

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



ANSWER KEY



## 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?

Sample answer: Yes, but it will be harder to pick up things.

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

How do you use your hands to pick things up?



Hand with Craft Sticks Taped to Fingers	Hand without Craft Sticks
Sample answers: I could not bend my fingers or pick up any paper clips.	I could bend my fingers. I could pick up paper clips.

## Communicate Information

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

Sample answer: My fingers can bend to help me pick up things.

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

Sample answer: Some animals use their mouth to pick up things.



# 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?

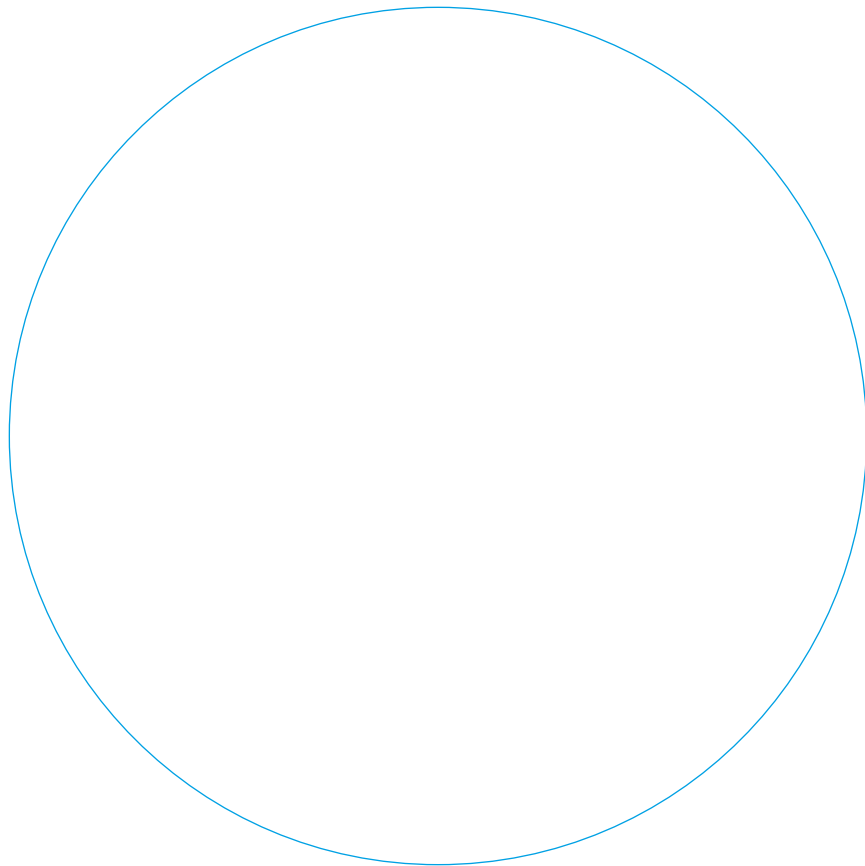
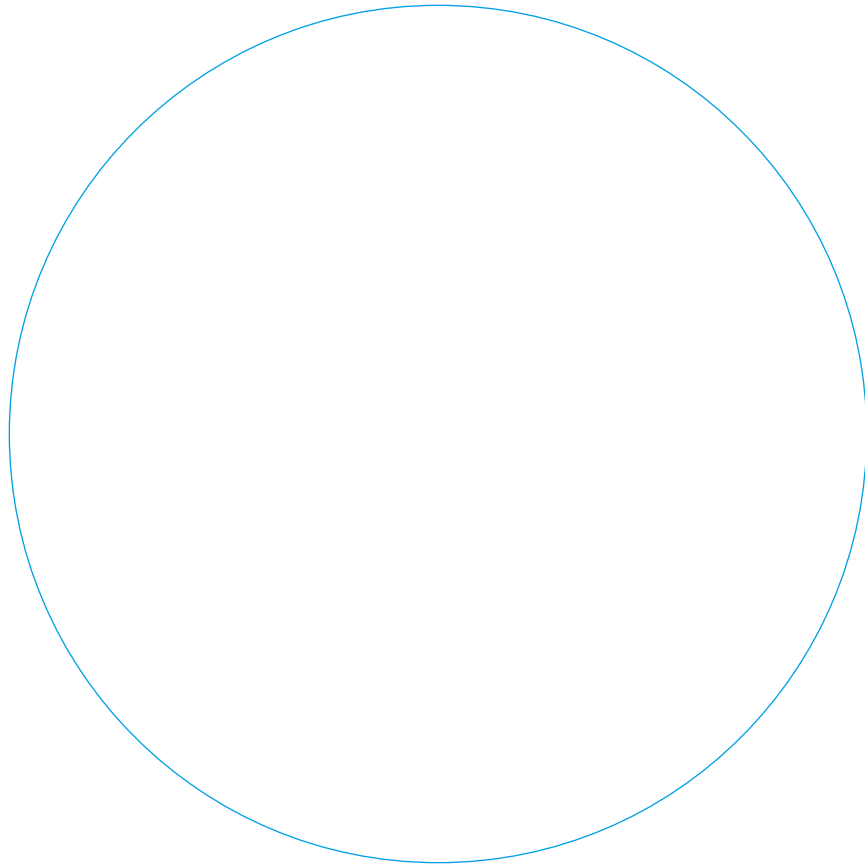
### Materials

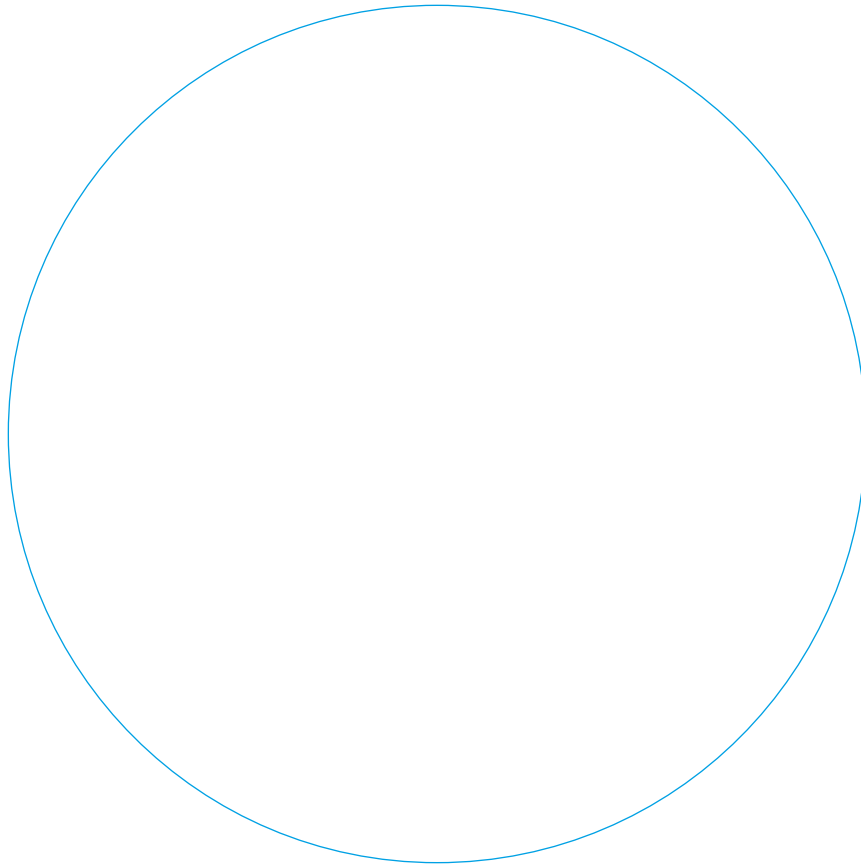
- ☐ nature magazines
- ☐ scissors
- ☐ tape

Sample question: What kinds of animals live in the water?

## 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.





## Communicate Information

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

Sample answer: I have three different groups. One group lives in the forest. One group is all water animals. One group lives on land by the water.



## 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

*Sample answer: The babies will get bigger and look like an adult.*

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

*How have you changed since you were born?*



Babies and Adults	
Things Babies Do	Things Adults Do
Sample answers: eat, sleep, breathe, cry	eat, sleep, breathe, cry, talk, work, run, cook, teach

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

Sample answer: Adults can do more things.  
As a baby grows, it gets bigger and is able to do more things.

### Communicate Information

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

Sample answer: Human babies and baby tigers look like their parents, but are smaller.





## 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?

Sample answer: I think brown eyes will be the most common feature because when I look around I see lots of brown eyes.

#### 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.

<b>Freckles:</b> have or don't have?	
<b>Eye color:</b> brown, blue, or other?	
<b>Hairline:</b> 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?

Sample answer: A straight hairline was the most common feature.

### Communicate Information

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

No. I predicted that brown eyes would be the most common feature but more people had a straight hairline than brown eyes.

Glue your bar graph here.



## DIY ACTIVITY

### HABITAT DIORAMA GRADES K-2

#### SUMMARY

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

#### PROCEDURE

 **AS A CLASS, WATCH THE *GENERATION GENIUS* HABITATS VIDEO.**

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

#### WHAT IS GOING ON HERE?

#### Key

Animals will only live where their needs are met. Needs include food, shelter and water. There are many different habitats around the world and each habitat can have many different animals. Your habitat should look like the place that your animal naturally lives and grows, and it should include food and water.



# Inquiry Activity

## Habitats Change

What happens when a habitat changes?

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

Sample answer: The animals  
will have to move.

### Materials

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

### 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.

## Communicate Information

1. What happened to the grassland and forest areas when you built a town?

Sample answer: The trees were covered by buildings.

2. What happened to the animals that lived in the grassland and forest areas?

Sample answer: The animals were pushed to the edge of the grass and trees.

3. **Draw Conclusions** What do you think would happen to the animals if a wildfire came through the area?

Sample answer: The animals might get hurt or they might have to leave the area.

4. Draw a picture of what the area might look like after a wildfire.

Accept all reasonable drawings. Drawings could include a grassland and forest area with some areas of burned trees and grass.