Lesson: 3-1  Unit: Air and Water in the Environment  Topic: Title Page

**Lesson**

- Discuss next unit with students
- Relate to what we have learned (liquids and gases)
- Students brainstorm ideas of pictures that would be good on their title page (out loud as a class)
- Write “Air and Water in the Environment” on board
- Students make a title page with unit title and pictures.

**Reminders**


**Supplies Needed**

- Plain Paper

**Homework**


**Notes**


### Lesson

- Put pictures on board
- Ask students to try to figure out something that is the same about all of them → they all move
- Discuss movement in each picture
- Discuss how each moves → energy (cause & effect, potential & kinetic)
- Hand out worksheet
- When finished, students exchange sheets
- Take up answers → ✓ if correct
  - Leave blank if wrong
- Student get their paper back and correct any mistakes
- Collect worksheet in folder

### Reminders


### Supplies Needed

- Movement Pictures
- Worksheet

### Homework


### Notes

* If time, check and initial worksheet if done
Lesson: 3-3  Unit: Air and Water in the Environment  Topic: Energy / Movement

<table>
<thead>
<tr>
<th>Lesson</th>
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</table>
| - Explain activity to students  
  - Walk quietly around school (as a group)  
  - Stop at multiple locations  
  - While stopped, write down anything that is seen moving  
    (or is capable of moving, e.g., a bike in a bike rack)  
  - Return to class  |
| - Hand out worksheets  |
| - Go on walk, stopping at 2nd floor window, office/library and large gym  |
| - Return to class  
  - Students write down type of energy used to cause movements  
  - Discuss  
  - Collect worksheets in folder  |

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<th>Notes</th>
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<tbody>
<tr>
<td>* If time check + initial completed worksheets</td>
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</table>
**Lesson**

- Book computers prior to class
- Take class to computer
- Explain task → use Kidpix to draw a picture of something
  that uses wind or water to create movement
  → use ~ 1/4 of screen to draw
  → Print picture
  → Cut out and glue on worksheet
  → Complete worksheet
- Students complete task
- When finished, students may work on word search
- Collect worksheets

**Reminders**

<table>
<thead>
<tr>
<th>Supplies Needed</th>
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<tbody>
<tr>
<td>Computers</td>
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<td>Glue</td>
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<tr>
<td>Worksheets</td>
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<td>Scissors</td>
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</tbody>
</table>

**Homework**

*If time, check and initial completed worksheets*
Lesson: 3-5  
Unit: Air and Water in the Environment  
Topic: Natural vs. Man-Made

Lesson

- Discuss Things that were in last class -> Determine energy level
- Guide students to classify energy into natural and man-made
- Explain concept of "natural" and "man-made" with examples - groups of 4
- Hand out worksheets
  - Start on back, ask questions, students circle answer
  - Take up answers
  - Correct papers
  - Explain front of sheet
  - Complete front
  - Take up answers
- Collect worksheet in folders

Reminders

Supplies Needed

- Worksheets
- Question Sheet

Homework

- [ ]

Notes

- [ ] time, check and initial completed sheets
## Grade 2 Science

**Lesson:** 3-6  
**Unit:** Air and Water in the Environment  
**Topic:** Renewable vs Non

### Lesson
- How does a car move → gasoline  
- What happens to the gasoline after it is used → it is gone  
- How does a windmill spin → wind  
- What happens to the wind after it is used → stops  
- Discuss the difference and teach "renewable" and "non-renewable"  
- Hand out worksheet  
- Students work through both sides → colour when finished  
- Have students switch papers and take up answers  
- Students correct any incorrect answers  
- Collect worksheets

### Reminders

### Supplies Needed
- Work sheets

### Homework

### Notes
- If time, check and initial completed sheets
## Lesson

- Show students fan
- What is it used for? — cooling, moving air
- How does it work? — electricity, muscle power to push button, electricity spins motor, turning blades, moving air

- Turn on fan
- What else moves air? — wind
- Does wind need muscle power to start? — electric power? — no
- Explain wind cycle — warm air rises (just like smoke)
  - leaves a **void**
  - new air moves in to fill void = wind

- Hand out worksheet
- Student do first part — take up
- Put note on board — students copy then do last activity
- Copy worksheet in folder — color if extra time

## Reminders


## Supplies Needed

- Fan  
- Worksheets  
- Note on chart paper

## Homework


## Notes

- If time, check and initial completed sheets
<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>Lesson</td>
<td>- Review proper behaviour for watching video</td>
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<tr>
<td></td>
<td>- Watch water cycle video (Bill Nye)</td>
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<td>- Discuss learning from video</td>
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<td>- VCR</td>
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<td>- Video - Bill Nye &quot;The Water Cycle&quot;</td>
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| Notes          |                                                                 |
Grade 2 Science

Lesson: 3-9  Unit: Air and Water in the Environment  Topic: Water Cycle

### Lesson

- What was the topic of video from previous class? → water cycle
- What did we learn about water cycle?
- Discuss water = same water as millions of years ago → Make Rain - drip, drip, drip 
  - Discuss cycling of water
  - How does water get to sky → evaporation, green plants etc.
  (Discuss sketch as "plant Methus")
- Explain diagrams on worksheet and read words
  - Draw diagram
- Take up diagram
- Teach precipitation
  - Show note, read note (volunteer student)
- Students copy note
- Students may work on last activity when finished note
- Take up last activity if time (students may colour if finished)
- Collect worksheets

### Reminders

- 

### Supplies Needed

- Worksheets
- Note

### Homework

- 

### Notes

- If time, check and initial completed sheet

- precipitation
Lesson: 3-10  Unit: Air and Water in the Environment  Topic: Wood Energy

Lesson

- Explain to students that our unit is on air and water, but today we will talk about plants and wood. How does it connect?
  - Water for growth, wind carries seeds
- Hand out worksheet
- Students do first page
- Take up answers
- Put notes on board
- Students copy note
- When finished note students may get wood cycle pictures to cut out
- Students finish worksheet
- Collect papers in folders

Reminders

Supplies Needed

- Worksheets
- Cut-outs
- Glue
- Chart paper
- Scissors

Homework

Notes

* If time, check and initial completed sheets