



2nd Grade

CATCH Alignment Guide to
Texas Essential Knowledge
and Skills (TEKS)

CATCH Classroom Curriculum

CATCH Alignment Guide to Texas Essential Knowledge and Skills (TEKS)[©]

Acknowledgements

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Explanation and Key of Alignment Table

Heading and Title Row. Titles each column explaining what will be in the cells below them.

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Notes for Teachers/ Handouts
Session 1: GO Foods, GO Activities			
Ses.1/Act.1 Story & Discussion	<p>L.A. (5.2) Listening Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker’s message.</p> <p>L.A. (5.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	(Story) Can be done during guided reading.

The title of each session is placed in its own row and shaded to make it easier to find and read.

Labels the session and activity number found in the curriculum guide.

Suggests to teachers, which subject areas they can integrate the health lesson into other subject areas.

Ideas of ways to deliver the information to students, or any needed information for that particular lesson or future lesson.

Lists the overall TEKS that can be linked to this lesson activity. They include Language Arts, Science, Math, Social Studies and Health. Makes it easy to match it with the TEKS a teacher is teaching during the week.

2nd Grade CATCH Aligned with TEKS/TAKS

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Notes for Teachers/ Handouts
Session 1: A Good Balance			
Act. 1 Story and Discussion	Sci. 1 Scientific investigation and reasoning- 1.b- describe the importance of safe practices	Science	Safe practices being healthy eating keeps your body healthy and safe
	H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits	Health Education	
Act. 2 Game	L.A. 27 Listening and Speaking- 27.b- Follow, restate and give oral instructions that involve a short related sequence of actions	L. A.	
	H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits. H.E. 1 Health Behaviors – 1.c – Identify food groups and describe the effects of eating too much sugar and fat H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices	Health Education	
Session 2: Healthy and Unhealthy Fats			
Act. 1 Discussion	Math 9 Geometry and Measurement- 9.b- Describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object.	Math	Discussing grams of fats contained related to size/volume of food
	L.A. 28 Listening and Speaking- 28.a- Listens attentively to speakers and ask relevant questions to clarify information	L.A.	
	H.E. 1 Health Behaviors – 1.c – Identify food groups and describe the effects of eating too much sugar and fat H.E. 1 Health Behaviors – 1.g – describe how a healthy diet can help protect the body against some diseases	Health Education	

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Act. 2 Game	<p>H.E. 3 Health Information – 3.b – Identify the major organs of the body such as the heart and describe their primary function</p> <p>H.E. 3 Health Information – 3.c – Identify the major systems of the body</p> <p>H.E. 3 Health Information – 4.b – Identify causes of disease other than germs</p> <p>Math 2 Numbers and Operations- 2.d- Use place value to compare and order whole numbers up to 1,200 using comparative language, numbers and symbols.</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits.</p>	Math Health Education	
Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Notes for Teachers/ Handouts
Session 3: Too Much Sugar!			
Act. 1 Story and discussion Act 2 Activity sheet 1- modifying meals	<p>Sci. 7 Earth and Space 7.c- Distinguish between natural and man-made resources</p> <p>L. A. 3 Reading/ Beginning reading/ Strategies 3.b- Ask relevant question, seek clarification, and locate facts and details about stories and other texts</p> <p>H.E. 1 Health Behaviors – 1.c – Identify food groups and describe the effects of eating too much sugar and fat</p> <p>S.S. 20 Social Studies Skills- 20.a- use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits.</p> <p>H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p>	Science L.A. Health Education Social Studies Health Education	Natural sugar V. Man-made added sugar During reading Consider options to change the meal on the activity page to become a healthy balanced meal

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Session 4: Too Much Salt!			
Act. 1 Discussion and Demonstration	<p>Sci. 7 Earth and Space 7.c- Distinguish between natural and man-made resources</p> <p>Math 3 Numbers and Operations- 3.c- Use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.</p> <p>L.A 5 Reading/Vocabulary development 5.b use context to determine the relevant meaning of unfamiliar words or multiple meaning words</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits. H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p>	<p>Science</p> <p>Math</p> <p>Health Education</p>	<p>Relate to distinguishing between whole and processed foods</p> <p>Demonstration- discuss $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$ in relation to $\frac{1}{4}$ being the target amount of salt $\frac{3}{4}$ being the amount that is not healthy Sequence food from low to high based on sodium content. Students working in small groups: assign a student as recorder who will write the order of foods</p>
Act. 2 Stations Activity	<p>S.S. 18 Social Studies Skills- 18.d- Sequence and categorize information</p> <p>L.A. 29 Listening and speaking/teamwork 29- Students work productively with others in teams.</p>	<p>Social Studies L.A.</p>	
Session 5: Heart and Lungs, Bones and Muscles			
Act. 1 Discussion and Exercise	<p>L.A. 28 Listening and Speaking- 28.a- Listens attentively to speakers and ask relevant questions to clarify information</p> <p>Math a- Introduction 4.a Students develop an understanding of the base 10 place value system and place value concepts. The students understanding of base 10, place value includes ideas of counting in units and multiples of thousands, hundreds, tens, and ones and grasp of number relationships which students demonstrate in a variety of ways.</p>	<p>L.A.</p> <p>Math</p>	<p>*Differentiation- Instead of teacher counting for the 20 marches and toe touches, have the students count in multiples to implement this TEK.</p>

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Act. 2 Fitness Leader Activity	<p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits.</p> <p>H.E. 1 Health Behaviors – 1.g – describe how a healthy diet can help protect the body against some diseases</p>	Health Education	
	<p>L.A. 27 Listening and Speaking- 27.b- Follow, restate and give oral instructions that involve a short related sequence of actions</p> <p>L.A. 21 Oral and Written Conventions 21.a. i- Verbs (past, present and future)</p>	L.A.	
	<p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits</p>	Health Education	
Act 3 Goal setting: Different kinds of GO activities	<p>L.A 19 Writing/expository procedural texts 19.c Write brief comments on literary and informational texts</p>	L.A.	
	<p>H.E. 3 Health Information – 3.c – Identify the major systems of the body</p> <p>H.E. 11 Personal/Interpersonal Skills – 11.C – List the steps and describe the importance of task completion and goal setting</p>	Health Education	
Session/Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Notes for Teachers/ Handouts
Session 6: Barriers to Physical Activity			
Act.1 Discussion and goal check	<p>Sci. 17 Science, Technology and society 17.b Explain how science and technology change the ways in which people meet basic needs</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits</p> <p>H.E. 11 Personal/Interpersonal Skills – 11.C – List the steps and describe the importance of task completion and goal setting</p>	<p>Science</p> <p>Health Education</p>	Relate technology of computer games and video games to barriers of fitness activity

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Act 2 Team Race	<p>S.S. 10 Economics 10.c Examine the development of a product from a natural resource to a finished product</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p> <p>L.A. 29 Listening and speaking/teamwork 29- Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p> <p>Sci. 2 Scientific investigation and reasoning 2.d record and organize data using pictures, numbers, and words</p>	Social Studies Health Education L.A. Science	
Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Notes for Teachers/ Handouts
Session 8: Amazing Fiber			
Act. 1 Discussion	<p>L.A. 29 Listening and Speaking/Speaking 29 Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.</p> <p>Science 9 Organisms and Environment 9. A identify the basic needs of plants and animals</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p>	L.A. Science Health Education	Animals e.g. humans need fiber

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<p>Act 2 Game</p>	<p>L.A. 29 Listening and speaking/teamwork 29- Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions</p> <p>L.A 5 Reading/Vocabulary development 5.b use context to determine the relevant meaning of unfamiliar words or multiple meaning words</p> <p>H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p>	<p>L.A.</p> <p>L.A.</p> <p>Health Education</p>	
<p>Act 3 Activity sheet 4</p>	<p>L.A 25 Research/ Gathering sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: 25 A gather evidence from available sources(natural and personnel) as well as from interviews from local experts 25 B Use text features (e.g. table of contents, alphabetize index, headings in age appropriate reference works (e.g. picture dictionaries) to locate information and; 25 C record basic information in simple visual formats (e.g. notes, charts, picture graphs, diagrams)</p>	<p>L.A.</p>	

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Session 9: Eat a GO Snack			
Act. 1 Snack Preparation	<p>Math b. Knowledge and Skills 1. Mathematical process and standards. The students use mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</p> <p>1.a Apply mathematics to problems arising in everyday life, society and the workplace</p>	Math	
Act 2 Goal Setting	<p>Math 3. Number and Operations 3. A partition objects into equal parts and name the parts including halves, fourths, eights and using words</p> <p>S.S 18 Social Studies Skills 18. A Obtain information about a topic using a variety of valid oral sources such as, conversations, interviews, and music</p> <p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits</p> <p>H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p> <p>H.E. 11 Personal/Interpersonal Skills – 11.C – List the steps and describe the importance of task completion and goal setting</p>	<p>Math</p> <p>Social Studies</p> <p>Health Education</p>	<p>Have song written out on anchor chart for students to refer to or have lyrics printed out in order to highlight key words</p>

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Session 10: Celebrate Health Today and in the Future			
Act 1 Program Review	<p>H.E. 1 Health Behaviors – 1.b – Describe and demonstrate personal health habits</p> <p>H.E. 1 Health Behaviors – 1.d – Identify health and unhealthy food choices</p> <p>H.E. 5 Health Information 5.C – Identify personal responsibilities as a family member in promoting and practicing health behaviors</p>	Health Education	
Act 2 Drawing Activity	<p>S.S 19 Social studies Skills. The student communicates in visual, written, and oral forms. The student is expected to:</p> <p>19.b Create written and visual materials such as stories, poems, maps, and graphic organizers to express ideas</p>	Social Studies	