



Language Studio

Activity Book

Grade 2

Volume 2

Grade 2

Language Studio 5-8

Volume 2

Activity Book



ISBN 978-1-68161-532-5

© 2015 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

Revised and additional material
© 2015 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts is a trademark
of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book
strictly for illustrative and educational purposes and
are the property of their respective owners. References
herein should not be regarded as affecting the validity
of said trademarks and trade names.

Printed in the USA
NALS01 RROW 2016



Contents

VOLUME 2

Language Studio 5 The War of 1812	1
Language Studio 6 Cycles in Nature	13
No activity pages for Language Studio 7 Westward Expansion	*
Language Studio 8 Insects	33

Language Studio 5

The War of 1812





NAME: _____

DATE: _____

1.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



1. _____ The British blockaded several U.S. ports.

_____ The British did not want the United States to trade with the French.

2. _____ The Americans created a new form of government with representatives.

_____ The Americans didn't want to be ruled by kings.

Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

3. _____ Thomas Jefferson purchased the Louisiana Territory from France.

_____ The size of the United States doubled.

4. _____ The British didn't have enough sailors.

_____ The British began to capture men from other countries' ships and force them to join the British navy.



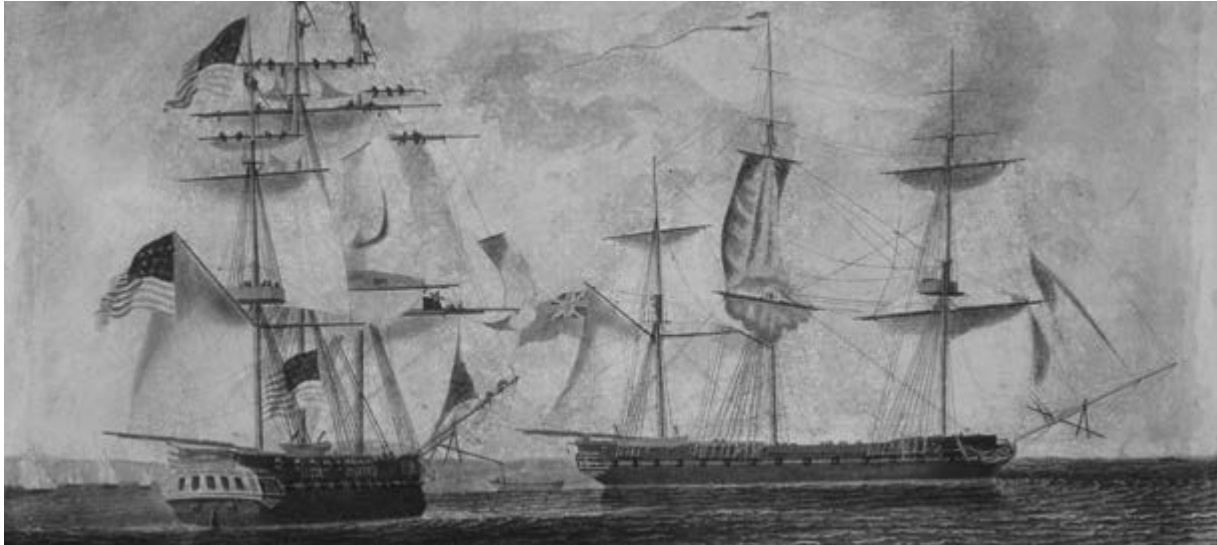
NAME: _____

DATE: _____

2.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

1. _____ The British commander ordered his men to open fire.
_____ The American captain refused to let the British search the *USS Chesapeake*.

2. _____ On June 18, 1812, the United States declared war on Great Britain.
_____ The British continued to ignore the president's requests to stop interfering.

3. _____ President Jefferson was angry with the British for attacking the *USS Chesapeake*.

_____ President Jefferson passed the Embargo Act of 1807.

4. _____ The War Hawks were furious and wanted to go to war.

_____ The War Hawks in Congress put together a committee.



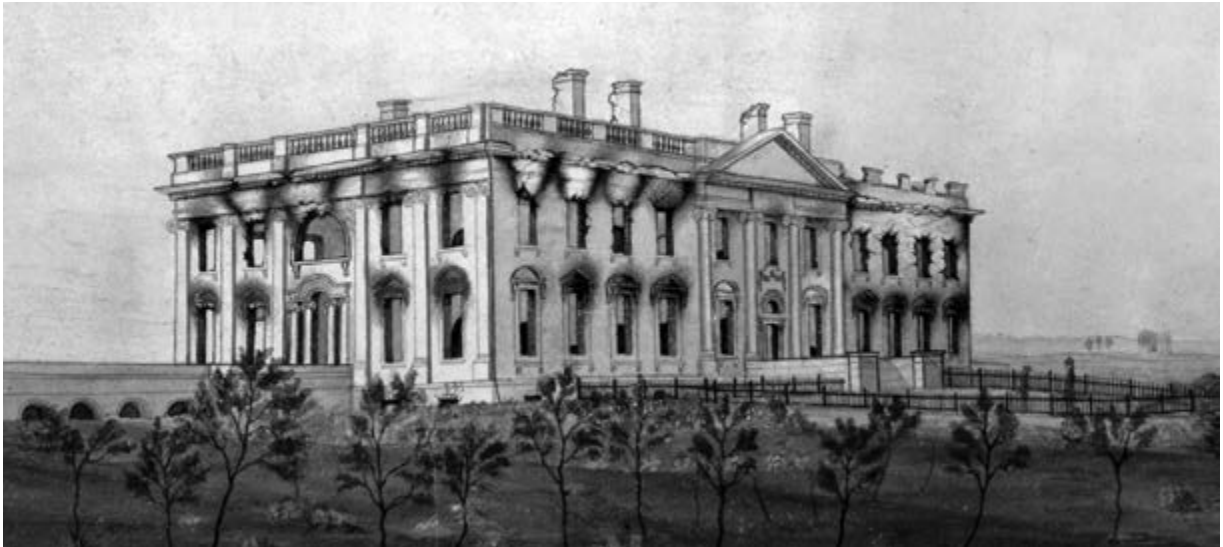
NAME: _____

DATE: _____

5.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



1. _____ The British sent an army to Washington, D.C.

_____ The British wanted to capture the capital city.

2. _____ Mrs. Madison wanted to save some items in the White House.

_____ Mrs. Madison saved the items that she knew her husband would want.

Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

3. _____ Mrs. Madison got ready to leave.

_____ Mrs. Madison realized that the British soldiers were on their way.

4. _____ The Madisons found their home was very badly damaged.

_____ The British set fire to the White House.



NAME: _____

DATE: _____

6.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



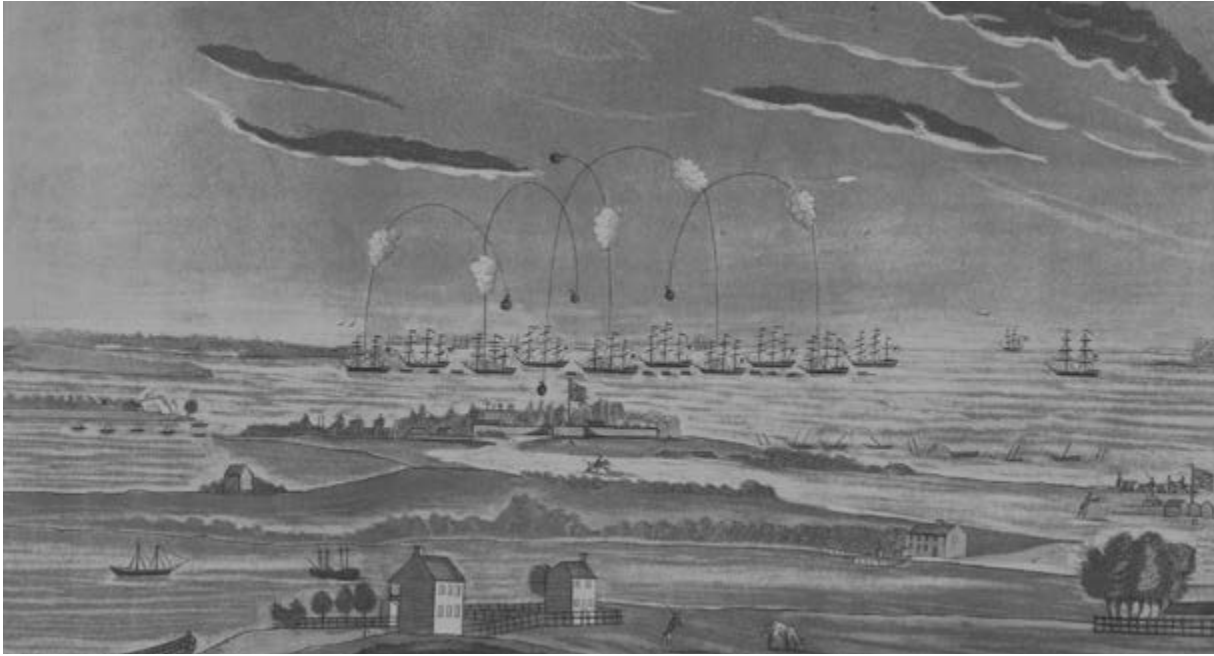
Directions: Write the words First, Next, Then, and Last in the blanks to sequence the events from the read-aloud.

1. _____ the British Army retreated.

2. _____ the British Army faced a larger U.S. Army and lots of cannons.

3. _____ the people of Baltimore knew the British Army was coming.

4. _____ the U.S. Army built defensive walls along the side of the city.



1. _____ the British navy began firing rockets at Fort McHenry.

2. _____ the British ships sailed closer and closer to the fort.

3. _____ the British navy sailed away.

4. _____ both sides fired rockets at each other through the night.



NAME: _____

DATE: _____

7.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



1. _____ General Jackson formed a large army of different kinds of people.
2. _____ Jackson's army defeated the British Army.
3. _____ the British continued with a plan to attack New Orleans.
4. _____ a peace treaty was signed, but news of it had not yet reached the soldiers.

Directions: Write the words First, Next, Then, and Last in the blanks to sequence the events from the read-aloud. On the back of the activity page, write the events in order, using your own linking words and phrases and underlining them.

Language Studio 6

Cycles in Nature





NAME: _____

DATE: _____

1.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Directions: Draw a picture of the daytime on the left and a picture of the nighttime on the right.





NAME: _____

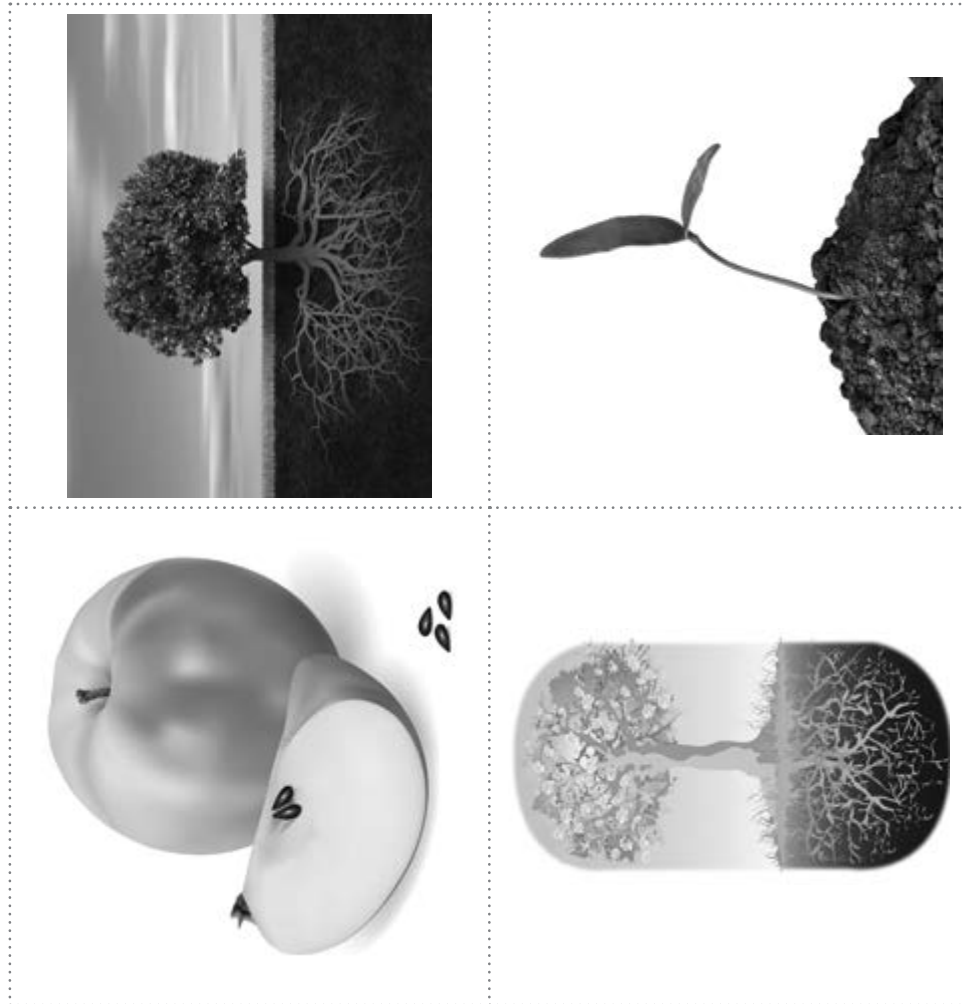
DATE: _____

5.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Directions: Cut out and sequence these pictures on the following activity page to show the life cycle of an apple tree.





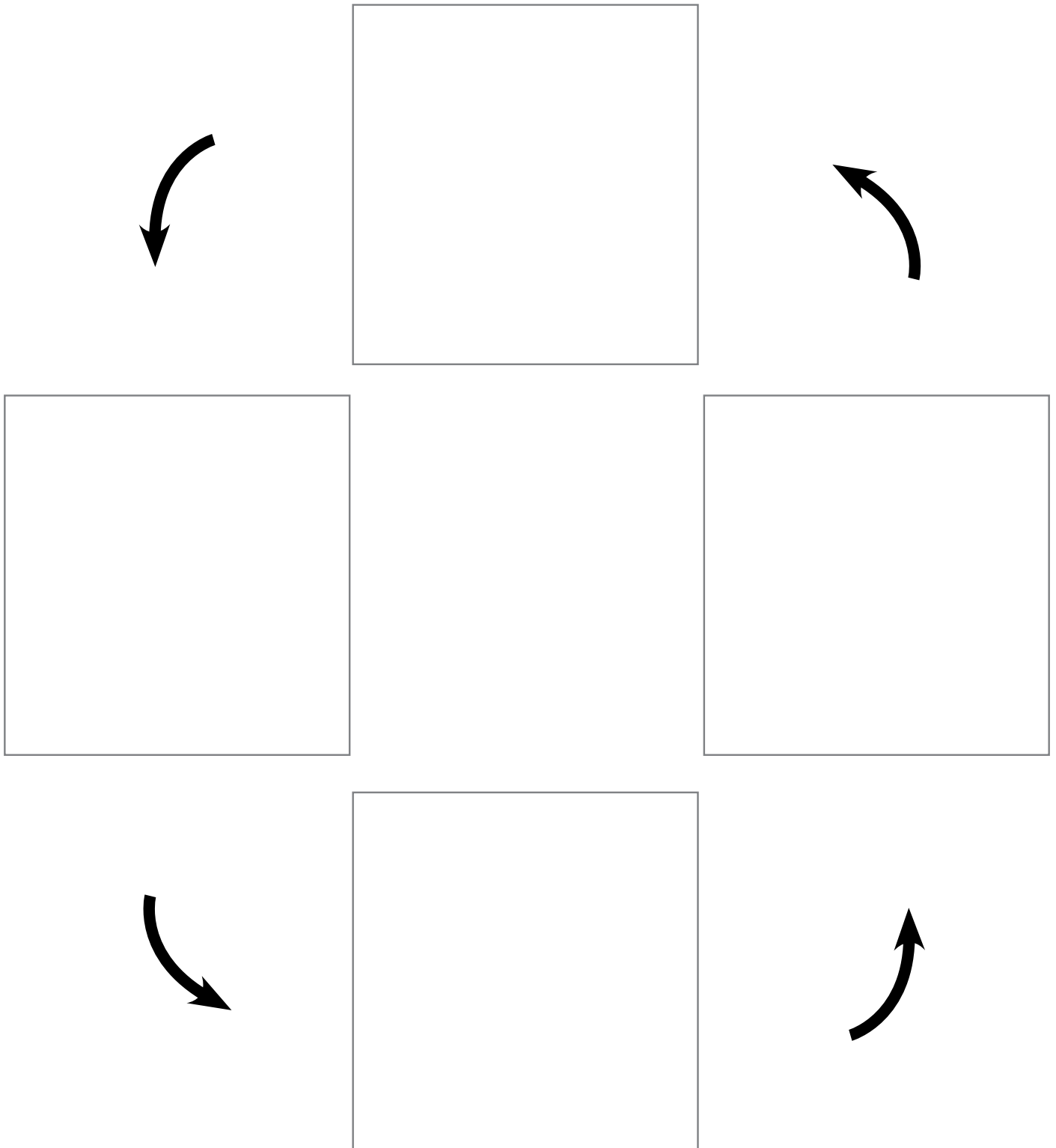
NAME: _____

DATE: _____

5.2S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE





NAME: _____

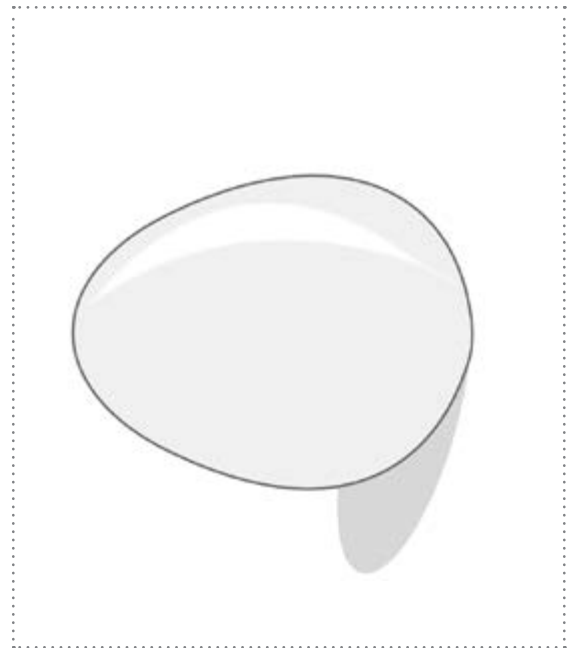
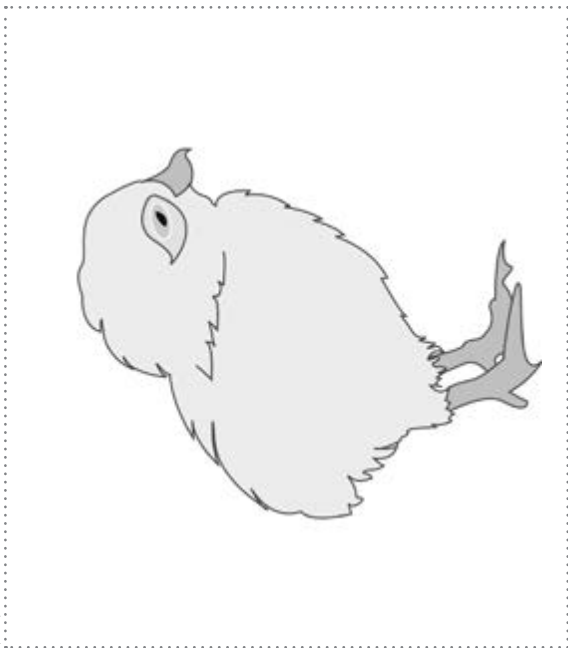
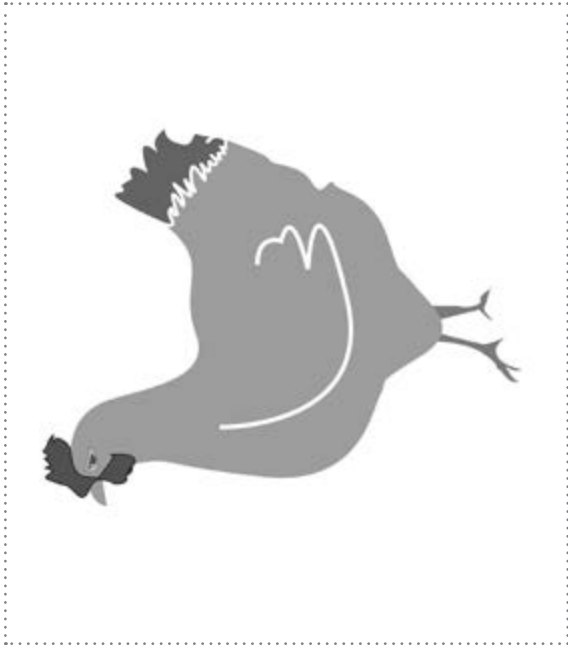
DATE: _____

6.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Directions: Cut out and sequence these pictures on the following activity page to show the life cycle of a chicken.





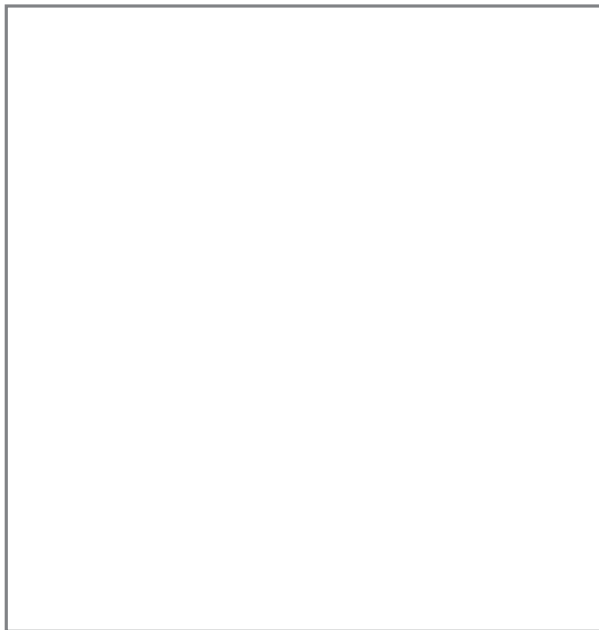
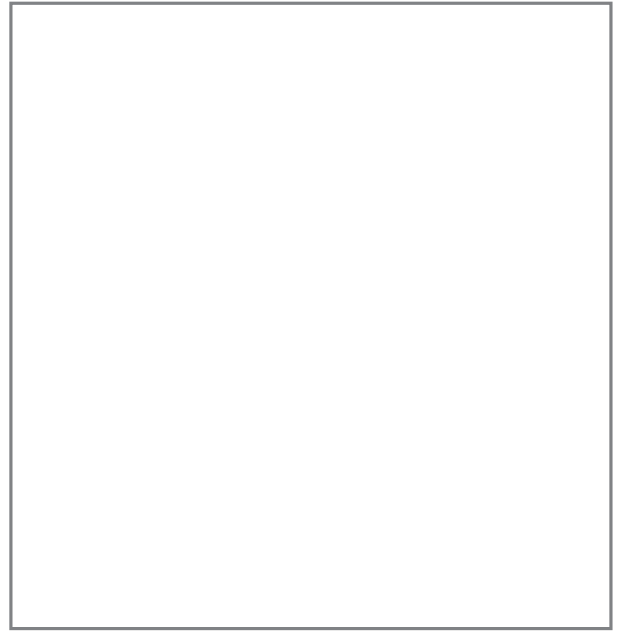
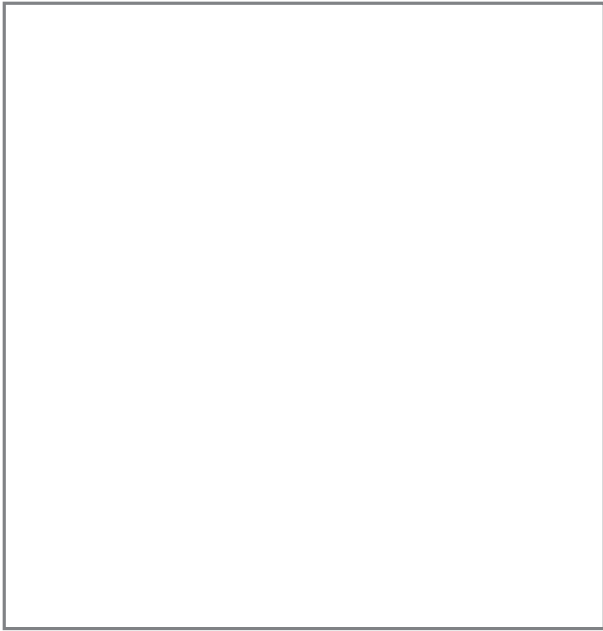
NAME: _____

DATE: _____

6.2S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE





NAME: _____

DATE: _____

7.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Introduction

First

Next

Then

Last

Conclusion



NAME: _____

DATE: _____

8.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Introduction

First

Next

Then

Last

Conclusion



NAME: _____

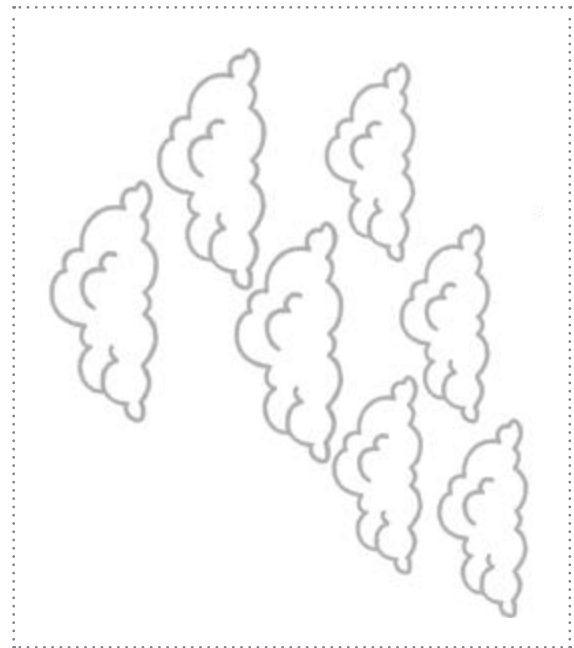
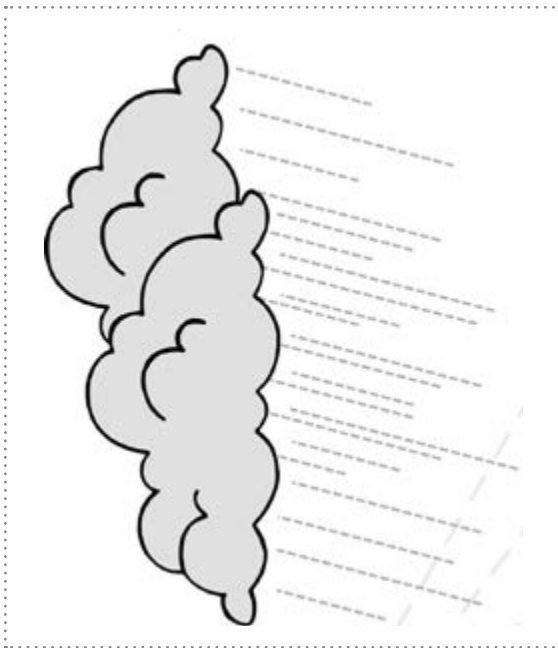
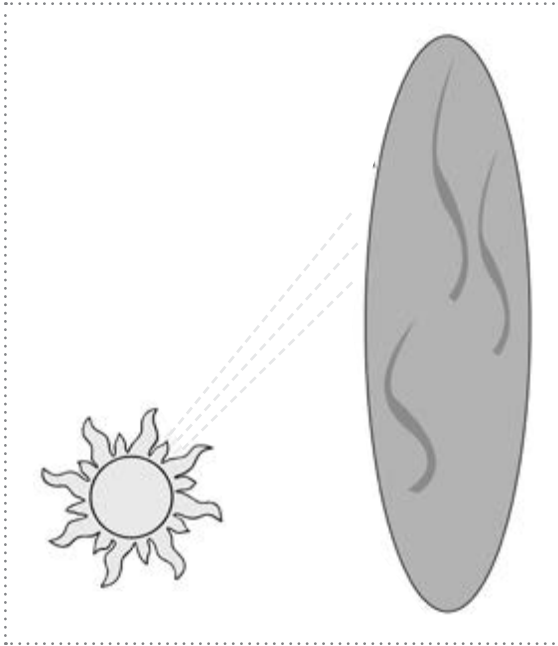
DATE: _____

9.1S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Directions: Cut out and sequence these pictures on the following activity page to show the water cycle.





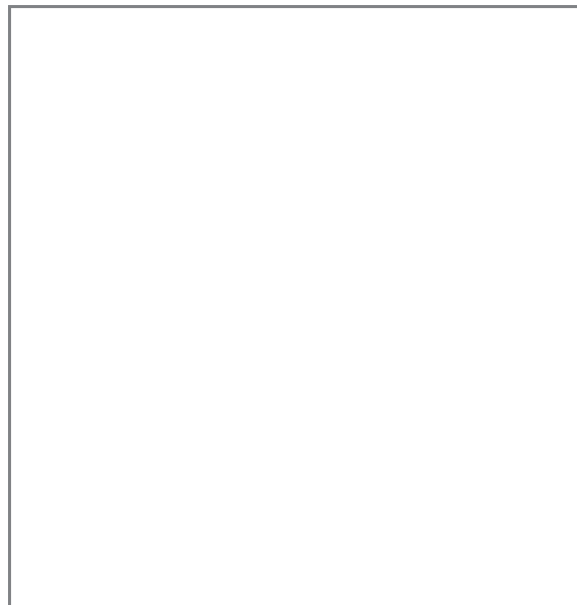
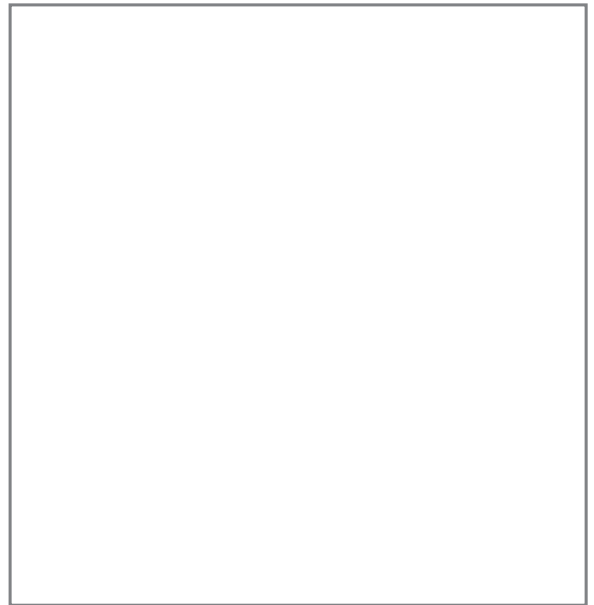
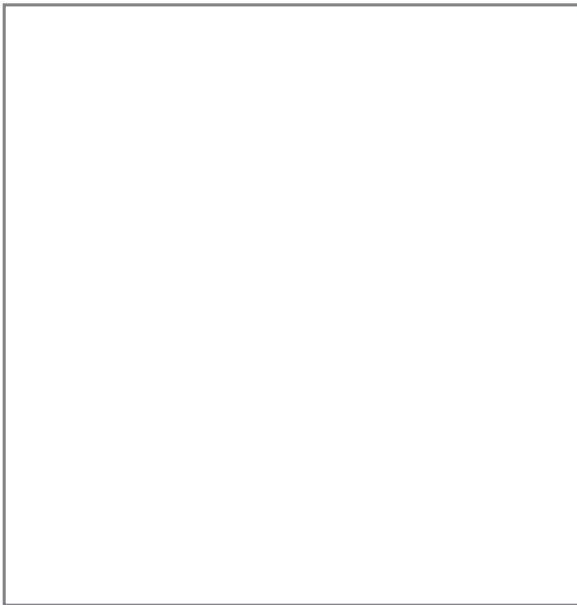
NAME: _____

DATE: _____

9.2S

ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE



Language Studio 8

Insects










NAME: _____

DATE: _____

1.1S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

<i>Learn</i>					
<i>Wonder</i>					
<i>Know</i>					
<i>Insect</i>					



NAME: _____

DATE: _____

1.2S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS



ant



grasshopper



caterpillar



fly



beetle

NAME: _____

DATE: _____

2.1S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS



Directions: Cut out the pictures on this page. Then sort them into two groups, insects and animals that are not insects, and glue them onto the T-chart. Remember that all insects have six legs and three main body parts: a head, an abdomen, and a thorax.



2.1S
CONTINUED

LANGUAGE STUDIO 8: INSECTS

Core Knowledge Language Arts | Grade2



NAME: _____

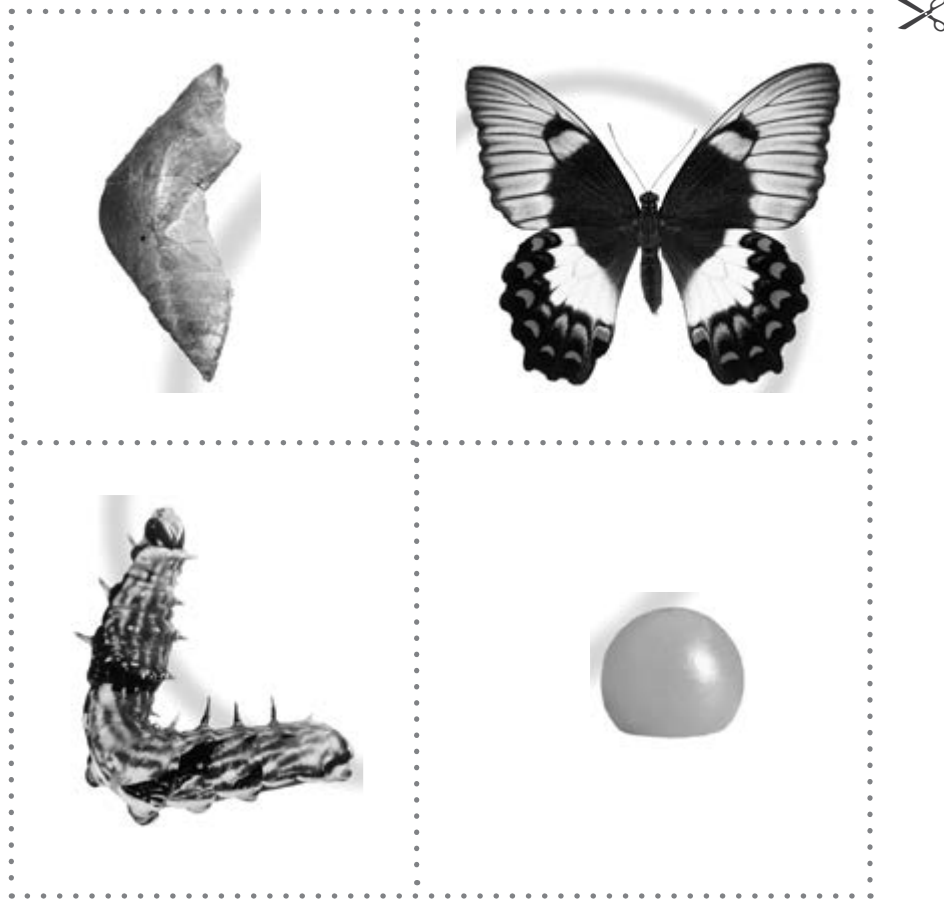
DATE: _____

3.1S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

Directions: These are the four stages of the complete metamorphosis of a butterfly. Cut the pictures out, then glue or tape them in their correct order onto the following page to show the life cycle of a butterfly.





NAME: _____

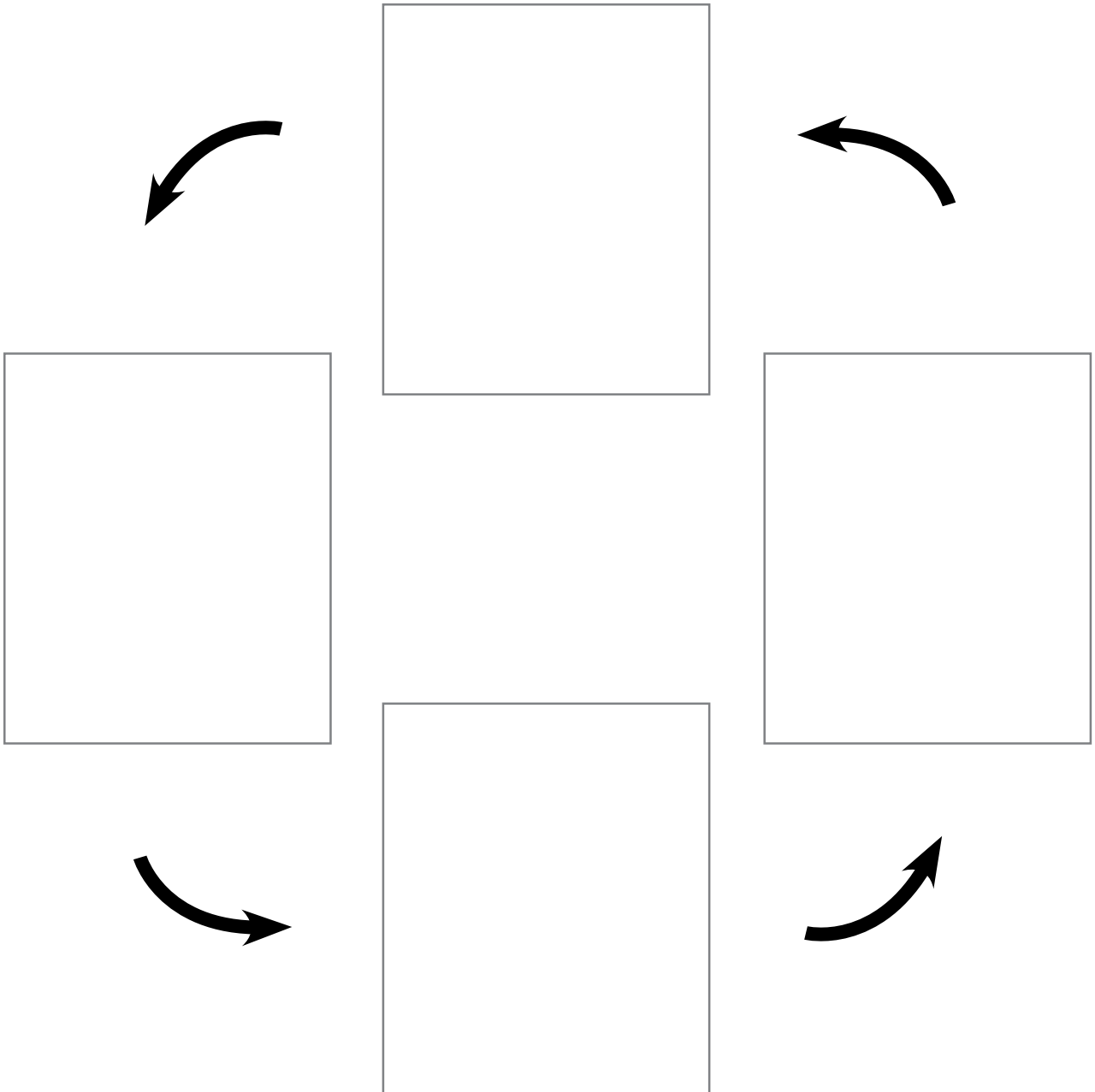
DATE: _____

3.2S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

Directions: Glue or tape the images of the four stages of the complete metamorphosis of a butterfly in the correct order.





NAME: _____

DATE: _____

7.1S

ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS



Core Knowledge Language Arts

Series Editor-in-Chief

E. D. Hirsch, Jr.

President

Linda Bevilacqua

Rights Manager

Elizabeth Bland

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack
Cecilia Sorochin

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of these Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Julianne K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.

Core Knowledge Language Arts

Editorial Staff

Susan Lambert, Vice President, CKLA
Rachel Wolf, Editorial Director
Sarah McClurg, Senior Content Specialist
Elizabeth Wade, PhD, Managing Curriculum Developer
Patricia Erno, Senior Curriculum Developer
Jamie Raade, Senior Curriculum Developer
Marc Goldsmith, Curriculum Developer
Carrie Hughes, Curriculum Developer
Amber McWilliams, ELL Specialist
Brian Black, Managing Copy Editor

Project Management

Matthew Ely, Senior Project Manager
Jennifer Skelley, Senior Producer
Cesar Parra, Project Manager

Design and Graphics Staff

Todd Rawson, Design Director
Chris O'Flaherty, Art Director
Carmela Stricklett, Art Director
Stephanie Cooper, Art Director
Annah Kessler, Visual Designer
Erin O'Donnell, Senior Production Designer
Tim Chi Ly, Illustrator
John Starr, Illustrator

Contributors

Ann Andrew
Desirée Beach
Leslie Beach
Nicole Crook
Stephen Currie
Kira Dykema
Carol Emerson
Jennifer Flewelling
Mairin Genova
Christina Gonzalez Vega
Stephanie Hamilton
Rowena Hymer
Brooke Hudson
Jason Jacobs
Leslie Johnson
Debra Levitt
Bridget Looney
Christina Martinez
Julie McGeorge
Evelyn Norman
Leighann Pennington
Heather Perry
Tim Quiroz
Maureen Richel
Jessica Richardson
Carol Ronka
Laura Seal
Cynthia Shields
Alison Tepper
Karen Venditti
Carri Waloven
Michelle Warner

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Language Studio 5

Expert Reviewer

J. Chris Arndt

Writers

Rosie McCormick

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1.1S: Simini Blocker; 2.1S: Library of Congress, Prints and Photographs, LC-USZC4-6294; 5.1S (White House): Library of Congress, Prints & Photographs Division, LC-DIG-ppmsca-23757; 6.1S (battle of North Point): Courtesy of the Maryland Historical Society, Item ID #1939.11.1; 6.1S (Fort McHenry): Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-35544; 7.1S: Library of Congress, Prints & Photographs Division, LC-DIG-pga-01838

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Language Studio 6

Expert Reviewer

Margaret S. Saha

Writers

Rosie McCormick

Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 5.1S: Shutterstock; 6.1S: Core Knowledge Staff; 9.1S: Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Language Studio 8

Expert Reviewer

Linda S. Rayor

Writers

Catherine S. Whittington

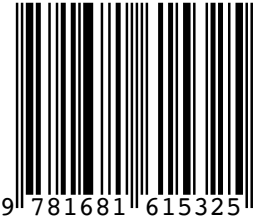
Illustrators and Image Sources

Cover: Amplify Learning, Inc.; 1.1S: Shutterstock; 1.2S: Shutterstock; 2.1S: Shutterstock; 3.1S: Shutterstock; 7.1S: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."



ISBN 9781681615325



9 781681 615325

Amplify Core Knowledge Language Arts



ckla.amplify.com