



# Creation Lens

*Exploring the World, Discovering God*

*Grade Level: Grade 2*

*Title:*

## **Be A Scientist - Comparisons**

*Denomination: Catholic - Christian*

*Lesson ID: BAS-G2-01-CACH*

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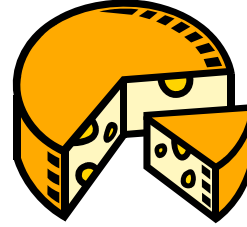
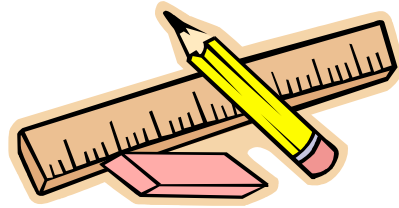
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***Note: Web sites referenced in this lesson were valid at time of publication.***

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## **BE A SCIENTIST – GRADE TWO – MAKING COMPARISONS**

**SCIENCE SKILL:** MAKING COMPARISONS

**NOTE:** TWO ACTIVITIES ARE POSSIBLE. SELECT THE ACTIVITY THAT BEST FITS YOUR STUDENTS.

**GOAL OF LESSON:** The student will know that scientists use comparison to find out how things are alike and different.

**OUTCOME EXPECTED:** The student will be able to use the science skill of comparison to find out how things are alike and different.

**MATERIALS NEEDED:**

**BOTH ACTIVITIES**

- Card stock or light cardboard for cover and back of Science Journal
- Crayons or markers
- Science Journal Page: COMPARISON
- Pencil
- Laminating machine
- Rings or yarn
- An electric light or sunlight

### ACTIVITY ONE ITEMS

- Paper or plastic straw, paper clip, old plastic ruler, chalk, string cheese, Laffy Taffy or Jolly Rancher candy, 3 x 5 card on a tray

### ACTIVITY TWO ITEMS

- A plastic cover sheet, a piece of shelf paper, a piece of light cardboard, a piece of opaque glass, a plastic cup, a piece of construction paper on a tray

### METHODOLOGY

- **SAY:** We are going to begin this year by making our Science Journals. We will keep all our science papers in them.
- **BE SURE** to give clear directions for what is to be on the front cover (Name and Grade, the words “Science Journal”).
- **ALLOW** time for the cover and back page to be completed.
- **COLLECT** the covers and backs and send them to the office or take them to be laminated.
- **WHEN LAMINATED**, have the student fasten them with yarn or rings.
- **SAY:** We want to learn how to be scientists. During the last two years, you probably did some observing....you watched things to see what would happen and you did some predicting...thinking about what would probably happen. This year we want you to learn another science skill: COMPARISON
- **WHAT** do we mean when we say “Compare an apple and an orange”? Get the class to the definition of comparison which includes the ideas finding out how some things are alike and different. (Both are fruits, both are round, both have skins or peels, both are edible.)
- **SAY:** It is very helpful if a scientist knows how things are alike and how they are different. One way things can be alike is if they are bendable. How far can you bend them before they break?
- **SAY:** We are going to do some comparison now. On the tray, I have different things. I am going to give you the Science Journal Page: COMPARISON and I want you to draw each item on the tray.
- **DISTRIBUTE** the Science Journal Pages. Be sure everyone has a pencil.

### ACTIVITY ONE:

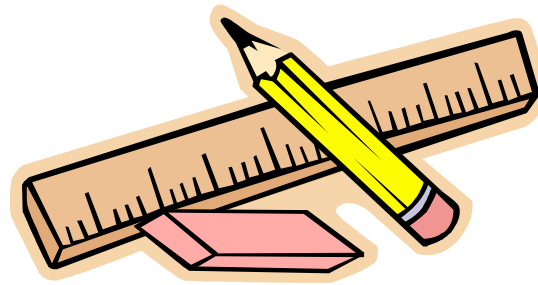
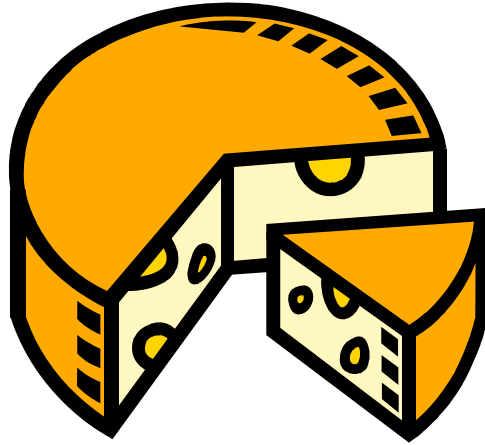
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- **SHOW and NAME** each item on the tray. Have the student draw the item and put a Y for yes it will BEND or an N for no it won't BEND.
- **SAY:** You have a prediction about which items will bend. Next the scientist would test his prediction. Then the scientist would compare his results.
- **HAVE** student volunteers come up and test an item. Have the class mark their prediction as correct or incorrect.
- **SAY:** Scientists learn as much from the predictions that are wrong as they do from the ones that are correct.
- **POSIT:** Some items will bend and some items won't bend and will even break. Some predictions are correct and some are not. We can classify all the items that will bend into one group. We can compare how bendable the items were from completely bendable to not bendable at all.

#### **ACTIVITY TWO:**

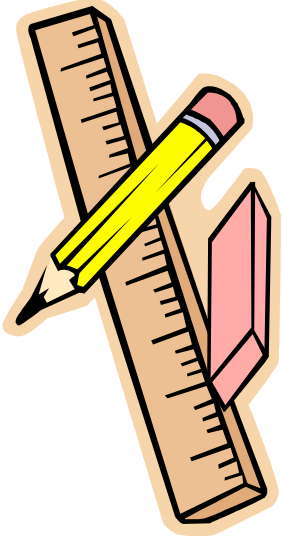
- **SHOW AND NAME** each item on the tray. Have the student draw the item in the Science Journal and put a Y for yes it is transparent and N for no it is not transparent.
- **HAVE** student volunteers come up and test an item. Have the class mark their prediction as correct or incorrect and record in the Science Journal.
- **SAY:** Scientists learn as much from the predictions that are wrong as they do from the ones that are correct.
- **POSIT:** Some items are transparent and some are not transparent. Some predictions are correct and some are not. We can classify items that are transparent into one group. We can compare how transparent the items were from completely transparent to not at all transparent.

**KEY WORDS**  
**BE A SCIENTIST –GRADE TWO**



**SCIENTIST**  
**PREDICTION**  
**OBSERVATION**  
**COMPARISON**  
**THEORY**  
**SCIENCE JOURNAL**  
**BENDABLE**  
**TRANSPARENT**

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