

2nd Grade: Conservation Connections

Students create and manage their own mini-watershed and witness what happens when a farmer, a bear, a school, and evaporation all use the water. Growing demand on water resources creates a dilemma of decreasing water supply.

Science

Str/std/bch	Performance Standard
II.I.I.	2.1 Describe the changes that occur when substances are heated or cooled and change from one state of matter to another (i.e., solid, liquid, and gas).

Math

Str/std/bch	Performance Standard
2.A.4.1.	Describe quantitative change e.g., a student growing two inches in one year, water heating up to boil. <i>Water being depleted 2 mL per dropper.</i>

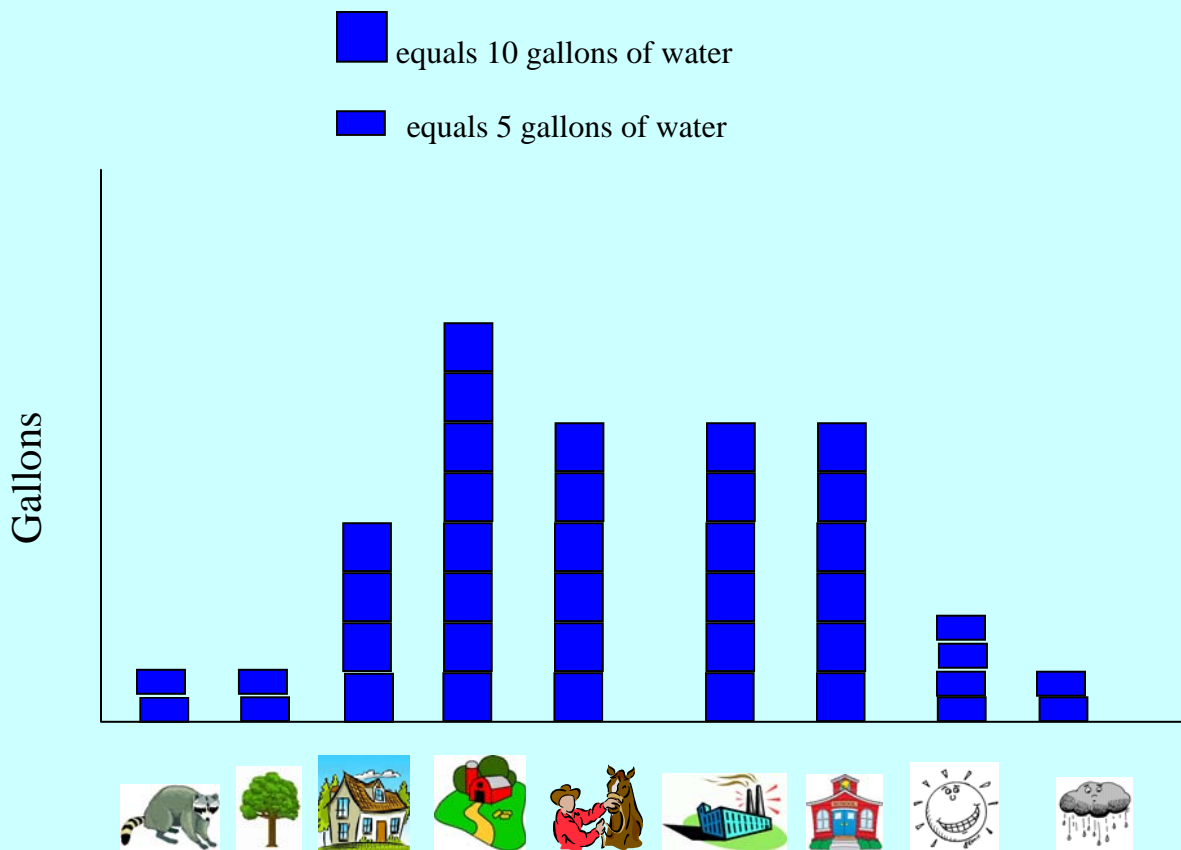
Social Studies

Str/std/bch	Performance Standard
Geog.II.II-B.	2.1 Describe how climate, natural resources, and natural hazards affect activities and settlement patterns. 2.2 Explain how people depend on the environment and its resources to satisfy their basic needs.
Geog.II.II-C.	2.1 Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.
Geog. II. II-D.	2.2 Identify characteristics of physical systems (e.g., water cycle).
Geog.II. II-F	2.1 Describe ways that people and groups can conserve and replenish natural resources.
Civics.III.III-C.	2.1 Describe the concept of “public good” and identify local examples of systems that support the “public good.”

Language Arts

Str/std/bch	Performance Standard
Rd/lstn.I.I-A.	2.2. Increase vocabulary through reading, listening, and interacting.

Extension – Ask each student to come up, one at a time, and take a sticky note for each pump they took out of the aquifer. Ask them to put the sticky note above their picture on the graph. When all the students have put their sticky notes up, tell them to imagine that each note is worth 10 gallons. Each half sticky note is a dropper, worth 5 gallons. Count how many gallons are in each bar of the bar graph. Your graph should look something like the one below. Ask students to refer to the graph when answering extension questions. (Groups can do this activity using pattern block squares/rectangles)



Math

Str/std/bch	Performance Standard
2.N.3.5	Skip-count by 2, 5, and 10 to develop multiplicative reasoning and notational representations (e.g., 5, 10, 15, 20; $4 \times 5 = 20$; four groups of 5 equals 20).
2.D.1.2	Represent data by using concrete objects, pictures, tables, numbers, tallies, and graphs (e.g., pictographs).