

# Getting Ready for 1<sup>st</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 correctly judge basic emotions in others and the cause of emotions (she's mad because someone took her book)
- Uses positive self-talk to help regulate emotions
- Plays well with others
- Waits patiently for a turn
- Sticks with a task even if it is hard or takes a long time
- 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 and 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)
- Identifies a trusted adult from whom to get information about enhancing personal health and wellness
- Uses goal-setting skills to improve health



### English Language Arts

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

- Reads common words (the, of, to) by sight and understands easy texts
- Practices phonics (letter sounds, letter blends like st, parts of words, words)
- Describes how pictures and text work together in books
- Uses different resources (books, magazines, the Internet) to get information and write about a topic
- Talks about new words and meanings; plays with words – words that mean the same thing; words that mean the opposite
- Uses words and phrases learned through conversations and books (read alone and read-to); responds to texts (read alone and read-to)
- Asks and answers questions about details texts (books, magazines, online)
- Speaks clearly; talks about thoughts and feelings
- Understands how print works; knows upper and lower case letters; makes words; makes sentences; follows words left-to-right/page-by-page



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



## Mathematics

### With parent/caregiver support...

- Counts in correct order saying number names
- Counts number of objects
- Compares two numbers to tell which is more, less, or if the amounts are equal
- Explores addition as putting numbers together; explores subtraction as taking numbers apart or taking one quantity from another
- Works with 11-19 objects to create groups of ten with leftovers (12 has 1 ten and 2 leftovers)
- Finds 2- and 3-dimensional shapes in the world (circle, square, triangle, rectangle, hexagon, cube, cone, cylinder and sphere)
- Uses descriptive words such as heavy, long, etc, to describe objects; compares objects side by side
- Sorts objects and counts the number of objects in sorted groups
- Identifies and describes shapes (circle, square, triangle, rectangle, hexagon, cube, cone, cylinder and sphere)



## Science

### With parent/caregiver support...

- Notices and describes changes in the sky (day, night)
- Explores and sorts materials that make up the Earth (water, air, rocks, soil); explains reasons for sorting (texture, color, size, etc.)
- Explores and sorts common objects (clay, cloth, plastic, wood, paper, metal, buttons) by color, size, weight, shape, texture
- Makes predictions about whether objects will sink or float; tests predictions
- Investigates how an object's physical characteristics will affect its motion when a force (a toss, drop, push or pull) is applied; describes how an object will move based on its physical characteristics
- Explains the difference between living and non-living things; sorts and describes sorting of living vs nonliving things
- Describes animals and plants; groups animals and plants based on physical characteristics; asks questions about how groups are the same and different



## Social Studies

### With parent/caregiver support...

- Explains why rules are important and why rules should be followed
- Names address including city, state, and country
- Describes the passing of time with words like now/long ago, before/after, today/tomorrow/yesterday and past/present/future
- Explains and talks about national holidays; respects that people celebrate holidays differently; explains symbols that are important to our country's history
- Explains why people must make choices because they cannot have everything they want

*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.*