

Back-to-School Activity Guide



Second Grade

About This Guide

Are you concerned that over the summer your child will forget everything he or she learned in first grade? This packet of fun activities and skill-builders will help prepare your child for the new school year. Each activity has been selected to draw on prior knowledge and is a sneak peek of what he or she will learn in the second grade. Enjoy these worksheets with your son or daughter during the summer months, and once it's time to go back to school, your child will feel well-rested and equipped for the upcoming year.

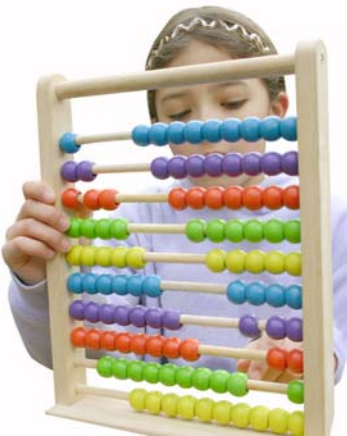
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Second Grade: What Will They Learn?

There's lots of review in second grade, ensuring that students truly master all the skills presented in first grade. Your child will also learn to recognize familiar words more rapidly, read new words, add and subtract faster, compose more complex sentences, spell many new words, and increase reading and speaking vocabularies. Find out what else your child will learn this year:

- Apply more complex phonics skills to reading passages.
- Automatically read the 200 most commonly used words.
- Write sentences using correct punctuation and capitalization.
- Recognize and use nouns and action verbs in sentences.
- Begin writing in cursive.
- Write legibly in cursive.
- Add and subtract any 2-digit number.
- Handle place value concepts for 3-digit whole numbers.
- Identify time to include half-hour and 5-minute intervals.
- Identify the value of pennies, nickels, dimes, quarters, half-dollars, and dollars.
- Value people from many cultures.
- Develop a simple understanding of life, earth, and physical sciences.



Summer Reading List Grades K-2



***Make Way for Ducklings* / by Robert McCloskey**

It's not easy for duck parents to find a safe place to raise their ducklings, but during a rest stop in Boston's Public Garden, Mr. and Mrs. Mallard think they just might have found the perfect spot. When Mrs. Mallard and her eight ducklings are stuck at a busy street in downtown Boston, their policeman friend Michael rushes in to stop traffic and make way for them.

***Lon Po Po* / by Ed Young**

This is the Chinese version of the traditional story of *Little Red Riding Hood*. Three sisters, Shang, Tao, and Paoze, must defend themselves against a frightening wolf while their mother is away visiting their grandmother for her birthday.

***Miss Nelson is Missing* / by Harry Allard**

The students in Miss Nelson's class have difficulty following the rules and being respectful. One day Miss Nelson concocts an ingenious plan and disappears, making it necessary for substitute "Viola Swamp" to take over. Soon the children are inundated with homework and have their story time taken away. Eventually, Miss Nelson comes back to a much-improved class that appreciates her.

***The Garden of Abdul Gasazi* / by Chris Van Allsburg**

A Caldecott Honor winner, *The Garden of Abdul Gasazi* charms readers with its engaging storyline and brilliant pencil drawings. The adventure begins when Alan loses Fritz, the dog he is sitting for. Fritz wanders into a garden owned by a former magician. Alan hopelessly looks for Fritz and to his dismay thinks that the dog has been turned into a duck by the old magician.

***If You Give a Mouse a Cookie* / by Laura Joffe Numeroff**

If You Give a Mouse a Cookie is a wonderful tale of a boy who tries to meet the demands of a very needy mouse. Young readers will come away smiling at the mischief in this delightful picture book.

***The Little Engine That Could* / by Watty Piper**

The Little Engine That Could is a classic tale of a determined railroad engine that, despite its small size, triumphantly pulls a train full of toys to the waiting children on the other side of a mountain.

***So You Want to Be President?* / by Judith St. George**

So you want to be president! Why not? From the embarrassment of John Quincy Adams to the mischievous adventure of Theodore Roosevelt's pony, Judith St. George shares the backroom facts, the spitfire comments, and the comical anecdotes that have been part and parcel of America's White House. Hilariously illustrated by Caldecott Honor-winning artist David Small, this celebration shows us the foibles, quirks, and the humanity of men who have risen to one of the most powerful positions in the world.



Family Times

You are your child's first and best teacher!

Here are ways to help your child practice skills while having fun!

Day 1 Write the words *anchor*, *chorus*, *ache*, and *stomach*. Have your child read each word aloud and listen for the sound /k/ that the letters *ch* represent. Have your child compare this sound to the sound *ch* stands for in *chair*, *lunch*, and *chicken*.

Day 2 Write simple sentences that use any of the following words that your child is learning to read: *also*, *group*, *soon*, *though*, *tried*. Have your child read each sentence aloud.

Day 3 After reading a story, ask your child questions about its theme, such as: *What lessons did the characters learn? Are these lessons something you can use in your life?*

Day 4 Ask your child to write about a book he or she has read. Encourage your child to include what he or she likes about the book and why it would be interesting to other people.

Day 5 Look through some favorite stories with your child. Point out commas in sentences and discuss why commas are used.

Read with your child EVERY DAY!

The School Chorus

I like singing in the chorus
And when there's a school play.
We will sing a chord or two
And practice every Friday.

I will use a microphone
Singing with my classmates.
We will wear our uniforms.
Our chorus sounds just first-rate!

Later on we'll have some treats
Like bagels and some cocoa.
Before we eat the band will play
And I will play the oboe.

I will use a microphone . . .



This rhyme includes words your child is working with in school: words with long vowels at the end of syllables (*microphone*, *uniform*) and the consonants *ch* and *sch* (*chorus*, *school*). Sing “The School Chorus” with your child. Take turns singing a line and then having the other person repeat the same line.

(fold here)

Name: _____

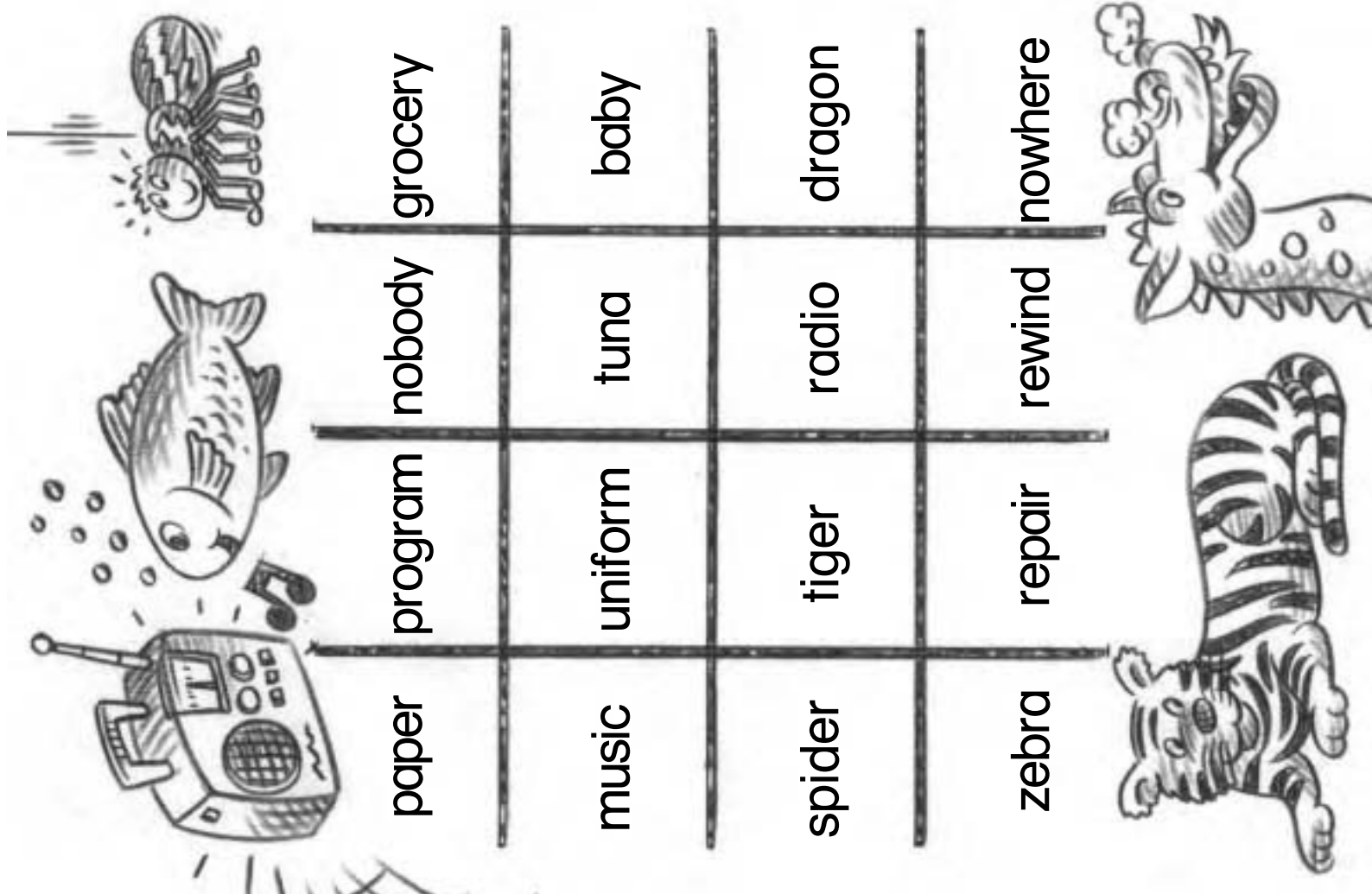
Read for Points

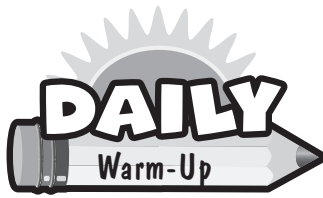
Materials index cards, markers, timer

Game Directions

1. Write the words shown on page 3 on index cards.
2. Divide the cards among 2 or 4 players.
3. Players take turns choosing a card from another player's hand. If the first player is able to read the word and use it in a sentence, he or she earns 1 point. If not, the player returns the card to the original player's hand.

4. Play until all cards have been used. The player with the most points at the end wins! If the score is tied, take 1 minute to write as many two-syllable words as possible. Then the player with most words wins!





THREE LITTLE BUGS

It was a sunny day. Three little bugs packed a bag.

"Goodbye, Mother," said Joe. "I will go to the city."

"Goodbye, Joe. Be a good boy," said his mother.

"Goodbye, Mom," said Seth. "I will go to the hills."

"Goodbye, Seth," said Mother. "Please, be good."

"Goodbye, Mother," said Sage. "I will go to the country."

"Goodbye, Sage. Be good," said Mother.

They all kissed her goodbye.

Joe had a blue bag and a hat.

Seth had a green bag and two toys.

Sage had a red bag. Sage took books. He took a saw to cut wood.

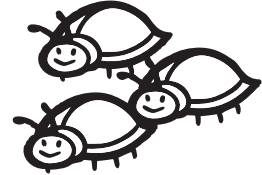
Joe went to the city. Seth went to the hills. Sage went to the country.

Joe made a house of sticks. It was small. The door was not big.

Seth made a house of weeds. It had no windows. It had one door.

Sage made a house of bricks. He made a roof out of wood. Sage made a wall.

One day the wolf came to find bugs for his lunch. He blew Joe's house down. He blew Seth's house down. He could not blow Sage's house down. He gave up blowing and went home to eat soup.



STORY QUESTIONS

1. Which words tell us about Sage?

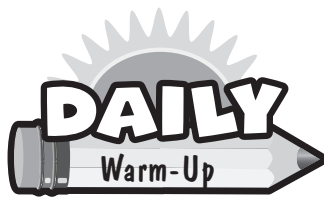
- a. He is mean.
- b. He is quick.
- c. He is sloppy.
- d. He is careful and plans ahead.

2. How was Sage different than his brothers?

- a. He was smarter.
- b. He was lazy.
- c. He was not sleepy.
- d. He liked to draw.

3. What fairy tale is this like?

- a. "Goldilocks and the Three Bears"
- b. "Three Little Pigs"
- c. "Cinderella"
- d. "Jack and the Beanstalk"



Answer Key

Three Little Bugs

1. d
2. a
3. b

Punctuation Situation

PART ONE: Some sentences tell you something. These sentences end in a period. Some sentences ask you a question. These sentences end in a question mark. Punctuate each sentence correctly.

1. Do you go to school
2. I am in the first grade
3. Can you count to one thousand
4. I can count to one hundred
5. Do you like your teacher
6. My teacher is nice
7. Do you ride the bus
8. I walk to school
9. Do you buy your lunch in the cafeteria
10. I bring my lunch from home



PART TWO: In the sentences above, Heidi asked Nicky all of the questions and Nicky told her the answers. Try to answer the following questions without looking back. Circle the correct answer.

- | | | |
|--|-----|----|
| 1. Nicky is in kindergarten. | yes | no |
| 2. Nicky can count to 1000. | yes | no |
| 3. Nicky likes his teacher. | yes | no |
| 4. Heidi and Nicky ride the bus together. | yes | no |
| 5. Nicky needs to bring lunch money so he can buy his lunch. | yes | no |



Lower and Upper Case Cursive Chart

a b c d e f g

h i j k l m n

o p q r s t u

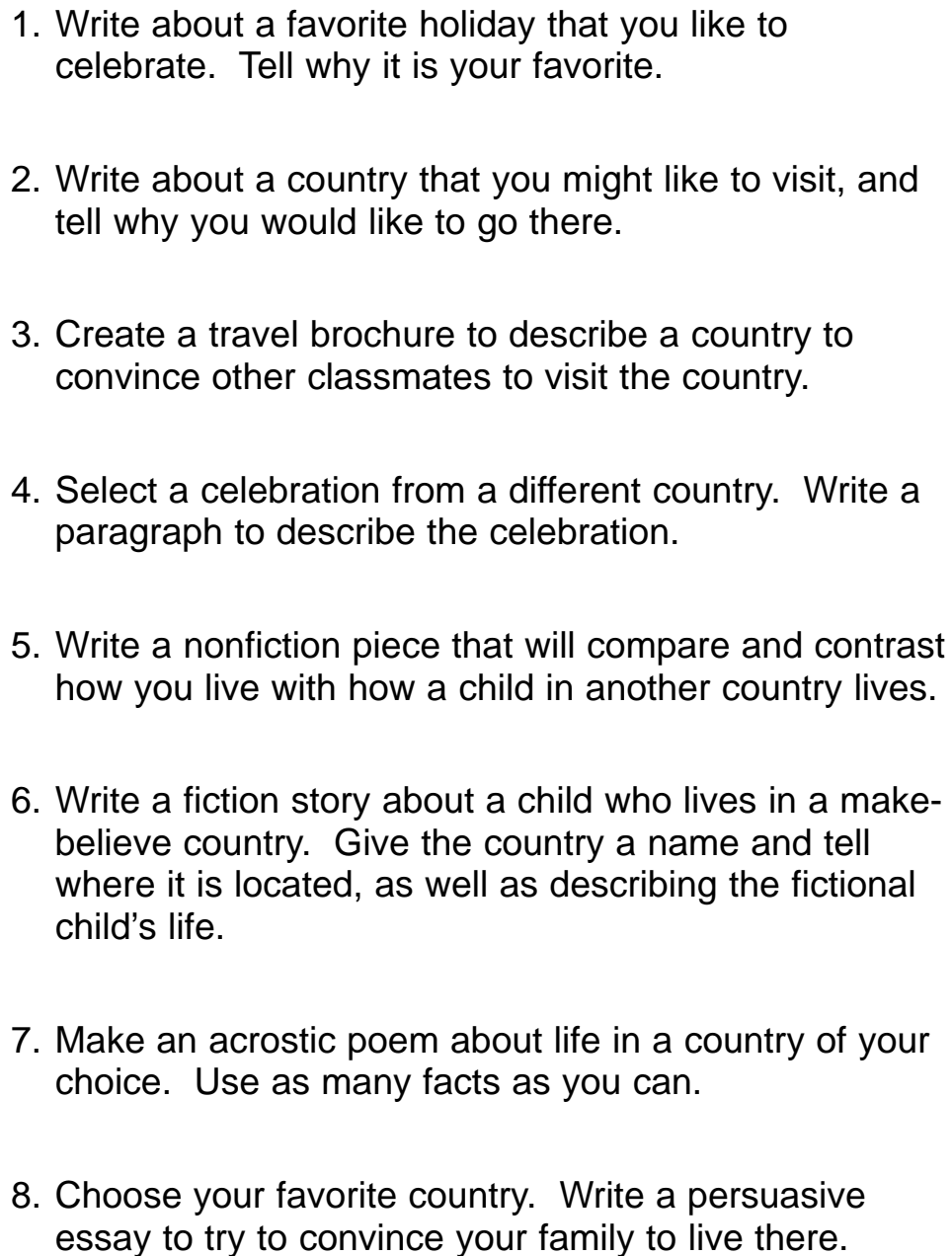
v w x y z

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

Daily Journal Topics: Faraway Children and Celebrations

- 
- A decorative border of various pencils surrounds the text. The pencils are arranged in a rectangular frame, with some standing vertically and others horizontally, creating a border around the central list of topics.
1. Write about a favorite holiday that you like to celebrate. Tell why it is your favorite.
 2. Write about a country that you might like to visit, and tell why you would like to go there.
 3. Create a travel brochure to describe a country to convince other classmates to visit the country.
 4. Select a celebration from a different country. Write a paragraph to describe the celebration.
 5. Write a nonfiction piece that will compare and contrast how you live with how a child in another country lives.
 6. Write a fiction story about a child who lives in a make-believe country. Give the country a name and tell where it is located, as well as describing the fictional child's life.
 7. Make an acrostic poem about life in a country of your choice. Use as many facts as you can.
 8. Choose your favorite country. Write a persuasive essay to try to convince your family to live there.

A Flag About Me

Activity created by Fan Chu, Pearson Teacher Fellow and
Teacher at Orange County Parents Together
Incorporation in Orange, California.

This activity works best with:

- INDIVIDUAL CHILD
- SMALL GROUPS
- CLASSROOMS/LIBRARIES
- ACTIVITY STATIONS AT LARGE EVENTS

Preparation Time: MEDIUM

Materials: \$

OVERVIEW

Adults and children read *The Story of Ferdinand*. After discussion around themes in the story, children make their own flags that celebrate their special qualities. They draw pictures about an attribute that makes them unique or special. It would also be appropriate to have the children draw a scene of a time they were true to themselves. Adults engage in conversation around the concept of being special or true to one's self and encourage children to label the pictures with their name or words that represent what they depicted.

MATERIALS & PREPARATION

MATERIALS:

- Assorted colors of construction paper
- Markers, crayons
- Scissors
- Sticks (popsicle sticks, dowels) or pipe cleaners
- Glue
- Flag patterns (Triangle shapes and rectangle shapes)
- Styrofoam boxes or cardboard boxes with holes punch in them

PREPARATION:

- Prepare all the materials on the table.
- Cut out flag patterns of triangles and rectangles for children to trace if necessary.

INTRODUCTION

- Read *The Story of Ferdinand*. Adults should engage in dialogue with children, drawing on themes of the uniqueness of Ferdinand, what it means to be special or have different ideas (such as Ferdinand enjoying sitting under the cork tree).
- Adults should provide children with a simple definition of what a flag is by asking children if they have ever seen a flag and explaining that flags are used to share information and communicate a message. Adults should show images of flags from the book at this time (pages 43, 45, 59, and 65). "On page 59, there are flags from different countries. These flags are a way to show people where you live. There is a flag for the United States, and every state has its own flag too." Also, adults can explain the significance of the flags in the story.
- When the children are familiar with the concepts, have them brainstorm ideas about their own special qualities.
- Tell the children that we will be making flags, and they will feature what about each of them is special or unique. On page 45 there are images of flags with Ferdinand's name written on them. You might say, "Here is a flag for Ferdinand. Would you like to make your own flag?"

ACTIVITY

- Give the children a sheet of construction paper of their choice. Children use markers to trace or draw different shape patterns on their paper.
- Next, the children use scissors to cut out the shapes.
- Children use a variety of colors of marker or crayon to draw the pictures. Adults should encourage them to describe what's inside the pictures, and write in the few words. If children cannot write yet themselves, adults can write down what they say word for word. This way they can see their words come alive in print. Encourage children to write their name after that.
- Adults can assist them in using glue to stick the paper on the sticks or pipe cleaners.
- Have the children put their flags on display in the Styrofoam or cardboard box. You can also have a parade with the children waving their flags as they march along the parade route.

TIPS FOR CONVERSATION

- Adults can explain the meanings of words in the story (e.g. flag, bull, etc.) that will help build their understanding and knowledge of ideas and new information.
- Engage in conversation about Ferdinand's uniqueness. Ask questions about what he did that was different from the other bulls in the story. "Why do you think Ferdinand enjoyed sitting under the cork tree and smelling flowers?" You can show pictures of Ferdinand sitting under the tree on pages 19, 25, or 67.
- Have children brainstorm about their own special skills, talents, families, or attributes. "What do you like to do that is different from what your friends like to do?"

LEARNING CONNECTION

- Drawing, tracing, writing, cutting and gluing help to develop fine motor skills and eye-hand coordination.
- Children's language will develop through shared conversations and reading.
- Learning new ideas and information about the world, such as the purpose of flags, translates into increased vocabulary for children.
- This activity provides opportunities to understand and express a sense of self and to help the children learn that everyone (and every bull) is unique in their own ways

Make a “Wooden” Mask

The natives of the Northwest Coast are master wood-carvers. Everything is carved from the wood of the cedar tree with extremely fine craftsmanship. Some of the most interesting pieces of wood carvings are the masks which were used in ceremonial dancing and, of course, the totem poles. In the masks and totem poles the effigies of animals are used.

One of the most popular designs is the highly stylized face of a beaver. Use the pattern below to make a beaver mask for yourself. Use colored construction paper. Enlarge the pattern if you need to. To make layers of different colors, trace the patterns of individual parts such as the teeth, eyes, or nose, and transfer them onto construction paper of contrasting colors. Cut them out and glue them into place on the mask.



SHARK!

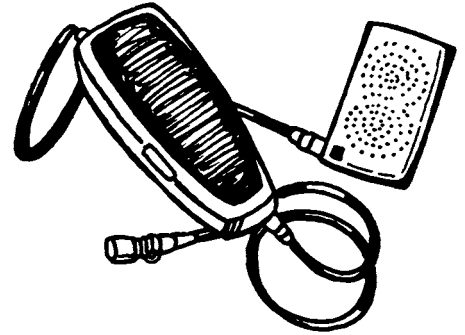
Underwater divers may soon be able to work and play safely without fear of sharks.

Scientists have come up with an invention that uses electricity to drive away sharks.

Now they are working on ways to use the invention on surfboards and life jackets.

Perhaps they will even come up with something for rafts and bathing suits.

How could you describe the invention to make people want to buy one? In the space below, create an ad.



Use Doubles to Subtract

A class helps in the library.

Children put new books on shelves.

When they put books on 2 shelves, each shelf has the same amount.

Write the number of books on each shelf.

1. There are 8 new art books.

Tran puts  on one shelf.

He puts  on the other shelf.

2. There are 12 books on folktales.

Willy puts _____ on one shelf.

He puts _____ on the other shelf.

3. There are 16 books on science.

Annie puts _____ on one shelf.

She puts _____ on the other shelf.

4. There are 10 books of poems.

Caroline puts _____ on one shelf.

She puts _____ on the other shelf.

5. There are 18 books about sports.

Sam puts _____ on one shelf.

He puts _____ on the other shelf.

6. There are 6 picture books.

Tina puts _____ on one shelf.

She puts _____ on the other shelf.

Notes for Home Your child added doubles or used a doubles fact to subtract. *Home Activity:* Ask your child to draw a picture that shows $2 + 2 = 4$. Then ask your child to tell you a subtraction fact that uses the double in his or her picture. (Possible answer: a group of 2 balls and another group of 2 balls shows a sum of 4; $4 - 2 = 2$ is the subtraction fact that uses the doubles that were drawn.)

Use Doubles to Subtract

A class helps in the library.

Children put new books on shelves.

When they put books on 2 shelves, each shelf has the same amount.

Write the number of books on each shelf.

1. There are 8 new art books.

Tran puts 4 on one shelf.

He puts 4 on the other shelf.

2. There are 12 books on folktales.

Willy puts 6 on one shelf.

He puts 6 on the other shelf.

3. There are 16 books on science.

Annie puts 8 on one shelf.

She puts 8 on the other shelf.

4. There are 10 books of poems.

Caroline puts 5 on one shelf.

She puts 5 on the other shelf.

5. There are 18 books about sports.

Sam puts 9 on one shelf.

He puts 9 on the other shelf.

6. There are 6 picture books.

Tina puts 3 on one shelf.

She puts 3 on the other shelf.

Notes for Home Your child added doubles or used a doubles fact to subtract. *Home Activity:* Ask your child to draw a picture that shows $2 + 2 = 4$. Then ask your child to tell you a subtraction fact that uses the double in his or her picture. (Possible answer: a group of 2 balls and another group of 2 balls shows a sum of 4; $4 - 2 = 2$ is the subtraction fact that uses the doubles that were drawn.)

Before, After, Between

Solve the riddles.

1. I am one before 37.
What number am I? _____

2. I am one after 48.
What number am I? _____

3. I am between 37 and 41.
I have 4 tens.
What number am I? _____

4. I am between 56 and 60.
I have 8 ones.
What number am I? _____

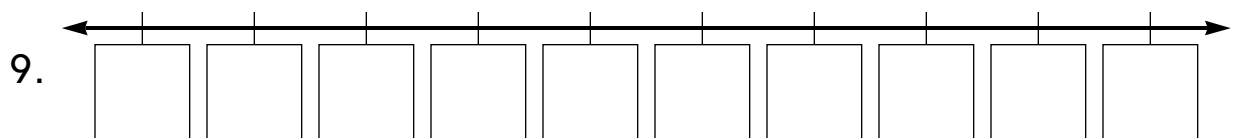
5. I am between 86 and 91.
I have the same number
of tens and ones.
What number am I? _____

6. I am between 74 and 80.
I have 2 more tens
than ones.
What number am I? _____

7. I am between 10 and 20.
If you count by 5s,
I come after 10.
What number am I? _____

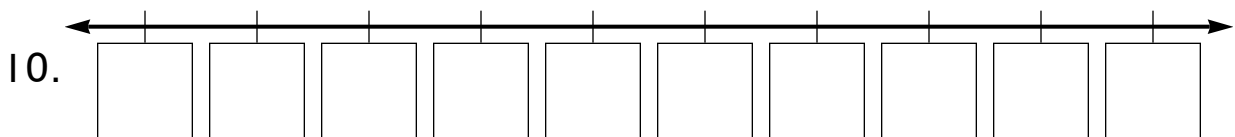
8. I am between 10 and 20.
If you count by 2s,
I come after 14.
What number am I? _____

Use the clues to fill in the number line.



Clue 1 The numbers are between 70 and 82.

Clue 2 The first number has 2 ones.



Clue 1 The numbers are between 30 and 45.

Clue 2 The number before the last number has 2 ones.

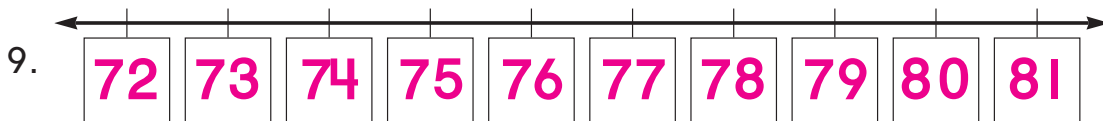
Notes for Home Your child answered questions about numbers. *Home Activity:* Ask your child what number is one before 75. (74)

Before, After, Between

Solve the riddles.

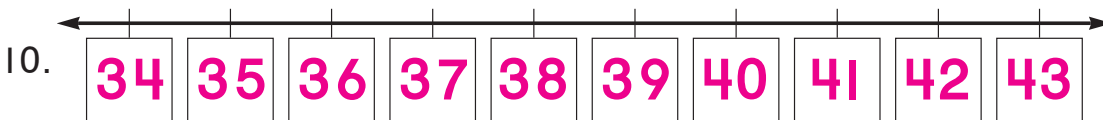
1. I am one before 37.
What number am I? 36
2. I am one after 48.
What number am I? 49
3. I am between 37 and 41.
I have 4 tens.
What number am I? 40
4. I am between 56 and 60.
I have 8 ones.
What number am I? 58
5. I am between 86 and 91.
I have the same number
of tens and ones.
What number am I? 88
6. I am between 74 and 80.
I have 2 more tens
than ones.
What number am I? 75
7. I am between 10 and 20.
If you count by 5s,
I come after 10.
What number am I? 15
8. I am between 10 and 20.
If you count by 2s,
I come after 14.
What number am I? 16

Use the clues to fill in the number line.



Clue 1 The numbers are between 70 and 82.

Clue 2 The first number has 2 ones.



Clue 1 The numbers are between 30 and 45.

Clue 2 The number before the last number has 2 ones.

Notes for Home Your child answered questions about numbers. *Home Activity:* Ask your child what number is one before 75. (74)

Tell Time to the Quarter Hour

Read the clues about each student.

Color in the spaces for the time each student spends in the library.

	Kaysha	Roberto	Martin	Tracy
12:30				
12:45				
1:00				
1:15				
1:30				
1:45				
2:00				
2:15				

- Kaysha gets to the library at 45 minutes after 12. She leaves 15 minutes before 2.
- Roberto gets to the library at 1:15. He leaves 15 minutes later than Kaysha.
- Martin gets to the library at 15 minutes before 1. He leaves at half past 1.
- Tracy gets to the library at 30 minutes after 1. He leaves 45 minutes after 1.
- Who is the last one to leave the library?
- Who spends the most time in the library?

Notes for Home Your child identified time to 15 minutes. *Home Activity:* Ask your child to tell you the time it would be every fifteen minutes between 2:15 and one hour later. (2:30, 2:45 or 15 minutes before 3, 3:00, 3:15)

Tell Time to the Quarter Hour

Read the clues about each student.

Color in the spaces for the time each student spends in the library.

	Kaysha	Roberto	Martin	Tracy
12:30				
12:45				
1:00				
1:15				
1:30				
1:45				
2:00				
2:15				

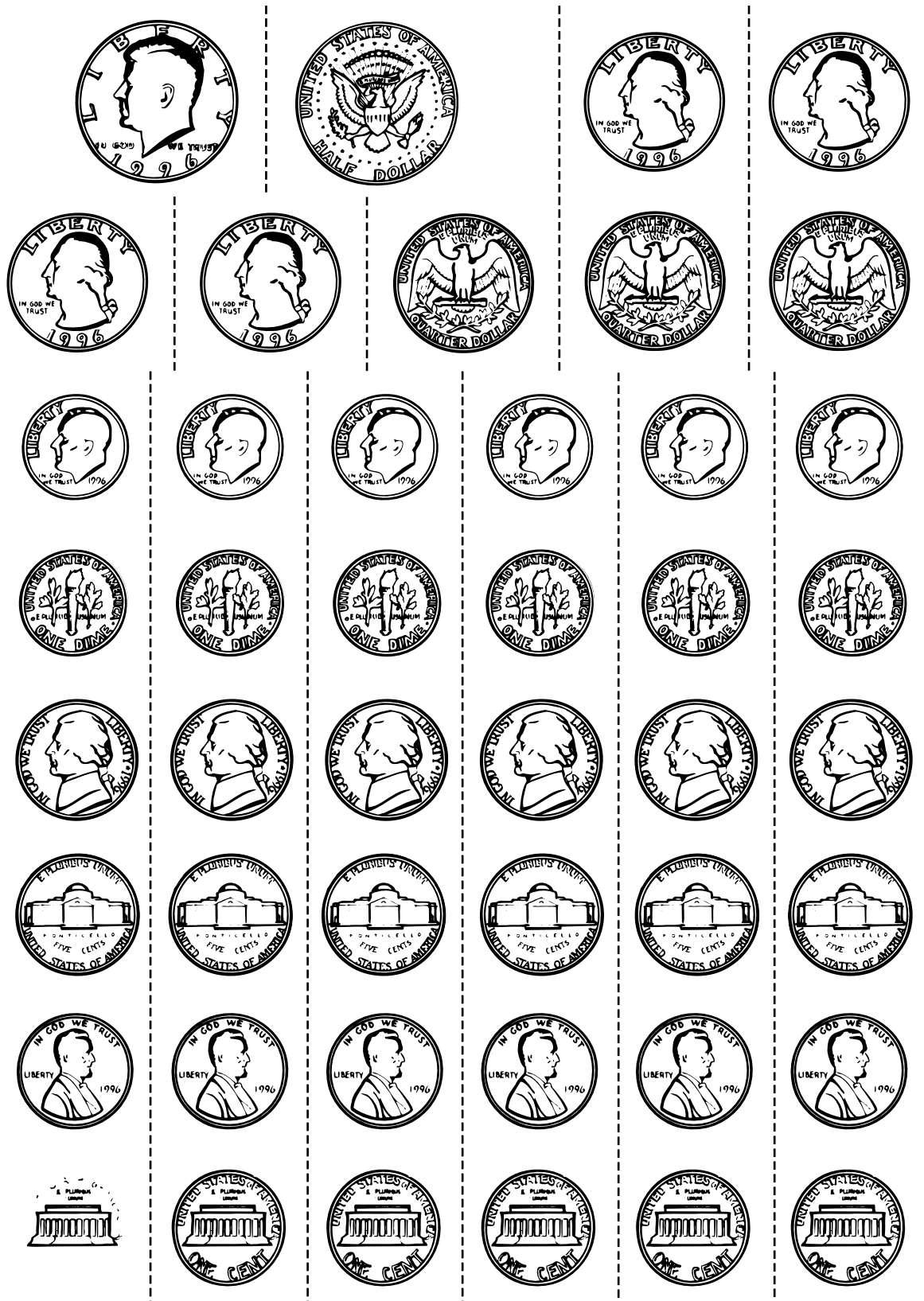
- Kaysha gets to the library at 45 minutes after 12. She leaves 15 minutes before 2.
- Roberto gets to the library at 1:15. He leaves 15 minutes later than Kaysha.
- Martin gets to the library at 15 minutes before 1. He leaves at half past 1.
- Tracy gets to the library at 30 minutes after 1. He leaves 45 minutes after 1.
- Who is the last one to leave the library?
- Who spends the most time in the library?

Roberto

Kaysha

Home Activity: Ask your child to tell you the time it . (2:30, 2:45 or 15 minutes before 3, 3:00, 3:15)

Coins



Coin Combinations

Use coins to solve the riddles.

1. I have 4 coins. The total amount is 25¢. What coins do I have?

2. I have 3 coins. The total amount is 21¢. What coins do I have?

3. I have 2 coins. The total amount is 75¢. What coins do I have?

4. I have 4 coins. The total amount is 60¢. What coins do I have?

5. I have 3 coins. They are all different. The total amount is 36¢. What coins do I have?

6. I have 6 coins. The total amount is 30¢. I have no nickels. What coins do I have?

7. I have 2 more dimes than nickels. I have 2 nickels. How much money in all?

_____ ¢

8. I have 1 more nickel than pennies. I have 4 pennies. How much money in all?

_____ ¢

Notes for Home Your child found coin combinations to solve riddles. *Home Activity:* Ask your child to make up a coin riddle for you to solve.

Name _____

Coin Combinations

Use coins to solve the riddles.

1. I have 4 coins. The total amount is 25¢. What coins do I have?

1 dime

3 nickels

2. I have 3 coins. The total amount is 21¢. What coins do I have?

2 dimes

1 penny

3. I have 2 coins. The total amount is 75¢. What coins do I have?

1 half dollar

1 quarter

4. I have 4 coins. The total amount is 60¢. What coins do I have?

2 quarters

2 nickels

5. I have 3 coins. They are all different. The total amount is 36¢. What coins do I have?

1 quarter 1 dime

1 penny

6. I have 6 coins. The total amount is 30¢. I have no nickels. What coins do I have?

1 quarter

5 pennies

8. I have 2 more dimes than nickels. I have 2 nickels. How much money in all?

50 ¢

10. I have 1 more nickel than pennies. I have 4 pennies. How much money in all?

29 ¢

Notes for Home Your child found coin combinations to solve riddles. *Home Activity:* Ask your child to make up a coin riddle for you to solve.

Elementary Supply List

Parents,

Your children are very excited about beginning a new school year. Please make every effort to purchase all of the supplies on the list. In advance I want to thank you for your cooperation. I look forward to working with you throughout the school year.

- ☐ 1 container of baby wipes
- ☐ 1 back pack
- ☐ 1 calculator
- ☐ 1 box of 64 crayons
- ☐ 2 erasers
- ☐ 4 glue sticks
- ☐ 3 different colored highlighters
- ☐ 1 pack of index cards
- ☐ 1 pack of water-based markers
- ☐ 1 pencil box
- ☐ 2 pencil sharpeners
- ☐ 10 pencils
- ☐ 6 pocket folders
- ☐ 1 pack of Post-it Notes®
- ☐ 2 boxes of facial tissues
- ☐ 1 inch/cm ruler
- ☐ 1 pair of scissors
- ☐ 1 roll of Scotch tape
- ☐ 1 three ring binder (2-3 inches)
- ☐ 1 pack of wide-ruled notebook paper

Grade Levels:	Pre-K - 5
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Cold and Flu Prevention Checklist



☒ **Stay Home If You're Sick**

We want to teach our kids the importance of working hard, but it's just good sense to stay home from work or school when you're sick, to prevent the spread of cold and flu germs.

☒ **Keep Your Hands Clean**

You never know what germs you might be picking up in the course of the day. It's a good idea to wash your hands frequently, especially before eating, and after blowing your nose, coughing, sneezing, or using the bathroom. Use warm water and soap, and make sure you lather up for 20 seconds!

☒ **Cover Your Nose & Mouth When Coughing or Sneezing**

Avoid spreading cold and flu germs to others by coughing or sneezing into a tissue. If none is available, don't cough or sneeze into your hands! Instead, turn your head away from nearby people and, if necessary, aim for your shoulder.

☒ **Don't Touch Your Eyes, Nose, or Mouth**

Germs that might otherwise languish on your hands can easily infiltrate your system when you rub your face. Try to keep your hands away from your face as much as you reasonably can.

☒ **Get Plenty of Rest**

Your body works overtime to hunt and destroy harmful germs when you're resting or relaxed, but high stress levels leave you susceptible to invasion. Get some rest and give your white blood cells the time they need to do their job.

☒ **Avoid Unnecessary Close Contact**

It's an unfortunate fact that a person can spread flu germs a full day before exhibiting symptoms, and then up to five days after that. Steer clear of those with flu-like symptoms—they'll understand. And if you're sick, avoid close contact with others.

☒ **Eat Plenty of Fruits & Vegetables**

Eating right is always important, but particularly during cold and flu season. The vitamins and minerals found in fruits and vegetables can buttress your body's immune system against invaders.

☒ **Get Fresh Air & Exercise**

It's a myth that low temperatures cause cold and flu. In fact, the culprit is increased, prolonged contact with greater numbers of people. Going outside for a walk means you'll get exercise and get away from potential germ-bearers.