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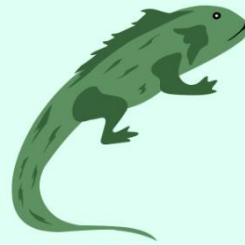
Alberta Science Curriculum Living Systems Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

GROUPS OF ANIMALS - VERTEBRATES



LEARNING GOAL

We are learning to **identify vertebrates and their backbones** so we can **understand how animals are grouped and what makes them different.**

SORTING ACTIVITY – BACKBONE OR NO BACKBONE (PLACE A ✓ IN THE CORRECT COLUMN.)



Animal	Has a Backbone	No Backbone
1 Worm		
2 Fish		
3 Bird		
4 Dog		
5 Jellyfish		
6 Snake		
7 Spider		
8 Butterfly		

Use this to complete the activity:

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card: Vertebrates and Backbones

Before you leave class, answer the following questions about what you learned today:

- ✓ What is one body part that all vertebrates have?
- 🐾 Which group of animals are vertebrates: mammals, birds, or insects?
- 🐍 Do animals like snakes have short or long backbones?



Consolidation





Alberta Science Curriculum Living Systems Unit – Grade 2

METAMORPHIC OR NON-METAMORPHIC LIFE CYCLE?

Look at each animal. Drag or place the animal under the correct heading to show how it grows.

Metamorphic

Non-Metamorphic

QUESTIONS: A DOG'S LIFE CYCLE

Read each statement about how dogs grow and change. Decide if the statement is **True** or **False**.

- Dogs are mammals that are born from eggs.
- Puppies are baby dogs that need help to survive.
- Dogs stay the same size their whole life.
- Senior dogs may need more rest than young dogs.
- Adult dogs are usually stronger than puppies.
- As dogs grow, their bodies and needs change.
- Older dogs do not need care from people.
- All dogs are puppies for their whole life.


True

False

Read what happens on the left.

Column A		
Baby	1	
Child	2	
Teenager	3	
Life cycle	4	
Adult	5	

A	Growing faster and changing
B	Needs help and drinks milk
C	Goes to school and plays
D	A person who is grown up
E	The stages of life





Alberta Science Curriculum Living Systems Unit – Grade 2

TIMELINE: THE SNAKE LIFE

Drag the pictures to build the snake life cycle and place them in the correct order to show how a snake grows.







CHOOSE THE CORRECT ANSWER

Read each sentence. Drag the correct letter.

1. What do fish use to breathe?	A) Lungs	B) Gills	C) Nose
2. Where do fish live?	A) On land	B) In trees	C) In water
3. What do most fish lay?	A) Eggs	B) Babies	C) Fur
4. Which body part helps fish swim?	A) Legs	B) Fins	C) Arms
5. What is the first stage of a fish's life?	A) Adult	B) Egg	C) Juvenile

A

B

C

CHANGE





Drag the pictures to show how an ant grows and changes.

Stage 1: Ant as an egg

Stage 2: Larva hatches and is fed by workers

Stage 3: Pupa rests while changing

Stage 4: Adult ant comes out fully grown



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Alberta Science Curriculum Matter Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

WHAT ARE MATERIALS?



LEARNING GOAL

We are learning to **identify different materials** so we can **learn about what things are made of** and **why we use certain materials for different objects.**

WORD SEARCH – MATERIALS WE USE

Find the 10 words in the puzzle. Circle each word. Use the list to help you.

F F X D A R K I F J K G Y
C H A I R B O T T L E U C
O X B J B J S O A A G K V
F L J D V S S Y Y O R W T
A A D V A N F M G H L X A
B M X L W O S F E F B H B
R P G P O P L A S T I C L
I G R J O Y W C T G A K E
C W I N D O W E U N I L A

Metal

Chair

Wood

Table

Plastic

Bottle

Fabric

Lamp

Glass

Window

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation

Consolidation – Reflection



Complete these sentences to show what you learned about materials. Use what you know about what things are made of and why we use different materials.

- 1) I learned that materials are used to make _____.
- 2) Something made from wood is _____.
- 3) Something made from metal is _____.
- 4) Something made from plastic is _____.
- 5) Something made from fabric is _____.
- 6) Knowing about materials helps me understand _____.



Alberta Science Curriculum Matter Unit – Grade 2

NATURAL OR HUMAN-MADE MATERIALS?

Look at each material. Drag or place it under the correct heading to show where it comes from.

		Natural	Human-Made

LIFE PRESERVERS HELP IN WATER

What happens on the left. Draw a line to match it with what we see on the right.

What Happens		What Do We See?
A life jacket is worn in water	1	A The person can grab it
A life ring is thrown to someone	2	B It floats on the water
A life preserver has air inside	3	C It helps keep people safe
A person holds a life ring	4	D A person stays above water
A life preserver is used near water	5	E They are easier to pull back

WATERPROOF


Read the paragraph about how waterproof materials help. Write the correct word from the word bank to fill in the blanks.

Waterproof materials help keep _____ out. They are used to help us stay _____ on wet days. Some waterproof materials are _____ like in rain boots, and _____ like rain coats. These materials do not let water _____ through them.

Word Bank: pass, dry, water, plastic, rubber



Alberta Science Curriculum Matter Unit – Grade 2





REFLECTIVE OR TRANSPARENT

Read each sentence. Decide which category it belongs to.

1. A window lets light pass through it.
2. Shiny foil bounces light back.
3. A clear glass cup can be seen through.
4. A smooth metal surface shines in light.
5. A puddle shows reflections after rain.
6. A mirror shows your face clearly.
7. Plastic wrap lets light go through.
8. A metal spoon reflects light.

Transparent

Reflective

CHOOSE

Read each sentence. Drag the correct answer to the box.

1. It is used to hold papers together.
A) Nail B) Paperclip C) Rope
2. It is used to close a jacket or coat.
A) Button B) Zipper C) Tape
3. It is strong and holds wood together.
A) Glue B) Button C) Nail
4. It sticks light objects like paper.
A) Tape B) Screw C) Rope
5. It is twisted into wood using a tool.
A) Nail B) Screw C) Paperclip

A

B

C

...ect box. ... worker would most likely use

Carpenter	Engineer	Designer



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Alberta Science Curriculum Earth Systems – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

THE EARTH



LEARNING GOAL

We are learning to **identify Earth's land, water, air, and living things** so we can **understand what our planet is made of and how it helps plants, animals, and people live.**

MATCHING ACTIVITY: HOW EARTH HELPS LIVING THINGS

Drag each description to the correct items

Item	Description
Land	
Water	
Air	
Plants	
Animals	

- Grow in the ground and make food
- Is the ground where homes and roads are built
- Helps living things breathe and fly
- Live on land, in water, or in the air
- Covers much of Earth and is needed for drinking

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation

Consolidation – Turn and Talk

Turn to a partner and discuss these two questions:

- Which part of Earth would be the hardest to live without: land, water, or air? Explain why.
- What happens to plants or animals if one part of Earth is missing?



Be ready to share one idea from your discussion with the class.



Alberta Science Curriculum Earth Systems – Grade 2

SORTING ACTIVITY – LIFE OR NO LIFE?

(PLACE A IN THE CORRECT COLUMN.)

Item	Has Life	No Life
1 A seed that has not sprouted yet		
2 A fish living under ice in a frozen pond		
3 A robot that can move and talk		
4 A mushroom growing on a log		
5 A cloud moving across the sky		
6 A dead leaf on the ground		
7 A rock found on Mars		
8 A baby chick still inside an egg		

Use this to complete the activity:

ROVERS EXPLORE MARS

Key: Order the steps to show how a Mars rover helps scientists learn about Mars.

Rover is sent from Earth

Rover moves on Mars

Rover takes pictures

Rover studies rocks and soil

Rover sends information

Scientists study the information








HOW TO IDENTIFY A HILL

Read what happens on the left.

Column A		Column B
A landform lower than a mountain	1	A Can be walked up by people
Has a rounded top	2	B Shorter than a mountain
Easier to climb than mountains	3	C Not very steep
Found near towns or farms	4	D Has a smooth, rounded top
Has gentle sides	5	E Found in places where people live



Alberta Science Curriculum Earth Systems – Grade 2

LANDFORMS – PLATEAUS

Read each statement about plateaus. Think carefully about what you learned. Decide if each statement is **True** or **False**.

1) A plateau has land that is flat on top.	
2) A plateau is always low land.	
3) Plateaus are pointy like mountains.	
4) A plateau can be higher than the land around it.	
5) Some plateaus are very large.	
6) Plateaus are only found near oceans.	
7) The sides of a plateau can be steep.	
8) A plateau is the same as a hill.	

True
False

Consolidation

Exit Card – Two

Read each set of three statements. Two statements are true and one is a lie.

	Indigenous peoples watch animals to learn about weather changes.
	Valleys are higher than mountains.
	Water moves downhill into valleys.
	Rivers often flow through valleys.
	Valleys can be found between hills or mountains.
	Water flows uphill out of valleys.
	Valleys are always dry places with no water.
	Valleys can have flat land at the bottom.
	Plants can grow well where water collects.

WORK

Match the correct system

Magma	Description
Lava	
Crater	
Eruption	
Volcano	

Melted rock that flows on the ground after coming out

The opening at the top where magma comes out

A mountain with an opening at the top

Hot, melted rock found deep inside the Earth

When magma bursts out of the volcano



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Alberta Science Curriculum

Energy - Light and Sound - Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



WHAT IS ENERGY?

LEARNING GOAL

We are learning to **understand** how energy is **used** so we can **explain** how energy helps things **move, make light and sound, make heat, help plants grow, and cook food.**

SORTING ACTIVITY – ENERGY OR NOT?

(PLACE A IN THE CORRECT COLUMN.)

	Item	Energy	Not Energy
1	A light shining in a room		
2	A book sitting on a desk		
3	A parked car with the engine off		
4	A TV that is turned off		
5	Music coming from a speaker		
6	Food cooking on a stove		
7	A flashlight with no batteries		
8	A child jumping		

Use this to complete the activity:

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Reflection

Complete these sentences to reflect on what you learned about how energy is used. Use what you know about things that move, make light, sound, heat, or help living things grow.

- 1) I learned that energy helps things _____.
- 2) Something that uses energy to move is _____.
- 3) Something that uses energy to make light is _____.
- 4) Something that uses energy to make sound is _____.
- 5) Something that uses energy to make heat is _____.
- 6) Knowing how energy is used helps me understand _____.

Alberta Science Curriculum

Energy - Light and Sound - Grade 2

MATCHING ACTIVITY: HOW SOUND ACTS

Drag each description to the correct system

Action	Description
Travels	
Reflects	
Absorbs	
Transfers	
Echo	

- Passes from one object to another, like string or water
- Becomes quieter when touching soft objects
- Moves in one direction from its starting place
- Comes back to your ears after bouncing in a large space
- Bounces off hard surfaces like walls or windows









SOUNDS - FILL IN THE BLANKS

Read the paragraph about how sounds can change. Drag the correct word from the word bank to complete the paragraph.

A sound is made when something . Sounds can be or quiet. Some sounds are , like a bird chirping, and some sounds are low. Sounds can also last a short time or a time. When we use our voice, we can change how a sound .

long
loud
vibrates
changes
high

Look at each picture. Drag Natural Light or Artificial Light to show the answer.



Alberta Science Curriculum

Energy - Light and Sound - Grade 2

HOW LIGHT AFFECTS WHAT WE SEE

Read what happens on the left. Draw a line to match it with what we see on the right.

What Do Humans Do to Help Plants?		How Does This Help Plants?	
Light reflects off an object	1	A	Everything looks black
There is no light in a room	2	B	Objects look clear and bright
A bright light shines on an object	3	C	We understand what we see
Only a small amount of light is present	4	D	Colours can be seen
Light reaches our eyes and brain	5	E	Colours look dull or dark

LIGHT

Read each statement about light and shadows. Write if it is **True** or **False**.

1) A shadow can form without any light.	
2) A shadow is bright like a light source.	
3) The Sun can make shadows.	
4) Blocking light can create a shadow.	
5) A shadow can change size.	
6) Light bends around objects to make shadows.	
7) Lamps and flashlights can make shadows.	
8) Shadows glow in the dark.	

True
False

Term	Description	
White light		Clear glass that bends light and separates colours
Dispersion		Light that looks colourless but holds many colours inside
Rainbow		All the colours seen when light is split
Prism		A curved band of colours seen after rain and sunlight
Spectrum		When light spreads out into different colours