



SUPPLEMENTAL LEARNING ACTIVITIES

2ND GRADE

Week 1

Learning Activities for Reading

Grade 2

Students will be able to recognize and read grade-appropriate irregularly spelled words, read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding and read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Week 1 Activities

1. **Vocabulary Words:** **Materials:** Paper, pencil

book, down, seat, caught, cook, ask,
good, maybe, these, stood

“ABC Order”: On a piece of paper, write your vocabulary words in alphabetical order. After writing them, read these words out loud with an adult.

2. **Vocabulary Words:** **Materials:** Paper, pencil, crayons or colored pencils

book, down, seat, caught, cook, ask,
good, maybe, these, stood

“Write Rainbow Words”: On a piece of paper, write your vocabulary words in different colors. Each letter should be a different color. After writing all the words, read these words out loud with an adult.

3. **Vocabulary Words:** **Materials:** Paper, pencil, scissors

book, down, seat, caught, cook, ask,
good, maybe, these, stood

Flashcard practice: Take scissors and cut out notecard size pieces of paper. On each piece of paper, write a vocabulary word. Mix up the words and put them in a pile face down. Ask an adult to show you the word and read each word out loud. Practice this routine.

Have an adult give you a spelling test over the vocabulary words at the end of your flashcard practice.

4. **Comprehension Practice:** **Materials:** Comprehension passage is on the next page.

Reading comprehension is the ability to understand what is being read. Read the following story out loud several times this week. Each time you read, answer several of the comprehension questions to see how much you remember!

Questions:

Before Reading: What is your favorite animal to see at the zoo? Do you like to see the snakes at the zoo? What do you think it is like to live in a zoo?

After Reading: Why did everyone want to see Steve at the zoo? What did Steve want to do? What did Steve actually do? Why was everyone screaming and running?

5. **Fluency Practice:** **Materials:** Fluency passage is on the next page.

Fluency is when we read smoothly and with expression. Read this passage 3-5 times this week and time yourself each time you read it. As you become more familiar with the text your time needed to read it should be shorter! Don't go so fast that you can't be understood!

Directions: (read this out loud and time how long it takes you or see how many words you can read in a minute. You should be able to read more words each time you try.)

1st time: _____ 2nd time: _____ 3rd time: _____ 4th time: _____ 5th time: _____

What Families Can Do

- Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

Activity 4 -

Comprehension Passage:

Steve's life at the zoo was the same every day. He was the biggest snake at the zoo, so there were always people looking into his cage. Since he always had people looking at him, he was always trying to do neat things. Sometimes, Steve just wanted to sleep and do boring things. One day, Steve's zookeeper opened his cage to feed him. Steve thought it would be a good idea to take a walk around the zoo, so he slowly slithered out. The zookeeper didn't notice. Steve started to slither towards the elephants. He had always wanted to visit that house. On his way to the elephant house, Steve saw people screaming and running. He could not figure out why they were doing this!

Activity 5 -

Fluency Passage:

Mike has a card that he uses to get books at the library. What kind of book will he look for? Mike runs up the steps. He sees books, books, and more books! Can Mike find a good book? Mike will ask the man at the desk for help. "I'm looking for a book," Mike said. "We have lots of books! What kind are you looking for?" the man said. The man helps Mike find a book about cooking. Mike checks the book out at the desk using his card. Mike will take his book home. He will cook with his mom. Mike is on his way to being a good cook!

Learning Activities for Title 1 Reading

Grades 2

Oregon 2nd grade standards require that students will tell the difference between “short and long vowels” in words when reading. This will help students with decoding which will help them to become stronger, more fluent readers.

Week 1 Activities

1. Review words with “silent e (long vowel sounds).”

Materials: paper and pencil, printed material (book, magazine, food box/can, anything with words on it!)

Have your child look for five words that have a “silent e” at the end (for example: “home, tune, lake, kite, these”). Have them write the words down on a piece of paper and read them out loud. Write a sentence for each word.

2. Review words with “short vowel sounds”.

Materials: paper and pencil, printed material (book, magazine, food box or can, anything with words on it!)

Have your child look for five words that have a short vowel sound (for example: “cat, pet, kit, pot, dug”). Have your child write them down on a piece of paper and read them out loud. Write a sentence for each word.

3. Review words that have “vowel teams” in them.

Materials: paper and pencil, printed material (book, magazine, food box or can, anything with words on it!)

Have your child look for five words that have a “vowel team” in them (for example: “rain, dream, boat”). Have your child write them down on a piece of paper and read them out loud. Write a sentence for each word.

4. Review words with “long and short vowel sounds”.

Materials: paper, pencil, scissors

Gather the words you found from the past 3 days. Write each word on a small piece of paper or notecard. Mix them up and sort them into two groups: words with “short vowel sounds” and words with “long vowel sounds”.

What Families Can Do

- Read for 20 minutes every day with your child.
- As your child works on sounding out words while they read, give them time before telling them the word. After they have sounded out a word, have them go back to re-read the sentence.
- Challenge your child to write a silly story using all of the words they found this week.

Learning Activities for Writing

Grade 2

Oregon writing standards identify that students should be able to **write narratives in which they recount a well-elaborated event or short sequence of events.**

Week 1 Activities

1. Choose a prompt

Materials: paper, pencil

Choose one of the following prompts. Brainstorm your thoughts on the topic. Make a list, draw a word web, or write ideas as they come to you.

Prompt #1	Prompt #2
A Great Day at School Think about a great day you've had at school in 2nd grade. What happened that day that made it so great?	My Time at Home Think about what you've done since you've been at home during this break. What have you done to stay busy during this time?

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts (think about how it would look on a graphic organizer). Include a topic sentence to introduce your writing, 4 details using transition words (first, next, then, last), and a closing sentence to end your paragraph.

3. Write rough draft

Materials: paper, pencil

Use your organizing sheet to write your rough draft. Your paragraph should have a total of 6 sentences. Add a title for your writing.

4. Revise and edit rough draft

Materials: paper, pencil, dictionary (if available)

Did you...

- ☐ Write a title?
- ☐ Introduce your writing with a topic sentence?
- ☐ Include 4 details?

- ☐ Use transition words for your details (first, next, then, last)?
- ☐ End your paragraph with a closing sentence?
- ☐ Use complete sentences?
- ☐ Put finger spaces between words?
- ☐ Use correct spelling, punctuation, and capitalization?

5. Write final draft

Materials: paper, pencil, dictionary (if available)

Write your final draft with your best writing.

What Families Can Do

EXTENDED LEARNING OPTIONS

- If you have access to Google Docs or a Word Document, practice your typing skills and publish your writing. Email it to your teacher!

OTHER WRITING ACTIVITIES

- Write a letter to a family member or friend and mail it to them.
- Send an email to your teacher or principal. They would love to hear from you!
- Work on your handwriting. Find words around your house or in books and practice writing them with your best handwriting.

Learning Activities for Math

Grade 2

In 2nd grade students collect data, represent that data using different types of graphs, and answer comparison questions about the data they collected. These activities will help your child practice different types of graphing, and show them how we use math in our daily lives.

Week 1 Activities

1. Family Favorites Survey

Materials: Paper and Pencil, see “Types of Graphs” on back

Think of 5 of your favorite foods. Ask the members in your family “What is your favorite food of these 5 choices?” Record your results on a tally chart. You may need to call more family members to get more data for your survey. Can you turn your tally chart into a bar graph? What other survey questions could you ask your family (try to come up with questions that can have 4 choices.) Ideas: Favorite season, favorite place to visit, favorite restaurant, favorite sports team, family activities, movies, or shows.

2. Shoe Measurement & Pictograph

Materials: Measuring tool (ruler, tape measure, measuring tape,) pencil and paper

Measure the lengths of the different shoes in your house, you can use inches or centimeters. Make a data chart to record the lengths of the shoes. You can use your data chart to make a line plot. You could also make a graph using the shoes! Line up the shoes that are the same size to look like a pictograph. If you don't have a measuring tool at home, your student could make one out of paper or string.

3. What Color Are Your Clothes? Bar Graph Activity

Materials: Paper, Pencil, Coloring Materials

Look through the closets or dressers in your house and record the different colors of shirts you see. Make a tally chart to record your data. After you collect all of the data about the shirts in your closet, make a pictograph. Color the pictograph to match the shirt colors. You could also do this with pants or socks!

4. Cars Driving By Data Collection

Materials: Paper, Pencil, Coloring Materials

Sit by the window in your house and record the different color cars you see drive by. Once you have collected enough data (this may take a while), make a bar graph to show what color cars you saw. Color the bar graph to match the colors of the cars. This could also be done if you take a drive; if there is a big parking lot near your home, you could also record the colors of the cars in the parking lot.

5. Hands-on Sorting & Graphing

Materials: Paper, Pencil, Coloring Materials, Collection to Sort

Find a collection of something in your home (examples: matchbox cars, crayons, animal figurines, fruit loops, books, etc.) First make a chart with all of the colors that you see in your collection. Then, sort the items by lining up the items to match the colors on the chart. Count how many of each item you have. Now you have made a 3-D bar graph! Take a photo of the graph you made and send it to your teacher if you want to.

What Families Can Do

- Encourage your student to make observations about the data that they collect. Ask them “what are three things you notice about your data?” You can also make up math problems from the data. “How many more _____ than _____?” “If you combined the number of _____ and _____ how many would that make?”

Types of Graphs

Data Table

Table: Favorite Type of Movie				
Comedy	Action	Romance	Drama	SciFi
4	5	6	1	4

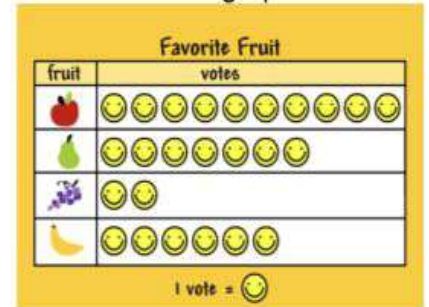
3-D Graph



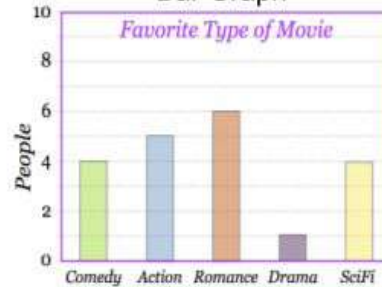
Tally Chart

Food	Votes
Pizza	
Burger	
Pasta	
Hot Dog	

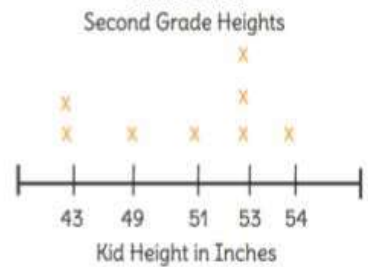
Pictograph



Bar Graph



Line Plot



Learning Activities for Science

Grade 2

Second grade students should be able to identify and understand the three states on matter and their properties. These activities will help your student to **observe** and **describe** matter.

Week 1 Activities

1. Scientists use their 5 senses to describe

Materials: Collect a variety of household objects (it should include something that can be eaten), paper and pencil

Choose one item and use **adjectives** to **describe** it. What does it **look** like (*red, round*)? What does it **smell** like (*salty, sour*)? What does it **feel** like (*smooth, rough*)? What does it **taste** like (*sweet, bitter*)?

2. What is Matter?

Materials: paper and pencil

SOLID, LIQUID and GAS SCAVENGER HUNT: Students divide their paper into 3 parts. Look around the house to **identify** and **record** things that are solid, liquid or gas.

3. Properties of Matter

Materials: 1 item each: Solid, Liquid, Gas

Ask your child to **observe** and **describe** each item: What is **special** about each state of matter.

Example: Milk is a liquid. It takes the shape of its container and it pours.

4. Preparing to Cook; Measuring

Materials: Measuring cups and measuring spoons, water or rice (anything that can be scooped) a large container

Student will **explore** using measuring tools:

- Allow students to experiment by scooping and pouring rice into measuring cups and tablespoons.
- Name different sizes: 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup, tablespoon, teaspoon.

Ask them to **predict** first, then try each one.

- How many $\frac{1}{2}$ cups will fill 1 whole cup? How many $\frac{1}{4}$ cups fill 1 whole cup?
- How many $\frac{1}{3}$ cups will fill 1 whole cup? How many $\frac{1}{4}$ cups will fill $\frac{1}{2}$ cup?
- How many tablespoons to fill a cup? Make up your own problems.

Challenge: *What different ways can you fill 1 whole cup using 2 or more different size cups?*

5. Making Macaroni and Cheese

Materials: 1 box Kraft Macaroni and Cheese, water margarine or butter, milk (any packaged food will work)

Prepare

- Measure **6 cups of water** in a pot.
- Boil water and then add macaroni and set the timer for 7 minutes and 30 seconds.
- While the macaroni is cooking, measure **4 Tablespoons of butter**, and **$\frac{1}{4}$ cup milk**
- Drain macaroni, mix and enjoy!

Questions:

- How does the macaroni change when heated? What happens to the water in the pot?
- What states of matter does the water take? (solid, liquid, gas)

Challenge:

- How much water, butter and milk would you need to have to make 2 boxes, 3 boxes, $\frac{1}{2}$ box?
- Allow the student to use measuring cups and spoons to experiment to find the answer.

What Families Can Do

- **Root Beer Float:** A root beer float is made of root beer and vanilla ice cream, It has all 3 states of matter (**solid:** ice cream, **liquid:** root beer and the bubbles are the **gas**).
- **Adjective Scavenger Hunt:** Choose a book and look for describing words.

Learning Activities for Social Studies

Grade 2

Oregon Social Studies standards identify **Geography** as a priority skill in 2nd grade. These activities will help your child understand how to use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.

Goal: Practice mapping your community

Week 1 Activities

1. My Neighborhood Map

Materials: paper, pencil, coloring tools

Draw and label a map of your neighborhood. Include color and a key identifying features.

- Challenge: Add a Compass Rose with the 4 cardinal directions- North, South, East, West.

2. Talk About It

Materials: student map

Talk with your family about a place on your map that you would like to go. Use your map to explain how you would get there using words like first, then, next and last.

- Challenge: Add words like North, South, East and West in your directions.

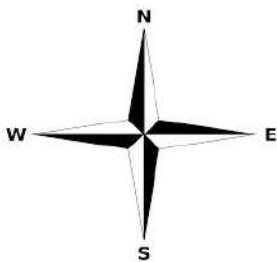
3. Write About It

Materials: paper, pencil

Write about your favorite place in your community. Make sure you have a beginning, at least 3 supporting details and a closing/conclusion.

What Families Can Do

- Play a game where a family member gives directions how to get from one part of your home to another using map vocabulary. For example - First take 5 big steps North. Then, turn right. Finally, take 3 small steps. You should be in the bathroom!



A compass rose

Learning Activities for Art

Grade 2

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 1 Activities

1. Dance the Alphabet!

Materials: None!

Students, as you sing the alphabet song, use your body to form each of the letters with your body!

Arts Standard Addressed:

DA.1.CR1.2, 1. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.

2. Still Life With Found Objects

Materials: Various objects from home or yard

Collect items from your house or from outside to make a new invention or piece of art. As you work, make a 'picture frame' with your fingers to look at your creation, or 'take a photo' with an imaginary camera- CLICK!

Arts Standard Addressed: VA:Cr1.1.2 a. Brainstorm collaboratively multiple approaches to an art or design problem.

3. Life Cycle Performance

Materials: None

How does a tadpole grow? Think about and discuss all of the different parts of a life cycle. Act out a process, like the life cycle of a plant or a frog. How could you use your body to represent each step in the cycle?

Arts Standard Addressed:

TH.3.CR3.2 2. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work

What Families Can Do

- Help students collect safe objects to use to make a collage that represents something your child enjoys doing or that represents the student themselves.
- Ask your student questions about the different parts of a cycle. Let them teach you! Explaining requires deep thinking, (sequencing, vocabulary, and grammar practice).



- Make it fun!

Learning Activities for Health

Grade 2

What & Why: Let's Stay Safe!

- Practice safe habits and skills for avoiding certain common hazards regarding street safety.
- Make a plan with parents about what to do in case of a fire.
- Be aware and prepared for who to call in case of an emergency.

Week 1 Activities

1. Role Play Crossing The Street

Materials: None!

Role play crossing the street. Use a doorway between two rooms as your street corner. Pretend to walk to the corner; look left, right, left. Make sure no "cars" are coming. Then, cross.

Now, pretend to walk down the street. Have a family member pretend to be a stranger coming down the street. He or she is trying to give you a ride home. Act as if you are in danger. Pretend to run away to get someone's attention.

2. Role Play Riding In Car

Materials: Four chairs

Put two chairs next to each other and two chairs behind them: pretend you are in a car. Practice sitting in your own seat in the back, with your seatbelt on, and not hanging out the window and distracting the driver (the driver could be played by an adult in your home). Don't forget your seatbelt! If there are other children in your home, ask them to climb on board but insist they follow the safety rules, too.

3. Make A Fire Safety Plan

Materials: Paper, pencils, crayons

Draw a floor plan of your home. With an adult come up with a fire safety plan: draw how you would get out of your home in case of a fire. Also, come up with a plan of where you would meet after you got out of your house or apartment. Don't forget to draw your smoke detectors! There should be at least one on each floor and one near the bedroom areas. Batteries in smoke detectors should be changed in October and April.

4. Who Are You Going To Call?

Materials: Paper, pencil

Emergency situations can happen to anyone and knowing who to call can save someone's life. With an adult, make a list of important numbers that you call in an emergency. Hang it in a safe place where your family can easily access the numbers. Emphasize that in an immediate emergency you should call 911. Include: police, fire, poison control, hospital, mom, dad, relatives

What Families Can Do

- Discuss with your child about what to do in case of a fire: stop, drop & roll, get low & get out...
- Make sure your child knows important fire safety tips: don't play with matches or lighters, don't leave candles burning, keep flammable objects away from the stove, don't over plug too many devices into a single outlet

Learning Activities for Music

Grade 2

Oregon Music Standards identify improvising rhythmic and melodic musical ideas for a specific purpose as a priority skill in 2nd grade. Being able to explain personal reasons for their choices of instruments and performing for an audience are activities that will help your child understand what musicians do.

Week 1 Activities

1. Making Music!

Materials: Metal pots, pans, lids, wooden spoons

Find these objects around your house. Be sure to ask parent's permission first! Play along with your favorite song or music, or make up your own song.

2. Making Shakers

Materials: Empty containers with lids, beans or popcorn kernels, rice

Make your own shaker instruments out of household objects (non pitched)

3. Discovering Pitches

Materials: Glasses or mugs (similar in size) that are filled to various levels of water, metal spoon

Fill various glasses with water, from a small amount, to almost full. Use a metal spoon to *gently* tap the sides of each glass, creating your own melodies. (pitched)

4. Drumming

Materials: Bucket, cardboard box, empty plastic container

Using your hands, create drumming rhythms using various materials.

5. Be a Rockstar!

Materials: Using all of the instruments that you have created throughout the week

Put on a concert for your family!

What Families Can Do

- Have your student explain the different sounds (ie: high, low, loud, soft) they have created.
- Have your student describe why they chose the "instruments" they picked/created.
- Play along with your student to form a "band".
- Have the student choose to play along with and/or create music that is slow and fast and loud and soft.
- Play the rhythms provided for your student.

1. ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ ||

2. ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ ||

3. ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ ||

4. ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ ||

5. ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ | ♩ ♩ ♩ ♩ ||

Learning Activities for PE

Grade 2

Oregon Physical Education Standards recognizes the importance of individuals applying the knowledge of concepts, principles, strategies, and tactics related to movement and performance. These activities will help you challenge your body and keep you moving.

Week 1 Activities

1. Complete 3 Rounds

Materials: None

High knees in place 30 seconds

7 burpees (start in a standing position, drop to the ground into a push-up position, jump back up)

14 squats

2. Complete 5 Rounds

Materials: None

5 push-ups

5 burpees

3. Complete 6 Rounds

Materials: None

10 push-ups

10 squats

10 sit-ups

4. Complete 1 Round

Materials: None

5 Jumping Jacks

50 squats

25 push-ups

10 burpees

5. Complete 1 Round

Materials: None

30 seconds High knees

30 squats,

20 sit-ups

10 push-ups

5 burpees

What Families Can Do

- Start and end your day with a Mindful Minute.

A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.

- Start of the day Mindful Minute
- End of the day Mindful Minute

Learning Activities for Speaking & Listening

Grade 2

In 2nd grade, students are expected to **participate in conversations to describe key ideas, gather information and/or deepen understanding of a topic**. These activities will provide opportunities for your child to speak in complete sentences and use academic language.

Week 1 Activities

1. Play a Game!

Materials: board/card game such as Candyland, Sorry, Chutes and Ladders, Uno, Go Fish, etc.

Play a board or card game as a family. Before you begin, read the directions and have your child repeat the directions back in their own words. They can put the directions in order: "First, you draw a card. Next, you move three spaces on the board..." Ask them questions like: "If I draw a red card, then what do I do?" "What happens when I roll a 6?" "How do you win?" Encourage them to respond in complete sentences. Continue to have a conversation as you play, asking them why they moved to a certain place or put down a certain card. Have fun!

2. Make some lunch!

Materials: bread, peanut butter, jelly, butter knife or spoon, paper, pencil, crayons (optional)

Teach your child to make a peanut butter and jelly sandwich, going through the steps in order. Use sequencing words (first, then, next, finally) to go through the entire process beginning with collecting your ingredients (bread, peanut butter, jelly, a knife or spoon) and describing the process step-by-step until they eat their sandwich and clean up. For a challenge, students can draw and label the steps in the process and explain the process to someone else.

3. Go on a walk!

Materials: none

As you walk around your neighborhood, encourage your child to describe what they see using adjectives, verbs and adverbs. Ex: I see a black bird flying quickly in the sky. I notice a bright red flower blooming in the yard. Try to come up with at least 5 descriptions. On the walk back home, you can play the guessing game "I Spy." One person says a clue: "I spy something blue." The other person makes a guess, "Is it that flower? Is it the sky?" Practice taking turns and using complete sentences for clues and answers.

4. Dinner Conversation Starters

Materials: Questions below, bowl (optional)

As you sit together for a meal or a snack, take turns asking and answering questions in complete sentences. Questions can be as simple as "What's your favorite color and why?" or more in-depth such as "What would you do if you were invisible for a day?" Some more question ideas are, "What is one thing you love doing every single day?", "If you could meet anyone who would it be?", "If you could buy any gift for your friend what would it be?" "If you could have any superhero power what would it be?" and "What are you thinking right now?"

What Families Can Do

- Engage your children in conversation! These activities are simple, basic ways to talk with your kids while doing other things, but conversations can be had at any time throughout the day. Are they spending time on YouTube? Ask them about the show they're watching. Do they play video games? Ask them about the rules of the game, the characters, the strategies they use.
- Don't accept one word answers. Children should ask and answer everything using complete sentences.

Learning Activities for Wellness & Self Care

Grade 2

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being**.*

Week 1 Activities

1. Breathing Tool

Materials: Paper, crayons or markers

When you are upset a deep cleansing breath can help you pause and calm yourself down. Here is how it works. Take a slow, deep breath. With one hand on your stomach and the other hand over your heart, breathe in slowly through your nose, and focus on the air coming into your lungs. With the in-breath, count slowly 1...2...3... Notice how your stomach expands like a balloon. Then let out the breath through your mouth, counting 1...2...3... Do this 3 times.

Draw a picture of yourself using the Breathing Tool. Show your breath coming in and out.

2. Gratitude

Materials: pencil, crayons, paper

Everyone has something in their home that they couldn't live without. What is an item in your home that you are thankful to have? Draw a picture of the item and label it with this sentence: I am thankful for _____ because _____.

3. Act of Kindness

Materials: paper, pencil

On a small piece of paper, write a note to someone in your family that tells them what you like best about them. Hide it somewhere for them to find and be surprised!

4. Brain Break

Materials: timer/clock optional

Rainbow scavenger hunt! Walk around your house and find something red, something yellow, something green, something blue, and something purple. Time yourself if you want to, see how quickly you can find the items. Bonus for finding something pink, brown, black, and white!

5. Mindfulness/Meditation

Materials: none

Imagine a flower in front of you. Close your eyes if you want to. It's the most beautiful flower you have ever seen! Can you see the colors of the flower in your mind? Imagine how it smells. Take a long sniff in through your nose and let all the air out through your mouth. Doesn't your flower smell great? Take another long sniff in through your nose and let all the air out through your mouth. Take one more long sniff in through your nose and let all the air out through your mouth.

What Families Can Do

- Grownups can model taking deep breaths whenever they are frustrated or stressed. Tell your child when you are using your breathing tool. "I am using my breathing tool right now because I am feeling ____"
- Encourage your child to use their breathing tool anytime they are feeling stressed, overwhelmed, or frustrated, or even if they just need a break.

Week 2

Learning Activities for Reading

Grade 2

Students will be able to recognize and read grade-appropriate irregularly spelled words, read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding and read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Week 2 Activities

1. **Vocabulary Words:** **Materials:** Paper, Pencil, crayons or colored pencils
asked, maybe, book, down, lake, seat,
cookbook, brown, mouse, cloud

Word with picture: For each vocabulary word, create a picture of the word and write the word below the picture. Use colored pencils or crayons to add more details to your picture. After completing your pictures and writing of the vocabulary words, read your words and share your pictures with an adult.

2. **Vocabulary Words:** **Materials:** Paper and Pencil
asked, maybe, book, down, lake, seat,
cookbook, brown, mouse, cloud

Tally Mark Activity: Move around your home and make tally marks on a piece of paper of how many vocabulary words you can find. You can look in books, magazines, cookbooks, board games, etc.

3. **Vocabulary Words:** **Materials:** Paper and Pencil
asked, maybe, book, down, lake, seat,
cookbook, brown, mouse, cloud

Sentences: Write a complete sentence using the vocabulary word. Underline the vocabulary word with a pencil. Practice reading your sentences with an adult at home. After completing your sentences, have an adult give you a spelling test over the vocabulary words.

4. **Reading comprehension** **Materials:** Comprehension passage is on the next page.

Reading comprehension is the ability to understand what is being read. Read the following passage out loud several times this week. Each time you read, answer several of the comprehension questions to see how much you remember!

Questions:

Before reading: What do you know about kangaroos? What is unique about kangaroos? What do you want to learn about kangaroos?

After reading: Where can kangaroos be found? What is a kangaroo's baby called and what is special about it? How do kangaroos travel? Write down one interesting fact about kangaroos.

5. **Fluency Practice:** **Materials:** Fluency passage is on the next page.

Fluency is when we read smoothly and with expression. Read this passage 3-5 times this week and time yourself each time you read it. As you become more familiar with the text your time needed to read it should be shorter! Don't go so fast that you can't be understood!

1st time: _____ 2nd time: _____ 3rd time: _____ 4th time: _____ 5th time: _____

What Families Can Do

- Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

4. Reading Comprehension

'Kangaroos'

A kangaroo is a mammal that lives in Australia. Kangaroos are a type of marsupial; which is a mammal that carries their babies in their pouch. They are tall animals with a long tail and strong legs for jumping. A kangaroo's baby is called a joey. It carries its joey around in its pouch, located on the front part of its body. Another neat fact about kangaroos is that they are great jumpers. They can jump very far distances. This is how they usually travel. Kangaroos typically only live to be about ten years old. They live in dry forests and grasslands, feeding on grass, seeds, insects and flowers.

5. Fluency Passage

Sam the butcher finished his day's work at Mr. Bush's store. Sam liked his job, but he asked Mr. Bush for a job as a cook. "Maybe," said Mr. Bush. He pushed Sam to read books on cooking. Sam took home a box of cookbooks. On his way home that night, Sam sat down on the bus and looked at the books. At home he chose one book to read each day. In just a few weeks, Sam had read all of the books. Mr. Bush gave Sam a job as a rookie cook!

Learning Activities for Title 1 Reading

Grade 2

Students in 2nd grade need to be able to decode words with common suffixes. Suffixes help students to know the meanings of words which helps them to better understand what they are reading.

Week 2 Activities

1. Decode words with the “-ly” ending. Materials: pencil, paper

Write the following words: “slow, sudden, soft, quick, friend, deep”.

Now, write the same words again but with “-ly” on the end “(for example: slow, slowly)”.

Read this list to someone in your house. Tell them a sentence with each word.

2. Decode words with the “-ful” ending. Materials: pencil, paper

Write the following words on a piece of paper: “hope, wonder, pain, help, hurt, fear.”

Now, write the same words again but this time add the suffix “-ful” to the end of each word “(for example: hope, hopeful)”.

Read this list to someone in your house. Tell them a sentence with each word.

3. Decode words with the “-or” ending. Materials: pencil, paper

Write the following words on a piece of paper: “govern, visit, sail, arm, direct, instruct”

Now, write the same words again but this time add the suffix “-or” to the end of each word “(for example: govern, governor).”

Read this list to someone in your house. Tell them a sentence with each word.

4. Decode words with the “-er” ending. Materials: pencil, paper

Write the following words on a piece of paper: “teach, cheat, read, sing, fast, eat”

Now, write the same words again but this time add the suffix “-er” to the end of each word “(for example: teach, teacher)”.

Read this list to someone in your house. Tell them a sentence with each word.

What Families Can Do

- Have your child write a sentence using each of the words from the lists they created this week. Discuss how adding an ending changes the way we use the word.
- Act out the words with suffixes and have your child guess the word you are acting.
- As you read with your child, point out these word patterns when you come across them.
- For each of the suffixes listed above, see what other words you can come up with that have the same ending. Keep a running list and see how many you come up with by the end of the week.

Learning Activities for Writing

Grade 2

Oregon writing standards identify that students should be able to **write informational pieces using facts, details or examples to support the writing.**

Week 2 Activities

1. Choose a prompt

Materials: paper, pencil

Choose one of the following prompts. Brainstorm your thoughts on the topic. Make a list, draw a word web, or write ideas as they come to you.

Prompt #1	Prompt #2
My Favorite Animal/Pet Think about your favorite animal or pet. Think of some facts you know about the animal (3-4 facts) and write a paragraph to teach someone about the animal!	How to _____ Think about how to make a meal or snack you love. How do you make it? Write a paragraph describing the steps you take to make it!

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts (think about how it would look on a graphic organizer). Include a topic sentence to introduce your writing, 4 details using transition words if appropriate (first, next, then, last), and a closing sentence to end your paragraph.

3. Write your rough draft

Materials: paper, pencil

Use your organizing sheet to write your rough draft. Your paragraph should have a total of 6 sentences. Add a title for your writing.

4. Revise and edit rough draft

Materials: paper, pencil, dictionary (if available)

Did you...

- ☐ Write a title?
- ☐ Introduce your writing with a topic sentence?
- ☐ Include 4 details?

- ☐ Use transition words for your details (first, next, then, last)? (if appropriate)
- ☐ End your paragraph with a closing sentence?
- ☐ Use complete sentences?
- ☐ Put finger spaces between words?
- ☐ Use correct spelling, punctuation, and capitalization?

5. Write your final draft

Materials: paper, pencil, dictionary (if available)

Write your final draft with your best writing.

What Families Can Do

EXTENDED LEARNING OPTIONS

- If you have access to Google Docs or a Word Document, practice your typing skills and publish your writing. Email it to your teacher!

OTHER WRITING ACTIVITIES

- Write a letter to a family member or friend and mail it to them.
- Send an email to your teacher or principal. They would love to hear from you!
- Work on your handwriting. Find words around your house or in books and practice writing them with your best handwriting.

Learning Activities for Math

Grade 2

Oregon math standards identify telling and writing time from analog and digital clocks to the nearest five minutes, and appropriately using A.M and P.M as a priority skill in 2nd grade. These activities will help your child practice these skills in engaging and practical ways.

Week 2 Activities

1. How much time did it take?

Materials: paper, pencil

Ask your child to write down the time they start an activity during the day. For example: reading, screen time, chores etc. They can do this by drawing an analog clock (see page 2 for an example) and by writing the digital time. When they are done with the activity have them record their end time by drawing an analog clock and writing digital time. Then they can figure out how much time that activity took!

2. Hula Hoop Clocks

Materials: Hula hoop (optional), sidewalk chalk, paper and pencil

Have your child draw a circle on the pavement (use the hula hoop as a guide). Next have them draw the face of the clock. Draw a single line under the analog clock. Give your child a time to practice drawing on the clock. Ex: Start with 12:00, 12:30, then increase the times by 5 minutes intervals. 12:35, 1:05 etc. Then challenge them by writing the digital time on the line below! This could also be done using paper and pencil if the above supplies are not available.

3. Daily Schedule

Materials: paper, and pencils (markers if available)

Have your child create a daily schedule for your family! Have them include the time they start the activity by drawing a clock and writing what the task is. For example 8:00 AM Breakfast, 8:30 AM Reading etc. Be sure to add AM and PM; discuss what activities happen in the morning and afternoon/evening. Use color to make it fun and post in a place that your whole family can see it!! Give yourself a star next to the times that you stick to!

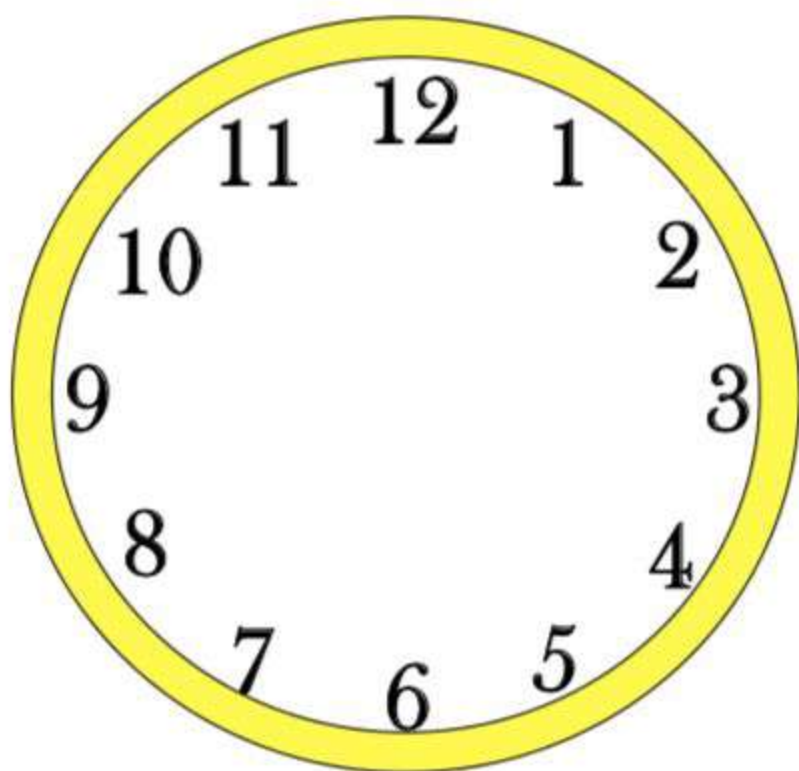
4. Telling time match up

Materials: notecards, scissors, pencil. Plastic eggs (optional)

Using note cards cut in half write times of the day to the nearest 5 minutes on half of a note card using an analog clock picture and the other half the digital time. Mix up the cards and try to match the cards together. Example: 4:45 digital and analog. You can also use plastic eggs and draw the analog clock on one end and the digital time on the other. Take apart the eggs and find the ones that go together. Also make the note cards into a memory game!

What Families Can Do

- Telling time is so important in second grade. We try to focus on it and practice all year long! Make it fun but also meaningful. Even when you have a few minutes in your day you can practice asking your children what time it is? How much time has passed? When will it be ____? Is it AM or PM? Have fun with it!



Learning Activities for Science

Grade 2

Second grade students should be able to identify and describe the three states on matter and their properties. These activities will help your student to **observe** and **describe** matter.

Week 2 Activities

1. Water is Amazing!

Materials: Plastic water bottle or ice cube tray, paper and pencil

How does water change when it is frozen? Fill up the bottle to the top and screw on the cap or fill up the ice cube tray to the top until it almost overflows. Put it in the freezer. Make a **prediction** of what will happen to the water. Let it set for six hours. **Draw** and **describe** what happened to the water using **adjectives**.

2. Comparing and Contrasting Liquids

Materials: 2 different such as liquids dish soap and water or oil, pencil, paper

Observe the two liquids with your **five senses**. Divide your paper into 3 sections. How are these liquids different? How are these 2 liquids the same?

3. What Dissolves in Water?

Materials: Water and a variety of powdered substances, pencil, paper

Dissolve means to *disappear*. Fill several cups with water. Place a tablespoon of substance 1 into the cup and stir. Repeat with each powdered substance. Use a separate cup for each. Record your findings.

Question: Does the _____ dissolve in water?

Response: Yes, _____ dissolves in water. No, _____ does not dissolve in water.

4. Apple Slice Cookies

Materials: Whole apples, peanut butter or type of spread, 3 toppings (raisins chocolate chips, mini marshmallows, or whatever you have in the cupboard), pencil and paper

NOTE: You can use whatever you have; toast with toppings, rice cakes or bagels and cream cheese

Before cutting: Ask how many rounds do you think we can cut out of this apple?

- Cut apples into rounds like cookies instead of wedges (cut enough to make 4 cookies).
- Spread peanut butter and add toppings (make sure each one has the same number of each topping).

Questions: How many of each topping did you use for 4 cookies?

- How many of each topping would you need for 6, 8 or 10 cookies. How many for only 2 cookies?
- **Draw** and **describe** the cookie using your **5 senses**.

5. Peanut Butter Cheerio Bars

Materials: 3/4 cup peanut butter, 1/2 cup honey (add more honey if you are not using a sweet peanut butter like JIF)
3 cups Cheerios™ cereal (or choose your own recipe)

Questions:

- What will happen to the peanut butter when you **heat** it up?
- How many **equal** pieces can you make in a 8x8 pan (or whatever size you have)?
- How much of each ingredient will you need to make 2 pans of Cheerio bars?

Cooking Instructions:

- Simply melt the peanut butter and honey together either on your stove or in the microwave.
- Mix in 3 cups of plain Cheerios, stir, and then pour the mixture into a parchment lined 8x8 baking dish. Press the mixture down so that it's compact, cover, then refrigerate for at least an hour before slicing.

What Families Can Do

- **Kitchen Chemistry:** Let your child be part of preparing meals. Mixing different foods and adding heat and cold will help them understand that matter is all around us.
- **Ice Cubes:** Give your student a tray of ice cubes. Let them experiment with melting time, sink or float, adding hot water and cold water.

Learning Activities for Social Studies

Grade 2

Oregon Social Studies standards identify **Civics** as a priority skill in 2nd grade. These activities will help your child compare personal point of view with others' perspectives when participating in rule setting. They will also help evaluate how individuals, groups, and communities manage conflict and promote justice and equity.

Goal: Investigate what makes a good citizen.

Week 2 Activities

1. Being a Good Citizen

Materials: paper, pencil, coloring tools

Draw and label a picture that shows how you can be a good citizen at home. Think about how you show your school rules at home.

2. Talk About It

Materials: Being a Good Citizen paper

Talk with your family about being a good citizen at home. Use your picture to explain how you can be respectful, safe, and responsible.

3. Write About It

Materials: paper, pencil

Make a two-column chart/T-chart. Label one side "Good Citizens do/have/are..." and the other side "Good Citizens don't/don't have/aren't..." List at least 3 ideas for each column/side. For example- Good citizens are helpful to their parents. Good citizens don't have temper tantrums.

- Extension: Turn your list into a paragraph that compares how good citizens act and don't act.

What Families Can Do

- While you are watching a childrens' television show, tell a family member when and how a character is being a good citizen.
- Have a family conversation
 - What does it mean to be a good citizen right now while we are all in our houses?
- Think of someone you know in your family who you think is a good citizen.
 - Discuss
 - Why is this person a good citizen?
 - Tell a true story or give an example when this person showed their citizenship.
 - How can we learn from this person?

Learning Activities for Art

Grade 2

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 2 Activities

1. Commercial Creation

Materials: None

Create a commercial to sell or explain a service or item. Use different voices and movements for your commercial.

Arts Standard Addressed:

TH.3.CR3.2, 1. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

2. Dance!

Materials: None

Create a dance routine with a beginning, middle, and end.

Arts Standard Addressed: DA.2.CR2.2, 1. Create a dance phrase with a clear beginning, middle, and end that has a main idea

3. Map It Out

Materials: Paper, Writing utensil (pencil, pen, etc)

Make a map of your neighborhood or house.

Arts Standard Addressed:

Visual Arts: VA.10.CO1.2 1. Create works of art about events in home, school or community life (e.g. narrative, documentation).

4.

Materials:

5.

Materials:

What Families Can Do

- As you see commercials on TV, discuss with your student what makes an effective commercial. What are the strategies they use to persuade people to want to buy their product?
- Watch your child's dance routine and afterwards ask them to describe the beginning, middle and end.
- Take a walk through your neighborhood, starting with your home, to get ideas of what to include in your map (parks, stores, etc.).

Learning Activities for Health

Grade 2

Explain what germs are, where you find them, and what they can do to you.

Week 2 Activities

1. Compare and contrast being sick to being well.

Materials: Paper and pencil

Let's use our life experiences to compare and contrast being sick and being well. Think about what it is like to be sick: how it feels and what you can and cannot do. Think about what it feels like to be well and the activities you can do because you are well.

- Make a list of how they are different
- Make a list of how they might be the same

Everyone would rather be well than sick. Many times we can do things to keep ourselves healthy and avoid getting sick. We can practice healthy ways to keep germs out of our bodies so we don't get sick. When we do these things, we will not get sick as often and we will be taking better care of our bodies.

2. Where do you find germs?

Materials: Paper and pencil

Either draw a picture or make a list of the places in your home where you might find germs.

What things do you and your family do to get rid of the germs?

Discuss with your family why some food needs to be kept refrigerated and other food needs to be cooked to keep it safe to eat.

3. How do germs get into our bodies and what can we do to keep them out?

Materials: Paper and pencil / or Role Play

Make a list or draw a picture of how germs enter your body and how you can keep them out. If you'd like to role play, demonstrate (act out) how germs may get in and ways to keep them out and keep yourself healthy and safe.

Keeping things out of our mouths and keeping our hands clean are good things to do. There are some other things we should know to help keep germs out of our "great bodies." When you get a cut or a scrape, it should always be washed with soap and covered with a bandage. When you drink from a water fountain you should never put your mouth directly on the waterspout. It is full of germs that can make you sick. (wash our hands often with soap and warm water; don't put pencils, barrettes, or other objects in our mouths; don't share personal items like toothbrushes; use clean glasses to drink; cover cuts with Band-Aids; etc.)

4. What should I do when I am sick?

Materials: Paper and pencil

Make a list of things to do and things not to do if you are sick, including who to go to for help and when you should or should not take medicine.

What Families Can Do

- Learn and practice the "Hand Washing Song" to the tune of *Jingle Bells*

Wash with water, wash with soap. Many times a day. When you do, you'll kill those germs, That find you as you play. Use a clean fork, use a clean glass. Cover all big cuts. In this way, you just may, Keep those yucky germs away!

Learning Activities for Music

Grade 2

State and national music standards require that students in second grade can match a melody and show expressiveness in music. This week they will practice this by recalling a melody that they know, using a singing voice, and exploring different levels and qualities of their voice.

Week 2 Activities

1. Can You Guess My Song?

Materials: Device or phone (as needed) to contact a family member or friend.

Invite family members (or friends via a device) to listen to the student humming a melody. Have the person guess the song. Invite others to hum their own song.

2. Track the Melody

Materials: pen/pencil and paper, string, or any other items that can be used to create a line; songs may be: *Any songs from the song list below or any from your own culture/household.*

Recall a song from music class. It can be any song from Pre-K to current or one you know from your own culture/family. Sing the song, and use a pencil to trace the melody onto paper OR create the pattern (high pitch, low pitch, medium pitch) of the melody using string, kitchen utensils, straws, or anything to create lines! Sing the song while following your pattern.

3.

Create New Lyrics

Materials:

*Twinkle Twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle twinkle little star
How I wonder what you are.*

Create NEW lyrics to a song (written down or not) sung to the tune of "Twinkle, Twinkle Little Star" (or any other simple song). Song Topic: Staying home all day

4. Song from Family

Ask a family member to teach you a song they know from their own family, culture, heritage, special occasion, etc. Bonus points if you sing it together!

Materials: None

5. Vocal Exploration

Materials: Any objects, ie: legos, toys, stuffies that you can use to make patterns of up, down, stay the same.

Find an object or set of objects around the house. Lay them out in a pattern of up, down and stay the same. Move your voice on different syllables/vowels to the image you created.

What Families Can Do

- For the most part, adults tend to sing with a voice that is *too low* for children. Using your ears, encourage your student to show you their singing voice, and then join them in the same range, matching their starting point.

Suggested Songs to Sing:

Songs from Musical Explorers	Other Songs You May Know
<div><input type="checkbox"/> Wawanko</div> <div><input type="checkbox"/> Kelefaba</div> <div><input type="checkbox"/> Trata</div> <div><input type="checkbox"/> Allahoo</div> <div><input type="checkbox"/> Rabba</div>	<div><input type="checkbox"/> Tingalayo</div> <div><input type="checkbox"/> Obwisana</div> <div><input type="checkbox"/> No One in the House But Dinah</div> <div><input type="checkbox"/> Rocky Mountain</div> <div><input type="checkbox"/> Tideo</div> <div><input type="checkbox"/> Mary Wore Her Red Dress</div> <div><input type="checkbox"/> Green Grass Grows</div> <div><input type="checkbox"/> I Bought Me A Cat</div> <div><input type="checkbox"/> Jennie Jenkins</div> <div><input type="checkbox"/> Going On A Picnic</div> <div><input type="checkbox"/> Mama Paquita</div> <div><input type="checkbox"/> Canoe Song/My Paddle</div> <div><input type="checkbox"/> Hello Around The World</div> <div><input type="checkbox"/> Any other songs you remember from Music Class since Kindergarten or Pre-K!</div>

Learning Activities for PE

Grade 2

Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body and keep you moving.

Week 2 Activities

1. Jumping Jacks

Materials: None

Get your body moving and challenge yourself. For 1 minute perform as many jumping jacks as possible.

2. Stretches

Materials: None

How many muscles can you stretch safely? Hold your stretches for 10 seconds each.

3. Hopping

Materials: None

Hop on one foot and name as many vegetables as possible. Switch and perform it on the other foot.

4. Toss and Catch

Materials: Ball or anything to toss

20 times perform 1 hand toss, turn,
1 hand catch

20 times perform 1 hand toss and try to clap as many times as possible before you catch

5. Four Corners

Materials: None

Corner 1: 10 jumping jacks

Jog to one corner of the room,

Corner 2: 5 sit ups

Jog to another corner

Corner 3: hop side to side 10 times

Jog to your last corner

Corner 4: 5 arm circles on each side

What Families Can Do

- Start and end your day with a Mindful Minute.
A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.
 - Start of the day Mindful Minute
 - End of the day Mindful Minute

Learning Activities for Speaking & Listening

Grade 2

In 2nd grade, students are expected to **participate in conversations to describe key ideas, gather information and/or deepen understanding of a topic**. These activities will provide opportunities for your child to speak in complete sentences and use academic language.

Week 2 Activities

1. Science: Matter

Materials: Scavenger Hunt from Science Week 1, Activity 2

Describe each item you found in your scavenger hunt last week. Use the following sentence frames:

- I can tell _____ is a solid because _____.
- I know _____ and _____ are liquids because they _____.
- According to my research, _____ is a gas because _____.

How could one of your items change from one state of matter to another? Give an example.

2. Social Studies: Maps

Materials: Paper, pencil, crayons (optional)

Draw a map of your house or apartment. Use the map to describe and explain a routine you do everyday. Use sequencing words as you point out the places on your map. Example: Morning Routine: First, I get out of bed (point to your room) and I walk out the door and to the bathroom (point to the bathroom). Next, I brush my teeth. After that, I go to the kitchen to make a bowl of cereal (point to the kitchen)..... Keep your map to use for other activities or to this activity several times, explaining different routines throughout the day.

3. Drawing: Use prepositions

Materials: Paper, pencil, crayons

Draw a detailed picture of your room, another place in your house or a place from your imagination. Describe all the details in your picture using prepositions (location words). The table is *in front of* the couch. The picture is on the wall *over* the chair. The bed is *below* the window. Give your picture to someone in your family. They can ask you questions about your picture and you can answer questions using prepositions. "Where is the lamp?" "The lamp is on the table, next to the bed."

4. Reading: Retell

Materials: Passage, book or story

Tell someone about a story you are reading this week. Describe the characters using adjectives (small, smart, funny, worried, old, furry, green). Explain the setting of the story. Where is it happening? What is it like there? Talk about the problem of the story. Make a prediction about how the character will solve the problem, or explain how they solved the problem if you've already finished reading. Be sure to use complete sentences as you are retelling your story and tell the details in order (beginning, middle, end).

What Families Can Do

- Engage your children in conversation! These activities are simple, basic ways to talk with your kids while doing other things, but conversations can be had at any time throughout the day. Are they spending time on YouTube? Ask them about the show they're watching. Do they play video games? Ask them about the rules of the game, the characters, the strategies they use.
- Don't accept one word answers. Children should ask and answer everything using complete sentences.

Learning Activities for Wellness & Self Care

Grade 2

*Wellness and self care activities should be ways to help your child **maintain physical, mental and emotional well being.***

Week 2 Activities

1. Quiet Safe Place Tool

Materials: paper, crayons or markers

When life gets stressful, each of us needs a place to feel safe. The Quiet/Safe Place tool can be a real place or a place in your imagination. When we focus on a memory of a safe place, our bodies are triggered to relax. Identify an actual physical place that makes you feel good or create a place in your head that you can visit over and over again. When you feel like you need to calm down or get away from stress, practice going to your Quiet/Safe Place.

Ask a family member who is older than you to think back to when they were your age. What was their favorite place back then and why was it special? Draw a picture of your family member as a child in their favorite place. Then draw yourself in your Quiet/Safe Place.

2. Gratitude

Materials: Pencil, paper

Think of someone you appreciate and are grateful for. Think about someone that makes you smile! It could be a family member near or far, a friend, or someone at school. Brighten their day by writing them a letter telling them you appreciate them. Draw a picture to go with your letter.

3. Act of Kindness

Materials: none

Think of something kind you could do for each person at your house. Maybe you could say something kind, help them by doing a chore, or share something with them. Fill someone else's bucket today! It will probably fill your bucket too!

4. Brain Break

Materials: none

Wiggles! Take a body wiggle break. Find a nice spot to sit. Take a deep breath. Wiggle your head and then your eyes. Wiggle your nose and then your mouth. Now, wiggle your shoulders. Wiggle each arm and wiggle your hands! Wiggle your legs. Wiggle each of your feet and then end by wiggling your toes.

5. Meditation/Mindfulness

Materials: none

Take a deep breath. Think of 5 places you have been that make you feel happy and safe. Use your hand to count each place and picture it in your mind. Imagine what it looks like, who is there, what sounds you can hear, and any comforting smells that come to mind.

What Families Can Do

- Encourage your child to use their Quiet/Safe Place tool when they are feeling overwhelmed, frustrated or just need a break. Talk to your child about what your quiet safe place looks like for you. Do you picture the beach, mountains, a comfy couch or a special quiet spot when you think of a quiet, safe place?

Week 3

Learning Activities for Reading

Grade 2

Students will be able to recognize and read grade-appropriate irregularly spelled words, read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding and read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Week 3 Activities

1. **Vocabulary Words:**

Materials: Paper, pencil

plant, soil, cattle, wild, grow, enjoy,
royal, voice, sprout, flower

Building a Story: Create a story using all the vocabulary words in your story. Make sure your story has a beginning, middle, end. Your sentences should start with a capital letter and end with an ending point. Underline your vocabulary words in your story. After you complete your story, read it out loud with an adult.

2. **Vocabulary Words:**

Materials: Paper, pencil, colored pencils, crayons

plant, soil, cattle, wild, grow, enjoy,
royal, voice, sprout, flower

Word with picture: For each vocabulary word, create a picture of the word and write the word below the picture. Use colored pencils or crayons to add more details to your picture. After completing your pictures and writing of the vocabulary words, read your words and share your pictures with an adult.

3. **Vocabulary Words:**

Materials: Paper, pencil, scissors

plant, soil, cattle, wild, grow, enjoy,
royal, voice, sprout, flower

Flashcard practice: Take scissors and cut out notecard size pieces of paper. On each piece of paper, write a vocabulary word. Mix up the words and put them in a pile face down. Ask an adult to show you the word and read each word out loud. Practice this routine. Have an adult give you a spelling test over the vocabulary words at the end of your flashcard practice.

4. **Reading comprehension**

Materials: Comprehension passage is on the next page.

Reading comprehension is the ability to understand what is being read. Read the following passage out loud several times this week. Each time you read, answer several of the comprehension questions to see how much you remember!

Questions:

Before reading: Have you ever participated in a contest? What kind of contest could you have with your family members?

After reading: Where did Leo live? What did Leo and Lucy like to do every day? What special event did Lucy and Leo decide to do that day? What did the zoo visitors think of their contest?

5. **Fluency Practice:**

Materials: Fluency passage is on the next page.

Fluency is when we read smoothly and with expression. Read this passage 3-5 times this week and time yourself each time you read it. As you become more familiar with the text your time needed to read it should be shorter! Don't go so fast that you can't be understood!

1st time: _____ 2nd time: _____ 3rd time: _____ 4th time: _____ 5th time: _____

What Families Can Do

- Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

4. Comprehension Passage

Leo Lion

Leo is a lion that lives in a big grasslands habitat at the zoo. He likes to play with his lion sister, Lucy. They like to roan arounds their zoo pen and show off for the humans that come to watch them. Leo and Lucy decided that when humans came to watch them today that they would give them a show. Leo and Lucy would have a roaring contest to see which lion could roar the loudest. Once the zoo opened, they began to see visitors crowding around the lions' habitat. They decided it was time to start their contest. First, Leo started. He roared his loudest roar. Then, Lucy roared next, even louder. Then, Leo roared louder than he ever thought he could. The crowd was loving their contest.

5. Fluency Passage: (read this out loud and time how long it takes you or see how many words you can read in a minute. You should be able to read more words each time you try.)

Joy found a bag of flower seeds. What can she do with them? Joy had a frown on her face. Then she smiled. She will make a garden in the soil. The soil is nice and brown. Joy digs tiny holes for the seeds. One seed in each hole is how it's done. She puts soil on top of the seeds and waters the ground. With sunlight and some time they will turn into flowers!

Learning Activities for Title 1 Reading

Grade 2

Students in 2nd grade need to be able to decode words with common prefixes. Prefixes help students to know the meanings of words which helps them to better understand what they are reading.

Week 3 Activities

1. **Decode words with the prefix “un-”.** **Materials:** pencil, paper
The prefix “un-” means “not”.

Write the following words on a piece of paper: “zip, happy, safe, fair, pack, wrap”.

Now, write the same words but this time put “un-” at the beginning of each word (for example: “zip, unzip”).

Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix “un-” changes the meaning of the word.

2. **Decode words with the prefix “re-”.** **Materials:** pencil, paper
The prefix “re-” means “again”.

Write the following words on a piece of paper: “read, play, do, visit, act, build”.

Now, write the same words but this time put “re-” at the beginning of each word (for example: “read, reread”).

Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix re- changes the meaning of the word.

3. **Decode words with the prefix “pre-”.** **Materials:** pencil, paper
The prefix “pre-” means “before”.

Write the following words on a piece of paper: “heat, cook, set, mix, read, paid”.

Now, write the same words but this time put “re-” at the beginning of each word (for example: “heat, reheat”).

Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how the prefix “pre-” changes the meaning of the word.

4. **Decode words with the prefix “dis-”.** **Materials:** pencil, paper
The prefix “dis-” means “not/opposite”.

Write the following words on a piece of paper: “like, trust, infect, place, agree, cover”.

Now, write the same words but this time put “dis-” at the beginning of each word (for example: “like, dislike”).

Read this list to someone in your house. Tell them a sentence using each word. If you can, tell them how “dis-” changes the meaning of the word.

What Families Can Do

- Have your child write a sentence using each of the words from the lists they created this week. Discuss how adding a prefix changes the meaning of the word.
- As your child reads, ask them to point out these prefixes when they come across them. Discuss the meaning of the prefix.
- For each of the prefixes listed above, see what other words your child can come up with that have the same prefix. Keep a running list and see how many they come up with by the end of the week.
- Have your child write a story using at least 5 of the words from the lists this week.

Learning Activities for Writing

Grade 2

Oregon writing standards identify that students should be able to **write opinion pieces in which they state an opinion, supply reasons that support the opinion, and provide a concluding statement.**

Week 3 Activities

1. Choose a prompt

Materials: paper, pencil

Choose one of the following prompts. Brainstorm your thoughts on the topic. Make a list, draw a word web, or write ideas as they come to you.

Prompt #1	Prompt #2
My Favorite Toy Think about all of the amazing toys you have played with or dreamed of playing with. What is the best toy in the world?	Chores for Kids Think about all of the important chores that make your home clean and organized. Should kids have to do chores?

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts (think about how it would look on a graphic organizer). Include a topic sentence that states your opinion, 3-4 reasons to support your opinion, and a closing sentence to end your paragraph.

3. Write rough draft

Materials: paper, pencil

Use your organizing sheet to write your rough draft. Your paragraph should have a total of 5-6 sentences. Add a title for your writing.

4. Revise and edit rough draft

Materials: paper, pencil, dictionary (if available)

Did you...

- ☐ Write a title?
- ☐ Introduce your writing with a topic sentence that states your opinion?

- ☐ Include 3-4 reasons to support your opinion?
- ☐ End your paragraph with a closing sentence?
- ☐ Use complete sentences?
- ☐ Put finger spaces between words?
- ☐ Use correct spelling, punctuation, and capitalization?

5. Write final draft

Materials: paper, pencil, dictionary (if available)

Write your final draft with your best writing.

What Families Can Do

EXTENDED LEARNING OPTIONS

- If you have access to Google Docs or a Word Document, practice your typing skills and publish your writing. Email it to your teacher!

OTHER WRITING ACTIVITIES

- Write a letter to a family member or friend and mail it to them.
- Send an email to your teacher or principal. They would love to hear from you!
- Work on your handwriting. Find words around your house or in books and practice writing them with your best handwriting.

Learning Activities for Math

Grade 2

One of the Oregon Common Core State Standards for 2nd Grade is **building fluency with addition and subtraction within 100**. These activities will help your child understand the place value system of ones, tens, and hundreds.

Week 3 Activities

Addition Game

Materials: Set of playing cards with the jacks, queens, kings and jokers removed. Aces are to count as 1.

Shuffle the cards and deal them out. Each player puts his or her cards in a pile facing down.

Together players flip the top card over and place it in the center. The first player to add the amounts on the two cards together and call out the answer takes the cards.

If a player calls an incorrect answer the cards are returned to the bottom of the pile. When all cards have been drawn, the winner is the player with the most cards.

Variations:

Subtraction/Multiplication

Played as above but players find the difference instead or multiply.

Dice Addition

Materials: 2 dice, pencil, paper, and counters (cereal, small toys, rocks)

Each player rolls 2 dice. The numbers shown on a player's dice are then added together. The player with the highest number wins the round and takes a counter. Continue play until a player has a given number of counters, for example 12.

Variation:

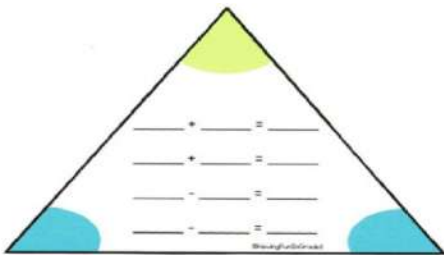
Double Dice to 100

Players can also add their scores for each round and the winner can be the first to reach 100.

Fact Family

Materials: Pencil and paper

Show children a triangle of related numbers, e.g. 10. Children then race to be the first to write the 2 addition facts and 2 subtraction facts in the family, i.e. $7+3=10$, $3+7=10$, $10-3=7$, $10-7=3$.



Unknown Number

Materials: Hundred chart (see back of page)

This game is played with a partner. First tell your partner the number range will be from zero to one hundred and if the number is odd or even. Then your partner chooses a number and you respond by saying the number is higher, lower, or you have the correct number.

For example:

Partner 1. The number range is 0-100 and the number is odd.

Partner 2. Is the number 43?

Partner 1. No, the number is higher.

Partner 2. Is the number 63?

Partner 1. No, the number is lower.

Partner 2. Is the number 59?

Partner 1. Yes, you have the correct number!

What Families Can Do

Did you know that daily practice of math facts fluency are very important? They are the building blocks for higher-level math concepts. Here are some activities to help your child increase their math facts fluency. These activities can be 10-15 minutes long and make it fun!

For example:

- Ask your child math facts when you are in the car, bouncing a ball back and forth, hula hooping, or while making a meal together etc.
- Use real money to solve math facts.
- Hundred chart
- Flash cards addition and subtraction.
- Play a family game that includes math.

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Learning Activities for Science

Grade 2

Second grade students should be able to identify and understand that the Earth changes in many ways. Some are fast and some are slow. These activities will help your student to understand how the Earth changes.

Week 3 Activities

1. Landforms

Materials: Pencil, Paper, Crayons or art materials

The Earth is made up of all kinds of **landforms**.

- **Draw** and **label** as many as you can: river, ocean, pond, mountain, hill, island, valley, waterfall, stream, beach.
- Choose your favorite landform and **describe** it with words.

2. The Earth is Always Changing

Materials: Pencil, Paper, Crayons or art materials

Brainstorm the different types of Earth changes: *Wind erosion, water erosion, volcano, tornado, hurricane, glacial erosion, earthquake, coastal erosion*. **Draw** and **label** each Earth change. Ask your child to tell what he/she knows about one type of Earth change.

3. Rock Hunt

Materials: Collection bag and rocks

Take a nature walk: Collect a variety of rocks, after you get home wash off the rocks so that you can see them. Describe what you see and feel. Describe the color, texture and size in words.

4. Erosion in my neighborhood

Materials: None

Erosion is the breaking down of things due to weather (wind, water, cold, heat)

- Take a walk in your neighborhood and look for signs of **erosion** (cracks, loose soil, broken branches, water damage).

Questions:

- What do you know about erosion?
- What are some ways to stop erosion?

5. Cookie Erosion Experiment

Materials: Cookie, or something hard, plate, q tip, toothpick, small amount of water, paper pencil

Put the cookie on a plate (in the sink if possible)

- Begin with the q tip; try to break down the cookies, record what happens.
- Use the toothpick to break down the sides of the cookie, record what happens.
- Use small drops of water and record what happens.

Questions:

- What part of the cookie eroded first?
- What worked best?
- Can you describe erosion?

What Families Can Do

- Play **What's My Landform**: I'm thinking of a landform it has _____ and _____. Are you thinking of a _____?
- Make your own **exploding volcano**: Using Play-Doh or clay, form a small volcano (2 or 3 inches tall) with a hole in the center, then fill with baking soda. Pour a small amount of vinegar in and watch it blow!! Add red food coloring to the vinegar to make the lava red.

Learning Activities for Social Studies

Grade 2

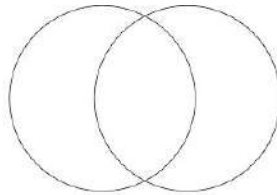
Oregon Social Studies standards identify multicultural studies for 2nd grade. These activities will help your child compare personal point of view with other people when participating in rule setting.

Week 3 Activities

1. Rules at School Lunch vs. Rules at Home Lunch

Materials: paper, pencil

- Draw two large overlapping circles on a piece of paper. Label one circle “**School Lunch**” and the other “**Home Lunch**”. Label the part in the middle with “**Both**”. This is called a Venn diagram.
- Brainstorm and list at least 3 differences between lunch rules at home and lunch rules at school. These ideas go in the non-overlapping sides of the circle in their respective areas. Brainstorm and list at least 3 similarities between the lunch rules at home and at school. These ideas go in the overlapping part of the circle.



2. Talk About It

Materials: Rules at School Lunch vs. Rules at Home Lunch Venn Diagram paper

Talk with your family about lunch rules at school vs. lunch rules at home. Use your Venn Diagram to explain how and why the rules are different and/or the same.

3. Write About It

Materials: Venn Diagram, paper, pencil

Use your notes from your Venn Diagram to write a paragraph. Make sure that you start with an introduction sentence. For example: There are different lunch rules and different home rules. One school rule is _____. One home rule is _____.

What Families Can Do

- Talk to family members about rules that you like from school that would work well at home.
- Talk about rules that your family would like to have for breakfast or dinner.
- Make a poster with the new rules that you have added. Use a point system for each time the family follows the new rules. Set a goal for the number of points before the family earns a reward.

Learning Activities for Art

Grade 2

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Dance!**

Week 3 Activities

1. Make art about your life

Materials: Paper, Writing utensil, Any art supplies you have

Create and share a painting or drawing inspired by a happy/positive event in your life.

Art Standard Addressed: 2nd VA.1.CR1.2 Share imaginative ways that art works could be used to communicate a narrative, experience or idea.

2. Bring a story to life!

Materials: None

Use movement to act out part of a story you've read.

Art Standard Addressed: DA.1.CR1.2 Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.

3. Become a character

Materials: Various items in your home

Use any materials you have around your home to dress up like a character from a book, movie, or TV show.

Art Standard Addressed: TH.9.RE3.2 Use a prop or costume in a guided drama experience (e.g., process drama, story drama, creative drama) to describe characters, settings, or events.

4.

Materials:

5.

Materials:

What Families Can Do

- Help brainstorm some positive events in your child's life.
- Discuss how movements can show emotions.
- Help gather materials for dressing up like: clothes, cardboard, paper, or anything you have!

Learning Activities for Health

Grade 2

The Wide World of Food

- Talk about which foods are healthful
- Learn about the effects of healthful and less healthful effects on the body

Week 3 Activities

1. Healthful Favorites

Materials: A paper plate or paper to draw on, crayons/markers/pencil, pictures of foods from different food groups, glue or tape

First, Talk about the different food groups: Grain (bread, cereal, rice, pasta), fruits and vegetables, dairy, protein Then discuss: How do you feel after you eat the different foods? Do some foods make you feel healthier than others? (More energetic? More able to focus?) After that, cut out or draw examples of food from each food group and attach it to the “plate.” Finally, write down a word to describe how each food makes you feel.

2. Picture This!

Materials: paper, crayons/markers/pencil

Imagine that you have just been asked to design a picture for a magazine advertising healthful snacks. Think of a healthful snack. Some examples are applesauce with graham crackers, pretzels with low-fat yogurt, and celery with low-fat cream cheese and raisins. Create an advertisement that will make people want to eat your healthful snack. Then, label your drawing and include a sentence in your advertisement.

3. Let's Make Music!

Materials: None!

Replace the words of a favorite song with words which will remind others of the importance of eating healthful meals and following food handling guidelines. Perform it for your family!

Example (to the tune of Three Blind Mice):

Wash your hand, wash your hands.

Eat good food, eat good food.

If you eat healthily you'll stay nice and strong.

If you wash your hands, you can't go wrong.

Be sure to do this all day long.

Eat good food.

What Families Can Do

- Prepare meals and snacks together and talk about which foods are in which food groups, which foods are healthful, how we feel when we eat each, etc.
- Create the music and advertisements together. Have each member of the family perform what they've created for the rest of the family

Learning Activities for Music

Grade 2

National music standards require that students in second grade can write and perform their own music as well as express themselves through musical choices. Your student will be creating and writing their own rhythm patterns or rewriting rhythms in a song they already know. They will also use their creativity to experiment with different voice and instrument sounds to help tell a story.

Week 3 Activities

1. Drawing and Writing Rhythms

Materials: paper and pencil

Practice drawing/writing the following rhythms, making sure to practice drawing them correctly, several times. Be sure to color-in the note heads as you see here:



2. Rhythms in Four Beats

Materials: paper and pencil

Write rhythms in groups of FOUR BEATS. Remember that each rhythm pattern is worth ONE full beat (TiTi is TWO SOUNDS on ONE BEAT).

3. Creating Sounds

Materials: Children's book or short story

Choose a short story or children's book you have at home, and create sounds using instruments you've created, body percussion, or vocal sounds to help tell your story. You can use a different sound for each character or for repeating sounds in the book.

4. Baby Shark

Materials: Found instruments around the house or ones that you make yourself.

Baby Shark: Give each character it's own instrument sound or voicing (baby, mama, daddy, grandpa) and play/sing the "doo doo doo" with that voice.

What Families Can Do

- Help students find instruments or remember instruments from Week 1.
- Draw lines on paper (____) to outline beats.
- Help locate stories and help with reading if possible
- Be a positive and engaged audience member for your student.

Learning Activities for PE

Grade 2



Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body and keep you moving.

Week 3 Activities

1. Coin Flip Fitness

Materials: Coin

For this activity, get any coin and decide which side is heads and which one is tails. Flip the coin and do the activity whether it lands on heads or tails.

Round	Heads 	Tails 
1	20 Jumping Jacks	20 High Knees
2	30 Seconds Jog in Place	30 Seconds Body Twist
3	15 Squats	15 Frog Jumps (touch your toes, jump up high)
4	5 Push Ups	10 Kneeling Push Ups
5	20 Seconds Plank	20 Sit-Ups
6	20 Butt Kicks	20 Jumping Jacks
7	20 Seconds Arm Circles	20 Seconds Sit and Reach your toes
8	20 Bunny Jumps (standing and jumping)	20 Jumping Jacks
9	5 Push Ups	20 Mountain Climbers
10	15 High Knees	15 Butt Kickers

2. Alphabet of Healthy Food

Materials: None

For this activity, find a partner (could be a brother/sister, parent, cousin, etc.) to challenge. You will be listing healthy foods starting with the first letter of the alphabet "A" going all the way down to "Z". Take turns who says the first food for the letter. If you cannot think of a healthy food for the letter you are on, do 5 jumping jacks and move on to the next letter.

Example:

Letter	Player #1	Player #2
A	Apple	Almond
B	Blueberry	Banna

C	Carrot	-- (Can't think of any, 5 jumping jacks) --
Continue with letters all the way down to "Z"		

3. Dance Party

Materials: Music player

Play some music and have a dance party! You can do this activity by yourself, or get as many people involved as you can. You can come up with a dance routine and try different movements.

4. Rock Paper Scissors Fitness

Materials: None

Select a partner to play rock paper scissors with. Before you begin the game, choose a fitness activity that the loser has to complete.

Examples could include:

- 5 Push Ups
- 10 Jumping Jacks
- 5 Sit-Ups
- 5 Squats

5. Obstacle Course

Materials: Anything you choose

Create an obstacle course in your house or yard. Be creative with it. Time yourself and try to beat your time!

What Families Can Do

- Start and end your day with a Mindful Minute.
A Mindful Minute is 60 seconds of quietness in the present moment. Don't think of anything that has already happened or anything that will happen in the future. If your mind starts to wander, focus on your breathing. A Mindful Minute is a great tool to use any time of day especially if you feel overwhelmed, anxious, mad or just need to focus.
 - Start of the day Mindful Minute
 - End of the day Mindful Minute
- Incorporate Physical Activities together.
Spend some time each day doing physical activities together. This can be a great way to work together to relieve stress and develop healthy lifestyle habits. Another example of how this could be done, is for those who can, to take a daily walk as a family.

Learning Activities for Speaking & Listening

Grade 2

In 2nd grade, students are expected to **participate in conversations to describe key ideas, gather information and/or deepen understanding of a topic**. These activities will provide opportunities for your child to speak in complete sentences and use academic language.

Week 3 Activities

1. Talk about toys

Materials: a toy, paper, pencil, crayons

Describe your favorite toy in detail to someone in your family. Why is it your favorite toy? Give at least two reasons why you like it. Use complete sentences. Next draw a picture of your toy and write your two describing sentences.

2. Guessing Game

Materials: none

Think of an animal. Describe the animal using 3-5 complete sentences. Have your partner guess the animal after you've given all your clues. "My animal is very tall. It lives in the wild, in a hot part of the world. In addition to that, my animal is a yellow-orange color. What is my animal?" Take turns with your partner giving clues and guessing animals.

3. Planting a seed

Materials: paper, pencil, crayons

It is spring now! Talk to someone in your family about how you can grow a plant. Create a 5-step guide for planting. Start with what you would need for this project, then lead someone through the steps using sequencing words: first, then, next, finally. Write out your steps and illustrate each part in the process.

4. Hide and Seek Objects

Materials: household object, toy, etc.

Let someone in your family hide an object in one of your rooms. You will ask 4 questions to collect clues to find the object. Use prepositions (location words) to ask your questions. "Is it in, on, under, next to, above, below, near....?" If you guess where the object is after 4 questions, you win! Take turns hiding the object and guessing the hiding spot.

5. Hide and Seek Objects: Map

Materials: household object, toy, etc, paper, pencil

You can do a variation of the above activity by drawing a map of your room or house. Then give directions to find the hidden object using the map to see if someone can find the treasure you hid. Be sure to give directions like, "Start at the front door and go to the right. Look near the couch, under the coffee table."

What Families Can Do

- Engage your children in conversation! These activities are simple, basic ways to talk with your kids while doing other things, but conversations can be had at any time throughout the day. Are they spending time on YouTube? Ask them about the show they're watching. Do they play video games? Ask them about the rules of the game, the characters, the strategies they use.
- Remind your student to make eye contact and speak clearly.
- Give your student time to think and prepare his/her questions and responses.

Learning Activities for Wellness & Self Care

Grade 2

Wellness and self care activities should be ways to help your child ***maintain physical, mental and emotional well being.***

Week 3 Activities

1. Listening Tool

Materials: paper, crayons or markers

The listening tool reminds us to listen “with our ears, our eyes, and our hearts.” Using our heart reminds us to notice what the other person is feeling and think about how we would feel if we were in their shoes. Ask the person you are talking to to name the feelings that go along with what they are saying. You can say, “I see that you are angry, are you also feeling hurt?”

Ask a family member to tell you about something that happened to them today. Practice listening with your ears, eyes, mind, and heart. Then ask them to listen to you while you tell them about something that happened to you. Draw a picture of what happened in your family member’s day. Be sure to include a lot of details to show that you were listening.

2. Gratitude

Materials: Various things in your living space

Go on a gratitude scavenger hunt in your house! Find these things and think of how grateful you are for them: 1. Something that is your favorite color 2. Someone you are grateful for (and give them a hug if you want!)

3. Something that makes you laugh 4. Something that makes you happy 5. Something that smells or tastes good

3. Act of Kindness

Materials: Family members you live with

Give each person in your family a compliment by thinking of what you appreciate about them and telling them. An example could be: “thank you mom for always helping me when I need it.” Letting other people know you appreciate them will help make their day happier and better!

4. Brain Break

Materials: Your body and your breath

Take a stretch break! Stretch your hands up to the sky and hold them there, then touch your toes (or reach down towards them). Try it again and breathe in when you stretch up and breathe out when you touch your toes. Repeat this 5 more times.

5. Meditation/Mindfulness

Materials: Your body and your breath

Stop what you are doing to have a mindful moment. Sit down on the floor criss cross on your bottom and put your hands on your knees. Focus on your breath and as you breathe say: “I’m breathing in, I’m breathing out.” Notice your body slow and calm down and enjoy that feeling.

What Families Can Do

- Encourage your child to use their **listening tool** when they are having a conflict or problem with a family member. Have them focus on listening with their **ears** to hear what the other person is saying, listening with their **eyes** to notice how the person is feeling, listen with their **heart** to understand why that person is feeling the way they are (or saying what they are saying) and listen with their mind to understand what the person is saying.

Week 4

Learning Activities for Reading

Grade 2

Students will be able to recognize and read grade-appropriate irregularly spelled words, read with sufficient accuracy and fluency to support comprehension, read grade-level text with purpose and understanding and read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Week 4 Activities

1. **Vocabulary Words:** **Materials:** Paper, pencil

young, world, garden, outside,
pulled, house, flowers, ground,
window, seeds

Sentences: Write a complete sentence using the vocabulary word. Underline the vocabulary word with a pencil. Practice reading your sentences with an adult at home. After completing your sentences, have an adult give you a spelling test over the vocabulary words.

2. **Vocabulary Words:** **Materials:** Paper, pencil

young, world, garden, outside,
pulled, house, flowers, ground,
window, seeds

Building a Story: Create a story using all the vocabulary words in your story. Make sure your story has a beginning, middle, end. Your sentences should start with a capital letter and end with an ending point. Underline your vocabulary words in your story. After you complete your story, read it out loud with an adult.

3. **Vocabulary Words:** **Materials:** Paper, pencil, scissors

young, world, garden, outside,
pulled, house, flowers, ground,
window, seeds

Flashcard practice: Take scissors and cut out notecard size pieces of paper. On each piece of paper, write a vocabulary word. Mix up the words and put them in a pile face down. Ask an adult to show you the word and read each word out loud. Practice this routine. Have an adult give you a spelling test over the vocabulary words at the end of your flashcard practice.

4. **Reading comprehension** **Materials:** Comprehension passage is on the next page.

Reading comprehension is the ability to understand what is being read. Read the following passage out loud several times this week. Each time you read, answer several of the comprehension questions to see how much you remember!

Questions:

Before Reading: What is your favorite kind of bear and why? What do you know about Panda Bears? What do you want to learn about Panda Bears?

After Reading: Explain two ways that pandas are different from common bears. What does a panda bear's fur look like? What does a panda bear eat? Write two interesting facts about panda bears.

5. **Fluency Practice:** **Materials:** Fluency passage is on the next page.

Fluency is when we read smoothly and with expression. Read this passage 3-5 times this week and time yourself each time you read it. As you become more familiar with the text your time needed to read it should be shorter! Don't go so fast that you can't be understood!

1st time: _____ 2nd time: _____ 3rd time: _____ 4th time: _____ 5th time: _____

What Families Can Do

- Parents can support this standard by (students reading to self, to someone else, or listening to reading) 20 minutes daily.

4. Reading Comprehension

Panda Bears

Panda bears are a very unique type of bear found in areas of China. This bear has a unique coat of hair. Its hair is in patches of white and black, with a very special black marking around the pandas' eyes. Their bodies are similar to other common bears, with a large head, small tail, and a very large body. Pandas can weigh up to five hundred pounds. These bears are omnivores, meaning they eat plants and small animals. They are most commonly known for eating bamboo, which makes up most of their diet. Besides their special fur, these bears are also different from common bears because they do not hibernate, which means to sleep through the winter. Pandas are also endangered.

5. Fluency Passage: (read this out loud and time how long it takes you or see how many words you can read in a minute. You should be able to read more words each time you try.)

Troy was an older boy. Behind his house there was an empty lot. It was good brown dirt filled with weeds. Troy pulled the weeds out of the ground. He had a plan. A garden would be a good choice for the brown soil outside his house. Now that the weeds had been pulled out, flowers would be perfect! Troy planted seeds and watered them. Soon he had a view of beautiful flowers.

Learning Activities for Title 1 Reading

Grades 2/3

Students in 2nd grade need to be able to decode multisyllable words. Reading words with more than one syllable helps students to be able to decode increasingly more complex words.

Week 4 Activities

1. Reviewing “syllables” in words

Materials: paper, pencil

Write the following words on a piece of paper: **“jungle, rainbow, pave, monument, play, celebrate”**. Draw lines in each word to show how many syllables are in the word. (“example: muf/fin”) Hint: You won’t draw lines in words with only 1 syllable.

2. “Blending syllables” into words (matching game)

Materials: paper, pencil, scissors/ or notecards

Write the following parts of words on notecards(or cut paper into squares): **“spi, der, win, dow, ta, ble, tur, tle”**. You will have 8 notecards. Place them face down. With a partner, take turns picking 2 cards. Read each card. If the 2 cards together can make a word, then they are a match and you keep them. Keep taking turns picking cards and reading them until all the cards are used.

spi	der
win	dow
ta	ble
tur	tle

3. “Segmenting syllables” into words (sorting activity)

Materials: paper, pencils

Draw 2 lines on a piece of paper to divide the paper into 3 columns. At the top, label one column **“one syllable words”**, label another column **“two syllable words”**, and the last column **“three syllable words”**. Sort the following words by writing them under the correct column: **“insect, pinball, invented, strap, drum, basketball, trust, finishing”**. (“Example: **snowman** has 2 syllables”, it would be written under the column **“two syllable words”**)

“one syllable words”	“two syllable words”	“three syllable words”
	“snowman”	

What Families Can Do

- Play a syllable game. Look around the room and pick an object. For example, if you choose **“table”** you can say, “I see something brown that has 2 syllables”.
- Cut a piece of paper into squares. Write each of the words from this week’s activities on the cards. Have your child read through the cards as quickly as they can. Then, have them read all of the words in a silly voice, in a loud voice, in a quiet voice, or other funny kinds of voices.
- As you read with your child, find words that have 1, 2 and 3 syllables. Keep a list for each. At the end of the week, see how many words from each group you found.

Learning Activities for Writing

Grade 2

Oregon writing standards identify that students should be able to **write narratives in which they recount a well-elaborated event or short sequence of events.**

Week 4 Activities

1. Choose a prompt

Materials: paper, pencil

Choose one of the following prompts. Brainstorm your thoughts on the topic. Make a list, draw a word web, or write ideas as they come to you.

Prompt #1	Prompt #2
A Time I Helped Someone Think about a time that you helped someone. What did you do and how did it make you feel?	A Time I Stood Up For _____ Think about a time you stood up for yourself or someone else. What did you do and how did you feel?

2. Organizing

Materials: paper, pencil

Use your brainstorming ideas to organize your thoughts (think about how it would look on a graphic organizer). Include a topic sentence to introduce your writing, 4 details using transition words (first, next, then, last), and a closing sentence to end your paragraph.

3. Write rough draft

Materials: paper, pencil

Use your organizing sheet to write your rough draft. Your paragraph should have a total of 6 sentences. Add a title for your writing.

4. Revise and edit rough draft

Materials: paper, pencil, dictionary (if available)

Did you...

- | | |
|--|---|
| <input type="checkbox"/> Write a title? | <input type="checkbox"/> Use transition words for your details (first, next, then, last)? |
| <input type="checkbox"/> Introduce your writing with a topic sentence? | <input type="checkbox"/> End your paragraph with a closing sentence? |
| <input type="checkbox"/> Include 4 details? | <input type="checkbox"/> Use complete sentences? |
| | <input type="checkbox"/> Put finger spaces between words? |
| | <input type="checkbox"/> Use correct spelling, punctuation, and capitalization? |

5. Write final draft

Materials: paper, pencil, dictionary (if available)

Write your final draft with your best writing.

What Families Can Do

EXTENDED LEARNING OPTIONS

- If you have access to Google Docs or a Word Document, practice your typing skills and publish your writing. Email it to your teacher!

OTHER WRITING ACTIVITIES

- Write a letter to a family member or friend and mail it to them.
- Send an email to your teacher or principal. They would love to hear from you!
- Work on your handwriting. Find words around your house or in books and practice writing them with your best handwriting.

Learning Activities for Math

Grade 2

Oregon math standards identify solving word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately as a priority skill in 2nd grade.

Week 4 Activities

1. Play “What’s in My Wallet?”

Materials: Coins

This is a fun game that your students will love. Tell your student the number of coins and/or bills that are in your imaginary wallet and have them try to guess the amount. For example, you might say “I have one bill that is under ten dollars and two coins. What’s in my wallet?” Then students try to guess the bills/coins and amount. You might provide your child with more clues: “I have one dollar bill and two coins that are less than ten cents.”

2. Money Scavenger Hunt

Materials: Coins, Bills (optional)

Hide a certain number of coins and/or bills around the room. Tell your student how many coins and/or bills are hidden and let them go find them. After finding all of the coins and/or bills, have your students add the amount.

3. Shopping Trip

Materials: Store ad, Paper, Pencil, Coins (optional),

Give students store sale ads. Tell them they have a certain amount of pretend money and let them go shopping! Have them draw and write about what they were able to purchase, how much money they spent, and how much change they had left.

4.

Dollar Game: Race to \$1.00

Materials: Paper bag, play or real coins—two of each of the following: pennies, nickels, dimes, quarters, half-dollars; pencil and paper. One to four excited players

The goal of these games is to practice counting and adding coins to reach \$1.00. Place all of the coins into the paper bag, and shake the bag. Have the first player pick a coin from the bag and draw it on his sheet of paper. He will then return that coin to the bag. Shake the bag again, then have the second player pick a coin from the bag, draw it on his sheet of paper, and return it to the bag. Continue with the other players in this way, having each player pick a coin and draw it on their paper. Each player will need to count the total value of the coins on their paper after each turn. The winner is the first player to reach \$1.00 or more.

5. Money Exchange Game

Materials: Dice, Paper, Pencil, Coins

The object of the game is to get to \$1. Each player rolls the dice and gets that amount in cents (if you roll a 5 and a 2 you get 7 cents). The exchange comes into play when there is more than 5 pennies; they get exchanged for a nickel; 2 nickels get exchanged for 1 dime; 2 dimes and a nickel get exchanged for 1 quarter; 4 quarters = \$1. Play until all players have gotten to \$1 to reduce any competitiveness. Also talk about how this is a game of chance, not skill. Getting to the dollar first is just that, not winning.

What Families Can Do

- Encourage your child to describe how they got their answer. See if they can use another strategy to get the same answer.
- Using the sentence frames below, will help support them as they explain their thinking.
 - The strategy I used was...
 - I know the answer is reasonable because...
 - Another strategy I could use is...
 - I thought about it in a different way...
 - My answer makes sense because...



Learning Activities for Science

Grade 2

Second graders should be able to make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. These activities will help your student to think more creatively and learn to make new connections.

Week 4 Activities

1. How do we use WATER?

Materials: None

Brainstorm ways **people** and **animals** use water: **How can you save water?** Brushing teeth, washing the car, lawn, cooking, drinking, bath..... Choose one way we use water and draw a picture of what you can do to save water. I can save water when I _____ by _____.

2. Reduce, Reuse, Recycle

Materials: paper and pencil

Teacher: Why is it important to the Earth to recycle? **Student:** It is important to recycle because _____.

Recycling SORT: What things can be recycled? Draw a line in the middle of your paper. On one side write, “*Things to Recycle*”, and on the other side write “*Things That GO in the Garbage*”. Sort the following items:

- Cereal box, McDonalds wrappers, clean foil, plastic bottles, cans, food wrappers, glass bottles, juice carton, Kentucky Fried Chicken bucket, coffee cup, straws, plastic wrap, pizza box

3. I can reuse a CEREAL box

Materials: Cereal box or other large cardboard food box, scissors

Cereal Box Puzzle: Cut the front panel off of a cereal box, draw pieces on the back, then cut into pieces to make a puzzle.



4. I can reuse a MILK JUG

Materials: plastic jug, scissors, sharpie pens, scissors, pom poms

Milk jug toss game. Use the sharpie to mark the opening of the jug, cut, decorate and play.



5. I can reuse TOILET PAPER TUBES

Materials: Toilet paper or paper towel tube, markers and other art supplies

Take a toilet paper tube and fold down each side to make ears. Decorate and enjoy!



What Families Can Do

- Earth Day trash walk: Earth Day is April 22nd, take a neighborhood walk and collect trash.
- Look at the things we throw away. How could you reuse them or make them into something new?

Learning Activities for Social Studies

Grade 2

Oregon Social Studies standards identify historical thinking as a priority skill in 2nd grade. These activities will help your child develop and understand a timeline.

Week 4 Activities

1. Talk About It Create a personal timeline

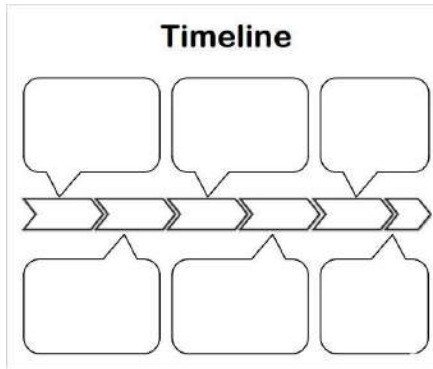
Materials: paper, pencil

Interview an adult with knowledge of your life. Ask the adults in your family about important events in your life. For example - "When was I born? When did I first walk? When did I move to a new school? When did I lose my first tooth?"

2. Create a Personal Timeline

Materials: interview, paper, pencil

Using the information from your interview, draw and label a timeline of important events in your life in order. Illustrate your timeline with pictures from your life. Look at the example at the bottom of this page.



3. Write About It

Materials: timeline, paper, pencil

Use your timeline to write about the important events in your life. Use sequence words to write about the events in order: First, Then, Later, etc.

What Families Can Do

- Create a timeline for your brother, sister or an adult.
- Using complete sentences and sequence words (first, next, and now) to tell the story of your life to your family.

Learning Activities for Art

Grade 2

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are sharing activities in the disciplines of **Theater, Visual Arts, and Media Arts!**

Week 4 Activities

1. Solve a problem with art

Materials: Paper, Writing or drawing utensil, various materials

Figure out a problem in your home or community. Use drawings or other materials to plan a way to solve this problem.

Art Standard Addressed: MA.2.CR2.2 Choose ideas to create plans and models for media arts productions.

2. Reading with voices

Materials: Book or short story

When you read a book or story, add some sounds or different voices to help make the characters unique.

Art Standard Addressed: TH.1.CR1.2 Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

3. Drawing your memories

Materials: Paper, Drawing utensil

Draw a picture of something you miss from school.

Art Standard Addressed: VA.1.CR1.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

4.

Materials:

5.

Materials:

What Families Can Do

- Help brainstorm some ideas of simple problems for your child to solve. Some ideas include: ways to share food, how to share devices or toys, how to cross the street safely, getting along with siblings, etc.
- Help pick out a book or story for your child to read. Discuss the characters and how they might sound if they were real.
- Talk about the different things your child remembers from school (friends, teachers, a certain subject, recess, etc).

Learning Activities for Health

Grade 2

To be able to talk about our hearts (a muscle) and how to keep your heart healthy.

Week 4 Activities

1 Heart Rate / Pulse

Materials: Stopwatch/cellphone or timer, paper, pencil (most cellphones have timers on them)

Talk about how your heart carries oxygen throughout your body by pumping blood. Remember your heart is a muscle and we need to keep it strong. We need more oxygen when we are moving or exercising. Moving and exercising makes your heart stronger.

Find your pulse. The easiest place to find your pulse is the blood vessel on the side of your neck. Place 2 fingers and stop when you feel your heart beating. **To figure out your heart rate have someone time you for 15 seconds, while they are timing you count how many beats happen during that 15 seconds time period.**

Time your pulse or heartbeat for 30 seconds while you are standing still. Write down how many beats you had.

Next jog in place for 30 seconds. Write down how many beats your heart had after you jogged.. Write down how many beats you had after standing and after jogging in place. Extension: You can double this if you like by trying one minute.

2 Favorite Activities and your Heart

Materials: Paper, pencil

Make a list of all your favorite activities (examples: reading, playing basketball, playing video games, etc.)

Come up with at least 10 activities. Talk about which activity would make your heart rate increase and which one would not. An extension could be to write about why it is important to exercise every day.

3 Keeping your Heart Healthy

Materials: Paper, pencil

You can keep your heart healthy with regular exercise and a good diet. Make a list of the foods that you ate (or plan to eat) today. Example: apple, carrots, rice, chicken, pizza, ice cream, popcorn. At the end of the day make two different columns on your paper; foods that help keep your heart healthy and foods that are not as healthy.

Example:

Heart Healthy Foods	Not Heart Healthy Foods
Carrots, apples	Ice cream, pizza

4 Heart Rate Test

Materials: Chair, Stopwatch/cellphone or timer, optional paper and pencil

Start by asking the question: Do you think your heart will be faster when you sit in a chair or bend over and put your head on your knees in the chair?

Sit in the chair for one minute. After one minute write down or tell someone how many beats you had.

Next stay in the chair. Lean over and have your head touch your knees. Time yourself for one minute. After one minute see what your heart rate is. Was your prediction correct?

5 Heart Health Journal

Materials: Paper, pencil

Keep a journal of food that you eat and the exercise that you do each day for 5 days. At the end of the week think about ways that you can make your heart healthier! With a parent or adult, think about some ways that you could increase the amount of exercise you do. Could you go for a walk or jog in place for 5 more minutes? Could you eat one less piece of candy a day? Talk about ways to make your heart healthier.

What Families Can Do

- Make sure that you are able to do some sort of exercise each day
- Make movement a priority even if you are inside- dance, jog in place

Learning Activities for Music

Grade 2

National music standards require that students in second grade can create and connect musical ideas to other cultures and interpret them in various ways. One of those ways is through movement. This week students will create their own movement to music and describe how their movement connects to the music and/or the culture of the music.

Week 4 Activities

1. **Parachute** **Materials:** Blanket or Sheet, other members of your family (recorded music or radio, if you have access to it) OR song from music class or from your culture.

Blanket or sheet used as a parachute. With other people in your house, each taking a corner of a blanket, make the blanket go up and down on given cues you design in the song.

Other actions with the “parachute” would be to walk clockwise, walk counter clockwise, shake down low, shake up high.

2. **Freeze & Move Game** **Materials:** Recorded music or music on the radio.

Listen to the radio or recorded music. Move to the music until it stops then make or draw a pose. Make the pose last for 10-15 seconds. Make each time you freeze be different from the last.

Movement Ideas: Sway, Crawl, Lunge, Swing, Fly, Leap, Waddle, Stroll, Skip, Bend, Sink, Shake, etc..

3. **Hand Clapping Game** **Materials:** Another person needed to play with, even if it's on a virtual/video phone call.

Teach a family member a hand clapping game. Or invent your own!

Song Ideas: Lemonade, A Sailor Went To Sea, Wawanko, etc.

What Families Can Do

- Help create poses/ideas for Freeze Game
- Join in hand clapping game
- Play with the parachute

Learning Activities for PE

Grade 2

Oregon Physical Education Standards recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. These activities will help you challenge your body to keep you moving.

Week 4 Activities

1. Deck of Fitness

Materials: deck of cards

Hearts =Jumping Jacks Clubs=Push ups Diamonds= Invisible Jump Rope Spades =Squats.

*When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on the card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.

*Take turns drawing the cards, if you're playing with someone.

*Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.

2. Yoga Poses

Materials: none

Hold the following yoga poses for 20 seconds: Chair pose, cat pose, tree pose, cobra pose, child pose

3. Dance, Dance, Dance!

Materials: none

Teach a family member a dance routine with at least 4 moves. Practice the routine for 10 minutes.

4. Simon Says

Materials: none

Play a game of Simon Says for 10 minutes. Don't forget to include exercises.

Example: jog in place, jumping jacks, hop on one foot

5. Exercise BINGO

Materials:

Complete these different exercises in order to get a Blackout Bingo!

B	I	N	G	O
Shuffle and touch 3 RED objects	Jump like a Bunny 10 times	10 Jumping Jacks	20 seconds 1 leg balance	30 seconds Plank Hold
10 High Jumps	10 Mountain Climbers	20 second Toe Touches	10 Deep Breaths	5 Squat Jumps
5 sit ups	15 Arm Circles	FREE	20 second Squat Hold	20 seconds High knees
Jog in place 30 seconds	20 seconds Butterfly Stretch	15 Supermans	10 Shoulder Stretch	5 Push ups
Child Pose 20 Second	10 Single leg hops	10 Push ups	5 squat jumps	10 sit ups

What Families Can Do

- Take a walk outside and count how many times you see something red.
- This is the perfect time to teach your child how to tie their shoe laces! Once they have that down, time them and see if they can do it faster next time.

Learning Activities for Speaking & Listening

Grade 2

In 2nd grade, students are expected to **participate in conversations to describe key ideas, gather information and/or deepen understanding of a topic**. These activities will provide opportunities for your child to speak in complete sentences and use academic language.

Week 4 Activities

1. Compare and Contrast

Materials: toys

Choose two toys from your house and tell someone how they are the same and how they are different. "They are the same because they both _____. However, this one _____, while the other one _____."

2. Describe the Weather

Materials: paper, pencil, crayons

Go outside. Talk about the weather using describing words. "Today the weather is cool and rainy. The air is damp. The grass was wet this morning, but this afternoon it dried when the sun came out." Make a prediction about what the weather will be tomorrow. "I think tomorrow it will be _____ because _____." Draw a picture and share your thoughts with someone in your family using complete sentences.

3. State your Opinion

Materials: none

Which would be a better pet: a cat, a dog, a lizard? State your opinion, giving three supporting ideas. "In my opinion _____ would be the best pet. First, _____. Also, _____. In addition to that _____. In conclusion, I would choose _____ for a pet." You can use these sentence frames to state your opinion about anything! Challenge yourself to use them for another topic.

4. Use your Toolbox

Materials: none

Think about a time when you've felt frustrated, angry, upset or overwhelmed. Which tool did you use to get through those feelings? Talk about that time and explain how your toolbox can help. "I felt *frustrated/angry/upset* when _____. I used my *breathing tool/quiet, safe place tool/ listening tool/garbage can tool* by _____." Teach a family member about your favorite tool from the toolbox. Do you remember the hand motions? Do you remember what to say?

5. Share a story

Materials: completed writing piece, phone/tablet/computer

Choose a writing piece you've completed and read it to a friend or family member over the phone, on Facetime, or using another video chat program. Be sure you are speaking clearly and using your voice to tell the story with expression.

What Families Can Do

- Engage your children in conversation! These activities are simple, basic ways to talk with your kids while doing other things, but conversations can be had at any time throughout the day. Are they spending time on YouTube? Ask them about the show they're watching. Do they play video games? Ask them about the rules of the game, the characters, the strategies they use.
- Remind your child to give eye contact and speak clearly.
- Give your student time to think and prepare his/her questions and responses.

Learning Activities for Wellness & Self Care

Grade 2

These activities will help your child practice the Empathy Tool. Empathy is the ability to understand what another person is going through. Students need to 1. Understand their own emotions 2. Think about how another person is feeling. 3. Say what they are feeling and listen with caring and understanding to what another person is saying and feeling.

Week 4 Activities

1. Emotions Naming

Materials: paper, pencil, crayons

Name as many emotions as you can. Try to think of more than 10. Get help from others. Choose an emotion and draw a picture of yourself feeling that way.

2. Emotions Charades

Materials: none

Show an emotion and have your family member guess what you're feeling. Take turns.

3. Feelings Mirror

Materials: none

Ask a family member to play mirror with you. Have them copy your facial expressions. Try out calm, mad, sad, happy, lonely, scared, worried, excited and happy. Think of a few more on your own!

4. Role Play

Materials: none

Act out the following situations:

1. You're lonely and being bullied.
2. You just won a million dollars.
3. You got mad at your friend.
4. You didn't get any sleep last night.
5. You just woke up from a nightmare.

Think of 5 of your own!

5. Call Someone

Materials: phone

Think of how some of your family members or friends might be feeling right now. Call one and check in. Ask them how they are feeling today.

What Families Can Do

- Listen without judgement when your child tells you how they are feeling.
- When you're having an emotion, share how you are feeling with your child.
- Talk to your child about seeing something from someone else's perspective.
- While reading a book or watching a show, stop it to talk about how the character is probably feeling. Ask your child how they know.