

# Taking Care of Ourselves

Second Grade Unit 6



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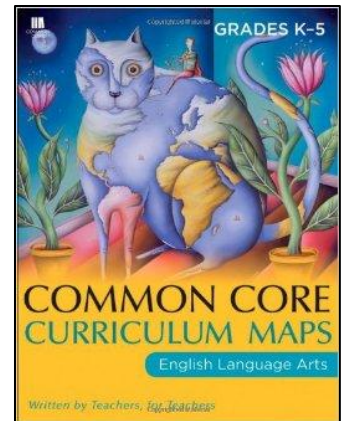


# Taking Care of Ourselves

Essential Question

*How does text structure affect how I read?*

*How can I make connections between the texts I read?*



## *How does text structure affect how I read? How can I make connections between the texts I read?*

1

**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

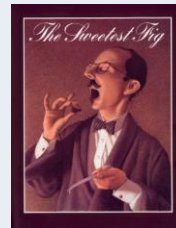
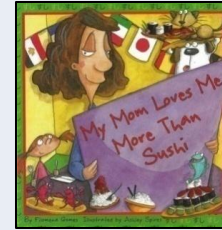
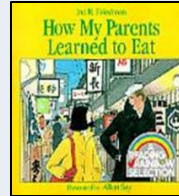
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

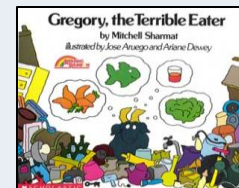
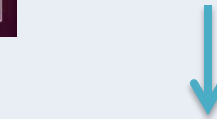
**L2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.

**L2.5 a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



Text  
Talk  
Books



### Poems

[“Sick”](#)

[“I’m Breaking up with](#)

[Broccoli”](#)

[“I’m Absolutely Full](#)

[Tonight”](#)

**H.12.2.2** Create timelines to understand the development of the local community (E.g., founding growth) ■

**H.12.2.3** Compare life in your community past and present using maps, photographs, news stories, artifacts or interviews (e.g., transportation, communication, recreation, jobs, housing) ■

**H.13.2.6** Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing) ■

\*Rogers Museum visit:

<http://rogersar.gov/261/Educational-Programs>

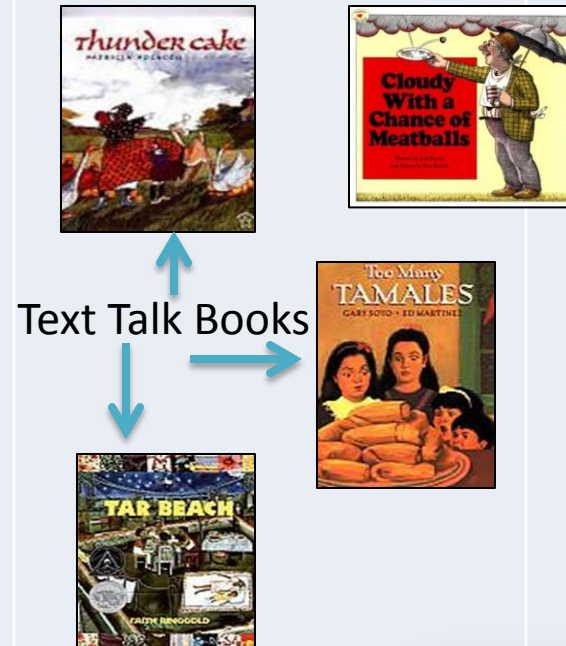
(Transformation of Transportation)

\*Could use *The House on Maple Street* book from old Social Studies trade books to build background knowledge before applying to their own community.

## *How does text structure affect how I read?*

### *How can I make connections between the texts I read?*

- 2**
- RL.2.3** Describe how characters in a story respond to major events and challenges.
- RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- L.2.1e.** Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.5 a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



On TCR: Use for teaching/modeling the first two weeks with different text, then use for assessment week two with Cloudy With A Chance of Meatballs.



***How does text structure affect how I read?  
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3

**Nutrition Week:**

**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RI.2.8** Describe how reasons support specific points the author makes in a text. ([good enough to eat water page](#))

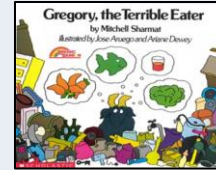
**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

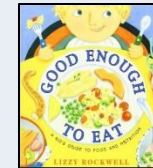
**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**L.2.1c.** Use reflexive pronouns (e.g., myself, ourselves).

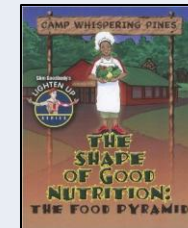


TCR-Food Groups graphic Organizer  
Brain Pop Jr. On food groups & Eating Right



<https://www.youtube.com/watch?v=hewFCeeMixK>

(Identify the main topic of multi-paragraph)



How did the artist portray all the food groups?

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4

**Body Systems Week 4-6**

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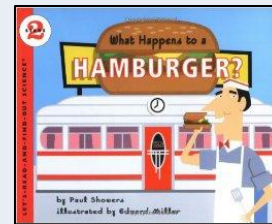
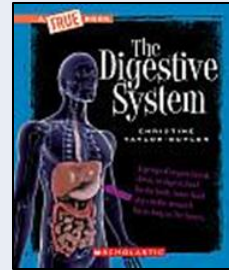
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**W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**L.2.1c.** Use reflexive pronouns (e.g., myself, ourselves).



Bill Nye Digestive System  
Brain Pop Jr.-Digestive System

Digestive Graphic Organizer-TCR

Human Body Book-TCR –Keep  
and add over all the systems

ART

**Earth Day-April 22**

**G.9.2.1** Interpret effects of human activities on the local environment

**G.11.2.2** Investigate ways natural and **human made** disasters affect people locally, nationally, and globally

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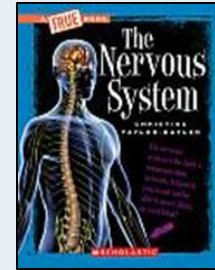
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**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

**L.2.1c.** Use reflexive pronouns (e.g., myself, ourselves).

Continue to add to body book from previous week.

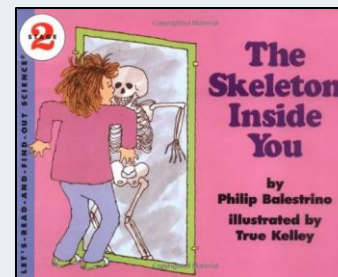


Brain Pop Jr. Senses goes over the nervous system.

Nervous Graphic Organizer-TCR

<https://www.youtube.com/watch?v=dah-4mtAnsQ> (Nervous System)

TCR-PPT



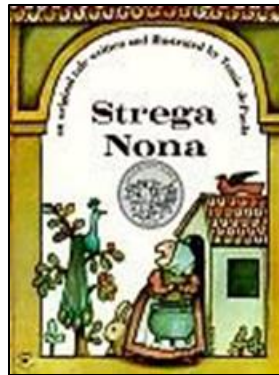
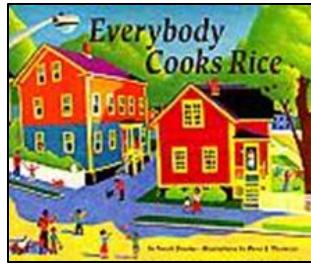
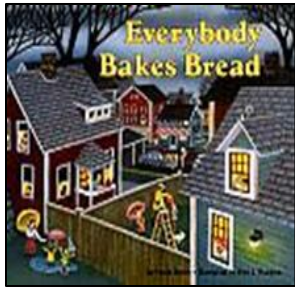
| Week | ELA Standards | Resources | Social Studies |
|------|---------------|-----------|----------------|
|------|---------------|-----------|----------------|

***How does text structure affect how I read?  
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|   |   |   |  |
|---|---|---|--|
| 6 | <p><b>Body Systems Week 4-6</b></p> <p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2. 6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>No additional text needed. Ideas for projects are:</p> <p>*Measuring out small intestine and colon and putting on paper aligning to math standards. 2MD.a.1, 2MD.a.2, 2MD.a.4</p> <p>*Break the Body System into parts and grouping the kids to research the different parts.</p> <p>*Divide the class into groups to create a visual display of each body system. Present information using the SL standards listed here.</p> <p>Apps that could be used:<br/>Little Bird Tales<br/>Educreation<br/>ShowMe<br/>Smart Recorder</p> |  |
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# Additional unit resources that are not paced, but could be used.



## Poems

["The Pizza"](#)

["Bananas and Cream"](#)

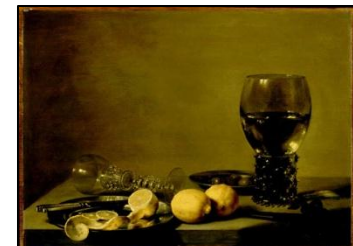
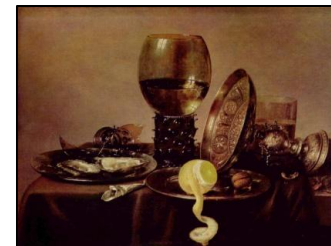
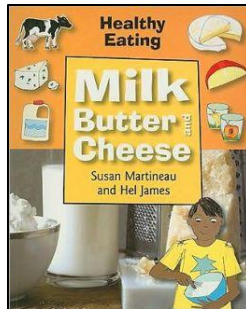
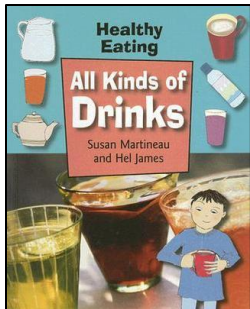
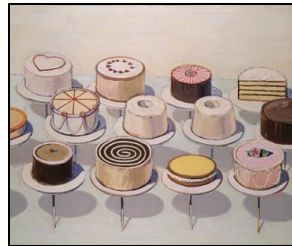
["Chicken Soup with Rice"](#)

## Poems

(Read Aloud)

["Turtle Soup"](#)

["Boa Constrictor"](#)



# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**