

# Roosevelt Elementary

2<sup>nd</sup> Grade Snow & Go Packet # 1

Grade Level Teacher Names & Email Addresses:

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**Due Date:** Individually completed student packets are due for grading on the first day students return from the inclement weather day. Packets submitted late for grading will be subject to regular classroom policies.

**School Phone:** 304-675-3337 \* **School Website:** <http://roosevelt.maso.k12.wv.us>

Snow & Go Packets -- Mason County Schools Policy \_\_\_\_\_

Name \_\_\_\_\_

active

earth

explode

island

local

properties

solid

steep

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

- |                                     |               |
|-------------------------------------|---------------|
| 1. something that is nearby         | a. properties |
| 2. land with water all around it    | b. active     |
| 3. burst loudly with a lot of force | c. steep      |
| 4. having a very sharp slope        | d. island     |
| 5. something that is moving         | e. local      |
| 6. the traits of something          | f. earth      |
| 7. the ground or land we walk on    | g. solid      |
| 8. hard and firm                    | h. explode    |

**B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.**

9. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

The letters *er, ir, ur,* and *or* can stand for the same sound. You can hear the sound as you say the words *fern, third, burn,* and *world.*

**A. Circle the word that has the vowel sound spelled *er, ir, ur, or or.* Write the two letters that make the vowel sound on the line.**

1. cuts      curve      race

\_\_\_\_\_

2. her      rub      ring

\_\_\_\_\_

3. rise      worse      wrap

\_\_\_\_\_

4. string      wrist      first

\_\_\_\_\_

Before adding *-s, -es, -ed,* or *-ing* to some verbs with short vowels, double the final consonant.

Before adding *-s, -es, -ed,* or *-ing* to some verbs with long vowels ending in *e,* drop the final *e.*

Before adding *-s, -es, -ed,* or *-ing* to some verbs ending in *y,* change *y* to *i.*

**B. Write each word with the ending shown.**

5. race + ed = \_\_\_\_\_

6. keep + s = \_\_\_\_\_

7. hurry + es = \_\_\_\_\_

8. trip + ing = \_\_\_\_\_

Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

## Tsunamis

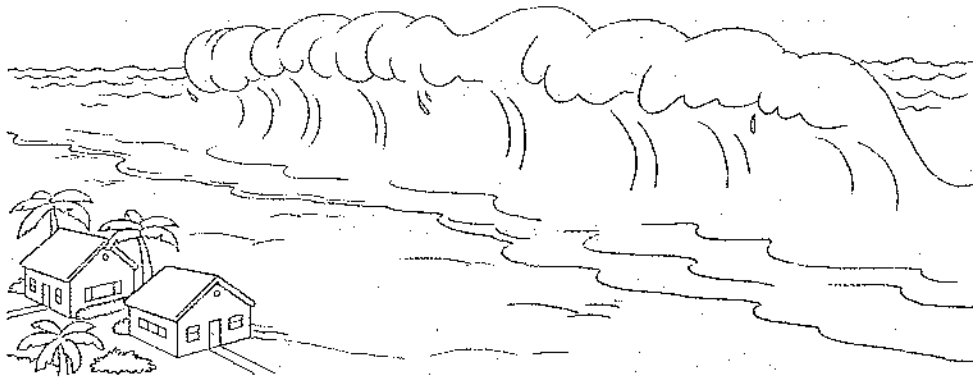
### What Is a Tsunami?

4 You may have seen big **waves** at the beach. Now  
14 imagine waves that reach a height of over 100 feet tall!  
25 Tsunamis are a set of ocean waves that rush over land.  
36 The waves look like giant walls of water.

44 Tsunamis have different **causes**. One event is an  
52 undersea earthquake that causes the ocean floor to  
60 move and shake. Other causes are underwater landslides  
68 or volcanoes. These strong actions build tsunami waves.  
76 The waves head for shore, the land along the ocean.

86 When the tsunami waves start, they may be just one  
96 foot high. They extend, or reach, deep down into the  
106 ocean.

Name \_\_\_\_\_



107 The waves travel toward shore. The waves can move  
116 up to 500 miles per hour. That's as fast as a jet plane.

129 As the waves reach shallow water near land, they slow  
139 down. They start to squeeze together. This pushes them  
148 higher. Then the big waves hit the shore.

### 156 **Damage from a Tsunami**

160 Tsunamis cause lots of damage and harm. They can  
169 hurt people. They can smash houses and knock down  
178 trees. They can cause flooding. They can make drinking  
187 water unsafe.

### 189 **Tsunami Warnings**

191 There are systems in place to warn, or tell, people  
201 about tsunamis. People find out the big waves are  
210 coming. Then they move to higher ground to stay safe  
220 from the tsunamis.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What three things can cause a tsunami?

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2. What is the effect when the waves get to shallow water near the land?

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3. What happens when people get a tsunami warning?

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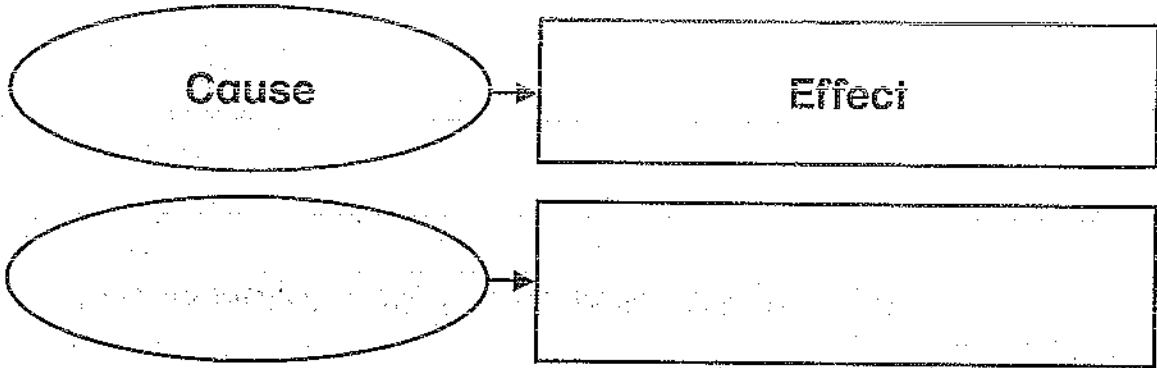
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**B. Work with a partner. Read the passage aloud. Pay attention to where you pause and how you group words together. Stop after one minute. Fill out the chart.**

	Words Read	---	Number of Errors	=	Words Correct Score
First Read		---		=	
Second Read		---		=	

Name \_\_\_\_\_

Read the selection. Complete the Cause and Effect chart.



Name \_\_\_\_\_

Look at this example of **context clues** in a sentence. The underlined words explain what *height* means.

Now imagine waves that reach a **height** of over 100 feet tall!

Read each sentence. Write the meaning of the word in bold print. Underline the context clues in the sentence that helped you.

1. **Tsunamis** are a set of ocean waves that rush over land.

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2. One event is an undersea **earthquake** that causes the ocean floor to move and shake.

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3. They **extend**, or reach, deep down into the ocean.

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4. The waves head for **shore**, the land along the ocean.

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5. Tsunamis cause lots of **damage** and harm.

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Name \_\_\_\_\_

**Reread "Tsunamis." Write about how the author uses cause and effect.**

1. In "Tsunamis," the author uses cause and effect to explain

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2. One cause of a tsunami is \_\_\_\_\_

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3. Some effects of tsunamis are \_\_\_\_\_

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4. The author's use of cause and effect helped me understand

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# Word Sort

Unit 4.2

Name \_\_\_\_\_ Day \_\_\_\_\_

Read the words. Circle the r-controlled vowels.  
Sort the words.

er

ir

ur

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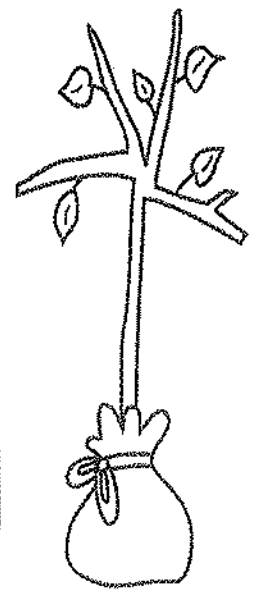
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clerk birth swirl herd  
nurse dirt serve burst  
germs burn bird  
curl perch hurt skirt



Name \_\_\_\_\_

- A **helping verb** helps the main verb show action.
- Present-tense helping verbs are *is*, *am*, and *are*.
- Use the helping verbs *was* and *were* for the past tense.

Rain is pounding on the roof.

The waves are washing the sand away.

I was walking on the beach yesterday.

Jake and Paul were swimming in the ocean.

**Choose the correct helping verb in ( ). Write the sentence.**

1. I (am, are) learning how water breaks rocks.

\_\_\_\_\_

2. Rain clouds (was, were) blowing across the sky.

\_\_\_\_\_

3. Cold air (was, are) freezing the clouds.

\_\_\_\_\_

4. Now, icy rain (is, are) falling on rocks.

\_\_\_\_\_

5. Ice (is, were) freezing in the cracks of the rocks.

\_\_\_\_\_

## Daily Edit Sentences

Edit and write each sentence correctly. Circle the adjectives.

Those three geoses scrambel when it rains.

W.2.5, L.2.1, L.2.2

What an beutiful color that bubble is?

### Daily Math Review

← 2.OA.2 →

1. $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	2. $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	3. $\begin{array}{r} 0 \\ +5 \\ \hline \end{array}$	4. $\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$	5. $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$
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6. 2.OA.1  
Forty-two butterflies were in the meadow. Some more butterflies joined them. Then there were 58 butterflies. How many butterflies joined them?  
Solve two ways.

$42 + \underline{\quad} = 58$

$58 - 42 = \underline{\quad}$  butterflies

Add to (change unknown)

7. 2.NBT.6

$$\begin{array}{r} 70 \\ 45 \\ +13 \\ \hline \end{array}$$

8. 2.MD.5  
Jana's ribbon is 24 inches long. Mary's ribbon is 36 inches long. How many inches shorter is Jana's ribbon than Mary's?  
Solve two ways.

$24 + \underline{\quad} = 36$

$36 - 24 = \underline{\quad}$  inches

Compare (difference unknown -- fewer)

9. 2.MD  
Write the amount shown in two ways.

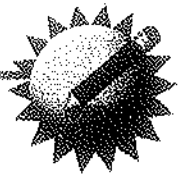
\_\_\_\_\_ ¢      or      \$ \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

How Many Tens? How Many Ones?

Daily Practice



# Comparing Stickers

Look at the sets of stickers. Circle the set that has more, and tell how you know.

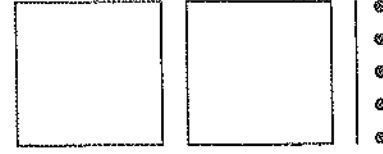
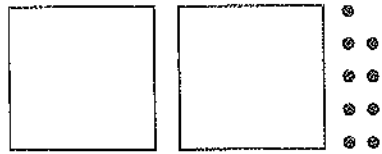
**NOTE** Students identify the larger number by comparing the number of hundreds, tens, and ones.

1.



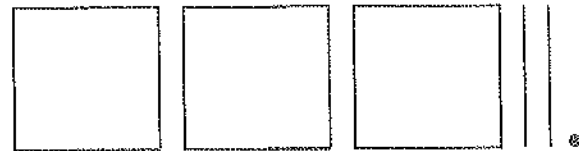
How do you know? \_\_\_\_\_

2.



How do you know? \_\_\_\_\_

3.



How do you know? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

How Many Tens? How Many Ones?

# Find the Number

Write each number.

1. Start number:  
189

10 less	10 more	100 less	100 more

2. Start number:  
339

10 less	10 more	100 less	100 more

3. Start number:  
571

10 less	10 more	100 less	100 more

4. Start number:  
690

10 less	10 more	100 less	100 more

5. Start number:  
901

10 less	10 more	100 less	100 more