Moving Earth Watch

Read how weather changes land and how scientists record weather.

2.10 "Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to: investigate and describe how wind and water move soil and rock particles across..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that tell how wind or water moves earth materials, circle each weather measurement, and number 1, 2, and 3 beside the severe-weather facts to track ideas scientists investigate.

Weather Changes Places

1 At the beach, wind pushed dry sand across the ground. The sand piled up in a hill called a dune. After a rainy day, water ran down a nearby slope. The moving water carried tiny bits of soil toward a stream. Both wind and water can change where particles rest.

2 A class checked weather at the same time each day. They used a thermometer for temperature and a rain gauge for precipitation, which is rain or other water that falls from clouds. Their records are below. A graph can show the precipitation bars for these days.

CLASS WEATHER RECORDS

Day	Temperature	Precipitation
Monday	68°F	0 inches
Tuesday	70°F	0.2 inches
Wednesday	65°F	0.8 inches

3 Severe weather can be dangerous. Hurricanes are more likely near warm ocean water. Tornadoes are more likely in some flat, central parts of the United States. Floods are more likely where heavy rain makes rivers or streets overflow. People learn what events are likely where they live.

2 ANSWER WITH EVIDENCE

Use the passage

1. What moved the tiny bits of soil toward the stream?

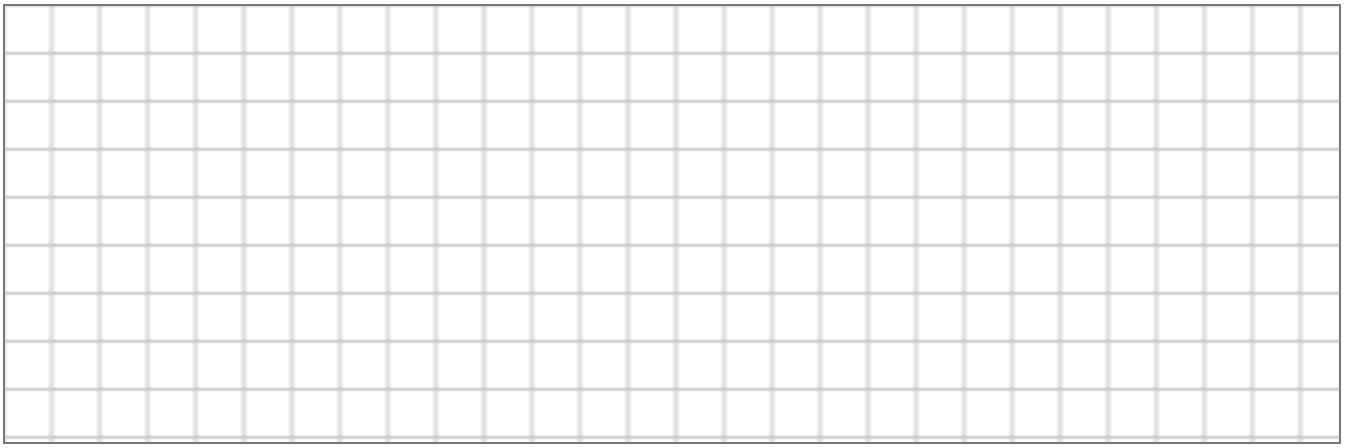
2. Which day had the most precipitation? How much fell?

3. Why are hurricanes and tornadoes not equally likely in every region? Use two facts from the passage.

3 YOUR TURN

Your own words

For three days, measure the temperature and precipitation where you live or at school. On the grid, make a precipitation bar graph. Label each day, use 1 square for 0.1 inch, and write each day's temperature above its bar.



ANSWER KEY

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GRADE 2 · TEKS 2.10

PART 1 · READ AND MARK

Underline words that tell how wind or water moves earth materials, circle each weather measurement, and number 1, 2, and 3 beside the severe-weather facts to track ideas scientists investigate. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What moved the tiny bits of soil toward the stream?	**Water running down the slope moved the soil.**
2	Which day had the most precipitation? How much fell?	**Wednesday had the most precipitation, 0.8 inches.**
3	Why are hurricanes and tornadoes not equally likely in every region? Use two facts from the passage.	**Hurricanes are more likely near warm ocean water. Tornadoes are more likely in some flat, central parts of the United States.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Sample graph: Title: My 3-Day Weather. Day 1 has a 0-inch bar with 71°F above it. Day 2 has a 0.3-inch bar with 68°F above it. Day 3 has a 0.1-inch bar with 73°F above it.

Accept accurate answers from the passage for Questions 1 through 3. For the graph, accept any clearly labeled three-day precipitation bars with temperatures recorded above the matching bars.