



2nd Grade

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

CATCH Classroom Curriculum



THE UNIVERSITY of TEXAS

SCHOOL OF PUBLIC HEALTH AT HOUSTON

A part of The University of Texas Health Science Center at Houston

Michael & Susan Dell Center for Advancement of Healthy Living

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

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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	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers/ Handouts
Session 1: Let's Get Go-ing				
Ses.1/Act.1 Introductory Play	<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	Why did Tillie want to talk to the Earthling Students? *	(Reader's Theater Script) 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.

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

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.

Gives examples of TAKS style questions that can be used word for word and/or help create ideas for other questioning strategies used during the lesson.
 *= These questions are found straight out of the curriculum guide in the lesson.
 **=Shows teacher generated questions.

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Session 3: Fiber Graph				
<p><i>Activity 1</i></p> <p>p.23-24</p>	<p>L.A. (2.3) Listening/Speaking/Audiences/Oral Grammar. The student speaks appropriately to different audiences for different purposes and occasions.</p> <p>MATH (2.11) Probability and statistics. The student organizes data to make it useful for interpreting information.</p> <p>HEALTH (2.9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.</p>	<p>Language Arts/Math/ Wellness</p>		<p>High-Fiber Snacks Graph Poster p126-127</p> <p>Creating a class graph based upon student choices of high-fiber snacks. Can be done during math time or shared time</p> <p><u>EXTENSION:</u> Students write about their favorite snack</p>
Session 4: A Fiberific Snack				
<p><i>Activity 1</i></p> <p>p. 25-31</p>	<p>L.A. (2.9) Reading/Comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>L.A. (2.11) Reading/Text Structures/literary Concepts. The student analyzes the characteristics of various types of texts.</p> <p>HEALTH (2.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.</p>	<p>Reading/ Wellness</p>	<p>Set a goal to eat a high-fiber food.</p>	<p>Snack Preparation Recipe and Evaluations p28-31</p> <p>**Snack Recipes and Requisition Forms p95, p105, p109, p111</p> <p>Can be done as a teacher-guided center or as a guided math lesson</p> <p>**Suggest snack preparation to be conducted with Reading Buddies</p> <p><u>EXTENSION:</u> Students write about which snack they liked the best</p>

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Session 5: Hear the Beat				
Activity 1 p.33-35	L.A. (2.3) Listening/Speaking/Audiences/Oral Grammar. The student speaks appropriately to different audiences for different purposes and occasions. SCI (2.7) Science concepts. The student knows that many types of change occur.	Language Arts/ Science	How does the heart work when the body is physically active	Cardboard tubes (toilet paper rolls) Can be done during Science or Wellness Time Cardboard tubes will be used to listen to heartbeats (can be used as an extension for sound unit) <u>EXTENSION:</u> Discuss with students how to determine heartbeat
Session 6: Fast, Faster, Fastest				
Activity 1 p37-45	L.A. (2.3) Listening/Speaking/Audiences/Oral Grammar. The student speaks appropriately to different audiences for different purposes and occasions. SCI (2.7) Science concepts. The student knows that many types of change occur. THEATRE (2.2) Creative expression/ performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.	Language Arts/ Science	Create T-Chart of Fast, Faster, Fastest physical activities.	Physical Activities Cards p40-44 FAST/SLOW cards p45 Can be done during Wellness Time or Science Time to show effects of movement
Session 7: The Mystery Moo Juice				
Activity 1 p.47-57	L.A. (2.3) Listening/Speaking/Audiences/Oral Grammar. The student speaks appropriately to different audiences for different purposes and occasions. L.A. (2.12) Reading Inquiry/Research. The student generates questions and conducts research using information from various sources. HEALTH (2.1) Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.	Language Arts/ Reading/ Wellness	What is the recommended fat content for the milk you drink?	Handouts 1-7 p51-57 Can be done during Science or reinforced during center time ** Encourage students to bring in other labels or check milk labels from cafeteria <u>EXTENSION:</u> Sort labels by fat percentage or check milk labels at home and discuss with family

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Session 8: Deceptive Dairy				
<p><i>Activity 1</i></p> <p>p.59-62</p>	<p>L.A. (2.4) Listening/Speaking/Communication. The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p>L.A. (2.12) Reading Inquiry/Research. The student generates questions and conducts research using information from various sources.</p> <p>HEALTH (2.1) Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.</p>	<p>Language Arts/ Reading/ Wellness</p>	<p>Why is it important to eat and drink low-fat dairy products?</p>	<p>Dairy Poster p128-129 Handout 1 p62 Can be done as a class discussion</p> <p>**Suggest bringing in labels from dairy products from poster to classify as low-fat vs fat</p> <p><u>EXTENSION:</u> Students create a story using Handout scenario about making good dairy choices</p>
Session 9: Very Dairy-licious				
<p><i>Activity 1</i></p> <p>p.65-70</p>	<p>L.A. (2.1) Listening/Speaking/Purposes. The student listens attentively and engages actively in a variety of oral language experiences.</p> <p>HEALTH (2.1) Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.</p> <p>HEALTH (2.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.</p>	<p>Language Arts/ Wellness</p>	<p>Why are these recipes healthy?</p>	<p>Snack Recipes p68-70 Requisition Forms p97, p101, p107 Can be done during center time or with Reading Buddies</p> <p>**Suggest only making 1 recipe</p> <p><u>EXTENSION:</u> Students write about their favorite snack</p>

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Session 10: Sometimes to Every Day				
<p><i>Activity 1</i></p> <p>p.71-73</p>	<p>L.A. (2.2) Listening/Speaking/Culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p>HEALTH (2.1) Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.</p> <p>HEALTH (2.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions.</p>	<p>Language Arts/Wellness</p>	<p>Create T-Chart of foods eaten sometimes and foods eaten everyday</p>	<p>Butcher paper Can be done as a whole class activity and then as a center activity where students can add to the chart</p>
Session 11: Freddy's Fast Food				
<p><i>Activity 1</i></p> <p>p.75-78</p>	<p>L.A. (2.1) Listening/Speaking/Purposes. The student listens attentively and engages actively in a variety of oral language experiences.</p> <p>L.A. (2.9) Reading/Comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p>HEALTH (2.1) Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.</p>	<p>Language Arts/Reading/Wellness</p>	<p>Why is it important to think about food choices when dining out?</p> <p>How does media influence health choices on advertisements? (Health 2.7)</p>	<p>Handout 1 p78 Completing handout by identifying everyday foods and role-playing can be done as a center activity</p> <p><u>EXTENSION:</u> When food shopping, look at the different fat percentages in meat products</p>

