

Jump Start Into 2nd Grade Summer 2019

Dear Future Second Grade Parents,

Thank you for choosing The Galloway School. We will have fun and learn so very much in the upcoming school year. Here are some summer practices to keep your child's skills sharp. These are suggested activities; please be mindful it is not necessary to complete everything listed. Have a fun-filled and memorable summer. Please be sure to spend some time reading and practicing your ELA skills and remember to relax too!

Writing and Grammar Practice

- Using nouns and pronouns consistently.

Practice: IXL.com The IXL web practice service provides more than 6,000 skills across math, English language arts, science, and social studies for students in grades preK-12. Type in the letter/number combo and begin!

- Identify and the use of Nouns section PP

Identify nouns

Identify nouns – with abstract nouns

Identify common and proper nouns

Identify and correct errors with plural and proper nouns

- Ex. Give your child 10 post-it notes and have him/her identify common and proper nouns from a page in his/her book of choice. Then sort into two groups, common and proper.

- Identify and use prefixes and suffixes section EE

Determine the meanings of words with prefixes and suffixes: review

Sort words with shared prefixes and suffixes by meaning

Determine the meaning of a word with pre-, re-, or mis— Matched "prefix"

Use the prefixes pre-, re-, and mis— Matched "prefix"

- Practice lowercase and uppercase cursive alphabet
- Practice writing a letter to a friend or family member. Remember to use the 5 parts of a letter: heading, greeting, body, closing, signature.
- Write in a journal! Write a detailed summary of a movie you saw, a fun summer activity you did or a summary of the reading you did for the day. Remember to include important details and be specific! Use those adjectives!
- Identify verbs section RR and TT
 - Ex. Have your child identify verbs while eating out or going to an event.
 - Ask your child to identify action verbs telling what he/she is doing or what people around them are doing.
- Challenge: Have your child write a short story of 3-4 sentences describing his/her experience. Remind your child to use specific nouns and give energy to the story by using exciting verbs.

Reading Comprehension:

- Read and listen to stories daily
Ex. Visit your local library and have your child pick out books he/she would like to read and books he/she would want someone to read to him/her.
 - Before reading your book or hearing it read to you, consider making predictions.
 - What do you think this book is going to be about?
 - Looking at the cover, what do you notice? I wonder why "X" is on the cover.
 - As you are reading, stop and make predictions or ask questions.
 - What do you think will happen next?
 - What words or illustrations helped you to make this prediction?
 - What questions do you hope the author answers?
 - After reading to someone or being read to, answer 2-3 of the following questions:
 - Who is the main character? How do you know?
 - How do you think the main character is feeling when ____ happened? How can you tell? Please show me this in the book.
 - Were your predictions right or not quite? How so?
 - If you were the author, what would you change and why?
- Challenge: Change the problem and solution in the story. Write and draw your own version of the story.
- Maintain reading stamina by reading for at least 20 minutes 3-4 times a week during the summer.
 - Questions you can ask at home, focus on having your child retell the story in sequence using details and specific character names/main idea in Nonfiction.

QUESTIONS TO ASK ABOUT READING

AUTHOR'S PURPOSE

- Is the author trying to persuade, inform, or entertain the reader?
- What message does the author want the reader to know?
- Why did the author write this piece?

ASKING QUESTIONS

- What questions do you have about what you read?
- What is something that you would ask the author?
- What else would you like to know about this topic?
- What do you think was the most important part?

MONITORING YOURSELF

- What background knowledge do you have that relates to this text?
- Did you ask yourself questions as you read?
- Did you reread sections that were difficult?
- What did you do when you came to a word you didn't know?

INFERENCE

- What is a generalization you can make about the main character?
- What is something you can figure out about the story that the author didn't tell you?

SUMMARY & MAIN IDEA

- What is the main idea? What are two supporting details?
- What would be a good title for this selection?
- What happened at the climax of the story?
- Write a summary including beginning, middle, and end.

CONNECTIONS

- What does this passage remind you of?
- What is another book you have read that has something in common with this one?
- What books have you read that have a similar theme or message?
- What is something you have learned this year that relates to the story?

Summer Jump Start into Second Grade MATH

Math: Use IXL to help promote Math Facts

Counting Numbers: Section A

- Practice counting numbers to 1200 orally forward and backward.
- Practice skip counting to 1200.
Ex. Skip count by 2's, 5's, and 10's
- Challenge: Skip count orally to 100 by 3's, 4's

Number Recognition:

- Recognize numbers 1-1200
Ex. Show flashcards with numbers and have your child orally state the number.
- Write numbers in order from 1-1200 using crayons, markers, shaving cream, etc.
Ex. Write them in rows of 5 or 10 so you can see the pattern

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- Challenge: Write out a number sequence with missing numbers and have your child fill it in.
Ex. 145, 146, ____, ____, 149, ____, 151, 152

Comparing Numbers: section B and C

- Represent the comparison of 2 numbers using the greater than and less than symbols (> <)
- Choose 5 number cards or write 5 numbers on index cards in order from least to greatest and greatest to least.
Ex. 48, 55, 67, 89, 103 (least to greatest)
Ex. 103, 89, 67, 55, 48 (greatest to least)
- Challenge: Have your child roll a die 3 times to create and write a 3-digit number on an index card. (Repeat 6 times for a total of 7 numbers to place in order.) Place the cards in order from least to greatest and greatest to least.

Math Facts: section E through J

- Students should recall doubles and doubles plus one math facts up to 20. ($8+8=16$, $8+9=17$).
- Students should also recall addition and subtraction math facts to 20.
- Challenge: Play "Race the Clock" with math facts. Round 1: Set the timer for 3 minutes and see how many facts your child can recall by showing your child 25 math facts using flash cards. Round 2: Work on increasing speed and number of problems. End of summer goal: students should be able to correctly recall 25 addition, subtraction, and mixed (addition/subtraction) in less than 2 minutes.

Geometry: section T U and V

- Sort 2D and 3D shapes by attributes (number of faces, edges, and vertices).
Ex. Have your student look in the pantry. Ask if he/she can find any items that are 3D. (soup can - cylinder, cereal box - rectangular prism, etc.)
- Challenge: Have your child find different objects around the house and have him/her see which objects can roll, stack, or roll and stack. Use objects such as a ball, party hat, dice, tissue box, cereal box, canister, candle, toilet paper tube or paper towel roll. After experimenting, sort the items into 3 categories. Be sure to label each category. Then try to sort them a second time using a different attribute. (tall, short, round, flat surface, etc.)