

2nd Grade Essential Standards Activities

Read and spell simple one and two-syllable words.

Activity 1: Word ladders

On a sheet of paper, draw a ladder with two long sides and up to 10 rungs. Write a word at the bottom of the ladder. Challenge your student to come up with new words by just changing one letter at the beginning, middle, or end of the word.

Example:

tape

cape

cake

lake

like

live

dive

five

fine

line

Activity 2: Snap and Spell

Write words on index cards.

Show the card quickly for one second.

Child says the word, then spells it by memory.

Activity 3: Syllable Troll Talk

Objective: To reinforce students' ability to synthesize words from their separate syllables

Read this story to your student.

Once upon a time there was a kind little troll who loved to give people presents. The only catch was that the troll always wanted people to know what their present was before giving it to them. The problem was that the little troll had a very strange way of talking. If he was going to tell a child that the present was a bicycle, he would say "bi-cy-cle." Not until the child had guessed what the present was would he be completely happy.

Adult: Now you must pretend to be the troll and go around the room, presenting a "present" your student, pronouncing the name of the present syllable by syllable. When the child guesses the word, she or he is to name a present for somebody else.

Example gifts to pronounce:

Barbie

coconuts

rhinoceroses

Baseball

computer

roller skates

Basketball

fingerprints

spaghetti

bicycle

frisbee

television

boomerang

guitar

trampoline

broccoli

refrigerator

Nintendo

Flip the card back over so they can check.

Recognize and read common spellings (blends, digraphs, short/long vowels, r-control, and diphthongs).

Activity 1: Word Sorting Challenge

Materials: Index cards or sticky notes, markers

How-to:

Write a variety of words on separate cards. Include words that feature blends (e.g., st in star), digraphs (e.g., sh in ship), short vowels (e.g., cat), long vowels (e.g., cake), r-controlled vowels (e.g., car), and diphthongs (e.g., boil).

Ask the child to sort the cards into categories based on the spelling feature. For example, have piles for blends, digraphs, etc.

Discuss and review why each word belongs in its spot.

Activity 2: Magnetic Letters or Letter Blocks Game

Materials: Magnetic letters or letter blocks, a clear surface (like a whiteboard or table)

How-to:

Pick a specific target (e.g., digraphs) and work together to build words that include these patterns.

Encourage your child to rearrange the letters to form new words and experiment with different blends or vowel sounds.

Activity 3: I Spy with Phonics

Play “I Spy” by giving clues related to phonics. For example, “I spy something that starts with a blend like gr - can you guess what it is?”

Let your child come up with answers using words that include digraphs, blends, or specific vowel sounds.

This game can be played around the house using everyday objects or with words on paper.

Read and spell high-frequency words.

Activity 1: Basket Ball- High Frequency Words

Students need a clean trash can or large container and some paper.

Students write a sight word on a piece of paper, and then crumple the paper into a ball. Place all the crumpled papers in the container or trash can.

Students take turns reaching into the container to choose a paper ball with a sight word on it. Students then un-scrunch the paper ball and read aloud the word and then cover up the word and spell it.

If the student answers correctly, they crumple the paper up again, and try to shoot a “basket” in the trash can. For each basket scored, the player receives one point. Continue playing until all of the paper balls are in the basket, or take them out and start all over again.

Activity 2: Spell It

Students will need a sheet of paper and index cards with sight words written on them.

How to play:

Students will take turns picking up a card from the stack, then reading the word or covering it up and spelling it. If the answer is correct the player gets a point. The player with the most points wins.

Reads grade-level texts with expression and self-corrects.

Activity 1: Fluently reading

Practice reading these sentences fluently and with expression.

- "How did the stone become rough?" asked Thad.
- "I'm too BUSY!" yelled the woman.
- "My daughter went through that tiny hole!" screamed Pop.
- Sometimes it is tough to measure things with a tape measure.
- "Josh can really make his father laugh!" said Quinn.
- "Are you sure we can both go to the Super Bowl game?" the old women asked shyly.

Activity 2: Fluency Tic Tac Toe

Play tic tac toe as you normally would, but read the fluency passage in your box before placing your "x" or "o" in the chart below. Read with accuracy, fluency, and expression. Read more than once if needed.

"What smells so wonderful?" I thought. I hurried to the kitchen and found my dad cooking my favorite food—Macaroni and Cheese! M-m-m.

Josh walked slowly outside to feed the chickens and take out the trash. He did NOT like to do his chores!

Suki tried to yank the fishing pole out of the water. "I think I've caught a BIG one!" she screamed! But then the pole snapped in half!

Last night I told my brother that I was sick. "My tummy hurts SO bad!" I cried. Maybe I'll feel better

Bam! Boom! "Did you hear that?" I asked. "Who could be banging on the door?" My little sister grew frightened, so we peeked outside. It was just our neighbor, Little Timmy.

The principal walked into the noisy lunchroom and thought "ITS TOO LOUD IN HERE!"

in the morning.

One summer my family was driving down a dark, lonely, road. "This is creepy!" whispered my baby sister.

It was raining outside so the students asked Coach Freeman "will we play outside today?" "Of course not!" he exclaimed.

WATCH OUT! That's what the sign said to warn drivers of falling rock from the mountain.

Understands and uses grade-level grammar skills: nouns, verbs, adjectives, pronouns, capitals, punctuation, common prefixes/suffixes, prepositions, and commas.

Activity 1: Write Silly Sentences

What you need: 20 index cards, 2 paper bags, markers and drawing paper

What to do: Write 10 nouns (person, place, animal, thing) on index cards. Write 10 verbs (action words) on index cards. Place each set in its own paper bag/stacks. Have your student pull out one card from each bag and write a sentence using the 2 cards. Make sure that it is a complete sentence with a capital letter and ending punctuation. Have your student draw his/her silly sentences. Encourage creativity and detailed sentences

Activity 2: Parts of Speech Popsicle Sort

Write the following words from the chart on popsicle sticks. Have student pull a stick out of a cup and sort them according to its part of speech.

Use the chart below to check your student's work.

Verbs:	Adjectives:	Nouns:	Adverbs:
Run	Smelly	Teacher	Yesterday
Jump	Red	Desk	Quickly

Dance

Hot

Bed

Never

Sing

Shiny

Pencil

Happily

Drink

Beautiful

Target

Here

Activity 3: Spin an End Mark

Print out or create your own punctuation spinner using a paper clip, piece of paper, and pencil. Have your student spin the paper clip and create a sentence that would end with that punctuation mark. Have student recite the sentence using the correct expression.



Uses grade-level vocabulary.

Activity 3: Sentence Trees

Write the sentence trees starting at the very top of the index card to the bottom. Have students cover up the words so that only one word is showing from the sentence tree. Once the student reads that word correctly, he/she may reveal the next line of the sentence to read.

Examples:

I

They

I went

I went to

I went to the

I went to the playground.

They went

They went into

They went into the

They went into the gate.

My

My dog

My dog can

My dog can jump

My dog can jump high.

The

The sun

The sun is

The sun is very

The sun is very bright.

The

The car

The car goes

The car goes fast.

We

We all

We all must

We all must work

We all must work together.

I

I know

I know that

I know that the

I know that the bug

I know that the bug bites.

I

I went

I went skating

I went skating at

I went skating at the

I went skating at the park.

You

You can

I

You can use

I hit

You can use the

I hit the

You can use the toy

I hit the ball

You can use the toy after

I hit the ball over

You can use the toy after I'm

I hit the ball over the

You can use the toy after I'm done.

I hit the ball over the fence.

Understands and reads different types of texts (informative, narrative, expository, and poetry).

Activity I: Ask questions

Read a story to your student or have your student read a story. Ask the following questions: Who was/were the character(s) in the story? What was the setting? Can you explain the problem to me? How did it get solved?

Activity 2: Beginning, Middle, and End Comprehension

Read a story to your child or have your child read a story. Give them a tri-folded piece of paper. Have them write/draw the main events from the book in the beginning, middle, and end format.

Beginning	Middle	End

Activity 3: Check for Understanding

Have your student read any book from home or library and ask the following questions to check for understanding.

1. Start the book by making predictions. Ask your student, "What do you think will happen in the story?"
2. Ask questions and make comments while student is reading. Example: "How is the character feeling and why?" "What do you think will happen next?"
3. After reading the book, have your student tell the events of the story in order (beginning, middle, end)
4. What was the problem in the story?
5. How did the character feel when.....?
6. Encourage your student to make connections with the book. Example: "Does the story remind you of another book you read, an event in your life, or movie?"
7. How did the character change from the beginning of the book to the end?
8. What is the main idea or message from the story?
9. Does the character learn a lesson?
10. Does the main character go through changes?
11. Does something unexpected happen?
12. Does a character behave differently?
13. What I learned from the pictures...
14. What I learned from the text...
15. How did the pictures help me understand the text better?

Activity 4: Nonfiction Reading

Read a non-fiction book (true facts about something), then ask your child questions about the book. Then have your child give you facts from the book.

Activity 5: Prove It

After reading a non-fiction text (book, homework passage, etc....). Ask a comprehension question. Help your student find evidence in the text to

support their thinking. Your student shares their answer to the question, then looks through the text to find the words that support their answer. Sometimes the answer is right there in the text and other times you may have to “read between the lines” and get clues from that help justify their thinking.

Creates different types of texts (informative, narrative, expository, and poetry).

Activity 1: Play “tell me how”

In this activity your student pretends he/she is writing to a space alien who doesn't know anything about our culture. This alien does everything exactly as it's said or written. Your student's job is to choose an everyday task, like brushing his/her teeth or making a sandwich. Then, he/she needs to write step-by-step directions about how to do the task for the alien. When he/she is done, you get to be the alien and try to follow the steps exactly as they wrote them. Your student may be surprised at what was left out!

Activity 2: Play a writing game

This turn-taking writing game is based on a classic kids' book by Remy Charlip called *Fortunately*. In it, something lucky happens and then something unlucky happens. Each event is introduced by either the word “fortunately” or the word “unfortunately.” To play, take a piece of paper and write a sentence beginning with “Fortunately,” such as “Fortunately it was a sunny day. I wanted to play outside.” Pass the paper to the next player, who will add an “unfortunately” sentence, such as “Unfortunately, I had to clean my room.” Keep going until the story is too silly to continue.

Activity 3: Rewrite the ending to any story

Tell your student that the author of their favorite book has sent them a letter asking them to come up with an alternate ending to their favorite book. Please use complete sentences with capitalization, punctuation, and spelling.

Activity 4: Would you rather writing

Have your student come up with their own would you rather questions. Have them state their opinion and why. Please be sure they have complete sentences, capital letters, and punctuation.

Examples:

Would you rather have a pet snake or giant lizard?

Would you rather eat raw fish or broccoli?

Activity 5: The Ship is Loaded with...

Materials: something to toss (ball or beanbag)

Begin the game by saying, "The ship is loaded with _____ (i.e. cheese). Then toss the ball to the next person. They must repeat the original rhyme, then add an additional rhyming word. (i.e. The ship is loaded with cheese and peas.) Continue this way until you run out of rhymes. Have the student write the words they remember. Then begin the game again with new cargo.

Activity 6: Tongue Twisters

Tongue twisters are sentences in which all (or nearly all) the words begin with the same letter sound. Write a tongue twister like, "She sells seashells at the seashore." Have your student underline the same beginning letter sound. Now help your student write their own tongue twisters. You may even give them the starting sound or let them decide for themselves.

Activity 7: Act It Out

Have your student act out what is happening in the story as you read.

Activity 8: Boomerang Journal

Grab a spiral notebook and write messages back and forth to each other.

Activity 9 : Family Trip Journals

Together write/create a family trip journal. Include events and even photos if desired. Even everyday trips to the store or the park are great things to write about.

Activity 10: Acrostic Poem Fun

Choose a word related to the season, a favorite animal, or even the student's name.

Write the word vertically on a piece of paper.

Ask the child to think of a word or phrase for each letter that describes the word.

For example, using the word "SPRING":

S - Sunny days

P - Playful breeze

R - Refreshing rain

I - Insects buzzing

N - New flowers

G - Growing green

Read the acrostic out loud and discuss what makes each word special.

Activity 11: Picture Poem Creation

Have your child select or draw a picture of something they love, such as a pet, a favorite park scene, or a sunny day.

Ask them to write a few short sentences or a poem describing the picture using sensory words (sight, sound, touch, taste, smell).

Prompt with questions like:

What colors do you see?

What sounds are around you in the picture?

Encourage them to share the final poem with a family member.

Mathematics

Use the place value structure to represent, read, write, and compare numbers to 1,000.

Activity 1: Make the Biggest Number Game

This is super simple, but a great way to check whether or not your kids are understanding place value!

Grab a deck of cards and remove the face cards. Ace is 1, or you can remove the aces too if that's easier. This is a great two player game. Each player draws three cards. Arrange your cards to make the greatest 3-digit number you can! Then the player with the larger number gets to keep all 6 cards.

When the deck runs out (it won't divide evenly), see which player has the most cards!

Activity 2: Number Words to Digits

A good test of whether or not kids understand place value is whether or not they can translate number words to digits. Make some number word cards out of index cards and magnetic tape.

Be sure to choose some numbers that have a 0 in the tens digit, like four hundred five.

It's correct grammar to write the number without "and," unless the "and" is marking the decimal point. Write a couple with "and," and then most of the cards did not have the "and." You can choose how you'll do it!

You can also put the cards on a white board and write the numbers with dry erase marker! Always more fun than pencil and paper.

Apply strategies to solve real-life addition and subtraction problems with numbers within 1,000.

Activity I: Two Digit Addition with Playing Cards

Materials:

Deck of playing cards- Remove face cards and 10s, Aces are worth one

Pencil

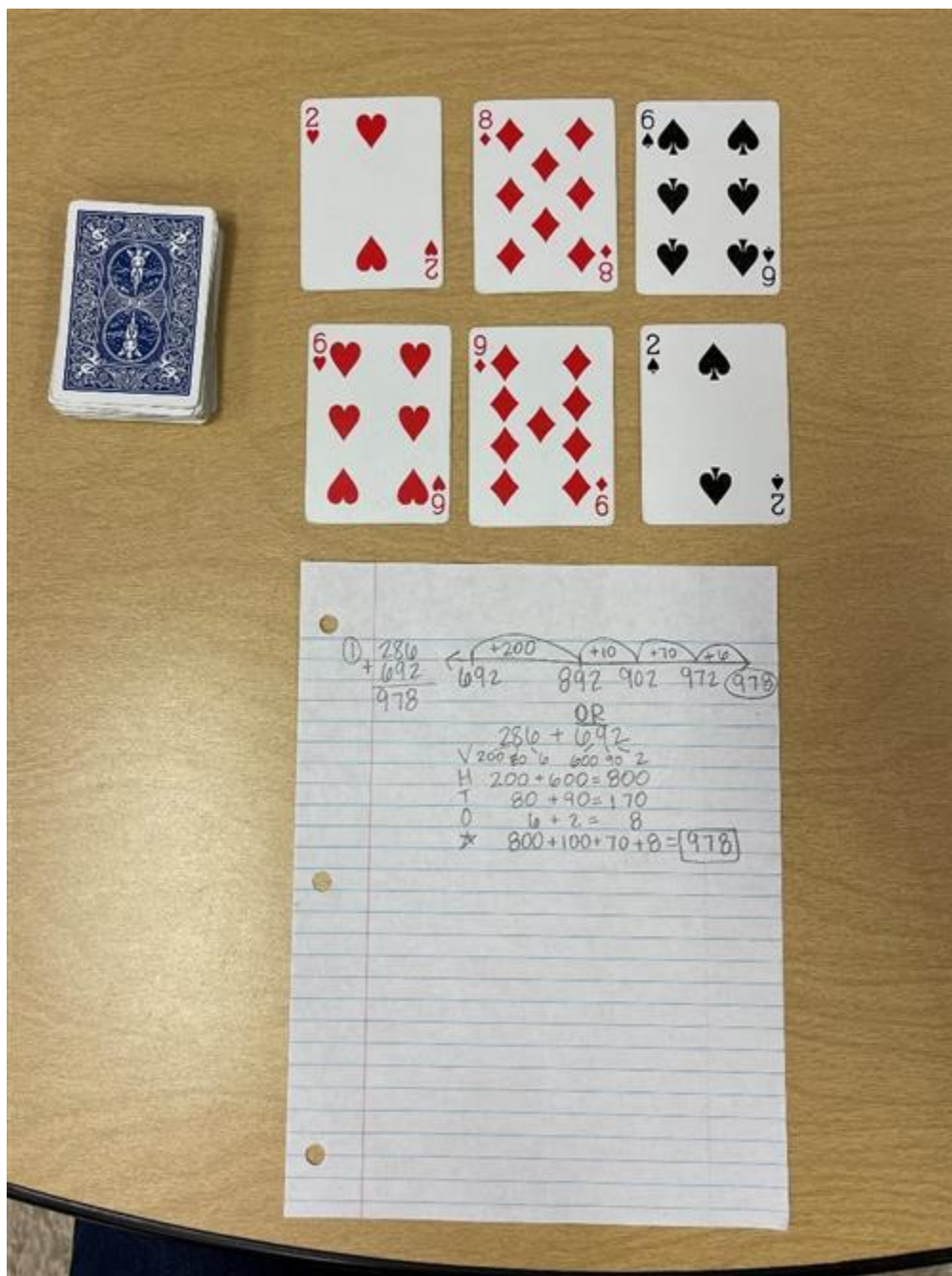
Paper

How to Play:

Turn over two cards. Place them in any position to make the 2-digit number and lay them out. Turn over two more cards and create another 2-digit number. Lay them out underneath the first two cards. Use paper and pencil to solve the addition problem. Use numbers, labeled sketches, or words to solve the problem.

How to Play:

Turn over three cards. Place them in any position to make the 3-digit number and lay them out. Turn over three more cards and create another 3-digit number. Lay them out underneath the first three cards. Use paper and pencil to solve the addition problem. Use numbers, labeled sketches, or words to solve the problem.



Activity 3: Two Digit Addition with Dice

Materials:

1 Dice

Pencil

Paper

How to Play:

Roll a dice two times. Use the numbers rolled to make a 2-digit number and write it down on your paper. Roll a dice two more times and create another 2-digit number. Write down the number. Use paper and pencil to solve the 2-digit addition problem. Use numbers, labeled sketches, or words to solve the problem. Roll again and create a new problem.

Activity 4: Three Digit Addition with Dice

Materials:

1 Dice

Pencil

Paper

How to Play:

Roll a dice three times. Use the numbers rolled to make a 3-digit number and write it down on your paper. Roll a dice two more times and create another 3-digit number. Write down the number. Use paper and pencil to solve the 3-digit addition problem. Use numbers, labeled sketches, or words to solve the problem. Roll again and create a new problem.

Work with equal groups to gain foundations for multiplication through real-life problems.

Activity 1:

Find any small items from around the house. Examples: cereal, marshmallows, marbles, legos, etc. Have your child split up the small items into equal groups. Then, write down the repeated addition equation and multiplication equation to match the objects.

Activity 2:

Materials: muffin pan, small objects or food (marshmallows, cereal), dice or deck of cards

Have your child roll the dice or flip over a number card to see how many of muffin tins they will be filling. Then they will roll again to see how many items they are putting in each tin. They will create a repeated addition and multiplication equation to match. Students can skip count by the number of items in each cup to help them find their answer.



Activity 3:

Materials: cereal or marshmallows, dice

Use cereal or marshmallows to build arrays. Discuss with your child rows and columns. Rows go horizontal; for example, a row you sit on in a stadium or at a movie theater. A column is vertical; for example outside at the front of the White House. Have your child roll a dice to determine how many

rows they are creating and then again to determine how many columns. Have them build the array with the small item and then create the repeated addition equation and multiplication equation.

Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns.

Activity 1: SPLAT PATTERNS

Materials: Play-Doh

Get your child to try and make balls of dough and then put them out in a line. The idea is that you splat one ball (press it down), miss the next, then splat the next, miss one...and so on. You will make a fantastic visual pattern, that is brilliant for kinaesthetic learners because it's so hands on.

You could extend this in lots of different ways, including:

- Make more complex patterns, such as splat two, miss one, splat two, miss one...
- Use something like dough shape stampers to splat the dough. It could go triangle, square, triangle, square...

Activity 2: Building with blocks

Materials: building blocks of at least two different types (shapes or colors)

Many children love building with blocks, and this is a good way of tapping into their enthusiasm. You could have building blocks of different colors or you could have two different types of blocks, for example some cubes and some cylinders.

Try to stack them into towers in a pattern.

Activity 3: Tapping Into Interests - e.g. Vehicles

Materials: 2 different types of vehicles

Whenever you can do [activities that link strongly to whatever the children are interested in](#), you always have a much higher chance of them being engaged and everything going well. Curiosity is the spark behind all education. Find out what a children's interests are, and then design a pattern activity based around them.

A great example is vehicles. So many children are fascinated with cars, trucks, trains, and all the rest of it. You could do vehicle patterns in different ways, including:

- Have 2 different colors of vehicle and make a pattern
- Have 2 types of vehicles
- Make a car-park and have something that signifies what type of vehicle can park in each space. This could be on cardboard or a big piece of paper. The car park spaces could go red, blue, red, blue, for example. Park up cars so they go red, blue, red...etc

Activity 4: Pattern Games

Materials: groups of small objects to create a pattern

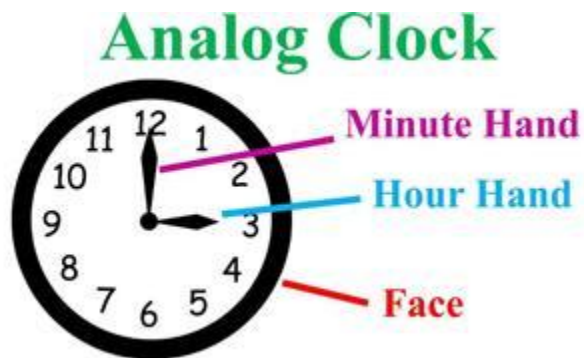
Gather three or four people (including your child) around a table and place a pile of objects in the center. The first person starts the pattern by taking one object from the middle, then each of the other players takes a turn choosing an object. When everyone has had one turn, ask your child to describe the pattern (ex: "dog, cat, frog, bird"). The first player then starts the pattern over again until no objects are left.

Create more challenging patterns by sequencing small groups of manipulatives (ex: two green jellybeans, then four purple jellybeans, then two green jellybeans, etc.) Guide your child in determining the correct order of the patterns.

Solve real-life problems involving time and money.

Activity 1: Telling Time

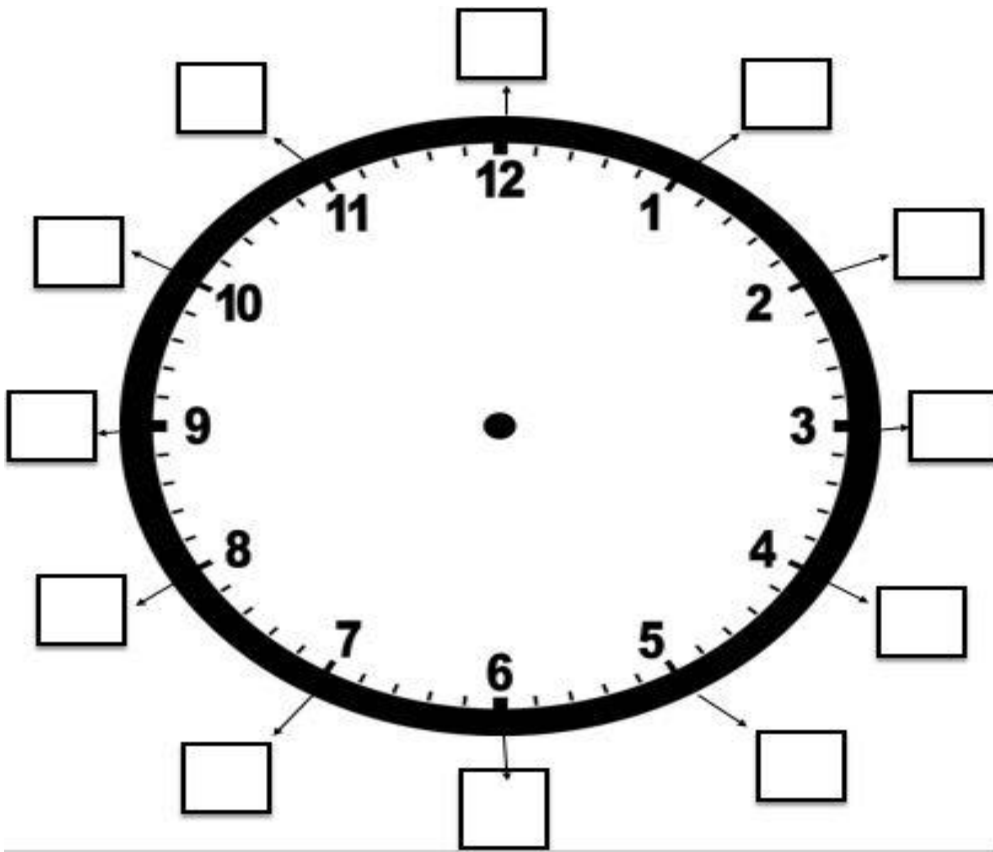
Have your student identify the time every time they pass an analog clock (not digital).



Activity 2: Label the Clock

The clock is divided up into five-minute sections. When the minute hand (longer hand) moves from 12 to 1 it would have covered 5 minutes. Write down the number of minutes that the minute hand covers as it moves from 12 round and back to 12. Draw and label the clock on a sheet of paper or a dry erase board and label the clock.

[Example clock for labeling](#)



Activity 3: Telling time

Materials:

White paper plate

1 big spoon (represent minute hand)

1 small spoon (represent the hour hand)

marker

Directions:

Use a marker to label the plate 1-12 around in a circle (like an analog clock)

Practice telling time. Tell your child a time to create on the paper clock with the spoons. Start with time to the half and quarter hours. Work up to time to the nearest 5 minutes.



Activity 4: Shopping

Materials:

food from your pantry or plastic pretend food

label stickers or tape that you can write on

nickels, pennies, or dimes

paper on which you can write a shopping "price sheet"

shopping basket or bag

How to Play: Select several items to purchase and place them in their shopping basket or bag. Have student write down the prices on a piece of scratch paper and add them up to find out how much their items cost altogether.

Activity 5: Counting Coins

Materials:

Bowl, spoon, and coins (penny, nickel, dime)

Directions:

Scoop coins out of the bowl with a spoon. Then count the amount and tell how much money they have. Do this several times.

Activity 6: Money Word Problems

Directions: Solve the following word problems or make some up on your own involving money using dimes, nickels, pennies, and quarters.

Examples:

Eric found 3 dimes, a nickel, and 4 pennies on the ground. How much money did he find?

Eric has 2 quarters and 3 nickels. He gave away 30¢. How much does Eric have left?

Eric had 28¢ in his pocket. He found 25¢ in coins on the ground. Now he has 53¢. What coins could he have found on the ground?

Eric's mom gave him 47¢. Show two combinations of coins to make 47¢.

Use the place value structure to represent, read, write, and compare numbers to 1,000.