

Guam District Level Lesson Plan

Quarter 3

Name: 2 nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Weeks 5-6

Common Core State Standard:

Health Content Standards:

Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.

2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)

2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)

CCSS ELA

Standards:
2.W.8

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

Lesson Overview: A checkup is a check by your doctor to learn how healthy you are. Your teeth help you chew your food. They help you smile. They help you speak. Don't forget to take care of your teeth.	Lesson Objectives/I CAN: I CAN... -tell what happens during an eye checkup. -tell ways to protect your vision. -tell what happens during an ear checkup. -tell ways to protect your hearing. -tell what to write in your health record. -tell ways to take care of your teeth. -make a health plan to floss each day.
Vocabulary: Checkup, vision, hearing loss, health record, cavity, floss, mouthguard, safety belt	Focus Question: What is a checkup? What happens during an eye checkup? What happens during an ear checkup? How can I take care of my teeth?
Description of Lesson (including instructional strategies)	

Anticipatory Set:

Read the poem “Check Me Out” aloud. When finished, explain that it is about having a check up. Ask students if they have been to their doctor for a checkup. Have students take turns discussing what happens during a check up.

Instruction and Strategies: (Health textbook Unit 5, Lessons 18-19, pages 108-115)

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 having checkups, keeping health records, and taking care of your teeth.
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 111 and 115.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about what happens during eye and ear checkups and ways to take care of their teeth.

Formative Assessment:

Ask the students to list ways setting goals can help in keeping up with their health records and taking care of their teeth.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 111 and 115. Answer Lesson 18 and 19 Test in assessment book.

Class project (Art Integration):

*Have students make a Health Record similar to the one on page 111.

**My Teeth Book Activity on pg. 115 (see tooth outline)

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

Unit 5 Personal Health and Physical Activity

Lesson 18 Check Me Out

Student Worksheet

Check Me Out

by Patricia M. Dashiell

Sitting and waiting,
that's what I do,
Sitting and waiting,
outside on the chairs,
inside on the table.

It's boring on the chairs.
It's cold on the table.
I sit, and I wait.

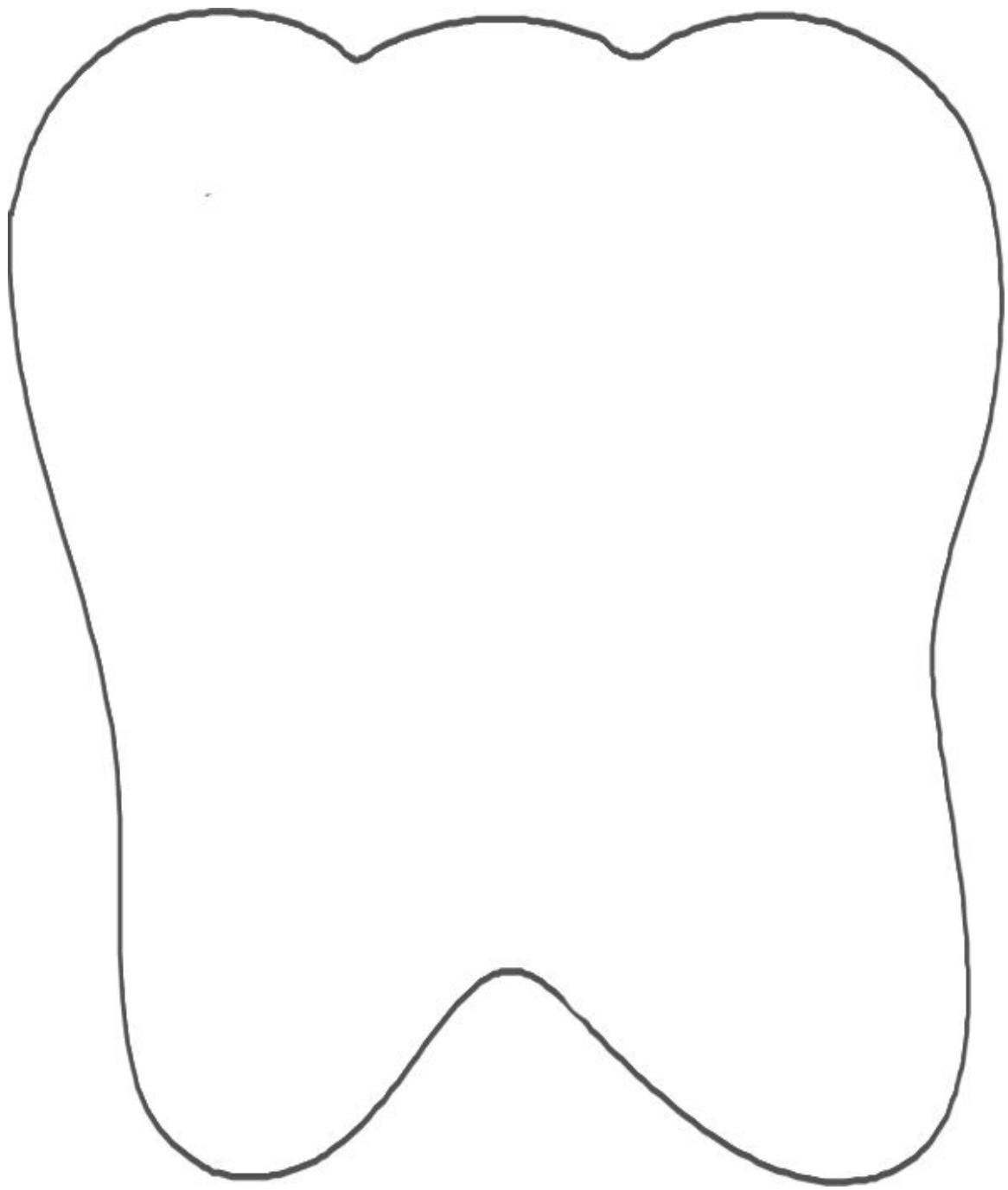
Sitting and waiting,
that's what I do,
sitting and waiting.
Then, she walks in,
No more waiting!

Sitting and waiting,
that's what I do,
sitting and waiting,
waiting while I get weighed,
sitting for my pressure
and my temperature.

I don't move on the scale.
I'm still with the
thermometer.
I sit, and I wait.

I say, "Ahhhhh."
She looks at my throat.
I cough.
She listens to me breathe.
I look right and left.
I look at an eye chart.
She shines a light at me.
She looks in my ears.
She thumps my back.
She taps my knees.

Sitting and waiting,
that's mostly what I do
whenever I come here.
I sit, and I wait,
wait for the doctor
to check me out!



Guam District Level Lesson Plan

Quarter 3

Name: 2 nd Grade Teachers Room: C Quad/FT1		
Content: Health	Grade: 2nd	Timeline: Week 7-8

Common Core State Standard:

Health Content Standards:

Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.

2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)

2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)

CCSS ELA

Standards:

2.W.8

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

Lesson Overview:

To look sharp is to look your best. Your hair and skin are clean and clothes are neat. You look and feel alert. Exercise is moving your muscles. Exercise is fun. But you can get hurt if you do not do it in safe ways.

Lesson Objectives:

In this lesson, students will be able to:

- tell ways you can look sharp.
- tell reasons you need sleep and rest.
- tell ways to help you sleep.
- explain why you need to get plenty of exercise.
- show how to stretch muscles the correct way.
- tell exercises that make muscles strong.
- tell the correct way to build heart fitness.
- tell safe ways to exercise.
- tell how to be a good sport.

Vocabulary:

Grooming, sleep, rest, exercise, fitness, stretch, heart fitness, warm-up, cool-down, cooperate

Focus Question:

How can I look sharp?

Why do I need sleep and rest?

What is exercise?

Why do I need to get plenty of exercise?

	How can I exercise in safe ways?
Description of Lesson (including instructional strategies)	
Anticipatory Set: <i>Lesson 20</i> -Explain that part of staying healthy is to be neat and clean. Grooming is taking care of your body and appearance. Getting plenty of rest and sleep helps you stay sharp as well. <i>Lessons 21 & 22</i> - Have students stand up and perform a few simple stretches or exercises (jumping jacks, arm circles, jogging in place). Ask them why they think you had them do that. Explain that exercise is one of the ways to keep their bodies healthy.	
Instruction and Strategies: (Health textbook Unit 5, Lessons 20-22, pages 116-131)	<ol style="list-style-type: none"> 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 during the lesson. 2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topics of Looking Sharp, Exercising and Getting Fit, and Exercising in Safe Ways. 3. Answer any questions students may have and review the Health Questions on pages 119, 127, and 131.
Guided Practice:	Have the students summarize what they have learned. Have them get into small groups to talk about ways to look sharp, why it is important to get plenty of exercise and how they can exercise in safe ways.
Formative Assessment:	Ask the students to list ways setting goals can help them stay sharp, get plenty of exercise and how to exercise in safe ways.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 119, 127, and 131. Have students answer Lesson 20, 21, and 22 Test in the Assessment Book..

Class project (Art Integration): Have students make and follow an Exercise Plan for a week.

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

Unit 5 Personal Health and Physical Activity

Lesson 22 Exercise in Safe Ways

Assessment Sheet

My Exercise Plan

Name _____

This week I will exercise everyday.

Monday I will _____ My warm-up is _____

Tuesday I will _____ My warm-up is _____

Wednesday I will _____ My warm-up is _____

Thursday I will _____ My warm-up is _____

Friday I will _____ My warm-up is _____

Saturday I will _____ My warm-up is _____

Sunday I will _____ My warm-up is _____

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Guam District Level Lesson Plan

Quarter 3

Name: 2 nd Grade Teachers Room: C Quad/FT1		
Content: Health	Grade: 2nd	Timeline: Week 9-10

Common Core State Standard:

Health Content Standards:

Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.

2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)

2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)

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 your mind and body healthy.	Lesson Objectives: In this lesson, students will be able to: -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 guidelines for healthful entertainment.
Vocabulary: Health fact, web site, health helper, ad, entertainment, healthful entertainment	Focus Question: What are health facts? Where can I find health facts? What questions should I ask when I see or hear an ad? What is healthful entertainment? What are guidelines for choosing healthful

	entertainment?
Description of Lesson (including instructional strategies)	
<p>Anticipatory Set:</p> <p><i>Lesson 30</i>-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.</p> <p><i>Lesson 31</i>-Ask students what are some of their favorite things to do. After they have shared, explain what entertainment is and that doing their favorite thing is forms of entertainment.</p>	
<p>Instruction and Strategies: (Health textbook Unit 8, Lessons 30-31, pages 172-179)</p> <ol style="list-style-type: none"> 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, where health facts can be found, and what questions should be asked when they see or hear an ad. 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 and 179. 	
<p>Guided Practice:</p> <p>Have the students summarize what they have learned. Split them into small groups to talk about places they can find health facts, types of questions to ask when they see or hear an ad, ways to choose healthful entertainment and making wise choices about time and money.</p>	
<p>Formative Assessment:</p> <p>Ask the students to recall/list ways that setting goals can help in choosing healthful products and entertainment.</p>	

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 175 and 179. Answer Lessons 30 and 31 Test in assessment book.

Class project (Art Integration):

Have students make a health plan similar to page 178 regarding health facts and ads they see or hear on tv or the radio.

As a class, draw a TV and have each student make a short-term goal of doing one activity besides watching tv.

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 3

Name: 2 nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Week 7-8

Common Core State Standard:

Health Content Standards:

Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.

2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)

2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)

CCSS ELA

Standards:

2.W.8

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

Lesson Overview: To look sharp is to look your best. Your hair and skin are clean and clothes are neat. You look and feel alert. Exercise is moving your muscles. Exercise is fun. But you can get hurt if you do not do it in safe ways.	Lesson Objectives/I CAN: I CAN... -tell ways you can look sharp. -tell reasons you need sleep and rest. -tell ways to help you sleep. -explain why you need to get plenty of exercise. -show how to stretch muscles the correct way. -tell exercises that make muscles strong. -tell the correct way to build heart fitness. -tell safe ways to exercise. -tell how to be a good sport.
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<p>Vocabulary: Grooming, sleep, rest, exercise, fitness, stretch, heart fitness, warm-up, cool-down, cooperate</p>	<p>Focus Question: How can I look sharp? Why do I need sleep and rest? What is exercise? Why do I need to get plenty of exercise? How can I exercise in safe ways?</p>
<p>Description of Lesson (including instructional strategies)</p>	
<p>Anticipatory Set: <i>Lesson 20</i>-Explain that part of staying healthy is to be neat and clean. Grooming is taking care of your body and appearance. Getting plenty of rest and sleep helps you stay sharp as well. <i>Lessons 21 & 22</i>- Have students stand up and perform a few simple stretches or exercises (jumping jacks, arm circles, jogging in place). Ask them why they think you had them do that. Explain that exercise is one of the ways to keep their bodies healthy.</p>	
<p>Instruction and Strategies: (Health textbook Unit 5, Lessons 20-22, pages 116-131)</p> <ol style="list-style-type: none"> 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 during the lesson. 2. Have students continue reading stopping every so often to discuss and summarize what has been read. Encourage class discussion on the topics of Looking Sharp, Exercising and Getting Fit, and Exercising in Safe Ways. 3. Answer any questions students may have and review the Health Questions on pages 119, 127, and 131. 	
<p>Guided Practice: Have the students summarize what they have learned. Have them get into small groups to talk about ways to look sharp, why it is important to get plenty of exercise and how they can exercise in safe ways.</p>	
<p>Formative Assessment: Ask the students to list ways setting goals can help them stay sharp, get plenty of exercise and how to exercise in safe ways.</p>	

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 119, 127, and 131. Have students answer Lesson 20, 21, and 22 Test in the Assessment Book..

Class project (Art Integration): Have students make and follow an Exercise Plan for a week.

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

Unit 5 Personal Health and Physical Activity

Lesson 22 Exercise in Safe Ways

Assessment Sheet

My Exercise Plan

Name _____

This week I will exercise everyday.

Monday I will My warm-up is

Tuesday I will My warm-up is

Wednesday I will My warm-up is

Thursday I will My warm-up is

Friday I will My warm-up is

Saturday I will My warm-up is

Sunday I will My warm-up is

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Guam District Level Lesson Plan

Quarter 3

Name: 2 nd Grade Teachers Room: C Quad/FT1		
Content: Health	Grade: 2nd	Timeline: Week 9-10

Common Core State Standard:

Health Content Standards:

Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.

2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)

2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)

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 your mind and body healthy.	Lesson Objectives: In this lesson, students will be able to: -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 guidelines for healthful entertainment.
Vocabulary: Health fact, web site, health helper, ad, entertainment, healthful entertainment	Focus Question: What are health facts? Where can I find health facts? What questions should I ask when I see or hear an ad? What is healthful entertainment? What are guidelines for choosing healthful

	entertainment?
Description of Lesson (including instructional strategies)	
<p>Anticipatory Set:</p> <p><i>Lesson 30</i>-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.</p> <p><i>Lesson 31</i>-Ask students what are some of their favorite things to do. After they have shared, explain what entertainment is and that doing their favorite thing is forms of entertainment.</p>	
<p>Instruction and Strategies: (Health textbook Unit 8, Lessons 30-31, pages 172-179)</p> <ol style="list-style-type: none"> 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, where health facts can be found, and what questions should be asked when they see or hear an ad. 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 and 179. 	
<p>Guided Practice:</p> <p>Have the students summarize what they have learned. Split them into small groups to talk about places they can find health facts, types of questions to ask when they see or hear an ad, ways to choose healthful entertainment and making wise choices about time and money.</p>	
<p>Formative Assessment:</p> <p>Ask the students to recall/list ways that setting goals can help in choosing healthful products and entertainment.</p>	

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 175 and 179. Answer Lessons 30 and 31 Test in assessment book.

Class project (Art Integration):

Have students make a health plan similar to page 178 regarding health facts and ads they see or hear on tv or the radio.

As a class, draw a TV and have each student make a short-term goal of doing one activity besides watching tv.

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 3

Name: 2 nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Week 1

Common Core State Standard:

Health Content Standards:

Content Standard 5-Decision Making- Demonstrate the ability to use decision-making skills to enhance health.

2.5.1 Identify situations when a health-related decision is needed. (Ex: Identify how the food pyramid guide can be used to direct children when choosing after school snacks.)

2.5.2 Describe situations when assistance is needed when making health-related decisions. (Ex: Suggest safety rules for use of medicine.)

CCSS ELA

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

Lesson Overview:

Some information you see or hear about health is wrong, You need health facts to decide what to buy.

Lesson Objectives:

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.

Vocabulary:

Health fact, web site, health helper, ad

Focus Question:

What are health facts?
Where can I find health facts?
What questions should I ask when I see or hear an ad?

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, pages 172-175)

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, where health facts can be found, and what questions should be asked when they see or hear an ad.
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.

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 and types of questions to ask when they see or hear an ad.

Formative Assessment:

Ask the students to recall/list ways for making responsible decisions in choosing healthful products.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on page 175. Answer Lesson 30 Test in assessment book.

Class project (Art Integration):

Have students make a health plan similar to page 178 regarding health facts and ads they see or hear on tv or the radio.

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 3
Name: 2 nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Week 2
Common Core State Standard:		
<p>Health Content Standards: Content Standard 5-Decision Making- Demonstrate the ability to use decision-making skills to enhance health.</p> <p>2.5.1 Identify situations when a health-related decision is needed. (Ex: Identify how the food pyramid guide can be used to direct children when choosing after school snacks.)</p> <p>2.5.2 Describe situations when assistance is needed when making health-related decisions. (Ex: Suggest safety rules for use of medicine.)</p>		
<p>CCSS ELA Standards: 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>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.</p>		<p>Lesson Objectives: I can tell safety rules to protect myself.</p>
<p>Vocabulary: safety rule, poison, safety belt</p>		<p>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?</p>
<p>Description of Lesson (including instructional strategies)</p>		

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 3

Name: 2 nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Weeks 2-4

Common Core State Standard:

Health Content Standards:

Content Standard 5-Decision Making- Demonstrate the ability to use decision-making skills to enhance health.

2.5.1 Identify situations when a health-related decision is needed. (Ex: Identify how the food pyramid guide can be used to direct children when choosing after school snacks.)

2.5.2 Describe situations when assistance is needed when making health-related decisions. (Ex: Suggest safety rules for use of medicine.)

CCSS ELA

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

Lesson Overview: Drugs changes the way your mind or body works. Medicine is a drug used to treat and illness or injury. It is important to know safe ways to use medicine. Alcohol is a drug found in some drinks that slow the body down. It can be harmful to your health. Tobacco is plant that has harmful drugs In it. It is against the law to use some drugs.	Lesson Objectives/ I CAN: -tell times when you need medicine. -list rules for using medicine in safe ways. -tell ways alcohol harms your health. -tell people to talk to if someone you know is a problem drinker. -tell ways tobacco harms your health. -tell how you can stay away from secondhand smoke. -explain reasons you should be drug-free. -tell ways you can say NO to drugs. -list drugs that are against the law.
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Vocabulary: Drug, medicine, disease, side effect, alcohol, cancer, problem drinker, nicotine, smokeless tobacco, addiction, secondhand smoke, drug-free, Say NO skills	Focus Question: What are drugs? What is medicine? What is alcohol? What is tobacco? How can I be drug free?
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Description of Lesson (including instructional strategies)

Anticipatory Set:

Have students imagine they are at a friend's house and suddenly they feel sick. The friend eagerly says, "Here, take my medicine." Ask students how they would respond to the situation. After a few students have shared their responses, ask the class whether it is healthful to take medicine from a friend? And if it is safe to take medicine from their friend? Go on and discuss what a responsible decision is.

Instruction and Strategies: (Health textbook Unit 6, Lessons 23-26, pages 136-151)

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 using medicine in safe ways, identify ways alcohol and tobacco harms your health, and the need to say NO to drugs.
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 139, 143, 147 and 151.

Guided Practice:

Have the students summarize what they have learned. Have them get into small groups to talk about how they can use medicine in safe ways, ways alcohol and tobacco harms your health, and why it is important to say NO to drugs.

Formative Assessment:

Ask the students to recall/list ways for making responsible decisions in choosing healthful products.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 139, 143, 147, and 151. Answer Lessons 23-26 Tests in assessment book.

Class project (Art Integration):

Have students do “The Medicine Cabinet” activity located on page 139.

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 3
Name: 2nd Grade Teachers Room: C Quad/D-103		
Content: Health	Grade: 2nd	Timeline: Week 9-10
Common Core State Standard:		
<p>Health Content Standards: Content Standard 6 – Goal Setting – Demonstrate the ability to use goal setting skills to enhance health.</p> <p>2.6.1 Describe a personal health goal and plan steps toward achieving the goal. (Ex. Suggest a short-term goal for maintaining or improving dental health.)</p> <p>2.6.2 Identify when assistance is needed to achieve personal health goal. (Ex. Suggest who can help when making a plan to deal with angry feelings in a healthy way.)</p>		
<p>CCSS ELA Standards: 2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		
<p>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 your mind and body healthy.</p>	<p>Lesson Objectives/I CAN:</p> <p>I can...</p> <ul style="list-style-type: none"> -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 guidelines for healthful entertainment. 	
<p>Vocabulary: Health fact, web site, health helper, ad, entertainment, healthful entertainment</p>	<p>Focus Question:</p> <p>What are health facts? Where can I find health facts? What questions should I ask when I see or hear an ad? What is healthful entertainment? What are guidelines for choosing healthful entertainment?</p>	

Description of Lesson (including instructional strategies)**Anticipatory Set:**

Lesson 30-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.

Lesson 31-Ask students what are some of their favorite things to do. After they have shared, explain what entertainment is and that doing their favorite thing is forms of entertainment.

Instruction and Strategies: (Health textbook Unit 8, Lessons 30-31, pages 172-179)

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, where health facts can be found, and what questions should be asked when they see or hear an ad.
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 and 179.

Guided Practice:

Have the students summarize what they have learned. Split them into small groups to talk about places they can find health facts, types of questions to ask when they see or hear an ad, ways to choose healthful entertainment and making wise choices about time and money.

Formative Assessment:

Ask the students to recall/list ways that setting goals can help in choosing healthful products and entertainment.

Independent Practice:

Students will answer in their notebooks/sheet of paper the Health Questions on pages 175 and 179. Answer Lessons 30 and 31 Test in assessment book.

Class project (Art Integration):

Have students make a health plan similar to page 178 regarding health facts and ads they see or hear on tv or the radio.

As a class, draw a TV and have each student make a short-term goal of doing one activity besides watching tv.

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

Reflection: