



**Grade 2**



**Reading**



**Phonics/  
Word Study**



**Writing**



**Science/  
Social Studies**



# **Workstation Activity Cards**

**with Leveled Activities**



**SE632874**

**1 2 3 4 5 6 7 8 9 DRN 17 16 15 14 13 12**

[www.mheonline.com/readingwonders](http://www.mheonline.com/readingwonders)



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# Your Workstation Activity Cards

Grade 2



## Subject Icons

Icons identify four types of cards:



Reading



Phonics/  
Word Study



Writing



Science/  
Social Studies



# Using Your Workstation Activity Cards

## Differentiated Practice

Each Workstation Activity Card contains three leveled activities. As you meet with each small group, the rest of the class can complete the activities.

The blue activity on the front of the card provides on-level instruction. On the back of the card, the orange activity provides approaching-level practice and the blue activity provides beyond-level extension.

On Level

Approaching Level

Beyond Level

Group work at the Workstations should be mixed ability groups. The activities provide opportunities for students to work collaboratively.

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For additional information on how to set up and manage small groups, see **Managing Small Groups: A How-To Guide**.

## Practice Skills and Concepts

You can choose activities to practice skills and concepts taught during the week or choose activities to practice skills and concepts taught in previous weeks.

## Daily and Weekly Reading Routines

**Fluency** Fluency activities allow students the opportunity for daily fluency practice.

**Reader's Theater** Use the Reader's Theater cards during Week 6 of each unit as students practice for their reader's theater performance.

**Genre** Students can focus on a particular genre introduced in previous weeks.

**Interactive Activities** Students can practice key skills with online interactive games and activities.



# Reading

## Workstation Activity Cards







## Grade 2 • Contents

Key Details . . . . .	1	Connect Text: Sequence . . . . .	16
Character, Setting, Events . . . .	2	Connect Text: Problem/Solution	17
Use Illustrations . . . . .	3	Text Features: Photographs . . .	18
Key Details: Use Photos . . . . .	4	Text Features: Labels . . . . .	19
Character, Setting, Plot . . . . .	5	Author's Point of View . . . . .	20
Plot: Problem and Solution . . . .	6	Word Meaning and Phrases . . .	21
Main Topic and Key Details . . . .	7	Compare and Contrast Topics	22
Author's Purpose . . . . .	8	Compare and Contrast Stories	23
Plot: Sequence . . . . .	9	Literary Elements . . . . .	24
Main Idea and Key Details . . . .	10	Fluency . . . . .	25
Connect Text: Compare/Contrast	11	Fluency: Reader's Theater . . . .	26
Connect Text: Cause/Effect . . .	12	Genre: Literature . . . . .	27
Plot: Compare and Contrast . . .	13	Genre: Informational Text . . . .	28
Theme . . . . .	14	Drama/Prose . . . . .	29
Point of View . . . . .	15	Make Inferences . . . . .	30





## Friends Help Friends



- Choose a book or story you read this week. Talk about how a friend helped another friend in the story.
- Draw a picture of how one of the friends helped. Add details to your picture.



- Compare your pictures. Talk about how they are the same and different.

### You need

- > book or story
- > pencils, crayons, or markers
- > paper



## How I Help



- Draw a picture to show one way you help your family.
- Draw a picture of how you help a friend.
- Talk about the most important things you do to help your friends and family.

**15**  
Minutes

### You need

- > pencils, crayons, or markers
- > paper

## Let's Help Each Other!

- Think of a story you have read in class.
- Write five details that happened in the story.
- Share your list. Explain more about the story to help your partner understand the story.

**20**  
Minutes

### You need

- > pencil
- > paper





# Science/ Social Studies

## Workstation Activity Cards





## Grade 2 • Contents


School Friends . . . . .	1	Regions of the World . . . . .	16
Holidays and Celebrations . . . .	2	Our Changing Earth . . . . .	17
Animal Needs . . . . .	3	Customs and Celebrations . . . .	18
Pet Needs . . . . .	4	Animal Facts . . . . .	19
Family Jobs . . . . .	5	Plant Parts . . . . .	20
Food for Animals . . . . .	6	Good Citizens . . . . .	21
Comparing Animal Stories . . . .	7	Teamwork . . . . .	22
Animal Habitats . . . . .	8	Heroes . . . . .	23
Baby Animals . . . . .	9	Natural Resources . . . . .	24
Animal Poems and Books . . . .	10	Rules and Symbols . . . . .	25
Push and Pull . . . . .	11	Plant Life Cycles . . . . .	26
Objects in the Sky . . . . .	12	All About Energy . . . . .	27
Community Helpers . . . . .	13	Team Solutions . . . . .	28
Storm Report . . . . .	14	Money . . . . .	29
Sounds . . . . .	15	My Community . . . . .	30





## School Friends



- Talk about your school. Describe your friends.  COLLABORATE

- What does it mean to be a good friend? Make a list of how friends help each other at school.



- Draw a picture of one friend helping another at school.

### You need

- > paper
- > pencils, crayons, or markers



## My Friend



- Think about a friend in your class.
- Draw a picture of your friend.
- Tell your partner about your friend.

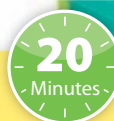


### You need

- > paper
- > crayons or markers

## Work Together

- Write a list of rules that will help friends work together at school.
- Make a poster of your rules.
- Share your poster.



### You need

- > paper
- > pencil, crayons, or markers





# Phonics/ Word Study

Workstation Activity Cards







## Grade 2 • Contents

Short <i>a, i</i> . . . . .	1	Silent Letters <i>wr, kn, gn, mb, sc</i> . . . . .	16
Short <i>e, o, u</i> . . . . .	2	<i>r</i> -Controlled Vowels <i>ûr</i> . . . . .	17
2-Letter Blends . . . . .	3	<i>r</i> -Controlled Vowels <i>ôr, är</i> . . . . .	18
Short <i>a</i> , Long <i>a</i> . . . . .	4	<i>r</i> -Controlled Vowels <i>îr</i> . . . . .	19
Short <i>i</i> , Long <i>i</i> . . . . .	5	<i>r</i> -Controlled Vowels <i>âr</i> . . . . .	20
Short <i>o</i> , Long <i>o</i> . . . . .	6	Diphthongs <i>ou, ow</i> . . . . .	21
Short <i>u</i> , Long <i>u</i> . . . . .	7	Diphthongs <i>oy, oi</i> . . . . .	22
Soft <i>c</i> and <i>g</i> . . . . .	8	Vowel Spellings with Digraphs <i>ü</i> . . . . .	23
Digraphs <i>ch, -tch, sh, ph, th, ng, wh</i> . . . . .	9	Vowel Spellings with Digraphs . . . . .	24
Blends: <i>scr, spr, str, thr, spl, shr</i> . . . . .	10	Short Vowel Digraphs <i>e, u, i</i> . . . . .	25
Long <i>a</i> sound . . . . .	11	Closed and Open Syllables . . . . .	26
Long <i>i</i> sound . . . . .	12	CVCe Syllables . . . . .	27
Long <i>o</i> sound . . . . .	13	Consonant + <i>le</i> Syllables . . . . .	28
Long <i>e</i> sound . . . . .	14	Vowel Teams . . . . .	29
Long <i>u</i> sound . . . . .	15	<i>r</i> -Controlled Vowel Syllables . . . . .	30





# Short *a* and *i*



- Work with a partner.



- Look at the words in the list. Say each word.

- Write a sentence and draw a picture for each word.

cat, hill,  
fan, lips,  
van, pal,  
sit, pig


## You need

- > paper
- > pencil, crayons, or markers



## Picture Rhymes




- Say each word:  
*jam, sip, and bat.* 
- Take turns and say a rhyming word for each word.
- Draw a picture for one of your words.

### You need

- > paper
- > crayons or markers



## Word Family Sentences

- Read the rhyming sentence on the card. 
- Write words that rhyme with *win, ship, crab, and sad.*
- Use your list to write your own rhyming sentence.

It's time to  
catch a *cab*

And drive down  
to the science  
*lab.*

### You need

- > paper
- > pencil







# Writing

## Workstation Activity Cards





## Grade 2 • Contents

Ideas—Focus on an Event . . . .	1	Sentence Fluency—Vary Types	16
Ideas—Descriptive details . . . .	2	Sentence Fluency—Vary Length	17
Ideas—Supporting details . . . .	3	Voice—Opinions . . . . .	18
Ideas—Focus on a Topic . . . . .	4	Voice—Show Feelings . . . . .	19
Ideas—Develop Character . . . .	5	Voice—Formal vs. Informal . . .	20
Organization—Strong Openings	6	Friendly Letter . . . . .	21
Organization—Sequence . . . . .	7	Personal Narrative . . . . .	22
Organization—Order of Ideas	8	How-To . . . . .	23
Organization—Conclusions . . .	9	Opinion . . . . .	24
Word Choice—Precise Words	10	Book Review . . . . .	25
Word Choice—Linking Words	11	Fictional Narrative . . . . .	26
Word Choice—Time Order . . . .	12	Explanatory Writing . . . . .	27
Word Choice—Sensory Words	13	Compare/Contrast Writing . . . .	28
Word Choice—Content Words	14	Summary . . . . .	29
Word Choice—Strong Words	15		



# The Best Day Ever



## WRITING



- Talk about a special time when you had a lot of fun. What made the day fun?



- Write a paragraph to tell what happened on that day.
- Read your story to a partner. Draw a line under words that explain why it was a special day.

### You need


- > pencils or pens
- > paper



## I Am Brave



I go to school on the bus


- Talk about a time when you were brave. 
- Tell a partner where the event was, when it was, and what happened.
- Draw a picture of the event. Share it with your partner.

### You need

- > pencils, crayons, or markers
- > paper

20  
Minutes

## It Happened to Me

- Think of a time when something special happened to you. Write a paragraph that includes details of what happened.
- Draw a picture of the event.
- Read your paragraph aloud to a partner. Point to details in your picture as you describe the place. 

### You need

- > pencils, crayons, or markers
- > paper

20  
Minutes