



Getting Ready for 2nd Grade

Want to practice school skills?

Below are suggestions of skills families might explore together outside of school.



Physical Health and Wellness

With parent/caregiver support...

- Understands the importance of eating fruits, vegetables, whole grains, and drinking water; understands why rest and sleep are important for health
- Uses goal-setting skills to improve health
- Uses movements in games and activities; changes speed, height, direction, and type of movement (skips, slides, etc.)
- Demonstrates safe practices at home, school, and play (seatbelts, helmets, stranger safety)
- Begins to understand consequences of choices (too much screen time vs. active play)
- Plays cooperatively with others (taking turns, following rules); demonstrates respect, kindness, and fairness during group games
- Recognizes and manages feelings (calm-down strategies, asking for help)
- Explores influence of family, friends, and media on health behaviors
- Identifies trusted adults to go to for help



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 1st 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



For activity ideas to practice these skills, go to gpb.org/learn.



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*



Nutrition

With parent/caregiver support...

- Makes a habit of washing hands before mealtime
- Sits together for meals
- Practices building a healthy plate by selecting and placing foods on their plate
- Sets a goal to try a new food each week



Fine Arts

With parent/caregiver support...

- Echoes a simple rhythm pattern using body percussion, instruments, or other sounds found at home
- Improvises a simple rhythm pattern using body percussion, instruments, or other sounds found at home
- Creates and sings new lyrics to familiar songs
- Sings songs with a friend or family member
- Responds to music by moving to the beat with a friend or family member
- Creates works of art to express ideas, thoughts, or feelings from memory, imagination, and observation
- Finds works of art at home or in the community and talks about themes and ideas represented
- Creates works of two- or three-dimensional art that are about culture/heritage or community
- Creates sketches for planning and brainstorming ideas before starting an artwork



Activity Idea:

Create a dedicated art space. Include inspiring art supplies where young artists might work on pieces over several days: cardboard or recycled materials sculptures, family portrait sketches, outer space collage.



Mathematics

With parent/caregiver support...

- Solves addition and subtraction problems within 20
- Applies properties of operations (commutative and associative) to solve addition and subtraction problems within 20 (Example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.)
- Uses the equal sign to determine if addition and subtraction problems are true or false. (Examples: $2 + 1 = 3$; $7 = 8 - 1$.)
- Counts to 120 forward and backward beginning with any number
- Explains the two digits of a two-digit number represents the tens and ones
- Interprets data to answer relevant statistical investigative questions
- Estimates, measures, and records lengths of objects using non-standard units of measure (Example: paper clips, counting cubes)
- Adds and subtracts multiples of 10 within 100. (Example: $33 + 10 = 43$, $64 - 20 = 44$)
- Creates growing, shrinking, and repeating patterns based on addition and subtraction of 1s, 2s, 5s, and 10s (Example: 5, 7, 9, 11....)
- Identifies two- and three-dimensional shapes (rectangles, squares, triangles, half circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders)



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



Activity Idea:

On a sunny day, go outside and trace shadows using sidewalk chalk or paper/pencil.

Talk about the different sizes and shapes and how a shadow changes when an object is closer to/farther from the light source.



Georgia Department of Education