



GET GEORGIA  
READING

AT HOME

GETTING READY GUIDE  
K-3RD GRADE

A guide full of activities for families and  
caregivers to do with early learners.

[www.gpb.org/learn](http://www.gpb.org/learn)



**GEORGIA  
HOME CLASSROOM**

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# GETTING READY FOR

## KINDERGARTEN

The following pages are full of examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!



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PHYSICAL HEALTH & WELLNESS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child identifies basic emotions — happy, mad, sad, scared, etc. — by looking at others’ faces and/or faces in books and television.	<ul style="list-style-type: none"><li>Look at pictures together. Describe the expressions and emotions on people’s faces.</li><li>Play “emotions charades” by guessing emotions based on expressions and body language.</li></ul>
Child identifies ways to calm themselves when upset.	<ul style="list-style-type: none"><li>Discuss strategies that would help to calm when upset (it is best to do when not upset).</li><li>Encourage to focus on breathing when upset.</li><li>Recap how calming occurred after upset.</li></ul>
Child knows how to ask a friend to play.	<ul style="list-style-type: none"><li>Role play with family members or friends to practice taking turns.</li><li>Act out scenarios using stuffed animals.</li><li>Discuss how to make friends feel included.</li></ul>
Child is learning how to wait for a turn.	<ul style="list-style-type: none"><li>Alternate reading or describing pictures in a book.</li><li>Play cards or board games together and talk about turn-taking.</li></ul>
Child listens quietly for 5-10 minutes during a story.	<ul style="list-style-type: none"><li>At this age, it is difficult for children to sit completely still for more than 10 minutes; moving while listening to a book or other audio is okay while developing longer attention spans.</li><li>Acknowledge and describe listening when it occurs.</li></ul>
Child participates and follows rules during structured (organized games) or unstructured (playground play) indoor and outdoor activities.	<ul style="list-style-type: none"><li>Play I-Spy, hide-and-seek, catch, or other games that require minimal equipment.</li><li>Encourage supervised, unstructured play outside</li></ul>
Child helps to make healthy snacks, sorts foods, and talks about choosing healthy foods.	<ul style="list-style-type: none"><li>Plan a weekly healthy snack menu.</li><li>Make a grocery list together.</li><li>Play I-Spy in the produce section of the grocery store.</li></ul>
Child understands movement concepts -- how their body moves and how to move in coordination with other people or objects.	<ul style="list-style-type: none"><li>Imitate each other’s movements.</li><li>Pretend to move like different animals.</li><li>Make up and learn simple dances together.</li></ul>
Child runs, jumps, skips, climbs, and uses big muscles while playing.	<ul style="list-style-type: none"><li>Make obstacle courses inside and outside.</li><li>Practice jumping rope together.</li><li>Climb trees when safe.</li></ul>



ENGLISH LANGUAGE ARTS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child listens to and understands conversations.	<ul style="list-style-type: none"><li>Introduce topics of conversation at meals: “Let’s have a conversation about unicorns!”</li><li>Recap overheard conversations after they occur.</li></ul>
Child uses new words heard in conversations, activities, and books.	<ul style="list-style-type: none"><li>Acknowledge when you hear a new word used. Reference previously learned words when used again.</li><li>Introduce vocabulary describing family relationships (for example, aunt, uncle, cousin, related, ancestor, etc.).</li></ul>
Child understands and uses gestures and body language.	<ul style="list-style-type: none"><li>Talk about common appropriate gestures (For example, waving to say hello and gestures to say come here, I can’t hear).</li><li>Discuss what body language means – even though you are not talking, what are you communicating?</li></ul>
Child speaks in complete sentences and is understood.	<ul style="list-style-type: none"><li>Pay attention to speech and language.</li><li>Include children in a variety of appropriate conversations and let children practice speaking by asking about their ideas and opinions.</li></ul>
Child understands and retells stories, events, and other learned information.	<ul style="list-style-type: none"><li>Talk about members of your family or close friends.</li><li>Retell stories from your childhood.</li><li>Encourage your child to tell stories.</li></ul>
Child names different sounds and rhymes; hears and names the beginning sound in a word; hears words in sentences; and hears parts of words.	<ul style="list-style-type: none"><li>Make a game out of closing your eyes and guessing sounds. For example, sounds could include a cough, clapping, snapping, etc.</li><li>Say the names of people you know, listen to and talk about the different letter sounds in their names.</li></ul>
Child begins to name upper and lowercase letters.	<ul style="list-style-type: none"><li>Look at words around you and point out letters together.</li><li>Go on a “letter hunt” and point out letters.</li></ul>
Child understands that letters make words and words make sentences; uses finger to track words from left to right on a page; reads symbols and words around them (ex. STOP sign).	<ul style="list-style-type: none"><li>Read together — books, articles, letters, recipes.</li><li>When reading, show how to use your finger to track words as you read.</li><li>Ask your child to turn the page</li></ul>
Child draws pictures to share ideas.	<ul style="list-style-type: none"><li>Make a schedule together of your daily routine.</li><li>Make lists of what you all need to buy at the grocery.</li><li>Draw pictures about how you feel.</li></ul>



# MATHEMATICS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child counts to 20 in order.	<ul style="list-style-type: none"><li>• Teach number rhymes like “One, Two, Buckle My Shoe.”</li><li>• Play jump rope games or hand clapping games that include counting.</li><li>• Count steps to compare distances - for example, how many steps to the mailbox, to go up the stairs, etc.</li><li>• Time each other going through a made up obstacle course.</li><li>• Play Hide and Seek - the person who is “it” has to count to 20 before seeking!</li></ul>
Counts and compares groups of ob- jects (more, less, or same).	<ul style="list-style-type: none"><li>• Count (and write for another activity) members of your family, extended family, friends, neighbors, etc.</li><li>• Use a calendar to count how many months, weeks or days until the next family event.</li><li>• Use comparison words like more, less, the same/equal to describe groups.</li></ul>
Child counts 10 or fewer objects by pointing to each object and saying the correct number.	<ul style="list-style-type: none"><li>• Find sets of anything around you to count together - How many trees? How many tires? How many socks? How many lights? How many chairs?</li><li>• Count things that are meaningful - How many cookies? How many days until a big event?</li></ul>
Child knows written numbers 0-9.	<ul style="list-style-type: none"><li>• Look at clocks, license plates, and mailboxes and talk about the numbers.</li><li>• Write down the ages of the people around you.</li><li>• Talk about the dates on the calendar.</li></ul>
Child sorts objects (like toy cars or stuffed animals) by similarities and differences (color, size, etc.).	<ul style="list-style-type: none"><li>• Point out similarities and differences of objects around you.</li><li>• Describe similarities and differences of the people around you.</li><li>• Sort laundry together.</li></ul>
Child names shapes: circle, square, rectangle, triangle.	<ul style="list-style-type: none"><li>• Find and name shapes around you.</li><li>• Draw shapes together.</li><li>• Find shapes at the grocery store or playground together.</li></ul>



# SCIENCE

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child asks questions while using senses to explore the world.	<ul style="list-style-type: none"><li>• Look at light and shadows around you together.</li><li>• Smell different spices as you cook a family recipe together.</li><li>• Listen to the sounds around you and figure out what they are.</li></ul>
Child observes the earth and sky and explains changes in the earth and sky.	<ul style="list-style-type: none"><li>• Go outside in a safe area to observe soil, rocks, and sand.</li><li>• Talk about what you see and feel. Is it different from other places you have been or where other people live?</li></ul>
Child describes living things around them.	<ul style="list-style-type: none"><li>• Talk about living things around you - people, animals, and plants.</li><li>• Plant a garden together. Ask questions to figure out what plants need to survive.</li></ul>
Child explores and describes ob- jects based on what materials they are made of (color, size, shape, etc.); states of matter (solid, liquid), types of motion (fast, slow, etc.); and simple machines (ramps made with blocks, etc.).	<ul style="list-style-type: none"><li>• Use toys with wheels to explore motion and force - Can you push it? Does it go faster? What if we use a ramp?</li><li>• Together, use objects around you to experiment with sinking and floating in a small container.</li></ul>
Child participates in protecting the environment.	<ul style="list-style-type: none"><li>• Together think about ways you all affect the environment.</li><li>• Think about things like waste and concrete where you live. Talk about how these things affect your community and neighborhood.</li></ul>



Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for kindergarten. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child names and follows rules.	<ul style="list-style-type: none"><li>• Think and talk about rules that you follow and why you follow them - do you all wear seatbelts? Helmets?</li><li>• Talk about rules that you follow in different places like stores or playgrounds.</li><li>• Are the rules you follow written anywhere?</li><li>• Talk about specific rules or agreements you have at home.</li></ul>
Child describes events in relation to time – past, present, and future.	<ul style="list-style-type: none"><li>• Make a timeline of family events with words and pictures.</li><li>• Start a journal together.</li><li>• Write or draw the order of a daily routine.</li></ul>
Child describes and respects similarities and differences between self and others.	<ul style="list-style-type: none"><li>• Talk about similarities and differences in your family or the people around you.</li><li>• Talk about respecting and appreciating differences.</li><li>• Talk about and act on ways to be kind to people around you.</li></ul>
Child lists different jobs, services, and businesses in the community.	<ul style="list-style-type: none"><li>• Make a picture book of the jobs people in your family or close friends have.</li><li>• Make a picture book about jobs in your community.</li><li>• Make a thank you card for the person that delivers your mail.</li></ul>

# GETTING READY FOR FIRST GRADE

The following pages are full of examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for first grade. No special resources are required!



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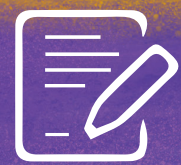


PHYSICAL HEALTH & WELLNESS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 1st grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child begins to correctly recognize and understand basic emotions in others and the cause of emotions (for example, they’re mad because someone took their book).	<ul style="list-style-type: none"><li>• Ask questions about each other’s emotions. Why did you feel worried? Why do you think they are frustrated?</li><li>• Talk about the emotions of characters in books and what caused those emotions.</li></ul>
Child uses positive self-talk to help regulate emotions.	<ul style="list-style-type: none"><li>• Model positive self-talk: I can try again! I am grateful that I had that experience.</li><li>• Encourage to also focus on breath when upset.</li></ul>
Child plays well with others.	<ul style="list-style-type: none"><li>• Provide opportunities to spend time with other children.</li><li>• Facilitate resolving conflicts when disagreements occur.</li><li>• Discuss how other people feel.</li></ul>
Child waits patiently for a turn.	<ul style="list-style-type: none"><li>• Practice turn-taking by playing cards or board games together.</li><li>• Alternate reading or describing pictures in a book.</li></ul>
Child sticks with a task even if it is hard or takes a long time.	<ul style="list-style-type: none"><li>• Acknowledge when you see a child persevere. “Wow, you really concentrated while building that structure.”</li><li>• Offer positive encouragement: “I know this is hard for you. You can do it.” Acknowledge and describe listening when it occurs.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child has skills to move through space with confidence; is working on throwing, catching, dribbling with hands and feet, volleying, striking, and jumping rope.	<ul style="list-style-type: none"><li>• Dance together to a favorite song or type of music.</li><li>• Talk about what sports you have played in the past.</li><li>• Play catch and count how many consecutive successful catches.</li></ul>
Child uses movements in games and activities; changes speed, height, direction, and type of movement (skips, slides, etc.).	<ul style="list-style-type: none"><li>• Turn a jump rope together.</li><li>• Talk about games that were played when you were little.</li><li>• Play “Red Light Green Light” while skipping, hopping, sprinting, jogging, etc.</li></ul>
Child participates in safe and vigorous physical activity daily. Child understands that moving quickly increases heart rate and breathing.	<ul style="list-style-type: none"><li>• After exercising, talk about how your breathing and heart rate are faster.</li><li>• Plan daily walks or bike rides.</li></ul>
Child follows directions alone and in a group. Child respects self and others during physical activity.	<ul style="list-style-type: none"><li>• Play outdoor games together.</li><li>• Talk about safe and responsible play; explain rules of games you are playing and respect of personal space.</li></ul>
Child understands that physical activity is good for health, fun, challenge, self-expression, and/or social interaction.	<ul style="list-style-type: none"><li>• Set movement and exercise goals.</li><li>• Make an exercise calendar.</li><li>• Talk about something new that you want to learn how to do.</li><li>• Talk about being inclusive during play.</li></ul>
Child understands concepts that improve health (For example, handwashing).	<ul style="list-style-type: none"><li>• Add handwashing to routines of coming home, before meals, etc.</li><li>• Sing Happy Birthday to the person with the next birthday in your family every time you wash hands.</li></ul>
Child identifies a trusted adult from whom to get information about enhancing personal health and wellness.	<ul style="list-style-type: none"><li>• Have conversations about who “trusted adults” are.</li><li>• Be open to questions and age-appropriate explanations.</li><li>• Plan well-visits to the pediatrician and model asking questions to your health provider.</li></ul>
Child uses goal-setting skills to improve health.	<ul style="list-style-type: none"><li>• Set movement and exercise goals.</li><li>• Plan healthy meals together.</li><li>• Set small, attainable goals such as drinking more water.</li></ul>



ENGLISH LANGUAGE ARTS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 1st grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child reads common words (the, of, to) by sight and understands easy texts.	<ul style="list-style-type: none"><li>• Read familiar stories and nursery rhymes together.</li><li>• Practice reading using text around you - recipe books, birthday cards, instructions, etc.</li></ul>
Child practices phonics (letter sounds, letter blends like “st” and “ch” parts of words, and words).	<ul style="list-style-type: none"><li>• Track words with your finger when you are reading together. Say the sounds of the letters and blends as you read words.</li><li>• Write out the names of familiar people and places to practice letter sounds and blends.</li></ul>
Child describes how pictures and text work together in books.	<ul style="list-style-type: none"><li>• Talk about what you think a book will be about based on the title and cover picture before reading together. Do the same for each page.</li><li>• Create new illustrations for a favorite book and discuss your choices.</li></ul>
Child uses different resources (books, magazines, the Internet) to get information and write about a topic.	<ul style="list-style-type: none"><li>• Together, write a journal about events, experiences, thoughts, and opinions.</li><li>• Write lists, letters, and notes together.</li></ul>
Child talks about new words and meanings, and plays with words – words that mean the same thing and words that mean the opposite.	<ul style="list-style-type: none"><li>• Introduce new words in conversation. Follow-up by using again and asking about the new word.</li><li>• When you hear an interesting word or phrase together, demonstrate how to figure out what it means.</li><li>• When reading together, point out examples of multiple meaning words in the story (For example: The duck is in the water. He is tall so he had to duck under the doorway.)</li></ul>
Child uses words and phrases learned through conversations and books; child responds to texts.	<ul style="list-style-type: none"><li>• Encourage the use of new words.</li><li>• After talking with different people, recap conversations and new words that you heard.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child asks and answers questions about details in texts (books, magazines, online).	<ul style="list-style-type: none"><li>• Read with your child each day.</li><li>• Ask questions about important details in the text (who, what, when, where, why, and how).</li><li>• Invite questions, predictions, and inferences (using clues from the text).</li></ul>
Child speaks clearly and talks about thoughts and feelings.	<ul style="list-style-type: none"><li>• Encourage children to speak loudly and clearly so others will understand.</li><li>• Check-in regularly to ask about feelings and talk about emotions.</li></ul>
Child understands how print works; knows upper and lower case letters; makes words; makes sentences; follows words from left-to-right and page-by-page.	<ul style="list-style-type: none"><li>• Practice writing friendly letters or postcards to people you know .</li><li>• Play simple lower to upper-case matching games on paper.</li><li>• Model your own reading (they will want to do what you do!).</li></ul>



Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 1st grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child counts in correct order saying number names.	<ul style="list-style-type: none"><li>• Pick objects to count in your neighborhood or community.</li><li>• Using pennies and dimes, count coins as you drop them into a cup until you reach 50.</li><li>• Talk about how one dime equals 10 pennies. Together count the dimes by 10 until you reach 50.</li></ul>
Child counts number of objects.	<ul style="list-style-type: none"><li>• Count the objects in your house (for example, count the number of towels, books, shoes, toys, or chairs). Sort kitchen utensils after they have been washed. Count the number of forks as they are put away. Ask questions like, How many would we have if we had one more? What about two more?</li></ul>
Child compares two numbers to tell which is more, less, or if the amounts are equal.	<ul style="list-style-type: none"><li>• Solve simple problems that use comparison. For example, if you need to set four places at the dinner table, set just two. Then ask if you have less than the number of place settings you need.</li><li>• Compare the number of crayons/colors in a crayon box. Are there more reds? More blues?</li></ul>
Child understands that addition is putting numbers together and that subtraction is taking apart and from numbers.	<ul style="list-style-type: none"><li>• Use objects for everyday mathematics problems to five: “If we have three books to read, how many more books until we have five?”</li><li>• Use cards numbered one to ten. Draw two cards to use in a mathematics problem: I drew 5 and 4. What if we add them together? What if we subtract 4 from 5?</li></ul>
Child works with 11-19 objects to create groups of ten with leftovers (For example, 12 has 1 ten and 2 leftovers).	<ul style="list-style-type: none"><li>• Work together to make groups of ten and represent teen numbers with materials - buttons, rocks, crayons, etc.</li><li>• Call out different numbers between 11 and 19 and hold up all 10 fingers. Work together to figure out how many additional fingers you have to hold up to make the number.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child finds 2- and 3-dimensional shapes in the world (circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere).	<ul style="list-style-type: none"><li>• Make a “tanwich” = tangram + sandwich.” Make a sandwich and cut the square into two large triangles, one medium triangle, two small triangles, a square, and a parallelogram. See what figures you can make out of the “tanwich” shapes.</li><li>• Use household materials to allow children to build models or collages of figures - houses, rockets, cars, etc.</li></ul>
Child uses descriptive words such as heavy, long, etc., to describe objects and compares objects side by side.	<ul style="list-style-type: none"><li>• Talk about where you might see scales - the grocery store, the doctor’s office, the bathroom - and discuss how scales can be used to find different weights of objects.</li><li>• Hold different objects – tennis ball and baseball; marble and tennis ball – to compare weights. Take a walk to observe plants. Discuss the sizes of the plants using phrases like, this plant is taller than that plant or this plant is wider than that plant.</li></ul>
Child sorts objects and counts the number of objects in sorted groups.	<ul style="list-style-type: none"><li>• Do the laundry! Sort items and count the pieces in each group or category.</li><li>• Start a collection of favorite things rocks, shells, stickers, etc. Talk about what makes the items in a collection the same and what makes them different.</li></ul>
Child identifies and describes shapes (circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere).	<ul style="list-style-type: none"><li>• Create your own memory game using shape cards.</li><li>• Go on a shape hunt around your home to find shapes or hide paper shapes.</li></ul>

Q SCIENCE

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 1st grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child notices and describes changes in the sky (day and night).	<ul style="list-style-type: none"><li>• Watch the sky. Ask questions about what you see. Is it different at night?</li><li>• Record/draw observations on paper or take pictures to show changes in the sky from day to night. Remember to observe in a safe area and to never look directly at the sun.</li><li>• Talk about why there are days and nights.</li></ul>
Child explores and sorts materials that make up the Earth (water, air, rocks, and soil) and explains reasons for sorting (texture, color, size, etc.).	<ul style="list-style-type: none"><li>• Together, notice things about the materials that make up Earth - air, water, soil and rocks. Gather some rocks or soil samples from the area near your home. Notice and describe similarities and differences that you see in the rocks or soil samples and separate the rocks or soil samples into categories based on the things that they noticed. Explain to someone else categories you created.</li></ul>
Child explores and sorts common objects (clay, cloth, plastic, wood, paper, metal, buttons) by color, size, weight, shape, texture. Child makes predictions about whether objects will sink or float and then tests predictions.	<ul style="list-style-type: none"><li>• Collect some household items that are made of different materials. Make observations and ask questions to help compare and sort the materials into categories.</li><li>• Use senses (sight, touch, smell, and sound) to explore the household items. Make observations about color, size, shape, weight, and texture. Can different categories be made based on different senses?</li><li>• Plan and investigate. Use categories to decide what objects will sink or float. Make predictions about whether objects will sink or float based on observations about the physical properties of the objects. Test those predictions.</li></ul>
Child investigates how an object’s physical characteristics will affect its motion when a force (a toss, drop, push, or pull) is applied and describes how an object will move based on its physical characteristics.	<ul style="list-style-type: none"><li>• Gather some everyday household items. List physical characteristics and sorts items into categories based on the characteristics. Select items to test and decide how to test the way the items move. Toss, drop, pull, or push the different objects to see what the objects do when a force is added. Make observations as objects move, and note patterns in movement.</li><li>• Tell someone else about the best way to move objects based on physical characteristics.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child explains the difference between living and non-living things. Child sorts and describes sorting of living versus nonliving things.	<ul style="list-style-type: none"><li>• Talk about what is living and what is non-living. Explain differences that you notice between living and non-living things.</li><li>• Together, draw and describe how living and nonliving things can be grouped based on what you’ve noticed.</li></ul>
Child describes animals and plants; groups animals and plants based on physical characteristics; and asks questions about how groups are the same and different.	<ul style="list-style-type: none"><li>• Together, observe animals and plants that you see in your community. Notice patterns that you see in the plants and animals.</li><li>• Discuss how animals or plants can be grouped according to their features.</li></ul>



Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 1st grade. No special resources are required!

SKILL (With a Grown-Up's Help)	AT HOME ACTIVITIES
Child explains why rules are important and why rules should be followed.	<ul style="list-style-type: none"><li>• Talk about how rules work in your lives. What rules should you follow? Why are they important?</li><li>• Make signs about safety.</li></ul>
Child states address, including city, state, and country.	<ul style="list-style-type: none"><li>• Practice saying your address to the people you live with or to the people in your family.</li><li>• Try to make a rhyme or song to remember your address.</li></ul>
Child describes the passing of time with words like: now/long ago, before/after, today/tomorrow/yesterday, and past/present/future.	<ul style="list-style-type: none"><li>• Create a timeline of events.</li><li>• Use pictures or words to show how people have changed (adding a pet, going to school, adding a sibling, moving, etc.).</li><li>• Divide a piece of paper into three parts. Label the parts past, present, future (or yesterday, today, and tomorrow). Draw a picture or use pictures to show something from the past, something from the present, and something that you hope will happen in the future.</li></ul>
Child explains and talks about national holidays; understands and respects that people celebrate holidays differently; and explains symbols that are important to our country's history.	<ul style="list-style-type: none"><li>• Make a holiday book. Teach about a holiday on each page. Remember to include how and why you celebrate each holiday.</li><li>• Choose your favorite holiday. List reasons why this holiday is a favorite.</li></ul>
Child understands the difference between want and need and explains why people must make choices because they cannot have everything they want.	<ul style="list-style-type: none"><li>• Together talk about why age-appropriate decisions are made. Do you always get to buy things you want?</li><li>• Discuss choices related to healthy living (food, exercise, sleep, and hygiene). Healthy choices get a thumbs up; unhealthy choices get a thumbs down.</li></ul>

# GETTING READY FOR SECOND GRADE

The following pages are full of examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for second grade. No special resources are required!



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PHYSICAL HEALTH & WELLNESS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 2nd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child understands that you can feel more than one emotion at a time. (I like Mary, but she can be mean sometimes.)	<ul style="list-style-type: none"><li>Have a daily time to check in about emotions.</li><li>Discuss that emotions can be complicated and confusing.</li></ul>
Child knows the difference between right and wrong. (Conscience is mostly developed.)	<ul style="list-style-type: none"><li>Discuss characters’ actions in stories.</li><li>Discuss the actions of people in local news stories and events.</li><li>Revisit events in your lives by discussing actions in terms of right and wrong.</li></ul>
Child shows basic problem-solving skills in social situations.	<ul style="list-style-type: none"><li>Talk about scenarios before taking part in social situations.</li><li>Model thinking aloud when faced with complicated problems.</li><li>Recap social situations and discuss different strategies that were used or could have been used.</li></ul>
Child is beginning to work together well in small groups.	<ul style="list-style-type: none"><li>Discuss ways in which your child can contribute to positive small group interactions.</li><li>Support small group interactions when needed.</li></ul>
Child begins to focus on what he is doing and is able to tune out distractions.	<ul style="list-style-type: none"><li>Start with short time periods (10 minutes or less) and encourage child to focus on a specific activity, such as drawing or reading independently.</li><li>Discuss specific strategies that help with focus.</li></ul>
Child has skills to move through space with confidence. Child is working on throwing, catching, dribbling with hands and feet, volleying, striking, and jumping rope.	<ul style="list-style-type: none"><li>Practice tossing objects of varying sizes back and forth.</li><li>Encourage child to dribble using their dominant hand.</li><li>Practice jumping rope.</li></ul>
Child uses movements in games and activities. Child can change speed, height, direction, and type of movement (skips, slides, runs, etc.)	<ul style="list-style-type: none"><li>Build a simple obstacle course or set a course using playground equipment at a park.</li><li>Learn a dance together.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child participates in safe and vigorous physical activity daily. Child understands that moving quickly increases heart rate and breathing.	<ul style="list-style-type: none"><li>Set a goal to do something physically active every day.</li><li>Notice and discuss how your heart rate increases after being physically active.</li></ul>
Child follows directions alone and in a group. Child respects self and others during physical activity.	<ul style="list-style-type: none"><li>Encourage both independent and group play.</li><li>Encourage fair play.</li></ul>
Child understands that physical activity is good for health, fun, challenge, self-expression, and/or social interaction.	<ul style="list-style-type: none"><li>Discuss benefits of being physically active – how it helps you achieve and maintain a healthy weight; builds strong bones and muscles; and improves cardiovascular fitness.</li><li>Try different organized sports together.</li></ul>
Child understands concepts that improve health (e.g., handwashing, covering mouth when coughing, etc.).	<ul style="list-style-type: none"><li>Add handwashing to routines of coming home, before every meal, etc.</li><li>Discuss the purposes of medicine and other drugs and explain how children should never take any medicines unless supervised by a parent or other trusted adult.</li></ul>
Child explores influence of family, friends, and media on health behaviors.	<ul style="list-style-type: none"><li>Discuss nutritious food choices.</li><li>Discuss how choices made as a group can have a positive influence – for example, talk about purchased snack foods or decisions to eat fast food after seeing fast food commercials.</li></ul>
Child uses decision-making skills to improve health.	<ul style="list-style-type: none"><li>Describe opportunities to enhance personal health and well-being – for example, eating nutritious foods and being physically active.</li><li>Identify people who can help make health-enhancing decisions.</li></ul>
Child sets goals to improve health.	<ul style="list-style-type: none"><li>Set short-term personal health goals - drinking water, eating more fruits and vegetables, wearing a bicycle helmet, etc.</li><li>Identify individuals who can help to achieve these health goals.</li></ul>



ENGLISH LANGUAGE ARTS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 2nd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child can identify who is telling a story in a text.	<ul style="list-style-type: none"><li>When reading a book or watching a show, talk about the story and discuss who is narrating or telling the story.</li><li>Talk about different characters’ perspectives in the stories.</li></ul>
Child recognizes the main idea and can retell main parts of a text.	<ul style="list-style-type: none"><li>Read short books together and discuss the main point of the story.</li><li>Practice retelling stories - from books or tv shows - using only the main parts of the story.</li></ul>
Child reads 1st grade texts and poems.	<ul style="list-style-type: none"><li>Read simple poems and talk about how poetry is about the rhythm of words.</li><li>Notice and listen to words all around you.</li></ul>
Child writes about experiences in their own words using different resources (picture dictionaries, Internet, books, etc.) and strategies.	<ul style="list-style-type: none"><li>Write letters and mail them to family and friends.</li><li>Keep a journal together.</li></ul>
Child describes familiar people, places, things, and events. Child expresses ideas and feelings.	<ul style="list-style-type: none"><li>Practice conversation during meal times, asking questions that require detailed responses.</li><li>Use car rides or walks to check in on each other.</li></ul>
Child speaks in complete sentences.	<ul style="list-style-type: none"><li>Ask for details when your child is talking about experiences.</li><li>Play guessing games and model asking questions: Does the place you’re thinking of get cold in the winter?</li><li>Encourage appropriate non-verbal cues and eye contact.</li></ul>
Child begins to use standard grammar (capitalization, punctuation, and correct spelling) when writing. Child knows common spelling rules and understands that some words do not follow the rules.	<ul style="list-style-type: none"><li>When reading together, point out punctuation in the text.</li><li>Practice using correct grammar and punctuation while writing letters to family members and friends.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child uses words and phrases learned through conversations and books.	<ul style="list-style-type: none"><li>Play word games together like crossword puzzles, scrabble, and word finds.</li><li>Talk about interesting words that you hear.</li></ul>
Child participates in shared research and writing, using a variety of resources such as “how-to” books.	<ul style="list-style-type: none"><li>Cook together and read the recipes together.</li><li>Write down recipes together.</li></ul>



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SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child uses addition and subtraction to solve word problems.	<ul style="list-style-type: none"><li>Collect a small jar of coins and use them to practice adding and subtracting.</li><li>Play card games that use addition and subtraction.</li></ul>
Child uses properties of operations (commutative, associative) for addition and subtraction problems with answers less than 20 (For example, if $8+3 = 11$ is known, then $3 + 8 = 11$ is also known).	<ul style="list-style-type: none"><li>Use small objects to represent addition and subtraction: 5 paperclips + 2 paperclips = 7 paperclips. Notice that <math>5+2 = 7</math> and <math>2+5 = 7</math>.</li><li>After asking an addition or subtraction question, follow up with the question, How do you know? Encourage an explanation about a math fact or problem to get at how they are thinking.</li></ul>
Child adds and subtracts within 20 (the sums of the numbers in the problem are less than 20).	<ul style="list-style-type: none"><li>Start a collection (coins, stamps, minerals, etc.) How many can you collect in a week? Write an equation that shows how many you started with, how many you collected this week, and your new total. Talk about how you figured it out.</li><li>Work to make sense of numbers by asking to help find a “partner” to two other numbers. For example, the “partner” number for 10 and 15 is 5. Take turns finding the partner number.</li><li>Ask to find all of the ways to make a number (up to 20) using addition. For example, ask to find all of the ways to make the number 7: <math>1 + 6</math>, <math>2 + 5</math>, <math>3 + 4</math>, <math>4 + 3</math>, <math>5 + 2</math>, and <math>6 + 1</math>. Ask if there are any patterns? Find the pairs on a number line. It may be helpful to have materials – items to count and a number line – for your child to use to do this activity.</li></ul>
Child uses equations to solve addition and subtraction problems (For example, child can determine which of the following equations are true and which are false: $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ )	<ul style="list-style-type: none"><li>Start with the “answer” and then work to come up with the addition or subtraction equations to fit the answer. For example, if the answer is 5, what is the equation? <math>4 + 1</math>, <math>2 + 3</math>, <math>7 - 2</math>, etc.</li><li>Ask to solve a word problem using only pictures. Numbers can only be used to label the picture. For example, Samora has 15 bows. Seven are green and the rest are blue. How many blue bows does Samora have?</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child counts to 120 starting at any number less than 120.	<ul style="list-style-type: none"><li>Create a hopscotch using sidewalk chalk. Start with any number less than 120 and continue with numbers that are one more than the starting number. As you play, count higher and higher in the hopscotch board.</li><li>Write the first ten numbers you say when counting by twos; do the same thing for 5s and 10s. What do you notice? Talk about the patterns you notice and talk about why these patterns happen.</li></ul>
Child understands that the two digits of a two-digit number represent the amounts of tens and ones. For example, in the number 24, the 2 represents the tens and the 4 represents the ones.	<ul style="list-style-type: none"><li>While on a walk or in a car, look for 2-digit numbers on mailboxes or road signs. Figure out how many tens and ones would be needed to make that number.</li><li>Talk about what it means when you have 3 tens and 4 ones. Is that the same as 34 ones? How do you know?</li></ul>
Child uses place value and properties of operations to solve addition and subtraction problems.	<ul style="list-style-type: none"><li>As you go on a walk, talk about the numbers on the houses or apartments around you. Are the numbers getting bigger or smaller? By how much? What do you think the next number will be?</li><li>Go on a walk with family or friends. Count the number of steps you each take for one block. How many steps did everyone take together?</li></ul>
Child measures objects by comparing the length to another object using a measuring tool. For example, how long is a piece of paper in terms of paper clips?	<ul style="list-style-type: none"><li>Build the tallest/longest structure you can using found materials (coins, cards, blocks, paper clips, etc.) How tall/long can you make it?</li><li>Mark a starting line in the grass, dirt, or sand. Stand at the line and jump as far as you can. How far did you jump? Choose a unit to measure (your feet, a stick, etc.) to measure how far you jumped. Who can jump the farthest?</li></ul>



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SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child talks about how their choices can help or harm others. Child can explain how various historic figures* improved the lives of others. (*Thomas Jefferson, Ruby Bridges, Lewis and Clark with Sacagawea, Benjamin Franklin, George Washington Carver, and Theodore Roosevelt).	<ul style="list-style-type: none"><li>Take a poll of friends and family. Ask each person to name their favorite historical figure. Be sure to ask why that person is their favorite. Make a graph to show the answers. Was there a favorite who got more votes than others?</li><li>Talk about how George Washington Carver helped farmers find many different ways to use peanuts. Look in your pantry and count how many peanut products you can find.</li></ul>
Child explains why people (such as historic figures from above) make choices based on where and when they live.	<ul style="list-style-type: none"><li>Look at a map or globe. Find where various historic figures lived – especially those who were identified in your poll (see above). Did they live in or close to Georgia? Use directional words to describe where the place is compared to Georgia. Is it to the North, South, East, or West?</li><li>Think about George Washington Carver’s solution to meet the needs of plants and help farmers. Draw and label a picture to demonstrate crop rotation. Why was this so important to where they lived?</li></ul>
Child explains ways that life in the past is different from life today. Child tells you how their lives are similar to and different from the lives of people in the past (such as historic figures from above).	<ul style="list-style-type: none"><li>Get two hula hoops or draw two circles with sidewalk chalk. Make the circles overlap as in a Venn diagram. Choose a historical figure and discuss what their life was like in one circle. Describe your life in the other circle. Discuss how the historical figure’s life is similar (circles overlapping) to and different from yours.</li><li>Choose something in your home – a can opener, broom, etc. – and discuss why you think it was invented. How does it help you or your family? What tools do you think the inventor used to create the device?</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child explains the meaning of patriotic words and songs (liberty, freedom, pride, My Country ‘Tis of Thee, America the Beautiful). Child shows respect for others and their environment.	<ul style="list-style-type: none"><li>Write a song, rhyme, or poem to describe love for our country.</li><li>Make a list of ways that we show respect for our country.</li></ul>
Child explains why they have to make choices when resources are limited.	<ul style="list-style-type: none"><li>Play “This or That” with your child. Choose two things and explain that your child can only have one of the things. Ask which they would choose and why they would make that choice. Take turns with them asking you to choose between two other things.</li><li>Tell a story about a time that you really wanted something and couldn’t get it or do it. Describe how you felt and what you did instead. Write a story about not getting what you wanted.</li></ul>

Q SCIENCE

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SKILL (With a Grown-Up's Help)	AT HOME ACTIVITIES
Child observes weather, records observations, and uses data to identify patterns of weather.	<ul style="list-style-type: none"><li>Observe the weather outside. Watch the weather reports on TV. Look up weather predictions using an app or in the newspaper. Look for patterns in the weather: discuss different types of precipitation – rain, snow, sleet, etc. – and notice what differences occur from day to day and season to season.</li><li>Look for pictures of weather in different seasons. Discuss the clues in the picture that help you figure out what season it shows.</li></ul>
Child observes how light is required to make objects visible. Child compares light sources and investigates shadows. Child explores how vibrating materials make sound and how sound can make materials vibrate. Child uses knowledge of light and sound to design an emergency signal to communicate over distance.	<ul style="list-style-type: none"><li>Go outside in a safe location at night and describe what you see.</li><li>Gather some household items and use them to make sounds and observe vibrations. (Be careful not to use breakable items!) For example, a wooden spoon is good to bang on pots. Put a bowl of water close by so your child can see the vibrations as they bang on the pots. Draw or describe what you noticed as you explored sound and vibrations.</li></ul>
Child describes how magnets are used in everyday life. Child understands how magnets interact with other magnets and other objects.	<ul style="list-style-type: none"><li>Take a refrigerator magnet around the house and see what the magnet is attracted to. Be sure to keep magnets away from technology! Compare the objects that magnets are attracted to and discuss what the objects have in common.</li><li>Using two refrigerator magnets, try putting the magnets together. Do the magnets pull together or push apart? Discuss what you notice as you put the magnets together and pulled them apart.</li></ul>
Child names parts of a plant. Child knows the basic needs of animals and plants and compares and contrasts the needs of plants and animals.	<ul style="list-style-type: none"><li>Observe plants and animals in their environment. Notice where plants are growing and what they are growing toward.</li><li>Discuss the behavior of animals and note the things that animals are looking to find.</li><li>Discuss the needs of plants and then design a way – using words or drawings – to make sure that plants have their needs met in the environment in which they live.</li></ul>

GETTING READY FOR  
THIRD GRADE

The following pages are full of examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for third grade. No special resources are required!



PHYSICAL HEALTH & WELLNESS Page 30



ENGLISH LANGUAGE ARTS Page 32



MATHEMATICS Page 34



SCIENCE Page 36



SOCIAL STUDIES Page 38

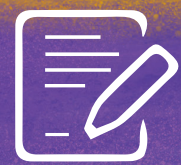


PHYSICAL HEALTH & WELLNESS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 3rd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child begins to understand others’ thoughts, expectations, feelings, and intentions.	<ul style="list-style-type: none"><li>Practice taking the perspective of different characters in books and TV shows.</li><li>Encourage discussion about the feelings of others in specific situations.</li></ul>
Child forgives and grants grace to other children who have upset them.	<ul style="list-style-type: none"><li>Provide opportunities to talk about hurt feelings.</li><li>Discuss strategies to communicate feelings to other children.</li></ul>
Child has at least one successful give and take friendship.	<ul style="list-style-type: none"><li>Encourage positive relationships with peers.</li><li>Talk about what it means to be a good friend.</li></ul>
Child works successfully in a small group of peers.	<ul style="list-style-type: none"><li>Discuss ways in which your child can contribute to positive small group interactions.</li><li>Support small group interactions when needed.</li></ul>
Child improves ability to focus and tune out distractions.	<ul style="list-style-type: none"><li>Start with relatively short amounts of time (15 minutes or less) to encourage focus on a specific activity such as drawing or reading independently.</li><li>Discuss specific strategies that help with focus.</li></ul>
Child has skills to move through space with confidence. Child is working on throwing, catching, dribbling with hands and feet, volleying, striking, and jumping rope.	<ul style="list-style-type: none"><li>Play catch together. Count to see how many times you can pass the ball back and forth to each other without letting it hit the ground.</li><li>Jump rope together.</li></ul>
Child uses movements in games and activities. Child changes speed, height, direction, and type of movement (skips, slides, etc.)	<ul style="list-style-type: none"><li>Create a new game together.</li><li>Build an obstacle course or set a course using playground equipment at a park.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child participates in safe and vigorous physical activity daily. Child understands that moving quickly increases heart rate and breathing.	<ul style="list-style-type: none"><li>Take walks together.</li><li>Talk about why exercise is good for your body - that exercise helps you think better, feel more relaxed, and live a longer, healthier life.</li></ul>
Child follows directions alone and in a group. Child respects self and others during physical activity.	<ul style="list-style-type: none"><li>Talk about good sportsmanship. Point out good sportsmanship (and maybe a few examples of poor sportsmanship) while watching sports on TV.</li><li>Reflect on behavior after participating in sports.</li></ul>
Child understands concepts that improve health (e.g., handwashing).	<ul style="list-style-type: none"><li>Talk about the different parts of being healthy - making healthy food choices, washing your hands, staying safe, etc.</li><li>Talk about healthy choices that you can make.</li></ul>
Child explores influence of family, friends, and media on health behaviors.	<ul style="list-style-type: none"><li>Watch a cartoon or other child-centered TV show together. Look for commercials for snacks or fast food you see and discuss how commercials can influence what we want to buy or the foods we want to eat.</li><li>Describe colors, words, and pictures used on food packaging for children.</li></ul>
Child uses decision-making skills to improve health.	<ul style="list-style-type: none"><li>Talk about the difference between wants and needs in terms of food choices.</li><li>Add handwashing to your routine before meals.</li></ul>
Child sets goals to improve health.	<ul style="list-style-type: none"><li>Together, set a health goal (eating 5 servings of fruits and vegetables each day or walking 5 miles over the course of a week) and track progress.</li></ul>



ENGLISH LANGUAGE ARTS

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 3rd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child uses words and phrases learned through conversations and books, including books the child reads alone and books read to the child.	<ul style="list-style-type: none"><li>• Encourage use of new words and phrases when expressing ideas, opinions, and questions.</li><li>• Retell a story using your own words.</li></ul>
Child describes how characters respond to events in a story.	<ul style="list-style-type: none"><li>• Ask how characters in a story responded to events that took place.</li><li>• Ask how story characters might have responded differently to a situation and how those different actions might influence the outcome of the story.</li></ul>
Child reads and understands 2nd grade literature, informational texts, poetry, and drama.	<ul style="list-style-type: none"><li>• Improve reading fluency by rereading familiar texts.</li><li>• Help with word meanings to expand vocabulary.</li><li>• Read different kinds of materials (e.g., chapter books, informational texts, poems, websites, magazines, newspapers, etc.)</li></ul>
Child asks and answers who, what, where, when, and why questions about key details in a text.	<ul style="list-style-type: none"><li>• Ask questions about key details in a story (e.g., who, what, where, when, why).</li><li>• Discuss how changing key details of the story might change the story.</li></ul>
Child participates in shared research and writing projects.	<ul style="list-style-type: none"><li>• Create a journal. Write about events, experiences, thoughts, and opinions.</li><li>• Write messages, grocery lists, letters, notes, and other household texts.</li></ul>
Child tells stories about experiences with details while speaking clearly and logically.	<ul style="list-style-type: none"><li>• Practice telling descriptive stories orally. Add more details when talking about something read, heard, or viewed.</li><li>• Speak loudly and clearly so others will understand.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child practices using standard grammar (capitalization, punctuation, and correct spelling) when talking or writing.	<ul style="list-style-type: none"><li>• Provide opportunities to correctly use reflexive pronouns (e.g., myself, yourself, ourselves), adjectives (e.g. beautiful, soft, loud) and adverbs (e.g., quietly, tomorrow, underneath).</li><li>• Figure out the meaning of compound words by creating and playing a matching game. Provide a list of compound words (pancake, rainbow, snowman, etc.) and definitions or pictures to match.</li></ul>
Child figures out word meanings in 2nd grade literature, informational texts, poetry, and drama using different strategies (context clues, root words, dictionaries, etc.).	<ul style="list-style-type: none"><li>• Model strategies to figure out word meanings by thinking aloud. For example, “I know that videographer sounds like photographer. A photographer is someone who takes pictures. Maybe that means a videographer is someone who takes videos.”</li><li>• As you look at books or magazines together, play a version of I-Spy using challenging, descriptive words to describe a picture and the other person to find the picture on the page.</li></ul>
Child successfully participates in conversations with friends and adults (listens to others, speaks about the topic, and asks questions about the topic).	<ul style="list-style-type: none"><li>• Engage your child in a conversation when in the car, walking in the neighborhood, or at a store.</li><li>• Notice when you see your child is listening and making connections. For example, “That was thoughtful of you to remember that I had a similar experience. Thanks for listening.”</li></ul>



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SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child represents and solves problems involving addition and subtraction.	<ul style="list-style-type: none"><li>Give a “doubles” fact such as <math>5 + 5</math> and ask what facts are close to that fact. In this case, <math>5 + 6</math> and <math>6 + 5</math> are both close. Two more might be <math>7 + 5</math> and <math>5 + 7</math>. Talk about how doubles facts can be used to find these “near doubles.”</li><li>Talk about how subtracting one of the numbers from the “doubles” fact gets you to the other number: <math>5 + 6 = 11</math> and <math>11 - 6 = 5</math>.</li></ul>
Child uses equations to solve addition and subtraction problems. For example, a pencil costs 59 cents, and a sticker costs 30 cents less. How much do a pencil and a sticker cost together? $59 - 30 = 29$ ; $29 + 59 = 88$ . The pencil and sticker cost 88 cents. Using drawings or sketches are appropriate and encouraged.	<ul style="list-style-type: none"><li>Play the “Is it possible?” game. Find out if it is possible to write an equation that equals 8 using 3 numbers that are all 3 or greater. Have them explain reasoning. Small items (counters, pennies, pieces of paper, etc.) might be helpful to use for representation. Write a crazy word problem. Be creative! Use people (or animals) that you know and have them do ridiculous things. When you’re done laughing at your silly story, solve the problem. Use pictures and diagrams or materials if needed. Write an equation to match the diagram.</li></ul>
Child counts up to 1000. Child counts by 2s, by 5s, and by 10s.	<ul style="list-style-type: none"><li>Make a list of things that come in 2s, 5s, and 10s. Draw pictures next to the items on the list. Choose an item and count (to an agreed number) aloud, picturing the items mentally. Repeat with other numbers as well. Example: 2 legs, 4 legs, 6 legs, 8 legs, ...50 legs.</li><li>Write the first 10 numbers you say when counting by twos. Do the same for 5s and 10s. What do you notice? Talk about the patterns and try to reason why these patterns occur.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child demonstrates that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.	<ul style="list-style-type: none"><li>While on a walk or in a car, look for a 3-digit number on a mailbox, license plate, or other location. Ask your child to determine how many hundreds, tens, and ones are needed to make this number.</li><li>How else can you build it? Write down several 3-digit numbers from neighbors’ addresses. Use these to model numbers with squares (hundreds), sticks (tens), and dots (ones). Create multiple representations of these numbers. For example, for 123, you could use one square, two sticks, and three dots. You could also use 12 sticks and three dots, or 10 sticks and 23 dots. Building these multiple representations helps to think about numbers flexibly.</li></ul>
Child uses place value and properties (commutative and associative) to solve addition and subtraction problems.  (ex. Jamil wants to give \$15 to help kids who need school supplies. He also wants to buy a pair of shoes for \$49. How much money will he have to save for both? Possible solution: $15 + 49 = (10 + 5) + (40 + 5 + 4)$ ; $10 + 40 = 50$ ; $5 + 5 = 10$ ; $50 + 10 + 4 = 64$ . Jamil needs to save \$64)	<ul style="list-style-type: none"><li>Gather a large group of small items (pennies, marbles, beads, etc.). Grab a handful and count them. Who has more? How many more? Talk about how you can figure that out. How many did you grab together? How do you know? You can use an empty number line to help with the addition and subtraction.</li><li>Play “Get to Zero.” Write down any three-digit number. Roll a die and take away that many ones or that many tens from your three-digit number. How many rolls does it take to get to zero? This can be played competitively as well. Each player starts with the same number, but subtracts their own roll of the die. First one to zero wins!</li></ul>
Child uses inches, feet, centimeters, and meters to estimate and measure objects.	<ul style="list-style-type: none"><li>Trace your footprints with chalk or dip your foot in water to make a footprint. Measure the footprints. Whose foot is longer? Whose foot is wider? Next, do hand prints!</li><li>Toss a frisbee or ball as far as you can. Use a measuring tool (measuring tape, string, paces, etc.) to determine how far it went. Can you throw it farther next time?</li></ul>

Q SCIENCE

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 3rd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child describes stars and discusses why the sun is not the largest star even though it appears to be the largest.	<ul style="list-style-type: none"><li>When driving at night, discuss how the headlights of oncoming cars look different when they are closer and farther away. Which headlights seem brighter and bigger? Discuss how our sun is like the headlights of the car when it is close and other stars are distant headlights. They are basically the same even though they look so different at the different distances.</li><li>Find an object in your house to use in an exploration activity. Have your child place the object about six inches away and then draw what it looks like. Move the object across the room and ask them to draw it again. Ask them what they noticed about the object as it got farther away. Discuss how this could apply to the sun and stars.</li></ul>
Child explores how the position of the sun changes and affects shadows. Child collects data to explain that the length of the day and night changes from season to season. Child notices patterns and changes of the moon over time.	<ul style="list-style-type: none"><li>Go outside to a safe location together to trace your shadows on the ground using chalk. Every hour, go back to that place and trace your shadows again. Discuss what happened to the shadow tracings and what happened to the sun over the course of the day.</li><li>Notice how the sun lights up surfaces of buildings in your community. Discuss what you notice about the light hitting the buildings and how it changes throughout the day. Ask: What makes the light that you see on the buildings? What happened to the light throughout the day? What else did you notice about the light? How did the sun change throughout the day?</li></ul>
Child describes and sorts objects by physical characteristics (color, mass, length, texture, hardness, strength, absorbency, flexibility, etc.). Child explains how structures made of small pieces (cubes, blocks) can be taken apart and put back together to make new structures. Child observes changes in matter caused by heating and cooling. Child explains that some changes are permanent (baking a cake, boiling an egg) and some changes are not permanent (boiling water).	<ul style="list-style-type: none"><li>Help to boil and freeze some water. Draw or write observations of how the water changed from boiling and freezing. Ask if the changes can be reversed and work together to find the answer by allowing the boiling water to cool on the lid of a pot and by allowing the frozen water to thaw out in a bowl.</li><li>Gather objects from around the home and describe their physical characteristics. Place the objects in categories based on physical characteristics and explain the groupings.</li></ul>

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child investigates and demonstrates how pushing and pulling affects the motion of an object. Child designs a device to change the speed and direction of an object.	<ul style="list-style-type: none"><li>Gather objects from around the home. Make sure they are not breakable! Apply forces (pushing or pulling) to the objects, one at a time. Discuss what happens when the objects move after a force has been applied.</li><li>Design something (like a paper parachute or a wind sail) that changes the speed and direction of an object. Time the objects as they move down a ramp—with or without the added device.</li></ul>
Child asks questions to figure out the life cycle of common mammals, birds, amphibians, and insects around you (cat, dog, chicken, frog, butterfly, etc.). Child makes models or draws pictures to show the life cycles of the animals.	<ul style="list-style-type: none"><li>Go to a safe location outside and observe nature . Explore the area (under leaves and rocks, on tree branches, etc.) to locate animals and plants in various stages of their life cycles. This could include finding acorns or watching a bird’s nest from a safe distance.</li><li>Go to a safe location outside and observe bees and other insects. Discuss how the bees and other insects are helping in the plants life cycle.</li></ul>
Child investigates and records the life cycle of a plant over time while growing the plant from seed. Child explains how animals spread seeds and pollen.	<ul style="list-style-type: none"><li>Plant seeds in a small cup inside. Observe and record how the seed grows with care – food, light, and water. Make a flip book with recorded drawings.</li><li>Observe different plants and weeds outside. Ask how some seedlings might be growing in a particular spot? Could an animal have moved the seed? How?</li></ul>



SOCIAL STUDIES

Below are many examples of simple, fun activities that you can do with your child at home and in your community that can help them begin building skills for 3rd grade. No special resources are required!

SKILL (With a Grown-Up’s Help)	AT HOME ACTIVITIES
Child talks about how different historic figures* impacted the lives of others. Child explains how the lives of the historic figures are similar to and different from ours (*James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, Martin Luther King Jr., Juliette Gordon Low, and Jimmy Carter).	<ul style="list-style-type: none"><li>• Check out library books about each of these historic figures and read them together. Discuss the contributions each made. Did they improve life for us? Why do we remember them today? What choices did they make?</li><li>• Make a book, skit, or flipbook about the historical figure that you find most interesting.</li><li>• Take a poll of the people around you. Ask each person which historical figure is their favorite and why. Make a graph to show the answers.</li></ul>
Child knows different regions of Georgia and can list some of the features of each region. Child explains how and why people make choices based on where they live (five regions of Georgia, the Georgia Creek and Cherokee cultures, and the historical figures of Georgia – see above).	<ul style="list-style-type: none"><li>• Use sidewalk chalk outside to draw a map of the state of Georgia. Label each of the five regions. Draw the features of each region and the major rivers.</li><li>• Create a map of Georgia and label your map with the historic figures in the places related to them. Discuss why the historic figures are special to that place.</li></ul>
Child explains that scarcity requires choices which result in opportunity costs.	<ul style="list-style-type: none"><li>• Play “Would you Rather?” with your child. Create choices and ask them which they would choose and why. For example, ask “Would you rather have super strong muscles or incredible speed? Would you rather have all the pizza you could eat or all the candy you could eat?” What are the benefits and drawbacks to the choices they make?</li><li>• Talk about a time when you really wanted something but could not find it. Why couldn’t you find it? How did you feel? What choice did you make because you could not have what you wanted?</li></ul>
Child explains why we need rules and laws. Child talks about the importance of good sportsmanship, honor, compassion, and patience.	<ul style="list-style-type: none"><li>• Pay attention to the characters in the books that you are reading and in the movies you are watching. Discuss what positive character traits you see. How are they similar to and different from the historic figures you have learned about?</li><li>• Play “This or That” with character traits. Choose a character trait (kindness, bravery, etc.) and ask who showed it more. Give reasons for answers. For example, Who do you think showed more compassion: Dr. King or Jimmy Carter? Why?</li></ul>

These skills and activities were identified by the Georgia Department of Education’s Division of Curriculum and Instruction based on the Georgia Early Learning and Development Standards (GELDS) and the Georgia Standards of Excellence (GSE).

The Georgia Home Classroom is a collaboration between Georgia Public Broadcasting Education and the Georgia Department of Education to support at-home learning for students in Pre-K through 12th grade.

Additional ideas and resources are available in the Georgia Home Classroom online, [www.gpb.org/learn](http://www.gpb.org/learn).



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