

Grade 2 | At Home Learning Activities

Too Good for Violence – A Peaceable Place

Lesson 1 Chasing Squirrels - *Setting Reachable Goals*

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Think – to use your mind to form an idea or thought

Goal – something you aim to do

Achieve – to do something successfully after trying

Celebrate – to do something special to mark a happy occasion

Language Arts Extender

Write the following goal starters on a piece of paper.

The clown will learn...

The baseball batter will hit...

The superhero will help...

The magician will make...

Help your child finish each sentence by completing the goal for each person. Then underline the common nouns and verbs in each sentence.

Art Extender

The second step to reaching a goal is to Picture It. Ask your child to close their eyes and picture reaching their goal. Then ask your child to draw a picture of themselves reaching their goal.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Decision – the act of making up your mind about something

Consequence – the result of an action or decision

Stop – to prevent something from moving or continuing

Link – a connection or relationship between people or things

Social Studies Extender

Find a map of the United States. Mark your location on the map with a star. Ask your child to make decisions about where to go on the map. For example, if your child decides to go to Texas, which direction must they travel? What should they pack? Ask your child if Mississippi is east or west of your location? What should they pack if they decide to go to Mississippi? Is Minnesota north or south of your location? What should they pack if they go to Minnesota?

Art Extender

Create decision and consequence cards. Give your child an 8 ½ x 11-inch sheet of paper and instruct them to fold it in half horizontally and then open it up again. On the top half of the paper, have them draw a picture of a decision. On the bottom half of the paper, have them draw a picture of the consequence of that decision. For example, if someone decides to stay up late watching TV, the consequence is they will be tired the next day. So, they would draw a picture of themselves watching TV on the top half of the paper. On the bottom half of the paper, they would draw a picture of them sleeping at their desk.

Science Extender

Have a discussion with your child about decisions animals make. Begin the discussion by asking questions such as, “Did you know animals make decisions too?” Imagine you are a frog living in a large pond. What decisions will you have to make throughout your day? What will you eat? Who do you talk to? Where can you hide from predators? Where do you spend most of your time? What do you spend your time doing? What could be some of the good and bad consequences of your decisions?

Making Connections

Every day, your child makes decisions that affect the climate of the school. With your child, make a list of the decisions they can make to promote a positive school climate. Ask your child to draw pictures of what it looks like to be part of a school where people get along, are respectful to each other, and make responsible decisions.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Feelings – a general emotional state

Furious – showing or caused by great anger

Heartbroken – extremely sad

Expression – the look on someone's face that shows what he or she is feeling or thinking

Language Arts Extender

Read the following situation and ask your child to draw a picture of how the situation makes him or her feel.

You are at the fair and see a balloon seller with bright and colorful balloons. He hands you a small grey balloon. Draw a picture of how that makes you feel. Ask your child to explain their drawing to you.

Here is the rest of the story. The balloon seller winks at you and says, "Have fun. You see, this balloon is magic!" Turn your paper over and draw a picture of how you feel now. Ask your child to explain their drawing to you.

Music Extender

Explain that you are going to listen to some music. As the music plays, instruct your child to move his or her body to express how the music makes them feel. Afterward, encourage your child to talk about the feelings they experienced as the music played.

Suggested music selections:

I feel sad music:

Anton Dvorak, Symphony No. 5 in E Minor

Peter Ilick Tchaikovsky, Symphony No. 6 in B Minor (Pathetique)

I feel angry music:

Modest Mussorgsky, Night on Bare Mountain

Edvard Grieg, March on the Mountain King

Paul A. Dukas, The Sorcerer's Apprentice

Claude Debussy, The Sea (La Mer)

I feel afraid music:

Gustov Holst, "Mercury" from The Planets

Edvard Grieg, Peer Gynt

I feel happy music:

Camille Saint-Saena, Carnival of the Animals

Sergio Prokofiev, Peter and the Wolf

Art Extender

Explain that you are going to listen to some music. Ask your child to draw what he or she is feeling as they listen to the music. Use music selections from the list above.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Communicate – to share information, ideas, or feelings with another person through language, eye contact, or gestures

Blame – to feel or say that something is someone's fault

Request – to ask politely or formally for something

Listen – to make a conscious effort to hear and understand something

Math Extender

Your child will use his or her math skills to answer the following questions. Read each question aloud to your child.

1. Mr. Fredrick's class has 24 students. Nine of the students were whispering to each other while Mr. Fredrick explained the science lesson. The rest of the students made eye contact and paid attention to Mr. Fredrick. How many students listened to Mr. Fredrick's science lesson? *Answer: 15*
2. In Ms. Smith's reading group, there were nine students who were listening to her read and six students who were distracted watching the squirrels outside the window. How many students are in Ms. Smith's reading group? *Answer: 15*
3. There are three classes of second grade students at Bell Elementary School. The principal called six students from each class to her office because they weren't listening and paying attention to their teacher. How many students did the principal call to her office?
Answer: 18

Science Extender

Birds use songs, calls, squawks, clicks, honks, and many other sorts of sounds to communicate. Take your child on a field trip outside. While you are outside, listen to the different sounds the birds make. Then ask your child to decide if the birds are communicating politely by speaking and listening to each other or if they think they “have a bone” to pick with each other. If your child thinks one of the birds has a bone to pick with another bird, use your imaginations to create an I-message to help the frustrated bird tell the other bird how it feels.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Friend – someone you like and know well

Honest – truthful; and never stealing or cheating

Kind – having or showing a caring and generous nature

Helpful – willing to help or make a situation better or easier

Language Arts Extender

Select a variety of books for your child to read and look through to find compound words. Explain that when two words come together to form a compound word, it is like two friends who come together to form a friendship. Note: friendship is not a compound word. “Ship” is a suffix that refers to the state or condition of something.

A compound word is a combination of two or more words that function as a single unit of meaning. For example, snowball, eggplant, jellyfish, and armpit are compound words. Look through the books with your child to find other compound words.

Art Extender

Cut a heart out of red construction paper. Use scissors to cut the heart into two parts with a zig-zag line. Poke a hole in the top of each half. Provide string or yarn to create the necklace. Tell your child they are going to make a friendship necklace to share with a friend. One half of the heart is for your child to give to a friend, and the other half is for your child to keep. Explain that on the half they will give to their friend, they will write down one healthy friendship quality their friend shows them and decorate the half of the heart. On the half they will keep, have your child write down one healthy friendship quality they show their friend and decorate it.

Making Connections

Your child may have friends at school, in the neighborhoods, at after-school activities, or at other places within your community. With your child, make a list of ways people can give friends a helping hand. Then, give your child a sheet of paper. Instruct them to trace their hand and cut it out. On the hand, ask your child to write a friend's name and a sentence about how they could help that friend.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Respect – to show someone or something that you appreciate or value them

Belonging – something that is yours

Different – not the same

Alike – similar or the same

Language Arts Extender

Ask your child to imagine that animals that live in the wild like bears, whales, fish, and squirrels could talk to us. What do you think they would say to us about showing respect for the environment in which they live? Now ask your child to imagine they are an animal that lives in the wild. Ask your child to write a letter to humans about how to respect the environment he or she lives in. Tell your child to include what kind of animal they are and where they live.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Conflict – a problem or disagreement

Peaceable – able to keep the peace

Compete – to try hard to outdo others at a task

Cooperate – to work together toward the same goal

Social Studies Extender

Explain that Dr. Martin Luther King Jr. is celebrated as a great civil rights leader in our country. He devoted his life to making the world a place where all people are treated equally. On August 28, 1963 he delivered his famous “I Have a Dream” speech to thousands of people in Washington, D.C. Ask your child if he or she has a dream for their school or community? Help your child write his or her own “I Have a Dream” speech.

Language Arts Extender

Write the word PEACE vertically on a piece of paper. Leave room after each letter to write a sentence. Tell your child you are going to write a poem using the word “peace.” This poem will be about how to keep his or her classroom and school peaceable. Begin each line of the poem with a word that starts with a letter in the word “peace.” Write the poem together on the paper.

Lesson 8 How to Handle Frustration without Howling

Anger Management and Mindfulness

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Anger – a strong feeling of dislike or displeasure

Frustrated – feeling discouraged because of an inability to achieve something

Calm – peaceful and not troubled

Pause – to stop briefly

Paws – feet of animals that have four feet and claws

Art Extender

Fold a piece of paper in half. On the left side of the paper, tell your child to draw a picture of something that frustrates him or her. Then ask your child to write down a sentence explaining what he or she drew.

On the right side of the paper, tell your child to draw a picture of how he or she would handle frustration. Would they count to ten, take a break, ask for help, take it one step at a time, or try another way? Ask your child to write down how he or she would handle the frustration.

Lesson 8 How to Handle Frustration without Howling

Anger Management and Mindfulness

Language Arts Extender

Write the following words on a piece of paper: Talk, Big, Wait, Relaxed, Mad, Discouraged, Help, Explain, Giggle, and Small.

Explain that a synonym is a word that means the same as another word. Say the bold word, and ask your child to choose its synonym from the list on the paper. The answer is in italics.

| | |
|-------------------|--------------------|
| Angry | <i>Mad</i> |
| Speak | <i>Talk</i> |
| Frustrated | <i>Discouraged</i> |
| Calm | <i>Relaxed</i> |
| Little | <i>Small</i> |
| Pause | <i>Wait</i> |
| Laugh | <i>Giggle</i> |
| Assistance | <i>Help</i> |
| Large | <i>Big</i> |
| Describe | <i>Explain</i> |

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Bully – to frighten, threaten, or hurt other people again and again

Report – a detailed written or spoken account of an event

Support – to give help, encouragement, or comfort to someone or something

Language Arts Extender

Title a piece of paper “A Recipe for Support.” Explain that you are going to create a recipe for support. When you give support to Targets of bullying situations, you give them encouragement and a helping hand. What should be included when someone offers support? What are the characteristics of the person who offers the support? How much of each ingredient should we include?

Offer suggestions and guidance to your child. Discuss if a smile should be included. Discuss how much compassion and understanding should be included? Should other friends be included in the support? Write your child’s responses on the paper.

Art Extender

Ask your child to create and design a Supporter. Encourage them to use their imagination! They can draw any kind of Supporter they want human, robot, or animal. The only requirement is their Supporters must have a mouth to speak up to the Bully, support the Target, or report the situation to an adult. Be sure to give the Supporter the characteristics and qualities of a super Supporter.

Dab of Vocab

Write the Dab of Vocab words on a sheet of paper. Read each word and its definition aloud. Then ask your child to use the words in a sentence.

Problem – a question to be considered, studied, or solved

Imagination – creative ability

Solution – the answer to a problem or the act of solving a problem

Language Arts Extender

Ask your child to think about your home and your community. There are so many things we can use to solve problems. Help your child, make a list of 20 nouns in your home or community that you can use to solve problems. Your list could include a book, a person, or a public library. Once you have your list, sort the list of nouns into three categories people, places, and things.