Sound energy worksheet grade 2

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You can find more information and change your preferences of Here Page 3 This website uses cookies that we and our advertising partners use cookies and other monitoring technologies to improve your browsing experience on our website, to show you personalized content and targeted ads, to analyze our website traffic, and to understand where our visitors come from. You can find more information and change your preferences of Here Page 4 This website uses cookies that we and our advertising partners use cookies and other monitoring technologies to improve your browsing experience on our website, to show you personalized content and targeted ads, to analyze traffic on our website, and to understand where our products come from You can find more information and change your preferences here Our next unit in sciences it is all about energy! There are several vocabulary words that are important to know in this unit and you can see the ones below. These are the same words that we have in our class. The energy is all around us. The energy ³ the to work. We need energy for everything we do. Animals and plants also need energy. Energy is necessary to listen to the radio, watch television and even roasted a marshmalllow! There are three main forms of energy heat, light and sound. Heat is a form of energy. Thermal energy can change things. It can make things warm, cook the food we eat and even melt a ice cream treatment on a hot day. The largest source of heat we have is the sun. We use a thermometer to measure how hot or cold it is. Some examples of objects that produce heat are the sun, fire, irons, stoves and acryns. Light is another form of energy. Light helps us to see objects. Let's see the light with our eyes. The light travels in a straight line and can make things more visible. The sun is our main source of light. The sunlight helps plants to grow. There are also other sources of light. These sources can be natural or artificial. Some examples of objects that produce light include sun, stars, bulbs, fireflies and lightning. The sound is another form of energy. Sound energy helps us to hear the noise. We hear the sound with the ears. The sound is produced when something vibrates or moves back and forth quickly. The sound travels in the waves. We cannot see sound waves because they are invisible. Sound waves can bend and turn the corners. For example, you can hear TV even if you are in â € â € â € ‹Another room. The volume is how strong or quiet is a sound. The pitch is how high or low a sound is. Some examples of objects that hats produce a sound would be a watch, a guitar, a radio, birds and television. Our current scientific unit concerns forces, movement and magnets. Let's start with the strength. We started with some words of the vocabulary and discussed words like position, nu nu erasu ived ,ilos ad onovoum is non itteggo ilg ehc ittut otadrocnoc omaibbA .esoc el erevoum af ehc ²Ãic id eralrap a otudecorp idniuq omaibbA .otnel o etnemecolev evoum is asoclauq otnauq ¨Ã Ãticolev al e otteggo nu id enoizisop allen otnemaibmac li ¨Ã otnemivom II .asoclauq ¨Ã iuc ni ogoul li ¨Ã enoizisop aL . Ãticolev e c6tivarg esuaceb nwod kcab moc lliw raha ha ni genylf llab ah woh dessucsid wsl eW.noitcerid eatoppo hh ni llab het sehsup naht hta,tcennoc yahh in denti llab hta sedrawot tab ahhsehsup rettab ehT.rettab ahhsehsup rettab. 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We also watched an episode of Magic School Bus on Gravity to help us learn about Gravity in a different way. You can watch this episode below. Magnetism â1The last thing we discussed in this unit was magnetism. Magnets can attract or pull certain objects. Magnets can attract objects through solids, liquids and gases. The more a magnet is from the object, the weaker the pull of the magnets will be. Magnets are attracted or will attract objects with iron or nickel. We will also do an experiment to see what kinds of objects a magnet will attract. Students will be able to use objects such as pencils, crayons, rubbers, paperclip etc. We will also briefly discuss the magnetic poles on magnets. We will discuss how each end of a magnet has poles, there is a north pole and a south pole. Students will learn that when you put the opposite magnetic poles together they will attract each other, but if you put the same poles together they will push back or move away. Our next unit in science is all a matter. We started this unit by learning the definition of matter, which is everything that takes up space and has mass (weight). We started looking at different objects and determining whether they had mass or not. We will continue to learn more about the 3 states of matter: solid, liquid and gas and how they can change from one state to another. During this unit we are really focusing on the 3 states of matter: solids, liquids and gases. We will spend a lot of time talking about the properties of each state of matter. Solidshas A shape of its properties of Ownhas like: hard, soft, smooth, rough, different, fold, floating, sink, made with different materials and colors and solid Moreall have the shape of mass the shape of any container you find, without a container, the liquid flows and have no shapeall liquids have the mass a is as thin as milk or honey volume of space that something occupies) you can measure the volume of Di Liquid with a measuring CuppgasessPreads to fill the space ¨ in which you cannot see the gases in the air, but are all around USCAN that have different masses, but generally the gases have only a little Masswe that you will look at also a short video on how water can be all three states of matter. Water may be solid when frozen (ice cubes), a liquid may be a gas when it evaporates (such as steam from boiling water). I include below a short video on the subject states students can use. We haven't looked at him in class, but he has some very good information in it. It goes a little beyond what we've talked about (it mentions the molecules, but students aren't required to know at this time), it also mentions the water cycle, to which we will return at the end of this year. In science we started our year discussing ciÃ² that a scientist Ã¢ and the types of tools that scientists use. We did this by creating a lapbook that helped us explore some of the tools that scientists use, what scientists do and introduced us to the scientific method. We've learned how the scientific method is a process that scientists go through to ask and answer questions. We learned each step and discussed how we use our 5 senses (vision, hearing, taste, smell and touch) to observe the world around us. So we had the chance We started putting our knowledge into action with our first scientific experiment. We asked the students a question — you can make a clay boat and float it. The students were able to discuss with their groups how they wanted to design their boat, what it would look like. So they had the chance to build and test their design. If she sank² or took water, they were able to go back and adjust their design and idea and try again. In the end, all groups have success and some teams were able to build boats that help 19 of our mathematical unifix cubes! cubes! cubes!

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