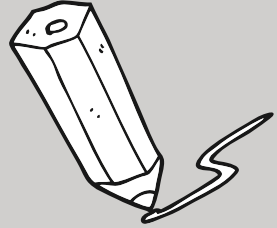
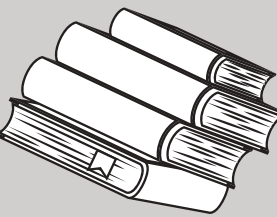


READING AND WRITING



DURING WRITING, I CAN....

- Write stories that include a short sequence of events and a clear beginning, middle and end
- Write an opinion piece on books using details and examples to support a position



WHEN READING, I CAN....

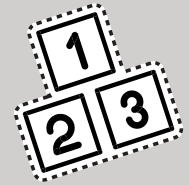
- Read stories, including fables and folktales from different cultures, and identify the lesson or moral of the story
- Read texts about history, social studies or science and identify the main idea
- Use features in text, such as captions, bold print and indexes, to locate key facts or information efficiently
- Participate in shared research projects (for example, read books on a single topic to produce a report)
- Read stories, including fables and folktales from different cultures, and identify the lesson or moral of the story
- Produce, expand and rearrange sentences (for example, "The boy watched the movie"; "The little boy watched the movie")



WHEN SPEAKING, I CAN...

- Answer who, what, where, when, why and how questions about stories and books
- Take part in conversations by listening to the remarks of others, and asking and answering questions to gather additional information or deepen understanding of the topic
- Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (such as happy/unhappy;

MATH GOALS



WHEN USING PLACE VALUE, I CAN....

- Understand what the digits mean in three-digit numbers (place value). The digits in a three-digit number represent hundreds, tens and ones (for example, 324 represents three hundreds, two tens and four ones)
- Use understanding of place value to add and subtract three-digit numbers (such as $811-367$) and add and subtract two-digit numbers quickly and accurately (such as $77-28$)



WHEN DOING MATH PROBLEMS, I CAN....

- Solve one- or two-step word problems by adding or subtracting within 100
- Quickly and accurately add or subtract with a sum of 20 or less (such as $11+8$ or $16-9$) and know all sums of one-digit numbers from memory by the end of the year
- Solve addition and subtraction word problems involving length (such as “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”)
- Solve addition, subtraction and comparison word problems using information presented on a bar graph



WHEN USING SHAPES, I CAN....

- Solve addition, subtraction and comparison word problems using information presented on a bar graph

SCIENCE GOALS



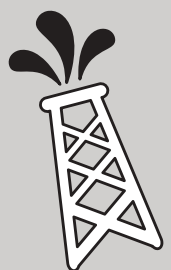
WHEN UNDERSTANDING SOUND SYSTEMS, I CAN....

- Understand energy comes in many forms such as light, heat, sound, magnetic, chemical and electrical



WHEN INVESTIGATING PLANTS, I CAN....

- Understand that living things depend on non-living things in their habitat to satisfy their needs (such as plants depending on air)
- Understand the basic needs of plants and animals and how those needs differ (such as fish needing to live in water)
- Learn that plants and animals have different structures or behaviors that serve different functions (such as the leaf of a plant)



WHEN UNDERSTANDING EARTH MATERIALS, I CAN....

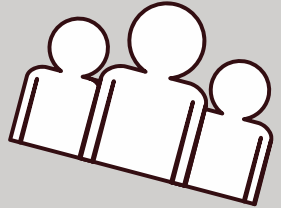
- Learn that Earth's materials – soil, sand, rocks and oil – can be broken down and combined into different materials, naturally and by people

SOCIAL STUDIES GOALS



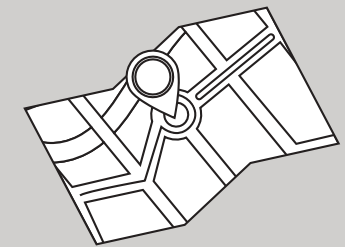
WHEN UNDERSTANDING HISTORY AND TIME, I CAN....

- Explain the past through oral or written firsthand accounts of history



WHEN UNDERSTANDING PEOPLE, I CAN....

- Create timelines to understand the development of important community traditions and events
- Give examples of people, events and developments that brought important changes to the community
- Explain scarcity and give examples of choices people make when resources are scarce
- Discuss the rights and responsibilities of citizens
- List the ways people express their ideas respectfully
- Demonstrate skills to resolve conflicts or differences



WHEN USING MAPS, I CAN....

- Use map keys, legends, symbols, intermediate directions and a compass to derive information from various maps
- Identify and locate cultural, human, political and natural features using map keys and legends



WHEN THINKING OF FINANCES, I CAN....

- Identify components of financial decision-making including gathering, evaluating and prioritizing information based on a financial goal, and predicting the possible outcome of a decision
- Differentiate between a long-term and a short-term financial goal

WHAT CAN YOU DO TO HELP YOUR CHILD?

READING AND WRITING

- Read at home every day and assist your child by reading every other paragraph. You can find recommendations at www.corestandards.org/assets/Appendix_B.pdf
- Pick a “word of the day” each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter
- Provide time and space for your child to read without distractions such as TV
- Ask your child what topics, events or activities he or she likes. Then look for books and other materials about those topics
- Start a family book club. Let different members of the family pick the book
- Be sure your child has a library card

MATH

- Look for “word problems” in real life. For example, when saving for a purchase, compare the cost of the item to the amount of money you have
- Additional math games: “I’m thinking of a number. It has 5 tens, 3 hundreds and 4 ones. What is the number?”
- Play “draw the shape.” Ask your child to draw a hexagon with one side longer than the others or ask your child to shade in a quarter of a rectangle
- Have your child explain the relationship between different numbers without counting. For example, 147 is 47 more than 100 and three less than 150
- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math