

Activities Plus
Jumbo Resource
Guide

Activities Plus

Second Grade

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A NOTE TO THE TEACHER

ACTIVITIES PLUS is a teacher's resource guide containing a multitude of classroom-tested activities and reproducibles which will enable you to provide review, reinforcement, and enrichment of the basic skills taught at the second grade level. Whether you are an experienced teacher or just entering the profession, the wealth of materials found in this guide is certain to enhance your classroom instruction.

Language arts, social studies, science, and mathematics activities are presented in individual sections for your convenience. Each activity includes a stated purpose and a list of necessary materials, many of which are readily available in the classroom or can be easily obtained.

Complete step-by-step procedures are provided for each activity, and when applicable, suggestions are included for adapting an activity to another discipline or for use with less advanced or more accelerated students. In addition, a follow-up section accompanies many of the activities in this guide, allowing you to expand upon the concepts being taught in the lesson.

Each of the four main sections also contains a variety of creative reproducibles. These reproducibles are designed to supplement specific activities found in this guide, thus providing your students with additional "hands-on" learning opportunities. Please note that the majority of the activities and reproducibles in this book can be easily adapted for classroom use at other grade levels as well.

Milliken Publishing Company is always interested in how to best serve your professional needs, and we appreciate any comments or suggestions regarding the activities presented in our instructional guides.

LANGUAGE ARTS

INTRODUCTION

The activities in this section have been divided into two major categories: **COMMUNICATION SKILLS** (listening, speaking, writing) and **LANGUAGE SKILLS**.

The art of communication, particularly the art of listening, is an essential skill required in all phases of one's life. The activities provided in this section help to refine the skills necessary to ensure academic and social achievement. The **COMMUNICATION SKILLS** exercises are designed to enable children to:

- refine their listening skills to include following directions in sequence and recalling information accurately;
- feel comfortable expressing themselves clearly in front of a group;
- demonstrate critical and creative thinking abilities;
- enlarge their vocabulary;
- gain practice in creative writing.

The **LANGUAGE SKILLS** activities are designed as tools to strengthen phonics skills and to introduce children to beginning rules of grammar. The exercises in this section have been developed to enable children to:

- distinguish between consonant blends, long and short vowels, and diphthongs;
- learn the rules of correct punctuation;
- distinguish between singular possessive and common noun plurals.

Positive reinforcement of the skills provided in this section will help children to gain the self-confidence necessary to approach any reading or writing situation, and to decipher and decode new materials. Reproducible pages throughout the section have been designed to support the basic concepts covered in the activities. As you consider the academic level of the group and the individual sensitivities within the group, you may find it necessary to adapt some of the activities to better accommodate the needs of your students.

STORY LINE

Purpose: To practice listening and speaking in order to develop a plot.

Materials:
one ball of yarn in which knots have been tied at varying intervals

Procedure:

Step 1: Begin the first of several sessions by reading a short story to the children.

Step 2: Discuss the elements of a good story with the children. Talk about characters and how they are developed. Point out that most stories have a problem and a solution. Discuss settings of stories and moods created in stories. Give examples, and then elicit other examples from the children. Have these discussions and read-aloud sessions until it is apparent that children completely understand the elements of a good short story.

Step 3: After you have completed your discussion sessions, have the children sit in a circle on the floor, and tell them that together you will “spin” some stories.

Step 4: Show the students the ball of yarn with the knots tied in it. Begin a story as you hold the ball of yarn in your hand.

Step 5: At some point in the story, stop and pass the ball of yarn to a child (hold onto the end). The child must continue the story and attempt to develop the plot further.

Step 6: When the child reaches a point in the story at which he or she wishes to stop, he or she holds onto the string of yarn and then passes the rest of the ball to another child.

Step 7: The story is developed as the yarn unravels until you reach a knot. At this time, the child who receives the knot must end the story.

Step 8: You and the children may wish to critique the story at this point. If time allows, a second story may be told using the same procedure.

Follow-up:

You may wish to print the stories and hang them by the strands of yarn used in the storytelling sessions.

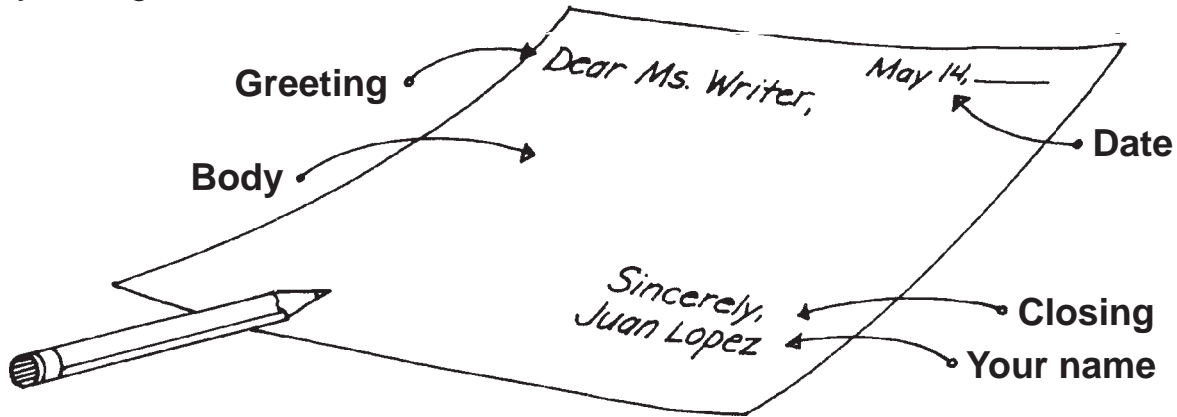
Display the stories on a bulletin board titled “Story Line.”

Have children create a setting with yarn on colored paper. They might design a forest, mountains, the seashore, or another scene. Encourage children to write a story using their yarn picture as a starting point.

Let's Write a Letter

People write letters for many reasons: to keep in touch with family and friends, to send and receive information, or to thank someone.

On another paper, write a letter to the author of your favorite book telling him or her why you like the book. Use the proper form for your letter. The following questions may help you to get started.

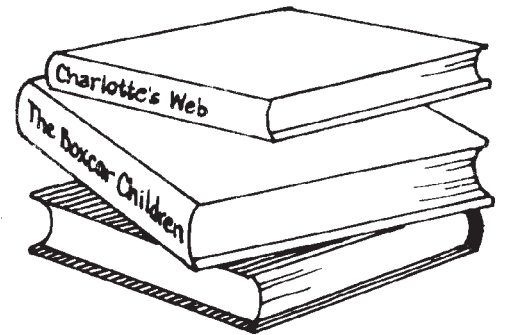


1. What is your favorite book?

2. Who is the author?

3. Why do you like this book?

4. What is your favorite part of the story?



SOCIAL STUDIES

INTRODUCTION

The activities in this section emphasize self-awareness in the child. From this self-awareness springs an awareness of living experiences in the larger spiraling community to which the child belongs. The child moves through experiences of self, family, street and neighborhood living, and touches on city, state, and country experiences.

These activities will teach children to visualize their own unique relationship to others in their daily lives. The activities in the SOCIAL STUDIES portion of this guide are designed to help children to:

- appreciate special qualities about themselves and others;
- become more aware of characteristics which make them similar to others and yet unique;
- understand how people communicate through all five senses;
- generate empathy for others in their environment;
- become both critical and creative thinkers;
- become more aware of and appreciative of their surroundings;
- learn how they can improve their surroundings.

Several of the activities are “walk around and record” activities. Save cardboard backs from old tablets. Attach two paper clips to the top of the cardboard to make excellent clipboards for the children to use with these activities.

COPY CAT

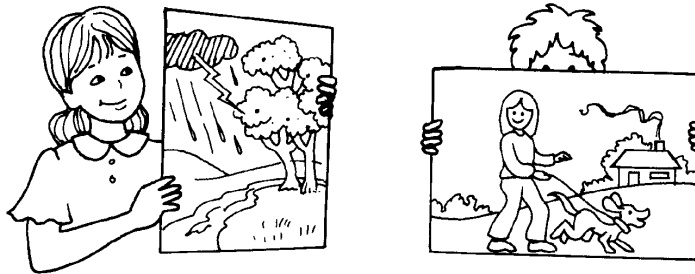
Purpose: To help children become more aware of themselves and their ability to empathize with other people's moods.

Materials:

a hanging mirror
magazines, newspaper pictures, and photographs mounted on sturdy cards
a box for cards

Procedure:

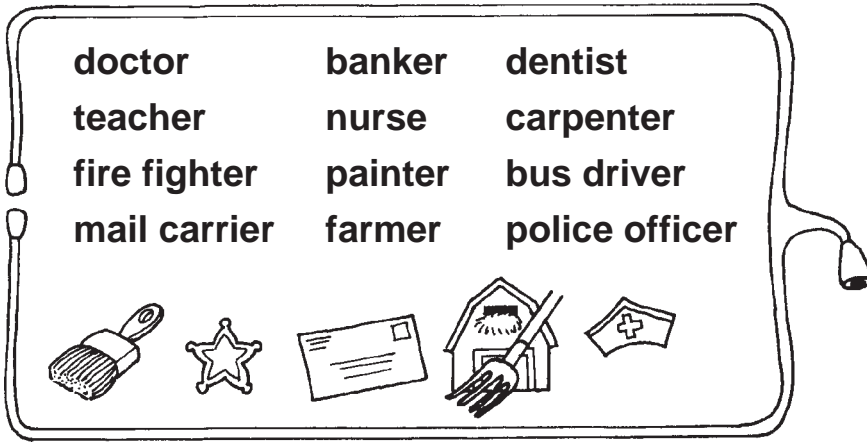
- Step 1:** Gather together photographs and magazine and newspaper pictures of people, animals, places, and things which show some kind of mood, such as an angry lion, a worried woman, a sandy beach at twilight, lightning streaking across the sky, and so on.
- Step 2:** Tape or glue pictures to sturdy cards and store them in a box near the mirror.
- Step 3:** Gather the children around the mirror for an informal discussion about the phrase, "A picture is worth a thousand words." Point out what it means to observe a picture, make assumptions about it, evaluate what it might mean, and derive a mood from it.
- Step 4:** Ask someone to come forward, choose a picture, show it to the class, and study it. What does the child see? What are all the things that could possibly be happening? What one thing does he or she think is happening? Can the child act out what he or she feels is the mood of the picture in front of the mirror? In front of his or her classmates?



- Step 5:** Let another child express a different kind of interpretation and mood that he or she derives from the same picture. Since neither is wrong, give both equal time and encouragement.
- Step 6:** Repeat the activity with new children and new cards while interest is still high.

Follow-up:

Encourage the children to look for pictures which have meaning for them. Add these to the class collection. This is a good activity for one or two children to do during a free activity period. You may want to adapt this activity and use the cards for the study of nouns and adjectives describing the picture nouns.



Who Am I?

Use the names of the correct community workers to answer the riddles below.

1. I bring letters to you. _____
2. I keep houses and buildings looking like new. I need a brush to do my work. _____
3. I help the doctor keep you well. _____
4. I keep your money in a safe place. _____
5. I help to make the community a safe place. _____
6. I grow food for people. _____
7. I keep your teeth clean and healthy. _____
8. I help build buildings. _____
9. I drive lots of children to school. _____
10. I keep you healthy. _____
11. I go to work when I see smoke. _____
12. I want you to learn as much as you can. _____

SCIENCE

INTRODUCTION

The projects in the SCIENCE section are useful supplementary activities in a second grade science curriculum. They are designed to be fun, inexpensive, and easy to organize. The exercises in this section will enable children to:

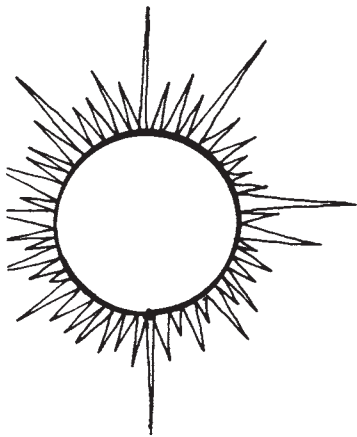
- observe the changes that take place during plant growth;
- recognize that living things are dependent upon specific natural elements in order to maintain growth;
- observe animal habits within their own community;
- understand basic scientific principles, such as those governing weight, volume, air pressure, and light;
- learn about magnetic fields and discover substances that are attracted to magnets;
- understand ways to reduce energy output;
- explore the properties of various elements.

These classroom-tested activities will help you present basic facts that are within the interest and experience of your children. These exercises should also provide concepts that can be used as the basis of class discussions and additional related small group activities.

Plant Words

Use the word bank to help you find some hidden plant words.
Look ↓ and → .

t	w	j	o	g	e	p	u	k	o	p	u
s	a	b	p	s	f	l	o	w	e	r	s
m	y	a	i	l	e	a	f	a	i	r	o
s	u	n	s	h	i	n	e	t	u	n	i
e	x	b	t	m	e	t	g	e	l	e	l
e	i	p	e	a	c	e	r	r	o	o	t
d	e	a	m	i	x	z	e	n	o	c	b
s	k	l	i	g	h	t	e	b	f	t	a
o	w	d	v	c	p	e	n	s	m	i	r



Word Bank

soil	sunshine	flower
seed	root	air
leaf	water	green
plant	stem	light

Can you draw each thing in the word bank?
Draw a picture on the back of this paper.
Write the names of the things next to the pictures.

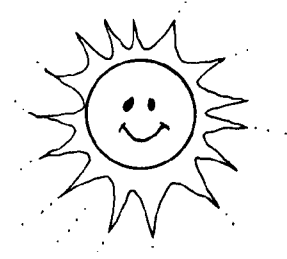


MAKING A SUNDIAL

Purpose: To become aware of the relationships that exist between light, shadows, space, and time.

Materials:

one flat circle of styrofoam with a diameter of one foot (30 cm)
 one ten-inch (25-cm) wooden dowel
 marking pen
 ruler
 paper cut into small squares
 thumbtacks



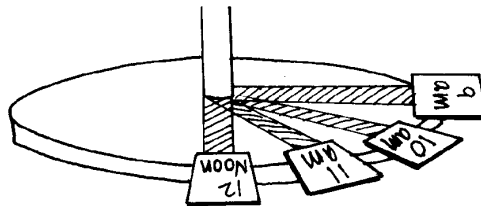
Procedure: This experiment works best when it is started at the beginning of a sunny school day.

Step 1: Find an outdoor area where the ground is soft. Make sure that there are no large trees or buildings in the area.

Step 2: Gather the children around you, and push the wooden dowel through the center of the circle into the ground. Be sure that you place the circle and dowel in a sunny area.

Step 3: Look at the sundial. Ask the children if they can see a shadow. Place a ruler along the edge of the shadow.

Step 4: Use the marking pen to draw a straight line along the edge of the ruler. Draw the line all the way to the edge of the styrofoam circle.



Step 5: Write the time on a small square of paper. Using a thumbtack, attach the paper to the line you have drawn.

Step 6: Repeat this procedure every hour throughout the day. Ask the children to tell you what happens to the shadow each hour. Does the shadow ever get shorter? Longer? What do they see at noon? Why was it important to pick an area with no tall trees or buildings nearby? Would it be possible to use the sundial on a cloudy day?

Step 7: Ask the children if they can think of a way to draw the lines correctly for the nighttime hours. Use the ruler to extend the lines through the center of the sundial to the opposite side of the circle.

Step 8: Suggest that the children go home and make their own sundials to observe. Tell them that sundials were used to tell time many years ago.

MATHEMATICS

INTRODUCTION

The activities in the MATHEMATICS section are designed to stimulate interest in a variety of concepts appropriate to a second grade curriculum. You will find the exercises to be inexpensive, fun, and easy to prepare. The activities in this section give children the opportunity to:

- become proficient at solving addition and subtraction problems;
- learn how to estimate sums and differences;
- practice working with the place values of digits in numbers;
- learn how to distinguish between even and odd numbers;
- practice using money;
- conceptualize fractional parts of a whole;
- understand symmetry among geometric shapes;
- practice measuring various objects and substances;
- reinforce the skill of telling time.

Some of the materials called for are commercial products such as base-ten blocks, dice, number cubes (dice with numerals instead of dots), playing cards, bean bags, a pegboard and hooks, number rods, dominoes, play money, measuring sticks, measuring containers, and a demonstration clock. They may be purchased from a school supply store or a discount department store. In some cases, you will be able to substitute the required materials with supplies from your own classroom.

A number of the activities call for classroom-made flash cards. Make them on sturdy cardboard, and cover them with clear plastic. You may wish to have the children help you make such cards. Constructing materials is an activity in itself.

DECODE

Purpose: To practice addition and subtraction.

Materials:
reproducible on page 143 (*optional*)

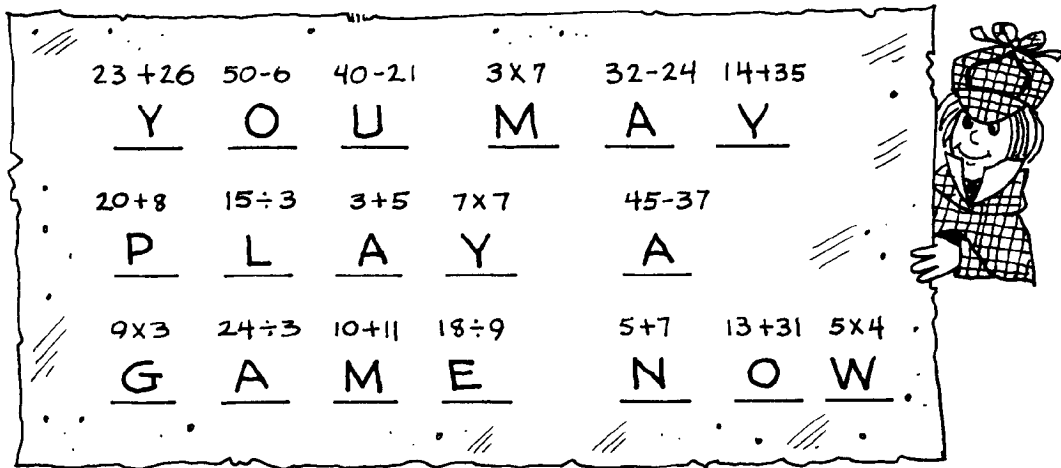
Procedure:

Step 1: Assign a different number to each letter of the alphabet. A sample code is shown below.

A = 8	B = 32	C = 14	D = 41	E = 2	F = 11	G = 27
H = 0	I = 16	J = 50	K = 13	L = 5	M = 21	N = 12
O = 44	P = 28	Q = 3	R = 35	S = 18	T = 46	U = 19
V = 4	W = 20	X = 9	Y = 49	Z = 1		

Step 2: Write the code and several secret messages on the chalkboard, or prepare copies of a duplicated page with the messages and distribute it to the class.

Step 3: Ask the children to use the code to decode the messages.



Step 4: Make more codes and messages, or distribute copies of the reproducible on page 143.

Step 5: Have children develop their own codes and write coded messages to their friends.

What did the mayonnaise say to the refrigerator?



$$\begin{array}{r} \overline{14} \ \overline{5} \ \overline{44} \ \overline{18} \ \overline{2} \ \overline{46} \ \overline{0} \ \overline{2} \end{array}$$

$$\begin{array}{r} \overline{41} \ \overline{44} \ \overline{44} \ \overline{35} \ ; \ \overline{16} \ \overline{21} \end{array}$$

$$\begin{array}{r} \overline{41} \ \overline{35} \ \overline{2} \ \overline{18} \ \overline{18} \ \overline{16} \ \overline{12} \ \overline{27} \end{array} !$$

A 29 <u>-21</u>	B 12 <u>+20</u>	C 5 <u>+9</u>	D 47 <u>-6</u>	E 67 <u>-65</u>	F 12 <u>-1</u>	G 13 <u>+14</u>
H 44 <u>-44</u>	I 56 <u>-40</u>	J 30 <u>+20</u>	K 29 <u>-16</u>	L 37 <u>-32</u>	M 14 <u>+7</u>	N 48 <u>-36</u>
O 11 <u>+33</u>	P 20 <u>+8</u>	Q 18 <u>-15</u>	R 86 <u>-51</u>	S 39 <u>-21</u>	T 22 <u>+24</u>	U 12 <u>+7</u>
V 77 <u>-73</u>	W 13 <u>+7</u>	X 17 <u>-8</u>	Y 31 <u>+18</u>	Z 52 <u>-51</u>		

Follow my path through the fair,
and help me count my money.

ADMIT ONE

START

I have \$5.00.

I spent \$1.50 for a ticket. Now I have _____.

I spent 60¢ for a ride on the roller coaster. Now I have _____.

I spent 55¢ to go into the haunted house. Now I have _____.

I spent 18¢ for cotton candy. Now I have _____.

I spent 60¢ to ride the Ferris wheel. Now I have _____.

I spent 40¢ for a train ride. Now I have _____.

I spent 49¢ for a hot dog. Now I have _____.

I spent 39¢ playing ring toss. Now I have _____.

I spent 29¢ for ice cream. Now I have _____.

Now my money is **GONE!**