Grade 2 Teacher-Supplied Materials: Fast Track

Module 1: My Journey West				
Material	How Material Is Used	Quantity	Driving Question	Fast Track Lesson
White paper	Used to make labels in the landscape modeling activity	1 sheet per pair	1	3
Poster or chart paper	Used to create the Science Tools poster	1 sheet	1	3
	Used to create an academic word wall	1 sheet	1	1
	Used to create the Landforms chart	1 sheet	1	2
	Used to create the Anchor Phenomenon chart	1 sheet	1	1
Sticky notes	Used in the Modeling Landforms lab	1 pack	1	1
		1 pack	3	1
Camera (phone, tablet, etc.)	Used to take photos of students' clay landscape models	1	1	3
	Used to take photos of students' clay landscape models		4	2

Small ball to roll, or bottle/cup of water to pour	Used in an outdoor activity to determine the shape of the land that students are observing	1 per pair	1	2
Marker	Used to write on the Anchor Phenomenon chart	1	1	1
Clear tape	Used in the landscape modeling activity	1 roll	1	3
Box of toothpicks	Used for clay landforms	1	1	3
		1	4	2
Map-Matching Cards	Used for Matching activity (must be printed from the link provided)	18 sets	1	5
Plastic cups (10 oz)	Used in Where Does Water Go and Ice & Water lab	1 pack of 30	2	1, 4
Bottles of water	Used to pour over clay landscape models	1 per pair	2	1
Ice chest or access to a freezer	Used to ensure that ice cubes stay frozen for the activity	1	2	4
Ice cubes	Used to investigate water and ice	1 per team	2	4
Ice cube trays	Used in Ice & Water lab	2	2	4
Resealable plastic bags	Used in Ice & Water lab	1 pack of 16	2	4

Computer or tablet	Used to display the digital interactive	1 per pair	2	2, 6
	Used to identify information about land and water with a satellite mapping tool		4	1
Map of the San Francisco Bay Area **Note:** Can be paper or digital, but should clearly show the landforms and topography of the Marin Headlands	Used for students to compare their maps with	1	4	1

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Module 2: Master of Materials				
Material	**How Material Is Used**	**Quantity**	**Driving Question**	**Fast Track Lesson**
Poster or chart paper	Used to create the academic word wall, a chart for the report, and a concept map	3 sheets	1	1
	Used to create a chart with the headings “Material,” “Amount of Water Absorbed,” and “Observations”	1 sheet	2	3
	Used to create a T-chart of similarities	1 sheet	5	1

	and differences			
Marker	Used to write on the Anchor Phenomenon chart	1	1	1
Sticky notes	Used to build and add to a concept map	1 pack	1	1
Index cards	Used for students' classification of properties activities	1 pack of 100	1	2
Aluminum foil	Used for students' classification of properties activities and the bridge challenge	1 roll	1	2, 3
		1 roll	2	4
		1 roll	5	3, 4
Craft sticks	Used for students' classification of properties activities and the bridge challenge	4 packs of 250 = 1,000 sticks	1	2, 3
		4 packs of 250 = 1,000 sticks	2	1, 3, 4
		4 packs of 250 = 1,000 sticks	3	2
		4 packs of 250 = 1,000 sticks	5	3, 4
Tray	Used to hold materials for hands-on investigations	1 per team	1	2, 3
			5	3, 4, 5

Objects that can be classified by their properties (e.g., math manipulatives, paper clips, pieces of paper, rocks, sandpaper)	Used by students to explore and classify materials	4–6 per team	1	2, 3
Sponge	Used for students' classification of properties activities	7	1	2, 3
		7	2	3
Cotton balls	Used for students' classification of properties activities	1 pack of 300	1	2, 3
		1 pack of 300	2	1
Pipe cleaners	Used for students' classification of properties activities	2 packs of 100	1	2, 3
		2 packs of 100	2	2
		2 packs of 100	5	3, 4
Objects that can be tied together in a bundle (e.g., flowers or pencils)	Used during an investigation into the flexibility of materials	5–6	2	2
Dry spaghetti	Used during an investigation into flexibility	A few pieces per pair	2	2
	Used during an investigation into strength, to investigate the Anchor Phenomenon, and to test hardness, flexibility, and strength	A few pieces per pair	2	4
	Used to build a tower	450 g per team	3	2
	Used during an investigation into building two bridges	A few pieces per team	5	3, 4

Cooked spaghetti	Used to investigate the Anchor Phenomenon and test hardness, flexibility, and strength	A few pieces per student	2	4
Thin strip of cardboard	Used during an investigation into flexibility	1 per pair	2	2
Ruler	Used during an investigation into flexibility	1 per pair	2	2
Paper towel	Used for students' classification of properties activity and bridge-building activity	1 roll	2	3
		1 roll	5	3, 4
Wax paper	Used for students' classification of properties activities	1 roll	2	3
Washcloth	Used during an investigation into absorbency	1 roll	2	3
Water	Used during an investigation into absorbency	Approx 2 gallons (7.5 L)	2	3
Plastic water bowls	Used for students' classification of properties activities	8	2	3
		8	4	2
Tissue paper	Used during a demonstration of strength	1 strip	2	4
Large sheets of paper	Used to show the length of the model bridge	8.5" x 11" sheet per team	5	5
Rubber bands (size #16)	Used in tower-building and bridge-	3 packs of 100	3	2

	building activities	3 packs of 100	5	3, 4
Tape	Used to build a tower made of craft sticks	1 per team	3	2
Construction paper	Used in tower-building activity	1 pack of 50	3	2
Glue	Used to build a tower made of craft sticks	1 per team	3	2
	Used during an investigation into building two bridges		5	3, 4
Blocks or books **Note:** These need to be uniform in mass.	Used as weights to test the strength of student-made towers	Enough to place on top of the tower platforms	3	3
Clothing item with a zipper	Used to demonstrate an example of a reversible change	1	4	1
Empty water bottle with lid	Used when investigating reversible and irreversible changes	1	4	1
Modeling clay	Used when investigating reversible and irreversible changes	Chunk (e.g., 50 g)	4	1
Paintbrush	Used when investigating reversible and irreversible changes	1	4	1
Paper plate	Used when investigating reversible and irreversible changes	1	4	1
Sealed can of sparkling water or fruit juice	Used when investigating reversible and irreversible changes	1	4	1

Paint	Used when investigating reversible and irreversible changes	2 bottles in two different colors	4	1
Crayons (assorted colors)	Used in the Melting Crayon lab	5 packs of 8	4	2
Wooden stirrers	Used in the Melting Crayon lab	1 pack of 250	4	2
Camera (phone, tablet, etc.)	Used to document changes in the properties of crayons	1	4	2, 3
	Used to document the building of students' bridges		5	5
Microwave or hot plate and pan	Used to melt crayons	1	4	2
Computer or tablet	Used to view the video gallery	1 per team	4	4
Crayons or markers (in the same colors as the centimeter cubes provided in the kit)	Used to draw cube towers	4 different colors per pair	5	1, 2
Masking tape	Used in the bridge-building challenge	2 rolls	5	3, 4
Scissors	Used to cut materials while building a bridge	1 per team	5	5

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Module 3: Save the Island				
Material	How Material Is Used	Quantity	Driving Question	Fast Track Lesson
Computer or tablet	Used to display an interactive	1 per pair	1	5
		4	3	1, 2
Poster or chart paper	Used to make the academic word wall	1 sheet	1	1
	Used to make the Anchor Phenomenon chart	1 sheet	1	2
	Used to create a Tangier Island poster	1 sheet	2	3
	Used to make posters	1 sheet per student	4	5
Marker	Used to write on the Anchor Phenomenon chart	1	1	2
Erosion Cards	Used in the Wind Erosion activity	18 sets	1	2
Colored pencils	Used to make posters	Variety per student	4	5

Camera (phone, tablet, etc.)	Used to take photos of sand before and after a demonstration showing erosion	1	2	1
	Used to take photos of the teams' models		4	2, 3
Rulers	Used to create waves in the model wave tank	1 per team, plus 1 for the teacher	2	1
		1 per team	4	3
Safety goggles (student size)	Used in the Modeling Wind Erosion activity to follow safety recommendations	3 packs of 10	2	2
Straws	Used in the Modeling Wind Erosion activity	30+	2	2
Box of toothpicks	Used in the Testing Engineering Solutions lab	1	4	2
Glue	Used to create student posters	1 per team	4	4
Poster board	Used by teams to create posters displaying their solution/results	1 sheet per team	4	4
Additional building materials (e.g., small blocks, larger rocks and pebbles, twigs, moss, fake plants)	Used by students to build their Tangier Island models	Variety per team	4	2
Water	Used in the wave tank	Enough so that the waterline comes partway up the beach	2	1

	Used to test the engineering-solution models	A few containers	4	3
Muslin or fine mesh	Used to drain water from sand during the investigation	1 square	2	1

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Module 4: A Garden for Life				
Material	How Material Is Used	Quantity	Driving Question	Fast Track Lesson
Computer or tablet	Used to display the interactive	1 per pair	1	1, 2, 3
Poster or chart paper	Used to create the academic word wall and Desert Habitat chart	2 sheets	1	1
	Used to create the Rain Forest Habitat chart	1 sheet	1	2
	Used to create the Farm Habitat chart	1 sheet	1	3

	Used to create a data table chart	1 sheet	1	5
	Used to create the Garden Plan poster	1 sheet	1	6
	Used to make fact sheets/informative posters	1 sheet	4	1
Bag of potting soil	Used to prep pea plant for DQ2	1	1	1
Masking tape	Used in Plant Needs investigation and Pollinator activity	1 roll	2	2
		1 roll	3	1
Pack of sticky notes (assorted colors)	Used in the biodiversity sampling activity	1	1	5
Rulers	Used to measure seedlings	1 per team	2	2, 3
Felt (assorted colors)	Used for Making Pollinator models and garden diorama	2 packs	3	1, 4
		2 packs	4	2
Resealable plastic bags	Used in pollinator activity	1 pack of 16	3	1
Adhesive hook-and-loop strips	Used for Making Pollinator models and	4	3	1, 4

(loop strips)	garden diorama	4	4	2
Adhesive hook-and-loop strips (hook strips)	Used for Making Pollinator models and garden diorama	12	3	1, 4
		12	4	2
Pipe cleaners (assorted colors)	Used for Making Pollinator models and garden diorama	2 packs of 100	3	4
		2 packs of 100	4	2
Cotton balls	Used for Making Pollinator models and garden diorama	1 pack of 300	3	4
		1 pack of 300	4	2
Craft sticks	Used for Making Pollinator models and garden diorama	1 pack of 250	3	4
		1 pack of 250	4	2
Paper straws	Used for Making Pollinator models and garden diorama	1 pack of 144	3	4
		1 pack of 144	4	2
Yellow tissue paper	Used for Making Pollinator models and garden diorama	1 pack of 8	3	4
		1 pack of 8	4	2

Trays	Used to hold materials for hands-on activities	1 per pair/team	3	4, 5
		1 per pair	4	2
Water	Used to water the seeds/seedlings	A jug full	The seedlings need to be watered throughout the module.	
Coloring pencils	Used to make fact sheets/informative posters	Variety per student	4	1
Plastic plates	Used in garden dioramas	1 pack of 15	4	2
Scissors	Used to build pollinator and plant models		3	4, 5
	Used to build a diorama		4	2
Red tissue paper	Used for Making Pollinator models and garden diorama	1 pack of 8	3	4
		1 pack of 8	4	2
Green tissue paper	Used for Making Pollinator models and garden diorama	1 pack of 8	3	4
		1 pack of 8	4	2
Colored paper	Used to cut out a paper flower	1 sheet per pair	3	6

Craft materials (e.g., construction paper, modeling clay, glitter, yarn, glue, tape)	Used as materials for students to make pollinator and plant models	Variety per team	3	4, 5
			4	2
Camera (phone, tablet, etc.)	Used to take photos for the Garden Plan poster	1	1	5
			2	2
			4	2