

Grade 2 Curriculum Link Ideas

Subject	Unit	Season	Activity	Description
Science	Small and Crawling	Spring, summer, fall	Habitat maps	Have the students draw a map of the naturalization area and plot possible habitats on their map.
		Spring, summer, fall	Insect Hunt	Students look for insects, to sketch and write about.
		Spring, summer, fall	Bug Real-Estate	Students will imagine that they are an invertebrate looking for a new home. Students must first identify what features they will need from their home depending on what type of insect or spider they are. In the schoolyard, they will visit three potential homes and conduct an evaluation concerning dimensions, temperature and suitability. Once they have visited three sites, they must choose their home.
		Spring, summer, fall	School Yard Organism Identifier	Students study and examine various organisms found in the naturalization area.
	Hot and Cold	All	Temperature hunt	Students take temperature, and look for the warmest and coolest spots in the naturalization area.
Math	Measurement	All	Measurement hunt	Students learn mm, cm and meters looking for different objects of different lengths.
Language Arts	Poetry	All	Shape poems	Have the students spend some time at a predetermined 'magic spot' (tree or shrub each student has chosen to be their area of study for the whole year). Students should come up with a list of descriptive words to describe their magic spots. When finished they should put into a poem and write it out in the silhouette shape of their tree or shrub.
Art		All	Craft Ideas	See craft ideas PDF.

Name: _____

The Great House Search

What type of invertebrate are you? _____

List 3 features you are looking for in your new home:

1. _____

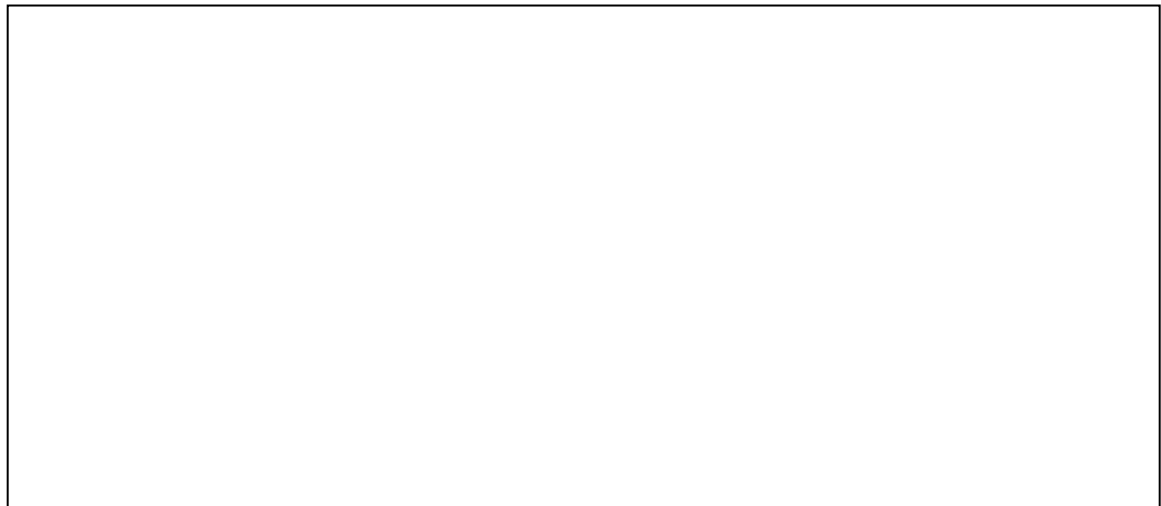
2. _____

3. _____

SITE #1

Description: _____

Draw the home in the box below. Include measurements in your sketch.



Temperature in the shade: _____

Temperature in the sun: _____

SITE #2

Description: _____

Draw the home in the box below. Include measurements in your sketch.



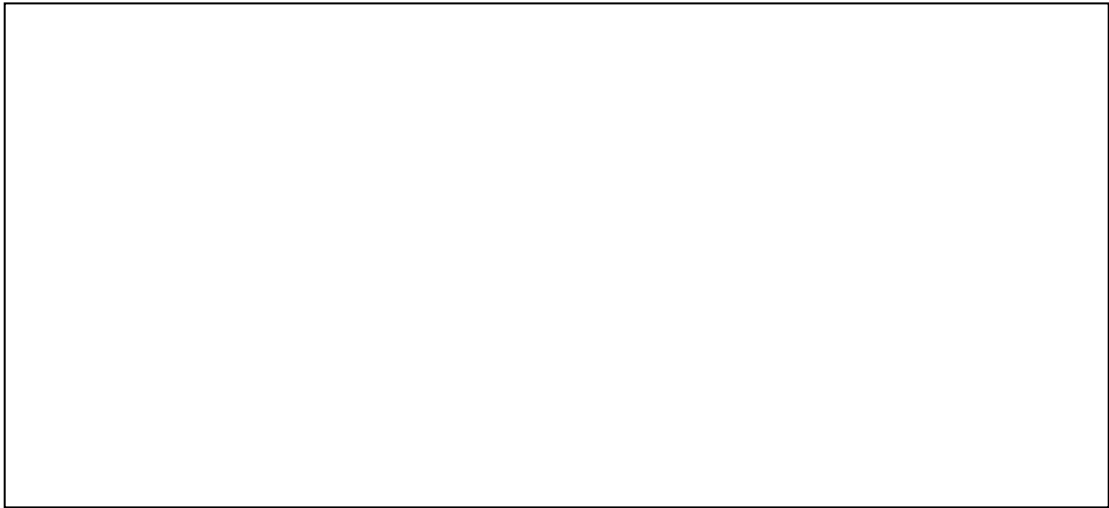
Temperature in the shade: _____

Temperature in the sun: _____

SITE #3

Description: _____

Draw the home in the box below. Include measurements in your sketch.



Temperature in the shade: _____

Temperature in the sun: _____

Schoolyard Organism Identifier

Name _____ Date _____

- Follow our classroom guidelines for outdoor behaviour and working with living things.
- Please find the organisms required to create a schoolyard food web. Observe, research and describe where requested.

Schoolyard Organism Identifier	Schoolyard Organism Identifier
The organism is a member of the population called: _____	The organism is a member of the population called: _____
It is a _____ (producer, consumer, decomposer)	It is a _____ (producer, consumer, decomposer)
They make their home in _____ _____	They make their home in _____ _____
I found this organism _____	I found this organism _____
They eat _____ _____	They eat _____ _____
They are eaten by _____ and _____	They are eaten by _____ and _____
They protect themselves by _____ _____	They protect themselves by _____ _____
They look very similar to each other except _____ _____	They look very similar to each other except _____ _____
Other notable features of this population:	Other notable features of this population:
This is a picture of one member of the population:	This is a picture of one member of the population:
_____	_____
_____	_____
_____	_____
Schoolyard Organism Identifier	Schoolyard Organism Identifier
The organism is a member of the population	The organism is a member of the population

called: _____

It is a _____
(producer, consumer, decomposer)

They make their home in _____

I found this organism _____

They eat _____

They are eaten by _____
and _____

They protect themselves by _____

They look very similar to each other except

Other notable features of this population:

This is a picture of one member of the
population:

called: _____

It is a _____
(producer, consumer, decomposer)

They make their home in _____

I found this organism _____

They eat _____

They are eaten by _____
and _____

They protect themselves by _____

They look very similar to each other except

Other notable features of this population:

This is a picture of one member of the
population:

Measurement Activity

Name: _____

Date _____

Find, measure and draw the following:

1. Something that is **5 cm** long.

2. Something that is **50 mm** long.

3. Something that is **20 cm** long.

4. Something that is **20 mm** long.

5. Something that is **5 mm** long.

6. Something that is more than **2 m** tall. (Will this sketch fit on your page?)

7. Something that is between **1 m** and **2 m** tall. (Will this sketch fit on your page?)

8. Measure a plant in the garden and write the measurements on your drawing.