



Dear Future Second Grade Parents,

Welcome to Second Grade!

The Second Grade Team is looking forward to working with you next year! As you prepare for second grade this summer, we encourage parents and children to read together. You might consider summer reading programs that are available through the public libraries. Reading with your child, to your child, and providing time for reading aloud and silently will be extremely beneficial. Discussing and asking questions about the story would also be helpful to increase your child's comprehension skills.

In math, students should know their addition and subtraction facts through 10 as well as their doubles facts ( $7+7=14$ ,  $9+9=18$ , etc.) Math games, practical math situations at the grocery store, handling money, predicting time for an event and discussing time should be encouraged. Also, being able to apply math skills through problem solving is a large focal point in second grade.

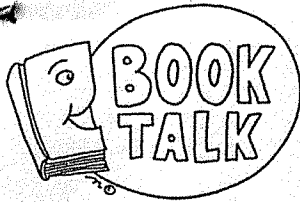
Give your child the gift of providing multiple opportunities to write. Letters and cards to family and friends, journals, grocery lists, and summaries of books or events are valuable writing ideas for your child to practice their writing skills. Assist them in using correct grammar and spelling, placing capital letters at the beginning of sentences and choosing exciting proper nouns in their sentences. The use of ending punctuation marks should also be stressed.

Attached you will find a list of sight words to review at your convenience. When your child starts school, they should be able to identify at least 20 2nd grade words. Your child should be able to read at least 50 words per minute when they start second grade and should finish the year being able to read at least 90 words per minute.

Please value your individual child's creative strengths. Encourage your child's imagination, sense of wonder, and independence. Helping your child to learn to tie their own shoes and to help around the house, will ensure their confidence in themselves to become more independent which will be beneficial to them in the 2nd grade.

Enjoy your summer and we look forward to a productive second grade school year.

Sincerely and respectfully,  
The Second Grade Team



Here are some questions you can ask your child about their reading; choose a few each night to engage in conversation with your child about their nightly independent reading.

**Before reading:**

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?
- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

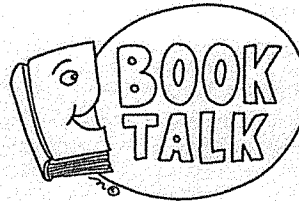
**During reading:**

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

**After reading:**

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?

**For fun:** Have them act out a scene from the book, draw you a picture of their favorite part to decorate the refrigerator, or write a follow-up story. They can pretend they are a book reviewer reviewing the book on TV, or they can write a letter or postcard to the author. There are many creative ways to engage students in reading and have them share their reading with you!



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While the recommended sight words have been divided into quarters by grade level, schools may choose to teach sight words in a different order based on the needs of students. Frequency of use as well as the complexity of spelling patterns were taken into consideration.

PreK Sight Words	Kindergarten Sight Words				First Grade Sight Words				Second Grade Sight Words			
a	a	all	did	ask	about	also	book	add	below	almost	above	again
and	and	an	get	back	after	away	even	air	close	along	animal	always
at	are	but	has	been	any	before	got	because	don't	around	another	America
go	as	by	her	big	came	called	home	both	eat	began	answer	being
I	at	can	him	boy	come	car	keep	does	every	begin	carry	between
in	be	do	into	day	end	cut	kind	face	feet	could	change	country
is	for	each	make	down	give	four	late	far	few	father	children	enough
me	go	from	many	find	help	land	let	food	form	found	city	example
no	he	had	more	first	here	large	life	great	high	grow	different	family
on	his	have	new	girl	line	letter	list	house	idea	hard	earth	group
see	I	how	off	good	men	must	little	just	know	last	eyes	head
the	in	if	out	hand	most	need	much	left	learn	light	follow	hear
to	is	like	play	long	name	page	number	mile	live	next	it's	important
yes	it	look	sit	made	over	read	our	miss	means	oil	might	leave
you	me	my	so	man	set	same	place	only	near	open	mother	mountains
	no	not	some	may	such	saw	run	other	never	point	move	often
	on	of	then	now	take	say	side	put	night	real	paper	once
	see	one	there	old	than	spell	still	right	own	school	picture	sentence
	the	or	this	part	that	tell	stop	show	people	sea	plant	sometimes
	to	said	time	small	them	their	things	talk	seem	song	river	story
	up	she	two	they	three	too	think	these	should	soon	second	thought
	was	use	us	try	want	very	turn	tree	start	state	something	through
	with	we	what	way	well	water	where	walk	until	study	sound	together
	yes	when	will	were	went	which	why	world	watch	took	those	without
	you	your	write	who	words	work	years	would	white	while	under	young