

Taking Care of Ourselves

Second Grade Unit 6



Planning Team

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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

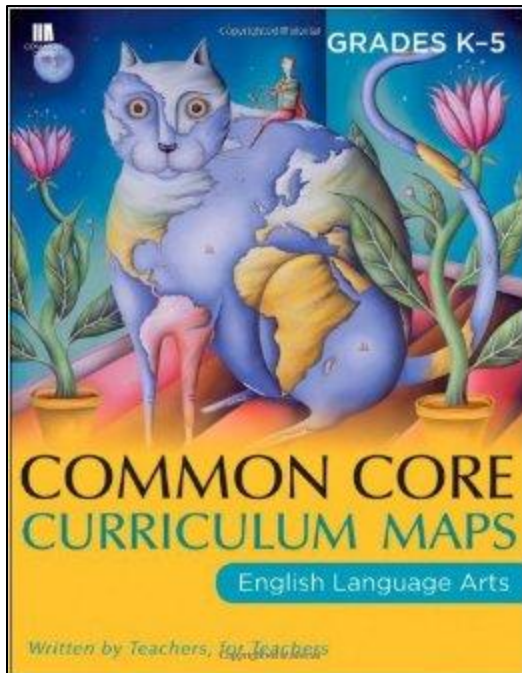
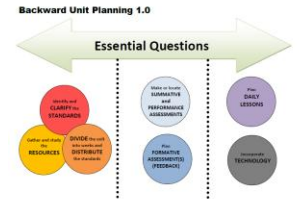
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



Taking Care of Ourselves



Essential Question

How does text structure affect how I read?

How can I make connections between the texts I read?

Unit Pacing Guide

2nd Grade Unit 6

Taking Care of Ourselves
ELA Pacing Guide

Taking Care of Ourselves

"How does text structure affect how I read?"

"How can I make connections between texts I read?"

In this sixth six-week unit of second grade, students will enjoy a wide range of reading and practice informative/explanatory writing while studying human body systems.



Reading Standards for Literature

Key Ideas and Details

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Reading Standards for Informational Text

Key Ideas and Details

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

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

Craft and Structure

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

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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

Integration of Knowledge and Ideas

RI.2.8 Describe how reasons support specific points the author makes in a text.

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

Reading Standards: Foundational Skills

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode regularly spelled two-syllable words with long vowels.

e. Identify words with inconsistent but common spelling-sound correspondences

f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

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.

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Writing Standards

Text Types and Purposes

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.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

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.

Speaking and Listening Standards

Comprehension and Collaboration

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 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.

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

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Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

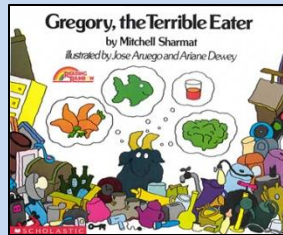
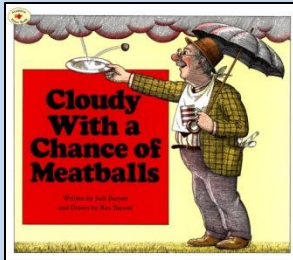
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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

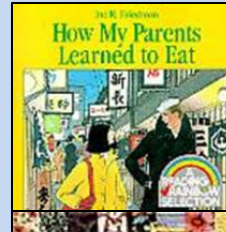
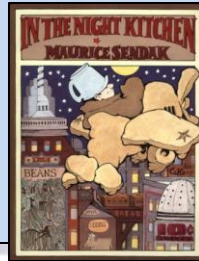
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Literature

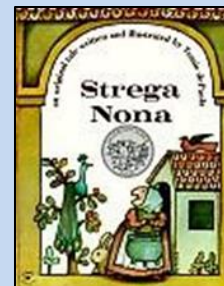
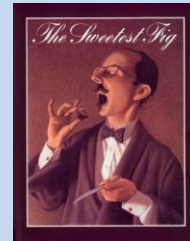
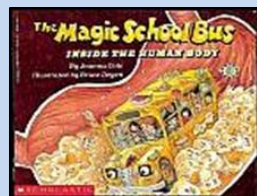
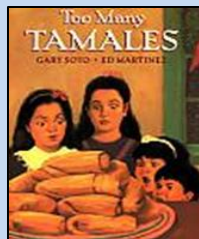
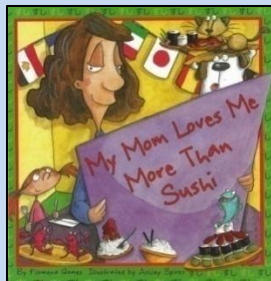
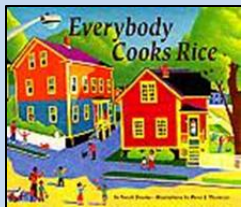
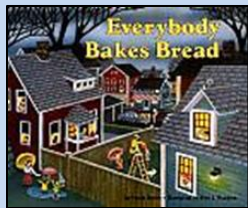
14 copies



Stories



Read Aloud



2nd Grade Print Resources Unit 6

Poems

["Sick"](#)

["The Pizza"](#)

["Bananas and Cream"](#)

["Chicken Soup with Rice"](#)

Poems

(Read Aloud)

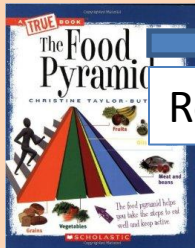
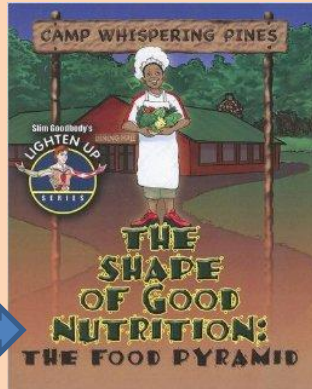
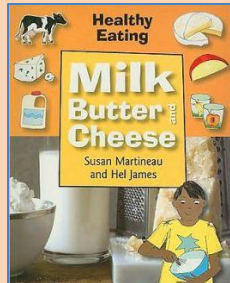
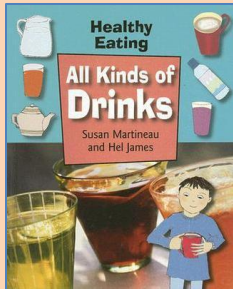
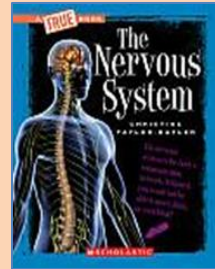
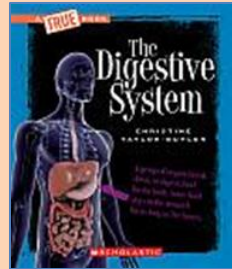
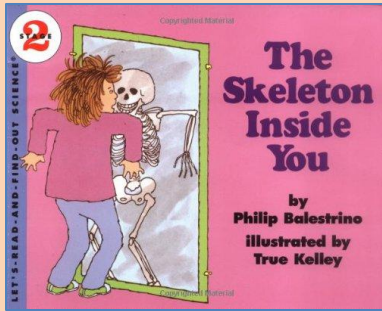
["Turtle Soup"](#)

["Boa Constrictor"](#)

Informational Text

14 copies

Read Aloud

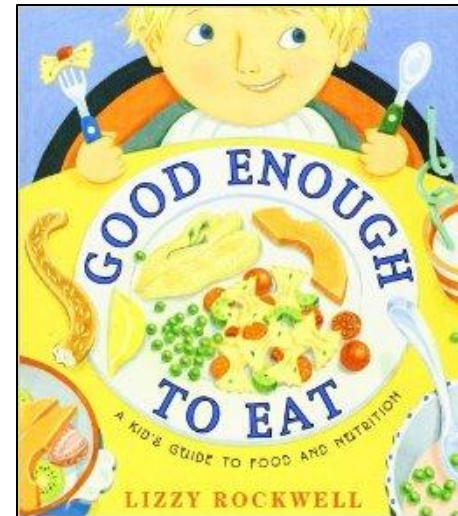
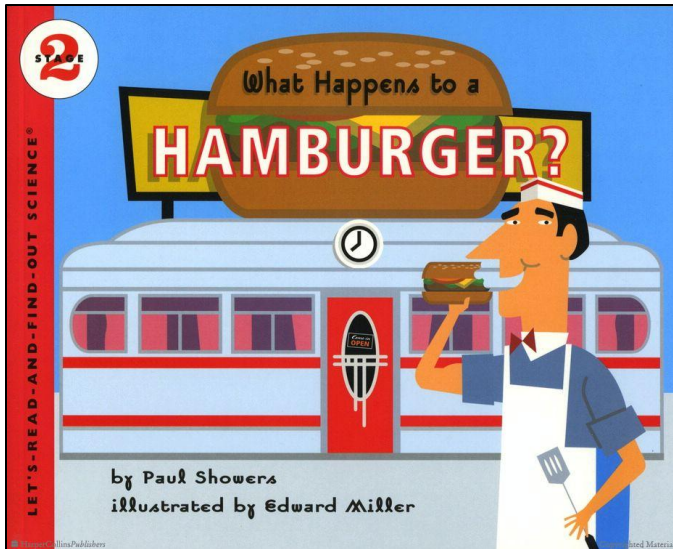


Replaced with

Art

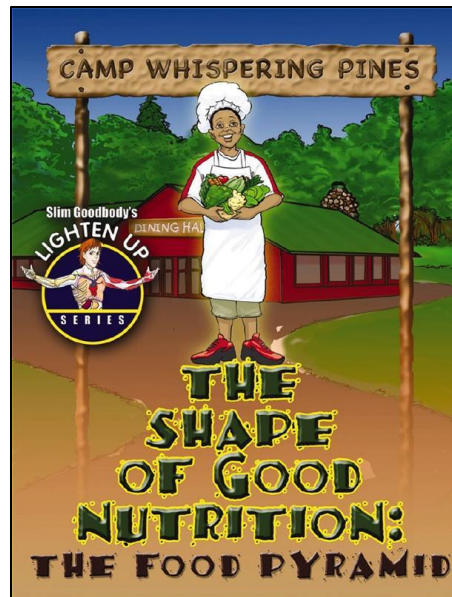


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(Sets 1 & 2 already have 1 copy)



14 copies ordered for sets 3 & 4
(Sets 1 & 2 already have 14 copies)

New Texts


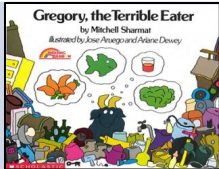
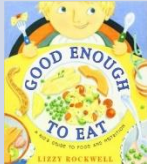
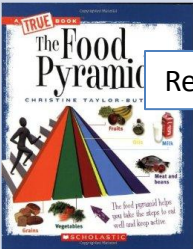

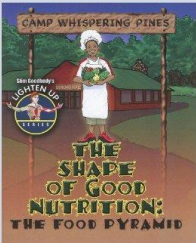



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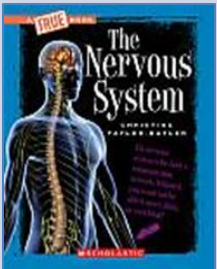
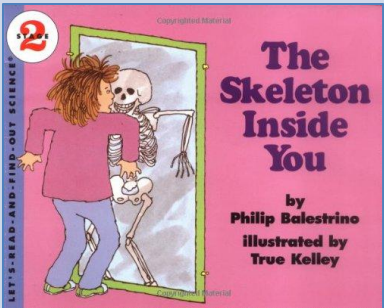
REPLACING
The Food Pyramid

Week	ELA Standards	Resources and Suggested Instruction
1	<p>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.</p> <p>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.</p> <p>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.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>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.</p> <p>L2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L2.5 a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<div data-bbox="1271 234 1450 429"> </div> <div data-bbox="1559 251 1781 476"> </div> <div data-bbox="1271 476 1450 696"> </div> <div data-bbox="1609 525 1731 679"> <p>Text Talk Books</p> </div> <div data-bbox="1226 751 1404 803"> <p>Poems</p> </div> <div data-bbox="1226 819 1601 1065"> <p><u>"Sick"</u> <u>"I'm Breaking up with Broccoli"</u> <u>"I'm Absolutely Full Tonight"</u></p> </div> <div data-bbox="1622 853 1814 1001"> </div>

Week	ELA Standards	Resources and Suggested Instruction
2	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> 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 <p>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.</p> <p>L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.5 a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <ol style="list-style-type: none"> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<div data-bbox="1232 234 1431 461"> </div> <div data-bbox="1649 425 1837 652"> </div> <div data-bbox="1248 678 1437 921"> </div> <div data-bbox="1474 901 1707 1100"> </div> <div data-bbox="1734 886 1827 953"> <p>14 copies</p> </div> <div data-bbox="1222 525 1638 572"> <p>Text Talk Books</p> </div> <div data-bbox="1222 1093 1638 1315"> <p>On TCR: Use for teaching/modeling the first two weeks with different text, then use for assessment week two with <u>Cloudy With A Chance of Meatballs</u>.</p> </div> <div data-bbox="1638 1043 1889 1375"> </div>

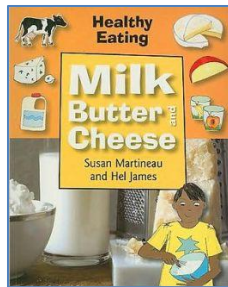
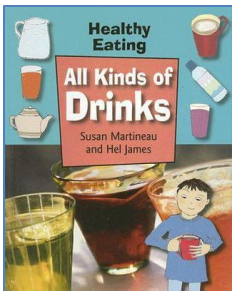
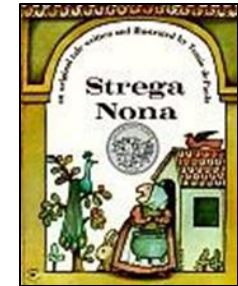
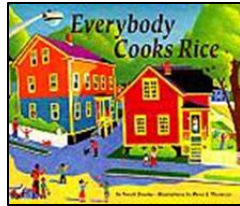
Week	ELA Standards	Resources and Suggested Instruction Nutrition Week:
3	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. (good enough to eat water page)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>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.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>14 copies</p>   <p>TCR-Food Groups graphic Organizer Brain Pop Jr. On food groups & Eating Right</p>  <p>https://www.youtube.com/watch?v=hewFCeeMixk (Identify the main topic of multi-paragraph)</p>   <p>Replaced with</p>   <p>How did the artist portray all the food groups?</p>

Week	ELA Standards	Resources and Suggested Instruction
4	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>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.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Body Systems Week:</p> <div data-bbox="1286 297 1518 565"> </div> <div data-bbox="1286 586 1557 801"> </div> <p>Bill Nye Digestive System</p> <p>Brain Pop Jr.-Digestive System</p> <p>Digestive Graphic Organizer-TCR</p> <p>Human Body Book-TCR –Keep and add over all the systems</p> <div data-bbox="1335 1139 1754 1382"> </div>

Week	ELA Standards	Resources and Suggested Instruction
5	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>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.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Body Systems Week:</p> <p>Continue to add to body book from previous week.</p>  <p>Brain Pop jr Senses goes over the nervous system.</p> <p>Nervous Graphic Organizer-TCR</p> <p>https://www.youtube.com/watch?v=dah-4mtAnsQ (Nervous System)</p> 

Week	ELA Standards	Resources and Suggested Instruction
6	<p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.3 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>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>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.</p> <p>SL.2. 6 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: Little Bird Tales Educreation ShowMe Smart Recorder</p>

Additional texts Not Paced, but could be used.



Poems

"The Pizza"

"Bananas and Cream"

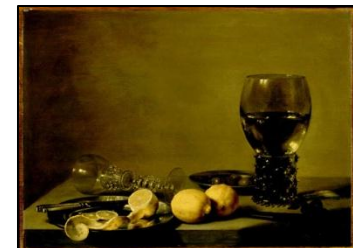
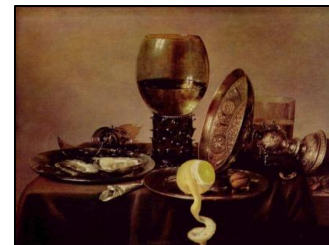
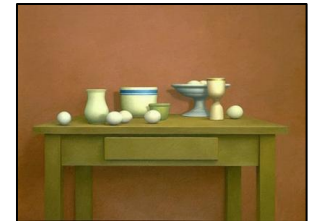
"Chicken Soup with Rice"

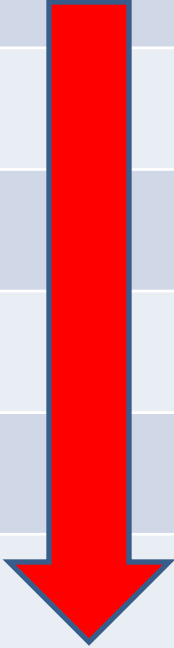
Poems

(Read Aloud)

"Turtle Soup"

"Boa Constrictor"



Week	Standards	Essential Questions
1		<p><i>How does text structure affect how I read?</i></p> <p><i>How can I make connections between the texts I read?</i></p>
2		
3		
4		
5		
6		





RESOURCES



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