



2nd Grade – Science/Math/Art

Standard (subject, number, text):

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

CCSS.MATH.CONTENT.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.MATH.CONTENT.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

VPA.2.0 CREATIVE EXPRESSION

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Objective(s):

- Students work in groups while using their understanding of shapes and basic art tools and media to develop a model of the trail including the different landforms and bodies of water.

4Cs:

- Communication - Students will verbally communicate with each other as they Think-Pair-Share their understanding of the landforms and bodies of water
- Collaboration - Students will collaborate with each other as they share their model of the landforms and bodies of water.
- Critical Thinking - Students will think critically about science standard. For example, students may make observations about the typ of land or water needed to complete their model

Materials:

Art supplies (crayons, water color, tempera paint, or oil pastels)



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Paper

Pencils

Clipboards

Prerequisite Knowledge (Vocabulary, part of trail, technology, etc):

Lesson Summary (5-7 sentences):

1. Students observe the land and water around the trail
2. Have a discussion to elicit the different forms of land and water and the different shapes that each consist of.
3. Have groups start discussing their model they will create and what they would like to represent
4. Groups start to sketch/create their models
5. Groups may either finish their models on the trail or back in the classroom

Map of Trail (state if zone specific):

All zones

Additional Resources: