

# Getting Ready for 3<sup>rd</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...

- Begins to understand others' thoughts, expectations, feelings, and intentions
- Forgives and grants grace to other children who upset them
- Has at least one successful give and take friendship
- Works successfully in a small group of peers
- Improves ability 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 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...

- Uses words and phrases learned through conversations and books (read alone and read-to)
- Describes how characters respond to events in a story
- Reads and understands 2<sup>nd</sup> grade literature, informational texts, poetry, and drama
- Asks and answers who, what, where, when why questions about key details in a text
- Participates in shared research and writing projects
- Tells stories or about experiences with details while speaking clearly and logically
- Practices using standard grammar (capitalization, punctuation, spelling) when talking or writing
- Figures out word meanings in 2<sup>nd</sup> grade literature, informational texts, poetry, and drama using different strategies (context clues, root words, dictionaries)
- Successfully participates in conversations with friends and adults (listens, speaks about the topic, asks questions about the topic)



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



## Mathematics

### With parent/caregiver support...

- Represent and solve problems involving addition and subtraction
- Use equations to solve addition and subtraction problems (ex. 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. Drawings or sketches are appropriate and encouraged.)
- Counts up to 1000; counts by 2s, by 5s, and by 10s
- Demonstrates that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- 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)
- Uses inches, feet, centimeters, and meters to estimate and measure objects



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



## Science

### With parent/caregiver support...

- Describes stars and discusses why the sun is not the largest star even though it appears to be the largest
- Explores how the position of the sun changes and affects shadows; collects data to explain that the length of the day and night changes from season to season; notices patterns and changes of the moon over time
- Describes and sorts objects by physical characteristics (color, mass, length, texture, hardness, strength, absorbency, flexibility); explains how structures made of small pieces (cubes, blocks) can be taken apart and put back together to make new structures; observes changes in matter caused by heating and cooling; explains that some changes are permanent (baking a cake, boiling an egg) and some changes are not permanent (boiling water)
- Investigates and demonstrates how pushing and pulling affect the motion of an object; designs a device to change the speed and direction of an object
- Asks questions to figure out the life cycle of common mammals, birds, amphibians, insects around them (cat, dog, chicken, frog, butterfly); makes models or draws pictures to show life cycles of animals
- Investigates and records the life cycle of a plant over time while growing the plant from seed; explains how animals spread seeds and pollen



## Social Studies

### With parent/caregiver support...

- Talks about how the historic figures\* impacted the lives of others; explains how the lives of the historic figures\* are the same and different than ours
- Knows different regions of Georgia and list some of their features; explains how and why people make choices based on where they live (five regions of Georgia, the Georgia Creek and Cherokee cultures, and the historic figures\* of Georgia)
- Explains that scarcity requires choices which result in opportunity costs
- Explains why we need rules and laws; talks about the importance of good sportsmanship, honor, compassion, and patience

\*Historic figures: James Oglethorpe, Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, Martin Luther King Jr., Juliette Gordon Low, Jimmy Carter