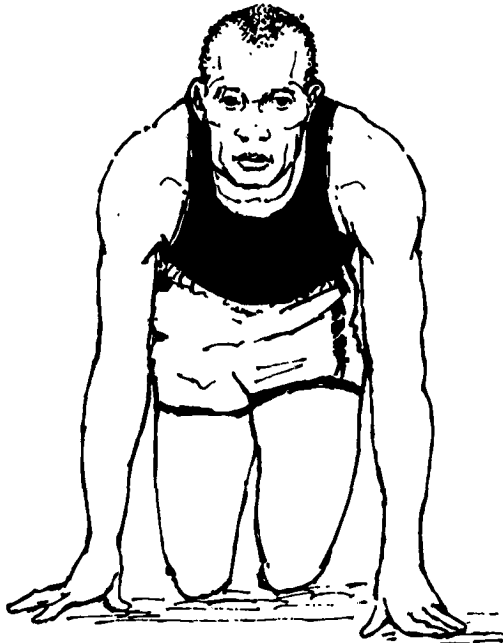


Second Grade- Snow Day (NTI) Packet 8

The second grade day 8 snow packet has several lessons that are related to common core curriculum. Students will have a language activity where they will read a story "Running to Fame" and complete several activities. These activities will include questions about the story, vocabulary, text-to-self connections and compound words. In math, your student will be doing a telling time activity. A music activity is added to this packet as well. The packets should be turned in the next school day is in session and no later than 5 days after returning to school. The packets will be assessed and student learning monitored by your child's teacher. If you have any questions, please contact your child's teacher via email.



Running to Fame



Jesse Owens was born on a farm in Alabama. His parents were sharecroppers. Jesse was skinny. He was often sick. But he loved to run. Jesse's parents wanted a better life. So when Jesse was nine, the family moved to Ohio.

In Ohio Jesse met a man who would change his life. The man was Charles Riley, a teacher and coach. Coach Riley taught Jesse to run and jump. Jesse worked hard. Jesse was an important member of his junior high track team. He began to set records.

Jesse kept running. He ran on a team while he went to high school. He ran on a team while he went to college. He set many more records.

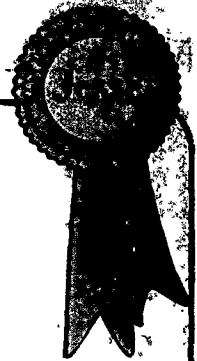
In 1936 the Olympics were held in Berlin. Jesse Owens was on the United States' team. He won four gold medals. He set world records in three events.

Jesse Owens became a great track-and-field runner. People all over the world knew Jesse Owens and watched him run. They thought he was a hero.

Jesse Owens began life as a poor, sickly boy. He learned how to run. He ran so fast that he became famous all over the world.



Name _____



Questions about *Running to Fame*

Choose the best answer.

1. Jesse Owens was a famous

- farmer runner teacher

2. Jesse's parents moved to Ohio because

- they didn't like cold weather
 they wanted to live near a lake
 they wanted a better life

3. In this story, what person changed Jesse's life?

- his father his track coach his brother

4. What do you think made Jesse a good runner?

- fast shoes hard work vitamins

5. **Setting a record** means

- running faster than anyone else has run
 turning on the music
 putting the plates and spoons on a table

6. Jesse ran on many different teams. Mark all the ones that are in this story.

- | | |
|--|---|
| <input type="radio"/> junior high track team | <input type="radio"/> U.S. Olympic team |
| <input type="radio"/> high school track team | <input type="radio"/> Roadrunners' track team |
| <input type="radio"/> Alabama track team | <input type="radio"/> college track team |

Name _____



Running to Fame

Words About Running

Jesse Owens was a very fast runner. Write **slow** or **fast** by each phrase below.

1. swift as an arrow _____
2. at a snail's pace _____
3. plodding along _____
4. fleet as the wind _____
5. like a blue streak _____
6. behind schedule _____
7. like wildfire _____
8. like molasses in January _____
9. like greased lightning _____

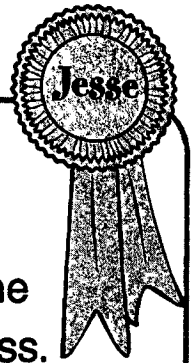
Use one of the "fast" phrases above to complete each of these sentences.

The jet soared through the sky _____.

The horse galloped _____.

The water in the river rushed by _____.

Name _____

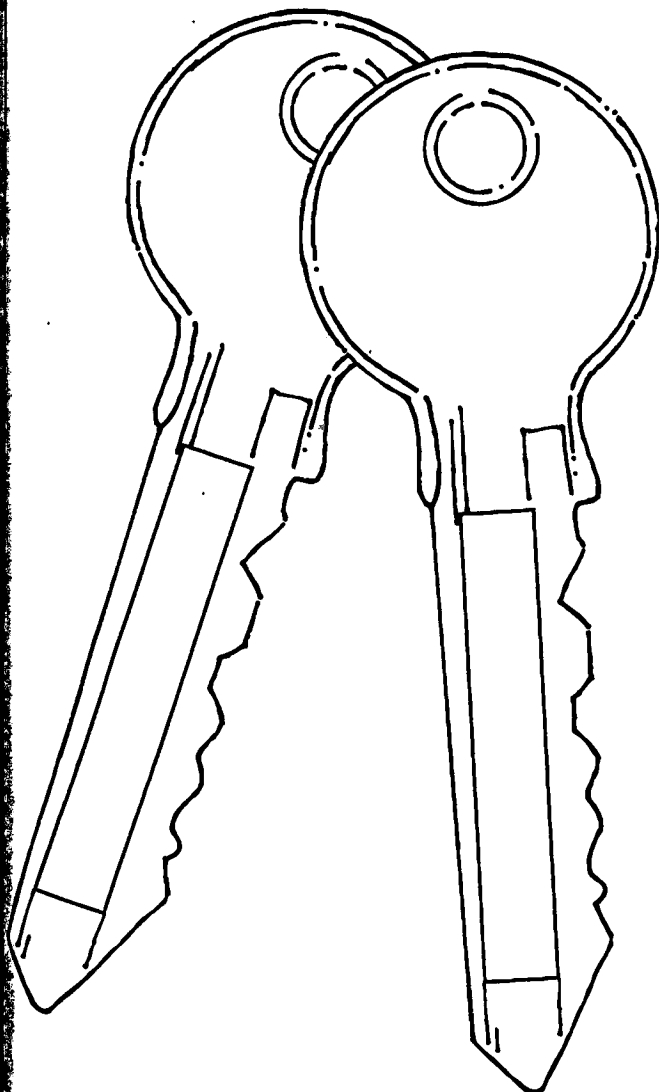


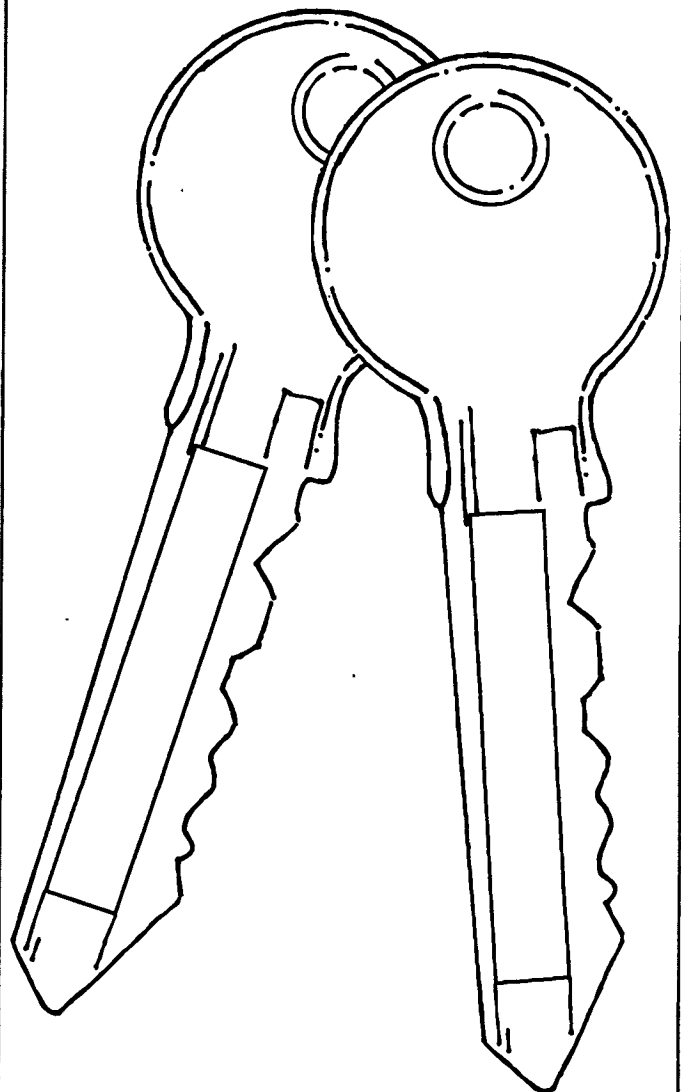
Running to Fame

Keys to Success

Jesse Owens was a great runner. He had a good coach and he worked hard. Coaching and hard work were keys to his success.

Think of two things that you do well. Write one in each box. Then label each key with one of the keys to your success.





Name _____



Running to Fame

Special Compound Words

Sharecroppers farm land that they don't own. They prepare the earth. They plant the seeds. They take care of the crops. When the crops are harvested, sharecroppers keep part of the crop. They give the rest to the owner of the land. It is like paying rent for the land.

The name **sharecropper** comes from the two words **share** and **crop**. These farmers share their crops.

Look at the compound words below that name other jobs. Write the two words that make up each compound word.

dishwasher

	+	
--	---	--

cheerleader

	+	
--	---	--

shipbuilder

	+	
--	---	--

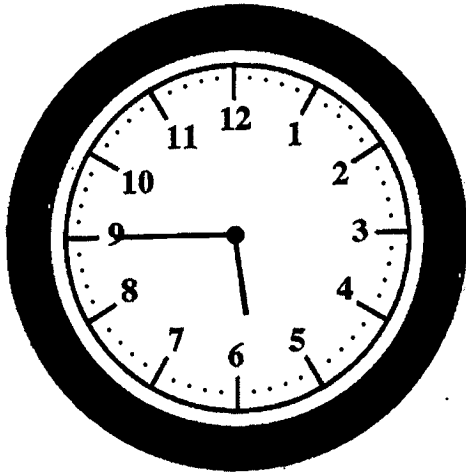
clockmaker

	+	
--	---	--

Practice 17

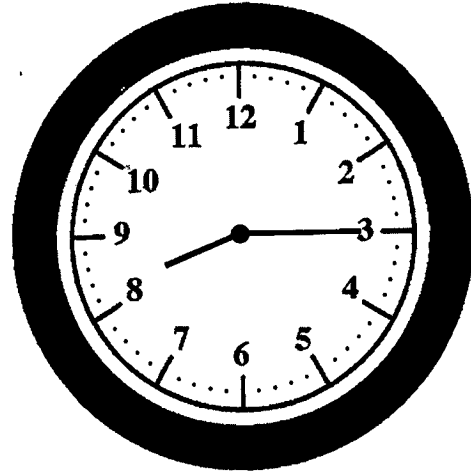


1. What time is it?



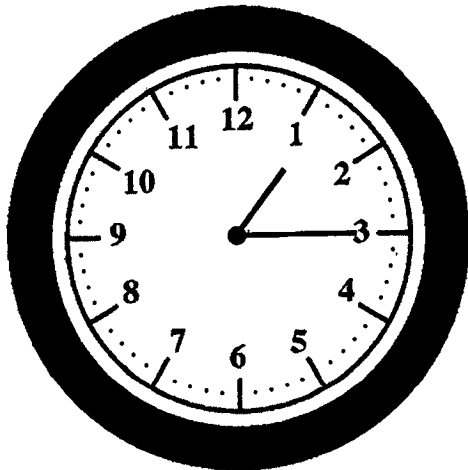
- (A) 6:05
- (B) 5:45
- (C) 5:06
- (D) 6:25

3. What time is it?



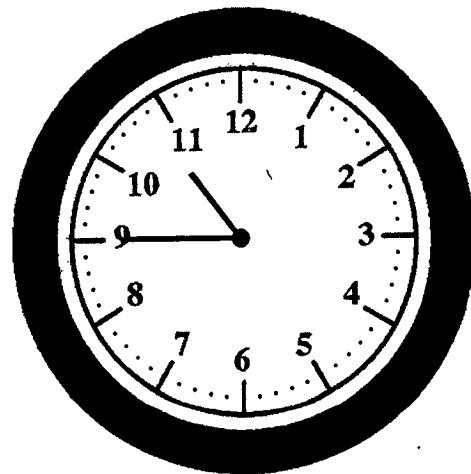
- (A) 6:40
- (B) 8:06
- (C) 6:08
- (D) 8:15

2. What time is it?



- (A) 1:15
- (B) 6:01
- (C) 1:06
- (D) 6:05

4. What time is it?

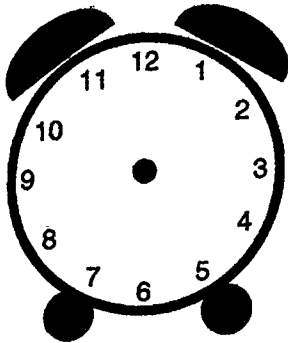


- (A) 6:10
- (B) 10:45
- (C) 6:50
- (D) 10:06

Practice 15

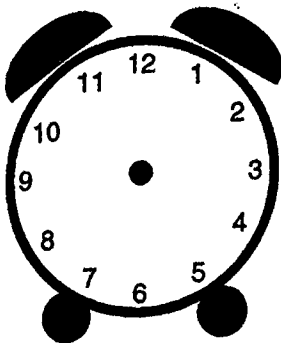


1.



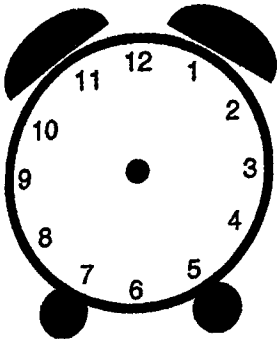
Draw the hands on the clock to show 11:30.

2.



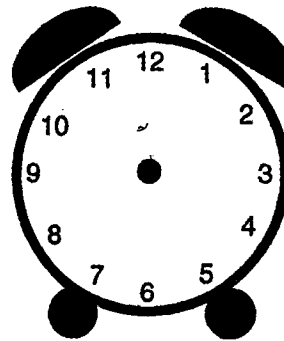
Draw the hands on the clock to show 4:30.

3.



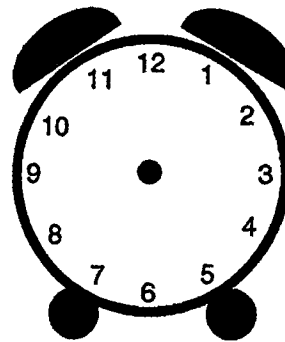
Draw the hands on the clock to show 1:30.

4.



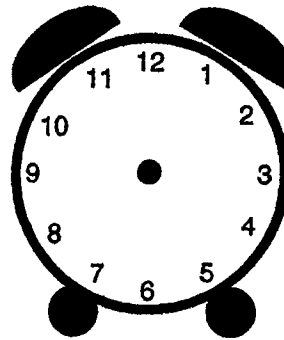
Draw the hands on the clock to show 10:30.

5.



Draw the hands on the clock to show 3:30.

6.



Draw the hands on the clock to show 9:30.

Second Grade Music Lesson

Standards: 4.1.3 Create and demonstrate a composition using a variety of sounds.

2.1.3 Maintain steady beat independently.

2.2.3 Choose and play fast/slow, long/short sounds.

Look around your house for different objects to use as a percussion instrument. (Remember, we have used our knees, feet, cheeks, and heads in the classroom). At home you have lots of things, ex. Cans, pans, metal spoons, boxes, books, plastic tubs....

- You are going to create a music piece to play.
- Use two different percussion instruments of your choice.
- Create a pattern playing your instruments.
- How many beats is each instrument getting when you play your pattern?
- What was the tempo?
- **Write down the information I have ask for and return to school.**