



# OFFICE OF K-12 SCIENCE & PLANETARIUM

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## SCIENCE PARENT NEWSLETTER

SECOND GRADE

UNIT 2

LIFE SCIENCE

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### IN SCHOOL...

Students will be charged with making observations of plants and animals to compare the diversity of life in different habitats. Students will be asked to develop models that represent the shapes and kinds of land and bodies of water in a given area although the types of areas and habitats are not specific and can't be decided by the teacher.

STUDENTS WILL KNOW...	STUDENTS WILL BE ABLE TO...
<ul style="list-style-type: none"><li>• There are many different kinds of living things in any area, and they exist in different places on land and in water.</li><li>• What plants need to grow and how plants depend on animals for seed dispersal and pollination.</li><li>• Compare the diversity of life in different habitats.</li></ul>	<ul style="list-style-type: none"><li>• Make observations (firsthand or from media) to collect data which can be used to make comparisons.</li><li>• Develop a model to represent patterns in the natural world.</li><li>• Make observations from several sources to construct an evidence-based account for natural phenomena.</li></ul>






### AT HOME...

ASK YOUR STUDENTS...	ENGAGE YOUR STUDENTS...
<ul style="list-style-type: none"><li>• Why do living things exist?</li><li>• Why do plants and animals live where they live?</li><li>• How are things connected?</li><li>• What patterns of change can I observe?</li><li>• Where do things come from?</li></ul>	<ul style="list-style-type: none"><li>• Plants depend on water and light to grow.</li><li>• Plants depend on animals for pollination or to move their seeds around.</li><li>• There are many different kinds of living things in any area, and they exist in different places in different places on land or in water.</li><li>• Plants and animals live where their needs can be met.</li></ul>



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## IN THE COMMUNITY...

- Visit a local forest preserve and complete a seed dispersal scavenger hunt.  
Can you find a seed that: can fly in the air, is in a seed pod, is smaller than a pinhead, is in a cluster, is food for wildlife, is white, is red, is brown/black, is blue, has wings, is in a berry, is fluffy, is germinating, is in a cone? How do these features help each seed get dispersed?  
Cook County Forest Preserve <http://fpdcc.com/>  
Kane County Forest Preserve <http://www.kaneforest.com/>  
Dupage County Forest Preserve <http://www.dupageforest.org/>
- Convert a little section of your yard into a pollinator pocket. The Master Gardener's at the U of I Extension Office can help. <http://web.extension.illinois.edu/cfiv/pollinators/>

## U46 STEM Expo....

- Collect and label the seeds you find during your scavenger hunt and display them at the Expo.
- Document the pollinator pocket you created in your yard and share your creation at the Expo. Remember to take photos.
- Develop a model that mimics the function of an animal dispersing a seed or pollinating a plant.
- Conduct a plant growth experiment.