Grade 2 | ENGLISH LANGUAGE ARTS

WEEK 31 • FILLABLE PRACTICE WORKBOOK • DAYS 151–155

Read the matching lesson in the Week 31 Student Textbook first. Type each answer in the box below its question and save a copy. Complete physical measurements, drawing, and hands-on tasks on a printed page. Day 155 is answered on your own.

Name: _____ Date: _____

Day 151: Prefixes as Clues; Cause and Effect

An article

Why Big Creek Flooded. Last spring, heavy rain fell on the hills for three days. Because the ground was already wet, it could not soak up any more water. The extra rain ran down the hills and into Big Creek. As a result, the creek rose higher and higher until it spilled over its banks. The water covered a park trail, so the town closed the trail for a week. When the rain stopped, the water slowly drained away. Workers planted grass and trees along the banks, because roots help hold soil when water rushes by.

1. Spelling: Listen as your teacher reads three words. Write each word.

2. Write the meaning of each word: unsafe, refill, disappear.

3. In the article, what caused the creek to rise?

4. What was one effect of the flood?

Day 152: Kinds of Words; Why Did the Author Write It?

Text 1

Be Ready for a Flood. A flood can happen fast. Never walk or play in floodwater, because it can be deeper and faster than it looks. Listen to a grown-up and move to higher ground. Keep a flashlight and water in a safe place. Being ready helps your family stay safe.

Text 2

Ollie the Otter's Rainy Day. Ollie the otter loved rain. When the creek rose, he slid down the muddy bank, splash! His friend Bea the beaver frowned. "The water is moving too fast," she warned. Ollie listened, and the two friends watched the rain from a dry log until the creek calmed down.

1. Spelling: Listen as your teacher reads three words. Write each word.

2. Label each word as a noun, verb, adjective or adverb: otter, slid, muddy, quickly.

3. What is the author's purpose for Text 1? How do you know?

4. What is the author's purpose for Text 2? Find one cause and its effect in it.

Day 153: Suffixes; Comparing Two Texts on the Same Topic

Text A

Why Big Creek Flooded. Last spring, heavy rain fell on the hills for three days. Because the ground was already wet, it could not soak up any more water. The extra rain ran down the hills and into Big Creek. As a result, the creek rose higher and higher until it spilled over its banks. The water covered a park trail, so the town closed the trail for a week. When the rain stopped, the water slowly drained away. Workers planted grass and trees along the banks, because roots help hold soil when water rushes by.

Text B

Be Ready for a Flood. A flood can happen fast. Never walk or play in floodwater, because it can be deeper and faster than it looks. Listen to a grown-up and move to higher ground. Keep a flashlight and water in a safe place. Being ready helps your family stay safe.

1. Spelling: Listen as your teacher reads three words. Write each word.

2. Write the meaning of each word: colorful, spotless, farmer.

3. What important point do both texts make about floods?

4. What does only Text A tell? What does only Text B tell? Why are the authors' purposes different?

Day 154: Hands-On: A Cause-and-Effect Chain

An article

Why Big Creek Flooded. Last spring, heavy rain fell on the hills for three days. Because the ground was already wet, it could not soak up any more water. The extra rain ran down the hills and into Big Creek. As a result, the creek rose higher and higher until it spilled over its banks. The water covered a park trail, so the town closed the trail for a week. When the rain stopped, the water slowly drained away. Workers planted grass and trees along the banks, because roots help hold soil when water rushes by.

Hands-on task: make a cause-and-effect chain poster

1. Reread the article Why Big Creek Flooded.
2. On a large paper, draw four boxes in a row with arrows between them.
3. Write one cause or effect in each box, in order: each box causes the next one.
4. Draw a small picture in each box.
5. Present your poster. Use because, so and as a result as you explain each arrow.

Box 1 (cause):

Box 2:

Box 3:

Box 4 (final effect):

The clue words I used when I presented:

1. Spelling: Listen as your teacher reads three words. Write each word.

2. Write the four boxes of your chain in order.

3. Which clue word in the article tells that the creek rising was a result?

4. Use the prefix re-: what would replant mean if workers replanted the banks?

Day 155: Independent Check: Word Parts, Purpose and Cause and Effect

A short text

Ollie the Otter's Rainy Day. Ollie the otter loved rain. When the creek rose, he slid down the muddy bank, splash! His friend Bea the beaver frowned. "The water is moving too fast," she warned. Ollie listened, and the two friends watched the rain from a dry log until the creek calmed down.

Answer on your own. An adult may read the questions aloud but should not give the answers.

1. Spelling: Listen as your teacher reads three words. Write each word.

2. Write the meaning of each word: unkind, redo, cheerful.

3. Label the words: Bea (noun or verb?), warned (noun or verb?), dry (adjective or adverb?).

4. What is the author's purpose for the Ollie story? Write one cause and its effect from it.