



Second Grade Science!

Created by: Tracy Baker-White, Jennifer Swoap, Tracey-Ann Spencer,
Kathy Morris and Matt Staiger.

Tips for Using the Science Lessons in this Binder

PLEASE READ!

- Develop a good working relationship with your classroom teacher. Communication is vital. Plan when you will meet to discuss the lessons and how you will let each other know about schedule conflicts.
- Read the lessons well ahead of time so that you are prepared when you get to the classroom. Some lessons require additional materials (such as dry ice or living organisms) so you will need to make arrangements in advance.
- The times given for each lesson are estimates. Some classes may go slower and some may go faster. As you get to know your class, pace the lessons accordingly. This may involve cutting some activities or making certain activities shorter or longer. Alternatively, some lessons may span 2-3 days instead of only 1 day.
- Written student work is often optional (especially in the lower grades). If students are keeping a science notebook, many of their predictions, observations, questions, and conclusions can be recorded there. For the lower grades (K, 1st, and 2nd) the worksheets provided are meant to teach them what sort of information is relevant. Some students may finish them and some may not. It is more important to focus on the concepts of the lesson.
- Asking good questions and getting the students to ask good questions is one of the most important parts of science education. Ask your students meaningful questions about the science activities they are doing. Encourage curiosity by giving your students the opportunity to ask their own questions. If you don't know the answer, work together to find more information.
- The lessons are meant as guides. They can be followed to the letter but your teaching experience will probably be more successful if you add your own ideas to the lessons. Within the conceptual framework provided, make changes as you see fit.