related addition/subtraction facts
- Begin to know number pairs to 6, 7, 8, 9 and 10
- Know doubles to at least double 5

Geometry - Shapes and Geometric Reasoning

- Name and sort common two-dimensional (2D) shapes using features such as number of sides, curved or straight. Use them to make patterns and models
- Name and sort common three-dimensional (3D) shapes using features such as number of faces, flat or curved faces. Use them to make patterns or models
- Recognize basic line symmetry

Problem Solving – Techniques and Skills

- Identify simple relationships between shapes
- Explore number problems and puzzles
- Solve simple word problems and represent it with objects

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

Learning Standards:

Number and the Number System

- Count forward in tens from zero or a single digit number to 100 or just over
- Count forward in twos, beginning to recognize odd/even numbers to 20 as ‘every other number
- Add/subtract a single digit number by counting back/on

Number and Calculation

- Begin to recognize multiples of 2 and 10
- Understand addition as counting forwards and combining two sets
- Understand subtraction as counting back and ‘take away’
- Add/subtract a single digit number by counting backwards and forward
- Add more than two small numbers, spotting pairs to ten ($4+3+6 = 10+3$)
- Understand difference as ‘how many more to make’
- Find two more or less than a number to 20, recording jumps on a number line

Problem Solving – Techniques and Skills

- Explore number problems and puzzles
 - Solve simple word problems and represent it with objects
 - Check the answer to a subtraction problems or addition problems by adding the answer to the smaller number in the question
 - Choose appropriate strategies to carry out calculations, explain working out
 - Make a sensible estimation of a calculation, and consider whether an answer is reasonable
- Measurement – Length, Mass, and Capacity**
- Compare weights and lengths by direct comparison, then by using uniform non-standard units
 - Estimate and compare capacities by direct comparison then by using uniform non-standard units
 - Use comparative language e.g. longer, shorter, heavier, lighter

Measurement - Time

- Begin to understand and use some units of time such as minutes, hours, day, weeks, months and years

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

Learning Standards:

Number and the Number System

- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number
- Use the = sign to represent equality
- Begin partitioning two-digit numbers into tens and ones and reverse

Number and Calculation

- Find two more or less than a number to 20, recording jumps on a number line
- Understand addition as counting forwards and combining two sets
- Understand subtraction as counting back and ‘take away’
- Begin to use the +, – and = signs to record calculations in number sentences

Problem Solving – Techniques and Skills

- Explore number problems and puzzles
- Find many combinations, e.g. combinations of three pieces of different colored clothing
- Check the answer to an addition by adding the numbers in a different order
- Check the answer to a subtraction by adding the answer to the smaller number in the question
- Choose appropriate strategies to carry out calculations, explaining working out
- Decide to add or subtract to solve a simple word problem (oral), and represent it with objects
- Make a sensible estimate of a calculation, and consider whether an answer is reasonable

Data Handling – Organizing, Categorizing, and Representing Data

- Answer a question by sorting and organizing data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources; discussing the results in lists and tables with practical resources; discussing the results in Venn or Carroll diagrams giving different criteria for grouping the same objects

Measurement - Money

- Recognize all coins and work out how to pay an exact sum using smaller coins

Measurement – Length, Mass, and Capacity

- Compare lengths and weights by direct comparison, then by using uniform non-standard units
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units

- Use comparative language, e.g. longer, shorter, heavier, lighter

Measurement - Time

- Read the time to the hour (o'clock) and know key times of day to the nearest hour
- Order the days of the week and other familiar events