# Grade 2 Science

**Lesson:** 4-1  
**Unit:** Movement  
**Topic:** Intro

## Lesson

- Brainstorm → What is movement (change in position)
  → Ways things move (turn, swing, bounce, vibrate, etc.)

- Students make a title page for the unit

## Reminders

## Supplies Needed

- Plain paper

## Homework

## Notes
# Grade 2 Science

**Lesson:** 41-2  
**Unit:** Movement  
**Topic:** Position

## Lesson

- **Review:** What is movement?
- **Brainstorm:** What does position mean?
  - In a class write a list of position words such as above, behind, in, etc.
- Have students stand by their chair with a pencil in their hand.
  - Play "Simon says" using position words.
  - Example: Simon says stand behind your chair.
  - Simon says put your pencil under the chair.
- Hand out work sheet.
- Students have the remainder of class to work.

## Reminders


## Supplies Needed

- Work sheets

## Homework


## Notes
### Lesson
- Take kids out to park to look at equipment
  - "Is anything moving now?"
  - What could you do to make things move?
  - Look specifically at swings
  - "What parts stay still?" Choose one child to demonstrate
  - "What parts move?"
  - "What happens if you stop pumping your legs?"
- Allow kids to play on park for 10 minutes looking for types of movement/ways to move
- Call them over to the slide
  - "What happens when you sit on slide?"
  - "What if slide were flat?"
- Take students back to class
- Hand out work sheet

### Reminders

### Supplies Needed
- Work sheets
- Question sheet

### Homework

### Notes
Lesson: 1-4  Unit: Movement  Topic: Bouncing (1 of 4)

Lesson
- Show golf ball, tennis ball and sponge ball to students
  - "How are they the same?"
  - "How are they different?"
  - "How do balls move?"
  - "Will they all bounce the same?"
- Explain experiment
  - bounce 3 different balls to compare bounce height
- First predict, then experiment
- Work in pairs
- Tape meter stick to wall
- Drop ball from 100 cm, record bounce height *talk about importance of constant drop height
- Hand out worksheet
  - have student predict which ball will bounce highest / lowest
  - Perform experiment (Part 1) Practice dropping balls - show technique

Reminders

Supplies Needed
- Golf balls - Sponge balls - Tape
- Tennis balls - Meter Sticks - Worksheets

Homework

Notes
Day 2 -> experiment #1
  -> write experiment into class
Page 4-5

Page 4 - to compare how high the three different balls bounce

Experiment:
- 1) Golf ball
- 2) Tennis ball
- 3) Sponge ball

Procedure:
- 1) Tape meter stick to wall
- 2) Drop ball from 100 cm
- 3) Measure bounce height

Problem - I thought the tennis ball would bounce the highest, but the golf ball did. I learned that golf balls are really bouncy.
Grade 7 Science

Lesson: 4-6  Unit: Movement  Topic: Bouncing (3 of 5)

Lesson

- Talk about experiment from last class
  - results
  - what else was constant - bounce surface
- Explain today's experiment
  - drop golf ball on 3 different surfaces
  - first predict, then test
  - work in pairs
  - tape meter stick to wall
  - drop on floors, gym mat, cardboard from 100 cm
- Hand worksheets back to students
- Students perform experiment
  - Students begin worksheet. (Use experiment #1 as example)

Reminders

* Find average data for next class

Supplies Needed

- Golf balls  - Meter sticks  - Cardboard
- Tape  - Gym mats  - Work sheets

Homework

Notes

* Need an extra period for students to do worksheet
  - start by reviewing each section
  - students use experiment #1 as an example

➔ Do after graph
**Grade 2 Science**

**Lesson:** 4-7  
**Unit:** Movement  
**Topic:** Bouncing

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| - Review what has been done so far  
- Hand back worksheets (if marked)  
- Plot data with students  
  - discuss scientists represent data with graphs  
  - discuss parts of graph as drawn  
- Review remaining sections of experiment (pp. 55, pp. 56-57)  
- Students use remaining time to finish worksheets  
- Students make their own graphs  
- Students continue working on experiment #2 worksheet  
- Hand out Quiz Note |

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| - Large chart paper (square)  
- Markers  
- Worksheets  
- Data  
- Quiz Note |

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Lesson: 4-8  Unit: Movement  Topic: Discover Movement

Lesson

**Before Class**
- Prepare multiple baskets with a variety of objects (see below)

**During Class**
- Give each group a basket with objects
- Give each individual a block and a piece of paper
- Have students examine objects
- Ask "Is block moving now?", "How can you make it move?," "Can you see objects in basket to make it move?"
- Have students experiment with objects to see how they can move block across paper (pull with string, roll over pencils, etc.)
- Students may combine objects to move block
- Make a class list of methods used on chart paper (big forest close)

Reminders

Supplies Needed

- Baskets
- Straws
- Sticks
- Paper
- Rolls
- Elastics
- Chart Paper
- Blocks

All supplies in central bucket

Homework

- Bring back to carpet at end
- Discuss list (have students name one method)

Notes

Need to re-think lesson

- Sit at carpet, block in middle
- "Is it moving?" → No
- "How can we move?" → categorize as push/pull
- Explain task → try to move block as many ways as possible, record in chart and label as push or pull
- Students also use other materials to try new ways
**Grade 2 Science**

**Lesson:** 4.9  
**Unit:** Movement  
**Topic:** Drawing Movement/With line

### Lesson

- Post chart paper up and review movement techniques
- Hand out worksheet and explain activity
  - Draw and explain 4 techniques to move block
- Have students demonstrate techniques
- Students work on their drawings.
- When finished, students should review all of their worksheets so far in this unit to be sure they are all complete.

### Reminders


### Supplies Needed

- Chart paper from last class  
- Extra copies of previous worksheets  
- Worksheets  
- Quiz Note

### Homework


### Notes


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