

# Grade 2 Science

Lesson: 2-1

Unit: Liquids and Solids

Topic: Matter

## Lesson

- Discuss Matter
  - Everything you can see, touch, taste or smell is matter
  - Everything that you can weigh is matter
  - Anything ~~is~~ that takes up space is matter
- Handout "Matter Hunt" worksheet and explain
- Students work with a partner to do the "matter hunt" worksheet
- Turn worksheet over to Handout Matter Note worksheets and explain
- Students work quietly at their desk
- Take up at end of class if time.

\* Anyone who finishes early may add detail/colour to their drawings

## Reminders

- Worksheet → "Matter Hunt", Matter Note

## Homework

split Grade 1 starts by ~~finishing~~ glueing on title page / working on title page  
Grade 2 discuss, then explain both sides of worksheet.

## Grade 2 Science

Lesson: 2-2  
\*2 periods

Unit: Liquids and Solids

Topic: Solids

### Lesson

- Review matter (touch, weigh, takes up space)
  - Hand out worksheet
  - Students complete the paragraph individually
  - Take up paragraph
    - weigh an object
    - describe what it looks like
    - describe what it feels like
    - draw a picture of the object
    - repeat for a total of 8<sup>2</sup> objects
  - Brainstorm a list of descriptive words, write them on chart paper  
(use different colors for different senses)
- \* Students who finish early are to add detail/color to their drawings

### Reminders

### Supplies Needed

- Worksheet
- Magnifying glasses
- Objects (solids)
- Kitchen scale
- Chart paper
- Markers

### Homework

### Notes

→ Gave 2 periods due to lack of scale time

## Grade 2 Science

Lesson: 2-~~334~~4

Unit: Liquids and Solids

Topic: Solids

### Lesson

- Review properties of a solid → has a shape that does not change on its own
- Explain activity → 4 stations, each w/ a solid
  - Take a piece of solid and examine it
    - draw and explain what you see with a magnifying glass
  - Break the solid into many pieces
    - draw and explain what you see with a magnifying glass
- ~~When~~ students Explain safety → do not eat
  - wear goggles
  - no horse play
- Students perform activity, rotating on my command
- When finished, students complete paragraph on back of paper
- Students must clear their station before starting paragraph

### Reminders

### Supplies Needed

- |             |                |              |
|-------------|----------------|--------------|
| - Chocolate | - Paper        | - Worksheets |
| - Chalk     | - Cookie Trays |              |
| - Ice       | - Hammer       |              |

### Homework

### Notes

\* Students will simply scribble first drawing in order to get to the breaking part - remind them to take their time.

## Grade 2 Science

Lesson: 2-4<sup>5</sup>

Unit: Liquids and Solids

Topic: Describing Solids  
Liquids

### Lesson

- Review matter and properties of solids
  - touch
  - weight
  - space
  - shape that doesn't change
  - when broken, still solid
- Put a bunch of blocks in a beaker
  - discuss how blocks "fill" the beaker
  - discuss solid holding its shape
- Put coloured water in an identical beaker
  - discuss how water fills the beaker
- Pour the water from the beaker into the graduated cylinder
  - discuss how the water changed shape
- Refill the beaker with water
- Hand out and explain worksheet
- Students sit quietly at desks to do worksheet
- Take up worksheet (filled in blocks) at end of class.

relate back and compare

### Reminders

### Supplies Needed

- 2 beakers
- 1 graduated cylinder
- colored water (enough to fill both beaker and g.c.)
- worksheets

### Homework

### Notes

\* Students need pencil crayons

# Grade 2 Science

Lesson: 2-6

Unit: Liquids and Solids

Topic: What are liquids like?

## Lesson

- Review properties of liquid → takes shape of container → can pour  
matter, solid and → changes shape  $\rightarrow$  solid = no pour  
 $\times$  put on chart paper ~~before~~ class
- Put liquids in beakers (prior to class) and place hidden labels in front of them
- Have students guess what each liquid is
- Reveal answers
- Talk about similarities and differences - terminology → clear, greasy  
opaque, runny  
~~smooth~~
- Perform "liquid race" activity ~~worksheet~~ using student volunteers
- Students fill out worksheet

## Reminders

## Supplies Needed

- beakers (6)
- vinegar, water, marshmallows, oil, ketchup, mustard, syrup
- Placemats
- Name cards
- worksheets
- ~~- chalk~~
- ~~- chart paper w/ properties on it~~

## Homework

## Notes

- Students need pencil crayons

## Grade 2 Science

Lesson: 2-16

Unit: Liquids and Solids

Topic: Work Period

### Lesson

- Put the list of worksheets on the board:

- ① Title Page
- ② Matter Hunt / Matter
- ③ Solids (2 sides)
- ④ What are solids like? (2 sides)
- ⑤ Liquids (2 sides)
- ⑥ What are liquids like? (~~one~~ 1 side)

- Students are to ensure they have all worksheets
- Students work to ensure all worksheets are complete
- Students verify answers with another student
- If students finish early they may play "I spy ... Matter"
  - Basically it is "I Spy", but instead of a color the students use descriptions, such as soft, hard, etc.

*Take up all worksheets*

### Reminders

### Supplies Needed

- Extra worksheets (see list above)

### Homework

### Notes

- encourage students to include detail and colour in their drawings

## Grade 2 Science

Lesson: 2-8

Unit: Liquids and Solids

Topic: Describing Matter

### Lesson

- Review → Solid, Liquid, Matter
- Ask "What part of our body do we learn with?" → brain  
"What tools do we have to help our brain → senses"
- Talk about each sense, what it does and roles in science class  
→ no taste, smell unless told
- Put a variety of random objects (solids and liquids) around room
- Explain to students they are to look at objects, feel objects and smell objects and think of words to describe them
- Students go to desk, observe, rotate on command, until done all 10.
- Place all items on one table ~~with a number in front~~
- Ask students to think of a word to describe one of the items  
→ student says word, others hold up fingers to show guess  
→ may need a second word
- Discuss use of descriptive words. - more unique words help more.

### Reminders

None

### Supplies Needed

- Random objects (rubber chicken + vinegar + others)
  - number signs
- \* Rubbing alcohol  
→ teach waffling

### Homework

\* If list of descriptive words was made in lesson 2-2, then add words to list.

### Notes

# Grade 2 Science

Lesson: ~~2-8~~ <sup>2-9</sup>

Unit: Liquids and Solids

Topic: HHPS

## Lesson

- 7 Review properties of solids and liquids and matter (use chart paper)
- Discuss the idea that some substances can be dangerous
  - Discuss use of symbols to help warn us
  - Hand out worksheet, students look around room to find names to match symbols \* pre-hide answers around room
  - Take up worksheet
  - Give groups of students a container (preferably empty) with safety symbols → groups analyze and present findings  
*matter at home to class ie this is called \_\_\_\_\_ it is poisons and Flammable*
  - Discuss homework, hand out and put note in agendas

## Reminders

- Hide symbols before class

## Supplies Needed

- Worksheets
- "dangerous" containers
- Homework
- Answers
- Chart paper from 2-6
- Agenda notes
- Stapler

## Homework

## Notes

## Grade 2 Science

Lesson: 2-#D  
X2 Periods

Unit: Solids and Liquids

Topic: Solids in Liquids

### Lesson

- Review matter, solids + liquids
- Explain activity to students - hand out worksheet
- Students work in groups of #3
- Each group gets 3 plastic cups, 3 coffee filters, and 3 dixie cups (one with salt, one with sand, one with rocks)
- \* Put substances in dixie cups prior to class (about half a spoonful)
- Students label cups (with group name and substance)
- Students fill cups half way with water
- Students add solids to 3 of the cups and stir w/popsicle stick
- Students draw observations immediately \* while waiting explain solids can't pour → they "tumble", and explain "granular"
- Wait 5 minutes → re-draw
- \* The liquids are poured through coffee filters, into new cups, wait until drain
- Students record observations

2-11

### Reminders

\* If time, pour into filters during first period

### Supplies Needed

Plastic Cups	Sand	Worksheets
Coffee Filters	Rocks	Popsicle sticks (straws)
Dixie Cups	Salt	

### Homework

\* Dixie cups labelled for re-use without contamination

### Notes

Set everything out ahead of time if possible

\* Used styrofoam cups labelled as "Group # substance Before After"

ahead  
of  
time

\* Review lesson so far

- get supplies (mixtures) out

poems or word  
(jigsaw)

\* While drawing discuss:  
how we know if mixed;  
what is mixture?  
how will we use our senses?