

Ashley Wanner, Sydney Arman, Sarah Stoltz, Kayla Haak, Agnes Nguyen

Grade: 2

Unit Topic: Healthy Lifestyles

Standards:

Science:

- 2.2.2: *Communicate (e.g. verbal, written, graphic) observations to others*
- *Lesson interconnected to Math*
 - *Math 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.*

Social Studies:

- 2.1.3 Use a resource (e.g. book, picture, graph, chart, video, internet, speaker) to gather information.
- 2.3.2 Identify community businesses and workers and the goods and services they provide (e.g. restaurant/food, service station/gas, salon/hair cut).

Writing:

- 2.W.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
- 2.W.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)

Math:

- 2.MD.2 Measure the length of an object using two different standard units of measurement. Describe how the two measurements relate to the size of the units chosen.
- 2.MD.10 Draw picture graphs and bar graphs with single-unit scales to represent data sets with up to four categories.

Performance Objectives:

The students will be able to:

1. Math

- discover the lengths of different fruits and vegetables.
- compare and contrast the different fruit and vegetable sizes.
- manipulate a ruler to measure the different fruits and vegetables.
- define what a bar graph and a picture graph are.

2. Science

- When given two-three foods (with measurements of sugar), the students will be able to **discuss** which one is the healthier determined by the given information..
- When given two-three foods (with measurements of sugar), the student will be able to **compare** the sugar contents by using $<$, $=$, and $>$ symbols.

3. Social Studies:

- Make use of information from resources
- Identify community businesses and services that contribute to good health
- Create and act out an interaction between business and consumer (i.e. doctor/patient, grocery store/shopper, etc.)

4. Writing

- Students will identify their lifestyle (eating, sleep, exercise) by keeping a journal and describe how they can make adjustments.
- Students will then compose a lifestyle that includes a healthy diet, a good sleep schedule, and how much exercise they should get.
- Students will create a short presentation on what they have learned about how to live healthy and what adjustments they have made/will make to their lifestyle.

Learning Activities:

1. Math

- a. The students will discuss rulers and the different units of measurement in class.
- b. The students will measure different fruits and vegetables with rulers.

- c. The students will record their measurements and compare them with their classmates measurements.
- d. The students will create either a bar or picture graph based on the different measurement findings of each group for the fruits/vegetables. The students will then discuss the measurement findings.

2. *Science*

- . The student will discuss whether sugar is healthy or unhealthy as a class.
- a. The student will rotate through stations with two-three foods at each station. The student will be given the sugar content of each food and discuss with their small group which one is healthier by the information given.
- b. As a whole group, the student will use “accountable talk” to discuss what their groups’ observations at a given station were.
- c. The student will apply $<, =, >$ to compare two-three foods’ sugar contents.

3. *Social Studies*

- . The class will read the article, “How Healthy Are You... Really?” by Margarita Bertso then discuss.
- a. The students will conduct research by utilizing laptops in the classroom as well as books provided.
- i. They will write down information found to be shared in discussion
- b. The class will discuss information found along with community businesses and workers that provide goods and services
- c. The students will role play and act out interactions between doctor and patient, grocery store workers and customers, personal trainer and client, dentist and patient, etc.

4. *Writing*

- a. Students will keep a journal for a week of what they ate or how much exercise or sleep they got each day.

b. Students will read an article (could use the one used in social studies) and research different things they can do to live a healthier lifestyle.

c. Students will then give a little presentation at the end of the week describing what they noticed in their weekly journal and how they are going to change their lifestyle if needed to live healthier.

Instructional Aids or Resources:

1. Article link: <http://choices.scholastic.com/story/how-healthy-are-youreally>

Evaluation:

1. *Math*

- Formative assessment- The learner will be assessed on participation, their measurements of healthy foods, and their graph surveys.
- Summative assessment- At the end of the learning unit, the learners will be assessed on their bar and picture graph creations as well as their ability to measure objects using two standard unit lengths.

2. *Science*

- Formative assessments will be conducted during whole and small group discussions.
- Formative assessment will be done by an exit slip regarding $<, =, >$
- Summative assessment will be conducted through observation of the students during their presentation. The presentation will be based off the stations activity. Students will be graded based off a rubric they were given prior to presentation.

3. *Social Studies*

- Formative assessment will be conducted through observation of the students working/researching, as well as participation and input during discussions
- Summative assessment will be conducted through observation of the students during the final project of role playing. Students will be graded based off rubric they were given prior to presentation

4. *Writing*

- Summative assessment: Have the students discuss or create a short presentation to the class about what they do now and what they want to do differently in the future.
- Formative assessment: Can be seen in the daily writing in their journals about their lifestyle and how they can change to live healthier.