

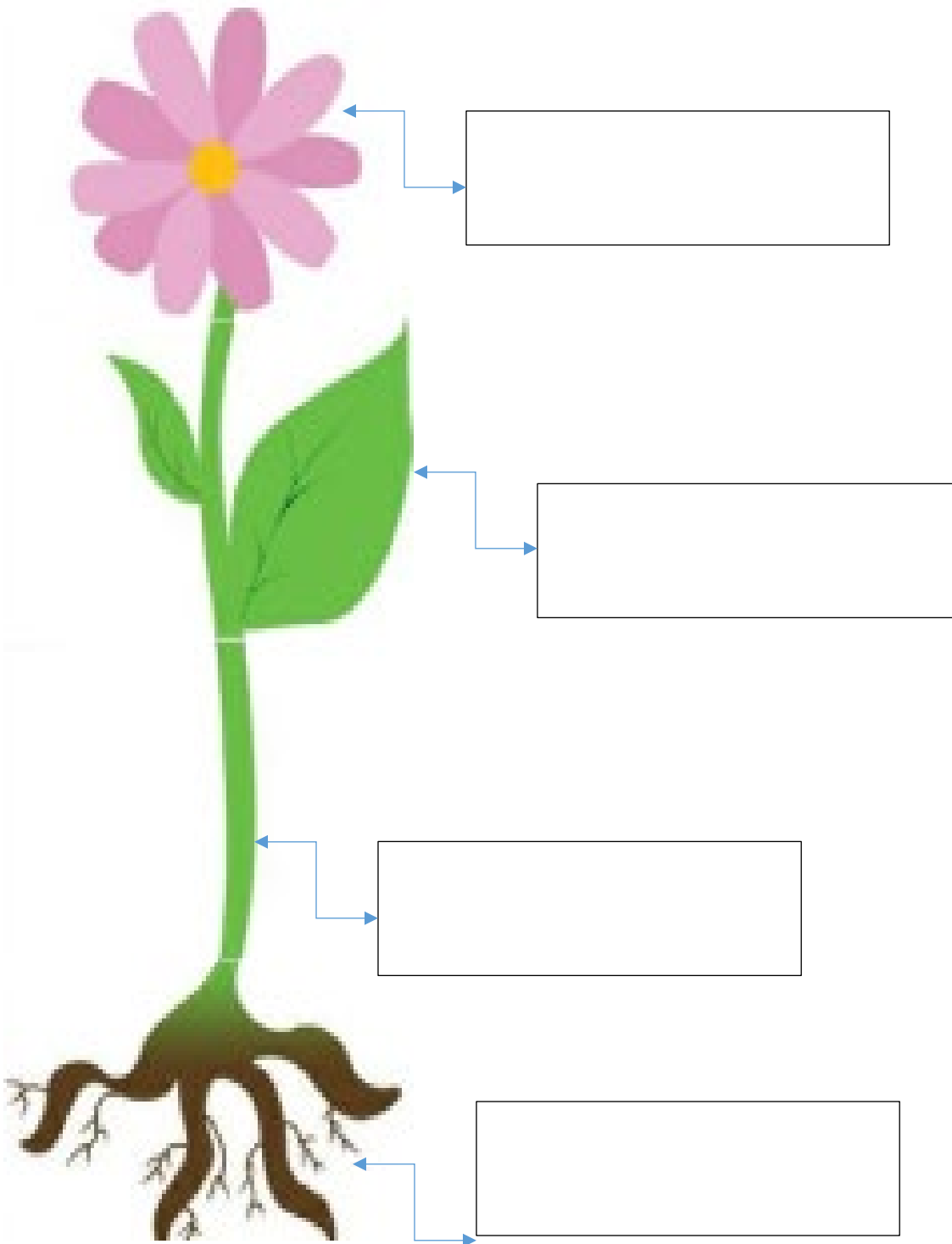
Grade Level: 2nd Grade Subject Focus: Plants and Animals Date: May 2020

<p>Georgia Standard of Excellence (GSE)</p>	<p>In accordance with GSE, my Earth Day project would be ideal to be completed by the 2nd Grade standards listed below and found on the GSE website. The standards are S2L1 a, b, c, d S2E3 a, b and can also be viewed from the PDF listed below. https://lor2.gadoe.org/gadoe/file/4fbd2d88-0994-4771-8a49-1ce298dcc2c4/1/Second%20Grade%20Science%20Instructional%20Segment%20Four%20Pacing%20Guide%20Plants%20and%20Animals.pdf</p> <p>LS1A: Structure and Function • Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow, and produce more plants.</p> <p>LS1B: Growth and Development of Organisms • Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young. • Plants and animals have unique and diverse life cycles that include being born (sprouting in plants), growing, developing into adults, reproducing, and eventually dying.</p> <p>LS2A: Interdependent Relationships in Ecosystems • Animals can move around, but plants cannot, and they often depend on animals for pollination or to move their seeds around.</p> <p>LS2C: Ecosystem Dynamics, Functioning, and Resilience • The places where plants and animals live often change, sometimes slowly and sometimes rapidly.</p> <p>ESS2E: Biogeology • Plants and animals (including humans) can change their environment (e.g. the shape of the land, the flow of water.)</p> <p>ESS3C: Human Impacts on Earth Systems • Things that people do to live comfortably can affect the world around them.</p> <p>Background: By the end of this unit, students are using the following language in their speaking and writing during EXPLAIN or ELABORATE. • Plants • Animals • Roots • Stems • Leaves • Flowers • Life cycle • Seeds • Grow • Pollinate</p>
<p>Learning Target(s) Targets must be aligned to the GSE and with the assessment(s); targets should be stated as measurable (e.g. 'I can' statements for students).</p>	<ol style="list-style-type: none"> 1. I can identify different parts of a plant/flower 2. I can explain the plant life cycle 3. I can explain what plants need to grow/live 4. I can identify a seed at different stages of growth 5. I can make predictions about how a seed or plant changes over a period of time 6. I can record my observations about how plants grow 7. I can identify different animals and their environments
<p>Materials What resources will be needed to engage students? Be as precise as possible</p>	<p>Materials Needed: Worksheets-Parts of a Plant and Animals and Their Habitats.</p> <ol style="list-style-type: none"> A.) Crayons/Markers (optional) B.) Pen/Pencil C.) Answer Key <p>Materials Needed: Word search- Plants and Animals</p> <ol style="list-style-type: none"> A.) Pen/Pencil

	<p>Materials Needed: Worksheet- My Plant Diary</p> <ul style="list-style-type: none"> A.) Seeds (Flowers or Vegetables will work) B.) Pot or cup for planting C.) Soil D.) Water E.) Worksheet (For charting observations and Q & A) F.) Labels (For students names) G.) Pen/Pencil/Marker H.) Stickers or Paint (Optional for decorating cups or pots) I.) Watch YouTube Video https://www.youtube.com/watch?v=EsODAlsY4NM <p>Materials Needed: Books on Plants and Animals</p> <ul style="list-style-type: none"> A.) Visit the Library B.) Visit Oxbow Meadows C.) Watch YouTube Videos https://www.youtube.com/watch?v=-pkpMbYfgSA&t=5s https://www.youtube.com/watch?v=ls6wTeT2cKA
<p>Oxbow @ Home Project Describe your project. Include the steps and directions that students and/or parents would need to follow</p>	<p>This project is aimed for 2nd graders and designed at an Elementary School level. It can be used in General Education or Special Education settings and can be modified as necessary. Teachers/Parents and students can follow the directions given on each worksheet. This project will help 2nd graders learn about plants and animals while following GSE guidelines. This can be done in conjunction with Earth Day to explain the importance of protecting the environment. April is a great month to plant flowers and even take a tour of Oxbow Meadows animal exhibits, visit the bees (for information on pollination), and/or walk the trails to view different plants and animal wildlife. This project can be done over a 4-6 week period to follow the GSE curriculum pacing guidelines. The planting a seed observation can take the most time, lasting 2-3 weeks depending on several factors:</p> <ul style="list-style-type: none"> A.) Growth time B.) Proper plant care C.) Repeat planting if necessary D.) Adequate/Proper observation documentation <p>One of those weeks can include a trip to Oxbow Meadows and then the following week to reflect and review on their trip. Follow directions given on each worksheet and complete during Science instructional time frames.</p>

Name _____

PARTS OF A PLANT



DIRECTIONS:

Use the Key Terms below to match the correct parts of a plant with the correct name in each box. Write with a pen or pencil and check for spelling errors.

KEY TERMS:

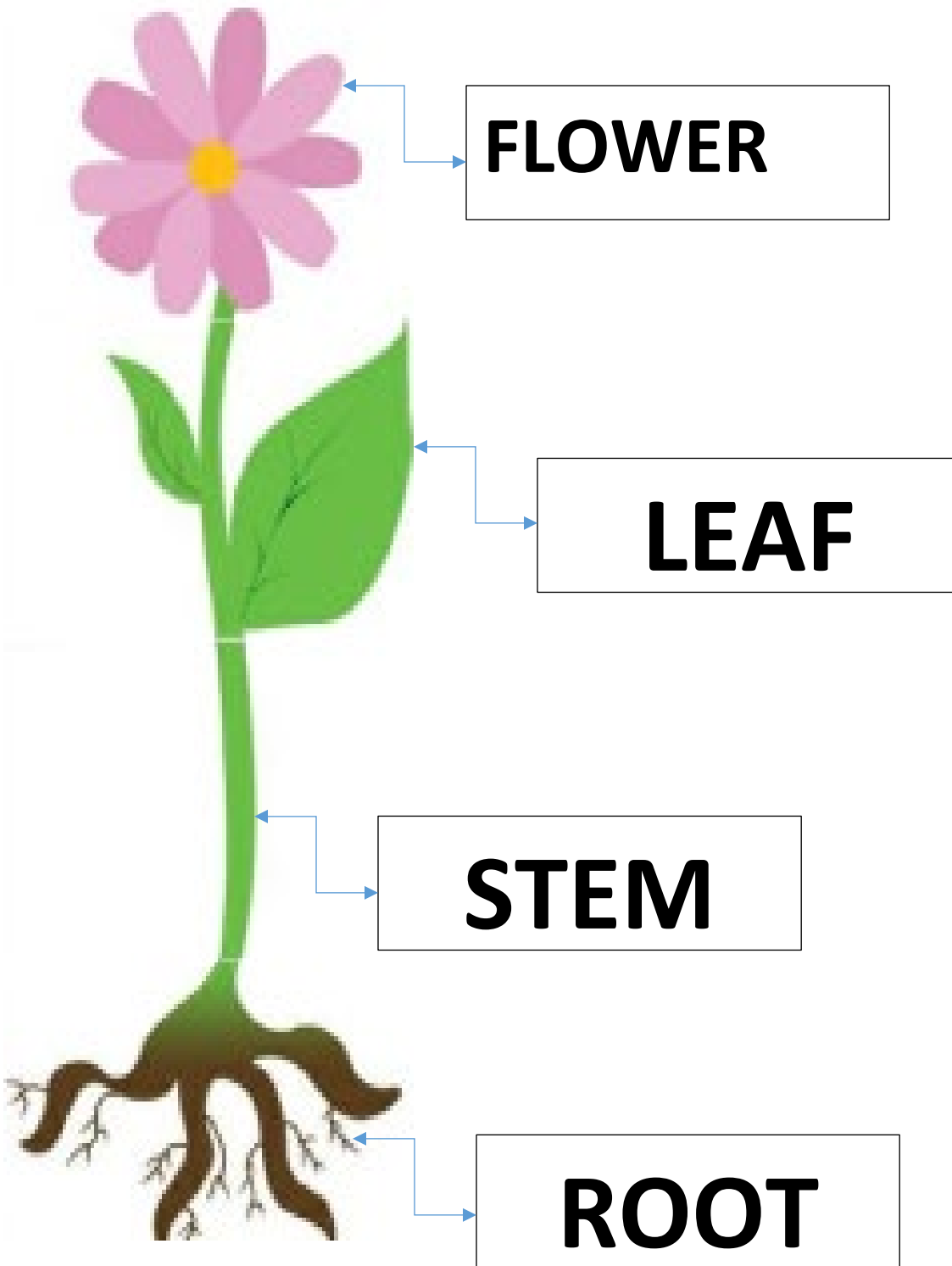
ROOT

FLOWER

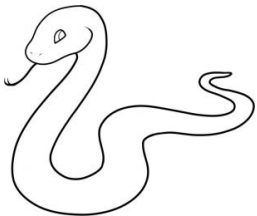
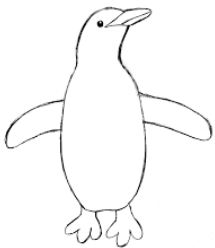
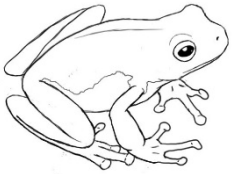
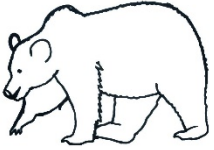
LEAF

STEM

PARTS OF A PLANT ANSWER KEY



ANIMALS AND THEIR HABITAT



DIRECTIONS:

Use the space provided beside each animal picture to draw where they live in the boxes provided. Draw the best you can and use the Key Terms below to label each habitat you draw. Use a pen or pencil to draw and crayons or markers to decorate your animals and habitats if desired. Carefully use all key terms to label the animal habitats.

KEY TERMS:

FORESTS

MOUNTAINS

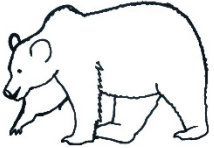
ICE AND WATER

SWAMP/MARSH

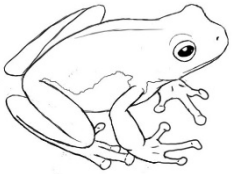
PONDS/LAKES

DESERTS/PRAIRIES

ANIMALS AND THEIR HABITAT/ANSWER KEY



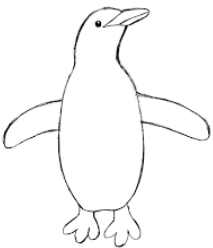
Mountains



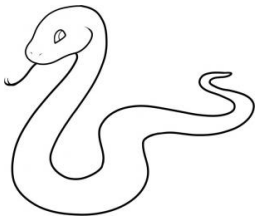
Ponds/Lakes



Forests



Ice and Water



Deserts/Prairies



Swamp/Marsh

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KEY TERMS:

FORESTS

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ICE AND WATER

SWAMP/MARSH

PONDS/LAKES

DESERTS/PRAIRIES