

# Guam District Level Lesson Plan

## Quarter 3

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** Health

**Grade:** 2nd

**Timeline:** Weeks 5-6

### Common Core State Standard:

#### Health Content Standards:

Content Standard 8: Health Advocacy –

2.8.1 : Demonstrate the ability to seek assistance encouraging healthy behaviors. (Example: Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.)

2.8.2: Show how to help others make positive choices. (Example: Design a poster to encourage peers to eat healthy snack foods.)

#### 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

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.

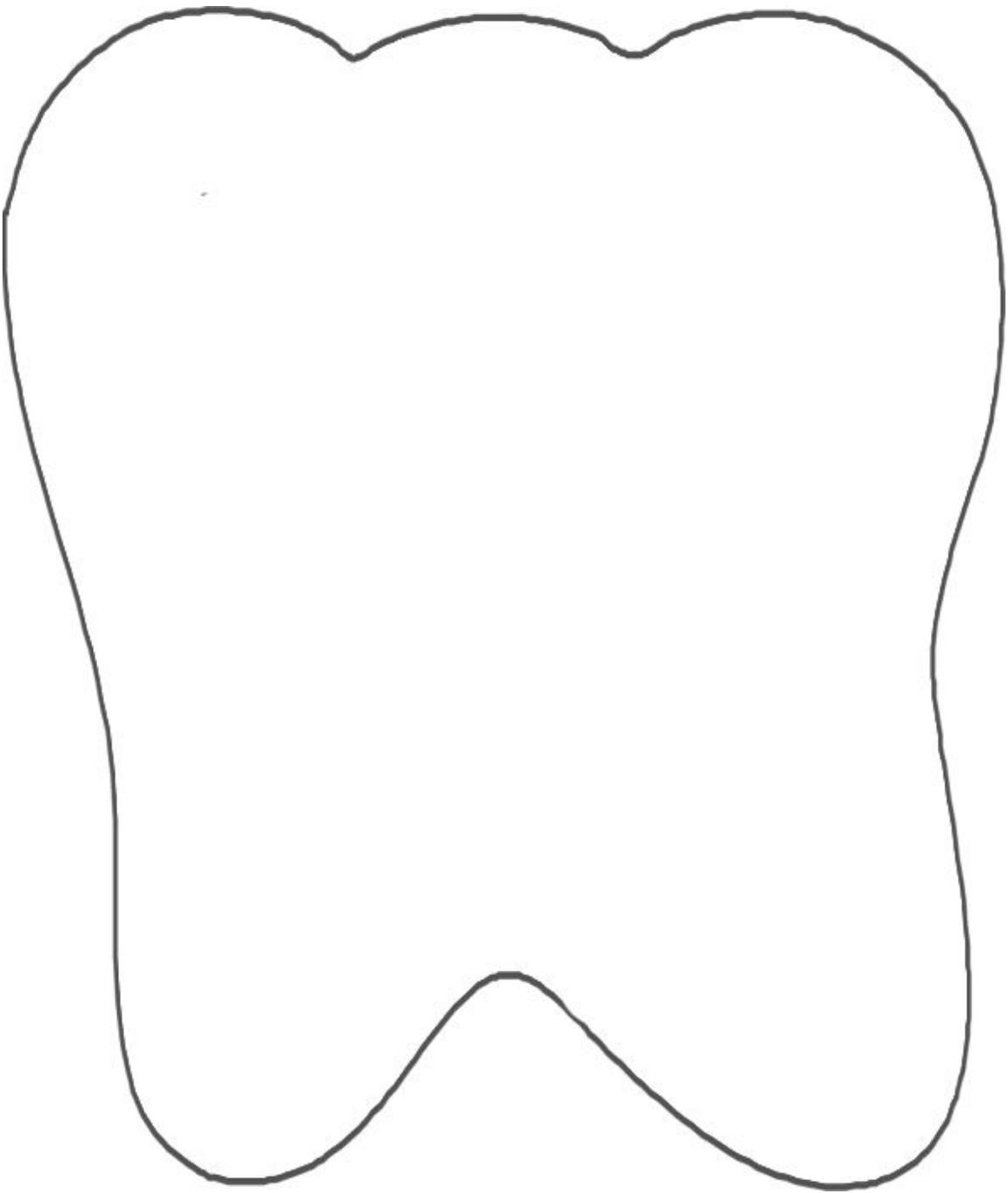
Sitting and waiting,  
that's what I do,  
sitting and waiting.  
Then, she walks in,  
No more waiting!

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<sup>nd</sup> Grade Teachers  
**Room:** C Quad/FT1

**Content:** Health

**Grade:** 2nd

**Timeline:** Week 7-8

## Common Core State Standard:

### Health Content Standards:

Content Standard 8: Health Advocacy –

2.8.1 : Demonstrate the ability to seek assistance encouraging healthy behaviors. (Example: Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.)

2.8.2: Show how to help others make positive choices. (Example: Design a poster to encourage peers to eat healthy snack foods.)

### 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:**

*Lesson 20*-Explain that part of staying healthy is to be neat and clean. Grooming is a taking care of your body and appearance. Getting plenty of rest and sleep helps you stay sharp as well.

*Lessons 21 & 22*- 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)**

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. Including a Healthy Meal Plate—Three Dimensional Food Pyramid  
**(PE Integration)** Choose several Exercise Plans and have students model it and the whole class participates.

**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

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 \_\_\_\_\_

# Guam District Level Lesson Plan

## Quarter 3

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/FT1

**Content:** Health

**Grade:** 2nd

**Timeline:** Week 9-10

### Common Core State Standard:

#### Health Content Standards:

Content Standard 8: Health Advocacy –

2.8.1 : Demonstrate the ability to seek assistance encouraging healthy behaviors. (Example: Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.)

2.8.2: Show how to help others make positive choices. (Example: Design a poster to encourage peers to eat healthy snack foods.)

#### 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)

**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 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 fact, 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):**

Design and create Healthy Habits ads.

**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<sup>nd</sup> Grade Teachers  
**Room:** C Quad/D-103

**Content:** Health

**Grade:** 2nd

**Timeline:** Week 1

**Common Core State Standard:**

**Health Content Standards:**

*Content Standard 7: Self-Management* – Students demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

2.7.1: Demonstrate healthy practices and behaviors to maintain or improve personal health. (Example: Show how to properly clean an minor abrasion , skinned knee, scrapes)

2.7.2: Describe behaviors that avoid or reduce health risks. (Example: Demonstrate bicycle safety skills by using helmet, hand signals, where to ride safely.)

**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 o 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

**Reflection:**

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.

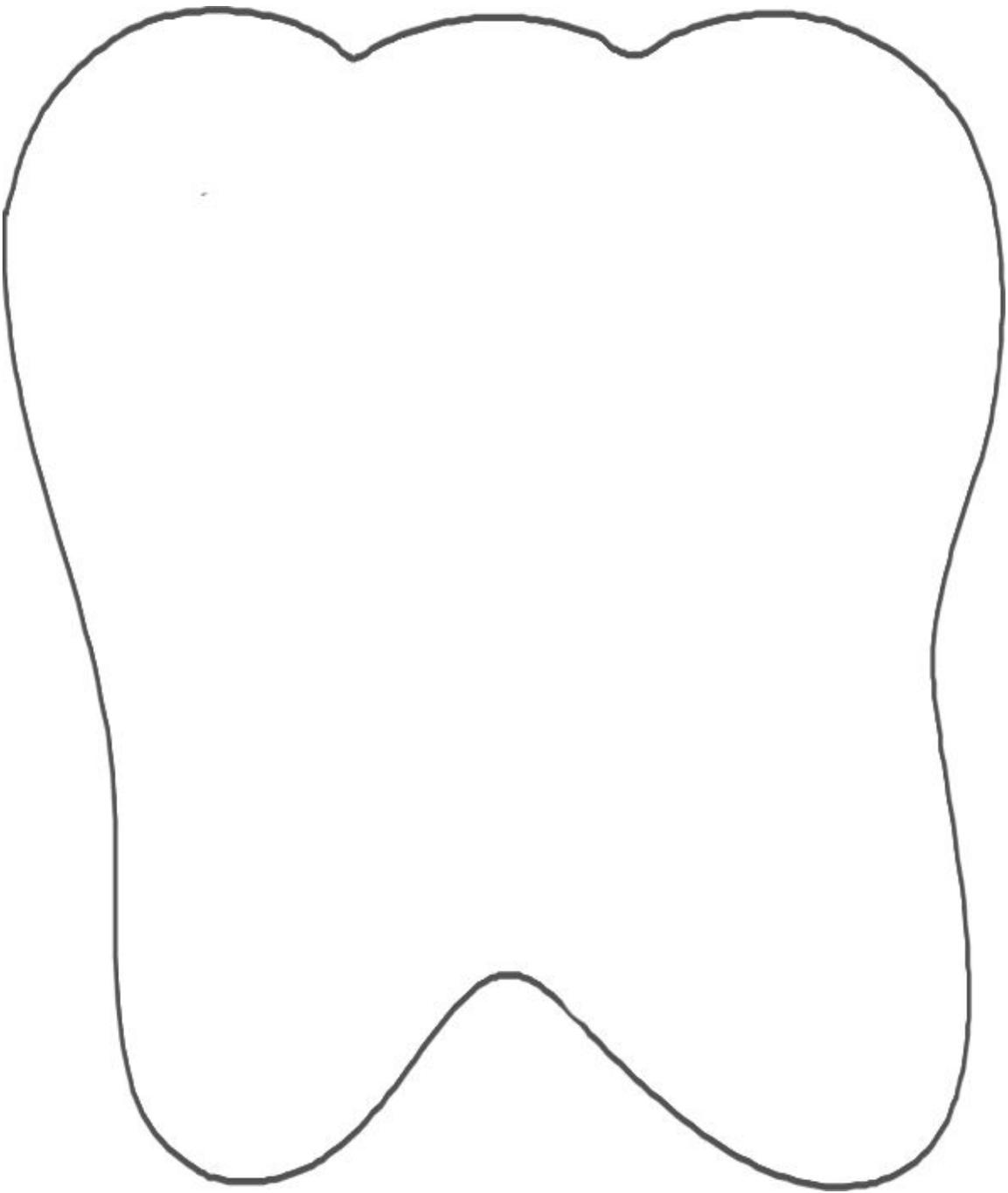
Sitting and waiting,  
that's what I do,  
sitting and waiting.  
Then, she walks in,  
No more waiting!

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<sup>nd</sup> Grade Teachers  
**Room:** C Quad/FT1

**Content:** Health

**Grade:** 2nd

**Timeline:** Weeks 2-3

## Common Core State Standard:

### Health Content Standards:

Content Standard 7: Self-Management – Students demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

2.7.1: Demonstrate healthy practices and behaviors to maintain or improve personal health. (Example: Show how to properly clean an minor abrasion , skinned knee, scrapes)

2.7.2: Describe behaviors that avoid or reduce health risks. (Example: Demonstrate bicycle safety skills by using helmet, hand signals, where to ride safely.)

### 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?
<b>Description of Lesson (including instructional strategies)</b>	
<p><b>Anticipatory Set:</b></p> <p><i>Lesson 20</i>-Explain that part of staying healthy is to be neat and clean. Grooming is a taking care of your body and appearance. Getting plenty of rest and sleep helps you stay sharp as well.</p> <p><i>Lessons 21 &amp; 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><b>Instruction and Strategies: (Health textbook Unit 5, Lessons 20-22, pages 116-131)</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Answer any questions students may have and review the Health Questions on pages 119, 127, and 131.</li> </ol>	
<p><b>Guided Practice:</b></p> <p>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><b>Formative Assessment:</b></p> <p>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.

**(PE Integration):** Have students perform and demonstrate their Exercise plans to their classmates.

**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:**

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 \_\_\_\_\_

# Guam District Level Lesson Plan

# Quarter 3

**Name:** 2<sup>nd</sup> Grade Teachers  
**Room:** C Quad/FT1

**Content:** Health

**Grade:** 2nd

**Timeline:** Week 4

**Common Core State Standard:**

**Health Content Standards:**

*Content Standard 7: Self-Management* – Students demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

2.7.1: Demonstrate healthy practices and behaviors to maintain or improve personal health. (Example: Show how to properly clean an minor abrasion , skinned knee, scrapes)

2.7.2: Describe behaviors that avoid or reduce health risks. (Example: Demonstrate bicycle safety skills by using helmet, hand signals, where to ride safely.)

**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. Violence is harm done to people or their belongings. The wrong use of a gun can cause violence. Gangs also cause violence. First aid is help for someone who is suddenly hurt or sick.

**Lesson Objectives:**

In this lesson, students will be able to:

- tell safety rules to protect you.
- 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.
- explain rules to stay safe if you find a gun.
- explain rules to stay away from gangs
- 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:**

safety rule, poison, safety belt, violence, bully, stranger, unsafe touch, gang, law, first aid, 9-1-1

**Focus Questions:**

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>What is violence?          What is a bully?          What is a stranger?          What is an unsafe touch?          How can you stay safe from guns?          What is a gang?          How can you stay away from gangs?          What is first aid?</p>
<p><b>Description of Lesson (including instructional strategies)</b></p>	
<p><b>Anticipatory Set:</b>          Ask students “What does being safe mean to you?” Have them discuss and share what are some ways of being safe? Why is it important to be safe?</p>	
<p><b>Instruction and Strategies: (Health textbook Unit 10, Lessons 36-39 , pages 204-223)</b></p> <ol style="list-style-type: none"> <li>1. Call on different students to read. Discuss the Life Skills, what they will be able to do, and the words they will learn.</li> <li>2. Discuss the importance of staying safe, being aware of bullies, staying guns and gangs, and learning first aid.</li> <li>3. Engage class in a discussion to ensure they understand what is being read. Ask questions to check for understanding.</li> <li>4. Go over and review Health Questions on pages 209, 213, 217 and 223.</li> </ol>	
<p><b>Guided Practice:</b>          Have the students summarize what they have learned. Split them into small groups to talk about ways to stay safe, what to do when they encounter bullies, ways to stay away from guns and gangs as well as ways to give first aid.</p>	
<p><b>Formative Assessment:</b>          Ask the students to recall/list ways that will help them avoid health risks while helping them practice safe behaviors.</p>	

**Independent Practice:**

Students will answer in their notebooks/sheet of paper the Health Questions on pages

**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

**Reflection:**