

Do-Anytime Activities for Grade 2



These activities are easy and fun to do with your child at home, and they will reinforce the skills and concepts your child is learning in school.

Unit 1	<ul style="list-style-type: none">● Practice doubles facts, such as $4 + 4 = ?$ and $6 + 6 = ?$. Then, give a number from 0 through 9. Ask your child to tell you the number to add to make a sum of 10. For example, say “The number is 4. What number can we add to 4 to get a sum of 10?” (6) Continue giving different numbers.● Practice adding 10 and subtracting 10 from a 2-digit number by asking, “What is $20 + 10$? $20 - 10$? $35 - 10$? $35 + 10$? $47 + 10$? $47 - 10$?”
Unit 2	<ul style="list-style-type: none">● Show your child a group of up to 20 small objects, such as pennies or dried beans. Ask your child how many objects are in the group and if that is an even or odd number. Invite your child to use different strategies to find out and check their answers. Repeat for different numbers of objects.● Count by 1s past 120. Then skip count by 5s and 10s together. Try to get to 200!
Unit 3	<ul style="list-style-type: none">● Practice turn-around facts with your child, such as $6 + 4 = ?$ and $4 + 6 = ?$. Also practice doubles facts, such as $4 + 4 = ?$ and $3 + 3 = ?$. Then find combinations of numbers that add up to 10: $1 + 9$, $2 + 8$, $3 + 7$, and so on.● Gather a handful of pennies (up to 20) and dimes (up to 10). Together, find the total value of the coins, counting by 1s and 10s. Ask your child to show you different amounts, such as 73 cents. Tell number stories using the coins. For example, “I had 5 pennies. My mother gave me 2 dimes. How much money do I have all together?” (25 cents).
Unit 4	<ul style="list-style-type: none">● Ask the time throughout the day on the hour and the half-hour. Encourage alternate ways of naming time, such as <i>half past two</i> for 2:30.● Pick three objects that measure less than one foot. Decide together what tools you should use to measure in inches and in centimeters. Measure each object first in inches and then in centimeters.
Unit 5	<ul style="list-style-type: none">● Give your child a one-step addition word problems. For example, “You have 12 crayons. You find 5 more in your desk. How many crayons do you have in all?” Invite your child to make up addition word problems for you to solve.● Practice addition and subtraction involving multiples of 10 by asking your child “What is $20 + 10$? $40 + 50$? $60 - 20$?”

<p>Unit 6</p>	<ul style="list-style-type: none"> ● Give your child a one-step subtraction word problem. For example, “There are 32 people at the baseball game. Six of the people leave the game early. How many people stayed at the game?” (26 people) Invite your child to use drawings or equations to represent the problem and then to make up subtraction word problems for you to solve. ● Have your child solve addition and subtraction word problems that involve lengths given in the same units. For example, “There were two snakes at the zoo. One snake was 11 inches long. The other snake was 13 inches long. What was their combined length?” (24 inches) If possible, ask your child show and solve the problem using drawings.
<p>Unit 7</p>	<ul style="list-style-type: none"> ● Challenge each other to add three 2-digit numbers (up to 20). Can you add four numbers? What about five numbers? Talk about the strategies you used and check each other’s answers. ● Say two 3-digit numbers. Ask your child to compare the numbers, paying attention to the number of hundreds, tens, and ones in each number. Which is larger? Which is smaller? Invite your child to tell you about the value of the digits in each number. For example, in 342, the value of 3 is 300. Record the comparison using a relation symbol (<, >, or =). Compare other pairs of numbers.
<p>Unit 8</p>	<ul style="list-style-type: none"> ● Pick a 3-digit starting number. Have your child start counting by 1s at that number and continue counting until you hold up your hand or say “Stop.” Practice skip counting by 5s, 10s, and 100s. ● Use household items (toothpicks and marshmallows, straw and twist-ties) to construct 2-dimensional and 3-dimensional shapes and then name the shapes. Challenge your child to construct and name a shape which has the attributes that you specify. For example, “Make a shape that has three sides and three angles.” or “Make a shape that has four parallel sides.” Encourage your child to partition the 2-dimensional shapes into two equal shares, with an extra toothpick or straw, for example.
<p>Unit 9</p>	<ul style="list-style-type: none"> ● Say any number up to 1,000. Ask your child to write the numeral, the number name, and the expanded form for that number. For example, for the number 245, you child would write 245, “two hundred forty-five,” and $200 + 40 + 5$. Give your child other numbers to write in these three ways. If possible, show your child how you write both numerals and number names on personal checks. ● Together, cut or break circular or rectangular food items, such as tortillas, pizzas, sandwiches, crackers, or fruit slices, into two, three, or four equal shares. Ask your child to describe the shares, using words like <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, and so on. Talk about the how the size of the shares change as you make more shares.