**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.**

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**Overview**

* + Examining “still life” paintings of food for detail, students describe what they see, and arrange and paint a “still life” of healthy snacks.  Building on the painting experience in this unit and the bridge writing in unit three, students write explanatory pieces. They read informational texts on body systems in the grades 2-3 reading range with fluency. Threaded together by food-related titles, students independently read fiction and poetry, looking for an underlying message.
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**Focus Standards**

* + These Focus Standards have been selected for the unit from the Common Core State Standards.
    - **RL.2.4:**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.
    - **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.
    - **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.
    - **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.
    - **RI.2.8:**Describe how reasons support specific points the author makes in a text.
    - **W.2.1:**Write opinion pieces in which they introduce the topic of 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.

[Common Core State Standards, ELA](http://commoncore.org/free/resources/CCSSI_ELA_Standards.pdf) (1.5 MB)

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**Suggested Student Objectives**

* + - Write an explanatory piece describing the experience of painting a still life.
    - Use descriptive words (adjectives) to describe food they taste.
    - Consult a dictionary on the spelling of descriptive words.
    - Read to discover the systems of the body in a narrative informational text, *Magic School Bus Inside the Human Body.*
    - Read texts independently and fluently in both literary and informative genres, on grade level and into the stretch 2-3 level of text.
    - Read books with the common theme of “food,” to find the message or theme of the literature.
    - Sing songs about nutrition and the human body, noting the rhythm and rhyme of the music and lyrics.
    - Use reference books to research the scientific names of bones in the human body.
    - Write an opinion piece about an important thing to do to stay healthy.
    - Use reflexive pronouns (e.g., myself, yourself, and ourselves) correctly.
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**Suggested Works**

* + (E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

**Literary Texts**

**Stories**

* + - *Yoko*(Rosemary Wells)
    - *Tar Beach*(Faith Ringgold)
    - *In the Night Kitchen*(Maurice Sendak) (EA)
    - *Gregory the Terrible Eater*(Mitchell Sharmat, Jose Aruego, and Ariane Dewey)
    - *Cloudy with a Chance of Meatballs*(Judith and Ron Barrett)
    - *Dim Sum for Everyone* (Grace Lin)
    - *Thunder Cake* (Patricia Polacco)
    - *How My Parents Learned to Eat* (Ina R. Friedman and Allen Say)

**Poems**

* + - “Sick” (Shel Silverstein)
    - “The Pizza” (Ogden Nash)
    - “Bananas and Cream” (David McCord)
    - *Chicken Soup with Rice: A Book of Months*(Maurice Sendak) (EA)

**Stories (Read Aloud)**

* + - *The Magic School Bus Inside the Human Body* (Joanna Cole and Bruce Degan)
    - *Something’s Happening on Calabash Street*(Judith Ross)
    - *Strega Nona*(Tomie de Paola)
    - *Chato’s Kitchen*(Gary Soto)
    - *Too Many Tamales*(Gary Soto and Susan Guevara)
    - *Everybody Cooks Rice*(Norah Dooley and Peter J. Thornton)
    - *Everybody Bakes Bread* (Norah Dooley and Peter J. Thornton)
    - *Everybody Serves Soup* (Norah Dooley and Peter J. Thornton)
    - *Everybody Brings Noodles* (Norah Dooley and Peter J. Thornton)
    - *My Mom Loves Me More Than Sushi*(Filomena Gomes and Ashley Spires)
    - *The Sweetest Fig*(Chris Van Allsburg)

**Poems (Read Aloud)**

* + - “Turtle Soup” (Lewis Carroll) (EA)
    - *Eats: Poems* (Arnold Adoff and Susan Russo)
    - “Boa Constrictor” (Shel Silverstein)

**Songs**

* + - “Dry Bones” (Traditional)
    - “I’m Being Swallowed by a Boa Constrictor” (Traditional)
    - “Food Glorious Food” (from *Oliver,* Lional Bart)

**Informational Texts**

**Informational Text**

* + - *What Happens to a Hamburger?* (Paul Showers and Edward Miller)
    - *The Digestive System*(Rebecca L. Johnson)
    - *Good Enough to Eat: A Kid’s Guide to Food and Nutrition*(Lizzy Rockwell)
    - *The Nervous System*(Joelle Riley)
    - *The Skeleton Inside You* (Philip Balestrino and True Kelley)

**Informational Text (Read Aloud)**

* + - *Muscles: Our Muscular System* (Seymour Simon) (EA)
    - “Muscles” (*Kids Discover Magazine*)
    - *The Mighty Muscular and Skeletal Systems: How Do My Muscles and Bones Work?*(John Burstein)
    - *Bones: Our Skeletal System*(Seymour Simon) (EA)
    - “Bones” (*Kids Discover Magazine*)
    - “Nutrition” (Kids Discover *Magazine*)
    - *Healthy Eating*series (Susan Martineau and Hel James)
    - *Eat Your Vegetables! Drink Your Milk!*(Alvin and Virginia B. Silverstein, and Laura Silverstein Nunn)
    - *The Food Pyramid*(Christine Taylor-Butler)
    - *Showdown at the Food Pyramid*(Rex Barron)
    - *Guts: Our Digestive System*(Seymour Simon) (EA)
    - *Break It Down: The Digestive System*(Steve Parker)
    - *Digestive System*(Cheryl Jakab)
    - *The Digestive System*(Christine Taylor-Butler)
    - *The Digestive System*(Kristin Petrie)
    - “Brain” (*Kids Discover Magazine*)
    - *The Astounding Nervous System* (John Burstein)
    - *The Nervous System*(Christine Taylor-Butler)

**Art, Music, and Media**

**Art**

* + - Annibale Caracci, [*The Beaneater*](http://www.wga.hu/frames-e.html?/html/c/carracci/annibale/1/beaneate.html) (1584-85)
    - Caravaggio, [*Basket of Fruit*](http://en.wikipedia.org/wiki/File:Caravaggio_Basket_of_Fruit.jpg) (c.1599)
    - Willem Claesz Heda*,* [*Still Life on a Table*](http://www.royalcollection.org.uk/eGallery/object.asp?maker=11754&object=404790&row=0) (1938)
    - Pieter Claesz*,* [*Still Life with Two Lemons*](http://www.pbs.org/wgbh/sisterwendy/works/lem_large.html) (1629)
    - William Bailey, [*Still Life with Rose Wall and Compote*](http://hirshhorn.si.edu/visit/collection_object.asp?key=32&subkey=3408) (1973)
    - Wayne Thiebaud, [*Cakes*](http://www.nga.gov/education/classroom/counting_on_art/act_fractions.shtm%20%20) (1963)
    - Claes Oldenburg, [*Two Cheeseburgers, with Everything*](http://www.moma.org/collection/browse_results.php?object_id=81183) (1962)
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**Sample Activities and Assessments**

* + **Class Discussion**

Why do our brains need “good food”? To begin this unit, students will need to think about the relationship between good food and brain function--how to nurture a healthy body. Encourage the students to look at the figurative meaning of the term “good food.” (SL.2.1)

**Class Discussion / Art Appreciation**

Introduce the genre of “still life” to the students: “One genre of art is called ‘still life’. A long time ago, painters felt they should paint religious scenes or famous people. In the 1500s, someone named Annibale Caracci decided to paint a regular person eating beans. Later, artists began to paint objects that may have been gathered into a bowl for the purpose of painting them, and with as many interesting details as possible.” As students view the paintings, talk about what they see in the paintings such as, details, objects, and positions of objects.Extend this discussion by creating a still life in class and then having students paint it. Begin by creating a collection of healthy snacks on a table. Encourage the students to help with the arrangement of objects, thinking about spaces between objects on the table. Talk about how the details make the painting interesting. Give students time to paint. (SL.2.1, SL.2.2)

**Explanatory Writing**

After students have painted the “still life” (see Class Discussion / Art Appreciation activity), extend the activity by writing. Give the students this prompt: “Write an explanatory ‘how-to’ piece, focused on how you created your painting. Be sure to begin with setting up the display as a class and go through each step of your work. Also, be sure to describe a still life in your introduction and write a strong conclusion.” (W.2.2)

**Word Activity**

Have the students “taste test” healthy snacks, fruits, and vegetables. Encourage them to use adjectives by challenging the students to come up with at least three descriptive words between each new taste. For example, “This apple is tangy, sweet, and crunchy!” Encourage students to use a dictionary to check the spelling of the words as needed. (L.2.2e, L.2.5a)

**Class Discussion / Literature**

Introduce the book *The Magic School Bus Inside the Human Body* (Joanna Cole)*.* Remind the students that this book is a fantasy but contains information that is true. Use this book to introduce the body systems for the informational side of this unit: skeletal, muscular, digestive, and nervous systems. Begin a chart for each of the body systems to add content learning from other read-aloud and student-read books*.* Students can post information from their own reading  on a chart by using index cards or Post-Its. (RI.2.4)

**Student Reading / Informational**

Have students independently read informational books to learn about each body system. Students should record new learning about each of the body systems in a notebook. They should look for how the author supports the main idea. For example, if reading a book about nutrition, ask students to find reasons in the text for why a person should eat healthy foods. (RI.2.10, RI.2.8)

**Teacher Read Aloud / Class Discussion**

Introduce the book *Everybody Cooks Rice* (Norah Dooley and Peter J. Thornton), which is about a girl who lives in a diverse neighborhood. She makes a very interesting discovery about her neighbors when she sees what each one is cooking. Read the book aloud. When you are finished, ask the children questions such as:

* + - What do you think the author wanted you to learn in this book?
    - What are the clues from the text that helped you come to that conclusion? (RL.2.2)

**Student Reading / Fiction**

In order to stretch students’ reading skills and test for comprehension and fluency, have students read a variety of fictional texts independently. Although the books share the common theme of food, they have very different messages. For example, *Tar Beach* (Faith Ringgold), which includes a picnic scene, is literally about rising above prejudice. *Gregory the Terrible Eater* (Mitchell Sharmat, Jose Aruego, and Ariane Dewey) is a funny book about a goat, but carries a message about healthy eating. These books offer a range of reading in the 2-3 band of grade level and stretch texts*.*(RL.2.10, RL 2.2)

**Language Activity**

The title of this unit is “Taking Care of Ourselves.” Ask students what other words they know that end with –self or –selves? (Possible answers: myself, himself, herself, themselves, yourself, and yourselves)Practice using these special kinds of pronouns in sentences: “I can do it \_\_\_\_\_\_\_\_\_\_.” “She climbed the monkey bars by \_\_\_\_\_\_\_\_\_\_\_\_\_.” “They went to the playground by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” (L.2.1c, SL.2.6)

**Song and Word Activity**

Explore text, rhythm, and rhyme in the song “Dry Bones.” Discuss how bones are connected in the song. It’s fun, though not necessarily accurate (e.g., the “toe bone” is not connected directly to the “heel bone”). Then have the students research the scientific names of the bones. Assign each pair of students one of the bones in the song to research online or in an encyclopedia. They should be sure to find out how the bones are actually attached and note the real names for each of the bones mentioned. For example, the twenty-six bones in the foot and the toe are actually called “phalanges.” Extend this activity to the stretch level by having the students sing the song with the scientific names. (RL.2.4, RI.2.7)

**Opinion Writing**

Give the students this prompt: “Choose one thing you think is most important to do to stay healthy. Be sure to back up your opinion with reasons, use appropriate linking words between your ideas, and provide a strong conclusion.” (W.2.1)

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**Additional Resources**

* + - [General Nutrition](http://www.ext.nodak.edu/food/kidsnutrition/edu-2.htm) (North Dakota State University)  
      Note: This is a website with extensive resources for elementary-school children on nutrition.
    - [Health Smart Virginia: Second Grade Curriculum Resources](http://healthsmartva.pwnet.org/resources/grade_2/2_1_b.php) (Virginia Department of Education)  
      Note: This is a website of lesson plans and resources, geared to second grade, and covering each of the body systems, especially health/science objectives.
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**Terminology**

* + - adjectives
    - dictionary
    - explanatory writing
    - fantasy
    - opinion writing
    - reflexive pronouns
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**Making Interdisciplinary Connections**

* + **This unit teaches:**
    - **Art**: The “still life” genre
    - **Science**: Body systems (e.g., digestive, nervous, muscular, and skeletal)
    - **Nutrition** (e.g., foods to eat and healthy living)

**This unit could be extended to teach:**

* + - **Science**: Healthy living (e.g., teeth, safety, and environmental hazards)