

2nd Grade Science
Quarter 1
Remote Learning
Practice and Enrichment Packet





Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for Science and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Activity	Page Number	Suggested Pacing
Hands and Fingers	3-5	Week 1-2
Animal Groups	6-8	Week 3
Animal Babies and Adults	9-12	Week 4-5
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2 nd Grade Science Activity: Hands and Fingers	
Grade Level Standard(s)	2.LS1.1: Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
Caregiver Support Option	Help your student by guiding them through the directions. Help your student to investigate how the ability to bend their fingers affects their ability to pick up objects.
Materials Needed	See below.
Essential Question	How do body parts help animals?
Learning Outcome	Students will be able to explain how animals use their body parts and senses to meet their needs.

EXPLORE Name _____ Date _____

Inquiry Activity

Hands and Fingers

How do you use your fingers to pick up things?

Make a Prediction Can you pick up objects if you can't bend your fingers?

Materials

- 5 craft sticks
- masking tape
- small paper clips

Carry Out an Investigation

- 1 Hold out one of your hands with your palm facedown. Have a partner tape a craft stick along the top of each of your fingers. Try to pick up paper clips with this hand.
- 2 Try to pick up paper clips with your other hand. Observe your fingers closely.
- 3 Switch roles and repeat steps 1 and 2.

How do you use your hands to pick things up?



- Record Data** Draw or write about what you observed. Use the table on the next page.

Hand with Craft Sticks Taped to Fingers	Hand without Craft Sticks

Communicate Information

- 1. Draw Conclusions** What parts of your hands help you pick up things?

- 2.** Many animals don't have fingers. What body parts do other animals use to pick up things?



2nd Grade Science Activity: Animal Groups

Grade Level Standard(s)	2.LS1.2: Obtain and communicate information to classify animals (vertebrates-mammals, birds, amphibians, reptiles, fish, invertebrates-insects) based on their physical characteristics.
Caregiver Support Option	Help your student by guiding them through the directions. Help your student to sort pictures of animals into different groups.
Materials Needed	See below.
Essential Question	How can we classify animals?
Learning Outcome	Students will be able to describe classify, and compare animals.

EXPLORE

Name _____ Date _____



Inquiry Activity

Animal Groups

How can we sort animals into groups?
Look through magazines to find out.

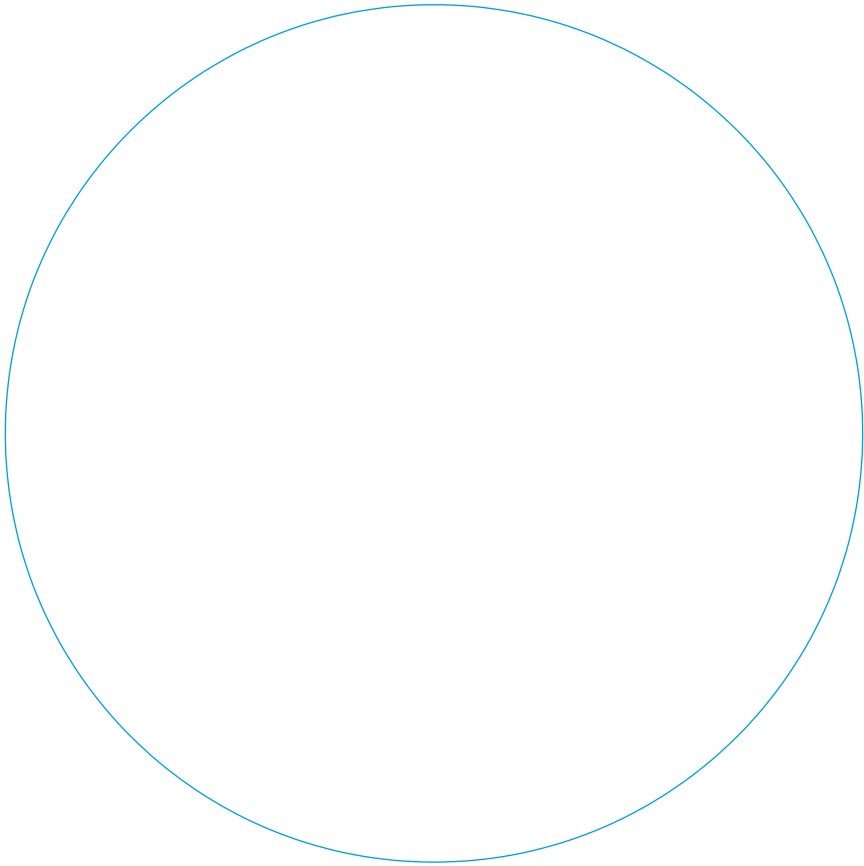
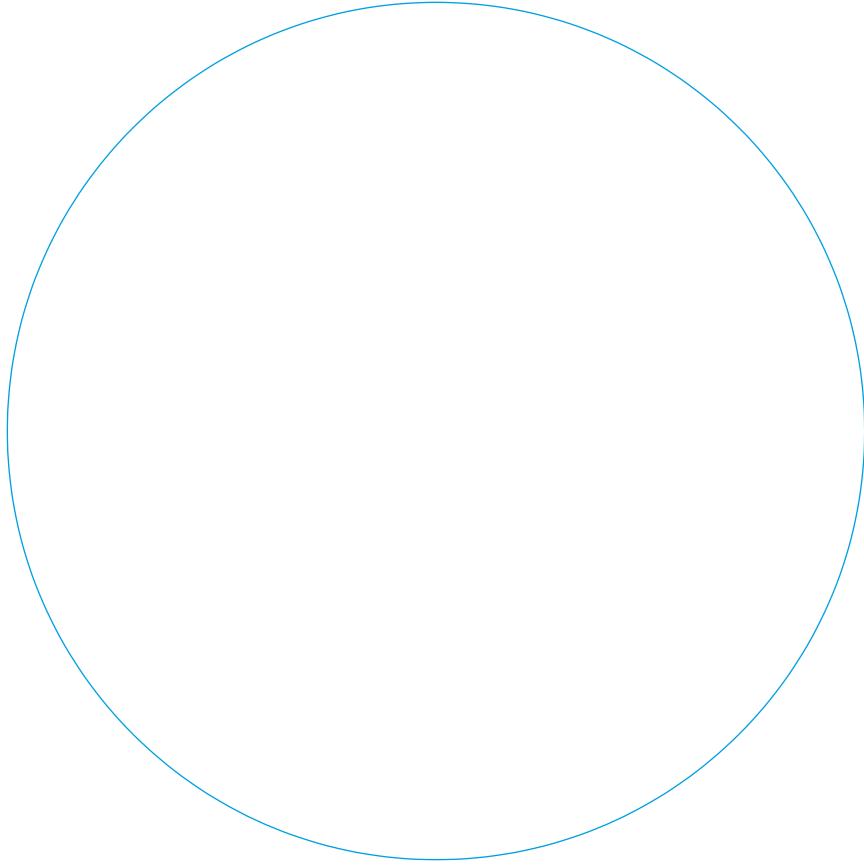
Ask a Question What question can you ask about animal groups?

Materials

- nature magazines
- scissors
- tape

Carry Out an Investigation

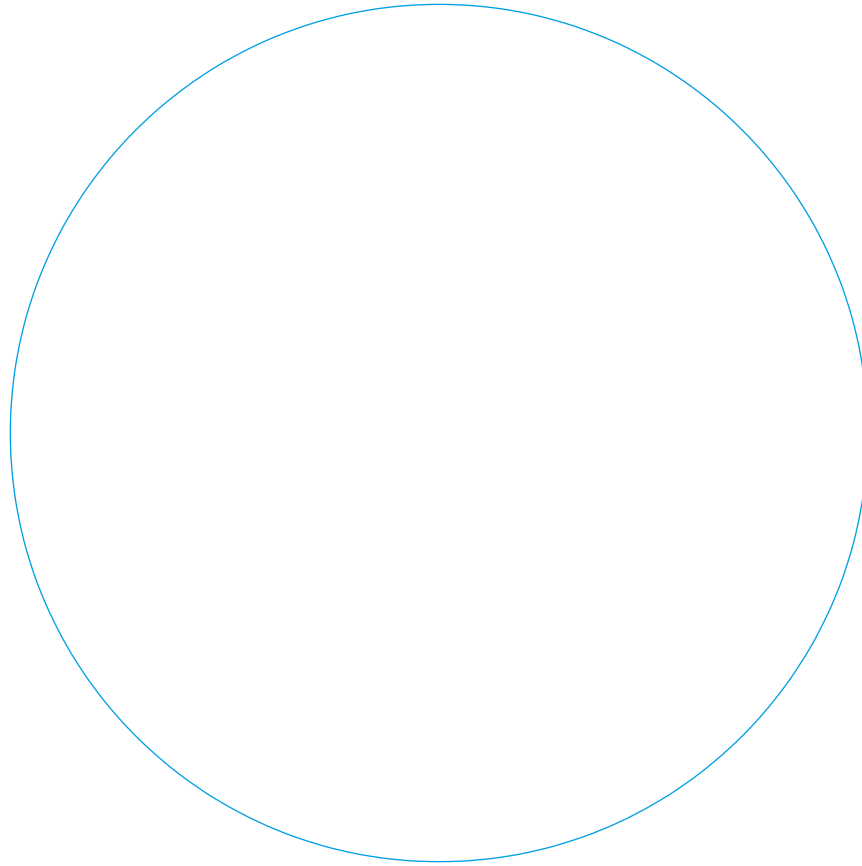
- 1 Look through magazines to find different kinds of animals.
- 2 Cut out the pictures.
- 3 Sort the animals into groups. You can sort the animals by how they look, where they live, or how they move.
- 4 **Record Data** Use the circles to represent different groups. Tape the pictures by group into different circles.





EXPLORE

Name _____ Date _____



Communicate Information

- 1. Draw Conclusions** How many different groups do you have? What do those animals have in common?



2nd Grade Science Activity: Animal Babies and Adults	
Grade Level Standard(s)	2.LS1.3: Use simple graphical representations to show that species have unique and diverse life cycles.
Caregiver Support Option	Help your student by guiding them through the directions. Help your student use what they know about human adults and babies to infer how animal adults and babies might look and behave.
Materials Needed	photos of tiger babies and adults; and human babies and adults (attached)
Essential Question	How do animals grow and change?
Learning Outcome	Students will be able to identify the different stages that animals go through in a life cycle.

Inquiry Activity

Animal Babies and Adults

How does a baby grow and change?

Make a Prediction What will each baby look like as it grows?

Materials

- photos of tiger babies and adults and human babies and adults

Carry Out an Investigation

- 1 Look at the picture of the tiger babies. Look at the picture of the tiger adults.
- 2 Look at the picture of the human baby. Look at the picture of the human adults.
- 3 What are some things that babies do? Write a list in the left column of the table.
- 4 What are some things adults do? Write a list in the right column of the table.

How have you changed since you were born?





- 5 Compare. How are babies and adults the same? How are they different?



Name _____ Date _____



Babies and Adults	
Things Babies Do	Things Adults Do

- 1. Communicate** Look at your lists of things babies and adults can do. Who can do more things? Explain.

Communicate Information

- 2.** How are a human baby and a baby tiger alike?



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Inquiry Activity

Common Features



Materials

mirror

Do most of your classmates have blue eyes or brown eyes? Freckles or no freckles? A straight or pointed hairline? You will collect data to see which feature is most common.

Make a Prediction Which feature do you think will be the most common in your class?

Carry Out an Investigation

- 1 Look in a mirror. Do you have freckles on your face? Record whether you do or not.
- 2 What color of eyes do you have? Record it.
- 3 Pull your hair back so you can see your forehead. Is it straight or does it come to a point? Record what your hairline is like.

Freckles: have or don't have?	
Eye color: brown, blue, or other?	
Hairline: straight or pointed?	

- 4 **Record Data** Collect data from the entire class. Add tally marks to the table below.

	Freckles	No Freckles	Brown Eyes	Blue Eyes	Other Color Eyes	Straight Hairline	Pointed Hairline
Number of Students							

- 5 On a separate sheet of paper, draw a bar graph to represent the data.
- 6 **Analyze Data** Look at the data above. Which feature is the most common?

Glue your bar graph here.

Communicate Information

1. Was your prediction about the most common feature correct?



2nd Grade Science Activity: Habitat Diorama	
Estimated Time	3-4 hours
Grade Level Standard(s)	2.LS2.1: Develop and use models to compare how animals depend on their surroundings and other living things to meet their needs in the places they live.
Caregiver Support Option	Help your student by guiding them through the directions.
Materials Needed	See below.
Essential Question	What is a habitat?
Learning Outcome	Students will be able to develop a habitat in which an organism can live in.



GENERATIONGENIUS
ALWAYS QUESTION. ALWAYS WONDER.

HABITAT DIORAMA GRADES K-2



SUMMARY

- Make a shoebox diorama of an animal habitat!
- Time Required: Few hours
- Difficulty: Medium
- Cost: \$0-15

PROCEDURE

1. Choose an animal for your diorama.
2. Lay the lid of your shoebox on a table with the inside showing.
3. Put glue on one side of the shoebox and stand it up on the lid.
4. Decorate your shoebox so that it looks like the habitat of your chosen animals.
5. Once your diorama is decorated, you can place your animal inside.

MATERIALS NEEDED

- Shoebox
- Glue stick
- Scissors
- Plastic animal
- Set of decoration supplies to build your habitat with



2nd Grade Science Activity: Habitats Change

Grade Level Standard(s)	2.LS2.2: Predict what happens to animals when the environment changes (temperature, cutting down trees, wildfires, pollution, salinity, drought, land preservation) 2.ETS1.3: Recognize that to solve a problem, one may need to break the problem into parts, address each part, and then bring the parts back together.
Caregiver Support Option	Help your student by guiding them through the directions. Help students to understand that changes in habitats affect the plants and animals that live there.
Materials Needed	See below.
Essential Question	What happens to animals in a changing habitat?
Learning Outcome	Students will be able to predict what happens to animals when their habitats change.



Inquiry Activity

Habitats Change

What happens when a habitat changes?

Make a Prediction What will happen to animals if their habitat changes?

Make a Model

- 1 On a large piece of paper, draw a grassland area, a forest area, and a river.
- 2 Place the animals where they would live.
- 3 Use blocks as houses and buildings. Build a town with houses and stores.
- 4 Draw one or two roads leading to the buildings.

Materials

- large piece of paper
- crayons or colored pencils
- small toy animals and blocks



Name _____ Date _____



Communicate Information

1. What happened to the grassland and forest areas when you built a town?
2. What happened to the animals that lived in the grassland and forest areas?
3. **Draw Conclusions** What do you think would happen to the animals if a wildfire came through the area?
4. Draw a picture of what the area might look like after a wildfire.

A large, empty rectangular box with a light blue border, intended for the student to draw a picture of the area after a wildfire.