

Taking Care of Ourselves

In this sixth six-week unit of second grade, students will use Joanna Cole’s field trip into the human body (*The Magic School Bus Inside the Human Body*) as a jump-off point to study the four body systems: skeletal, muscular, digestive, and nervous.

Essential Question
Why should we support our opinions with reasons?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>-Guided Reading Level Books</p> <p>-Super Teacher</p> <p>-Reading A to Z</p> <p>-Poetry Books</p>
Reading Standards for Informational Text	
<p>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.</p> <p>Integration of Knowledge and Ideas RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>Range of Reading and Level of Text Complexity RI.2.10 By the end of year, read and comprehend informational texts, including history /social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>-Guided Reading Level Books</p> <p>-AR Books</p> <p>-Library Books</p> <p>-Image Diagram</p>

Writing Standards	
<p>Text Types and Purposes</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</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>-Step-Up-To –Writing</p> <p>-Dry Erase Boards</p> <p>-Education City</p> <p>-Brain Pop</p> <p>-Smartboard Activities</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Presentation of Knowledge and Ideas</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>-Audio Recordings</p> <p>-Book Talk</p> <p>-Retell</p>
Language Standards	
<p>Conventions of Standard English</p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>c. Use reflexive pronouns (e.g., myself, ourselves).</i></p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i></p> <p><i>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>a. Identify real-life connections between words and their use (e.g., describe foods that are</i></p>	<p>-Education City</p> <p>-Brain Pop</p> <p>-Large chart paper</p> <p>-SmartBoard activities</p>

spicy or juicy).

Required Independent Reading Texts:

Authentic Assessments: