

Grade 2 Literacy Activities for At Home



[Reading League Buddies](#)

[Sounder and Friends](#)

<https://mclass.amplify.com/homeconnect/>



Phonological Awareness

What is Phonological Awareness?

Phonological awareness refers to the bigger “chunks” or “parts” of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonemic awareness is a part of phonological awareness. Phonemic awareness is the ability to recognize and manipulate each sound in a word. Phonological/phonemic awareness focuses on sounds and does not include written letters or words.

Practice Activities

- Sound Walk with Segmentation: Name people, places, and things as you walk around the neighborhood, apartment complex, store, and more. As you name an item, continue by saying each sound in the name of the object or person's name. Then state how many sounds you heard (e.g., I see a bike. /B/ /i/ /k/ has 3 phonemes or sounds). Have the child name items they see and practice counting the sounds together.
- Sound "I Spy" with Counting Sounds: Play "I Spy" with sounds by naming the number of sounds as the first clue. Next, give clues about each sound until the spied item is named (e.g., For cloud, the adult would say, "I spy something with 4 sounds. The first phoneme or sound is /c/. The second phoneme or sound is /l/." The child would say, "Cloud!".) [Word list organized by phonemes](#) (optional).
- Sound "I Spy" with Blending: Play "I Spy" by saying each sound in a word and have the child blend the sounds together and name what you spy (e.g., I spy a /b/ /e/ /n/ / ch/).
- Make New Words with Deletion: Say a word to the child. The child will repeat the word. Next, ask the child to say the word without one of the sounds (e.g., Now say the word slip without the /s/. Lip.) The remaining sounds may not be a real word. Watch [Sound Deletion](#).
- Make New Words with Addition: Say a word to the child. The child will repeat the word. Next, ask the child to say the word with an additional sound (e.g., Now say the word lip with /s/ at the beginning. What is the new word? Slip.)
- What Needs to Change?: Ask the child what sound needs to be replaced to change one word to another (e.g., What sound needs to change to make the word "cat" into "hat"?). Practice changing sounds in the beginning, middle, and end of words. Watch [Changing Sounds](#).

Practice Activities (Printables)

- Say and Slide: Engage in this activity by saying a word, segmenting (taking apart) each individual sound in the word, and then counting how many sounds are in the word. [Say and Slide](#)
- Sound Counting Sort: Count the number of sounds in a word and then sort the words based on the number of sounds. [Sound Counting Sort](#)
- Picture Slide: Practice blending sounds while sliding cards together to make pictures. The child will name the picture, segment the word into sounds, and repeat the word (e.g., “Frog, /f/ /r/ /o/ /g/”). [Picture Slide](#)
- Phoneme Swap: Compare two pictures and decide which phoneme sound has been changed. [Phoneme Swap](#)
- Word Change: Delete the second sound in a blend to make a new word. [Word Change](#)

Online Activities

Use the [Letter Tile Free Play Board](#) and the word lists below for the online activities:

- [Word list organized by phonemes \(or sounds\)](#)
- [Word list organized by word families](#)
- [Letter Tile Segmenting and Counting](#): Practice segmenting by using the free online Letter Tile Free Play Board.
- [Letter Tile Blending Sounds](#): Practice blending by using the free online Letter Tile Free Play Board.
- [Letter Tile Deleting Sounds](#): Practice phoneme manipulations by using the free online Letter Tile Free Play Board.
- [Letter Tile Substituting Sounds](#): Practice phoneme manipulations by using the free online Letter Tile Free Play Board.

Oral Language

What is Oral Language?



Oral Language is sometimes called spoken language. It includes speaking and listening and is the way people communicate with each other.

Practice Activities

- Talking While Reading Together: Use the [CROWD strategy](#) (complete, recall, open-ended, wh- questions, and distance) to ask different types of questions and begin conversation about the book, passage, or article. Watch [Talking While Reading Together](#).
- Talking and Writing in the Kitchen: Talk and write while planning a meal, discussing a recipe, and writing down the needed ingredients.
- Tell a Joke: Focus on timing and expression while making the child aware of how they speak and how others hear them by practicing jokes. [Tell a Joke](#) (optional)
- Role Model Verbal Skills: Become aware of how you speak. Do you only give one word answers? Do you explain how you feel in ways that are clear? Make your thinking “visible;” model how you make decisions (e.g., “I knew it

was going to be really hot today because it felt so warm early in the morning. By the time the sun is directly above us, it'll be scorching. This is why I parked under a tree. I didn't want the inside of our car to get that hot, so I parked in the shade and I'll leave the windows cracked to let cooler air flow in.").

- Use Rich Language: Become aware of the words you select when talking with the child. Often adults simplify how they speak hoping it will help the child more easily understand what they mean. Instead, aim to use "rich vocabulary," interesting words and phrases and bold descriptive words. Give the child every advantage by being intentionally specific with the words you choose (e.g., "Did you see that gigantic gray dog sprinting across the street?" vs. "Did you see that big dog?"). When needed, provide a child-friendly definition for an unfamiliar word.
- Take Turns When Talking: Ask the child questions about what they're interested in, their friends, their favorite characters from TV shows, and their favorite books. Make eye contact and listen closely as they speak. Take turns when talking with them. Adults sometimes get in a habit of giving instruction but not engaging in conversation with children. Having meaningful discussions at home helps children develop their vocabulary by allowing them to incorporate the new words they have learned into their conversations. [Talking Topics](#)
- How was your day?: Very few children give more than a simple, one word answer when asked this question. Try asking more specific questions with additional follow-up questions to increase the amount of turns taken in a conversation. *Who did you play with today? Tell me what you did with them. Did the teacher read a book? What/who was the book about? Who sat next to you at lunch? What did you talk about?*

Practice Activities (Printables)



- CROWD Strategy: Use the CROWD (complete, recall, open-ended, wh- questions, and distance) strategy to ask different types of questions and begin conversation about the book, passage, or article. [Trifold 1](#), [Trifold 2](#), [Trifold 3](#).
- Talking and Writing in the Kitchen: Use this resource to engage in conversation with the child while intentionally asking questions, having the child predict, and by following steps as part of the conversation. [Talking and Writing in the Kitchen](#)
- Grocery Shop Talk: Use this recourse to engage in conversation while shopping. Use words the child may not hear in other environments (e.g., deli, loaf of bread, 1/2 pound), and ask questions that require more than a "yes" or "no" answer (e.g., Why should we look in the carton before we decide to buy the eggs?). If desired, write your grocery list on the printed paper, fold the paper in half, and refer to the questions as you shop. [Grocery Shop Talk](#)
- Conversation Cards: Use conversation cards any time or place to increase a child's use and understanding of oral language. Suggestions include at the dinner table, while waiting in a store or restaurant, and during bedtime routines. Use follow up questions to increase the number of turns taken in a conversation. [Conversation Cards](#)

Phonics

What is Phonics?



Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words. ([Definition from University of Oregon](#)).

Practice Activities

- Building Multisyllabic Words: Write multiple one-syllable words. Have the child put two of the words together to create a new, multisyllabic word. Watch [Building Multisyllabic Words](#).
- Prefixes and Suffixes: While reading with the child, pause when you come to a word that has a prefix and/or suffix. Take time to discuss the word by breaking down the word's meaning based on the prefix and/or suffix. [Prefixes and Suffixes](#) (optional)
- Syllable Types: Encourage the child to recall syllable types when reading and spelling. [Syllable types](#) (optional)
- Rainbow Word: Write a word for the child. Have the child write the same word using different colored utensils (e.g., marker, colored pencil, crayon) and using the key below to mark spelling patterns. [Rainbow Words](#)
example
Red- Consonant
Blue- Vowel
Orange- Digraph: two letters that make one sound (e.g., sh, ch, th, wh, ph, ck, ng)
Green- Bossy or Silent e: an e at the end of a word that is silent and makes the vowel say its name (e.g., kite, cake, broke)
Purple- Vowel Teams (e.g., ee, ei, ie, ea, ie, ou, oi, oy, ai, ay, oa, ow, ue)
Brown- R Controlled Vowels (e.g., ir, ur, er, or, ar)

Practice Activities (Printables)

- Short and Long Vowel Sound Sort: Practice long and short vowel sounds by sorting. [Short and Long Vowel Sound Sort](#)
- Spell and Sort with Vowel Digraphs: Use this sorting activity to identify vowel digraphs (au, aw, ew, oo). [Spell and Sort with Vowel Digraphs](#)
- Vowel Digraphs: Play this baseball themed game to practice reading words with vowel digraphs (ea, oa, ai, ay, and oo). [Vowel Digraphs](#)
- Spin and Read: This activity allows children to practice reading words with the follow spelling patterns: ew, ue. [Spin and Read](#)
- Blend Syllables in Words: Play this game by pulling two cards, each having a one syllable word. If the syllables combine to make a new word, write the new word. [Blend Syllables in Words](#)
- Syllable Share: Play this game to make multiple words with the same syllable. [Syllable Share](#)
- Create New Words: Combine base words, prefixes, and suffixes to create new words. [Create New Words](#)
- Affix Sort: Engage with the child by sorting words according to whether they have a prefix, a suffix, both, or neither. [Affix Sort](#)
- Affix Hunt: Use this activity to support the child's recognition of affixes (prefixes and suffixes). [Affix Hunt](#)
- Crazy Card Game: Practice high frequency words (irregular and regular spellings) with this game. Watch [Crazy Card Game](#). [Crazy Card Game](#)



Online Activities

- [Letter Tile Phonics](#): Practice phonics by using the free online [Letter Tile Free Play Board](#). Access optional lists of words organized by the [number of phonemes \(or sounds\)](#) or [by word families](#).
- [Short and Long Vowels](#): This game allows children to sort words into long and short vowel categories. Play this [similar game](#) for more words to sort.
- [Move the Letters](#): This game allows children to manipulate letters and correctly spell a word when given a picture of an item with a vowel team.
- [Vowel Team Sentence Sort](#): This activity allows children to sort sentences by the vowel teams included in the sentences.

- [Multisyllabic Words](#): This game allows children to match open and closed syllables to build a new word with game cards. This [similar game](#) allows children to match open and closed syllables as well. [Syllable Types](#) (optional)
- [Prefixes and Suffixes](#): This game allows children to whack a mole based on prefix or suffix.
- [Prefix and Suffix Sort](#): This game has children sort word by determining whether each word has a prefix, a suffix, or both.
- [Letter Sounds Make Words](#): This Classroom Connection lesson focuses on identifying the sounds letters make in words, blending words together, and breaking sounds in words apart. [Extension activity](#) (optional)

Vocabulary

What is Vocabulary?

Vocabulary refers to knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read. ([Definition from University of Oregon](#)).

Practice Activities

- How Many Times?: Use this activity to teach a new word and then practice using the new word as many times as possible. Select a new word (e.g., trot for run). See how many times you and the child can use the word throughout the day (e.g., "Look at those deer. They are trotting through the field."). Other ideas include using elegant for beautiful, raucous for loud, melancholy for sad, immense for big, and ludicrous for funny.
- Guess My Word: Give the child 3 clues. The child guesses the word you are describing. Switch roles and continue. Try using the child's vocabulary list from school, words the child is learning in various subjects (e.g., math, science, social studies), and areas of interest (e.g., sports, hobbies).
- Examples and Non-Examples: Give non-examples of new vocabulary words to teach what the word does not mean. Watch [Examples and Non-Examples](#).
- Watch and Apply: Watch a movie or television show with the child. While watching, take note of words used that the child may not know or use often. Add these words into meaningful conversations with the child (e.g., When the word pasteurized is used in an episode, point out the pasteurized milk and juice in the refrigerator).

Practice Activities (with Printables)

- Build a Word: Build words with the child by adding prefixes and suffixes to root words. [Build a Word](#)
- Root-A-Word: Identify words with a common root word and determine their meaning. [Root-A-Word](#)
- Word Meanings: Build the child's understanding of shades of meaning and how each word builds to reach a stronger meaning. [Word Meanings](#)
- Four Square Vocabulary Map: Describe a word by completing a Four Square Vocabulary Map. [Four Square Vocabulary Map](#)
- Action Word Ring Sort: Select words that describe a picture card. [Action Word Ring Sort](#)

Online Activities

- [Synonym Game](#): This game allows children to play against other players as they try to capture synonyms for the displayed word.
- [Homophone Matching](#): This game allows children to match homophones.
- [Word Scramble](#): This game uses a picture and letter clues to determine the word.

- [What Does This Mean?](#): This Classroom Connect lesson focuses on determining word meanings and identifying prefixes and base words. [Extension Activity](#) (optional)

Fluency

What is Fluency?



Fluency is the ability to read accurately with reasonable speed and expression while understanding what is read. In kindergarten, children are observing and listening to adults read aloud and model fluent reading.

Practice Activities

- Echo Reading: Model expression while reading to the child. Then, have the child read the same sentence or phrase fluently. Watch [Echo Reading](#).
- Two to Read: Take turns reading a sentence, paragraph, or page at a time while listening to each other.
- Coach to Fluent Reading: Draw attention to punctuation while reading and have the child reread to increase fluency after discussing the punctuation. Watch [Coach to Fluent Reading](#).
- Self-Correct: Give the child time to work through challenging words and self-correct. Watch [Self-Correct](#).

Practice Activities (Printables)

- Fluent Phrases: Have the child build fluency by reading phrases that build to complete sentences. [Fluent Phrases](#)
- Word Family Zoom: Time the child reading words grouped by word family. Record how long it takes each time with a goal to increase speed and accuracy. [Word Family Zoom](#)
- Fast Phrases: Stack cards with printed phrases face down. With a phrase correct per minute sheet, record how many phrases are read correctly with a goal to increase speed and accuracy. [Fast Phrases](#)
- Rapid Read: Take turns reading paragraphs after reading the word list for a specific passage. [Rapid Read](#)

Online Activities

- [Models of Fluent Reading](#): This resource provides access to many illustrated read alouds narrated by famous individuals. These stories provide children with models of fluent reading.
- [Echo Reading](#): This resource provides books to practice echo reading with your child to build fluency. Each book has a speaker symbol at the bottom of the page. Push the speaker for the child to hear the page read aloud. Then, have the child echo the reading to practice reading with expression as if they were talking to someone.
- [Read Fluency Passages](#): This resource contains passages the child can use to practice reading with accuracy, appropriate rate, and expression. Each passage can be read more than once to improve oral reading fluency. Passages can be read online by clicking preview or printed by downloading.

Comprehension

What is Comprehension? Reading comprehension refers to the ability to understand what one reads. It is the ultimate goal of reading instruction. ([Definition from University of Oregon](#))

Practice Activities

- Think Aloud: Make connections while reading to or with the child. Connect the story or information to the child's life experiences. Connect the book to other books the child has read. Connect the book to big ideas and lessons. [Think Aloud](#) (optional)
- Check for Understanding: Ask questions to determine the child's understanding of the story or information read. Questions can be asked during reading and/or after reading. Watch [Check for Understanding](#).
- Story Charades: Act out a story silently to retell it in a creative way. Have the child guess which story you are acting out. Take turns acting out and guessing.
- Comprehension Ball: Write comprehension elements (e.g., central message, lesson, characters, problem, solution) on a ball. Toss the ball to the child. The child describes the story element their right pointer finger (or other designated hand/finger) touches based on a book recently read.

Practice Activities (Printables)

- Comprehension Questions: Ask comprehension questions after reading a book. Access a bookmark with comprehension questions here. [Comprehension Questions](#)
- Incredible Inferences: Play this Bingo-like game with the child by covering the situation described on the card drawn. This activity supports children as they practice the skill of inference. Inferencing can be a challenge for young readers and is often needed to determine the moral or lesson of a story. [Incredible Inferences](#)
- Just the Facts: Support the child as they read informational text. Look for facts about the topic. Children are expected to refer to the text to support what they have read about the topic. [Just the Facts](#)
- Retell Ring: Use cards on the Retell Ring to ask the child a series of questions after reading. [Retell Ring](#)

Online Activities

- [Storyline Online](#): This resource provides access to many illustrated read alouds narrated by famous individuals. Use the ABCs of Reading (ask questions, build vocabulary, and connect to the child's world) as you listen to the story with your child.
- [Read and Answer Questions](#): This resource provides access to informational text and stories with comprehension questions.
- [Story Elements](#): This Classroom Connect lesson teaches children how to identify story elements. [Extension activity](#) (optional)