

Marietta City Schools			
District Unit Planner			
Second Grade			
Module Title	Good Eating	Unit Duration (days)	33 days
Enduring Understanding/ Essential Question	How does food nourish us?		

GA DoE Standards
<p><b>FOCUS STANDARDS</b></p> <p><b>Reading Literature</b>            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><b>Reading Informational Text</b>            RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure.            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.            RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p><b>Writing</b>            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.            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.</p> <p><b>Speaking and Listening</b>            SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.            SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>

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**Language**

- L.2.1.c Use reflexive pronouns.
- L.2.2.b Use commas in greetings and closings of letters.
- L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2.d Generalize learned spelling patterns when writing words.
- L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3.a Compare formal and informal uses of English.
- L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5.a Identify real-life connections between words and their use.

**CONTINUING STANDARDS****Reading Literature**

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.

**Reading Informational Text**

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.

**Reading Foundational Skills**

RF.2.4.a Read grade-level text with purpose and understanding.

**Language**

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.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Choose either the stomach or the small intestine. What important jobs does this organ do as part of the digestive system?  Conduct shared research in a small group. Then, individually, write an informative paragraph that	With support, conduct research in small groups. Write an informative paragraph with an introduction, topic statement, two pieces of evidence from the text, and a conclusion. Contractions, if used, should be used correctly.

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includes at least two pieces of evidence from the text.	
FQT2. Who benefited the most from making the soup in Bone Button Borscht? Write an opinion paragraph.	Evaluate evidence to form an opinion statement. Write an opinion paragraph that includes an introduction, opinion statement, reason, and evidence from the text.
FQT3. Where does nourishing food come from? Describe how food is created on a big farm. Write an informative paragraph that includes the steps and the connections between them.	Independently write an informative paragraph with at least two pieces of evidence from the text. Use temporal words in a written response.
FQT4. Consider the following options: strawberries, oranges, carrots, and broccoli. Which one would you choose to benefit your body? Support your opinion with evidence.	Collect and evaluate evidence from two sources. Conduct shared research. Write an opinion paragraph with one reason and two pieces of evidence. Include an introduction, opinion statement, and opinion conclusion.
NR1. Read Stone Soup and then answer questions about how the illustrations clarify the text.	Understand how illustrations expand and clarify information within a literary text.
NR2. Read page 31 of The Digestive System and answer questions about text features.	Use information in text features to build understanding on a topic. Use a glossary to determine the meaning of words or phrases.
NR3. Read pages 14–15 of Good Enough to Eat. Answer questions to connect the steps in the digestive process.	Understand the connections between steps in a process. Use temporal words to connect steps in a process.
NR4. Listen closely to “Debate! Should Sugary Drinks Be Taxed?” Complete a chart and answer questions about the author’s purpose and points.	Identify the author’s reasons for believing her points. Name the author’s purpose.

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<p>EOM: Look closely at the two images of plates. Which meal would you choose to nourish your body and why?</p> <p>Support your response using evidence from the following sources:</p> <p>Good Enough to Eat by Lizzy Rockwell “Eating Your A, B, C’s ...” infographic</p>	<p>Write a paragraph that clearly states an opinion with a reason rooted in evidence from the text.</p> <p>Introduce the book or topic.</p> <p>Evaluate evidence to form an opinion statement with two parts.</p> <p>Supply a reason that supports each part of the opinion statement.</p> <p>Use temporal words to connect opinions and reasons.</p> <p>Reiterate the opinion in a conclusion statement.</p>
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\*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
Focusing Question 1: How can food nourish my body?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	All Module Texts	Wonder  What do I notice and wonder about Good Enough to Eat?		Ask questions and make observations about a section of the text Good Enough to Eat. (RI.2.1)  Use text-based clues to determine the meaning of digestive system. (L.2.4.a)	Slide Deck
2	The Digestive System, Christine Taylor-Butler  The Digestive System, Jennifer Prior	Wonder  What do I notice and wonder about The Digestive System?	Examine  Why is shared research important?	Ask and answer questions about The Digestive System. (RI.2.1)  Examine the importance of conducting shared research to answer a question. (W.2.7, W.10)  Use a glossary and beginning dictionary to determine or clarify the meaning of the word starches. (L.2.4.e)	Slide Deck
3	The Digestive System, Christine Taylor-Butler	Wonder	Experiment	Ask and answer questions about The Digestive System. (RI.2.1)	Slide Deck

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	The Digestive System, Jennifer Prior	What do I notice and wonder about The Digestive System?	How does shared research work?	Answer a research question by conducting shared research. (W.2.7, W.2.8)  Use a glossary or beginning dictionary to clarify the meaning of the words mucus and gastric. (L.2.4.e)	
4	The Digestive System, Christine Taylor-Butler  The Digestive System, Jennifer Prior	Organize  What's happening in The Digestive System?	Examine  How do I collect shared research to answer Focusing Question Task 1?  Examine  Why is using apostrophes in contractions important?	Use text features to navigate an informational text. (RI.2.5)  Answer a research question by conducting shared research in small groups. (W.2.7, W.2.8)  Identify examples of contractions and explain the role of the apostrophes in contractions. (L.2.2.c)	Slide Deck
5	The Digestive System, Christine Taylor-Butler  The Digestive System, Jennifer Prior	Organize  What's happening in Chapter 2 of The Digestive System?	Experiment  How does speaking to recount work?  Execute  How do I collect shared research to answer FQT 1?	Describe the connection between the parts of the digestive system. (RI.2.3, SL.2.2)  Answer a research question by conducting shared research in small groups. (W.2.7, W.2.8)  Identify real-life connections between the word absorb and its use. (L.2.5.a)	Slide Deck
6 FQT1	The Digestive System, Christine Taylor-Butler	Reveal  What does a deeper exploration of text features reveal in The Digestive System?	Execute  How do I write an informative paragraph for FQT 1?  Experiment	Explain how images contribute to the text. (RI.2.7)  Use shared research about the digestive system to write an informative paragraph. (RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c)  Use apostrophes to form contractions. (L.2.2.c)	Slide Deck

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			How do apostrophes in contractions work?		
7 FQT1	The Digestive System, Christine Taylor-Butler  The Digestive System, Jennifer Prior	Distill  What is the essential meaning of The Digestive System?	Execute  How do I write an informative paragraph for FQT 1?	Determine the author's purpose of the text The Digestive System by Christine Taylor-Butler. (RI 2.6, W.10)  Use shared research about the digestive system to write an informative paragraph. (RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c)  Use sentence-level context or the glossary to determine the meaning of the words belch, bacteria, and saliva. (L.2.4.a, L.2.4.e)	Slide Deck
8	The Digestive System, Christine Taylor-Butler  The Digestive System, Jennifer Prior	Know  How does The Digestive System build my knowledge of how food nourishes my body?	Excel  How do I improve my informative paragraph?  Excel  How do I improve my use of contractions in my informative paragraph?	Read and understand the purpose of captions in a text. (RI.2.5)  Identify reasons that support the author's point in "Food and Family." (RI.2.8)  Use apostrophes to form contractions. (L.2.2.c)	Slide Deck
<b>Focusing Question 2: How can food nourish a community?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>
9	Stone Soup, Marcia Brown  The Beaneater, Annibale Carracci	Wonder  What do I notice and wonder about Stone Soup?		Make observations and generate questions about Stone Soup. (RL.2.1)  Determine the meaning of words formed when the suffixes -ful and -less are added to known root words. (L.2.4)	Slide Deck
10	Bone Button Borscht, Aubrey Davis	Wonder		Ask and answer questions about Bone Button Borscht. (RL.2.1)	Slide Deck

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	<p>Stone Soup, Marcia Brown</p> <p>The Beaneater, Annibale Carracci</p> <p>Wonder</p> <p>What do I notice and wonder about Bone Button</p>	<p>What do I notice and wonder about Bone Button</p>		<p>Identify and match reflexive pronouns in Bone Button Borscht with their antecedent. (L.2.1.c)</p>	
11	<p>Bone Button Borscht, Aubrey Davis</p>	<p>Organize</p> <p>What's happening in Bone Button Borscht?</p>	<p>Experiment</p> <p>How do I form opinion statements?</p>	<p>Recall story elements from the text Bone Button Borscht. (RL.2.2)</p> <p>Identify important details when listening to a Read Aloud. (SL.2.2)</p> <p>Experiment with forming opinion statements. (W.2.1)</p> <p>Consider real-life connections between closely related verbs (trudged, hurried, hobbled, sped, rushed) and their use in order to distinguish their shades of meaning. (L.2.5.a, L.2.5.b)</p>	Slide Deck
12	<p>Bone Button Borscht, Aubrey Davis</p>	<p>Reveal</p> <p>What does a deeper exploration of illustrations and words reveal in Bone Button Borscht?</p> <p>Execute</p> <p>How do I form opinion statements?</p>	<p>Execute</p> <p>How do I structure an opinion paragraph?</p> <p>Examine</p> <p>How does using reflexive pronouns work?</p>	<p>Describe how the illustrations contribute to understanding of characters and setting. (RL.2.7)</p> <p>Write an opinion statement. (W.2.1)</p> <p>Generate real-life and text examples and non-examples of cooperation. (L.2.5.a)</p>	Slide Deck

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13 FQT2	Bone Button Borscht, Aubrey Davis	Reveal  What does a deeper exploration of illustrations and words reveal in Bone Button Borscht?	Execute  How do I form opinion statements?	Describe how the illustrations contribute to understanding of characters and setting. (RL.2.7)  Write an opinion statement. (W.2.1)  Generate real-life and text examples and non-examples of cooperation. (L.2.5.a)	Slide Deck
14 FQT2	Bone Button Borscht, Aubrey Davis	Distill  What is the essential meaning of Bone Button Borscht?	Execute  How do I prepare to write an opinion paragraph?	Determine the essential meaning and explain how both words and illustrations contribute to the essential meaning. (RL.2.1, RL.2.2, RL.2.7)  Prepare to write an opinion paragraph. (W.2.1)  Identify real-life connections between the words gather and cram and their use. (L.2.5.a)	Slide Deck
15 FQT2 NR1	Bone Button Borscht, Aubrey Davis	Know  How does Bone Button Borscht build my knowledge?	Excel  How do I write an opinion paragraph in FQT 2?	Identify and describe how words and illustrations add meaning to the text. (RL.2.1, RL.2.7, W.10)  Write an opinion paragraph. (W.2.1, W.2.8, RL.2.1)  Create a Frayer Model for the word banquet using real-life connections. (L.2.4.a, L.2.5.a)	Slide Deck
16 SS	Bone Button Borscht, Aubrey Davis	Know	Execute	Identify and explain the purpose of apostrophes in possessive nouns. (L.2.1.c)	Slide Deck

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	Stone Soup, Marcia Brown	How do Bone Button Borscht and Stone Soup build my knowledge of how food can nourish a community?	<p>How can I speak to recount to prepare for a Socratic Seminar?</p> <p>Examine</p> <p>Why is it important to know the difference between formal and informal language?</p> <p>Examine</p> <p>Why do writers use apostrophes in possessives?</p>		
<b>Focusing Question 3: Where does nourishing food come from?</b>					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
17	The Vegetables We Eat, Gail Gibbons	<p>Wonder</p> <p>What do I notice and wonder about The Vegetables We Eat?</p>	<p>Examine</p> <p>Why is writing about the steps in a process important?</p> <p>Examine</p> <p>Why do writers use apostrophes in possessives?</p>	<p>Ask and answer questions about The Vegetables We Eat. (RI.2.1)</p> <p>Demonstrate understanding of an informative paragraph with steps in a process. (W.2.2)</p> <p>Recount an experience with descriptive details. (SL.2.2, SL.2.4)</p> <p>Identify and explain the purpose of apostrophes in singular and plural possessives nouns. (L.2.2.c)</p>	Slide Deck

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18	The Vegetables We Eat, Gail Gibbons	Organize  What's happening in The Vegetables We Eat?	Experiment  How does writing with steps work?  Experiment  How do writers use apostrophes correctly in possessive nouns?	Reread and use the headings to determine the author's purpose of sections of text. (RI.2.5, RI.2.6)  Record evidence detailing steps in a process. (RI.2.3)  Use apostrophes in singular and plural possessive nouns. (L.2.2.c)	Slide Deck
19 FQT3	The Vegetables We Eat, Gail Gibbons	Reveal  What does a deeper exploration of the words and phrases reveal in The Vegetables We Eat?	Execute  How do I write the steps of a process in FQT 3?  Experiment  How does using commas in letters work?	Recall the meaning of topic specific vocabulary from the text The Vegetables We Eat. (RI.2.4)  Record evidence detailing steps in a process. (RI.2.1, RI.2.3, W.2.8)  Use commas in greetings and closings of letters. (L.2.2.b)	Slide Deck
20 FQT3	The Vegetables We Eat, Gail Gibbons  "Fruit Veggie Swag"	Distill  What is the essential meaning of The Vegetables We Eat?	Execute  How do I write the steps of a process in FQT 3?  Experiment  How does speaking formally and informally work?  Execute  How do I use commas in the greetings and closings of a letter?	State and examine the author's purpose of a text. (RI.2.6)  Compare formal and informal language. (L.2.3.a)  Write an informative paragraph about steps in a process. (RI.2.1, RI.2.3, W.2.2, W.2.8)  Use commas in greetings and closings of letters. (L.2.2.b)	Slide Deck

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21 NR1	<p>The Vegetables We Eat, Gail Gibbons</p> <p>The Digestive System, Christine Taylor Butler</p> <p>“Try Something New,” Jamie Oliver</p>	<p>Know</p> <p>How can The Vegetables We Eat build my knowledge of what is nourishing food and where it can come from?</p>	<p>Excel</p> <p>How do I improve FQT 3?</p> <p>Excel</p> <p>How do I improve my use of possessives in my informational paragraph?</p>	<p>Use text features to locate information in The Digestive System. (RI.2.5)</p> <p>Improve an informative paragraph about steps in a process. (W.2.2, W.2.5, W.2.8, RI.2.1, RI.2.3)</p> <p>Identify reasons that support the author’s point in “Try Something New.” (RI.2.8)</p> <p>Use apostrophes to form possessives. (L.2.2.c)</p>	Slide Deck
<b>Focusing Question 4: How can I choose nourishing foods?</b>					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
22	<p>Good Enough to Eat, Lizzy Rockwell</p> <p>“My Food Journey”</p> <p>Cakes, Wayne Thiebaud</p>	<p>Wonder</p> <p>What do I notice and wonder about Good Enough to Eat?</p>	<p>Examine</p> <p>Why is it important to use research from more than one source to form an opinion?</p>	<p>Make observations and generate questions about Good Enough to Eat. (RI.2.1)</p> <p>Deepen understanding of the word nutrient by exploring real-life examples. (L.2.5.a)</p>	Slide Deck
23 NR3	<p>Good Enough to Eat, Lizzy Rockwell</p> <p>“Eating Your A, B, C’s ...”</p>	<p>Organize</p> <p>What’s happening in Good Enough to Eat?</p>	<p>Experiment</p> <p>How does conducting research from more than one source work?</p>	<p>Describe the connection between steps in a process. (RI.2.1, RI.2.3, W.2.10)</p> <p>Conduct shared research using two sources to collect evidence. (RI.2.1, W.2.7, W.2.8)</p> <p>Use real-life and text connections to build an understanding of the word energy. (L.2.5.a)</p>	Slide Deck
24	<p>Good Enough to Eat, Lizzy Rockwell</p>	<p>Reveal</p>	<p>Execute</p>	<p>Analyze Good Enough to Eat through its text features. (RI.2.5)</p>	Slide Deck

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		What does a deeper exploration of text features reveal in Good Enough to Eat?	How do I use research to form an opinion for FQT 4?	Conduct shared research to collect evidence for FQT 4. (RI.2.1, W.2.7, W.2.8)  Identify real-life connections between the word signal and its use. (L.2.5.a)	
25 FQT4	Good Enough to Eat, Lizzy Rockwell  Cakes, Wayne Thiebaud	Organize  What is happening in the “Eating Your A, B, C’s...” infographic?	Experiment  How do I use research to form an opinion for FQT 4?  Experiment  How does using resources to check my spelling work?	Conduct shared research to collect evidence from two sources for FQT 4. (RI.2.1, W.2.7, W.2.8)  Use spelling patterns and reference materials to check and correct spellings. (L.2.2.d, L.2.2.e)	Slide Deck
26 FQT4	Good Enough to Eat, Lizzy Rockwell  “Planting Seeds: The White House Garden and a Brooklyn School Farm”  “Eating Your A, B, C’s ...”	Distill  What is the essential meaning of Good Enough to Eat?	Execute  How do I use research to form an opinion for FQT 4?  Execute  How do I use resources to check my spelling in my Focusing Question Task?	Independently determine author’s purpose for writing a text. (RI.2.6, W.2.10)  Write an opinion paragraph about a nourishing food. (RI.2.1, W.2.1, W.2.7, W.2.8)  Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task. (L.2.2.d, L.2.2.e)	Slide Deck
27	Good Enough to Eat, Lizzy Rockwell  “Eating Your A, B, C’s ...”  “Can Milk Make You Happy?” Faith Hickman Brynie	Know  How can The Vegetables We Eat build my knowledge?	Excel  How do I improve my opinion paragraph?  Execute  How do I use my resources to check my spelling in my Focusing Question Task?	Complete and revise the opinion paragraph for FQT 4. (RI.2.1, W.2.1, W.2.5, W.2.8)  Identify reasons that support the author’s point in “Can Milk Make You Happy?” (RI.2.8)  Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task. (L.2.2.d, L.2.2.e)	Slide Deck

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<b>Focusing Question 5: How does food nourish us?</b>					
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>	<b>Lesson Resources</b>
28 NR4	All module texts  Two Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg  “Debate! Should Sugary Drinks Be Taxed?” Brenda Iasevoli	Know  How do the module texts build my knowledge of nourishing food?	Execute  How do I use opinion writing in the EOM Task?	Identify the author’s purpose for writing the text and describe how reasons support the points the author makes. (RI.2.6, RI.2.8)  Collect evidence to write an opinion paragraph. (RI.2.1, W.2.7, W.2.8)  Determine the meaning of a new word formed when a known affix is added to a known root word. (L.2.4.b)	Slide Deck
29	All module texts  Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg	Know  How do the module texts build my knowledge of nourishing food?	Execute  How do I use research to form an opinion in the EOM Task?	Collect evidence to prepare for the EOM Task. (RI.2.1, W.2.7, W.2.8)  Make connections between content vocabulary using connects to the text and the real world. (L.2.5.a)	Slide Deck
30 VOC1	All module texts  Cakes, Wayne Thiebaud  Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg	Know  How do the module texts build my knowledge of nourishing food?	Execute  How do I use research to form an opinion in the EOM Task?	Collect evidence from a second source to prepare for the EOM Task. (RI.2.1, W.2.8)  Demonstrate understanding of module words by identifying correct or incorrect use in context. (L.2.6)	Slide Deck
31 VOC 2	“Fruit Veggie Swag”  Cakes, Wayne Thiebaud	Know	Execute  How do I use opinion writing in the EOM Task?	Recount an experience understandably and with appropriate details. (SL.2.2, SL.2.4)	Slide Deck

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EOM	<p>Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg</p> <p>The Beaneater, Annibale Carracci</p> <p>“Eating Your A, B, C’s ...”</p> <p>“Try Something New,” Jamie Oliver</p>	How do the module texts build my knowledge of nourishing food?		<p>Orally rehearse and begin to draft an opinion paragraph about nutritious food. (RI.2.1, W.2.1, W.2.8 )</p> <p>Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)</p>	
32 SS EOM	All module texts	<p>Know</p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p>Execute</p> <p>How does speaking formally to recount an experience in a Socratic Seminar work?</p> <p>Excel</p> <p>How do I improve opinion writing in the EOM Task?</p>	<p>Complete and revise the opinion paragraph for the EOM Task. (W.2.1, W.2.5)</p> <p>Share an experience about trying a new food. (SL.2.1, SL.2.4, L.2.3.a)</p> <p>Describe uses of formal and informal language. (L.2.3.a)</p>	Slide Deck
33	<p>All Module 1–4 texts</p> <p>Autumn Landscape, Maurice de Vlaminck</p> <p>U.S. Marshals Escorting Ruby Bridges</p> <p>Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg</p>	<p>Know</p> <p>How do this year’s texts build my knowledge?</p>		<p>Answer questions about key details in texts. (RL.2.1, RI.2.1)</p>	Slide Deck

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	The Beaneater, Annibale Carracci				
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Content Resources
<p><b>CORE TEXTS</b></p> <p><b>Picture Book (Informational)</b></p> <ul style="list-style-type: none"> <li>■ <i>The Digestive System</i>, Christine Taylor-Butler</li> <li>■ <i>The Digestive System</i>, Jennifer Prior</li> <li>■ <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i>, Lizzy Rockwell</li> <li>■ <i>The Vegetables We Eat</i>, Gail Gibbons</li> </ul> <p><b>Picture Book (Literary)</b></p> <ul style="list-style-type: none"> <li>■ <i>Bone Button Borscht</i>, Aubrey Davis</li> <li>■ <i>Stone Soup</i>, Marcia Brown</li> </ul> <p><b>SUPPLEMENTARY TEXTS</b></p> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>■ "Food and Family," Nadine Burke</li> <li>■ "My Food Journey," Nadine Burke</li> <li>■ "Try Something New," Jamie Oliver</li> <li>■ "Planting Seeds: The White House Garden and a Brooklyn School Farm"</li> <li>■ "Fruit Veggie Swag"</li> </ul> <p><b>Visual Art</b></p> <ul style="list-style-type: none"> <li>■ <i>The Beaneater</i>, Annibale Carracci</li> <li>■ <i>Cakes</i>, Wayne Thiebaud</li> <li>■ <i>Two Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</li> </ul> <p><b>Articles</b></p> <ul style="list-style-type: none"> <li>■ "Can Milk Make You Happy?," Faith Hickman Brynie</li> <li>■ "Debate! Should Sugary Drinks Be Taxed?," TIME for Kids</li> <li>■ "Eating Your A,B,C's ...," Kids Discover</li> </ul>

Published: \_\_\_\_\_

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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