

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

FOCUS STANDARDS:

Foundations:

- 2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.
- 2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.

Language:

- 2.L.GC.2.d. Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.
- 2.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 2.L.V.3.b. Determine the relationship between words and their synonyms and antonyms.
- 2.L.V.3.c. Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).
- 2.L.V.3.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Texts:

- 2.T.SS.1.b. Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.
- 2.T.SS.1.c. Use conjunctions and transition words or phrases to sequence events and actions.
- 2.T.SS.1.d. Explain how various text features (e.g., captions, subheadings, charts, indexes) contribute to meaning and organization of texts.
- 2.TT.1.b. Identify the major plot events that occur between a problem and solution.
- 2.TT.1.c. Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.
- 2.TT.2.b. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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- 2.TT.2.c. Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.
- 2.TT.3.a. Identify and describe techniques used to craft opinion texts, including the author’s opinion, supporting reasons, and facts.
- 2.TT.3.c. Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, and, also), and provide a conclusion.
- 2.T.RA.1.a. Generate questions about self-selected topics of interest for research.
- 2.T.RA.1.b. Work collaboratively or individually to conduct research to answer questions on a shared or personal topic of interest by gathering and organizing information from multiple sources using graphic organizers or other support aids.

Practices:

- K-12.P.EICC.1.e – Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.1.b – Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.3.e – Make and track predictions about the events and information likely to come next.
- K-12.P.EICC.3.f – Make, track, and support inferences about different levels of meaning within the text.
- K-12.P.EICC.3.g – Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f – Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g – Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
- K-12.P.EICC.4.h – Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a – Integrate literary, expository, and persuasive (grades K–5) or rhetorical (grades 6–12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a – Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.AC.3.d – Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
- K-12.P.CP.1.a – Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b – Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c – Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a – Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c – Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d – Engage in dialogue with audiences by asking and answering questions.

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Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>FQT1. Choose either the stomach or the small intestine. What important jobs does this organ do as part of the digestive system?</p> <p>Conduct shared research in a small group. Then, individually, write an informative paragraph that includes at least two pieces of evidence from the text.</p>	<p>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.</p>
<p>FQT2. Who benefited the most from making the soup in Bone Button Borscht? Write an opinion paragraph.</p>	<p>Evaluate evidence to form an opinion statement. Write an opinion paragraph that includes an introduction, opinion statement, reason, and evidence from the text.</p>
<p>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.</p>	<p>Independently write an informative paragraph with at least two pieces of evidence from the text. Use temporal words in a written response.</p>
<p>FQT4. Consider the following options: strawberries, oranges, carrots, and broccoli. Which one would you choose to benefit your body? Support your opinion with evidence.</p>	<p>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.</p>
<p>NR1. Read Stone Soup and then answer questions about how the illustrations clarify the text.</p>	<p>Understand how illustrations expand and clarify information within a literary text.</p>
<p>NR2. Read page 31 of The Digestive System and answer questions about text features.</p>	<p>Use information in text features to build understanding on a topic. Use a glossary to determine the meaning of words or phrases.</p>
<p>NR3. Read pages 14–15 of Good Enough to Eat. Answer questions to connect the steps in the digestive process.</p>	<p>Understand the connections between steps in a process. Use temporal words to connect steps in a process.</p>

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<p>NR4. Listen closely to “Debate! Should Sugary Drinks Be Taxed?” Complete a chart and answer questions about the author’s purpose and points.</p>	<p>Identify the author’s reasons for believing her points. Name the author’s purpose.</p>
<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. Introduce the book or topic. Evaluate evidence to form an opinion statement with two parts. Supply a reason that supports each part of the opinion statement. Use temporal words to connect opinions and reasons. Reiterate the opinion in a conclusion statement.</p>

*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
1	All Module Texts	<p>Wonder</p> <p>What do I notice and wonder about Good Enough to Eat?</p>		<p>Ask questions and make observations about a section of the text Good Enough to Eat</p> <p>Use text-based clues to determine the meaning of digestive system.</p>
2	<p>The Digestive System, Christine Taylor-Butler</p> <p>The Digestive System, Jennifer Prior</p>	<p>Wonder</p> <p>What do I notice and wonder about The Digestive System?</p>	<p>Examine</p> <p>Why is shared research important?</p>	<p>Ask and answer questions about The Digestive System.</p> <p>Examine the importance of conducting shared research to answer a question.</p> <p>Use a glossary and beginning dictionary to determine or clarify the meaning of the word starches.</p>

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3 QS	The Digestive System, Christine Taylor-Butler The Digestive System, Jennifer Prior	Wonder What do I notice and wonder about The Digestive System?	Experiment How does shared research work?	Ask and answer questions about The Digestive System. Answer a research question by conducting shared research. Use a glossary or beginning dictionary to clarify the meaning of the words mucus and gastric.
4 QS	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. Answer a research question by conducting shared research in small groups. Identify examples of contractions and explain the role of the apostrophes in contractions.
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. Answer a research question by conducting shared research in small groups. Identify real-life connections between the word absorb and its use.
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. Use shared research about the digestive system to write an informative paragraph. Use apostrophes to form contractions.

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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. Use shared research about the digestive system to write an informative paragraph. Use sentence-level context or the glossary to determine the meaning of the words belch, bacteria, and saliva.
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. Identify reasons that support the author’s point in “Food and Family.” Use apostrophes to form contractions.

Focusing Question 2: How can food nourish a community?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
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. Determine the meaning of words formed when the suffixes -ful and -less are added to known root words.
10	Bone Button Borscht, Aubrey Davis Stone Soup, Marcia Brown	Wonder What do I notice and wonder about Bone Button		Ask and answer questions about Bone Button Borscht. Identify and match reflexive pronouns in Bone Button Borscht with their antecedent.

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	<p>The Beaneater, Annibale Carracci</p> <p>Wonder</p> <p>What do I notice and wonder about Bone Button</p>			
11 QS	<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.</p> <p>Identify important details when listening to a Read Aloud.</p> <p>Experiment with forming opinion statements.</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.</p>
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.</p> <p>Write an opinion statement.</p> <p>Generate real-life and text examples and non-examples of cooperation.</p>
13 FQT2	<p>Bone Button Borscht, Aubrey Davis</p>	<p>Reveal</p> <p>What does a deeper exploration of illustrations</p>	<p>Execute</p> <p>How do I form opinion statements?</p>	<p>Describe how the illustrations contribute to understanding of characters and setting.</p> <p>Write an opinion statement.</p>

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		and words reveal in Bone Button Borscht?		Generate real-life and text examples and non-examples of cooperation.
14 FQT2 QS	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. Prepare to write an opinion paragraph. Identify real-life connections between the words gather and cram and their use.
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. Write an opinion paragraph. Create a Frayer Model for the word banquet using real-life connections.
16 SS QS	Bone Button Borscht, Aubrey Davis Stone Soup, Marcia Brown	Know How do Bone Button Borscht and Stone Soup build my knowledge of how food can nourish a community?	Execute How can I speak to recount to prepare for a Socratic Seminar? Examine Why is it important to know the difference between formal and informal language? Examine Why do writers use apostrophes in possessives?	Identify and explain the purpose of apostrophes in possessive nouns.

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Focusing Question 3: Where does nourishing food come from?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
17	The Vegetables We Eat, Gail Gibbons	Wonder What do I notice and wonder about The Vegetables We Eat?	Examine Why is writing about the steps in a process important? Examine Why do writers use apostrophes in possessives?	Ask and answer questions about The Vegetables We Eat. Demonstrate understanding of an informative paragraph with steps in a process. Recount an experience with descriptive details. Identify and explain the purpose of apostrophes in singular and plural possessives nouns.
18 QS	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. Record evidence detailing steps in a process. Use apostrophes in singular and plural possessive nouns.
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	Recall the meaning of topic specific vocabulary from the text The Vegetables We Eat. Record evidence detailing steps in a process. Use commas in greetings and closings of letters.

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			How does using commas in letters work?	
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. Compare formal and informal language. Write an informative paragraph about steps in a process. Use commas in greetings and closings of letters.
21 NR1 QS	The Vegetables We Eat, Gail Gibbons The Digestive System, Christine Taylor Butler "Try Something New," Jamie Oliver	Know How can The Vegetables We Eat build my knowledge of what is nourishing food and where it can come from?	Excel How do I improve FQT 3? Excel How do I improve my use of possessives in my informational paragraph?	Use text features to locate information in The Digestive System. Improve an informative paragraph about steps in a process. Identify reasons that support the author's point in "Try Something New." Use apostrophes to form possessives.
Focusing Question 4: How can I choose nourishing foods?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
22	Good Enough to Eat, Lizzy Rockwell	Wonder	Examine	Make observations and generate questions about Good Enough to Eat.

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	<p>“My Food Journey” Cakes, Wayne Thiebaud</p>	<p>What do I notice and wonder about Good Enough to Eat?</p>	<p>Why is it important to use research from more than one source to form an opinion?</p>	<p>Deepen understanding of the word nutrient by exploring real-life examples.</p>
<p>23 NR3 QS</p>	<p>Good Enough to Eat, Lizzy Rockwell “Eating Your A, B, C’s ...”</p>	<p>Organize What’s happening in Good Enough to Eat?</p>	<p>Experiment How does conducting research from more than one source work?</p>	<p>Describe the connection between steps in a process. Conduct shared research using two sources to collect evidence. Use real-life and text connections to build an understanding of the word energy.</p>
<p>24 QS</p>	<p>Good Enough to Eat, Lizzy Rockwell</p>	<p>Reveal What does a deeper exploration of text features reveal in Good Enough to Eat?</p>	<p>Execute How do I use research to form an opinion for FQT 4?</p>	<p>Analyze Good Enough to Eat through its text features. Conduct shared research to collect evidence for FQT 4. Identify real-life connections between the word signal and its use.</p>
<p>25 FQt4</p>	<p>Good Enough to Eat, Lizzy Rockwell Cakes, Wayne Thiebaud</p>	<p>Organize What is happening in the “Eating Your A, B, C’s...” infographic?</p>	<p>Experiment How do I use research to form an opinion for FQT 4? Experiment How does using resources to check my spelling work?</p>	<p>Conduct shared research to collect evidence from two sources for FQT 4. Use spelling patterns and reference materials to check and correct spellings.</p>
<p>26 FQT4</p>	<p>Good Enough to Eat, Lizzy Rockwell</p>	<p>Distill</p>	<p>Execute</p>	<p>Independently determine author’s purpose for writing a text. Write an opinion paragraph about a nourishing food.</p>

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QS	<p>“Planting Seeds: The White House Garden and a Brooklyn School Farm”</p> <p>“Eating Your A, B, C’s ...”</p>	<p>What is the essential meaning of Good Enough to Eat?</p>	<p>How do I use research to form an opinion for FQT 4?</p> <p>Execute</p> <p>How do I use resources to check my spelling in my Focusing Question Task?</p>	<p>Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task.</p>
27	<p>Good Enough to Eat, Lizzy Rockwell</p> <p>“Eating Your A, B, C’s ...”</p> <p>“Can Milk Make You Happy?” Faith Hickman Brynie</p>	<p>Know</p> <p>How can The Vegetables We Eat build my knowledge?</p>	<p>Excel</p> <p>How do I improve my opinion paragraph?</p> <p>Execute</p> <p>How do I use my resources to check my spelling in my Focusing Question Task?</p>	<p>Complete and revise the opinion paragraph for FQT 4.</p> <p>Identify reasons that support the author’s point in “Can Milk Make You Happy?”</p> <p>Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task.</p>

Focusing Question 5: How does food nourish us?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
28 NR4	<p>All module texts</p> <p>Two Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg</p> <p>“Debate! Should Sugary Drinks Be Taxed?” Brenda Iasevoli</p>	<p>Know</p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p>Execute</p> <p>How do I use opinion writing in the EOM Task?</p>	<p>Identify the author’s purpose for writing the text and describe how reasons support the points the author makes.</p> <p>Collect evidence to write an opinion paragraph.</p> <p>Determine the meaning of a new word formed when a known affix is added to a known root word.</p>
29	All module texts	Know	Execute	Collect evidence to prepare for the EOM Task.

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	Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg	How do the module texts build my knowledge of nourishing food?	How do I use research to form an opinion in the EOM Task?	Make connections between content vocabulary using connects to the text and the real world.
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. Demonstrate understanding of module words by identifying correct or incorrect use in context.
31 VOC 2 EOM	“Fruit Veggie Swag” Cakes, Wayne Thiebaud Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg The Beaneater, Annibale Carracci “Eating Your A, B, C’s ...” “Try Something New,” Jamie Oliver	Know How do the module texts build my knowledge of nourishing food?	Execute How do I use opinion writing in the EOM Task?	Recount an experience understandably and with appropriate details. Orally rehearse and begin to draft an opinion paragraph about nutritious food. Demonstrate understanding of module words by analyzing correct or incorrect use in context.
32 SS EOM	All module texts	Know How do the module texts build my knowledge of nourishing food?	Execute How does speaking formally to recount an experience in a Socratic Seminar work?	Complete and revise the opinion paragraph for the EOM Task. Share an experience about trying a new food. Describe uses of formal and informal language.

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			Excel How do I improve opinion writing in the EOM Task?	
33	All Module 1–4 texts Autumn Landscape, Maurice de Vlaminck U.S. Marshals Escorting Ruby Bridges Cheeseburgers, with Everything (Dual Hamburgers), Claes Oldenburg The Beaneater, Annibale Carracci	Know How do this year’s texts build my knowledge?		Answer questions about key details in texts.

Content Resources

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CORE TEXTS

Picture Book (Informational)

- *The Digestive System*, Christine Taylor-Butler
- *The Digestive System*, Jennifer Prior
- *Good Enough to Eat: A Kid's Guide to Food and Nutrition*, Lizzy Rockwell
- *The Vegetables We Eat*, Gail Gibbons

Picture Book (Literary)

- *Bone Button Borscht*, Aubrey Davis
- *Stone Soup*, Marcia Brown

SUPPLEMENTARY TEXTS

Videos

- "Food and Family," Nadine Burke
- "My Food Journey," Nadine Burke
- "Try Something New," Jamie Oliver
- "Planting Seeds: The White House Garden and a Brooklyn School Farm"
- "Fruit Veggie Swag"

Visual Art

- *The Beaneater*, Annibale Carracci
- *Cakes*, Wayne Thiebaud
- *Two Cheeseburgers, with Everything (Dual Hamburgers)*, Claes Oldenburg

Articles

- "Can Milk Make You Happy?," Faith Hickman Brynie (Handout 27B)
- "Debate! Should Sugary Drinks Be Taxed?," TIME for Kids (Assessment 28A)
- "Eating Your A,B,C's ...," Kids Discover

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