

GRADE 2

GROWTH AND DEVELOPMENT

GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 1

THEME: BODY SYSTEMS

CONCEPT: THE SENSE OF SIGHT HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

- PREPARATION:
1. Collect five to eight objects familiar to students
 2. Blindfolds for half of the class
 3. Set up an obstacle course in the classroom, gym or playground
-

VOCABULARY: danger, safe, see, vocabulary as necessary for Student Activities 4 and 7

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <ol style="list-style-type: none">i) name and locate the body parts responsible for sightii) identify the functions of the eyes	<p>Students:</p> <ol style="list-style-type: none">1. Name and locate the body parts that they use to see.2. Play the "What Did You See?" game.	<p>(This is a review from Kindergarten.) Ask students to point to and name the body parts that they use to see.</p> <p>Select five to eight objects. Place on a desk top. Ask students to name each object. Students close their eyes while the teacher removes or rearranges the objects. Students try to identify the changes.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
iii) describe the importance of sight	<ol style="list-style-type: none"> 3. Tell what the eyes do. 4. Describe various objects while blindfolded and then without a blindfold. 5. Lead a blindfolded student around an obstacle course. 6. Describe why sight is important. 	<p>Emphasize that the eyes enable people to:</p> <ul style="list-style-type: none"> - see - learn about their world/enjoy their world (colour, shape, etc.) - keep safe <p>Blindfold some students. Ask them to describe various objects while blindfolded. Then ask them to do it without the blindfold.</p> <p>Select a variety of objects, e.g.,</p> <ul style="list-style-type: none"> - a picture of an animal - a colourful picture from a magazine - objects of different textures, shapes and colours <p>Students work in pairs. Blindfold one student from each pair. The other student leads his/her partner around an obstacle course. Care must be taken to ensure safety of students.</p> <p>Make an experience chart using the following and other situations. Students respond using the sentence pattern:</p> <p style="padding-left: 40px;">When I see <u>(situation)</u> my eyes <u>(use)</u>.</p>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

	7. Play "I Spy With My Little Eye."	Situation		Use
		flames		warn me of danger
		sun, flowers, animals		help me learn about my world/ enjoy my world
		Use descriptions, e.g., "I spy with my little eye something which is round and smooth."		

GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 2

THEME: BODY SYSTEMS

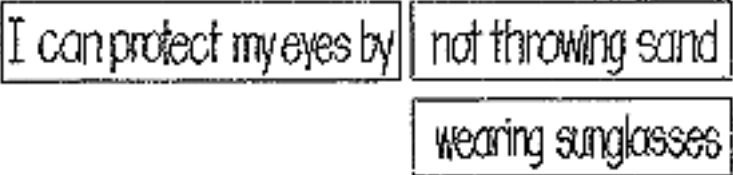
CONCEPT: THE SENSE OF SIGHT HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

- PREPARATION:
1. Prepare a class set and an overhead transparency of The Eye (Activity Sheet GD13)
 2. Colouring materials
 3. Collect props for Student Activity 6 e.g., sunglasses, dirt, etc.
 4. Pocket chart and sentence strips
 5. Materials for mobile
-

VOCABULARY: protect, blink, water, eyelashes, eyelids, pupils, tear ducts

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe how the eyes protect themselves	Students: 1. Observe how the eyes protect themselves.	Have one student stand in front of the class with his/her eyes open. Perform an action which will make him/her blink. Actions might include: <ul style="list-style-type: none">- clapping hands near the eyes- waving a piece of paper in front of the eyes Ask students what they saw happen in the person's eyes.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Describe how the eyes protect themselves.</p> <p>3. Colour the diagram of the eye.</p> <p>4. Observe what happens to the eyes when sudden changes in light occur.</p>	<p>Ask students if they have ever had something in the eye. Discuss what happens. When an object comes too close, the eyes:</p> <ul style="list-style-type: none"> - blink - water <p>Refer to Activity Sheet GD13.</p> <p>Use an overhead transparency and discuss. Points to include are:</p> <ul style="list-style-type: none"> - eyelashes and eyelids protect the eyes from dust and dirt and warn us through the sense of touch when something is too close to the eyes - eyes are set back in the head to provide some protection - tear ducts drain tears from the eyes <p>Refer to Activity Sheet GD13.</p> <p>Have students work in pairs. Darken the classroom for a few minutes, then suddenly switch on the lights. Students observe what happens to their partner's eyes (pupils).</p> <p>If students have a cat at home, they can observe the cat's eyes when sudden changes in light occur.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify ways to protect the eyes	5. Identify what they should do if something gets in the eyes. 6. Name things to do to protect the eyes.	<p>Encourage students to:</p> <ul style="list-style-type: none"> - <u>not</u> rub the eye - sit quietly with eyes closed - rinse with cool water if particle is still in eye - tell an adult they trust <p>Ask students what things they can do to protect their eyes. Use props to stimulate student responses. Props may include:</p> <ul style="list-style-type: none"> - water - sunglasses/hat - sand - helmet with face mask <p>Have students respond using the sentence pattern. Record their responses using a pocket chart as illustrated.</p> <div style="text-align: center;">  <p>The illustration shows a pocket chart with three boxes. The first box contains the text 'I can protect my eyes by'. The second box contains 'not throwing sand'. The third box contains 'wearing sunglasses'.</p> </div> <p>Discussion should include:</p> <ul style="list-style-type: none"> - washing eyes daily with clear water - <u>not</u> rubbing eyes - wearing sunglasses and/or a hat on a bright day - <u>not</u> throwing sand, dirt or other materials at people's faces

OBJECTIVES

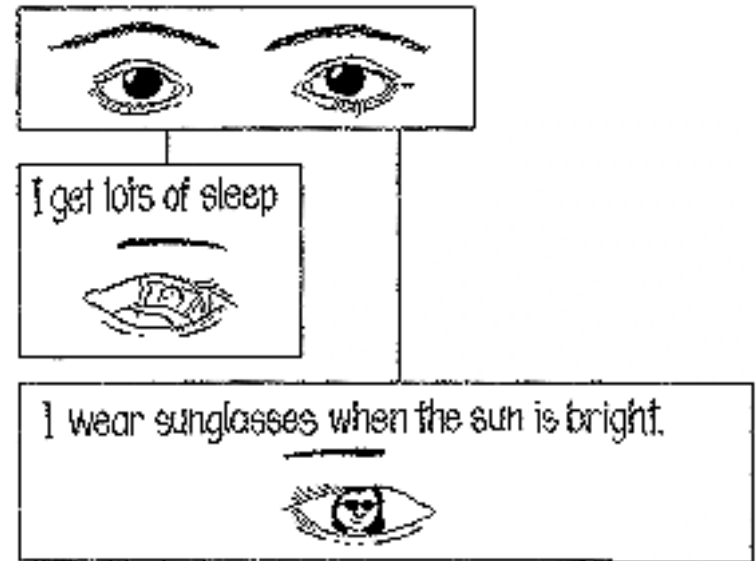
STUDENT ACTIVITIES

TEACHER NOTES

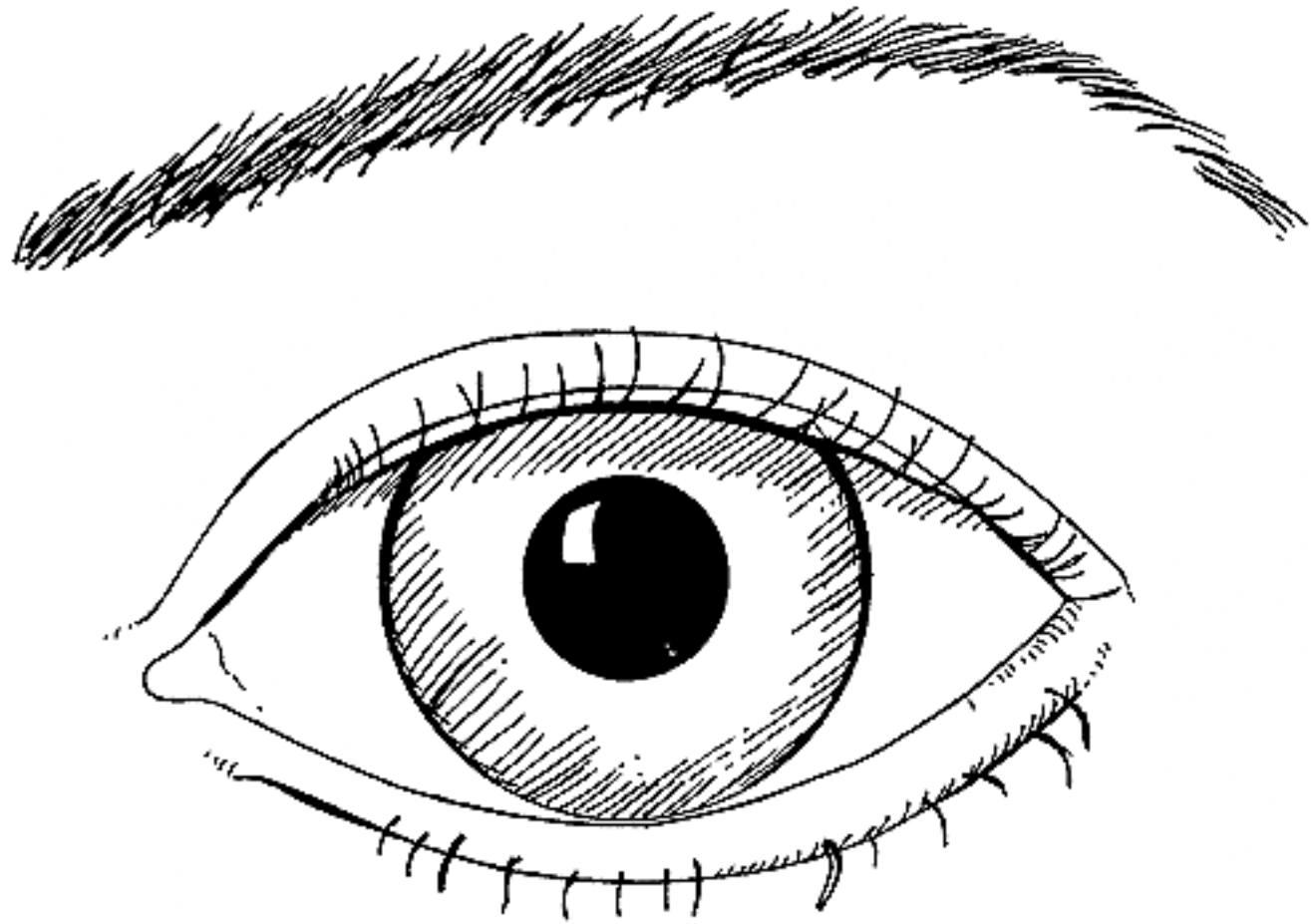
7. Make a class mobile of different ways to protect the eyes.

- wearing protective gear in sports, e.g., hockey helmet with face mask, ski goggles
- keeping sharp objects, e.g., scissors, away from eyes
- getting adequate rest and sleep
- not sitting too close to the television
- having regular eye check ups
- reporting eye problems to an adult

Have each student illustrate and write a sentence about two ways to protect the eyes. Make them into a mobile in the shape of eyes.



THE EYE



GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 3

THEME: BODY SYSTEMS

CONCEPT: THE SENSE OF HEARING HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

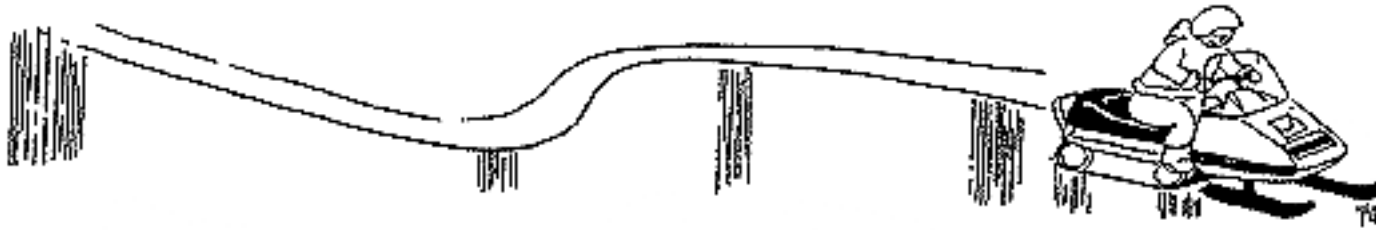
- PREPARATION:
1. Collect a number of objects which make different sounds - e.g., bell (or tape record a variety of sounds) for Student Activity 3
 2. "The Skidoos On The Ice" song (Activity Sheet GD14)
 3. Prepare a class set of "My Noisy World" worksheet (Activity Sheet GD15)
 4. Prepare tape for listening centre for Student Activity 5
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VOCABULARY: hear, danger, safe

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name and locate the body parts responsible for hearing ii) identify the functions of the ears	Students: 1. Name and locate the body parts that they use to hear. 2. Play the "What Did You Hear?" game.	This is a review from Kindergarten. Have students close their eyes and listen carefully for sounds. The sounds may be in the classroom, in the hallways, in the next classroom, etc. Examples might be: - someone coughing - someone running, etc.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) describe the importance of hearing</p>	<p>3. Describe why hearing is important.</p> <p>4. Learn "The Skidoos On The Ice" song.</p> <p>5. Complete "My Noisy World" worksheet.</p>	<p>At the end of a short period of time, ask students to identify all the sounds they heard when their eyes were closed.</p> <p>Use real objects to make different sounds, or a tape recording of different sounds.</p> <p>Have students close their eyes and put their heads down on their desks. Make/play tape of various sounds. After each sound students respond using the sentence pattern:</p> <p>When I hear <u>(name of sound)</u> my ears warn <u>me of dance/help me learn about my world/enjoy my world</u></p> <p>Discuss what it would be like if they could not hear.</p> <p>Refer to Activity Sheet GD14.</p> <p>Refer to Activity Sheet GD15.</p> <p>Prepare a tape for use in the listening centre with Activity Sheet GD15 by recording the following directions to students on the tape:</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
		<ol style="list-style-type: none">1. Listen carefully.2. Take an activity sheet.3. Colour the things in the picture that are noisy.4. Count how many things are making a noise.5. Write down how many things are noisy.6. Put a cross on each thing which is not making a noise.7. Use the sentence pattern to write about one of the illustrations.



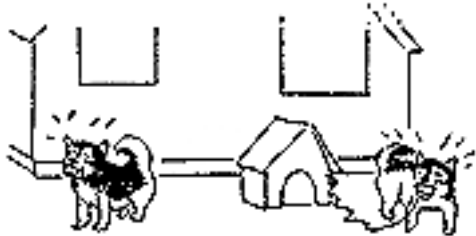
THE SKIDOOS ON THE ICE



1. The skidoos on the ice go
brm, brm, brm,
brm, brm, brm,
brm, brm, brm.
The skidoos on the ice go
brm, brm, brm,
What a lot of noise!

2. The children in the gym laugh
"ha, ha, ha,"

3. The dogs by the house bark
"woof, woof, woof,"



4. The workers in their boots go
thump, thump, thump

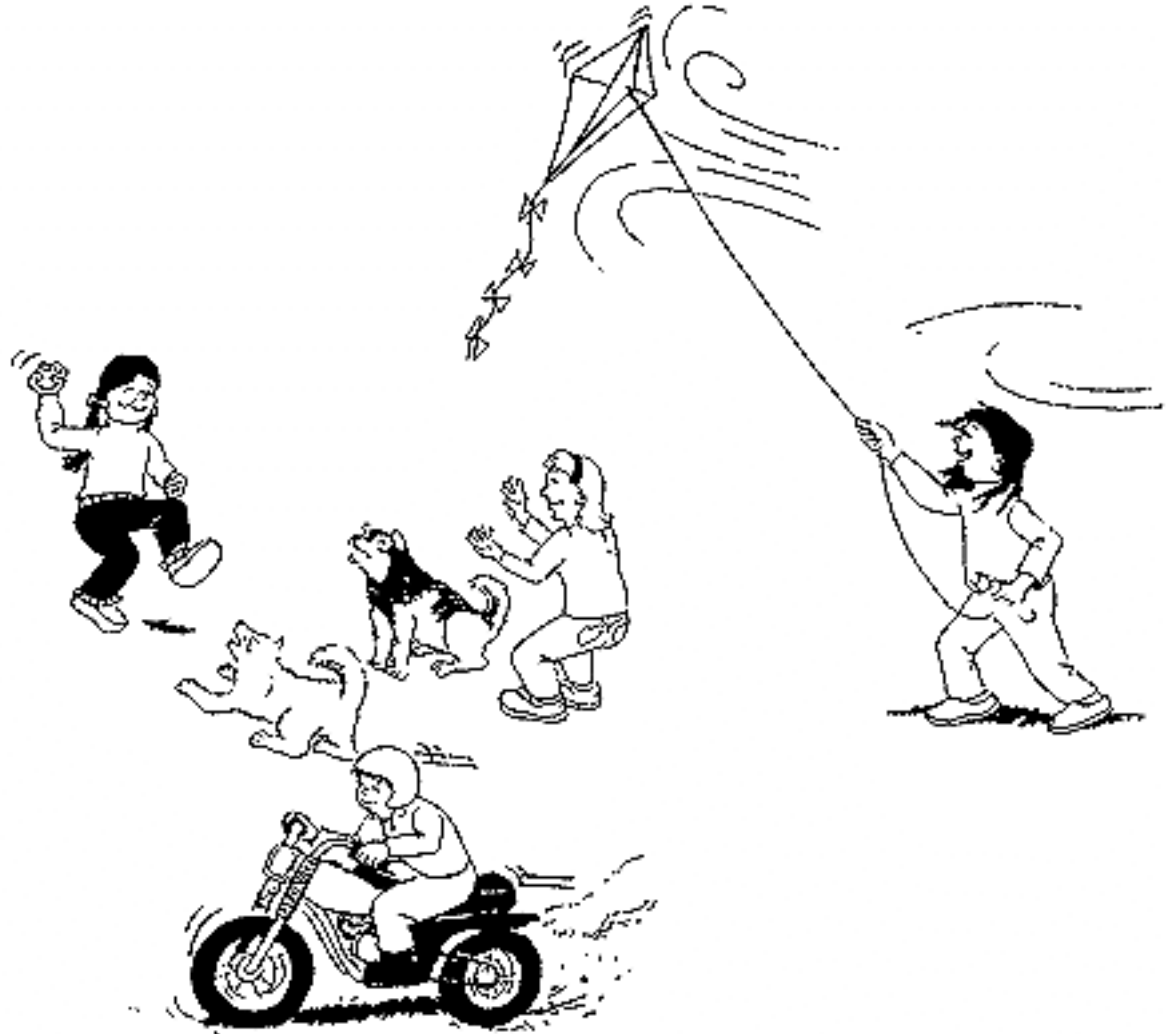
5. The ravens at the dump croak
"caw, caw, caw," .

(Tune: The Wheels On The Bus)

Adapted by: Margy Gilmour
Heather Nolsoe
Helen Balanoff
Cathy McGregor



MY NOISY WORLD



GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 4

THEME: BODY SYSTEMS

CONCEPT: THE SENSE OF HEARING HELPS PEOPLE LEARN ABOUT THE ENVIRONMENT AND IS IMPORTANT FOR HEALTH

- PREPARATION:
1. Collect props for Student Activity 2 - e.g., tissue, toque, etc.
 2. Materials for mobile
 3. Pocket chart and sentence strips
 4. If the community has a safety officer, invite him/her to talk to the class
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VOCABULARY: wax, protect, yawn, swallow

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe how the ears protect themselves	Students: 1. Observe their partner's ears and discuss how the ears protect themselves. 2. Play the "What Did You Hear?" game.	Introduce the lesson by asking students if they have ever had wax in their ears. Ask what the wax does. It helps protect the ear. Ask students to yawn. Where can they feel the yawn? Emphasize that: <ul style="list-style-type: none">- the head protects the inside of the ear- ear wax protects the inside of the ear- yawning and swallowing reduce pressure inside the ear

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify ways to protect the ears	2. Name things to do to protect the ears.	<p>Ask students what things they can do to protect their ears. Use props to stimulate student responses. Props may include:</p> <ul style="list-style-type: none"> - toque - beads - tape recorder - tissue - ear plugs <p>Have students respond using the sentence pattern. Record their responses using a pocket chart as illustrated.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> I can protect my ears by wearing a hat </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; margin-left: 150px;"> washing my ears </div> <p>Discussion should include:</p> <ul style="list-style-type: none"> - washing ears with clean cloth daily - keeping objects out of ears - opening mouth slightly when blowing nose - avoiding claps to the ears - avoiding loud and constant noises, e.g., radio, T.V., stereo, machines - covering ears properly in windy and/or cold weather - having regular hearing check-ups - reporting pain and discharge from the ears to an adult

OBJECTIVES

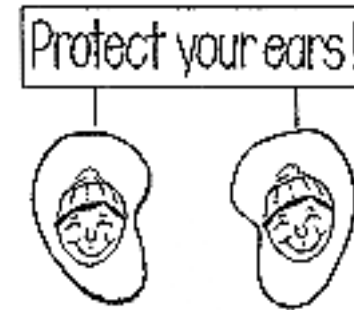
STUDENT ACTIVITIES

TEACHER NOTES

3. Make a class mobile of different ways to protect the ears.

4. Look for people protecting or not protecting their ears or eyes.

Have each student illustrate and write a sentence about two ways to protect the ears. Make them into a mobile in the shape of ears.



Go for a walk in the community. Places may include:

- airport
- N. C. P. C.
- D.P.W.
- etc.

If possible, have students discuss with the workers why and how they protect their ears and eyes.

Some communities may have a safety officer. If there is one in your community, invite him/her to talk about ways to protect ears and eyes on the job.

GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 5

THEME: LIFESTYLE

CONCEPT: PEOPLE CAN DEVELOP POSITIVE HEALTH HABITS

PREPARATION:

1. Collect hygiene products and pictures for healthy habits - e.g., soap, someone sleeping, comb, etc.
2. Pocket chart and sentence strips
3. Art materials for a class book
4. The "Healthy Me" song (Activity Sheet GD16)

VOCABULARY: clean, brushing, washing, playing outside, sleeping

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify positive health habits	Students: 1. Name ways to keep themselves healthy.	Ask students what things they can do to keep themselves healthy. Use props and pictures to stimulate student responses. Props and pictures may include: <ul style="list-style-type: none">- soap, wash cloth, towel- toothbrush, toothpaste- nailfile, nailbrush- shampoo, comb, brush- someone sleeping- food- exercise

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) practise positive health habits	2. Demonstrate positive health habits that promote health and prevent disease.	<p>Have students respond using the sentence pattern. Record their responses using a pocket chart as illustrated.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I can keep myself healthy by washing</p> <p style="margin-left: 150px;">brushing my teeth</p> </div> <p>Discussion should include:</p> <ul style="list-style-type: none"> - keeping skin clean - brushing teeth - combing hair - eating breakfast - cleaning finger nails - playing outside - having adequate rest - coughing (sneezing) in tissue - telling an adult you trust if you feel sick - using your own health products, e.g., toothbrush - keeping surroundings clean and tidy <p>Distribute the props and pictures from Student Activity 1. Students act out positive health habits and name them using the sentence pattern.</p> <p>I can keep myself healthy by <u>(exercising)</u>.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ol style="list-style-type: none">3. Illustrate one positive health habit. Make pictures into a class book of positive health habits.4. Learn the "Healthy Me" song.	<p>Have each student illustrate one positive health habit. Make these into a book. Share the books with other classes.</p> <p>Refer to Activity Sheet GD16.</p> <p>Encourage students to keep a bag with some hygiene products in it for school use.</p>

HEALTHY ME

1. I know how to stay healthy,
Stay healthy, stay healthy.
I know how to stay healthy
Healthy me!
2. I always wash my hands and face
Healthy me!
3. I always brush and floss my teeth
Healthy me!
4. I always comb and brush my hair
Healthy me!
5. I always jump and skip and run
Healthy me!
6. I always eat the four food groups
Healthy me!
7. I always sleep enough at night
Healthy me!



(Tune: London Bridge is Falling Down)
(Students can do appropriate actions.)
Adapted by: Helen Balanoff

GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 6

THEME: HEALTH CARE SYSTEM

CONCEPT: HEALTH WORKERS AND HEALTH SERVICES ARE AVAILABLE

- PREPARATION:
1. Arrange a visit to the nursing station and/or other places where there are health care workers
 2. Arrange for a health care worker to visit the class and explain his/her job
 3. Prepare a class set of the "Health Care Workers" worksheet (Activity Sheet GD17)
 4. Pocket chart and sentence strips
-

VOCABULARY: nurse, doctor, dentist, dental therapist

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify the primary health care providers in the community	Students: 1. Visit the nursing station or other places where there are health care workers.	This lesson relates to Social Studies, Grade 2, Topic A: People In My Community. If you have already taught this concept <u>and</u> its related objectives in Social Studies, it is sufficient to review the material in this lesson with students. If you have not taught this specific objective before, you should teach the whole lesson. Examples of health care providers are: - nurse - doctor - dentist - dental therapist

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify the roles of the health care providers</p>	<p>2. Identify what the health care workers do.</p>	<p>Discuss health care workers who live in other communities and visit your community.</p> <p>Prior to going on the visit, establish:</p> <ul style="list-style-type: none"> - where the class is going - why - what students should look for - some questions to ask <p>Activities related to the visit can include:</p> <ul style="list-style-type: none"> - taking photographs of the health care worker - marking the various locations of the health care workers on a community map - marking the locations of health care workers who come from another community (e.g., from the regional centre) on a map of the N.W.T. - making a calendar of how often these health care workers visit the community <p>Refer to Activity Sheet GD17.</p> <p>Students can make the health care worker outlines into stick puppets which they hold up during the discussion.</p> <p>Ask students what each of the health care workers does. Have students respond using the sentence pattern. Record their responses using a pocket chart as illustrated.</p>

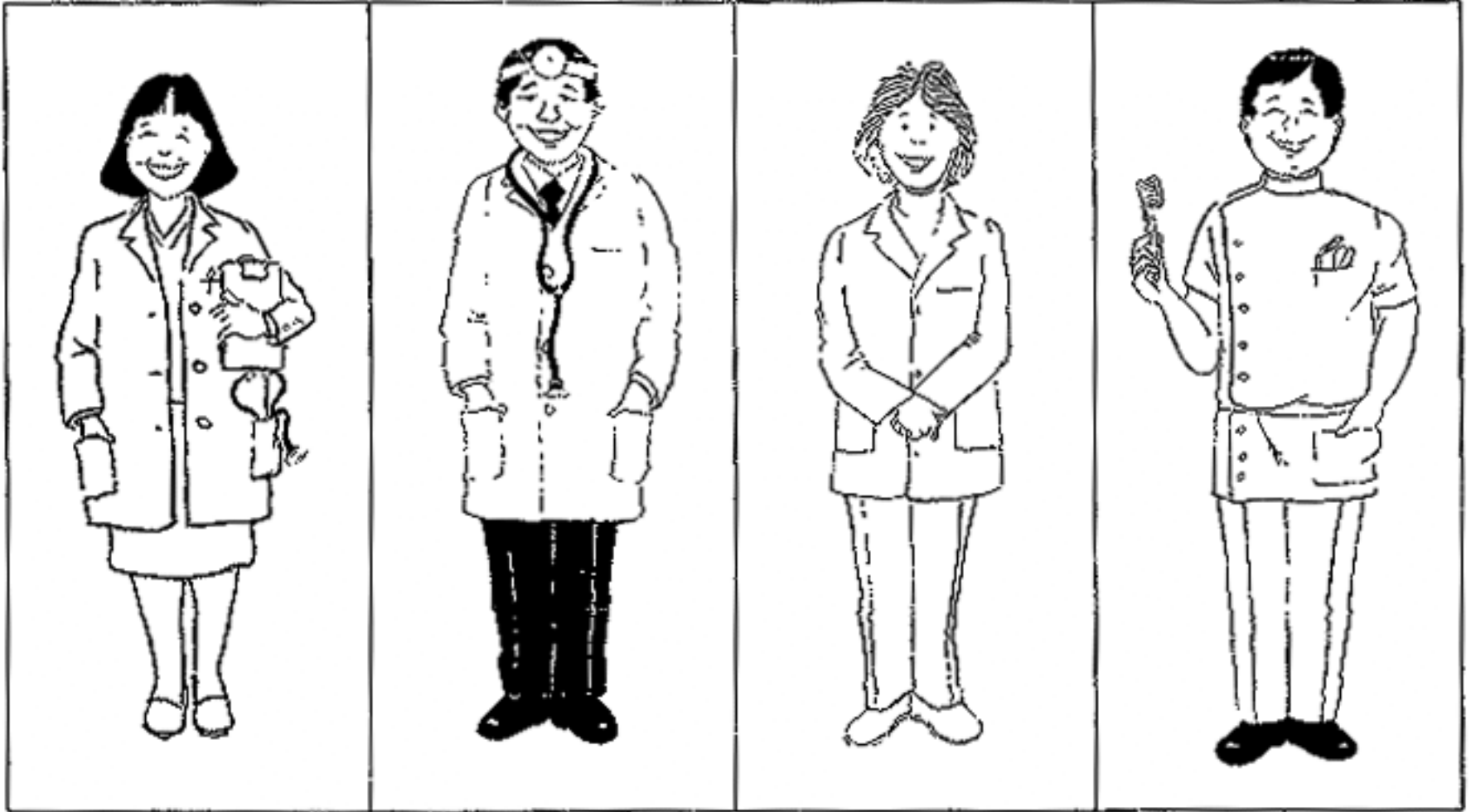
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

	<p>3. Roleplay what the health care worker does.</p> <p>4. Write a story about a visit to a nursing station, hospital or dentist.</p>	<p>The nurse looks at your tongue</p> <p>your eyes</p> <p>The dentist looks at your teeth</p> <p>If possible invite a health care worker to class to explain her/his job.</p> <p>Students can take turns miming, while other students guess who they are and what they are doing.</p>
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HEALTH CARE WORKERS



nurse

doctor

dental therapist

dentist

GROWTH AND DEVELOPMENT

GRADE: 2

LESSON: 7

THEME: ENVIRONMENTAL HEALTH

CONCEPT: PEOPLE NEED CLEAN WATER AND AIR AND GOOD SOIL FOR HEALTH

- PREPARATION:
1. Two glasses of water - one clean, one dirty
 2. Pictures or samples of food from water and land
 3. White cloth
 4. Prepare a class set of Food Chain worksheet (Activity Sheet GD18)
 5. Pollution poems (Activity Sheet GD19)
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VOCABULARY: pollution, healthy, unhealthy, depend

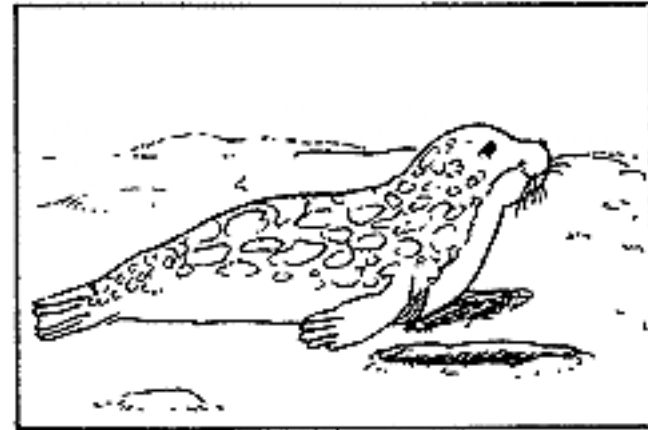
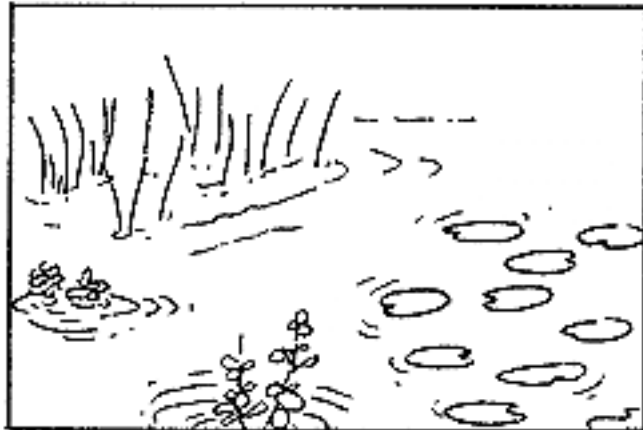
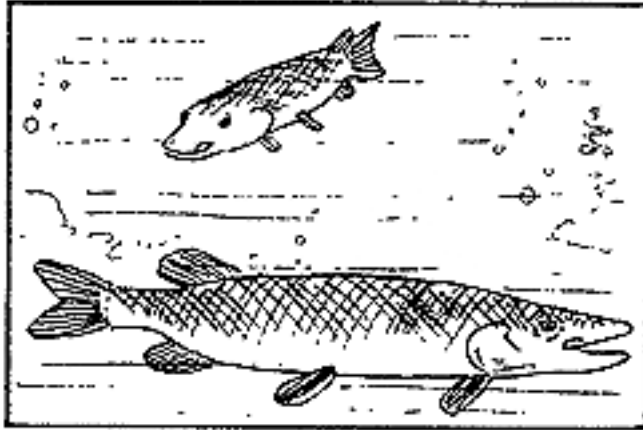
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe the importance of clean water, air and soil for health	Students: 1. Compare two glasses of water, and decide which one they would rather drink. 2. State what they think would happen if they drank the dirty/ contaminated water.	Show two glasses of water, one clean, one dirty. Teachers should explain that people cannot tell if the water is safe to drink, simply by looking at it. It also depends on where the water comes from, e.g., melting snow by the garbage would not be safe to drink. Emphasize that they might become sick.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Name things to eat or drink that we get from the oceans, lakes or streams.</p> <p>4. Describe what might happen to the food that comes from water, if the water were not clean.</p> <p>5. Name things that people or animals eat that grow on the land in the N.W.T.</p> <p>6. Name some animals that depend on the vegetation in the N.W.T. to live.</p>	<p>Show pictures or samples to stimulate student responses. Samples of food/drink from water may include:</p> <ul style="list-style-type: none"> - clean drinking water - fish - mollusks - whale meat - seal meat <p>Refer to Activity Sheet GD18.</p> <p>Have students cut out, colour and arrange the outlines to make a food chain. (There are several possible variations.)</p> <p>Ask students what might happen to people who eat food from unclean water.</p> <p>Teachers may be able to use a local example, e.g., in some communities fish have been contaminated, and people do not eat them.</p> <p>Show pictures or samples to stimulate student responses. Samples may include:</p> <ul style="list-style-type: none"> - berries - moss - grass <p>Examples include:</p> <ul style="list-style-type: none"> - musk oxen - caribou - moose - bear - beaver

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>7. Tell what would happen if the soil was not good.</p> <p>8. Observe how much dust/dirt/soot gathers in a few days on a white cloth.</p> <p>9. State why clean water and air and good soil are important for health.</p> <p>10. Read some poems about pollution.</p> <p>11. Write a poem about pollution.</p>	<p>Not good = contaminated</p> <p>Emphasize that plants would not grow so the animals that eat them would not be healthy or would die. Ask how this would affect us.</p> <p>Teachers may be able to use a local example, e.g., in some Inuit communities, caribou are diseased.</p> <p>Leave a white cloth outside for a few days. At the end of that time, examine the cloth for deposits of dirt/dust/ soot which have been in the air.</p> <p>Discussion questions include:</p> <ul style="list-style-type: none"> - Can we live very long without clean water? - Can we live very long without clean air? - Can plants grow without good soil? <p>Explain that people,-plants and animals need clean water and air and good soil for health.</p> <p>Refer to Activity Sheet GD19.</p>

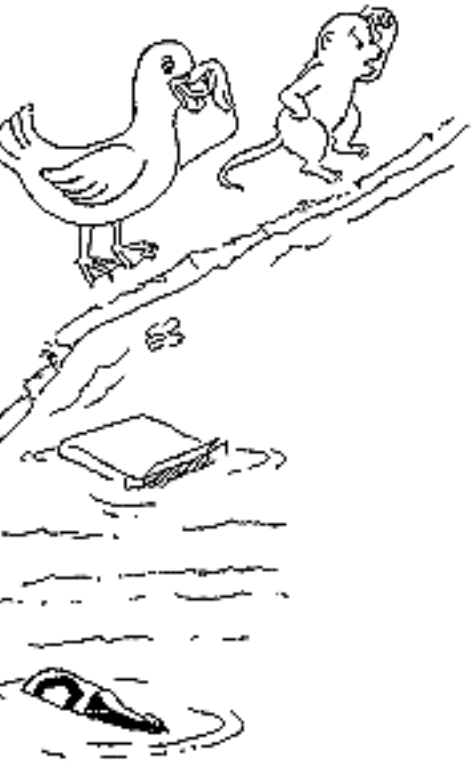
FOOD CHAIN

Cut out each picture, colour, and arrange to show the food chain.



POLLUTION

A selection of poems on pollution by students
at Princess Alexandra School, Hay River



Oil
Sticky, dirty
Black, gooey, messy
Destroys, fish, ducks and plants
Killer

Tina Magrum

Oil
Greasy, black
In the water
Hurts all the fish
Pollution

Edward Buggins

Exhaust
Smelly gasses,
From big trucks
Pollutes our clean air
Pollution

Mike Leonard

Garbage
Stinky, messy
Hurts plant life
Looks very, very dirty
Junk

Heidi Nikiforuk

