

Lesson 1: Growing Up Strong

Grade Level: 2nd Grade

Time: 45–50 minutes

Subject: ELA

Overview: This lesson is Lesson 1 of 5 in the *Growing Up Strong* unit within the *Growing Readers* micro-curriculum, based on a series of books by Kansas author Dan Yunk. This ELA Anchor lesson introduces Growing Up Strong through an author read-aloud. Students explore healthy eating, exercise, and the importance of nutritious food while developing comprehension skills through questioning, vocabulary investigation, and collaborative discussion. The lesson connects students' previous learning about farmers and ranchers to the role agriculture plays in supporting healthy growth.

Skillset: Activating and connecting prior knowledge across units, asking and answering who, what, where, when, why, and how questions to demonstrate understanding of key details, determining the meaning of subject-area words and phrases, using sentence-level context, including definitions and synonyms, to determine word or phrase meaning, participating in collaborative discussion following agreed-upon rules, gaining the floor in respectful ways, and making Kansas connections between agriculture and healthy food.

Kansas Academic Standards

Kansas ELA Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.

RI.2.11.a Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase.

SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Objectives

English Language Arts Objectives

Students will be able to:

- Formulate and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in *Growing Up Strong*.
- Determine the meaning of subject-area words and phrases by examining context clues in the text.
- Distinguish between definition and synonym clues and explain how they help clarify word meanings.

- Explain how nutritious foods and physical activity contribute to healthy growth, citing details from the text.
- Connect their previous learning about farmers and ranchers to the role agriculture plays in providing nutritious food.

Materials Needed

- Book: *Growing Up Strong* by Dan Yunk (physical copy for teacher use, or author read-aloud on the unit landing page)
- Chart paper titled: “Figuring Out Word and Phrase Meanings”
- Chart paper titled: “How Do We Grow Up Strong?”
- Markers
- Farmers and Ranchers Care about their Animals! Anchor chart or unit materials from the previous unit (for reference)

Lesson Procedures

1. Connecting to What We Know
 - a. Explain to students: “In our last unit, we learned how farmers and ranchers care for their animals. We even formed Veterinary Response Teams to help animals needing medical care. Today, Kailey is back! She’s going to tell Grandma what her mom, a pediatrician, taught her class about healthy eating and exercise.”
 - b. Ask students:
 - “What happens to the food we eat because farmers and ranchers take such good care of their land and animals?”
 - “Do you remember our Veterinary Response Team activity, when we examined animal patients? Keep that in mind, because today we are going to meet a different kind of doctor in our book.”
 - c. Kansas Connection: Explain to students: “Kansas farmers and ranchers grow crops and raise animals that provide many of the foods we eat that help all of us grow up healthy and strong, like fruits, vegetables, grains, milk, and meat. Whether you live on a farm, in a small town, or in a city, the food that helps your body grow started with a Kansas farmer or rancher. Today we are going to learn how that food helps us stay healthy.”
2. Setting the Purpose for Listening
 - a. Explain to students: “Today we are reading to find out: how do we grow up strong and healthy? As I read, listen for what Kailey’s mom taught her class, and listen closely for any tricky subject-area words, words that are important for understanding health and nutrition. We will figure out what they mean together and jot them down as we go.”
 - b. Prompt students to think ahead:
 - “What do you already do to stay healthy? Take a guess before we read.”
 - “Kailey is talking to her Grandma on the phone in this book. What do you think Kailey is going to tell her?”
3. First Read or Author Read Aloud. Read *Growing Up Strong* aloud. Read expressively and hold the book so students can see the illustrations. (Post the Figuring Out Word and Phrase Meaning Chart ready for use). Stopping Point Suggestions (3 total; keep stops brief to maintain the flow of the story. Save deeper discussion of the two word clues for after the read-aloud, in the next step).
 - Stop #1 — Pages 3–4 — after Kailey’s mom is introduced as a pediatrician

- Explain to students: “Kailey’s mom is a pediatrician. Listen to that sentence again: she is a pediatrician, a children’s doctor. The sentence just told us exactly what pediatrician means. Pediatrician is an important word for understanding our topic today, health and nutrition, so let’s jot it down on our chart so we remember it.” Record on the “Figuring Out Word and Phrase Meanings” chart: pediatrician = a children’s doctor.
 - Ask students: “What kind of doctor is a pediatrician?”
 - Stop #2 — Key Details: Pages 7–9 — the food groups and rainbow of foods. Ask a series of who, what, where, when, why, and how questions:
 - “Who taught Kailey’s class about the rainbow of foods?”
 - “What does Kailey’s mom say our plate should look like?”
 - Stop #3 — Pages 9–10 — nutritious food and exercise
 - Explain to students: “Listen to this part again: food is nutritious; we need to eat healthy food every day. Right after nutritious, the book uses another word, healthy, that means almost the same thing. Nutritious is another important subject-area word, so let’s jot it on our chart too.” Record on the chart: nutritious = healthy.
 - Ask students: “What does Kailey’s mom do to exercise?” “Why do you think even babies need good nutrition?”
4. Revisiting Our Word and Phrase Clues. Display the completed “Figuring Out Word and Phrase Meanings” chart with both entries from the read-aloud.
- a. Explain to students: “While we were reading, we determined the meaning of two important subject-area words using clues in the sentences around them. Let’s look at how we did that.”
 - Point to the first entry: “For pediatrician, the sentence actually told us what the word means, right there: a children’s doctor. That is called a definition clue. A definition clue is when the sentence tells us exactly what a word or phrase means, right there in the sentence.”
 - Point to the second entry: “For nutritious, the book used another word close by that means almost the same thing: healthy. That is called a synonym clue. A synonym clue is when the sentence uses another word or phrase nearby that means almost the same thing.”
 - b. Ask students:
 - “What is a definition clue? Which word on our chart did we determine using a definition clue?”
 - “What is a synonym clue? Which word did we determine using a synonym clue?”
 - “How is a pediatrician similar to a veterinarian? How is a pediatrician different from a veterinarian?”
 - “Why do you think a children’s doctor came to talk to Kailey’s class about food?”
 - c. Explain to students: “Definition and synonym clues do not just work for single words. They can also help us figure out longer phrases. Now that you know about these two kinds of clues, you can use them anytime you come across a tricky word or phrase, in any subject, not just in this book.”
5. Discussion Rules. Explain to students: “Before we talk about our book, let’s go over our discussion rules. When we talk together as a class, there are three important rules: we

gain the floor in respectful ways, we listen to others with care, and we speak one at a time.”

- a. Model gaining the floor respectfully: “Gaining the floor means letting the group know you would like to speak next, without interrupting whoever is already talking. You can raise your hand and wait to be called on, or if there is a natural pause, you can say something like, excuse me, may I add something? Watch the difference: this is gaining the floor respectfully (raise hand, wait to be called on). This is not (interrupt loudly while someone else is mid-sentence). Which one helps our class have a better discussion?”
 - b. Model listening with care: “Listening with care means your eyes are on the person speaking, your body is still, and you are thinking about what they are saying, not about what you want to say next. Watch me show you.” (Model attentive listening with a student volunteer.)
 - c. Model speaking one at a time: “Speaking one at a time means you wait until the other person is finished before you speak. We do not talk over each other.”
 - d. Practice with a low-stakes question: “Let’s practice all three rules together. I am going to ask: What is one healthy food you saw in our book today? Raise your hand to gain the floor. When I call on you, share your answer. Everyone else, listen with care and wait your turn.”
6. Comprehension Discussion and Chart Building. Display the chart paper: “How Do We Grow Up Strong?” (Consider making two columns: How do we grow up strong? And What did we learn from the book?)
- a. Explain to students: “Now we are going to use our discussion rules as we talk about what we learned. I am going to ask you questions about the book, and we are going to build a chart together with what Kailey’s mom taught her class.”
 - b. Ask students and record responses on the chart. Read each idea back to the class after recording it on the chart:
 - “What was one thing the book said we should do to grow up strong?” (Eat a variety of healthy foods.)
 - “What else did the book say?” (Make smart decisions about how much and when we eat.)
 - “What else?” (Exercise regularly.)
 - “What about babies? What did the book say about them?” (Even babies need nutritious food from birth to grow up healthy.)
 - “Explain how one of these healthy habits connects to the food produced by farmers and ranchers.”
 - c. Encourage student questions, reminding them to gain the floor respectfully:
 - “Does anyone have a question about one of the ideas on our chart? Remember to raise your hand to gain the floor.
 - Is there something you want to understand better?
 - Does anyone want to add something we missed?”
 - d. Cross-Unit Connection. Ask students: “Kailey’s mom said farmers and ranchers care for their land and animals because they want to produce safe, nutritious food for all of us. How does that connect to what we learned in Farmers and Ranchers Care about their Animals!?”
7. Closing Discussion and Kailey’s Conversation. Return to the closing pages and reread the end of Kailey and Grandma’s phone conversation.
- a. Ask students:

- “At the end of the book, Kailey says she has to go play outside with Addie because they need their exercise too. Why do you think Kailey wanted to go be active right after talking about healthy habits?”
 - “Grandma says if Kailey’s mom keeps up the good work, she might become an honorary farmer. Why do you think doctors and farmers both care about healthy food?”
 - “Kailey learned a lot from her mom today. What is one thing you learned from this book?”
- b. Kansas Connection: Explain to students: “Just like Kailey learned from her mom, we are learning that eating healthy food and staying active help our bodies grow strong. And just like we learned in our last unit, healthy food starts with Kansas farmers and ranchers who work hard every day to grow and raise safe, nutritious food for all of us, no matter where we live, whether that is on a farm, in a small town, or in a city. In our next lessons, we are going to learn even more about how food and exercise help us grow up strong.”

Assessment: Assess student understanding through ongoing formative and observational measures embedded throughout the lesson, including responses during the read-aloud at each stopping point and contributions to the class chart. Observe whether students can formulate questions about key details, determine the meaning of a subject area word through context, identify a definition or synonym clue, and participate respectfully in collaborative discussions. The teacher should note whether students can articulate at least one way to grow up strong and healthy, and whether they make unprompted connections between this book and *Farmers and Ranchers Care about their Animals!* from the previous unit.

Supplemental Activities: Display the completed “How Do We Grow Up Strong?” chart alongside the “Figuring Out Word and Phrase Meanings” chart and the anchor charts from *Farmers and Ranchers Care about their Animals!*. Guide students to notice that the food that helps them grow up strong is the same food that farmers and ranchers work so hard to produce safely. For an extension activity, invite students to find one more word or phrase in the book they were unsure of and identify whether a definition clue or a synonym clue nearby helps explain it. Invite students to draw a picture of one healthy food or activity that helps them grow up strong and share it during morning meeting, practicing gaining the floor respectfully before they speak.

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