



GRADE 2

## Plant and Animal Relationships

### Unit storyline

In their roles as plant scientists, students figure out why there are no new chalta trees growing in the Bengal Tiger Reserve, which is part of a broadleaf forest. Students investigate what the chalta tree needs to survive, and then collect and analyze quantitative and qualitative data to solve the mystery of the chalta trees.

### Featured activity:

#### Propeller and Fluffy Seed Investigations (Lesson 4.2)

In Lesson 4.3 of *Plant and Animal Relationships*, students use models of seeds with and without propellers, and of seeds with and without fluffy parts, to investigate how seeds that are not used by animals for food are dispersed in their habitat. Students record and compare data collected in two investigations to learn that both propellers and fluffy parts help seeds get dispersed by wind to new places away from the plant that made the seeds.





GRADE 2

# Properties of Materials

## Unit storyline

As glue engineers, students are challenged to create a glue for use at their school that meets a set of design goals. Students present an evidence-based argument stating why their glue mixture would solve their school's need for a better glue. Throughout the unit, students conduct a series of tests to gather evidence about which ingredients can be used to make a glue that is sticky and strong.



## Featured activity:

### Making Our Second Glue and Setting Up Tests (Lesson 3.5)

In Lesson 3.5 of *Properties of Materials*, students apply the evidence that they have collected about the properties of glue ingredients to create a recipe for a glue that meets a series of design goals. Students use available ingredients to create their unique glue and then set up a fair test with partners that will allow them to compare the properties of their glues.



GRADE 2

# Changing Landforms

## Unit storyline

The director of the Oceanside Recreation Center got a scare when a nearby cliff collapsed, and he is worried that erosion on the recreation center's ocean cliff might have safety implications for the center's visitors. By taking on the roles of geologists investigating landforms and erosion, students are able to advise the director on the prudence of keeping the center open, even though its cliff is also changing.



## Featured activity:

### Investigating Fast Erosion with Chalk and Sand Models (Lesson 4.2)

In Lesson 4.2 of *Changing Landforms*, students use two models made of different materials to investigate how water can cause some landforms to erode quickly and others more slowly, observing what happens to chalk when it is sprayed with water and what happens to sand when it is sprayed with water.