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# Module Summary

“It’s important to eat at least 5 servings of fruits and vegetables each day.  
Today, what will you choose?”

– Lizzy Rockwell

In the final module of the year, students examine how choosing to eat healthy foods can impact their lives. How does food nourish our bodies? What knowledge helps us make healthy eating choices? How can food bring communities together? Students explore these questions through rich questioning and writing prompts as they internalize the importance of making informed choices about what they eat.

The module begins with an investigation of the digestive system. Through close reading of two informational texts, students learn about the digestive process. Students conduct shared research related to organs of the digestive system, and they then independently write an informative paragraph detailing the important jobs of one organ.

Students then shift their focus from informative texts toward two literary texts: *Stone Soup* and *Bone Button Borscht*. Both versions of the classic folktale highlight how food has the potential to help bring communities together. Students analyze the story elements of *Bone Button Borscht* in depth, writing their first opinion paragraph of the year.

Next, students examine the informational text *The Vegetables We Eat*. This text introduces students to many different types of vegetables and how they are grown. Students write an informative paragraph describing the steps of growing food on a big farm. They apply to their writing the skill of using temporal words to connect the steps in a process.

*Good Enough to Eat* offers students the chance to study the specific nutrients in food that nourish their bodies. Students conduct research using two sources to help them choose a fruit or a vegetable to nourish their bodies. They use this new knowledge as they write an opinion paragraph that includes two reasons supported with textual evidence.

The End-of-Module Task builds directly from this task, asking students to evaluate and choose a plate of food to nourish their body. Students write an opinion paragraph that details their reasons and evidence for choosing their plate. The final Socratic Seminar provides students the opportunity to recount an experience when they made a healthy food choice. Both culminating activities offer students the chance to reflect on their new knowledge, further internalizing their understanding of the positive impact making healthy eating choices can have on their lives.

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# Essential Question

How does food nourish us?

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## Suggested Student Understandings

- Our digestive system works like a machine to take nutrients from food to keep our bodies healthy.
  - The food we eat comes from small and large farms.
  - Different foods provide different essential nutrients needed to stay healthy and some of those foods are vegetables.
  - Food can nourish a community like it nourishes our body.
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## Texts

### CORE TEXTS

#### Picture Book (Informational)

- *The Digestive System*, Christine Taylor-Butler
- *The Digestive System*, Jennifer Prior
- *Good Enough to Eat: A Kid's Guide to Food and Nutrition*, Lizzy Rockwell
- *The Vegetables We Eat*, Gail Gibbons

#### Picture Book (Literary)

- *Bone Button Borscht*, Aubrey Davis
- *Stone Soup*, Marcia Brown

## SUPPLEMENTARY TEXTS

### Video

- “Food and Family,” Nadine Burke (<http://witeng.link/0382>)
- “My Food Journey,” Nadine Burke (<http://witeng.link/0424>)
- “Try Something New,” Jamie Oliver (<http://witeng.link/0423>)
- “Planting Seeds: The White House Garden and a Brooklyn School Farm” (<http://witeng.link/0428>)
- “Fruit Veggie Swag” (<http://witeng.link/0422>)

### Visual Art

- *The Beaneater*, Annibale Carracci (<http://witeng.link/0379>)
- *Cakes*, Wayne Thiebaud (<http://witeng.link/0377>)
- *Two Cheeseburgers, with Everything (Dual Hamburgers)*, Claes Oldenburg (<http://witeng.link/0378>)

### Article

- “Can Milk Make You Happy?” Faith Hickman Brynie
- “Debate! Should Sugary Drinks Be Taxed?” TIME for Kids
- “Eating Your A,B,C’s ...” Kids Discover (<http://witeng.link/0427>)

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# Module Learning Goals

## KNOWLEDGE GOALS

- Understand the process of digestion and the specific function of some organs.
- Conceptualize that food gives our body nutrients that we need to live.
- Identify the steps in the process of growing food (on a small and large farm).
- Recognize that communities come together around food for nourishment, too.

## READING GOALS

- Build knowledge of the author’s purpose within and throughout the entire text including teaching, explaining, and entertaining the reader. (RI 2.3)
- Identify text features and how they contribute to conveying information efficiently in a text. (RI 2.5)
- Read a series of ideas or steps in a procedure and understand the connection from beginning to end. (RI 2.3)

- Determine how an illustrator contributes meaning to understanding of setting, characters, and plot. (RL 2.7)
- Identify reasons that support the point an author is making. (RI.2.8)
- Build understanding of characters, setting, and plot by analysis of the words in the text. (RL 2.7)

## WRITING GOALS

- Write informative paragraphs about steps in a process that include an introduction, topic statement, evidence, and conclusion. (W.2.3, W.2.8)
- Organize and choose text evidence to respond to a prompt. (W.2.2, W.2.3, W.2.8)
- Write opinion paragraphs that include an introduction, opinion statement, reason, temporal words, and opinion conclusion. (W.2.1, W.2.8)
- Conduct shared research using two sources to collect evidence to write an opinion paragraph. (W.2.1, W.2.7, W.2.8)

## SPEAKING AND LISTENING GOALS

- Speak to recount a personal experience. (SL 2.4)
- Speak to recount a text read aloud. (SL 2.2)
- Listen to appreciate a text or an experience. (SL 2.2, SL 2.4)

## LANGUAGE GOALS

- Consult reference materials to check spellings and clarify the meanings of words. (L.2.2.e, L.2.4.e)
- Identify real-life connections to words. (L.2.5.a)
- Generalize spelling patterns. (L.2.2.d)
- Form contractions and possessives using apostrophes. (L.2.2.c)
- Use reflexive pronouns. (L.2.1.c)
- Use commas in letters. (L.2.2.b)

# Module in Context

**Knowledge:** In Module 4, students learn about the importance of healthy food choices. Students build knowledge about how food nourishes their bodies, and how food brings together and nourishes communities. They conduct shared research about the digestive system to write about the important job one organ does in processing their food. Students examine how food is grown in small gardens and on big farms. Toward the end of the module, students closely examine vitamins and minerals and how they nourish the body. Students build knowledge of specific foods that could help nourish their bodies, empowering them to make healthier food choices in their own lives.

**Reading:** Reading a variety of informational text, students consider the many different text features presented and learn how to efficiently derive information from them. Two similar texts about the digestive system, which use typical nonfiction-text structure and features, present a detailed investigation of how our bodies convert food to nutrients. Later in the module, students read two nonfiction texts with less typical structures to learn about food, particularly vegetables, and understand how food is grown in different settings. To lighten the heavy load of information being presented, students have an opportunity to compare two versions of the tale of a community coming together around a pot of soup and the lessons learned by all involved.

**Writing:** In the beginning of Module 4, students build their research skills by conducting shared research in small groups as preparation for writing an informational paragraph. Students are then introduced to opinion writing, learning to evaluate evidence to form an opinion statement that is well supported by reasons. In the middle of the module, students return to informative writing, this time focusing on how to write a paragraph that describes steps in a process. Students describe steps in the process of growing vegetables on a big farm and learn how to use temporal words to clarify their writing. Module 4 concludes with additional practice with research and opinion writing. Through Focusing Question Task 4 and the End-of-Module Task, students conduct research using two sources in order to form opinions about healthy foods.

**Speaking and Listening:** Students develop their speaking and listening skills further in this module by thinking about how listening to a text or an experience includes having an appreciation for what is being said. Then students continue practicing a skill that has been practiced all year, recounting. During this module students are no longer recounting in writing from an evidence chart; instead, they are recounting orally after hearing a Read Aloud and recounting their own personal experiences. In the first Socratic Seminar, students discuss the similarities and differences between *Stone Soup* and *Bone Button Borscht*, relying on their recounting skills to speak on topic. In the final Socratic Seminar of the module, students recount their own experiences of trying something new!

# Standards

## FOCUS STANDARDS

Reading Literature	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Reading Informational Text	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure.
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.8	Describe how reasons support specific points the author makes in a text.
Writing	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Language	
L.2.1.c	Use reflexive pronouns.
L.2.2.b	Use commas in greetings and closings of letters.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2.d	Generalize learned spelling patterns when writing words.

L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3.a	Compare formal and informal uses of English.
L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5.a	Identify real-life connections between words and their use.

## CONTINUING STANDARDS

Reading Literature	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

# Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
<p>1. Choose either the stomach or the small intestine. What important jobs does this organ do as part of the digestive system?</p> <p>Conduct shared research in a small group. Then, individually, write an informative paragraph that includes at least two pieces of evidence from the text.</p>	<ul style="list-style-type: none"> <li>▪ With support, conduct research in small groups.</li> <li>▪ Write an informative paragraph with an introduction, topic statement, two pieces of evidence from the text, and a conclusion.</li> <li>▪ Contractions, if used, should be used correctly.</li> </ul>	RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c
<p>2. Who benefited the most from making the soup in <i>Bone Button Borscht</i>? Write an opinion paragraph.</p>	<ul style="list-style-type: none"> <li>▪ Evaluate evidence to form an opinion statement.</li> <li>▪ Write an opinion paragraph that includes an introduction, opinion statement, reason, and evidence from the text.</li> </ul>	RL.2.1, W.2.1, W.2.8

3. Where does nourishing food come from? Describe how food is created on a big farm. Write an informative paragraph that includes the steps and the connections between them.	<ul style="list-style-type: none"> <li>▪ Independently write an informative paragraph with at least two pieces of evidence from the text.</li> <li>▪ Use temporal words in a written response.</li> </ul>	RI.2.1, RI.2.3, W.2.2, W.2.8, L.2.2.c
4. Consider the following options: strawberries, oranges, carrots, and broccoli. Which one would you choose to benefit your body? Support your opinion with evidence.	<ul style="list-style-type: none"> <li>▪ Collect and evaluate evidence from two sources.</li> <li>▪ Conduct shared research.</li> <li>▪ Write an opinion paragraph with one reason and two pieces of evidence.</li> <li>▪ Include an introduction, opinion statement, and opinion conclusion.</li> </ul>	RI.2.1, W.2.1, W.2.7, W.2.8, L.2.2.d, L.2.2.e

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read <i>Stone Soup</i> and then answer questions about how the illustrations clarify the text.	<ul style="list-style-type: none"> <li>▪ Understand how illustrations expand and clarify information within a literary text.</li> </ul>	RL.2.1, RL.2.7, W.10
2. Read page 31 of <i>The Digestive System</i> and answer questions about text features.	<ul style="list-style-type: none"> <li>▪ Use information in text features to build understanding on a topic.</li> <li>▪ Use a glossary to determine the meaning of words or phrases.</li> </ul>	RI.2.5, L.2.4.e, L.2.5.a
3. Read pages 14–15 of <i>Good Enough to Eat</i> . Answer questions to connect the steps in the digestive process.	<ul style="list-style-type: none"> <li>▪ Understand the connections between steps in a process.</li> <li>▪ Use temporal words to connect steps in a process.</li> </ul>	RI.2.1, RI.2.3, W.10
4. Listen closely to “Debate! Should Sugary Drinks Be Taxed?” Complete a chart and answer questions about the author’s purpose and points.	<ul style="list-style-type: none"> <li>▪ Identify the author’s reasons for believing her points.</li> <li>▪ Name the author’s purpose.</li> </ul>	RI.2.6, RI.2.8

Socratic Seminar	Elements That Support Success on the EOM Task	Standards
1. Compare and contrast <i>Stone Soup</i> and <i>Bone Button Borscht</i> .	<ul style="list-style-type: none"> <li>▪ Identify key ideas or details to recount module texts.</li> <li>▪ Discuss similarities and differences between the two stories.</li> <li>▪ Reflect on use of formal language in a Socratic Seminar.</li> </ul>	SL.2.2, L.2.1.c, L.2.3.a
2. What happened when you tried eating something new?	<ul style="list-style-type: none"> <li>▪ Prepare by recounting a Read Aloud.</li> <li>▪ Write individually about which character helped most.</li> <li>▪ Demonstrate use of reflexive pronouns.</li> </ul>	SL.2.1, SL.2.2, SL.2.4, L.2.3.a

End-of-Module Task	Criteria for Success	Standards
<p>Look closely at the two images of plates. Which meal would you choose to nourish your body and why?</p> <p>Support your response using evidence from the following sources:</p> <ul style="list-style-type: none"> <li>▪ <i>Good Enough to Eat</i> by Lizzy Rockwell</li> <li>▪ “Eating Your A, B, C’s ...” infographic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a paragraph that clearly states an opinion with a reason rooted in evidence from the text.</li> <li>▪ Introduce the book or topic.</li> <li>▪ Evaluate evidence to form an opinion statement with two parts.</li> <li>▪ Supply a reason that supports each part of the opinion statement.</li> <li>▪ Use temporal words to connect opinions and reasons.</li> <li>▪ Reiterate the opinion in a conclusion statement.</li> </ul>	RI.2.1, W.2.1, W.2.7, W.2.8

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standard
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> <li>▪ Acquire and use grade-appropriate academic terms.</li> <li>▪ Acquire and use domain-specific or text-critical words essential for communication about the module’s topic.</li> </ul>	L.2.6

\*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

## Module Map

Focusing Question 1: How can food nourish my body?				
LESSON	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
1	<i>All module texts</i>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>Good Enough to Eat</i>?</p>		<p>Ask questions and make observations about a section of the text <i>Good Enough to Eat</i>. (RI.2.1)</p> <p>Use text-based clues to determine the meaning of <i>digestive system</i>. (L.2.4.a)</p>
2	<p><i>The Digestive System</i>, Christine Taylor-Butler</p> <p><i>The Digestive System</i>, Jennifer Prior</p>	<p><u>Wonder</u></p> <p>What do I notice and wonder about <i>The Digestive System</i>?</p>	<p><u>Examine</u></p> <p>Why is shared research important?</p>	<p>Ask and answer questions about <i>The Digestive System</i>. (RI.2.1)</p> <p>Examine the importance of conducting shared research to answer a question. (W.2.7, W.10)</p> <p>Use a glossary and beginning dictionary to determine or clarify the meaning of the word <i>starches</i>. (L.2.4.e)</p>

Focusing Question 1: How can food nourish my body?				
3	<i>The Digestive System</i> , Christine Taylor-Butler  <i>The Digestive System</i> , Jennifer Prior	<u>Wonder</u>  What do I notice and wonder about <i>The Digestive System</i> ?	<u>Experiment</u>  How does shared research work?	Ask and answer questions about <i>The Digestive System</i> . (RI.2.1)  Answer a research question by conducting shared research. (W.2.7, W.2.8)  Use a glossary or beginning dictionary to clarify the meaning of the words <i>mucus</i> and <i>gastric</i> . (L.2.4.e)
4	<i>The Digestive System</i> , Christine Taylor-Butler  <i>The Digestive System</i> , Jennifer Prior	<u>Organize</u>  What's happening in <i>The Digestive System</i> ?	<u>Examine</u>  How do I collect shared research to answer Focusing Question Task 1?  <u>Examine</u>  Why is using apostrophes in contractions important?	Use text features to navigate an informational text. (RI.2.5)  Answer a research question by conducting shared research in small groups. (W.2.7, W.2.8)  Identify examples of contractions and explain the role of the apostrophes in contractions. (L.2.2.c)
5	<i>The Digestive System</i> , Jennifer Prior  <i>The Digestive System</i> , Christine Taylor-Butler	<u>Organize</u>  What's happening in Chapter 2 of <i>The Digestive System</i> ?	<u>Experiment</u> How does speaking to recount work?  <u>Execute</u>  How do I collect shared research to answer FQT 1?	Describe the connection between the parts of the digestive system. (RI.2.3, SL.2.2)  Answer a research question by conducting shared research in small groups. (W.2.7, W.2.8)  Identify real-life connections between the word <i>absorb</i> and its use. (L.2.5.a)
6 ✓FQT	<i>The Digestive System</i> , Christine Taylor-Butler	<u>Reveal</u>  What does a deeper exploration of text features reveal in <i>The Digestive System</i> ?	<u>Execute</u>  How do I write an informative paragraph for FQT 1?  <u>Experiment</u>  How do apostrophes in contractions work?	Explain how images contribute to the text. (RI.2.7)  Use shared research about the digestive system to write an informative paragraph. (RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c)  Use apostrophes to form contractions. (L.2.2.c)
7 ✓FQT	<i>The Digestive System</i> , Jennifer Prior  <i>The Digestive System</i> , Christine Taylor-Butler	<u>Distill</u>  What is the essential meaning of <i>The Digestive System</i> ?	<u>Execute</u>  How do I write an informative paragraph for FQT 1?	Determine the author's purpose of the text <i>The Digestive System</i> by Christine Taylor-Butler. (RI.2.6, W.10)  Use shared research about the digestive system to write an informative paragraph. (RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c)  Use sentence-level context or the glossary to determine the meaning of the words <i>belch</i> , <i>bacteria</i> , and <i>saliva</i> . (L.2.4.a, L.2.4.e)

Focusing Question 1: How can food nourish my body?				
8	<i>The Digestive System</i> , Christine Taylor-Butler  “Food and Family,” Nadine Burke	<u>Know</u>  How does <i>The Digestive System</i> build my knowledge of how food nourishes my body?	<u>Excel</u>  How do I improve my informative paragraph?  <u>Excel</u>  How do I improve my use of contractions in my informative paragraph?	Read and understand the purpose of captions in a text. (RI.2.5)  Identify reasons that support the author’s point in “Food and Family.” (RI.2.8)  Use apostrophes to form contractions. (L.2.2.c)

Focusing Question 2: How can food nourish a community?				
LESSON	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
9	<i>Stone Soup</i> , Marcia Brown  <i>The Beanewriter</i> , Annibale Carracci	<u>Wonder</u>  What do I notice and wonder about <i>Stone Soup</i> ?		Make observations and generate questions about <i>Stone Soup</i> . (RL.2.1)  Determine the meaning of words formed when the suffixes <i>-ful</i> and <i>-less</i> are added to known root words. (L.2.4)
10	<i>Bone Button Borscht</i> , Aubrey Davis  <i>Stone Soup</i> , Marcia Brown  <i>The Beanewriter</i> , Annibale Carracci	<u>Wonder</u>  What do I notice and wonder about <i>Bone Button Borscht</i> ?		Ask and answer questions about <i>Bone Button Borscht</i> . (RL.2.1)  Identify and match reflexive pronouns in <i>Bone Button Borscht</i> with their antecedent. (L.2.1.c)
11	<i>Bone Button Borscht</i> , Aubrey Davis	<u>Organize</u>  What’s happening in <i>Bone Button Borscht</i> ?	<u>Experiment</u>  How do I form opinion statements?	Recall story elements from the text <i>Bone Button Borscht</i> . (RL.2.2)  Identify important details when listening to a Read Aloud. (SL.2.2)  Experiment with forming opinion statements. (W.2.1)  Consider real-life connections between closely related verbs ( <i>trudged</i> , <i>hurried</i> , <i>hobbled</i> , <i>sped</i> , <i>rushed</i> ) and their use in order to distinguish their shades of meaning. (L.2.5.a, L.2.5.b)

Focusing Question 2: How can food nourish a community?				
12	<i>Bone Button Borscht</i> , Aubrey Davis	<u>Reveal</u> What does a deeper exploration of illustrations and words reveal in <i>Bone Button Borscht</i> ?	<u>Execute</u> How do I structure an opinion paragraph?  <u>Examine</u> How does using reflexive pronouns work?	Use information from illustrations in <i>Bone Button Borscht</i> to demonstrate understanding of characters and setting. (RL.2.7)  Examine the structure of an opinion paragraph. (W.2.1)  Generate reflexive pronouns that match nouns and personal pronouns. (L.2.1.c)
✓FQT 13	<i>Bone Button Borscht</i> , Aubrey Davis	<u>Reveal</u> What does a deeper exploration of illustrations and words reveal in <i>Bone Button Borscht</i> ?	<u>Execute</u> How do I form opinion statements?	Describe how the illustrations contribute to understanding of characters and setting. (RL.2.7)  Write an opinion statement. (W.2.1)  Generate real-life and text examples and non-examples of <i>cooperation</i> . (L.2.5.a)
✓FQT 14	<i>Bone Button Borscht</i> , Aubrey Davis	<u>Distill</u> What is the essential meaning of <i>Bone Button Borscht</i> ?	<u>Execute</u> How do I prepare to write an opinion paragraph?	Determine the essential meaning and explain how both words and illustrations contribute to the essential meaning. (RL.2.1, RL.2.2, RL.2.7)  Prepare to write an opinion paragraph. (W.2.1)  Identify real-life connections between the words <i>gather</i> and <i>cram</i> and their use. (L.2.5.a)
✓NR ✓FQT 15	<i>Bone Button Borscht</i> , Aubrey Davis	<u>Know</u> How does <i>Bone Button Borscht</i> build my knowledge?	<u>Excel</u> How do I write an opinion paragraph in FQT 2?	Identify and describe how words and illustrations add meaning to the text. (RL.2.1, RL.2.7, W.10)  Write an opinion paragraph. (W.2.1, W.2.8, RL.2.1)  Create a Frayer Model for the word <i>banquet</i> using real-life connections. (L.2.4.a, L.2.5.a)

Focusing Question 2: How can food nourish a community?				
16 ✓SS	<i>Bone Button Borscht</i> , Aubrey Davis  <i>Stone Soup</i> , Marcia Brown	<u>Know:</u>  How do <i>Bone Button Borscht</i> and <i>Stone Soup</i> build my knowledge of how food can nourish a community?	<u>Execute</u>  How can I speak to recount to prepare for a Socratic Seminar?  <u>Examine</u>  Why is it important to know the difference between formal and informal language?  <u>Examine</u>  Why do writers use apostrophes in possessives?	Identify and explain the purpose of apostrophes in possessive nouns. (L.2.1.c)

Focusing Question 3: Where does nourishing food come from?				
LESSON	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
17	<i>The Vegetables We Eat</i> , Gail Gibbons	<u>Wonder:</u>  What do I notice and wonder about <i>The Vegetables We Eat</i> ?	<u>Examine:</u>  Why is writing about the steps in a process important?  <u>Examine</u>  Why do writers use apostrophes in possessives?	Ask and answer questions about <i>The Vegetables We Eat</i> . (RI.2.1)  Demonstrate understanding of an informative paragraph with steps in a process. (W.2.2)  Recount an experience with descriptive details. (SL.2.2, SL.2.4)  Identify and explain the purpose of apostrophes in singular and plural possessive nouns. (L.2.2.c)
18	<i>The Vegetables We Eat</i> , Gail Gibbons	<u>Organize</u>  What's happening in <i>The Vegetables We Eat</i> ?	<u>Experiment</u>  How does writing with steps work?  <u>Experiment</u>  How do writers use apostrophes correctly in possessive nouns?	Reread and use the headings to determine the author's purpose of sections of text. (RI.2.5, RI.2.6)  Record evidence detailing steps in a process. (RI.2.3)  Use apostrophes in singular and plural possessive nouns. (L.2.2.c)

Focusing Question 3: Where does nourishing food come from?				
19 ✓FQT	<i>The Vegetables We Eat</i> , Gail Gibbons	<u>Reveal</u> What does a deeper exploration of the words and phrases reveal in <i>The Vegetables We Eat</i> ?	<u>Execute</u> How do I write the steps of a process in FQT 3? <u>Experiment</u> How does using commas in letters work?	Recall the meaning of topic specific vocabulary from the text <i>The Vegetables We Eat</i> . (RI.2.4) Record evidence detailing steps in a process. (RI.2.1, RI.2.3, W.2.8) Use commas in greetings and closings of letters. (L.2.2.b)
20 ✓FQT	<i>The Vegetables We Eat</i> , Gail Gibbons “Fruit Veggie Swag”	<u>Distill</u> What is the essential meaning of <i>The Vegetables We Eat</i> ?	<u>Execute</u> How do I write the steps of a process in FQT 3? <u>Experiment</u> How does speaking formally and informally work? <u>Execute</u> How do I use commas in the greetings and closings of a letter?	State and examine the author’s purpose of a text. (RI.2.6) Compare formal and informal language. (L.2.3.a) Write an informative paragraph about steps in a process. (RI.2.1, RI.2.3, W.2.2, W.2.8) Use commas in greetings and closings of letters. (L.2.2.b)
21 ✓NR	<i>The Vegetables We Eat</i> , Gail Gibbons <i>The Digestive System</i> , Christine Taylor-Butler “Try Something New,” Jamie Oliver	<u>Know</u> How can <i>The Vegetables We Eat</i> build my knowledge of what is nourishing food and where it can come from?	<u>Excel</u> How do I improve FQT 3? <u>Excel</u> How do I improve my use of possessives in my informational paragraph?	Use text features to locate information in <i>The Digestive System</i> . (RI.2.5) Improve an informative paragraph about steps in a process. (W.2.2, W.2.5, W.2.8, RI.2.1, RI.2.3) Identify reasons that support the author’s point in “Try Something New.” (RI.2.8) Use apostrophes to form possessives. (L.2.2.c)

Focusing Question 4: How can I choose nourishing foods?				
LESSON	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
22	<i>Good Enough to Eat</i> , Lizzy Rockwell “My Food Journey” <i>Cakes</i> , Wayne Thiebaud	<u>Wonder</u> What do I notice and wonder about <i>Good Enough to Eat</i> ?	<u>Examine:</u> Why is it important to use research from more than one source to form an opinion?	Make observations and generate questions about <i>Good Enough to Eat</i> . (RI.2.1) Deepen understanding of the word <i>nutrient</i> by exploring real-life examples. (L.2.5.a)
23 ✓NR	<i>Good Enough to Eat</i> , Lizzy Rockwell “Eating Your A, B, C’s ...”	<u>Organize</u> What’s happening in <i>Good Enough to Eat</i> ?	<u>Experiment</u> How does conducting research from more than one source work?	Describe the connection between steps in a process. (RI.2.1, RI.2.3, W.10) Conduct shared research using two sources to collect evidence. (RI.2.1, W.2.7, W.2.8) Use real-life and text connections to build an understanding of the word <i>energy</i> . (L.2.5.a)
24	<i>Good Enough to Eat</i> , Lizzy Rockwell	<u>Reveal</u> What does a deeper exploration of text features reveal in <i>Good Enough to Eat</i> ?	<u>Execute</u> How do I use research to form an opinion for FQT 4?	Analyze <i>Good Enough to Eat</i> through its text features. (RI.2.5) Conduct shared research to collect evidence for FQT 4. (RI.2.1, W.2.7, W.2.8) Identify real-life connections between the word <i>signal</i> and its use. (L.2.5.a)
25 ✓FQT	<i>Good Enough to Eat</i> , Lizzy Rockwell <i>Cakes</i> , Wayne Thiebaud	<u>Organize</u> What is happening in the “Eating Your A, B, C’s ...” infographic?	<u>Experiment</u> How do I use research to form an opinion for FQT 4? <u>Experiment</u> How does using resources to check my spelling work?	Conduct shared research to collect evidence from two sources for FQT 4. (RI.2.1, W.2.7, W.2.8) Use spelling patterns and reference materials to check and correct spellings. (L.2.2.d, L.2.2.e)
26 ✓FQT	<i>Good Enough to Eat</i> , Lizzy Rockwell “Planting Seeds: The White House Garden and a Brooklyn School Farm” “Eating Your A, B, C’s ...”	<u>Distill</u> What is the essential meaning of <i>Good Enough to Eat</i> ?	<u>Execute</u> How do I use research to form an opinion for FQT 4? <u>Execute</u> How do I use resources to check my spelling in my Focusing Question Task?	Independently determine author’s purpose for writing a text. (RI.2.6, W.10) Write an opinion paragraph about a nourishing food. (RI.2.1, W.2.1, W.2.7, W.2.8) Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task. (L.2.2.d, L.2.2.e)

Focusing Question 4: How can I choose nourishing foods?				
27	<p><i>Good Enough to Eat</i>, Lizzy Rockwell</p> <p>“Eating Your A, B, C’s ...”</p> <p>“Can Milk Make You Happy?” Faith Hickman Brynie</p>	<p><u>Know</u></p> <p>How can <i>The Vegetables We Eat</i> build my knowledge?</p>	<p><u>Excel</u></p> <p>How do I improve my opinion paragraph?</p> <p><u>Execute</u></p> <p>How do I use my resources to check my spelling in my Focusing Question Task?</p>	<p>Complete and revise the opinion paragraph for FQT 4. (RI.2.1, W.2.1, W.2.5, W.2.8)</p> <p>Identify reasons that support the author’s point in “Can Milk Make You Happy?” (RI.2.8)</p> <p>Use spelling patterns and reference materials to check or correct spelling in the Focusing Question Task. (L.2.2.d, L.2.2.e)</p>

Focusing Question 5: How does food nourish us?				
LESSON	TEXTS	CONTENT FRAMING QUESTION	CRAFT QUESTIONS	LEARNING GOALS
28 ✓NR	<p>All module texts</p> <p><i>Two Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</p> <p>“Debate! Should Sugary Drinks Be Taxed?” Brenda Iasevoli</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p><u>Execute</u></p> <p>How do I use opinion writing in the EOM Task?</p>	<p>Identify the author’s purpose for writing the text and describe how reasons support the points the author makes. (RI.2.6, RI.2.8)</p> <p>Collect evidence to write an opinion paragraph. (RI.2.1, W.2.7, W.2.8)</p> <p>Determine the meaning of a new word formed when a known affix is added to a known root word. (L.2.4.b)</p>
29	<p>All module texts</p> <p><i>Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p><u>Execute:</u></p> <p>How do I use research to form an opinion in the EOM Task?</p>	<p>Collect evidence to prepare for the EOM Task. (RI.2.1, W.2.7, W.2.8)</p> <p>Make connections between content vocabulary using connects to the text and the real world. (L.2.5.a)</p>

Focusing Question 5: How does food nourish us?				
<p>30</p> <p>✓VOC</p>	<p>All module texts</p> <p><i>Cakes</i>, Wayne Thiebaud</p> <p><i>Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p><u>Execute</u></p> <p>How do I use research to form an opinion in the EOM Task?</p>	<p>Collect evidence from a second source to prepare for the EOM Task. (RI.2.1, W.2.8)</p> <p>Demonstrate understanding of module words by identifying correct or incorrect use in context. (L.2.6)</p>
<p>31</p> <p>✓VOC</p> <p>✓EOM</p>	<p>“Fruit Veggie Swag”</p> <p><i>Cakes</i>, Wayne Thiebaud</p> <p><i>Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</p> <p><i>The Bean eater</i>, Annibale Carracci</p> <p>“Eating Your A, B, C’s ...”</p> <p>“Try Something New,” Jamie Oliver</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p><u>Execute</u></p> <p>How do I use opinion writing in the EOM Task?</p>	<p>Recount an experience understandably and with appropriate details. (SL.2.2, SL.2.4)</p> <p>Orally rehearse and begin to draft an opinion paragraph about nutritious food. (W.2.1, W.2.8, RI.2.1)</p> <p>Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)</p>
<p>32</p> <p>✓SS</p> <p>✓EOM</p>	<p>All module texts</p>	<p><u>Know</u></p> <p>How do the module texts build my knowledge of nourishing food?</p>	<p><u>Execute</u></p> <p>How does speaking formally to recount an experience in a Socratic Seminar work?</p> <p><u>Excel</u></p> <p>How do I improve opinion writing in the EOM Task?</p>	<p>Complete and revise the opinion paragraph for the EOM Task. (W.2.1, W.2.5)</p> <p>Share an experience about trying a new food. (SL.2.1, SL.2.4, L.2.3.a)</p> <p>Describe uses of formal and informal language. (L.2.3.a)</p>

Focusing Question 5: How does food nourish us?				
<b>33</b>	<p>All Module 1–4 texts</p> <p><i>Autumn Landscape</i>, Maurice de Vlaminck</p> <p><i>U.S. Marshals Escorting Ruby Bridges</i></p> <p><i>Cheeseburgers, with Everything (Dual Hamburgers)</i>, Claes Oldenburg</p> <p><i>The Beaneater</i>, Annibale Carracci</p>	<p><u>Know</u></p> <p>How do this year's texts build my knowledge?</p>		<p>Answer questions about key details in texts. (RL.2.1, RI.2.1)</p>