

Dig into science fun!

2ND GRADE

HOW PLANTS GROW & REPRODUCE

NGSS 2nd Grade Science Posters Worksheets Seed Dispersal Lab

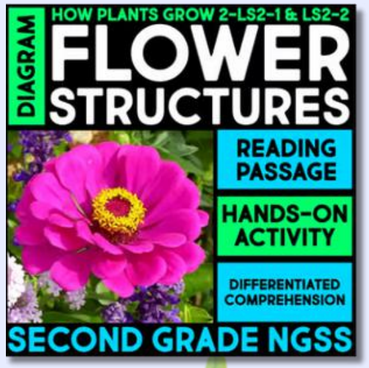
KEEP SCROLLING TO SEE WHAT'S INSIDE!

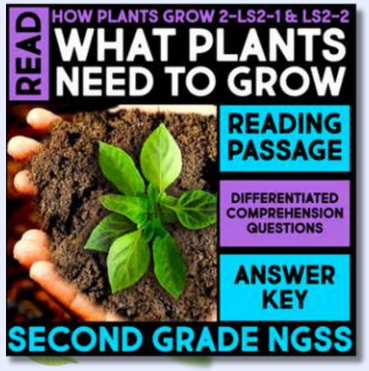
WHAT'S INCLUDED IN THE BUNDLE?

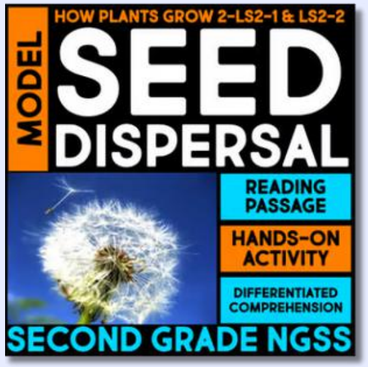
















- 8 Science Stations aligned with the NGSS for 4th grade
- 6 Reading passages
- Hands-on activities
- Differentiated comprehension questions
- Digital Videos & Video Games
- Digital Google Slides & Forms

6 READING PASSAGE

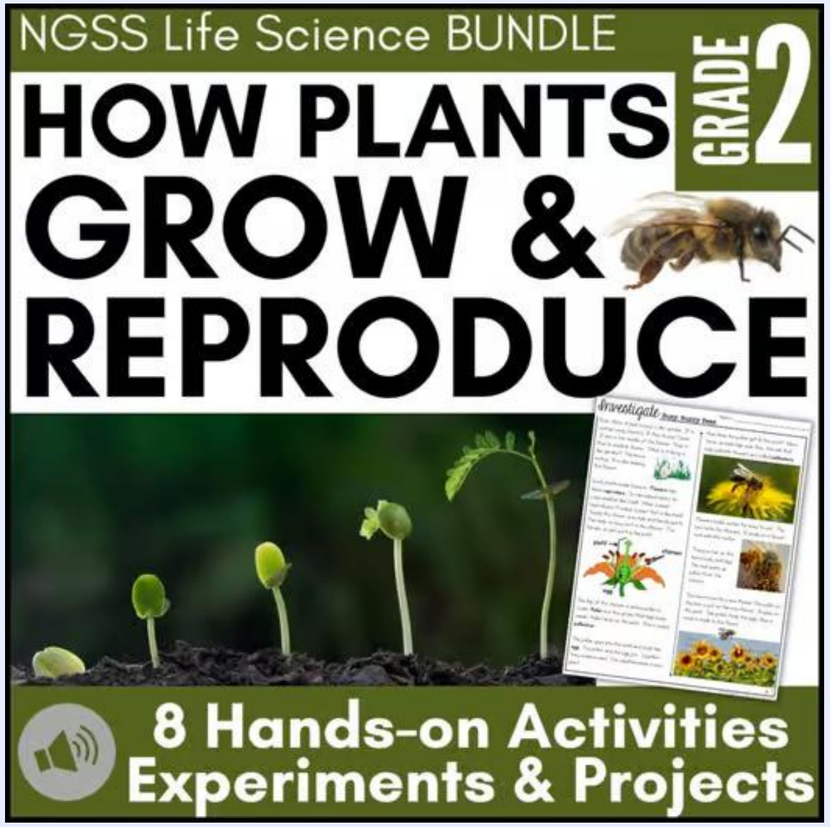


6 Reading Passages that provide all scientific background knowledge for each station

Available in two formats + Digital

Includes pictures and visuals

PAGE OVERVIEW



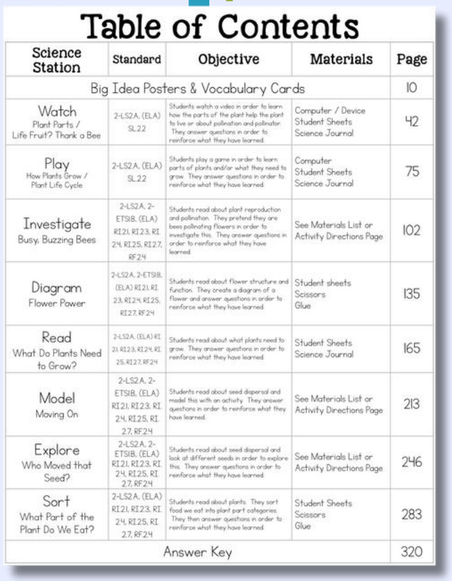


Table of Contents

Science Station	Standard	Objective	Materials	Page
Big Idea Posters & Vocabulary Cards				10
Watch Plant Parts / Life Fruit? Thank a Bee	2-LS2.A, (ELA) SL.2.2	Students watch a video in order to learn how the parts of the plant help the plant to live or about pollination and pollinator. They answer questions in order to reinforce what they have learned.	Computer / Device Student Sheets Science Journal	42
Play How Plants Grow / Plant Life Cycle	2-LS2.A, (ELA) SL.2.2	Students play a game in order to learn parts of plants and/or what they need to grow. They answer questions in order to reinforce what they have learned.	Computer Student Sheets Science Journal	75
Investigate Busy, Buzzing Bees	2-LS2.A, 2-ETS1.B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about plant reproduction and pollination. They pretend they are bees pollinating flowers in order to investigate this. They answer questions in order to reinforce what they have learned.	See Materials List or Activity Directions Page	102
Diagram Flower Power	2-LS2.A, 2-ETS1.B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about flower structure and function. They create a diagram of a flower and answer questions in order to reinforce what they have learned.	Student sheets Scissors Glue	135
Read What Do Plants Need to Grow?	2-LS2.A, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about what plants need to grow. They answer questions in order to reinforce what they have learned.	Student Sheets Science Journal	165
Model Moving On	2-LS2.A, 2-ETS1.B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about seed dispersal and model this with an activity. They answer questions in order to reinforce what they have learned.	See Materials List or Activity Directions Page	213
Explore Who Moved that Seed?	2-LS2.A, 2-ETS1.B, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about seed dispersal and look at different seeds in order to explore this. They answer questions in order to reinforce what they have learned.	See Materials List or Activity Directions Page	246
Sort What Part of the Plant Do We Eat?	2-LS2.A, (ELA) RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RF.2.4	Students read about plants. They sort food we eat into plant part categories. They then answer questions in order to reinforce what they have learned.	Student Sheets Scissors Glue	283
Answer Key				320



Science Stations Overview

Watch a Video
At this station, students will watch a video relevant to the topic and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Read a Passage
Students read a short passage about the topic and answer questions about the information in the passage. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Play a Video Game
Students play an online video game and answer questions about the experience. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

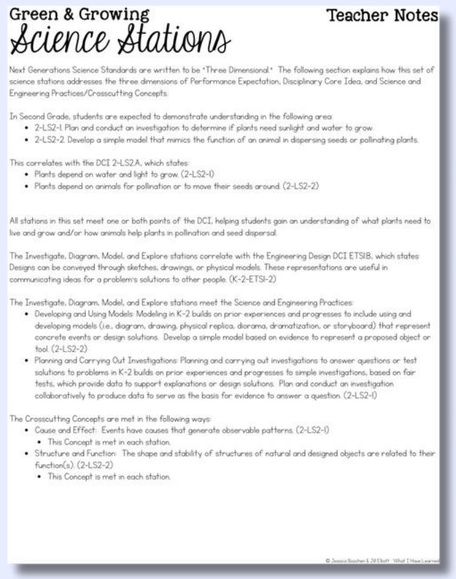
Create a Model
Students use materials to illustrate the science concept and answer questions. You have the option of the included worksheet with the questions or use task cards and have students respond in their science journals.

Investigate
Students use materials to investigate the science topic by following directions and recording results. Students answer questions about the investigation.

Explore
Students create a sample and manipulate it using the new science concepts they have learned. Students answer questions based on the effects.

Draw a Diagram
Students draw and label a diagram specific to certain requirements. Students then explain how their diagram meets the requirements.

Sort
Students sort cards into groups or put them in a specific order. Students record the sort and then describe their reasoning.



Green & Growing
Science Stations
Teacher Notes

Next Generations Science Standards are written to be "Three Dimensional." The following section explains how this set of science stations addresses the three dimensions of Performance Expectation, Disciplinary Core Idea, and Science and Engineering Practices/Crosscutting Concepts.

In Second Grade, students are expected to demonstrate understanding in the following area:
- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

This correlates with the DCI 2-LS2.A, which states:
- Plants depend on water and light to grow. (2-LS2-1)
- Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)

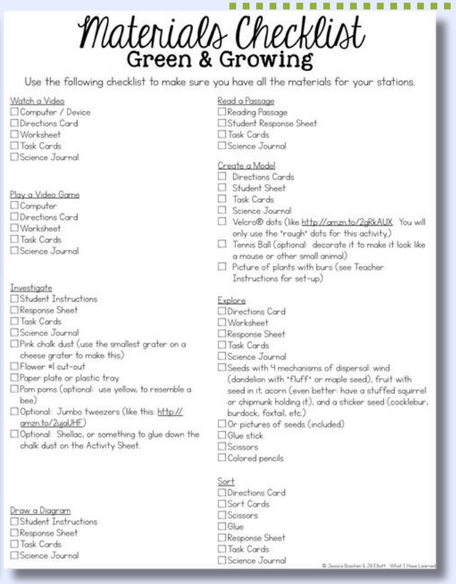
All stations in this set meet one or both points of the DCI, helping students gain an understanding of what plants need to live and grow and/or how animals help plants in pollination and seed dispersal.

The Investigate, Diagram, Model, and Explore stations correlate with the Engineering Design DCI ETS1.B, which states: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)

The Investigate, Diagram, Model, and Explore stations meet the Science and Engineering Practices:
- Developing and Using Models: Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)
- Planning and Carrying Out Investigations: Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)

The Crosscutting Concepts are met in the following ways:
- Cause and Effect: Events have causes that generate observable patterns. (2-LS2-1)
  - This Concept is met in each station.
- Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
  - This Concept is met in each station.

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Materials Checklist
Green & Growing

Use the following checklist to make sure you have all the materials for your stations.

Watch a Video
- ☐ Computer / Device
- ☐ Directions Card
- ☐ Worksheet
- ☐ Task Cards
- ☐ Science Journal

Play a Video Game
- ☐ Computer
- ☐ Directions Card
- ☐ Worksheet
- ☐ Task Cards
- ☐ Science Journal

Investigate
- ☐ Student Instructions
- ☐ Response Sheet
- ☐ Task Cards
- ☐ Science Journal
- ☐ Pink chalk dust (use the smallest grater on a cheese grater to make this)
- ☐ Flower #1 cut-out
- ☐ Paper plate or plastic tray
- ☐ Pom poms (optional: use yellow, to resemble a bee)
- ☐ Optional: Jumbo tweezers (like this: http://amzn.to/2ugUHE)
- ☐ Optional: Shellac, or something to glue down the chalk dust on the Activity Sheet.

Draw a Diagram
- ☐ Student Instructions
- ☐ Response Sheet
- ☐ Task Cards
- ☐ Science Journal

Read a Passage
- ☐ Reading Passage
- ☐ Student Response Sheet
- ☐ Task Cards
- ☐ Science Journal

Create a Model
- ☐ Directions Cards
- ☐ Student Sheet
- ☐ Task Cards
- ☐ Science Journal
- ☐ Velcro® dots (like http://amzn.to/2gRkAUX. You will only use the "rough" dots for this activity.)
- ☐ Tennis Ball (optional: decorate it to make it look like a mouse or other small animal)
- ☐ Picture of plants with burs (see Teacher Instructions for set-up)

Explore
- ☐ Directions Card
- ☐ Worksheet
- ☐ Response Sheet
- ☐ Task Cards
- ☐ Science Journal
- ☐ Seeds with 4 mechanisms of dispersal: wind (dandelion with "fluff" or maple seed), fruit with seed in it, acorn (even better: have a stuffed squirrel or chipmunk holding it), and a sticker seed (cocklebur, burdock, foxtail, etc.)
- ☐ Or pictures of seeds (included)
- ☐ Glue stick
- ☐ Scissors
- ☐ Colored pencils

Sort
- ☐ Directions Card
- ☐ Sort Cards
- ☐ Scissors
- ☐ Glue
- ☐ Response Sheet
- ☐ Task Cards
- ☐ Science Journal

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Table of Contents

Science Station Overview

Materials Checklist

Science Stations

BIG IDEA POSTERS



BIG IDEA POSTERS EXPLAIN THE KEY CONCEPTS

VOCABULARY CARDS IN TWO FORMATS



egg

female part of the plant that helps make seeds



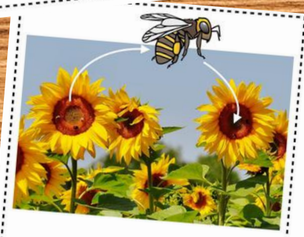
plant

living thing that uses sunlight and water to make its own food



fruit

part of the plant that grows around a seed



pollination

when pollen is put on a pistil

WITH PICTURES

egg

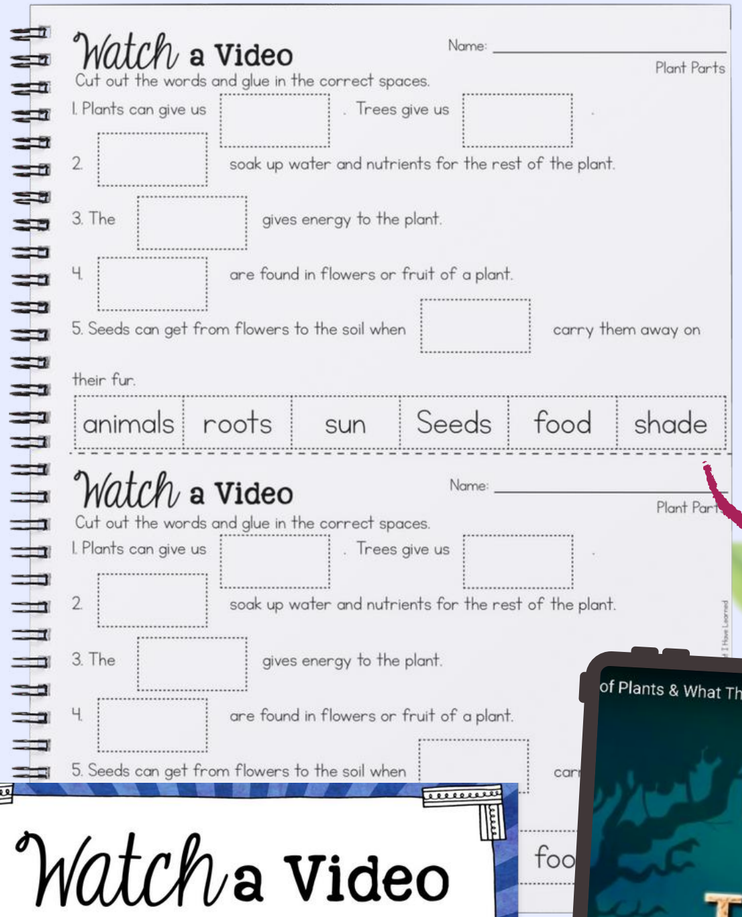
female part of the plant that helps make seeds

flower

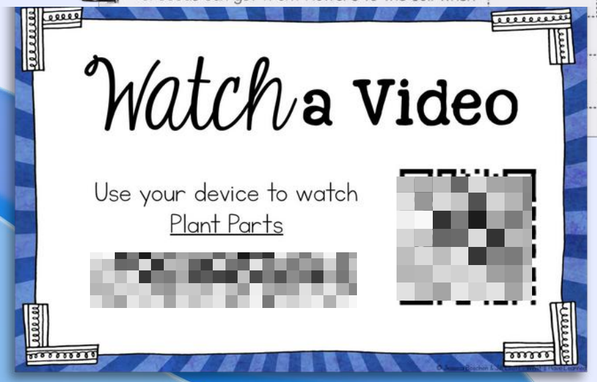
brightly-colored part of the plant; helps the plant reproduce

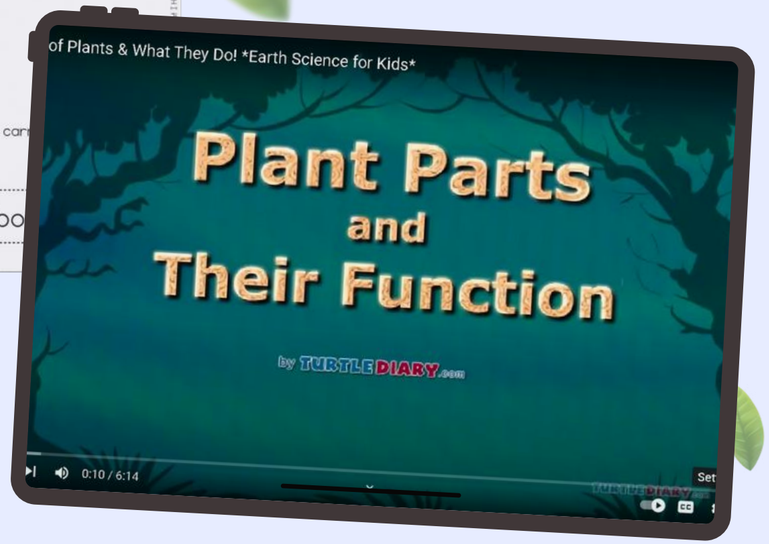
WITHOUT PICTURE

WATCH A VIDEO STATION



STUDENTS WATCH A VIDE TO LEARN ABOUT HOW THE PARTS OF THE PLANT HELP THE PLANT TO LIVE OR ABOUT POLLINATION AND POLLINATOR. THEY ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.





> My Students love these activities. Thank you so much.
> - Crystal O.

WATCH STATION

PLAY A GAME



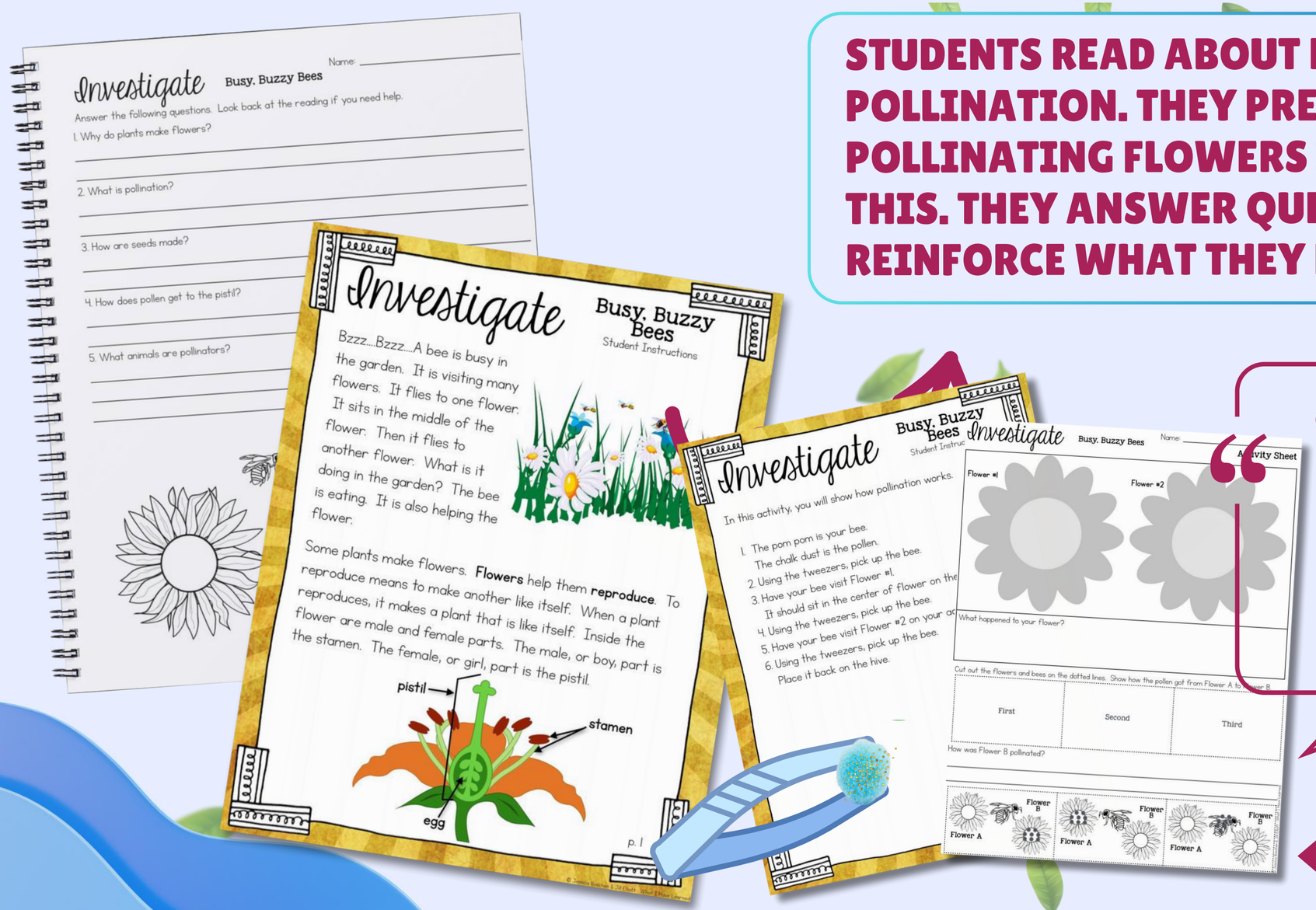
STUDENTS PLAY A VIDEO GAME, A BOARD GAME, A CROSSWORD PUZZLE, OR WORD SEARCH AND LEARN ABOUT HOW PLANTS GROW AND REPRODUCE. STUDENTS ANSWER QUESTIONS TO REINFORCE NEW LEARNING.

"I used this, and will continue to use it!
- Jenna T."

PLAY STATION

INVESTIGATE POLLINATION

STUDENTS READ ABOUT PLANT REPRODUCTION AND POLLINATION. THEY PRETEND THEY ARE BEES POLLINATING FLOWERS IN ORDER TO INVESTIGATE THIS. THEY ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.

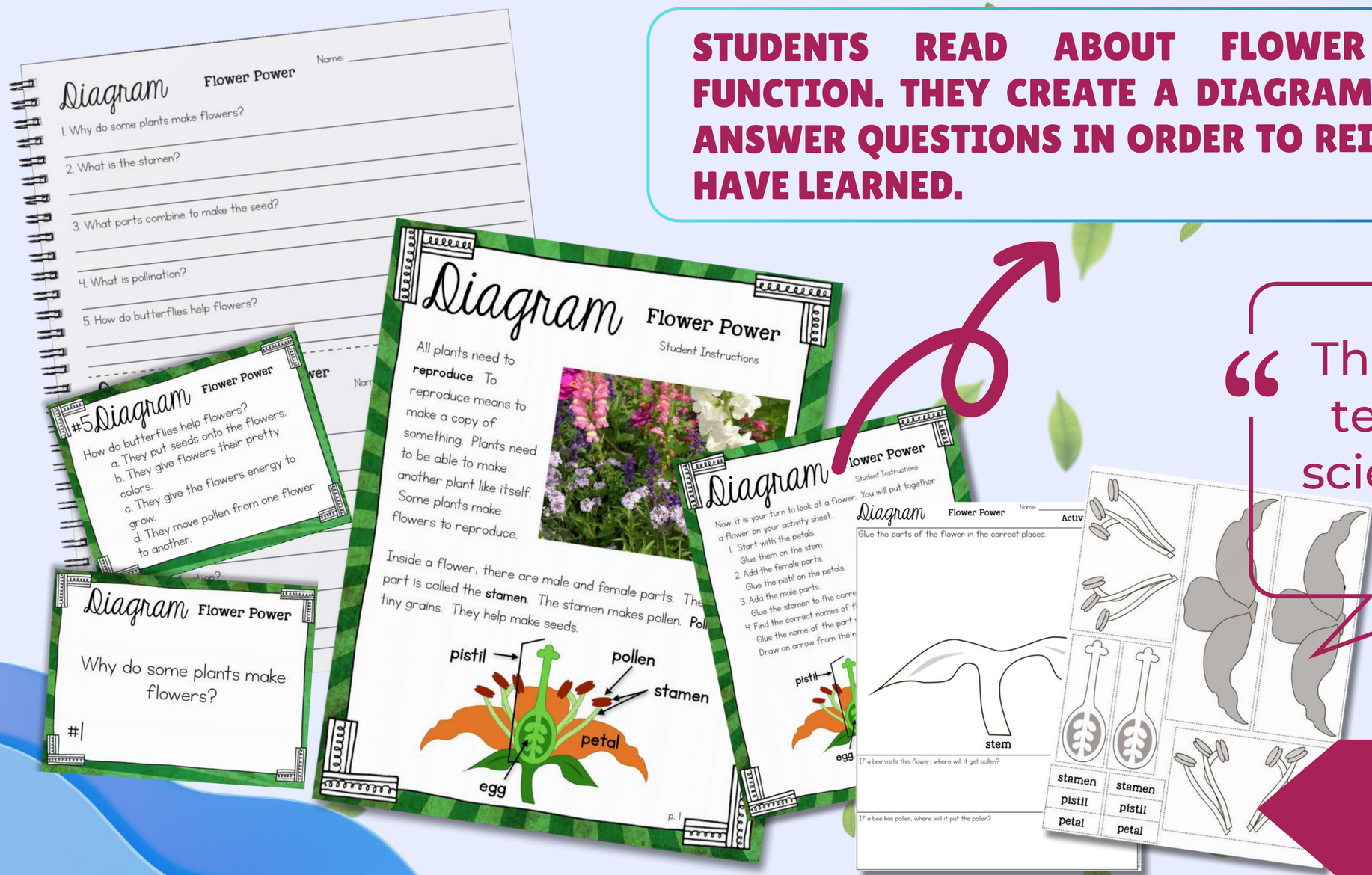


> Great resource for students to learn on google classroom.
> - Theodore J.

INVESTIGATE STATION

DIAGRAM PARTS OF A FLOWER

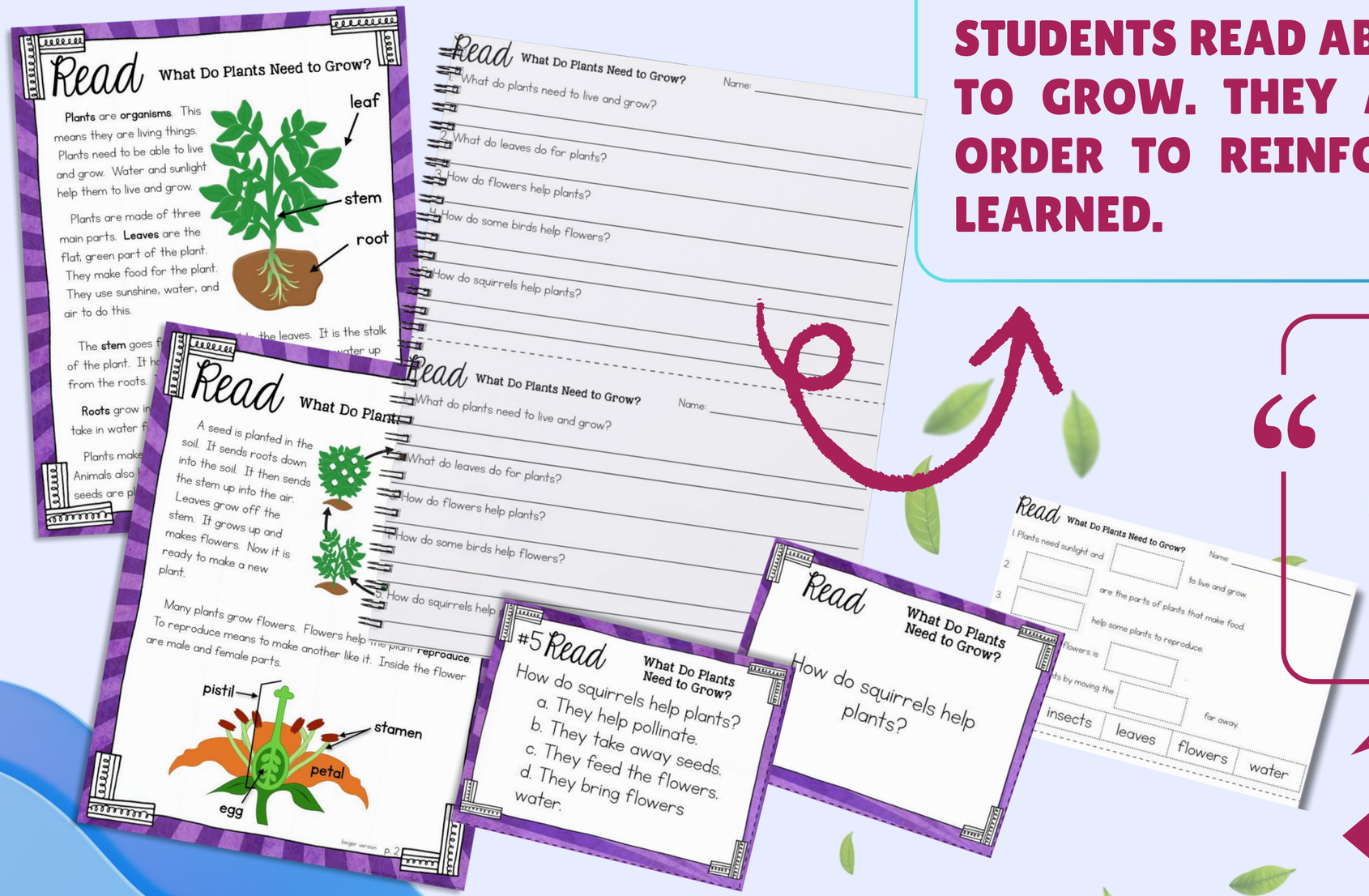
STUDENTS READ ABOUT FLOWER STRUCTURE AND FUNCTION. THEY CREATE A DIAGRAM OF A FLOWER AND ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.



"This was great for teaching our KY science standards."
- Amber M.

DIAGRAM STATION

READ ABOUT WHAT PLANTS NEED TO GROW



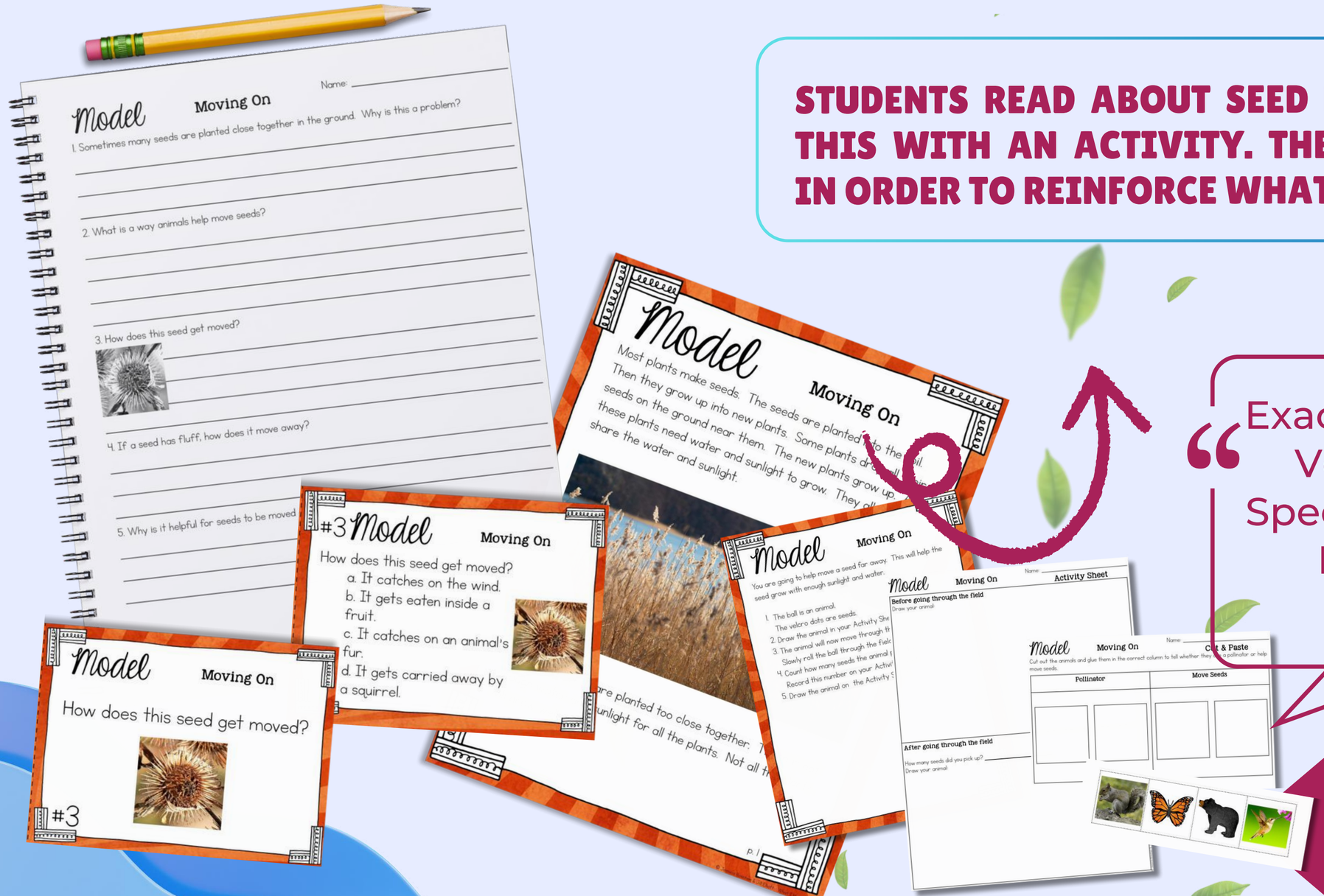
STUDENTS READ ABOUT WHAT PLANTS NEED TO GROW. THEY ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.

> "Great product to help students understand more about plants."
> - Stacey H.

READ STATION

MODEL SEED DISPERSAL

STUDENTS READ ABOUT SEED DISPERSAL AND MODEL THIS WITH AN ACTIVITY. THEY ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.



"Exactly what I expected! Very easily used for Special Ed Diiferentated Learning groups."
- Kelly A.

MODEL STATION

EXPLORE SEED STRUCTURE & MOVEMENT



STUDENTS READ ABOUT SEED DISPERSAL AND LOOK AT DIFFERENT SEEDS IN ORDER TO EXPLORE THIS. THEY ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.

> "This concept is new for 2nd grade in Texas. I appreciate it!"
> - Jessica H.

EXPLORE STATION

SORT THE PART WE EAT



STUDENTS READ ABOUT PLANTS. THEY SORT FOOD WE EAT INTO PLANT PART CATEGORIES. THEY THEN ANSWER QUESTIONS IN ORDER TO REINFORCE WHAT THEY HAVE LEARNED.





> This was a cute activity to help students understand and identify the different parts of plants.
> - Amanda N.

SORT STATION

YOU WILL LOVE THIS BECAUSE



Hands-On and Interactive Learning

With interactive activities including videos, games, design challenges, diagrams, and experiments, students engage actively, making complex concepts accessible and memorable.



Aligned with NGSS

Covers 2-LS2-1, 2-LS2-2, and ETS1.B through engaging activities designed to meet grade-level expectations with ease.



Flexible Classroom Implementation

Multiple response formats and activity choices allow teachers to tailor instruction to diverse learners, supporting independent, group, and distance learning environments.

WATCH • PLAY • INVESTIGATE • DIAGRAM • READ • MODEL • EXPLORE • SORT

HOW PLANTS GROW & REPRODUCE STATION ACTIVITIES

SUGGESTED USES

Learning Stations

Use all eight stations or just a few as learning stations that students complete at their own pace.

Science Centers

Set up a rotation where students visit each center to complete the activities.

Whole Class

Use the activities in a whole class format.

Small Group

Use the activities with a small group who need extra help.



All activities have the same basic components:

★ Student Directions
★ Short Answer Worksheet
★ Fill-in-the-Blank Worksheet
★ Cut & Paste Worksheet
★ Short Answer Task Cards
★ Multiple Choice Task Cards

Some activities have more reading to build background knowledge and additional worksheets or activity sheets to help organize the new information.

DIGITAL VERSIONS

- ✔ Google Forms and/or
- ✔ Google Slides for every station
- ✔ Videos
- ✔ Video Games
- ✔ Digital Crossword Puzzles & Word Searches

Answer keys provided

TEACHERS LOVE IT!

I am obsessed and my class is obsessed! Thank you for creating a wonderful resource that makes my classroom a stronger and more engaged place to learn! You are so talented!

Salvador in 2nd

I love how these are small groups for science. Oftentimes, we see small group work for literacy or math. But these were very engaging and the kiddos enjoyed them.

Janey K.





My passion is making learning accessible to all students.
I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections.
I love figuring out the small components that build up to the big ideas and helping students see it all.



teach MATH | teach SCIENCE | teach READING | teach WRITING

What I have LEARNED