



GRADE 2

LESSON PLAN AND ACTIVITIES

Written in accordance with the Language Arts,
Social Studies, and Science Standards

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Together we foster lifelong readers

COMPLEXITY

F&P Guided Reading Level M / Lexile Level 580L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor



TEXT TYPE

Informational Text: Science

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text



OBJECTIVES

- ▶ Infer and identify the topic of the book.
- ▶ Identify the author's purpose.
- ▶ Connect ideas in the text to real-life situations.
- ▶ Use context clues to clarify word meanings.

- ▶ Decode words with common prefixes.
- ▶ Ask and answer questions about the topic to deepen understanding.
- ▶ Write a set of step-by-step instructions.
- ▶ Work in group to create an informative poster and give an oral presentation.

MATERIALS

- ▶ flash cards
- ▶ question cards (Write each question on pages 16 and 17 on a separate card. Create a class set.)

- ▶ poster board, markers, or crayons
- ▶ *Araña, Preguntas clave, Propósito del autor, Tabla S, Q, F* (Graphic Organizers #2, #22, #24, and #35)*

SUMMARY

The human body sends signals, such as a fever or a cough, to let us know that something is wrong. These signals are like traffic lights, warning us that our bodies are battling germs. If we want to keep the green light on in our body, it is important to eat a balanced diet, bathe regularly, wash hands thoroughly, and get plenty of exercise.

STANDARDS

SLAR CCSS RI 2.1, RI 2.3, RI 2.4, RI 2.5, RI 2.6, RI 2.7, RI 2.10, RF 2.3.d, RF 2.4.a–c, W 2.2, W 2.6, W 2.7, W 2.8, SL 2.1, SL 2.1.a–c, SL 2.3, SL 2.6, L 2.1, L 2.2, L 2.3, L 2.4, L 2.6

SLAR TEKS 2.2.A, 2.2.F, 2.3.A–C, 2.4, 2.5.A–B, 2.14.A–B, 2.14.D, 2.17.A, 2.17.E, 2.19, 2.22.A, 2.28.A–B, 2.29.A, 2.30.A

Health TEKS 2.1.B, 2.1C, 2.1E, 2.1G, 2.4.C, 2.4.D, 2.5.B

NCSS III. People, Places, and Environments

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

- contaminación** – acción y resultado de ensuciar el aire, el agua o cualquier otra cosa / pollution
- dañinas(os)** – que causan daño / damaging
- desencadenadas (desencadenar)** – soltar o liberar algo malo o violento / to trigger
- intoxicación** – daño que se produce al organismo por tomar o comer algo en mal estado / intoxication
- invadieron (invadir)** – llenar algo, ocupándolo del todo / to invade
- partículas** – partes muy pequeñas de una materia / particles
- sustancias** – componentes que tienen una función especial / substances
- vinculados** – relacionados / related

Advanced Vocabulary

- calcio** – metal nutritivo que nos ayuda tener huesos fuertes / calcium
- desinfectar** – limpiar de manera profunda, quitando los gérmenes / to disinfect
- excremento** – residuos de la alimentación que el cuerpo expulsa / excrement
- gérmenes** – criaturas microscópicas que causan daño al cuerpo / germs
- hidratos de carbono** – sustancias que están en la comida y nos dan energía / carbohydrates
- infecciones** – enfermedades causadas por gérmenes / infections
- organismo** – conjunto de órganos que forman un ser vivo / organism
- proteína** – sustancia fundamental de las células / protein
- reflejos** – movimientos que el cuerpo hace para protegerse / reflexes

VOCABULARY DEVELOPMENT

- ▶ Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures and sketches to explain the meaning of a word.
- ▶ Make sure students understand all the vocabulary needed to complete the activities (e.g., *contexto*, *sufijo*, *propósito*) and instruction words, such as *une*, *completa*, *marca*.
- ▶ Have students take turns explaining new vocabulary in their own words by having them say what the words mean and by giving examples. Encourage students to use words, context clues, or pictures as they come up with their own definitions. Help students complete the definitions or provide support to figure out the appropriate definition of a multiple-meaning word in the context of the reading. For example: *En este libro, “invadir” se refiere a entrar y propagarse*. Ask students to look for other definitions for *invadir*, *organismo*, and *reflejo*. Have students present the definitions to the class.
- ▶ Assign each student one of the vocabulary words. Distribute the spider web charts (Graphic Organizer #2). Have students label each “leg” as follows: *Lo que es* (What it is), *Lo que NO es* (What It Isn’t), *Cómo se usa en el texto* (How It’s Used in the Text) and *Lugar donde puedo usar la palabra* (Place Where I Can Use the Word). Have students write their word in the center of the organizer and complete the chart.
- ▶ Tell students that a prefix is a word part placed before another word that changes the word’s meaning. Explain that one common prefix is *des-*, which means “the opposite of.” Say: *La palabra “descomponer” quiere decir separar las partes que componen algo*. Ask students to explain the meaning of *desencadenadas* (p. 6), *desinfectar* (p. 14), and *desperfectos* (p. 2), using context clues and/or a dictionary.

► READING

PRE-READING

- ▶ Ask students: *¿Recuerdan la última vez que se enfermaron? ¿Comenzó de golpe o poco a poco?* (Do you remember the last time you got sick? Was it sudden or did it come on gradually?) Accept student answers, then have students work with you to create a *Tabla S, Q, F* (you may want to draw it on the board, or distribute Graphic Organizer #35) to record what they know and what they want to know about getting sick. Save the chart for the Post-Reading activity.
- ▶ Read the title and author's name. Ask students: *¿De qué creen que trata el libro?* (What do you think this book is going to be about?) *¿Por qué creen que la autora usa la palabra "señales" en el título?* (Why do you think the author used the word "signals" in the title?)
- ▶ Tell students they will learn about what our bodies are telling us when we get sick and how to use those signals to stay healthy.

READING

- ▶ Read the story aloud to students. Then have students read pages together in a choral reading fashion. As you read the story, remind students to raise their hands and ask questions for clarification and further understanding as needed. Remind students to look back to specific pages to find words, phrases, or clues in the illustrations that may help them answer a question or understand the text better.
- ▶ Show students pages 6 and 7. Have them identify the different bodily signals represented there. Ask: *Según la autora, ¿por qué son importantes los reflejos? ¿Qué creen que pasaría si no tuviéramos reflejos?* (According to the author, why are reflexes important? What do you think would happen if we didn't have reflexes?) Have students give examples of the use of the word *desencadenadas* on page 6, to show their understanding of the meaning of the word.
- ▶ Read page 11. Ask students: *¿Cuáles son los pasos necesarios para lavarnos bien las manos? ¿Cuándo debemos lavarnos las manos? ¿Por qué?* (What are the steps for washing your hands? When should we wash our hands? Why?)
- ▶ Read pages 14 and 15. Have students identify the foods on page 15, then ask: *Según el texto, ¿por qué debemos comer estos alimentos?* (According to the text, why should we eat these foods?)
- ▶ Give each student a question card based on the text on pages 16 and 17. Have them read the questions on their cards. Say: *El texto ofrece soluciones a los problemas. Escucha mientras leo las páginas 18 y 19. Levanta tu tarjeta cuando oigas una solución al problema que está escrito en ella.* (The text gives solutions to the problems. Listen while I read pages 18 and 19. Raise your card when you hear solutions to the problem written on it.)
- ▶ Show students the illustrations on pages 22 and 23. Ask them to identify the forms of exercise on the page. Say: *Sabemos que el ejercicio nos ayuda de muchas maneras. Expliquen cómo estas formas de ejercicio ayudan al cuerpo. ¿Cuál es la forma de ejercicio que les gusta más?* (We know that exercise helps us in many ways. Explain how these types of exercise help the body. What types of exercise do you like best?)

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis





DIFFERENTIATED INSTRUCTION

BELLOW-LEVEL STUDENTS

- Read the text aloud several times. Then have students repeat chorally after you.
- Have above-level students read with below-level students to act as mentors/tutors.
- Ask these or similar comprehension questions: *¿Cómo nos protege la mucosidad?* (How does mucus protect us?) *¿Cómo se pueden evitar las infecciones?* (How can you avoid infections?) *¿Cómo nos ayuda la leche?* (How does milk help us?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Encourage students to stop and discuss what they have read with their partners.
- Ask these or similar comprehension questions: *Explica qué es un reflejo.* (Explain what a reflex is.) *¿Por qué es importante ser cuidadosos con la comida cruda?* (Why is it important to be careful with raw food?) *¿Por qué es importante la vitamina C?* (Why is vitamin C important?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Encourage students to jot their reflections on sticky notes to place on the text.
- Ask these or similar comprehension questions: *¿En qué se parecen el semáforo y la nariz que escurre?* (How are a traffic signal and a runny nose similar?) *Explica la relación entre la mente y el cuerpo.* (Explain the relationship between the mind and the body.) *¿Cuál de todas las señales parece ser la más importante? ¿Por qué?* (Which of the signals seems most important? Why?)

POST-READING

- ▶ Tell students: *Los autores siempre escriben con un propósito, y sus motivos para escribir se pueden clasificar en tres grupos: persuación, información o entretenimiento. ¿Cuál es el propósito de este libro? ¿Por qué?* (Authors always have a purpose for writing, and those reasons can be put into three groups: persuasion, information, or entertainment. What is the purpose of this book? Why?) ✓
- ▶ To reinforce the concept of author's purpose and to check comprehension, have students work in pairs to complete the author's purpose chart (Graphic Organizer #24) for a two-page spread of the book. Invite pairs to present their charts to the class.
- ▶ Return to the KWS chart from the Pre-Reading section and have students find the answers to their questions, citing the page in the book. ✓



► CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:
Building Knowledge in the Content Areas



- ▶ Have students form pairs to role play a visit to the doctor, using ailments and remedies from the book. Give pairs the opportunity to play the roles of doctor and patient. 
- ▶ Divide the class into groups to design posters with instructions for hand washing. Groups can copy the illustrations from page 11 of the book, reproduce images from the Internet, or create their own illustrations. Post the posters above lavatories around the school.
- ▶ Have students draw their favorite form of exercise, including a caption identifying the activity. Ask students to explain their drawing to the class, and if possible, to include a demonstration of the exercise. Students should also talk during their presentation about the parts of his or her body used, and how this particular exercise benefits them. 

► WRITING

INSTRUCTIONAL FOCUS:
Writing from Sources / Research Strand



Divide the students into groups of three. Assign each group a question from the *Tabla S, Q, F* (adding topics from the text as appropriate, such as hand washing or diet). Have students work together to create a poster, “¡Enciende tus luces verdes con _____!” (Turn On Your Green Lights with _____!). Set specific criteria, including naming the health problem, identifying the remedy with examples from the book and real life, and including an illustration. Have groups present their posters to the class. 



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Une.

- | | |
|----------------|----------------------------|
| 1. desinfectar | a. conjunto de órganos |
| 2. gérmenes | b. quitar los gérmenes |
| 3. organismo | c. criaturas microscópicas |
| 4. partículas | d. relacionado |
| 5. vinculado | d. pedazos muy pequeños |

B Completa las oraciones con la palabra correcta.

infección contaminación dañinas
proteína sustancia reflejos

1. La mucosidad que sale de la nariz contiene una sustancia que mata los gérmenes.
2. La contaminación del aire nos da tos.
3. Hay sustancias dañinas en la comida vieja.
4. Para fortalecer los músculos, debemos comer proteína.
5. La fiebre es una señal de que hay una infección en el cuerpo.
6. El doctor examinó los reflejos de mis piernas.



Nombre _____

Comprensión lectora

- A** Completa la tabla. Explica qué significan estas señales del cuerpo.

SEÑAL DEL CUERPO	LO QUE SIGNIFICA
una nariz que escurre	El cuerpo está tratando de eliminar partículas dañinas o de matar gérmenes.
sudar	El cuerpo está muy caliente; el sudor lo enfriá.
toser	Han entrado sustancias dañinas en los pulmones o en la boca y el cuerpo trata de eliminarlas.
fiebre	El cuerpo está luchando contra gérmenes.

- B** Lee las páginas 18 y 19. Escribe un párrafo corto explicando cómo los alimentos ayudan a nuestro cuerpo.

Possible answer: Los hidratos de carbono nos dan energía y nos ayudan a crecer. El calcio de la leche fortalece los huesos. Las frutas y las verduras nos dan vitaminas y limpian la sangre. La proteína fortalece los músculos.



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B Completa las oraciones con la palabra correcta.

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_____.
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