2Nd GRAde super stars

Week 3 – MAY 4 - 8

ALL TASKS MARKED with AN ASTERISK (*) Need to Be SUBMITTED FOR A GRADE.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
READING	❑ Research and explore heroes using the Hero Project resources (P)	❑ Research and explore heroes using the Hero Project resources (P)	❑ Fractions as Part of a Whole (P) ❑ Fractions as Part of a Whole questions* (P)	❑ Tsunamis pg 163-14 (YT) ❑ Tsunamis comprehension and fluency pg. 165* (YT)	❑ Read a book of your choice ❑ Complete mini book report for your book* (P)
WRITING	❑ Important Invention – Brainstorm* (P) ❑ Spelling Menu (List 6.5) – Choose 1 activity* (P)	❑ Important Invention – Organize* (P) ❑ Spelling Menu (List 6.5)* (P)	❑ Important Invention – First Draft* (P) ❑ Spelling Menu (List 6.5)*(P)	❑ Important Invention – Use a pen to edit your first draft using the editing marks (P) ❑ Spelling Menu (List 6.5)* (P)	❑ Important Invention – Final Draft * (P) ❑ Take Spelling Test*
MATH	❑ Coin Attribute Worksheet* (P)	❑ Lesson 8.1* (MB)	❑ Lesson 8.2* (MB)	❑ Lesson 8.3* (MB)	❑ Count collections of coins in your home
DAILY	❑ READ!! ❑ iRead ❑ Get Epic! ❑ Math Fluency games – **Roll and Total(P) and Fun with Pennies (P)** ❑ Coin War Game – not in packet due to the number of pages, but you can print it			KEY: MB - Math workbook YT - Your Turn workbook P - Online or Paper Packet	
	"RECESS" IDEAS: Play a board game with siblings, build something with Legos, help with a household chore, play outside, or do a puzzle! Remember to exercise for 30 or more minutes every day!				
EXTRA	❑ Mystery Monday www.mysteryscience.com	❑ Typing Tuesday www.kidztype.com	❑ We are Kind Wednesday Write a letter to brighten someone's day	❑ Thinking Thursday Try a Virtual Field Trip	❑ Fun Friday! Try a directed draw on YouTube!

Penny	Nickel	Dime	Quarter
			

Name: _____

Thomas Jefferson	State symbols or a bald eagle	one cent	Twenty-five cents
oak branch, torch, and olive branch	Abraham Lincoln	Monticello	Franklin D. Roosevelt
Silver/rough edges	ten cents	brown/smooth edges	Silver/rough edges
Lincoln Memorial	George Washington	five cents	Silver/smooth edges

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George Washington is on the front.
He was the first president of the
United states of America.

Some have bald eagles on the back of the
coin. others have state symbols
on the back of the coin.

Twenty-five cents

25¢

Silver coins/rough edges

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Franklin D. Roosevelt was the 32nd President of the United State of America

Torch-knowledge

oak branch-strength

olive branch- peace

Ten-cents

10 ¢

Silver coins/rough edges

© Fredia Shumway 2012

Thomas Jefferson was the 3rd President of the United States of America.

President Jefferson's home, Monticello is on the back of this coin.

five cents

5¢

Silver coins/smooth edges

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Abraham Lincoln was the 16th President of the United States of America.

The Lincoln Memorial is on the back of this coin.

one cent

1¢

copper brown/smooth edges

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IN GOD WE TRUST
LIBERTY
2010
UNITED STATES OF AMERICA
E-PLURIBUS
-UNUM-
ONE CENT


LIBERTY
2005


UNITED STATES OF AMERICA
ONE DIME


LIBERTY
IN GOD WE TRUST
1971
UNITED STATES OF AMERICA
QUARTER DOLLAR


IN GOD WE TRUST
LIBERTY 1950


E PLURIBUS UNUM
MONTICELLO
FIVE CENTS
UNITED STATES OF AMERICA

COIN WAR

By The Elementary Contessa

COIN WAR

1. This deck 60 of cards can be printed on cardstock
2. Laminate
3. 2 players
4. Deal out the entire deck face down
5. Both players turn up a card from on top their deck and say the amount of money on their own card.
6. Player with the higher amount wins both cards
7. If it is a tie, then turn up the next set and the winner of those takes all!

COIN WAR

COIN WAR

COIN WAR

COIN WAR

COIN WAR

COIN WAR

http://www.teacherspayteachers.com/Store/The-Elementary-Contessa

COIN WAR

COIN WAR

COIN WAR

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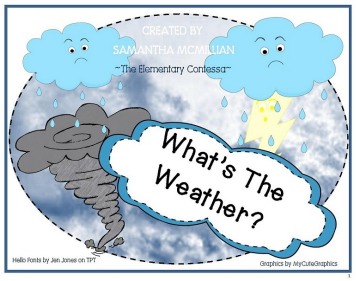
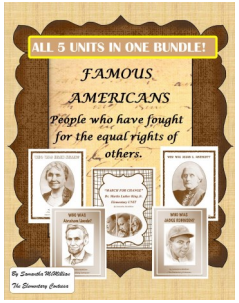
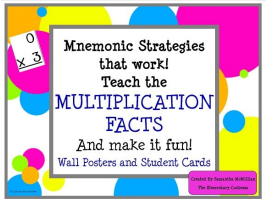
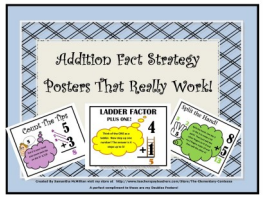
Thanks for your Purchase!

You may be interested in these items in my store (click to view):









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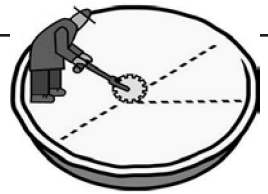
Join me here for more great ideas! Just Click!

Pinterest

The Elementary Contessa

Fractions as Parts of a Whole

Cross-Curricular Focus: Mathematics



Name: _____

You can cut a **whole** thing into equal **parts**. This lets everyone have a fair share. Each of the parts is called a **fraction**. Fractions have special names. The names tell us how many pieces of that size would be needed to make a whole.

The man in the drawing above is cutting a pie. It looks like it is for a giant! He is being careful to make equal parts. When he is done, he will have eight slices that are all the same size. Each slice is called one-*eighth*. A single slice is one of the eight pieces needed to make the whole pie.

Because none of the pieces are gone yet, it is still a whole. No matter how many pieces the pie is cut into, if you have all the pieces, it is still a whole.

The more pieces that are cut, the smaller the pieces have to be. If the pie is cut into only three pieces, the pieces will be pretty big. Each of the pieces will be called one-third. If the pie is cut into five pieces, the pieces have to be a little smaller. You have to get two more slices out of the pie. Each piece is called one-fifth. Other names are one-fourth for four parts, one-half for two parts and one-sixth for six parts.

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a fraction?

_____

_____

2) How does a fraction get its special name?

_____

_____

3) What do you have if you have all the pieces that the whole was cut into?

_____

_____

4) What happens to the size of the pieces when you have to cut more pieces?

_____

_____

5) If the whole is cut into four pieces, what is the special name for each of the pieces?

_____

_____

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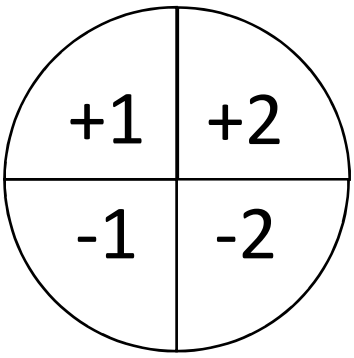
Practice with Pennies



2-4 players

Required:

- Activity Tent
- **Directions in a sleeve**
- 14 Pennies for each group
- 1 cup
- Use this Spinner (or modify a die to have +1, +1, -1, -1, +2, -2 on the faces)
- Paperclip
- Optional – A ten frame or a number line

Game Play:

1. Place the 12 pennies in the cup and shake them. (Keep 2 pennies on the side)
2. One partner reaches in and pulls out a handful and counts them.
3. Then, he or she spins the spinner or rolls the die.
4. The student puts the situation into a number sentence and gives the answer while modeling with the coins.

Objective: Add and Subtract to find sums and differences. The more you play, the better you will become with numbers.

Variations:

- One partner makes up a word problem. They roll the die when it is time to perform an operation. The other student acts out the situation with the coins.
- Explore the Commutative Property. One partner asks a question and the other answers and tells why and uses pennies and a five frame or a ten frame to prove his/her thinking. (*For example: Jimmy says 2 + 3 has a different sum than 3 + 2. Do you agree with him? Why or why not?)*
- Students show the situation on a ten frame with the pennies.
- Students trade out 5 pennies for each half of the ten frame used- to show a different set of coins with the same value.

Modified from an activity found in
O'Connell & San Giovanni (2011) Circle, Circle *Mastering Basic Math Facts: Addition and Subtraction* pg. 39-41

All About

_____

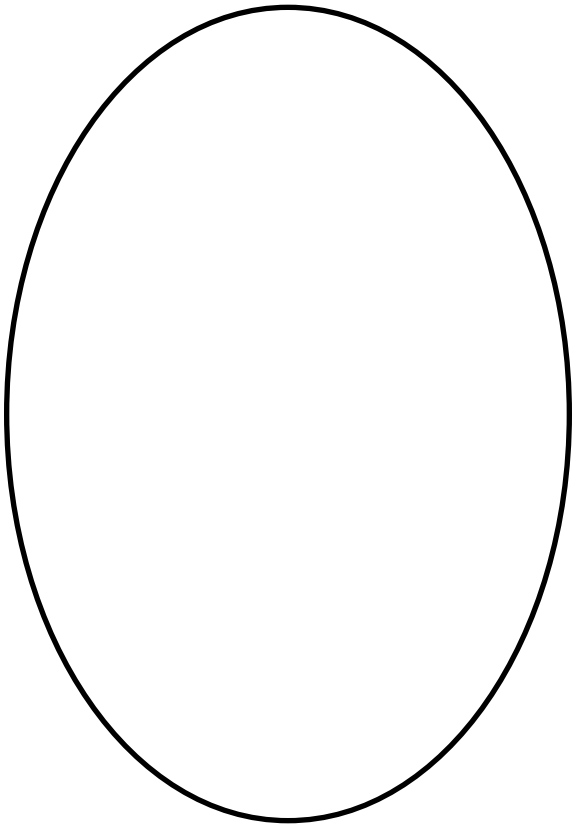
By: _____

Born:

_____

Died:

_____



His or her biggest challenge in life was:

_____

_____

_____

This person is famous for:

_____

_____

_____

Something you should know is:

_____

_____

_____

This is what I found MOST interesting:

_____

_____

HERO PROJECT - **Optional**

Since we were not in school to finish our hero unit, we wanted you to have the opportunity to learn about more heroes.

May 4 – 8 (Week 3 of distance learning)
Spend some time learning about lots of heroes – See attached list of amazing heroes.
Some great resources to learn more about heroes are-

-www.ducksters.com
-www.getepic.com
-"The Who Was Show" – Netflix
-"Xavier Riddle and the Secret Museum" - YouTube and PBS Kids
-YouTube – type in the hero you want (with your parent's help to stay safe)

May 11 – 15 (Week 4 of distance learning)
Complete the "Hero Presentation Poster" for a hero of your choice. Try to choose someone that we didn't study in class. Practice how you will present your hero to your class.
Do you feel like being extra creative? The options are unlimited!!

-dress up like your hero, give a speech as your hero, and record it
-create a slide show
-make a different kind of poster

May 18 – 22 (Week 5 of distance learning)
Present your Hero Presentation Poster to your classmates during a Zoom meeting. Your teacher will let you know when your Zoom meeting will be. Contact your teacher if you are doing something other than the poster. That was she can let you know how to send it.

Remember to use your presentation voice and use eye contact. Make it interesting, so try not to just read your poster to us.

Inventors
Orville Wright
Wilbur Wright
Thomas Edison
Benjamin Franklin
Alexander Graham Bell
Henry Ford

Presidents
George Washington
Abraham Lincoln
Barak Obama
Thomas Jefferson

Freedom Fighters/Equal Rights
Harriett Tubman
Frederick Douglass
Ruby Bridges
Mohandas Gandhi
Mother Teresa
Martin Luther King, Jr.
Rosa Parks
Susan B. Anthony
Elizabeth Cady Stanton
Henry "Box" Brown
Ruth Bader Ginsburg
Malala Yousafzai
Audrey Faye Hendricks

Nurse
Clara Barton
Florence Nightingale

Athletes
Jackie Robinson
Branch Rickey
Harold "Pee Wee" Reese
Bethany Hamilton
Wilma Rudolph

Scientists/Explorers
Neil Armstrong
Sally Ride
Marie Curie
Louis Pasteur
Marco Polo
Christopher Columbus
Galileo
George Washington Carver
Amelia Earhart
Albert Einstein
Mae Jemison
Ellen Ochoa

Others
Squanto
Pocahontas
Leonardo Da Vinci
Sacagawea
Helen Keller
Annie Sullivan
Jane Goodall

Monday

OPINION

0-20

Write down all of your thoughts on this topic in the box.

Name

Date

Important Invention

What do you think is the most important thing that has been invented?

Brainstorm

Tell what you think about the topic

Track your progress

- ☐ Brainstorm - Monday
- ☐ Organize - Tuesday
- ☐ First Draft - Wed. - Thursday
- ☐ Edit and Revise - Friday
- ☐ Final Draft

Put a star ☆ next to ideas you think you will use.

Tuesday 2

I ♡ Paragraph Writing

Use your brainstorming ideas to organize your thoughts.

Paragraph Title: _____

Introduce the topic.

Topic Sentence:

Tell what you know. (Use details to tell about the topic.)

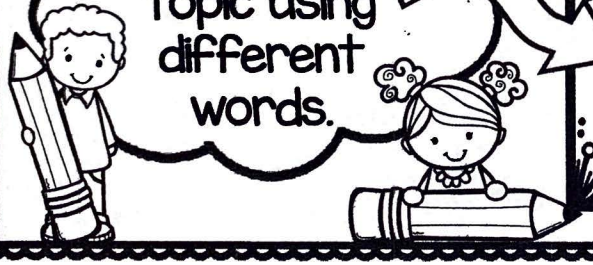
Supporting Details:

Restate the topic using different words.

Closing Sentence:

Name

Date



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Wednesday

Paragraph Title: _____

Use what you wrote in the organizing boxes to write your first draft.

Name

Date

Thursday

Use the editing marks to note errors.

≡	Capitalize a letter
/	Change to lower case
⊙	Add end mark
∧	Insert
℘	Delete
∿	Switch words or letters
⬭	Fix spelling

Tip: Use a different color to edit your draft.

I ♥ Paragraph Writing

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Friday -

Paragraph Title: _____

Use your edited first draft to write your final draft.

Name

Date

Check your work!

- ☐ I introduced the topic in the first sentence.
- ☐ I used details to tell about the topic.
- ☐ I restated the topic in the closing sentence using different words.
- ☐ I used complete sentences.
- ☐ I used linking words to connect the facts (such as, *also, and, another).*
- ☐ I used correct grammar, spelling, punctuation, and capitalization.
- ☐ I wrote neatly.

I ♥ Paragraph Writing

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Name .....

Pennies, Nickels, and Dimes

Lesson 1

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

Watch Tools

Teacher Directions: Use pennies, nickels, and dimes. Sort the coins. Find the value of each group of coins. Write the value on each bouncy ball machine.

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See and Show

Helpful Hint
¢ stands for cents.

Mathematical PRACTICE

dime = 10¢ — Count by 10s.

10¢, 20¢

nickel = 5¢ — Count by 5s.

5¢, 10¢

penny = 1¢ — Count by 1s.

1¢, 2¢

To find the value of coins, start counting with the coin that has the greatest value.

10¢, 20¢, 25¢, 30¢, 31¢, 32¢ = 32¢

Count to find the value of the coins.

1.

____¢, ____¢, ____¢ = ____¢

2.

____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

Talk Math How many dimes are equal to 70 cents?

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Name _____

On My Own

Count to find the value of the coins.

3.

_____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

4.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

5.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

6.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

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Problem Solving

Mathematical PRACTICE

7. Jen had 6 dimes and 4 nickels. She lost 2 of each of them. How much does she still have?

_____ ¢

8. Marcy wants to buy beads that cost 80¢ to make a friendship bracelet. If she has 2 nickels, how many dimes does she need to buy the beads?

_____ dimes

9. Derek has some dimes. He gives Luis 4 dimes. He gives Mia 3 dimes. How much money did Derek give away?

_____ ¢

HOT Problem Paul finds 5 dimes and 2 nickels. He counts them and says he has 50¢. Tell why Paul is wrong. Make it right.

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Name _____

My Homework

Lesson 1
Pennies, Nickels, and Dimes

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

dime = 10¢ **nickel** = 5¢ **penny** = 1¢

Helpful Hint
¢ stands for cents.

Count by 10s.	Count by 5s.	Count by 1s.
		
10¢, 20¢	5¢, 10¢	1¢, 2¢

To find the value of coins, start counting with the coin that has the greatest value.

10¢, 20¢, 25¢, 30¢, 31¢, 32¢ = 32¢

Count to find the value of the coins.

1. 

_____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

2. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

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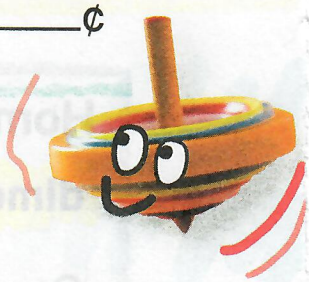
Count to find the value of the coins.

3.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢



4.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

5. Ken has 80¢. His friend has 4 dimes. How many nickels does his friend need to have the same amount of money as Ken?

_____ nickels

Vocabulary Check

Vocab

Circle the correct answer.

6. dime

Math at Home Have your child count coins to total 90¢.

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Name .....

Quarters

Lesson 2

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

Tools

Teacher Directions: Use quarters, dimes, nickels, and pennies. Sort the coins into the correct columns. Count to find the value of the coins. Write the value on each column.

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See and Show

Mathematical PRACTICE

quarter = 25¢

Count by 25s.

25 ¢, 50 ¢, 75 ¢

Helpful Hint
Remember ¢ stands for cents.

Start counting with the coin that has the greatest value.

____¢, ____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

Count to find the value of the coins.

1.

____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

2.

____¢, ____¢, ____¢, ____¢, ____¢, ____¢ = ____¢

Talk Math How many quarters do you need to make 100¢?

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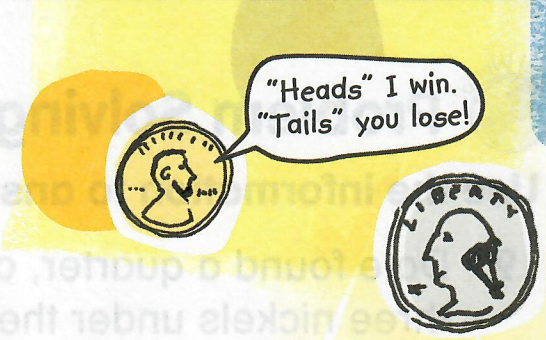
Name _____



CCSS

On My Own

Count to find the value of the coins.

3. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

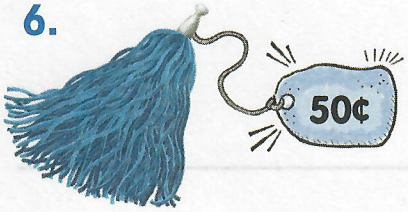
4. 

_____¢, _____¢, _____¢, _____¢ = _____¢

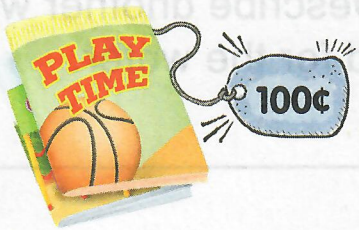
5. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

How many quarters do you need to purchase each item?

6. 

_____ quarters

7. 

_____ quarters

8. 

_____ quarters

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Problem Solving

Mathematical PRACTICE

Use the information to answer each question.

9. Dale found a quarter, a dime, and three nickels under the sofa. His mom gave him another quarter. Does he have enough money to buy a school basketball game ticket that costs 50¢?

_____

Can Dale also buy a juice box for 25¢?

_____

10. Lindsay has 2 quarters and 5 dimes. She gives her friend 1 quarter. Lindsay needs 100¢ to buy a stuffed animal. Does she have enough to buy the toy?

_____

11. Jan has 100¢ in quarters. She wants to buy bracelets. Each bracelet costs a quarter. How many bracelets can she buy?

_____

HOT Problem Bryan buys water for 75¢. He uses 3 quarters. Describe another way Bryan could have paid for the water.

_____

_____

_____

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Name .....

My Homework

Lesson 2
Quarters

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

quarter = 25¢

25¢, 50¢, 75¢

Helpful Hint
¢ stands for cents.

Start with the coin that has the greatest value.

25¢, 50¢, 60¢, 70¢, 75¢, 80¢, 81¢ = 81¢

Practice

Count to find the value of the coins.

1. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

2. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

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Count to find the value of the coins.

3. 

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢ = _____¢

Circle the correct number of quarters.

4. Jamal wants to donate 75¢ to the animal shelter. How many quarters would that be?

5. Jeff has 3 quarters. His friend has 2 quarters. How many more cents does Jeff have than his friend?

_____¢

Vocabulary Check

Circle the correct answer.

6. quarter

Math at Home Have your child use quarters to show you 50¢ and 75¢.

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Name _____

Count Coins

Lesson 3

ESSENTIAL QUESTION
How do I count and use money?

Explore and Explain

Tools


Quarters
25¢


Dimes
10¢


Nickels
5¢


Pennies
1¢

The value of all of the coins is _____.

Teacher Directions: Use quarters, dimes, nickels, and pennies. Sort the coins into the appropriate columns. Trace them. Write the total value of the coins.

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See and Show

Mathematical PRACTICE Skip count!

To count a group of coins, start with the coin that has the greatest value. Count to find the total.

25¢ 25¢ 10¢ 1¢ 1¢

25 ¢, 50 ¢, 60 ¢, 61 ¢, 62 ¢

= 62 ¢

Count to find the value of the coins.

1.

10¢ 10¢ 5¢ 5¢ 5¢ 1¢

____¢, ____¢, ____¢, ____¢, ____¢, ____¢

= ____¢

2.

25¢ 10¢ 10¢ 10¢ 5¢ 1¢

____¢, ____¢, ____¢, ____¢, ____¢, ____¢

= ____¢

Talk Math How does skip counting help you count groups of different coins?

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Name _____

CCSS

On My Own

Count to find the value of the coins.

3.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢

= _____¢

4.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢

= _____¢

Draw and label the coins from greatest to least.
Find the value of the coins.

5.

= _____¢

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Problem Solving

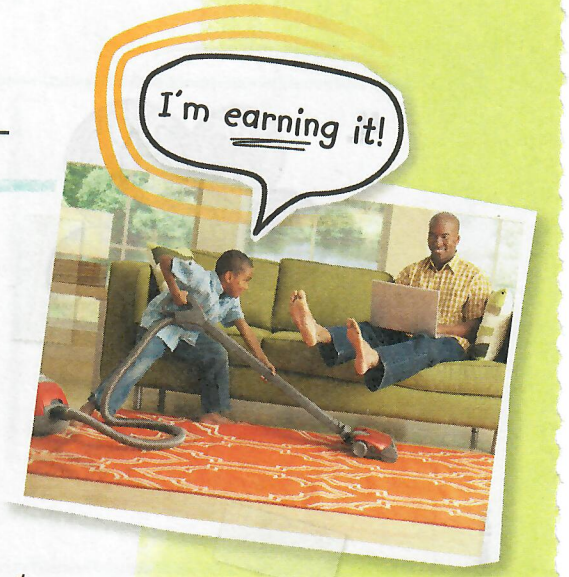
Mathematical PRACTICE

6. Suppose you have 1 quarter, 3 dimes, 1 nickel, and 7 pennies. How much money do you have?

_____¢

7. Luke wants to buy a bouncy ball that costs 25 cents. He has five pennies, 1 dime, and 2 nickels. Does Luke have enough money?

_____



8. Connor has a quarter and a nickel. He gets 2 more quarters for helping around the house. How much money does he have now?

_____¢

Write Math Chase has 5 dimes. Dan has 10 nickels. Who has more money? Explain.

_____

_____

_____

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Name .....

My Homework

Lesson 3

Count Coins

Homework Helper

eHelp

Need help? connectED.mcgraw-hill.com

To count coins, start with the coin that has the greatest value. Count to find the total value.

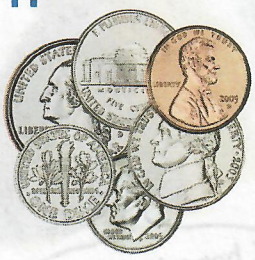
25¢ 25¢ 10¢ 5¢ 5¢ 1¢

25¢, 50¢, 60¢, 65¢, 70¢, 71¢

= 71¢

Count to find the value of the coins.

1.



25¢ 10¢ 10¢ 5¢ 5¢ 1¢

____¢, ____¢, ____¢, ____¢, ____¢, ____¢

= ____¢

2.

25¢ 25¢ 10¢ 10¢ 5¢ 5¢ 5¢

____¢, ____¢, ____¢, ____¢, ____¢, ____¢, ____¢

= ____¢

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Count to find the value of the coins.

3.

_____¢, _____¢, _____¢, _____¢, _____¢

= _____¢

4.

_____¢, _____¢, _____¢, _____¢, _____¢, _____¢

= _____¢

5. Kate has 6 dimes, 5 nickels and 4 pennies. How much money does Kate have?

_____¢

Test Practice

6. Find the value of the coins.

41¢ ○ 46¢ ○ 51¢ ○ 36¢ ○

Math at Home Give your child coins with a value under $1.00 and have him or her practice counting the coins. Then pretend you are buying and selling things using the coins.

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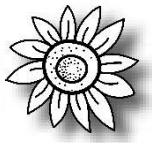
May Spelling Menu

Name: _____

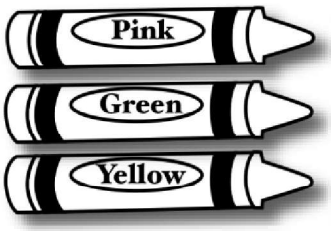
Picture This!

Draw a large picture of a flower. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



Rainbow Words

Write each spelling word with a pencil. Then, use the colors below to trace the whole word.



Dear Mom

Write a letter to your mom using your spelling words. Be sure to use spaces in between your words AND underline your spelling words.

Telephone

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
*	0	#

Use the numbers on the telephone keypad to add the letters in each of your spelling words.

Practice Test

Ask an adult at home to quiz you on your spelling words. If you misspell a word, write it correctly THREE more times.

_____

Adult Signature

Let's Move!

SWIMMING POOL!

Write a spelling word on your paper. Then, swim with your arms for every letter in the word – plug your nose and "sink" to say the word. Repeat for all of your spelling words!

ABC Order

Write your spelling words in ABC order. Use the letter chart below to help you.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Eyes Closed

Look at each of your spelling words. Say the letters in the word out loud. Then, close your eyes and write the word.

Curious Questions

Use each of your spelling words to ask a question – ANY question! Be sure to use a capital letter at the beginning of your sentence and a question mark at the end. Underline your spelling word.

Does a whale have gills?

Teacher's Breathing Space © 2015

Name _____ Date _____

Book Title _____

Author _____

Characters

_____

_____

_____

_____

Setting

_____

_____

_____

_____

Draw a picture of your favorite part!

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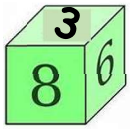
Roll and Total



1-2 players

Requires:

- Score Sheet for Game in a sheet protector
- 2 dice (1 regular dot die, the other with the numerals 3-8)
- *Optional* Hundreds chart or # line in a sheet protector

Game Play:

1. Students roll two dice- one is a regular dot die, the other is a die with the numerals 3-8 recorded on it.
2. Students then count on from the numeral die, using dots from the regular die as needed, to find the sum
3. Record the sum in the appropriate column.
4. Play continues until one column is filled completely.

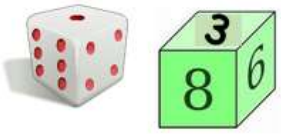
Objective: To completely fill a column.

	X This is 5 + 1									
4	5	6	7	8	9	10	11	12	13	14

If I rolled 

and  , the board would be marked like this.

Roll and Total Recording Sheet



								14
								13
								12
								11
								10
								9
								8
								7
								6
								5
								4

Game Play:

www.nctm.org Vol. 21, No. 4 *Teaching Children Mathematics* . November 2014

Can be played with a partner or alone.
Students roll two dice- one is a regular dot die, the other is a die with the numerals 3-8 recorded on it.
Students then count on from the numeral die, using dots from the regular die as needed, to find the sum
Record the sum in the appropriate column.
Play continues until one column is filled completely.

Name _____

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

Tsunamis

What Is a Tsunami?

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

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

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

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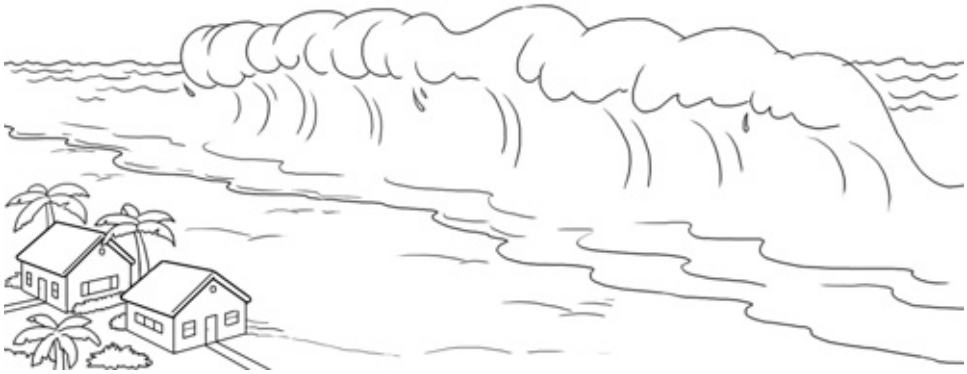
Name _____



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.

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Name _____

A. Reread the passage and answer the questions.

1. What three things can cause a tsunami?

_____

_____

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

_____

_____

3. What happens when people get a tsunami warning?

_____

_____

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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		–		=	