

# Getting Ready for 2<sup>nd</sup> Grade

## Want to prepare for the next school year?

Keep the learning going over the summer. Below are suggestions of skills families might explore together during the school break.



### Physical Health and Wellness

#### With parent/caregiver support...

- Knows the difference between right and wrong (conscience mostly developed)
- Shows basic problem-solving skills in social situations
- Begins to work together well in small groups
- Begins to focus and tune out distractions
- Has skills to move through space with confidence; is working on throwing, catching, dribbling with hands and feet, volleying, striking, jumping rope
- Uses movements in games and activities; changes speed, height, direction, and type of movement (skips, slides, etc.)
- Participates in safe and vigorous physical activity daily; understands that moving quickly increases heart rate and breathing
- Follows directions alone and in a group; respects self and others during physical activity
- Understands that physical activity is good for health, fun, challenge, self-expression, and/or social interaction
- Understands concepts that improve health (ex. handwashing)
- Explores influence of family, friends, and media on health behaviors
- Uses decision-making skills to improve health
- Sets goals to improve health



### English Language Arts

#### With parent/caregiver support...

- Knows who is telling a story in a text
- Knows the main idea and can retell main parts of a text
- Reads 1<sup>st</sup> grade texts and poems
- Writes about experiences in his/her own words using different resources (picture dictionaries, Internet, books) and strategies
- Describes familiar people, places, things, and events; expresses ideas and feelings
- Speaks in complete sentences
- Begins to use standard grammar (capitalization, punctuation, spelling) when writing; knows common spelling rules and understands that some words do not follow the rules
- Uses words and phrases learned through conversations and books (read alone and read-to)
- Participates in shared research and writing; uses a variety of resources (uses a few "how-to" books on a topic to write instructions)



For activity ideas to practice these skills, go to [gpb.org/learn](http://gpb.org/learn).



## Mathematics

### With parent/caregiver support...

- Uses addition and subtraction to solve word problems
- Uses properties of operations (commutative, associative) to use for addition and subtraction problems within 20 (ex. if  $8+3 = 11$  is known, then  $3 + 8 = 11$  is also known)
- Adds and subtracts within 20 (the sums of numbers in problem are less than 20)
- Uses equations to solve addition and subtraction problems; knows which of the following equations are true and which are false:  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$
- Counts to 120 starting at any number less than 120
- Understands that the two digits of a two-digit number represent the amounts of tens and ones
- Uses place value and properties of operations to solve addition and subtraction problems
- Measures objects by comparing the length to another object used as a measuring tool (ex. measures how long a piece of paper is by using paper clips)



## Social Studies

### With parent/caregiver support...

- Talks about how their choices can help or harm others; talks about how historic figures\* improved the lives of others
- Explains why people like historic figures\* make choices based on where and when they live
- Explains ways that life in the past is different from life today; tells you how their lives are similar to and different from the lives of historic figures\*
- Explains the meaning of patriotic words and songs (liberty, freedom, pride, *My Country 'Tis of Thee*, *America the Beautiful*); shows respect for others and their environment
- Explains why they have to make choices when resources are limited

\*Historic figures: Thomas Jefferson, Ruby Bridges, Lewis and Clark with Sacagawea, Benjamin Franklin, George Washington Carver, Theodore Roosevelt



## Science

### With parent/caregiver support...

- Observes weather, records observations, and uses data to identify patterns of weather
- Observes how light is required to make objects visible; compares light sources; investigates shadows; explores how vibrating materials make sound and that sound can make materials vibrate
- Uses knowledge of light and sound to design an emergency signal to communicate over distance
- Describes how magnets are used in everyday life; understands how magnets interact with other magnets and other objects
- Names parts of a plant; knows the basic needs of animals and plants; compares and contrasts the needs of plants and animals

*These skills were identified by the Georgia Department of Education's division of curriculum and instruction based on the [Georgia Standards of Excellence \(GSE\)](#). This list is not required, and students won't be expected to know all of the information – part of a teacher's job is meeting all students where they are at the beginning of the school year.*



For activity ideas to practice these skills at home, go to [gpb.org/learn](http://gpb.org/learn).