FLORIDA
Cross-Curricular Connections

SAVVAS SCIENCE
EXPLORATIONS™

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Cross-Curricular Connections
Printable Activities Sampler

A Note to Reviewers

Thank you for reviewing *Florida Savvas Science Explorations,* a new program developed for today's Florida science classroom. *Florida Savvas Science Explorations* is written specifically for Florida and meets 100% of the Florida State Academic Standards for Science. We are excited to partner with you to create an exceptional Elementary Science experience for your students and teachers.

This sampler contains one Topic's worth of the Cross-Curricular Activities that are available online only on Savvas Realize®. Provided here are the online annotated teacher pages as a sampler for your review. Student pages are available online.

The Cross-Curricular Activities are designed to help you integrate social studies and math instruction into your science lessons. Activities have been aligned to the science topics you currently teach as well as to holidays. All activities should take between 10-20 minutes so they can be easily incorporated into your lessons. Each activity includes support for differentiating instruction to meet the needs of all your learners. Available online as editable Microsoft Word® documents or Google Docs®, (and social studies lessons are also available as editable PowerPoints®). All activities are available to assign, edit, and or print directly from within Savvas Realize®.

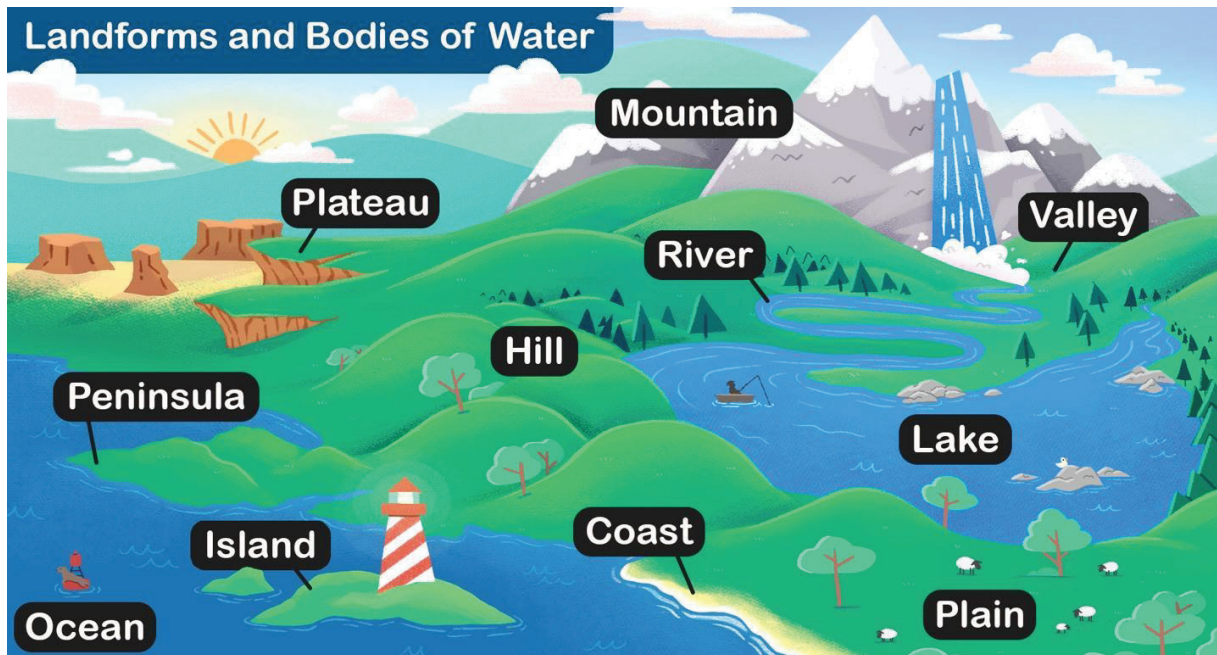Thank you, again, for your review of *Florida Savvas Science Explorations*!

Name_____

Landforms and Bodies of Water

You will…

- Examine landforms and bodies of water.
- Describe or draw a landform or body of water.
- Practice classroom rules when playing a game.

Steps

1. **Examine the Diagram** Look at the landforms and bodies of water. What do you see?

Landforms and Bodies of Water

Mountain · Plateau · River · Valley · Hill · Peninsula · Lake · Island · Coast · Plain · Ocean

Name_____

2. Make a Choice Pick one landform or body of
water. Write it below. Answer: Responses will vary.

_____

3. Draw or Describe Draw a picture or write a
description of your landform or body of water
below. Answer: Responses will vary.

Name_____

4. Follow the Game Rules Play a game to guess your partner's landform or body of water.

Game Rules

1. Walk around the classroom and find a partner. Ask three questions about their landform or body of water. Remember to speak and listen carefully!

Here are some questions you can ask:
    Is it water or land?
    What shape does it have?
    Is it tall?

2. Guess your partner's landform or body of water.

3. Now it's your partner's turn to ask you three questions and make a guess about your landform or body of water.

Name_____

Transportation Then and Now

You will…

- Identify how historical sources provide information.
- Compare transportation from long ago to today.
- Design a vehicle for the future.

Steps

1. **Analyze** Think about the pictures of transportation you saw. How can photographs help us learn about the past?

Sample Answer: We can see what old cars and trains

looked like.

_____

_____

_____

_____

_____

Name_____

2. **Draw** Design a vehicle that you think might be used in the future. It can be a car, train, ship, airplane, or something new. Label the important features. Be creative!

Answer: Student drawings will vary.

Name_____

3. Write How will people be safe in your vehicle? Write a safety rule that will protect people. Use complete sentences.

Sample Answer: People need to wear a helmet when

riding on my vehicle.

_____

_____

4. Share Tell a classmate about your vehicle. Make sure you say what it is and how it works. Explain your safety rule.

Name_____

Vote for Our Class Mascot

You will…

- Vote on a mascot to represent your class.
- Find out the winner of the election.

Steps

1. **Get Ready** Think about the three mascot choices. Which option best represents your class?

Our mascot should be the:

Answer: Alligator, Bison, or Eagle

I think this because:

Answer: Responses will vary but children should

support reasons with evidence.

_____

_____

_____

_____

Name_____

2. Vote Cut out your ballot on the dotted line. Make an X in the box next to your choice. Then, put your ballot in the ballot box. Answer: Children will mark one of the three boxes with an X.

Ballot		
Eagle	Bison	Alligator

Name_____

3. Gather Results Fill in the table with the number of votes each mascot received. Write the winning mascot below.

Mascot	Number of votes
Choice 1: Eagle	Sample Answer: 10
Choice 2: Bison	
Choice 3: Alligator	

Winner: Answer: Responses will vary._____

4. Reflect Do you think voting was a fair way to decide on a class mascot?

Sample Answer: I think it was fair because everybody_____

participated in making the decision._____
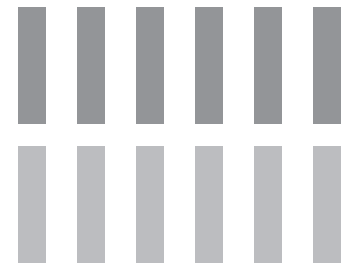
_____

_____

_____

Name _____

Adding with Paper

Did You Know? Paper is thin, flat, and smooth.
Paper can be folded, cut, ripped, and burned.
Sometimes paper has color. Most paper is made
from wood.

Get some construction paper and scissors.

❶ Cut the construction paper into 18 thin strips.

❷ Use the strips of paper to model two
addition equations.
Make at least one doubles fact.

❸ Write the addition equations you modeled.

$$\underline{8} + \underline{3} = \underline{11}$$
$$\underline{6} + \underline{6} = \underline{12}$$ **Sample answers given.**

❹ Use the strips to model a near doubles fact.
Then write the near doubles fact you modeled.

$$\underline{6} + \underline{7} = \underline{13}$$ **Sample answer given.**

❺ Extension Use a different number of strips.
Show all the addition equations you can make
with that number of strips. Show your work below.
Check students' answers.

Name _____

Go Fish

Did You Know? Flounder are flat fish that live on the ocean floor. They are hard to see. Their color and shape blend in with the rocks at the bottom of the ocean.

Get some white paper, tape, and scissors. Work with a partner.

❶ Each of you draw and cut out 12 fish shapes on the pieces of paper.
You will have 12 fish. Your partner will have 12 fish.
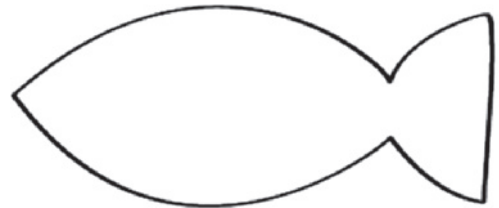
❷ Put some of the fish in a row on a table.

❸ Your partner puts down a second row of fish. The second row of fish may or may not match your number of fish.

❹ Count the fish in the two rows. Tell if they show an even number or an odd number.
If you can count the fish by 2s, the number of fish is even. If there is one fish left over, the number of fish is odd.

❺ Repeat the activity. Take turns telling if the number of fish is even or odd. Which numbers were even? Which were odd?
**Answers will vary.**

❻ **Extension** Repeat the activity with a group of four classmates. Make a list to keep track of each even and odd number.
Answers will vary.

Name _____

Frogs and Lily Pads

Did You Know? Frogs sit on a pond plant called a lily pad. This plant grows under the water. The flat, round leaves float on the water. The frog sits on the leaves to stay safe from other pond animals.

1 Rana looks around a pond. She sees an array of 8 lily pads. Color the lily pads. Write two equations that match the array.
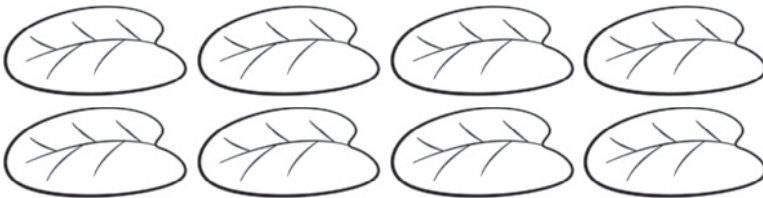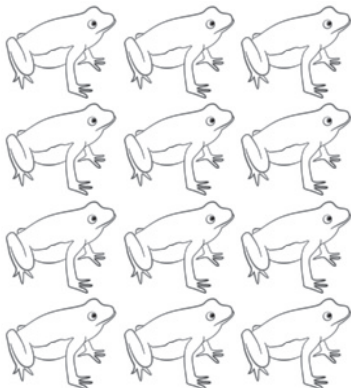
Check students' work.

By rows: $4 + 4 = 8$

By columns: $2 + 2 + 2 + 2 = 8$

2 Then Rana sees an array of 12 frogs. Color the frogs. Write two equations that match the array. **Check students' work.**

By rows:

$3 + 3 + 3 + 3 = 12$

By columns:

$4 + 4 + 4 = 12$

3 Extension Write an equation to show the total number of frogs and lily pads Rana sees.

Sample answer: $12 + 8 = 20$

Name _____

Rock Sums

> **Did You Know?** Larger rocks can break into stones over time. Rain, wind, and ice can make rocks crumble and break apart.

❶ Jessica and Milton are collecting stones on a hike. Milton collects 27 stones. Jessica collects 18 stones. How many stones do they collect in all?

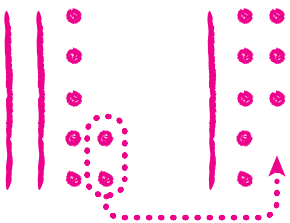Use compensation to solve the problem. **Sample answer given.**

27 + 18 = **45**

⊖ **2** ⊕ **2**

25 + **20** = **45** stones

❷ Model how you used compensation to solve the problem in Item 1. Draw a picture of place-value blocks for each addend. Then use your drawing and words to explain your thinking.
Sample drawing given.

Sample answer: I can take 2 from 27 and give it to 18 to make 20. Then I add. 25 + 20 = 45

❸ Extension Write your own word problem about collecting stones. Then use compensation to solve.
Problems will vary. Check students' work.

_____   ____ + ____ = ____

_____   ◯____ ◯____

_____   ____ + ____ = ____

Sandbag Math

Did You Know? When rain falls quickly, rivers can overflow. Sometimes people fill bags with sand. They make a wall of sandbags. The sandbags keep water from flooding the land.

Solve the problem. Write an equation for each step.

❶ Josh puts 33 sandbags at a riverbank. Then he adds 6 more sandbags. When the rain stops, Josh takes away 20 sandbags. How many sandbags are left?
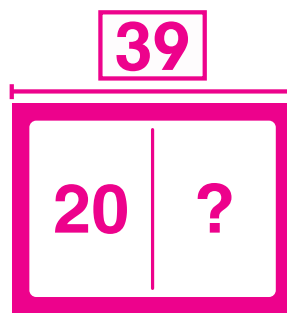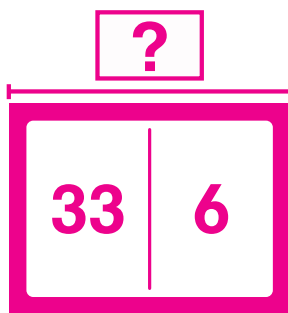
Step 1 **33 + 6 = 39**   **Step 2** **39 − 20 = 19**
Check students' work.

19 sandbags are left.

❷ Draw models to show how you solved the problem.
Sample models shown.

| ? |
|---|
| 33 | 6 |

39
20	?

❸ **Extension** Write a two-step problem about sandbags. Give it to a partner to solve. **Check students' work.**

Name _____

Earth's Seasons

Did You Know? Earth has four seasons. That is because Earth is tilted as it moves around the sun. The part that is tilted toward the sun has summer. At the same time, the part that is tilted away from the sun has winter. As Earth moves around the sun, the seasons change around the globe.

❶ In some places, there are about 15 hours of sunlight on long summer days. Draw cubes to show the number of hours. Put the cubes in groups of ten. Count how many are left over.

15 has **1** group of 10 and **5** left over.
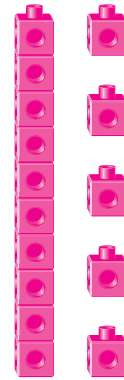
❷ Winter and spring are about 24 weeks long in all. Draw cubes to show the number of weeks. Put the cubes in groups of ten. Count how many are left over.

24 has **2** groups of 10 and **4** left over.
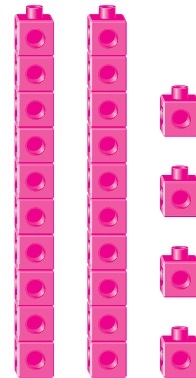
❸ **Extension** Look at a calendar. Find out how many weeks are in a whole year. Make a model with cubes to show the number of weeks.

52 weeks; Students' models should show 5 groups of 10 and 2 left over.

What Are Watts?

Did You Know? You can use watts to measure the amount of energy a light bulb gives off. Strong bulbs give off many watts of energy. Weak bulbs give off fewer watts of energy.

Omar has 5 light bulbs that give off the watts of energy shown below.

Bulb 1	Bulb 2	Bulb 3	Bulb 4	Bulb 5
32	25	33	35	26

❶ Which bulb gives off 10 more watts than Bulb 2?

Bulb 4

❷ Which bulb gives off 1 more watt than Bulb 2?

Bulb 5

❸ Which bulb gives off a number of watts that is 1 less than Bulb 3?

Bulb 1

❹ Extension Omar gets a new light bulb. The number of watts the bulb gives off is 10 less than the number of watts Bulb 5 gives off. How many watts does the new bulb give off?

16 watts

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Located in Tampa Florida, this roller coaster towers over 200 feet high and soars up to 70 miles per hour. And every year, a multitude of thrill enthusiasts line up to enjoy the ride! How will engineers continue to push the boundaries of physics in order to create thrilling rides while simultaneously preventing their coasters from flying off the track? Explore the effects of forces and gravity in Topic 2, and learn how engineers work with forces and other phenomena in *Savvas Science Explorations*!

GRADE 2

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