Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Grade 2 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

**Grade 2 - April 6th to 9th**

**Read with and to your child every day.**
Talk about the illustrations in the book – how do they help the reader?

**Have your child write every day.**
Use their Writer’s Toolkit they made last week. Before they begin, ask them what they would like to write about.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
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<tr>
<td><strong>Learning Goal:</strong> I am learning about the features of text – how titles and illustrations help the reader.</td>
<td>Have a conversation with your child about some of the things they have been doing while they are out of school.</td>
<td>Ask your child to read to you the letter they wrote to their teacher. Is there anything they would like to add? Now that they have their ideas written down, it is a good time to talk about the punctuation.</td>
<td>Have your child go on a hunt around your home. Can they find books (e.g. story books, cookbooks, magazines, etc.) that have: <strong>Table of contents?</strong> <strong>An index?</strong> <strong>A chart?</strong> <strong>Illustrations?</strong> <strong>Photos?</strong> <strong>A diagram?</strong> <strong>Icons?</strong></td>
<td>Read a book together with your child. On some pages, stop and look at the pictures. Ask your child if it is a picture or a photo. How do they know? Does the picture, photo and illustrations together with the words? How do they help the reader? Have your child find a favourite photograph or picture and write a story to go with it. Talk about how the words and the picture go together.</td>
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</table>
| Have them write a short letter to their teacher telling them about what they have been doing. Before they start ask them what they want to tell their teacher. Have your child ask their teacher at least one question in the letter. Start the letter with “Dear Teacher” and end with “From ________.” | Have your child make a chart to show how these help the reader. **Text Feature** **How It Helps the Reader**
| e.g. Table of contents | e.g. Find things easier |
| Is there anyone else your child would like to write a letter to? A friend or family member? | Is there a sentence that could end with an exclamation mark? Have your child rewrite their letter to include the new ideas and changes in punctuation. | Your child could make lists of the types of books they found. For example, titles of story books, titles of cookbooks, etc. | Have your child choose a page of a favourite book and draw a different picture to go with the words on that page? Talk about it. |
| Have your child draw a picture to go with the letter. Talk about how the picture will help the teacher to understand. | | | | |

**You might try...**
**Practice with numbers: Addition War**

Play “Addition War” with a deck of cards (standard or homemade). Take out the Jack, Queen, and King. Split the deck in half for each player. Each player turns over two cards and add them together to find the sum. The player with the highest sum keeps all four cards. Play continues until someone runs out of cards.

**Learning Goal:** I am learning to estimate, measure, and compare length.

### DAY 1

**Fingers and Steps!**
Tell your child that their little finger is about as wide as one centimeter, and that if they take a really big step that would be about one metre.

Talk together about when they would use centimetres to measure and when they would use metres. Why?

Have your child make a chart of things they could measure using centimetres and things they could measure using metres.

<table>
<thead>
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<td>11 cm</td>
</tr>
<tr>
<td>Livingroom</td>
<td>4 m</td>
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### DAY 2

**Let’s Measure**
Ask your child to find some items around your home to measure using their little finger (for centimetres) and a “step” (for metres). See previous Fingers and Steps activity.

Have them make a chart to record what they find.

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### DAY 3

**Estimation Station**
Ask your child to find an object to measure with, such as a wooden spoon or a shoe.

Ask them to estimate (guess) how long the line would be if they put six of them in a row. On the floor, use tape or an item to mark the beginning and the end of this estimated length.

Now, have them try it. Line up the six items and compare their estimate to the actual length.

Ask your child if their estimate was:
- Too short, too long, or close?

Try it again with different objects that have different lengths.

### DAY 4

**Measure Around**
Create a big square or rectangle on the floor with tape (or string or whatever else you have to make the outline).

Ask your child to estimate how many children’s feet it would take to go around the square.

How many adults’ feet would it take to go around it?

Ask them which one would take more. Why?

After estimating, have your child figure out how many of each it would actually take to go around.

You might try this again with different objects!

### DAY 5

The Ministry of Education has also developed an online portal, which is available at Ontario.ca/learn-at-home and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.