

SHARING THE PLANET

GRADE 2 NEWSLETTER 2021-2022

CONTENT



Different kinds of habitats

Living things survive in
different habitat

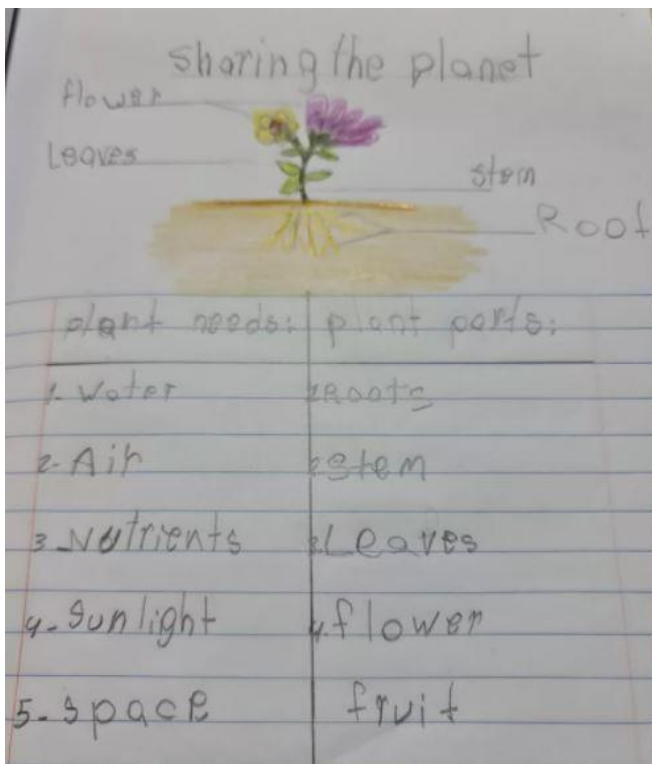
Our responsibility towards
keeping habitats safe and
healthy



Central Idea

Human make alternative choices that
conserve the environment.

All about Living Things



Dear grades,

In this newsletter we will take an inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

"We do not learn from experience. We learn from reflecting on experience."

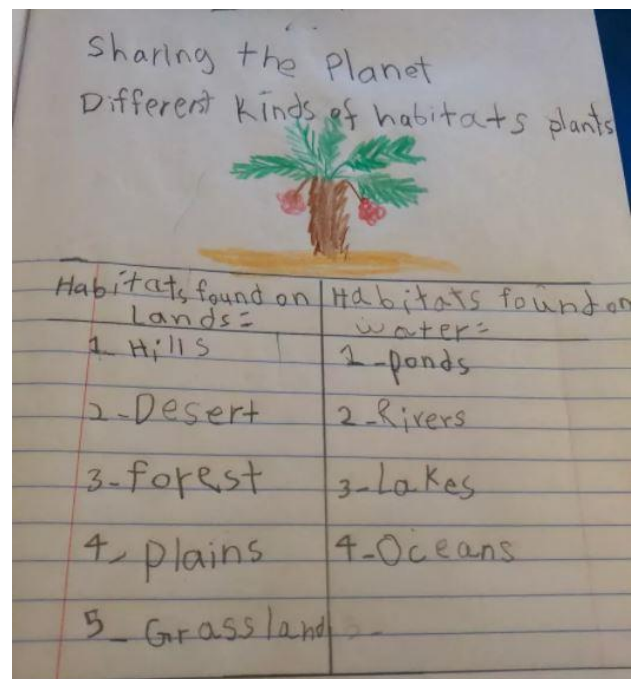
-- John Dewey

Plants parts and their jobs

During this unit, students ask questions and devise ways to find answers as they discover why plant parts are important. They also observe plant growth to learn about a plant's life cycle. Writing is integrated throughout this unit. In addition to working with scientific process skills, students engage in writing activities that encourage descriptive and clear thinking as well as creativity.

The students may have some experience with planting gardens or tending to plants in their homes or neighborhoods, or they may have developed an interest in plants by exploring plants in their environments.

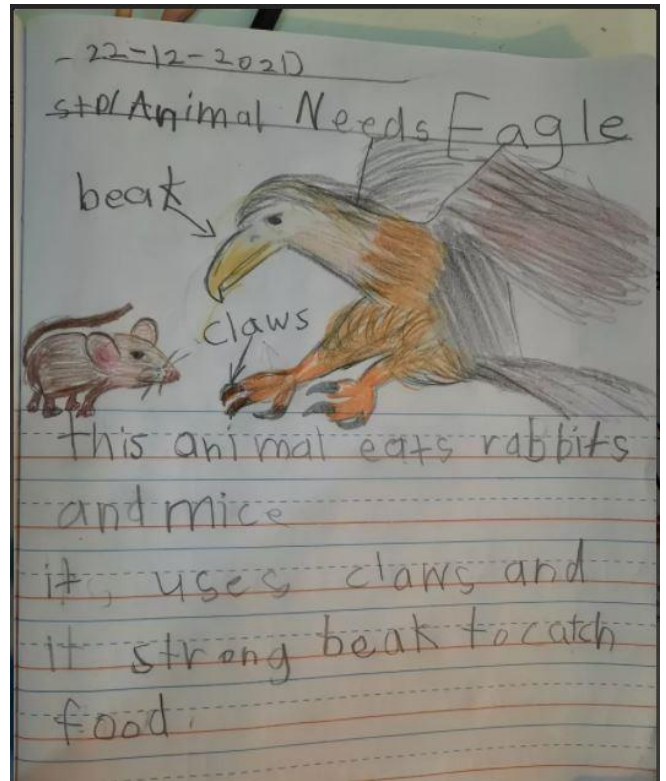
Students demonstrate understanding that every living organism on earth needs some basic things to survive. The amount, way, form, or kind of these needs vary from one organism to another. They had experiences to build their excitement and curiosity in this theme.



Parts That Help Animals...

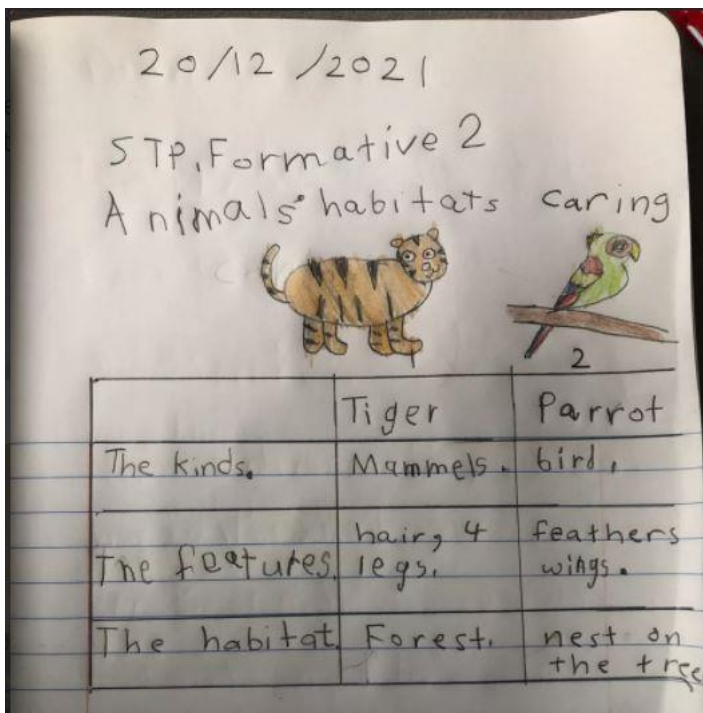
Animals have developed physical adaptations in order to have the best chance of survival in their native habitats. These adaptations lead to the body parts of some animals becoming specialized over time, giving them physical features that help them thrive but aren't found in all other animals in that environment.

Some animals have special body parts that help them meet their need for food, water, and the right body temperature. Many animals have special mouth or head parts that help them get food. For example, this woodpecker uses its long beak to get under a tree's bark. Then it can eat the bugs that live there.



Knowing our animals!

In this domain introduces students to the science of classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. The ability to classify information is an essential skill for organizing, analyzing, and understanding data. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects. The content students learn in this grade will serve as the basis for more in-depth study in the later grades of how living things are classified, the life cycles and reproduction of animals, oceans and marine life, and evolution.

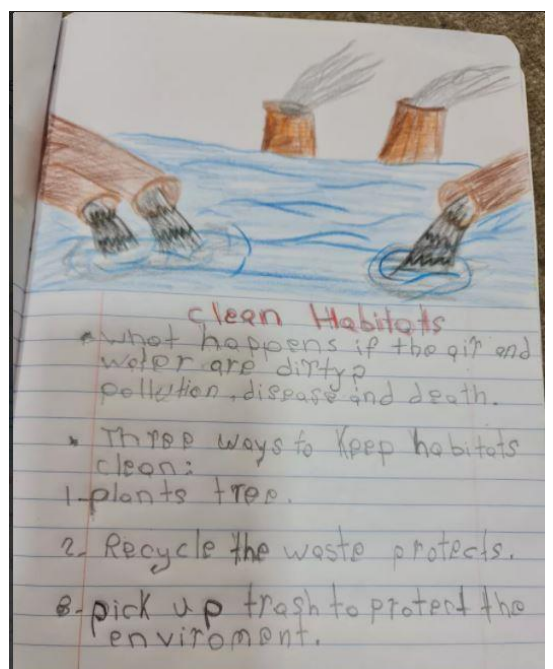
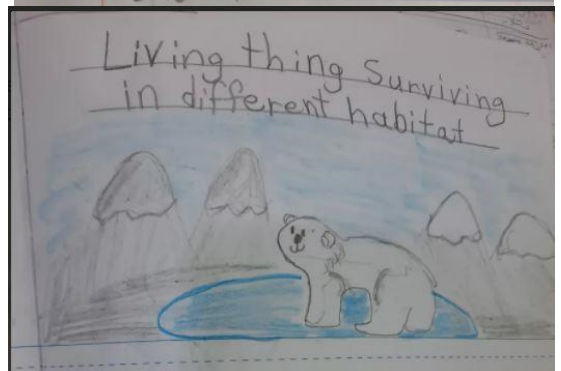
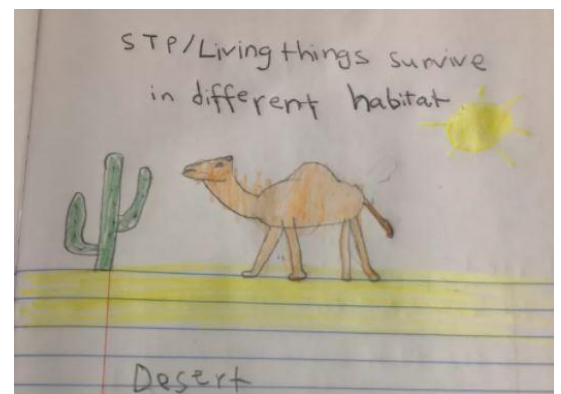
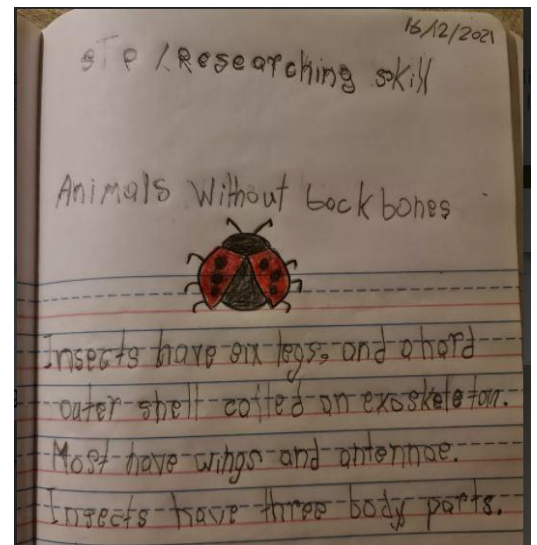
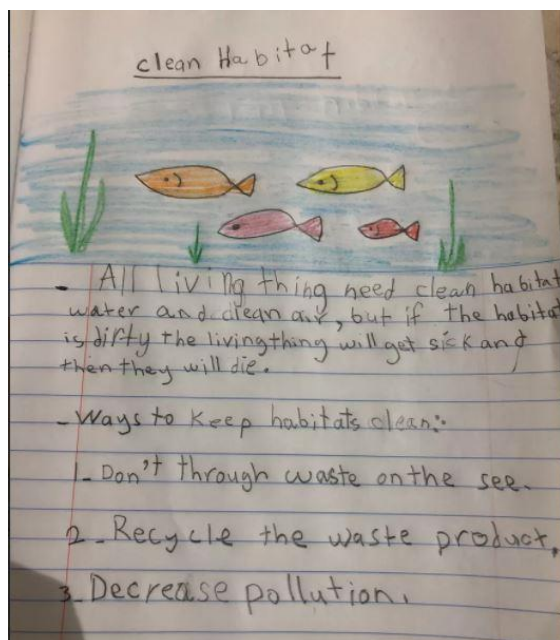


The Habitats module focuses on the needs of living things. As students consider different habitats, from farm to tundra and grasslands, they begin to understand the importance of both living and nonliving things in a habitat. Students learn about many different habitats and how animals and plants have adapted in order to thrive where they live. Students have ample opportunities to learn and explore these new concepts through interactive and hands-on activities. One interactive activity allows students to choose and populate a habitat with both living and nonliving things while another challenges them to find camouflaged animals in their habitats.

Habitats

Students explore different habitats (forest, desert, water, and rainforest) and investigate how different plants and animals survive in each habitat. Rather than just learning facts about the habitats, students examine the connection between parts of each habitat and how those connections are crucial for survival.

Students are challenged to use the information they learn about different habitats to compare how different plants and animals depend on their surroundings and other living things to meet their needs. Students will also be challenged to compare the differences in the kinds of living things that are found in different areas and why those differences exist.



In this inquiry provides opportunities for students to develop their sorting and classifying and comparing and contrasting skills as they explore the life cycles of familiar animals. Science has a classification system for organizing all of the animals on Earth, including humans. These classifications focus on similarities and differences such as an animal's physical appearance. Another area considered is whether the animal's babies are born alive (like human babies), or from eggs (like fish). As students explore different types of life cycles and compare and contrast the stages within them, they will develop an understanding of and appreciation for the diversity of life on Earth.



Summative task



Rand International School thanks Parents support in encouraging their Children during The online learning process...

