Lesson: 3-11  Unit: Air and Water in the Environ  Topic: Work Period

<table>
<thead>
<tr>
<th>Lesson</th>
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<tbody>
<tr>
<td>- Hand out Folders with all worksheets to date</td>
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<tr>
<td>- Title Page</td>
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<tr>
<td>- What Makes Things Move (2 sides)</td>
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<tr>
<td>- Things that use Energy / Energy Word Search</td>
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<tr>
<td>- Natural vs Man Made (2 sides)</td>
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<tr>
<td>- Renewable vs Non Renewable (2 sides)</td>
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<tr>
<td>- The Wind Cycle (2 sides)</td>
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<tr>
<td>- The Water Cycle (2 sides)</td>
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<tr>
<td>- Food Energy (2 sides)</td>
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<tr>
<td>- Write the above list on board</td>
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<tr>
<td>- Students use entire period to complete/organize/color all worksheets</td>
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<td>- If finished students may read</td>
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* Staple worksheets in order to initial completed worksheets

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<th>Reminders</th>
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<tr>
<th>Supplies Needed</th>
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<tbody>
<tr>
<td>- Extra Worksheets</td>
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<tr>
<td>- Notes on chart paper (wind cycle, water cycle, food energy)</td>
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# Lesson

- Today we will make a wind powered toy.
- Put up overhead and read through
- Have students gather supplies
- Students may work at own pace
- Discuss safety procedures -> scissors, nail
- When students are done, they may play with their pinwheels, using their breath and the fan.
- If time, take them outside.
- Provide each student with an extra template, in case pinwheel breaks
- Pinwheels may be taken home

## Reminders

## Supplies Needed

- Overhead of instructions
- Templates (2 per student)
- Nails
- Tack wood
- Scissors
- Hole punch
- Fan
- Goggles

## Homework

## Notes
Lesson: 3-13  Unit: Air and Water in the Environment  Topic: Pinwheel - Questions

Lesson
- Explain to students that I will be grading today's paper.
- Hand out question sheet.
- Read through.
- Remind students to take their time.
- Collect papers at end of class.
- If students finish early they may read.
- Stop class early to hand out quiz review sheet.

Reminders

Supplies Needed
- Question sheets
- Quiz review

Homework

Notes
Lesson:
- Talk about break
- Review:
  - How things move - Energy
  - Type of energy that cause motion - Water, wind etc.
  - Things that use wind - Water energy
  - Natural vs. Man-made
  - Renewable vs. Non-Renewable
  - Water Cycle
  - Wind Energy
- Use remaining time to have students finish pinwheel questions

Reminders

Supplies Needed
- Extra pinwheels

Homework

Notes
Grade 2 Science

Lesson: 3-48  Unit: Air and Water in the Environment  Topic: Quiz

Lesson
- Review quiz writing → no talking to friends
  → no looking at other papers
  → ask for help
- Hand out quizzes and allow whole period
- If done, encourage students to review their answers.
- Collect quizzes at end

Reminders

Supplies Needed
Quizzes

Homework

Notes
# Grade 2 Science

**Lesson:** 3  
**Unit:** Air and Water in the Environment  
**Topic:** Evaporation and Melting

### Lesson

- Take kids outside to get snow
- Each student puts some snow in a small cup
- Bring snow cups in
- Discuss melting as students watch their snow melt
- Explain Activity: place cup with various items (e.g., elastic) on a window sill for a week
- Check snow melt at different times
- Hand out prediction sheet
- Students predict and record how each material will perform

### Reminders

- Set up cups and materials

### Supplies Needed

- Snow
- Prediction sheets
- Paper towels
- Aluminum foil
- Plastic wrap
- Paper towel
- Wax paper
- Cloth

### Homework

- Complete prediction sheet

### Notes

* May have to re-arrange based on availability of snow
### Lesson

- "We have learned a lot about air and water, now we need to get into more detail.
- Today we will be describing air and water.
- Explain that a description should use the 5 senses and knowledge.
  - Draw diagram
  - Write diagram
  - Diagram shows 5 senses
  - Light with respect to knowledge

- Start with air.
- Make a + chart.
  - Air + water
  - *Air has taste/smell
  - *May have just so used
  - *We are just so used

- Repeat for water.

### Reminders

- 

### Supplies Needed

- Chart paper
- Markers

### Homework

- 

### Notes

- Don't need to show + chart from overhead
<table>
<thead>
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| - Hand out worksheets  
| - Read through  
| - Talk about the fact that we have already done the descriptions as a class  
| - Explain examples of the use section → water = cleaning  
| - air = planes fly  
| - Students use remaining time to fill in the worksheet  
| - Worksheets in folder when complete. |

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<tr>
<th>Supplies Needed</th>
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<tbody>
<tr>
<td>- Worksheet</td>
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### Lesson

- Discuss that today we will be looking at our cups
- Hand back prediction sheets, students must finish predictions and answer question on melting
- Gather all students around cups and discuss
  - Which do not have appear to have evaporated
  - Which appear to have evaporated the most
- Discuss quantity evaporated in each set
- Discuss different water levels (packed snow vs. light snow)
- Relate to absorption experiment (2-18)
  - All materials that repel show no wrapping, vice versa
  - Did test paper bag — do you think it would absorb?
- Collect paper, continue next class.
  
### Reminders

### Supplies Needed

- Worksheets (previously worked on)
- Cups with water and covers (from previous lesson)

### Homework

### Notes

* Make this 1 week after 3-01-16
# Grade 2 Science

**Lesson:** 3-20  
**Unit:** Air and Water in the Earth  
**Topic:** Evaporation

## Lesson

- Hand back evaporation sheets
- Students answer 4 questions on back  (review observations first)
- When students finish they submit paper
- **Notice:** Write sheet
- Students copy Air and Water information from overhead (that information discussed in 3-17 and 3-18)
- Put up overhead of information from 3-17. When students are finished they are to verify that they have all of the information.
- **Notice:**

## Reminders

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## Supplies Needed

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<tbody>
<tr>
<td>Evaporation worksheets</td>
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<tr>
<td>Air + Water overhead</td>
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<tr>
<td>Air and Water worksheets</td>
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<td>Projector</td>
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## Homework

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