

Unit 4: The Power of Pollinators
Week 1: What is important about seeds?

Dear Families,

This week in second grade we begin our new unit about pollinators! We start by learning about seeds and why they are important. Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

<p>Go outside <input type="checkbox"/></p> <p>Collect some seeds from your neighborhood. Pinecones, acorns, and “helicopter seeds” can all be found at this time of year. Look carefully at, talk about, and sort what you find.</p>	<p>Talk about... <input type="checkbox"/></p> <p>... the seeds you eat. Nuts, fruits, and flowers all are or have seeds that we eat. Do you like sunflower seeds? Have you looked closely at the seeds on a strawberry? Look through your cupboards or refrigerator for more ideas.</p>									
<p>Tell a story <input type="checkbox"/></p> <p>What kind of journey might a seed take? Where could it go? What might it see? What sorts of experiences might it have before it sprouts?</p>	<p>Read together!</p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Use math ideas <input type="checkbox"/></p> <p>Each strawberry has about 200 seeds! How many seeds would two strawberries have? How many seeds would four strawberries have? Five?</p>								
<p>Explore science and engineering <input type="checkbox"/></p> <p>Examine the seeds you collected. What is different about them? What is the same? Can you identify the different parts of a seed, like the coat, embryo, and endosperm? Sketch and label your seeds.</p>	<p>Play with words <input type="checkbox"/></p> <p>Write a definition for each of this week’s words.</p> <table style="width: 100%; border: none;"> <tr> <td>become</td> <td>mineral</td> <td>scatter</td> </tr> <tr> <td>contain</td> <td>ripen</td> <td>scorch</td> </tr> <tr> <td>land (verb)</td> <td></td> <td>shoot</td> </tr> </table>	become	mineral	scatter	contain	ripen	scorch	land (verb)		shoot
become	mineral	scatter								
contain	ripen	scorch								
land (verb)		shoot								

Child’s name _____ Family member’s name _____



become

verb

<https://greattransitionstories.org/patterns-of-change/the-metaphor-of-metamorphosis/>



contain

verb

<http://tehelka.com/papaya-seeds-are-magical/>,
https://en.wikipedia.org/wiki/Baby_sling



land

verb

https://commons.wikimedia.org/wiki/File:Landing_mallard.jpg



mineral

noun

<https://sciencestruck.com/rocks-minerals-facts>



ripen
verb

<https://www.seededatthetable.com/how-to-ripen-bananas/>



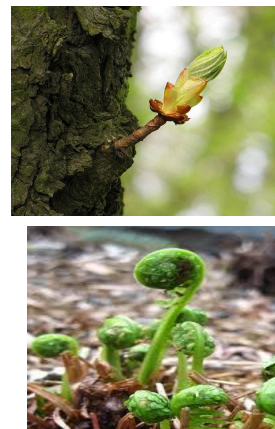
scatter
verb

<https://wonderopolis.org/wonder/why-do-people-wish-on-dandelions>



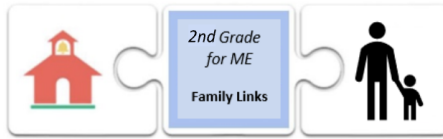
scorched
adjective

<https://www.apartmenttherapy.com/how-to-clean-burnt-pots-scorched-pans-140547>



shoot
noun

<https://backyardforager.com/matteuccia-species-delicious-fiddlehead-ferns/>, <https://www.pikist.com/free-photo-xyizf>



Unit 4: The Power of Pollinators

Week 2: What do plants need to reproduce?

Dear Families,

This week in second grade we are learning about how seeds reproduce. Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

<p>Go outside <input type="checkbox"/></p> <p>What evidence can you find of plants reproducing? Can you find a sprout? A seed carried by the wind to a new location? A budding flower? Look carefully in open spaces and at trees, bushes, and other plants. Sketch what you notice.</p>	<p>Talk about... <input type="checkbox"/></p> <p>... pollination! What is it? Why is it important? What foods depend on pollination?</p>	
<p>Tell a story <input type="checkbox"/></p> <p>Write a list of all the plants you can think of that produce fruits. Then tell a story that includes some of these fruits!</p>	<p>Read together!</p> <p>at least 20 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Use math ideas <input type="checkbox"/></p> <p>A hummingbird flies at about 25 miles per hour. How many miles would a hummingbird fly in 2 hours?</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>Make a careful drawing of a flower. Be sure to include the pistil, stigma, style, ovary, petals, stem, and leaves. Label your drawing. Explain to someone in your family what each part does.</p>	<p>Play with words <input type="checkbox"/></p> <p>One of our words this week is <i>fertilize</i>. Draw a picture that would teach someone what this word means.</p>	

Child's name _____ Family member's name _____



attract

verb

https://www.thestar.com/news/insight/2013/02/24/cardinals_song_means_spring_is_around_the_corner.html,
<https://www.goodhousekeeping.com/home-products/g28008704/best-hummingbird-feeders/>



benefit

noun

<https://www.unitedway.org/blog/using-your-green-thumb-for-a-good-cause>



depend

verb

<https://entomology.ces.ncsu.edu/strawberry-pollinating-insects/>



fertilize

verb

<https://www.geturbanleaf.com/blogs/care/fertilize-plants>



interdependent

adjective

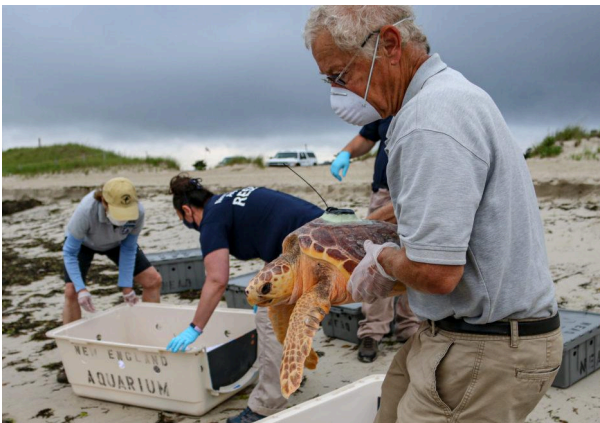
<https://sanctuaries.noaa.gov/magazine/5/day-at-the-turtle-spa/>



provide

verb

<https://www.wbur.org/news/2021/05/05/urban-farmer-kafi-dixon-a-reckoning-in-boston>



release

verb

<https://www.wbur.org/news/2020/07/01/seven-sea-turtles-released-back-into-wild-after-a-winter-of-rehab-in-quincy>



rely

verb

<https://www.jerseyshoreonline.com/ocean-county/sea-turtles-being-released-into-wild/>