

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Week 9-10

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA

Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

Violence is harm done to people or their belongings. The wrong use of a gun can cause violence. Gangs also cause violence.

Lesson Objectives:

I CAN...

- explain rules to stay safe if you find a gun.
- explain rules to stay away from gangs.

Vocabulary:

Violence, gang, law

Focus Question:

- What is violence?
- How can you stay safe from guns?
- What is a gang?
- How can you stay away from gangs?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Read story *A piece of Trash* aloud to students and discuss the following questions.

1. How do you think Theo and Sam felt about the gun?
2. What did they do with the gun that was not safe?

Instruction and Strategies: (Health textbook Unit 10, Lesson 38, pages 214-217)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 214.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Staying Safe from Guns and Gangs.
3. Answer any questions students may have and review the Health Questions on page 217.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what violence is, rules to stay safe if you find a gun, and rules for staying away from gangs.

Formative Assessment:

Ask the students to recall what are some ways to stay safe if they find a gun as well as rules for staying away from gangs.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 217. Have students answer Lesson 38 test.

Class project (Art Integration):

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Health Content Sheet

A Piece of Trash

By Patricia M. Dashiell

"What's that?"

"Something."

"What?"

"Something I'm not sure I want to show you."

"Aw, come on."

"Okay."

Theo sat on the ground and unwrapped the bundle he had been carrying.

His friend Sam leaned over his shoulder to watch.

"Man, that's a gun!" exclaimed Sam.

"Yeah. I know."

"Where did you get it?"

Theo looked uncomfortable. "I ... I found it."

"Where?"

"Somewhere."

"Theo, tell me, please," begged Sam.

Theo waited and then whispered, "I found it in the trash can in the alley behind our house."

"What were you doing digging in the trash can?" asked Sam as he sat next to his friend.

"Well, I sort of saw someone drop it in the trash can while I was playing hide and seek with Andre."

Sam shook his head. "You saw someone drop the gun in the trash?"

"Yeah. Well, he was pushing something way down to the bottom, and I wanted to see what it was," answered Theo. He finally turned to look at his friend. "What do you think we should do with it?"

"We?"

"Yeah, we're friends. We share."

"I don't know if I want a gun. Do you want to keep it?"



Unit 10 Injury Prevention and Safety

Lesson 38 Safe from Guns and Gangs

"I don't know," sighed Theo. He was beginning to think that he should have left the gun in the trash can.

"Does it have bullets in it?"

"I don't know. How can you tell?"

"You could shoot it," suggested Sam after a few moments.

Theo picked it up and pointed it at different things around him. First he pointed it at the fence, then a car. The telephone pole looked too hard, and so did the dumpster across the street. Finally he handed the gun to his friend.

"You try first."

"Gosh, it's heavy."

"Yeah."

"You know, Theo, I don't want to shoot it." Sam handed the gun back.

"Do you know how to look inside?"

"Nope. Do you?"

"No."

"Why don't you try?" said Sam.

"What if it goes off when I'm trying? I might get hurt or maybe even shoot you."

"Yeah."

Both boys sat thinking for a while. Neither one of them had ever seen a real gun before. Both of them thought it was neat and sort of scary at the same time. Each of them thought about what it would be like to keep it.

"I don't think my parents will let me keep it, Sam."

"I know my mom wouldn't. She would say I'm not old enough."

"When do you think you'd be old enough?" asked Theo.

Sam thought for a moment. "I don't really know. Maybe in high school or something."

"Do you think we could hide it until then?"

"It might break or someone else could find it by them, Theo. That's not for years and years."

"Yeah, second grade is a long way from high school."

"So what are you going to do?" asked Sam.

"Maybe I should give it to somebody," said Theo. "Or at least tell somebody about it."

Unit 10 Injury Prevention and Safety

Lesson 38 Safe from Guns and Gangs

“Who?”

“I don’t know.”

“Maybe they’d think you stole it.”

“But I didn’t.”

“But they might think you did.”

“I don’t want to get in trouble.”

“You could put it back,” suggested Sam.

“In the trash can?”

“Yeah.”

“Someone else might find it.” Theo started wrapping the gun back up in the cloth he found it in.

“So?”

“Well, it’s mine.”

“No, it isn’t,” said Sam.

“Yes, it is,” insisted Theo.

“Then take it home.”

“I can’t.”

“Then what are you going to do?” asked Sam.

“I guess I’ll put it back where I found it.”

“I’ll help you.”

“Okay.”

The two boys walked slowly back to the alley behind Theo’s house. Sam lifted up a bunch of trash so his friend could shove the gun down to the bottom of the trash can.

“Thanks. Are you gonna tell your dad?”

“Do you think I should?”

Sam just shrugged his shoulders.

“Yeah,” said Theo, “I guess I will.”

“I’ll go with you.”

“Okay.”

Sam and Theo walked slowly back down the alley to Theo’s house, hoping they did the right thing.

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
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Content: Health

Grade: 2nd

Timeline: Week 5-6

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

A rule is a guide to help you do the right thing. A safety rule is a rule to help you stay safe. Safety rules keep you and others from getting hurt.

Lesson Objectives/I CAN:

I CAN tell safety rules to protect myself.

Vocabulary:

safety rule, poison, safety belt

Focus Question:

What is a safety rule?
How can I stay safe at home?
How can I stay safe when I travel?
How can I stay safe when I play?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Tell students that there are rules that everyone must follow. Have students share some rules that they follow at home, such as going to bed when they are asked, returning home on time, limiting time watching television, and so on. Introduce and define safety rules.

Instruction and Strategies: (Health textbook Unit 10, Lesson 36, pages 204-209)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 204.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 209.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about safety and rules that must be followed when playing, riding in a car, or during bad weather.

Formative Assessment:

Ask the students to recall what are some safety rules for home and school, when playing, when riding in a car, or for bad weather.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 209. Have students answer Lesson 36 test.

Class project (Art Integration): Safety Rules Posters

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad

Content: Health

Grade: 2nd

Timeline: Week 6-7

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

To beware is to be careful. You need to be careful around some people. Some people might harm you. Violence is harm done to people or their belongings.

Lesson Objectives:

In this lesson, students will be able to:
-tell ways you can be safe from a bully.
-tell ways you can stay safe from strangers.
-tell what to do if you get an unsafe touch.

Vocabulary:

Violence, bully, stranger, unsafe touch

Focus Question:

What is violence?
What is a bully?
What is a stranger?
What is an unsafe touch?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Use one sheet of poster paper to draw a target and in the middle of the target, draw a bull's-eye. Punch holes on both sides so that it can be worn around the neck. Using two other sheets of poster paper, cut out at least five arrows. Have one student wear the target around his or her neck. Then give each of the arrows to five students. Have the five students with the arrows try to threaten or hurt the student with their words or actions. After their done, ask the students how they thought their classmate felt. Explain to students what happened is called bullying. Define bully.

Instruction and Strategies: (Health textbook Unit 10, Lesson 37, pages 210-213)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 210.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 213.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what bullies, ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Formative Assessment:

Ask the students to recall what are some ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 213. Have students answer Lesson 37 test.

Class project (Art Integration):

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

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Name: 2nd Grade Teachers
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Content: Health

Grade: 2nd

Timeline: Week 6-7

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

To beware is to be careful. You need to be careful around some people. Some people might harm you. Violence is harm done to people or their belongings.

Lesson Objectives/I CAN:

I CAN...
-tell ways you can be safe from a bully.
-tell ways you can stay safe from strangers.
-tell what to do if you get an unsafe touch.

Vocabulary:

Violence, bully, stranger, unsafe touch

Focus Question:

What is violence?
What is a bully?
What is a stranger?
What is an unsafe touch?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Use one sheet of poster paper to draw a target and in the middle of the target, draw a bull's-eye. Punch holes on both sides so that it can be worn around the neck. Using two other sheets of poster paper, cut out at least five arrows. Have one student wear the target around his or her neck. Then give each of the arrows to five students. Have the five students with the arrows try to threaten or hurt the student with their words or actions. After their done, ask the students how they thought their classmate felt. Explain to students what happened is called bullying. Define bully.

Instruction and Strategies: (Health textbook Unit 10, Lesson 37, pages 210-213)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 210.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 213.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what bullies, ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Formative Assessment:

Ask the students to recall what are some ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 213. Have students answer Lesson 37 test.

Class project (Art Integration):

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Week 6-7

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

To beware is to be careful. You need to be careful around some people. Some people might harm you. Violence is harm done to people or their belongings.

Lesson Objectives/I CAN:

I CAN...
-tell ways I can be safe from a bully.
-tell ways I can stay safe from strangers.
-tell what to do if I get an unsafe touch.

Vocabulary:

Violence, bully, stranger, unsafe touch

Focus Question:

What is violence?
What is a bully?
What is a stranger?
What is an unsafe touch?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Use one sheet of poster paper to draw a target and in the middle of the target, draw a bull's-eye. Punch holes on both sides so that it can be worn around the neck. Using two other sheets of poster paper, cut out at least five arrows. Have one student wear the target around his or her neck. Then give each of the arrows to five students. Have the five students with the arrows try to threaten or hurt the student with their words or actions. After their done, ask the students how they thought their classmate felt. Explain to students what

happened is called bullying. Define bully.

Instruction and Strategies: (Health textbook Unit 10, Lesson 37, pages 210-213)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 210.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 213.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what bullies, ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Formative Assessment:

Ask the students to recall what are some ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 213. Have students answer Lesson 37 test.

Class project (Art Integration):

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Weeks 1-2

Common Core State Standard:

Health Content Standards:

2.2.1 Identify how the family influences personal health practices and behaviors.

2.2.2 Identify what the school can do to support personal health practices.

2.2.3 Describe how the media can influence health behaviors.

CCSS ELA

Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

Some information you see or hear about health is wrong, You need health facts to decide what to buy. Entertainment is something you see or do that interests you. TV shows, computer games, and board games are entertainment. Healthful entertainment keeps you mind and body healthy. A health helper is a person who helps you stay healthy.

Lesson Objectives/I CAN:

I CAN...

- tell the places you can get health facts.
- list questions to ask when you check out an ad.
- choose safe and healthful products.
- list guidelines for choosing computer games.
- make a health plan to choose TV shows that follow the guidelines for healthful entertainment.
- tell what health helpers do.
- tell steps to become a health helper.
- tell what a volunteer does.

Vocabulary:

Health fact, web site, health helper, ad, entertainment, healthful entertainment, CD-ROM, cooperate, volunteer

Focus Question:

- What are health facts?
- What is healthful entertainment?
- What do health helpers do?
- What do volunteers do?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Show students a TV or print ad that tries to sell cereal. Ask them to point out some things they notice on the ad. After a few students answer point out some health facts located on it, if any.

Instruction and Strategies: (Health textbook Unit 8, Lessons 30-32, pages 172-183)

1. Call on different students to read. Discuss the Life Skills, what they will be able to do, and the words they will learn.
2. Discuss the importance of not falling for wrong information, how to choose healthful entertainment, and how to know and cooperate with health workers.
3. Engage class in a discussion to ensure they understand what is being read. Ask questions to check for understanding.
4. Go over and review Health Questions on pages 175, 179, and 183.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about places they can find health facts, guidelines for choosing healthful entertainment and steps to becoming a health helper or volunteer.

Formative Assessment:

Ask the students to recall/list ways for making responsible decisions in choosing healthful products and entertainment as well as ways to become a health helper or volunteer.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 175, 179, and 183.

Class project (Art Integration):

Have students think of other healthful entertainments they can enjoy with their families and draw it on a poster.

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials, <http://www.jugglingwithkids.com/2011/10/mind-jar.html>,

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Weeks 3-4

Common Core State Standard:

Health Content Standards:

2.1.1 Identify trusted adults and professionals who can help promote health (Ex: doctor, nurse, teacher, etc.)

2.1.2 Identify ways to locate school and community health helpers.

**CCSS ELA
Standards:**
2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

First aid is help for someone who is suddenly hurt or sick. You can know what to do if you or someone else needs first aid.

Lesson Objectives/I CAN:

I CAN...
-make a health plan to call for help if someone gets hurt.
-tell what to do for a cut, nosebleed, animal bite, and bee sting.

Vocabulary:

First aid, 9-1-1

Focus Question:

What is first aid?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Ask students if they have ever been injured before. After giving students their chance to share, explain that there are many different kinds of injuries.

Instruction and Strategies: (Health textbook Unit 10, Lesson 39, pages 218-223)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 218.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topics of using first aid if you get a cut, have a nosebleed, get bitten by an animal and stung by a bee.
3. Answer any questions students may have and review the Health Questions on pg. 223.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk using first aid if you get a cut, have a nosebleed, get bitten by an animal and stung by a bee.

Formative Assessment:

Ask the students to recall the first aid procedure for nosebleeds. Have them answer the assessment sheet provided.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 223. Answer Lesson 39 Test in assessment book.

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook

Assessment Sheet

Stop That Blood

Name _____

Use the words below to complete the sentences.

nostrils

clean cloth

first aid

germs

blood

1. Never touch the _____ from a person's cut.
2. A _____ should be placed over a cut.
3. Pinch the _____ shut for a nosebleed.
4. The help given to an injured person is _____.
5. If a person has a cut, _____ can enter the body.

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad

Content: Health

Grade: 2nd

Timeline: Week 5-6

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

A rule is a guide to help you do the right thing. A safety rule is a rule to help you stay safe. Safety rules keep you and others from getting hurt.

Lesson Objectives:

In this lesson, students will be able to:
-tell safety rules to protect you.

Vocabulary:

safety rule, poison, safety belt

Focus Question:

What is a safety rule?
How can I stay safe at home?
How can I stay safe when I travel?
How can I stay safe when I play?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Tell students that there are rules that everyone must follow. Have students share some rules that they follow at home, such as going to bed when they are asked, returning home on time, limiting time watching television, and so on. Introduce and define safety rules.

Instruction and Strategies: (Health textbook Unit 10, Lesson 36, pages 204-209)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 204.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 209.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about safety and rules that must be followed when playing, riding in a car, or during bad weather.

Formative Assessment:

Ask the students to recall what are some safety rules for home and school, when playing, when riding in a car, or for bad weather.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 209. Have students answer Lesson 36 test.

Class project (Art Integration): Safety Rules Posters

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
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Timeline: Week 6-7

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CCSS ELA Standards:

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Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

To beware is to be careful. You need to be careful around some people. Some people might harm you. Violence is harm done to people or their belongings.

Lesson Objectives:

In this lesson, students will be able to:
-tell ways you can be safe from a bully.
-tell ways you can stay safe from strangers.
-tell what to do if you get an unsafe touch.

Vocabulary:

Violence, bully, stranger, unsafe touch

Focus Question:

What is violence?
What is a bully?
What is a stranger?
What is an unsafe touch?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Use one sheet of poster paper to draw a target and in the middle of the target, draw a bull's-eye. Punch holes on both sides so that it can be worn around the neck. Using two other sheets of poster paper, cut out at least five arrows. Have one student wear the target around his or her neck. Then give each of the arrows to five students. Have the five students with the arrows try to threaten or hurt the student with their words or actions. After their done, ask the students how they thought their classmate felt. Explain to students what happened is called bullying. Define bully.

Instruction and Strategies: (Health textbook Unit 10, Lesson 37, pages 210-213)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 210.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 213.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what bullies, ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Formative Assessment:

Ask the students to recall what are some ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 213. Have students answer Lesson 37 test.

Class project (Art Integration):

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Week 5-6

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8

Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

A rule is a guide to help you do the right thing. A safety rule is a rule to help you stay safe. Safety rules keep you and others from getting hurt.

Lesson Objectives/I CAN:

I CAN tell safety rules to protect myself and others.

Vocabulary:

safety rule, poison, safety belt

Focus Question:

What is a safety rule?
How can I stay safe at home?
How can I stay safe when I travel?
How can I stay safe when I play?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Tell students that there are rules that everyone must follow. Have students share some rules that they follow at home, such as going to bed when they are asked, returning home on time, limiting time watching television, and so on. Introduce and define safety rules.

Instruction and Strategies: (Health textbook Unit 10, Lesson 36, pages 204-209)

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2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 209.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about safety and rules that must be followed when playing, riding in a car, or during bad weather.

Formative Assessment:

Ask the students to recall what are some safety rules for home and school, when playing, when riding in a car, or for bad weather.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 209. Have students answer Lesson 36 test.

Class project (Art Integration): Safety Rules Posters

Accommodations/Modifications:

Simplified instructions, Teacher guided practice, 1 on 1 instruction, pair with classmate of higher level, Repeated Instructions

Resources (Textbook and Supplemental):

Totally Awesome Health student textbook, student workbook, construction paper, coloring materials

Guam District Level Lesson Plan

Quarter 2

Name: 2nd Grade Teachers
Room: C Quad/D-103

Content: Health

Grade: 2nd

Timeline: Week 6-7

Common Core State Standard:

Health Content Standards:

2.4.1 Demonstrate healthy ways to express needs, wants, and feelings.

2.4.2 Demonstrate listening skills.

CCSS ELA Standards:

2.W.8 Recall information from experiences or gather information from provided sources to answer a question.

Lesson Overview:

To beware is to be careful. You need to be careful around some people. Some people might harm you. Violence is harm done to people or their belongings.

Lesson Objectives/I CAN:

I CAN...
-tell ways I can be safe from a bully.
-tell ways I can stay safe from strangers.
-tell what to do if I get an unsafe touch.

Vocabulary:

Violence, bully, stranger, unsafe touch

Focus Question:

What is violence?
What is a bully?
What is a stranger?
What is an unsafe touch?

Description of Lesson (including instructional strategies)

Anticipatory Set:

Use one sheet of poster paper to draw a target and in the middle of the target, draw a bull's-eye. Punch holes on both sides so that it can be worn around the neck. Using two other sheets of poster paper, cut out at least five arrows. Have one student wear the target around his or her neck. Then give each of the arrows to five students. Have the five students with the arrows try to threaten or hurt the student with their words or actions. After their done, ask the students how they thought their classmate felt. Explain to students what happened is called bullying. Define bully.

Instruction and Strategies: (Health textbook Unit 10, Lesson 37, pages 210-213)

1. Call on different students to read each page. Discuss the Life Skills, what they will be able to do, and the words they will learn on page 210.
2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topic of Safety First.
3. Answer any questions students may have and review the Health Questions on page 213.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what bullies, ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Formative Assessment:

Ask the students to recall what are some ways to stay safe from a bully as well as strangers, and rules if you get an unsafe touch.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 213. Have students answer Lesson 37 test.

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