

**Augusta Canal National Heritage Area
Second Grade Science Lesson Plans**

Standards:

GA:

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

S2L1. Students will investigate the life cycles of different living organisms. a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms.

SC:

2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.

2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.

2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.

2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.

Essential Question(s):

1. What is a life cycle and how is it alike or similar for plants and animals?
2. Are all animals the same? If not, how are they grouped together?
3. What kinds of environments are better for certain kinds of plants and animals?

Objectives:

Students will be able to explain the life cycle of plants and animals.

SWBAT develop an understanding of animal classification based on environments and physical traits.

SWBAT determine the differences between what plants need and what animals need.

Plan for Field Trip:

1. Students will explore the plants and animals living in the Augusta Canal woodland and aquatic habitats as they ride on a Petersburg Boat.
2. Students will explore plants and animals through discovery centers in the Cotton Room classroom,. These activities will include labeling plant parts, observing plant cells through microscopes, observing animal skulls and animal life cycles.
3. Students will participate in an interactive power point presentation on habitat including the basic needs of plants and animals.
4. Students will match animals to their different tracks and hunt for animal pictures as they place appropriate stickers in a habitat picture.
5. Students will answer questions throughout the learning experience to facilitate understanding and reinforce knowledge & standards.
6. Students will participate in pre-visit and post visit activities in the school classroom to reinforce concepts.(activities provided)

Timeline: 9:45 am-1:30 pm

Boat ride: 45 minutes

Discovery Learning Stations (Cotton Room): 10 minutes

Habitat PowerPoint -10 minutes

Animal Track Activity -10 minutes

Canal Critters Hunt: -10 minutes

Materials:

Copy of vocabulary for pre-visit preparation

Copies of "Animal Name" matching and "5 Senses" matching work sheets as pre-visit activities. Augusta Canal Animal Tracks and Canal Critters Scavenger Hunt with pictures of animals to hide during visit. Leaf Measuring Lab and Venn diagram for post visit activities.

- Rulers, jiffy scopes, plant and animal displays, computer and power point presentation.-

Assessment:

Students will show what they learned by taking 5-10 minutes at the end of the field trip.

Will complete post visit venn diagram and leaf measuring exercises back in their classrooms.

Ongoing assessment will take place throughout the course of the field trip with questions, activities, and worksheet results.

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