HOME STUDY ACTIVITIES

Language Arts - Grade 2

TOPIC: Reading and Writing a Variety of Texts

FOCUS OF ACTIVITIES: Being able to organize information is an important skill for daily living. It allows us to write clear directions and to complete tasks in a logical order. The following activities focus on making a time line, recording information and organizing information.

INSTRUCTIONS:
Complete the activities as indicated.

ACTIVITIES:

1. Help your child find the weather information in a newspaper. Talk with your child about the information found in the text and illustrations. This will give the child the information needed to fill in the chart on page 2.

2. Have your child record, on the chart on page 2, the predicted weather from the newspaper each day for 5 days.

3. Have your child record, on the chart on page 2, the actual weather that they observe each day for the 5 days.

4. Have your child compare and discuss with you, the information on the two weather charts.

5. Read this rhyme.

   Rain, rain, go away!
   Come again another day.

   Rain, rain, go away!
   Little Johnny wants to play.
TOPIC: Using Punctuation in Reading and Writing

FOCUS OF ACTIVITIES: Both in reading and writing it is essential that we recognize periods, question marks, and exclamation marks, and understand their significance. Familiarity with a variety of sentence types enables us to select the correct sentence form in which to express a thought.

The following reading and writing activities will focus on recognizing periods, question marks and exclamation marks and reading using the punctuation for fluent oral reading.

INSTRUCTIONS:
Complete the activities as indicated.

ACTIVITIES:
1. Look through an old newspaper. Find an example of each type of punctuation. (Advertisements are a good source of exclamation marks.) Cut out the sentences and paste them on a piece of paper. Have your child circle the punctuation.

2. Have your child put the appropriate punctuation (period, question marks, or exclamation marks) at the end of each of these sentences.

   It was a cold day

   I went to the zoo with my family

   Did you like the movie yesterday
She couldn't believe what she saw

"It is going to be even colder today," said Joey

3. Find a book you can read to your child that has a variety of punctuation. Model for your child the appropriate use of the punctuation in oral reading.

4. Find a book your child can read that has these three forms of punctuation (periods, question marks, exclamation marks). Encourage your child to use the punctuation as they read to you.

5. Write a simple story. Encourage your child to use all three forms of punctuation in their story.
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TOPIC: Spelling with “ing”

FOCUS OF ACTIVITIES: Good spelling is one of the basics of clear and effective writing. Children need to learn the rules of correct spelling. These writing and reading activities focus on words of more than one syllable, plural forms, and locating words ending in “ing”.

INSTRUCTIONS:
Complete the activities as indicated.

ACTIVITIES:

1. Have your child look in a newspaper or magazine for words ending in “ing”. Cut out 20 words. Work with your child to identify the root word. Sort them into 3 piles: words that simply add “ing” to the root, words that double the final consonant before adding “ing”, and words that drop the final “e” before adding “ing”.

2. Make a chart with three columns. Paste the words above in the appropriate column.

3. Choose a favourite book to read to your child. After the first reading, go back into the book looking for words that end in “ing”. Add these words in the appropriate “ing” column.

4. Choose a book your child can read to you. After the reading, ask your child to locate “ing” words and orally tell you what happened before “ing” was added.

5. Fill in the blanks with an appropriate “ing” word that makes sense.
   (a) The rabbit is ____________ through the garden.
   (b) The little boy is ____________ the Canadian flag.
   (c) We were ____________ at the ducks ____________ in the pond.
   (d) Squirrels were ____________ up the tree.

   **Answers:**
   - swimming
   - looking
   - standing
   - hopping
   - (p)
   - (e)
   - (d)
   - (a)