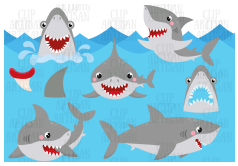
Science Choice board Activities for June

If a website is suggested, the link is in blue, so just click the blue words.

For the next couple weeks we have provided this choice board for your child *to work on at his/her own pace.* **There are 9 options.** You may choose 2 or 3 activities to complete ***each week.***

Sing  Listen to the song, *Keep the Ocean Clean!* Keep the Ocean Clean Lyrics Activities: Choose one **Choice 1:** Use the flipgrid link to video yourself singing the song. Ocean Flipgrid link **Password:** oceansong! **Choice 2** **In your science notebook write 3 ways your family keeps the ocean clean**	**On Location!** **Lights, Camera, Action**  **Be a News Reporter!** Watch: Mrs. Golding LIVE at the Waterfront **Activity 1:** Choose an ocean animal and research 4-5 key facts about them at. . . Ocean Animal Facts Record your news report on location at a beach or outdoors highlighting your marine animal. **Activity 2:** Write a Sea Animal Report!	**Learn About the Amazing Octopus from Mrs. O'Connor**  Activities: Listen to: Discover Octopuses-Read Aloud by Mrs. O'Connor Draw an octopus. Press on the link to learn... How To Draw An Octopus Write an interesting fact on each of the eight tentacles of your octopus.

	[Print here](#) Use this guide to illustrate. . . [How to draw](#)	Want to learn more: [SeaQuest Virtual Field Trip](#)
All About Sharks  **Read for information:** **Choose 1 Passage** [Short Shark Passage 1](#) [Short Shark Passage 2](#) **Choose One Activity:** [Shark Activity 1](#) [Shark Activity 2](#) **If You Would Like** Listen and Dance with Go Noodles Baby Shark! [Go Noodle Baby Shark](#) **OR** Enjoy listening to the book *Clark the Shark* read by Chris Pine. [Clark the Shark](#)	**How Big Is the Biggest Whale?**  **Listen to [The Blue Whale](#) read by Mrs. Golding** **Outdoor STEAM Activity:** [Draw a LIFE-SIZE whale!](#) **Extra! Extra! Read more about it. . .** [Whales in Water](#) [PebbleGo](#) user: wdps pw:school Go to: science-animals-mammals-whales **Learn more. . .** [Blue Whales 101](#) [Wonderopolis](#)	 **Talk About it:** Why do you think the ocean is salty but lakes and rivers aren't? **Watch and Listen:** [Why is the ocean salty?](#) **Activities:** In your science journal, answer the question: *Why does the water in an ocean have salt in it?* **Experiment time:** Salt can make other things float too. Directions to try at home: [Floating Egg Experiment](#) **Or** Watch: [Video of Floating Egg Experiment](#)

Mrs. Chmura's Mermaid Read Aloud

Click link below to listen to
How to Catch a Mermaid

Activities

Book Review 

Mermaid...Plan...Catch! We need a plan to catch a mermaid but she's very clever. Do you have some ideas to help us out? Create a plan on how to catch a mermaid.

OR

Write a book Review
Choose 1 template that works best for you
option 1
option 2
option 3

Extras:

Click blue link for some more fun optional activities
Folded Paper Mermaid

Ocean in a Bottle

Be an Artist

Create your own Sea Animal Masterpiece!

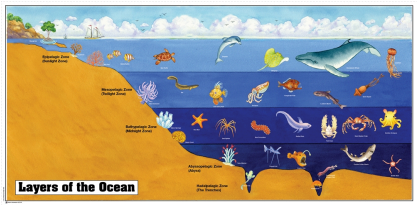
Use this link to make
Rocking Crabs!

Here are some other easy ideas. . .
Easy Ocean Crafts

Optional: Make a book about the sea animal you created.

Print All About. . . my sea animal or use your science journal. Enjoy!

Layers of the Ocean



Let's learn:

Go Deeper: The Deep Sea-Exploring the Zones

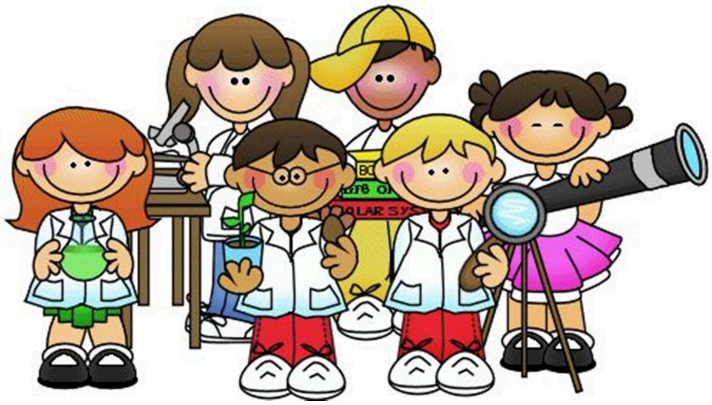
How deep does the ocean go?

Choice Activities:

1. Using the: Ocean Zones Resource Guide, create a drawing or painting illustrating the different layers of the oceans. Draw at least two sea creatures in each zone.

2. Make the Layers of the Ocean in a Jar

3. Make Your Own Ocean Zones



For the week of May 18, 2020 we will be focusing on Social Studies. Click here to meet us there!

Science Activities for the week of May 4, 2020

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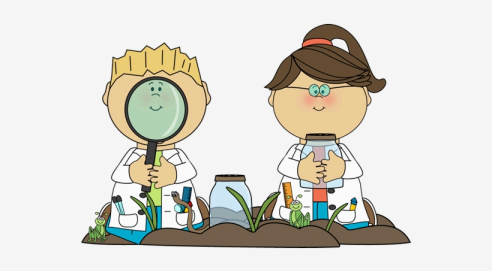


Dear Parents,

This will be our final week of the plant science unit and our investigation of plants. Next week, we will begin Social Studies again.

Each lesson this week will take two days and will provide options for the students based on the materials you have at home. Students will also have FUN FRIDAY assignments.

Option #1- Watch a video each day and answer questions in a Science Journal.

Option #2-Conduct an experiment as well as fill out an investigative sheet.

Please remember these key vocabulary terms:

Control - Part of an investigation that receives “normal” treatment.
Dependent Variable - Data measured or recorded as a result of the varied treatments of the independent variable.
Independent Variable - Conditions that are changed by the experimenter – the levels of the varied treatments.

Monday, May 4, 2020- Tuesday, May 5, 2020

Two Day Lesson: Final Observations

Option #1

Day 1 May 4: Watch Mrs. Ambrosio's video: Third Observation

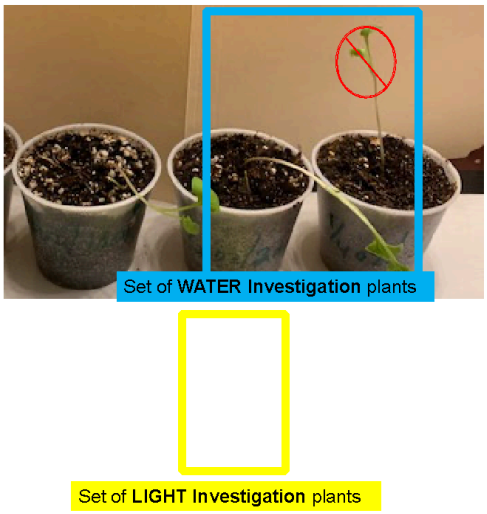
Day 2 May 5: In your Science Journal:

1. Sketch the three plants in the containers.
2. Answer these questions:

   Make careful observations of each of the plants.

   - How many leaves does the plant have?
   - What is the pattern of the leaves?
   - What is the color of the stem?
   - What is/are the color(s) of the leaves?

End of Investigation:
Observation 3



Option #2

Day 1: May 4

TODAY you will observe what you have already planted:

Please note: BEFORE you do this lesson, you should:

- Continue with your CONTROL plant and give it 1 tablespoon of water every 2 days and full light every day.

- Continue with your LIGHT experiment and put the plant in a specified light treatment condition (total darkness? Bag with holes?) for at least 3 days before this observation. After you make observations put the plant back into the specified light treatment condition.

- Continue with your WATER experiment and give it a specified water dose for at least 3 days but full light every day before this observation. Continue to give this plant a specified water dose according to your investigation plan.

Today you are going to make observations of the control plant, the light treatment plant, and the water treatment plant.

Draw a sketch of each of your plants on the student page where it says **Observation 3**. This can be found on the worksheet from lesson 3 (click here for another copy Investigative Sheet)

While you are sketching, make **careful observations** of each of your plants.

Think about:

- How many leaves does the plant have?
- What is the pattern of the leaves?
- What is the color of the stem?
- What is the color of the leaves?

Day 2: May 5

Young plant stems are delicate, but they are also flexible. You may carefully stretch them upward in order to measure the height of the plant against a ruler. Be careful not to pull too hard and pluck them out of the soil. Plot the height of each plant on the bar chart on the student page.

Investigative Sheet: Review your bar chart from last week. Use the form in the link and graph the new height of your plants Student worksheets lesson 5

Complete **Observation 3** on your Treatments Effects page (from lessons 5 and 6) or write your observation in your Student Notebook.

Compare your bar charts for YOUR plants from Observation 1 (lesson 5) to Observation 2 (lesson 6) to Observation 3 (this lesson).

- ➢ Which plant grew the most?
- ➢ What happened with your "water treatment" plant?
- ➢ What happened with your "light treatment" plant?
- ➢ Did what happened match what you thought would happen (your predictions)?

Please describe the EFFECT that:

a. sun and light have on the control plant
b. no light has on the LIGHT treatment plant
c. no water has on the WATER treatment plant

Wednesday, May 6, 2020- Thursday, May 7, 2020

Two Day Lesson: Virtual Plant Growth

Option #1 and #2

Day 1 May 6

Now that you have observed real plants via Mrs. Ambrosio's videos, or grown and observed real plants in your home, you will use a plant growth computer simulation online. YOU will make decisions about amounts of water and light, make predictions about the outcomes and run the simulations and confirm the results.

Go to Gizmos- Virtual Plant Simulator

Caregivers: Your child may need some support at first. At the top of the screen, you will need to click "Sign Up Free" in order to run the Gizmo. Click on the "Launch Gizmo" button near the top of the screen.

In the Gizmo, set up the three pots however you like:

- ➢ Choose a seed to drag into each pot.
- ➢ Click on the light bulbs to turn them on or off.
- ➢ Drag the Water slider up or down to set the amount of water each plant will get.
- ➢ When the pots are ready, click Play ( ) and wait for the simulation to end.
- ➢ Go through the Gizmo simulation at least once, varying conditions on the amount of water that the virtual seed receives.
- ➢ Go through the Gizmo simulation at least once, varying conditions on the amount of light that the virtual seed receives.

Day 2 May 7

Please complete the. . .

Investigative Sheet: Use the form in the link below to record your observations from your virtual plant simulator OR write in your Science Journal.

Virtual plant simulator recording sheet

Select whether you would like to record Activity A- Wet and Dry OR Activity B- Light and Dark.

Delve Deeper! If you really enjoyed this, you can complete the other activity sheet!

This completes our Plant Unit! You did it!
You are a plant investigator!

Please scroll down for the FUN FRIDAY Lesson.

Friday, May 8, 2020

A Little Seed

A little seed for me to sow
A little soil to make it grow
A little hole, a little pat,
A little wish, and that is that,
A little sun, a little shower.
A little while –
And then, a flower!

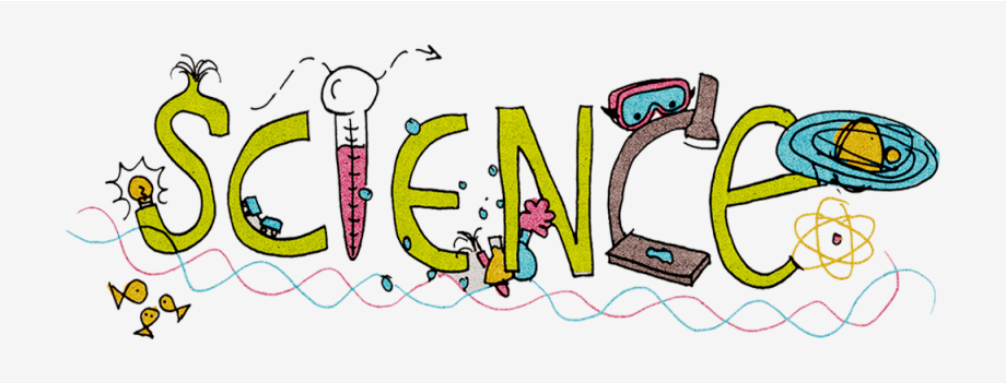
FUN FRIDAY: Let's Explore:
Plants grow best in optimal conditions.

1. Watch this Mystery Science video: Where do plants grow best?
2. Talk About It!
   Where would you plant a fern?
3. Creative Time: Play a game!

Activity: Play "Plant Survivor"- a game that encourages students to think about what plants need and how habitats change over time.

Please print out the Plant survivor gamecards beforehand.

Unplugged: Be a gardener! It's spring and a wonderful time to get out in your garden and get your hands dirty! Help your family get the flower beds ready for planting by turning the soil over, weeding, trimming, etc. Do you have a green thumb?



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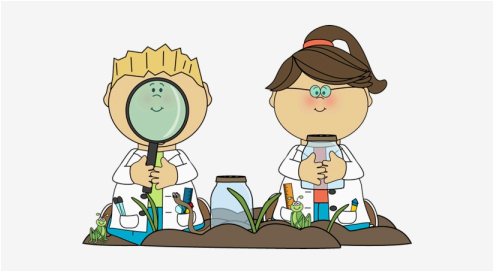
Science Activities for the week of April 27, 2020

Please know that during our plant unit, no social studies work will be posted on the website.



Dear Parents,

For the next few weeks second grade will continue to direct our focus on learning about plants. With all the observations and investigative research needed for the lessons, the second grade teachers feel it would be more beneficial for our students to do consecutive weeks of science.

Each lesson will take two days and will provide options for the students based on the materials you have at home. Students will also have FUN FRIDAY assignments.

Option #1- Watch a video each day and answer questions in a Science Journal.

Option #2-Conduct an experiment as well as fill out an investigative sheet.

To help with this week's lessons please review the vocabulary from last week:

Control - Part of an investigation that receives "normal" treatment.
Dependent Variable - Data measured or recorded as a result of the varied treatments of the independent variable.
Independent Variable - Conditions that are changed by the experimenter – the levels of the varied treatments.

Monday, April 27, 2020- Tuesday, April 28, 2020

Two Day Lesson: "Plant Observations"

Option #1

Day 1 April 27: Watch Mrs. Ambrosio's video: First Observation

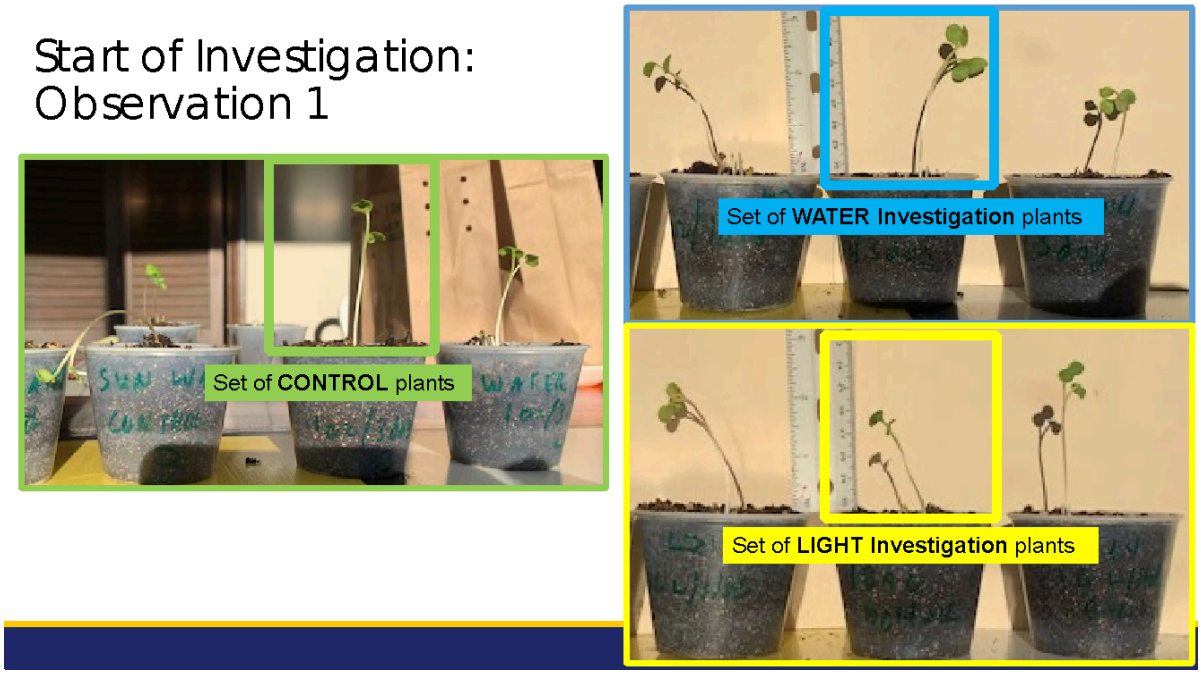
Listen to a wonderful read aloud: Plant the Tiny Seed Read Aloud Children's Story Book: click to listen

Day 2 April 28: In your Science Journal:

1. Sketch the three plants in the containers.
2. Answer the question:

Make **careful observations** of each of the plants from the videos.

- What **effect** does sun and light have on the control plant?
- What **effect** light treatment has on the LIGHT experiment plant?
- What **effect** water treatment has on the WATER experiment plant?



Option #2

Day 1 April 27

Listen to a wonderful read aloud: Plant the Tiny Seed Read Aloud Children's Story Book: click to listen

TODAY you will observe what you have already planted:

Before you get started you and your child should have previously decided:

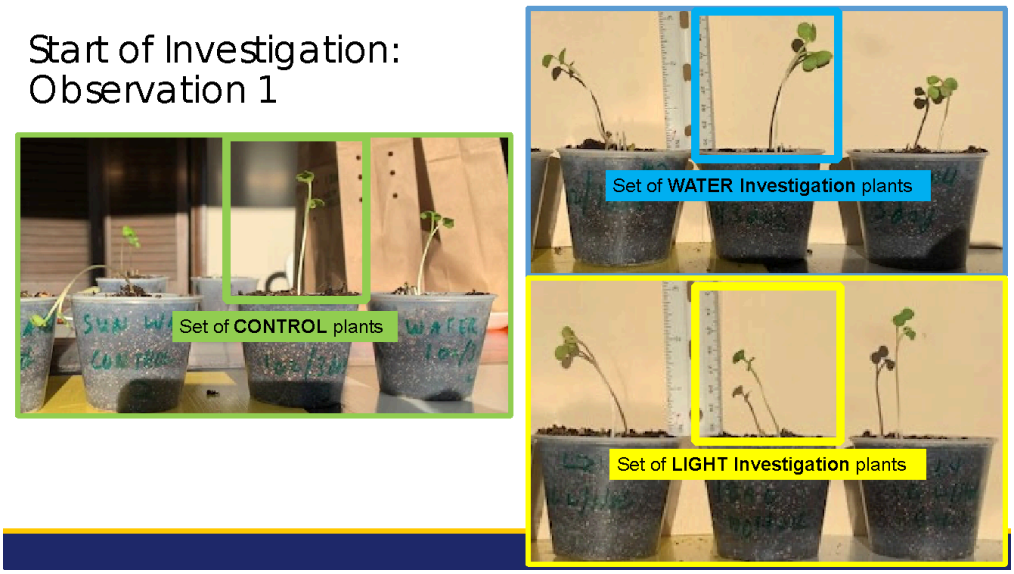
- Which plant is your **CONTROL** and given it 1 tablespoon of water every 2 days and full light every day.
- Which plant is your **LIGHT** experiment and put the plant in a specified light (Total darkness? Bag with holes?) for at least 3 days before this observation. Remember to put the bag back on after your observations.
- Which plant is your **WATER** experiment and given it the specified water treatment (No water? ½ tablespoon?) for at least 3 days in full light every day. Don't forget to water your plants!

Today you are going to make observations of the control plant, the light treatment plant, and the water treatment plant.

Draw a sketch of each of your plants on the student page where it says **Observation 1.** This can be found on the worksheet from lesson 3 (click here for another copy Investigative Sheet)

While you are sketching, make **careful observations** of each of your plants. Think about:

- How many leaves does the plant have?
- What is the pattern of the leaves?
- What is the color of the stem?
- What is the color of the leaves?



Day 2 April 28

Investigative Sheet: Use the form in the link and have your child graph the height of their plants (the second worksheet in attachment) Student worksheets lesson 5

When measuring your plants remember that young plants are delicate. Be careful not to pull them too hard. You will have to carefully stretch them upward in order to **measure the height** of the plant. After measuring your plants fill their height in on the bar chart worksheet.

In your Science Journal or on the student worksheet attached ask yourself these questions

- What **effect** does sun and light have on the control plant?
- What **effect** light treatment has on the LIGHT experiment plant?
- What **effect** water treatment has on the WATER experiment plant?

What you observe may only be a word or two. It should capture what you are thinking about and the effects of what is happening to the plants.

Wednesday, April 29, 2020- Thursday, April 30, 2020

Two Day Lesson: Continue Observing-OBSERVATION 2

Option #1

Day 1 April 29: Watch Mrs. Ambrosio's video: Observation 2

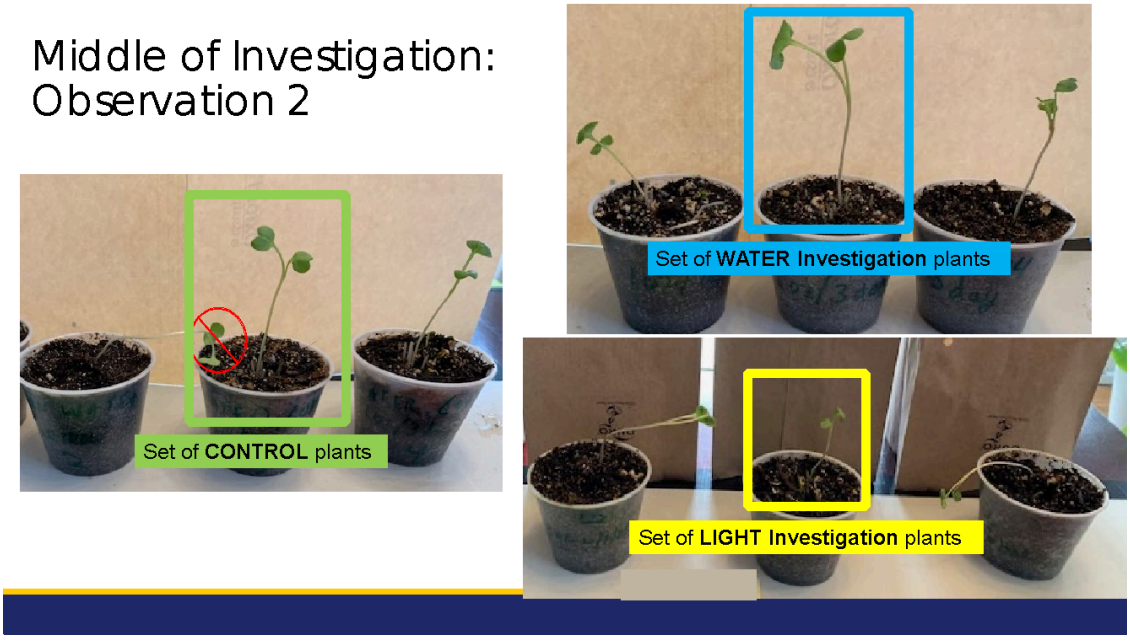
If you haven't already done so listen to a read aloud: Plant the Tiny Seed Children's Story Book click to listen

Day 2 April 30: In your Science Journal:

1. Sketch the three plants in their containers under **Observation 2**
2. Answer the question:

Continue to make **careful observations** of each of the plants from the videos.
Ask yourself the same questions from Tuesday.

- What **effect** does sun and light have on the control plant?
- What **effect** light treatment has on the LIGHT experiment plant?
- What **effect** water treatment has on the WATER experiment plant?



Option #2

Day 1 April 29-same procedure as Monday!

If you have not already done so listen to a wonderful read aloud: Plant the Tiny Seed Children's Story Book: click to listen

CONTINUE to observe what you have already planted and record how they have changed:

Before you get started you and your child should have decided:

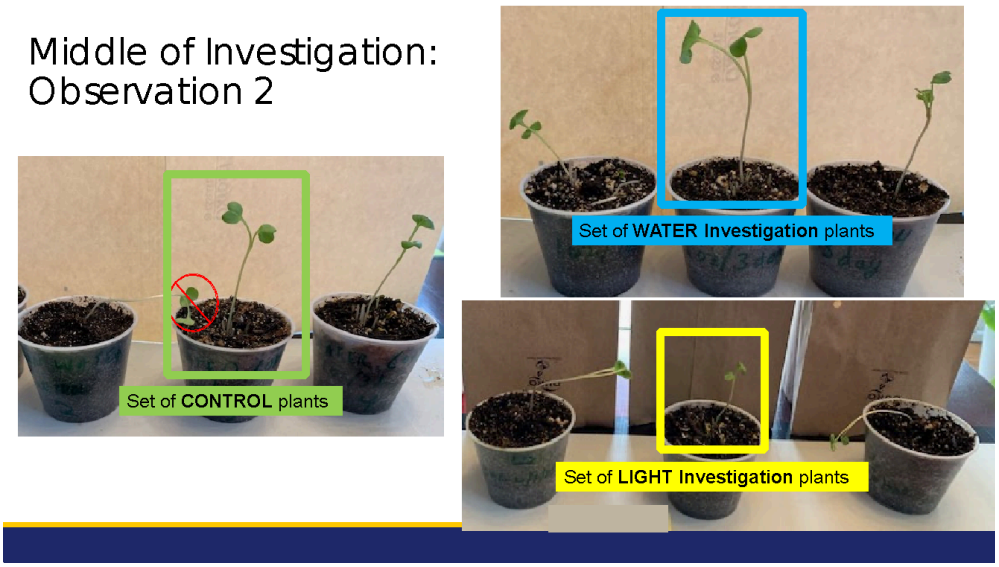
- Which plant was your **CONTROL** and gave it 1 tablespoon of water every 2 days and full light every day.
- Which plant is your **LIGHT** experiment and put the plant in a specified light (Total darkness? Bag with holes?) for at least 3 days before this observation. Remember to put the bag back on after your observations.
- Which plant is your **WATER** experiment and give it the specified water treatment (No water? ½ tablespoon?) for at least 3 days in full light every day. *Don't forget to water your plants!*

Today you are going to **CONTINUE** to make observations of the control plant, the light treatment plant, and the water treatment plant.

Draw a sketch of each of your plants on the student page where it says **Observation 2.** This can be found on the worksheet from lesson 3 (click here for another copy Investigative Sheet)

While you are sketching, make **careful observations** of each of your plants. Think about how they have changed since Monday:

- How many leaves does the plant have?
- What is the pattern of the leaves?
- What is the color of the stem?
- What is the color of the leaves?



Day 2 April 30

Investigative Sheet: Use the form in the link and have your child **continue** to graph the height of their plants (the graph is on second worksheet in attachment) click link below for worksheets:
Student worksheets lesson 5

Don't Forget: When measuring your plants remember that young plants are delicate. Be careful not to pull them too hard. You will have to carefully stretch them upward in order to **measure the height** of the plant. After measuring your plants fill their height in on the bar chart worksheet.

In your Science Journal or on the student worksheet attached ask yourself these questions

- What **effect** does sun and light have on the control plant?
- What **effect** light treatment has on the LIGHT experiment plant?
- What **effect** water treatment has on the WATER experiment plant?

What you observe may only be a word or two. It should capture what you are thinking about and the effects of what is happening to the plants.

Check out Fun Fridays Lesson - scroll down

Friday, May 1, 2020

FUN FRIDAY: Let's Explore: How do Seeds Travel around the world?

1. **Watch this Mystery Science video:** How did a tree travel halfway around the world?
2. **Talk About it:**
    - Why is it good for a seed to land away from a tree?
    - Why do so many coconut trees grow near the ocean?
    - How do birds help plants grow in new places?

3. **Creative Time:** Now it's your turn to create and discover something new!

Activity: Fly Your Own Seed!! Students create a model seed from paper. Then, they release these seeds to model how they disperse and observe if any seeds are able to escape the parent plant's "Zone of Darkness" and survive.

Watch video to help with activity
How to make a model seed from paper

Links for each seed template:

- Glider template
- Rotocopter template
- Spinner template

UNPLUGGED Activity:

Take a nature walk around your yard! Try to find different types of seeds and see how they travel. Are they a glider seed and glide through the air? Are they a rotocopter seed and fly like a helicopter? Or are they a spinner seed and spin fast all the way down to the ground. Record your discoveries with a picture and a caption in your science journal!

Science Lesson Archive:

Lessons from previous weeks can be found below by clicking the links.

Week of April 20, 2020

Week of April 13, 2020

Week of April 6, 2020

Week of March 23, 2020