

2nd Grade – Life Science: Habitats

- Week 1
 - **Read literacy Article 2A: Our Trip Through the Desert** ([link](#)): Answer the questions to learn about different organisms living in a desert.
 - **Leaf Art** - Collect different types of leaves from your neighborhood. Place their leaves under a clean sheet of white paper and rub a crayon over the leaf beneath the paper. Watch the shape of the leaf appear.
 - **Literacy and Science 1B: Habitat Climates** ([link](#)): Answer the questions to learn that different habitats have different climates. Complete the 9-question quiz.
- Week 2
 - **Read literacy Article 3B: The Oak Tree Speaks Its Mind** ([link](#)): Answer the questions to help support the understanding seed dispersal.
 - **Literacy and Science 3A: Pollination and Seed Dispersal** ([link](#)): Answer the questions to learn that different habitats have different climates. Complete the 9-question quiz.
 - What is pollination? What is seed dispersal?
 - How do animals help with pollination? What kinds of animals do this?
 - How do animals help with seed dispersal? What kinds of animals do this?
 - How can the wind play a role growing new plants?
 - Think about the seed pods that burst. Where could this happen?
 - How do plants rely on animals? How do animals rely on plants?
 - **Sorting and Graphing Insects**
 - Pick 6 insects to study. Draw the different types of insects you have chosen. Sort your insect into at least two categories of your own choosing (wings, number of legs, color, size, etc).
 - Create a two-dimensional picture graph by arranging columns to show how many insects are in each category.
 - **Morphing Words**
 - Write the word “metamorphosis.” Say the word out loud and count the syllables (5). Rewrite the word as three separate sections: *meta*, *morpho*, and *sis*.
 - These root words come from Greek words. *Meta* means “change,” *morpho* means “form,” and *sis* means “act.” Use this information to define the word “metamorphosis” (the act of changing shape or form).
 - Write the word in their science notebooks and draw a picture of what the word means to them.



- Week 3
 - **Take Home Science Sheet (link): Habitat Exploration**
 - **Read literacy Article 4A: More Bees Please (link):** Answer the questions to help support understanding that an animal’s habitat must include the resources it needs to live.
 - **Earth, Air, and Water Animals and People—The Art of Giuseppe Arcimboldo -** Giuseppe Arcimboldo, an Italian 16th-century Renaissance painter, was known for painting human faces made up of fruits, vegetables, or animals. These “riddle paintings” were very popular at the time. Using a computer, explore the artist’s following paintings and answer the questions below (note that the human profiles are created by compiling many different animals):
 - Air
 - Earth
 - The Water
 - Why do you think the painting has this title?
 - Name as many animals as you can find that are hidden in the painting. (Create a list for each painting, labeling them “Air Animals,” “Earth Animals,” and “Water Animals.”)
 - Can you see the outline of the person in the painting?
 - Under which category in the list would you put people? Why?
- Week 4
 - **Literacy and Science 5A: Humans and Habitats (link):** Read the brochure to help further examine the negative effects of humans on a habitat and think about the implications for other living things when humans move into an area.
 - Pick a pollution and develop a solution to decrease human impact. Share the solution with your class upon return.
 - **Recycled Art**
 - Create an art project using only “used” materials. You may even decide to collect materials for the project in your recycling bin at your house. Explain in a short report about how these items were thrown away but you will be giving them new life.
- Week 5
 - **Learn more about butterflies –** Click <https://www.carolina.com/pdf/manuals/ebook-butterfly-activities.pdf> for a variety of activities to learn more about butterflies over the next

