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| **Objectives**Unit 6:Taking Care Of Ourselves**==****2** | **Key Vocabulary** | **Additional Required Components** | **Required Assessments****Essential Questions:**1. Why should we support our opinion with reasons?
2. How do advertisers try to trick us?
 | **Resources** |
| 1. Read with purpose and understanding.
2. Analyze text to determine theme and message.
3. Analyze advertisements to determine the intent and message.
4. Keep track of information learned while reading texts.
5. Use an apostrophe when forming possessive nouns.
6. Use an apostrophe when forming contractions.
7. Recognize and form synonyms and antonyms.
8. Use proper word choice to show real word connections between words and their use.
9. Apply the 6 + 1 Traits of Writing.
10. Follow the Writing Process.
11. Write an informational report with a clear introduction, body, and conclusion.
12. Write an opinion piece in response to a prompt, supported by specific reasons and examples.
 | **Advertisements****Advertisers****Analyze****Antonym****Apostrophe****Body****Conclusion****Contractions****Healthy****Imply****Introduction****Message****Nutrition****Possessive Nouns****Report****Synonym****Theme****Word Choice** | **Read-Aloud Procedure – Literature**RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, & SL.2.6**Read-Aloud Procedure****Informational Texts**RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3, & SL.2.6**Poetry Analysis & Appreciation**RL.2.4, RL.2.10, RF.2.4, RF.2.4a & RF.2.4b**Mini Lessons**L.2.2, L.2.2c, L.2.5, & L.2.5a**Good Foods**RI.2.1, RI.2.6, RI.2.10, SL. 2.1, SL.2.1a, SL.2.1b, SL.2.1d, SL.2.2 & SL.2.6**Body Systems Chart**RI.2.1, RI.2.4, RI.2.6, RI.2.8, RI.2.9 & RI.2.10**Reading For Understanding** RL.2.1, RL.2.7 & RL.2.10**Analyzing The Message**RL.2.2 & RL.2.10**Analyzing Advertisements** RI.2.1, RI.2.5, RI.2.7, RI.2.8 & RI.2.10 | **Nutrition****Informational Writing**W.2.2, W.2.5, W.2.7, W.2.8, L.2.1, L.2.1e, L.2.1f, L.2.2, L.2.2e, L.2.3 & L.2.6**Being Healthy****Opinion Writing**W.2.1, W.2.5, W.2.8, L.2.1, L.2.1e, L.2.1f, L.2.2, L.2.2e, L.2.3 & L.2.6**Unit 6 Assessment****Modified RESA Testlet**RL.2.1, RL.2.4, RI.2.1, RI.2.6, RI.2.10 & RF.2.4a | **Exemplar Texts:****Other Texts:*** *Good Enough To Eat* by: Lizzy Rockwell
* *Everybody Cooks Rice*  by: Norah Dooley
* *Gregory The Terrible Eater* by: Mitchell Sharmat
* *Yoko* by: Rosemary Wells
* *Tar Beach* by: Faith Ringwald
* *In The Night Kitchen* by: Maurice Sendak
* *The Magic School Bus: Inside The Human Body* by: Joanna Cole
* *Too Many Tamales* by: Gary Soto
* *The Berenstain Bears: Too Much Junk Food* By: Stan & Jan Berenstain
* *Eats: Poems*  by: Arnold Adoff
* *Nutrition*  by: Kids Discover Magazine
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| **I Can Statements** |
| 1. I can read with purpose and understanding.
2. I can analyze text to determine theme and message.
3. I can analyze advertisements to determine the intent and message.
4. I can keep track of information learned while reading texts.
5. I can use an apostrophe when forming possessive nouns.
6. I can use an apostrophe when forming contractions.
7. I can recognize and form synonyms and antonyms.
8. I can describe using interesting, accurate word choice.
9. I can apply the 6+1 Traits of Writing.
10. I can follow the Writing Process.
11. I can write an informational report with a clear introduction, body, and conclusion.
12. I can state my opinion and support it with reasons and examples.
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