

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 4 Lesson 16 Please Pass the Table Manners			Feb 1-5, 2016/Q3 Wk. 4
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What are table manners you need to follow? How can you keep your food safe? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • table manners • silverware • poultry 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		<ul style="list-style-type: none"> • Health Student Textbook pg. 113 • HCQ #1 		<ul style="list-style-type: none"> • Health Student Textbook pg. 113 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pg. 114 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pg. 114 • HCQ #'s 4 & 5 	Assessment	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)	I can explain what table manners do I need to follow.	I can explain what table manners do I need to follow.	I can explain how can I keep food safe.	I can explain how can I keep food safe.	Assessment			
Anticipatory Set	Have students discuss what are two reasons you should have good table manners.	Have students discuss what are seven good table manners you need to follow.	Have students discuss what are five ways you can keep food safe.	Have students discuss the importance of properly washing cutting boards and why you shouldn't share utensils.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss why having table manners is a polite way of eating and that you show respect for others when you use table manners. Review Vocabulary: • table manners	Discuss eight good table manners that all people need to follow. Review Vocabulary: • silverware	Discuss five ways you can keep food safe Review Vocabulary: • poultry	Discuss why you should wash a cutting board after cutting raw meat and why sharing utensils inadvertently shares germs. Review Vocabulary:	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 17 Checkups for Health			Feb 9-12, 2016/Q3 Wk. 5
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What are reasons to take care of my teeth? Tell what are ways to remove plaque from your teeth? What types of foods and drinks help keep your teeth and gums healthy? How do I make a dental health plan? Why do I need medical checkups? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • checkup • plaque • cavity • flossing • dental floss 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		• Full Day PD	• Health Student Textbook pgs. 121-122 • HCQ #'s 1 & 2	• Health Student Textbook pg. 123 • HCQ #3	• Health Student Textbook pgs. 123-124 • HCQ #'s 4 & 5	Assessment		
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)		Full Day PD	I can explain why I need to care for my teeth and how to brush and floss properly.	I can explain what types of foods and drinks help keep my teeth and gums healthy.	I can explain why I need medical checkups.	Assessment		
Anticipatory Set		Full Day PD	Have students discuss the importance of proper dental care and how to remove plaque the correct way.	Have students discuss the different foods, drinks, and snacks that won't harm my teeth and how to use a dental checklist.	Have students discuss the importance preventive medical checkups and doctor's visits when you are feeling sick.	Have students review all previous concepts discussed from Tue. through Thu. in preparation for their assessment.		

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Full Day PD	<p>Discuss the various parts of a tooth and how to properly brush and floss daily.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • checkup • plaque • cavity • flossing • dental floss 	<p>Discuss how eating and drinking healthy foods and drinks are healthy for my teeth but also how these types of foods and drinks may counteract cavity prevention and might cause enamel deterioration.</p> <p>Review Vocabulary:</p>	<p>Discuss the concept of use as directed regarding medicines prescribed by your doctor and the don'ts with how to be responsible and not share your medicines with others.</p> <p>Review Vocabulary:</p>	
Guided Practice (WE DO)	Full Day PD	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Full Day PD	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Full Day PD	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Full Day PD	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 18 Being Well Groomed			Feb 22-26, 2016/Q3 Wk. 7
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • What are rules for the safe use of grooming products? • What are ways to take care of your clothes? • What are ways to groom your skin and nails? • What are grooming products that are used for hair? • What are ways to get enough rest and sleep? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • grooming • skin • perspiration • cuticle • head lice 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		<ul style="list-style-type: none"> • Health Student Textbook pg. 127 • HCQ #1 	<ul style="list-style-type: none"> • Health Student Textbook pg. 128 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 129-130 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 131-132 • HCQ #'s 4 & 5 	Assessment		
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)	I can explain what are rules for the safe use of grooming products.	I can explain how I can take care of my clothes.	I can explain how I can groom my skin and nails.	I can explain grooming hair products and how to get enough rest.	Assessment			
Anticipatory Set	Have students discuss the four suggested rules for the safe use of grooming products.	Have students discuss the four suggested ways of taking care of clothes and how to keep them clean and neat.	Have students discuss the different ways of skin grooming besides the basic hand washing and bathing.	Have students discuss how to properly take care of hair hygiene and how to achieve the maximized number of hours of sleep.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss how fumes and mists from grooming products can be harmful to one's health. Review Vocabulary: • Grooming	Discuss the various ways to handle and process clothes so that they are kept neat and clean. Review Vocabulary:	Discuss how to properly use skin care products safely with the guidance of parents or guardians. Review Vocabulary: • skin • perspiration	Discuss proper nail grooming, hair grooming, and how to get a good night's sleep. Review Vocabulary: • cuticle • head lice	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 19 Get a Good Workout			Feb 29-Mar 4, 2016/Q3 Wk. 8
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> Why do I need to be physically fit? What are the steps to a physical fitness plan? What are ways you can work on physical fitness? What are ways you can work on fitness skills? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • physical fitness • physical fitness plan • warm-up • cool-down • fitness skills 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
				<ul style="list-style-type: none"> • Health Student Textbook pg. 135 • HCQ #1 	<ul style="list-style-type: none"> • Health Student Textbook pg. 136 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 137-139 • HCQ #'s 3 & 4 	<ul style="list-style-type: none"> • Health Student Textbook pg. 140 • HCQ #5 	Assessment
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)	I can explain why I need to be physically fit.	I can explain how to make a Physical Fitness Plan and how to work on Heart Fitness and Low Body Fat.	I can explain how I can work on Muscle Strength, Muscle Endurance, and Flexibility.	I can explain how to work on Fitness Skills.	Assessment			
Anticipatory Set	Have students discuss the three suggested ways why you need to be physically fit.	Have students discuss the steps in a physical fitness plan and the various types of physical fitness.	Have students discuss what are and how they can work on muscle strength, endurance, and flexibility.	Have students discuss the various types of fitness skills listed in the text.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss how being physically fit leads to healthful weight and helps with disease prevention. Review Vocabulary: • physical fitness	Discuss the importance of warm ups and cool downs as well as body fat checks. Review Vocabulary: • physical fitness plan • warm-up • cool-down	Discuss how bike riding and dance can help out with muscle strength, endurance, and flexibility. Review Vocabulary:	Discuss how to use fitness skills. Review Vocabulary: • fitness skills	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 4 Lesson 13 Nutrition in Action			Jan 11-15, 2016/Q3 Wk. 1
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • How does your body use nutrients? • How can you get all the nutrients you need? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • nutrient • energy • carbohydrates • vitamins • Food Guide Pyramid 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		<ul style="list-style-type: none"> • Health Student Textbook pg. 95 • HCQ #1 		<ul style="list-style-type: none"> • Health Student Textbook pg. 95 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 96-97 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 96-97 • HCQ #'s 4 & 5 	Assessment	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)	I can explain how my body uses nutrients.	I can explain how these nutrients affect my body.	I can explain how I can get all the nutrients I need.	I can explain how I can maintain a well-balanced diet.	Assessment			
Anticipatory Set	Have students discuss the six nutrients your body needs in order to be healthy.	Have students discuss how your body uses each of the six nutrients.	Have students discuss how they can get all the necessary required nutrients that their bodies need.	Have students discuss the different parts of the Food Guide Pyramid with the different food groups and serving sizes.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss what are some specific functions that nutrients assist in the human body. Review Vocabulary: <ul style="list-style-type: none"> • nutrient • energy • carbohydrates • vitamins 	Discuss why fiber is an important part of a healthy diet and why children as well as adults should drink less soda pop.	Discuss how children and adults can get all the important nutrients that they need every day. Review Vocabulary: <ul style="list-style-type: none"> • Food Guide Pyramid 	Discuss how all the different food groups are arranged in the order of importance to least importance and the recommended daily servings one should have with each and every meal.	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 4 Lesson 13 Nutrition in Action			Weeks 1 and 2 Quarter 3
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> • How does your body use nutrients? • How can you get all the nutrients you need? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • nutrient • energy • carbohydrates • vitamins • Food Guide Pyramid 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
				<ul style="list-style-type: none"> • Health Student Textbook pg. 95 • HCQ #1 	<ul style="list-style-type: none"> • Health Student Textbook pg. 95 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 96-97 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 96-97 • HCQ #'s 4 & 5 	Assessment
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)	I can explain how my body uses nutrients.	I can explain how these nutrients affect my body.	I can explain how I can get all the nutrients I need.	I can explain how I can maintain a well-balanced diet.	Assessment			
Anticipatory Set	Have students discuss the six nutrients your body needs in order to be healthy.	Have students discuss how your body uses each of the six nutrients.	Have students discuss how they can get all the necessary required nutrients that their bodies need.	Have students discuss the different parts of the Food Guide Pyramid with the different food groups and serving sizes.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss what are some specific functions that nutrients assist in the human body. Review Vocabulary: <ul style="list-style-type: none"> • nutrient • energy • carbohydrates • vitamins 	Discuss why fiber is an important part of a healthy diet and why children as well as adults should drink less soda pop.	Discuss how children and adults can get all the important nutrients that they need every day. Review Vocabulary: <ul style="list-style-type: none"> • Food Guide Pyramid 	Discuss how all the different food groups are arranged in the order of importance to least importance and the recommended daily servings one should have with each and every meal.	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE		DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 4 Lesson 15	Hunting for Healthful Foods	Jan 25-29, 2016/Q3 Wk. 3
BIG IDEA		FOCUS QUESTIONS		
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What do food companies do to get you to buy a food? What are some tips for grocery shopping with your parents or guardians? What are some tips for ordering foods at fast food restaurants? How can you use the Dietary Guidelines to choose healthful snacks? 		
CCSS or GDOECS	LEARNING TARGETS (I can statement)			
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • advertisement • commercial • food label • fast food restaurant • snack 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		<ul style="list-style-type: none"> • Health Student Textbook pg. 107 • HCQ #1 		<ul style="list-style-type: none"> • Health Student Textbook pg. 108 • HCQ #2 	<ul style="list-style-type: none"> • Health Student Textbook pg. 109 • HCQ #3 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 109-110 • HCQ #'s 4 & 5 	Assessment	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
Daily Objective (I CAN statement)	I can explain how food companies try to get me to buy a food.	I can explain what are some tips when grocery shopping with parents/guardians.	I can explain what are some tips when ordering foods at fast food restaurants.	I can explain how I can use the dietary guidelines to choose healthful snacks.	Assessment			
Anticipatory Set	Have students discuss the various ways food companies try to entice consumers to purchase foods through advertisements and commercials.	Have students discuss what a food label is and what important information can be healthy or unhealthy depending on one's dietary needs.	Have students discuss how they can order healthier alternatives when ordering from fast food places and how they can follow dietary guidelines.	Have students discuss the ten suggested steps when selecting healthy snacks at adhere to the dietary guidelines.	Have students review all previous concepts discussed from Mon. through Thu. in preparation for their assessment.			

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Discuss ways kids and adults can be cautious when shopping for food due to branding/advertisement gimmicks. Review Vocabulary: • advertisement • commercial	Discuss why it is important to look at food labels and how making comparisons can save you money. Review Vocabulary: • food label	Discuss how children and adults can still enjoy eating fast foods with a healthier twist to how they order from the menu. Review Vocabulary: • fast food restaurant	Discuss how kids can still enjoy snacks as long as they select healthier alternatives that are in line with the Dietary Guidelines. Review Vocabulary: • snack	
Guided Practice (WE DO)	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Graphic Organizer	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 20 Sporting Safety			Mar 8-11, 2016/Q3 Wk. 9
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What are ways to keep from getting hurt when you enjoy physical activity? What are ways to get ready to take a physical fitness test? What are safety equipment you need for different sports? What are ways you can use good manner when you play sports and games? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	
Vocabulary		Assessment			
<ul style="list-style-type: none"> • safety equipment • mouth-guard • cooperate 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>
		<ul style="list-style-type: none"> • Guam History & Chamorro Heritage Day Holiday 		<ul style="list-style-type: none"> • Health Student Textbook pg. 143-145 • HCQ #'s 1 & 2 	<ul style="list-style-type: none"> • Health Student Textbook pgs. 144-147 • HCQ #'s 3 & 4
				<ul style="list-style-type: none"> • Health Student Textbook pg. 148 • HCQ #5 	<u>FRIDAY</u> Assessment
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Daily Objective (I CAN statement)		I can explain how to keep from getting hurt during physical activity and how to get ready for a physical fitness test.	I can explain what safety equipment I need for sports.	I can explain how to use good manners when I play sports and games.	Assessment
Anticipatory Set		Have students discuss the three recommendations for safety and the whole list of activities during a fitness test.	Have students discuss the different types of safety equipment for the six types of sports listed in the text.	Have students discuss why it's important to exercise being a good teammate with manners and cooperation.	Have students review all previous concepts discussed from Tue. Through Thu. in preparation for their assessment.

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)		Discuss the importance of adult supervision during sports events and how proper practice techniques before and after a physical fitness test is important. Review Vocabulary: •	Discuss the importance of mouth-guards and safety glasses/goggles when participating in sports. Review Vocabulary: • safety equipment • mouth-guard	Discuss how good sportsmanship, team cooperation, and manners help playing sports be more fun and safe. Review Vocabulary: • cooperate	
Guided Practice (WE DO)		Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)		Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure		Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)		Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

TEACHER	CONTENT	LESSON/TITLE			DATE/WEEK
Terrific 3 RD Grade Team	Health	Unit 5 Lesson 17 Checkups for Health			Weeks 5 and 6
BIG IDEA		FOCUS QUESTIONS			
<p>➤ Students will summarize the importance of knowing how to stay in a good mood, how to choose behaviors to have a healthy mind, how to communicate in healthful ways, and about human growth and development.</p>		<ul style="list-style-type: none"> What are reasons to take care of my teeth? Tell what are ways to remove plaque from your teeth? What types of foods and drinks help keep your teeth and gums healthy? How do I make a dental health plan? Why do I need medical checkups? 			
CCSS or GDOECS	LEARNING TARGETS (I can statement)				
	ACCOMMODATIONS 1.0	SIMPLE 2.0	PROFICIENT 3.0	COMPLEX 4.0	
3.4.1	Examine effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Identify effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	Name and explain effective nonverbal communication skills to enhance health and wellness. <i>EXAMPLE:</i> List nonverbal interpersonal communication skills that build healthy friendships.	
3.4.2	List refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify basic refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	Identify multiple refusal strategies that reduce health risks. <i>EXAMPLE:</i> Tell how to politely refuse an unhealthy snack or a second helping when feeling full.	
3.5.1	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	Indicate routine health-related situations. <i>EXAMPLE:</i> Indicate personal choices that contribute to personal health and wellness and/or demonstrate everyday decisions that contribute to being a good friend.	

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

3.5.2	Identify simple situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify basic situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.	Identify various situations when a health-related decision can be made individually or when assistance is needed. <i>EXAMPLE:</i> Discuss how adults can help an individual avoid drugs, avoid strangers, and stay safe.				
Vocabulary		Assessment						
<ul style="list-style-type: none"> • checkup • plaque • cavity • flossing • dental floss 		<ul style="list-style-type: none"> • Oral Q&A • Graphic Organizer Quick Check • Summative Assessment 		<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
		• Full Day PD	• Health Student Textbook pgs. 121-122 • HCQ #'s 1 & 2	• Health Student Textbook pg. 123 • HCQ #3	• Health Student Textbook pgs. 123-124 • HCQ #'s 4 & 5	Assessment		
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
Daily Objective (I CAN statement)		Full Day PD	I can explain why I need to care for my teeth and how to brush and floss properly.	I can explain what types of foods and drinks help keep my teeth and gums healthy.	I can explain why I need medical checkups.	Assessment		
Anticipatory Set		Full Day PD	Have students discuss the importance of proper dental care and how to remove plaque the correct way.	Have students discuss the different foods, drinks, and snacks that won't harm my teeth and how to use a dental checklist.	Have students discuss the importance preventive medical checkups and doctor's visits when you are feeling sick.	Have students review all previous concepts discussed from Tue. through Thu. in preparation for their assessment.		

DEPARTMENT OF EDUCATION
UPI ELEMENTARY SCHOOL

INTEGRATED LESSON PLAN

Instruction (I DO)	Full Day PD	<p>Discuss the various parts of a tooth and how to properly brush and floss daily.</p> <p>Review Vocabulary:</p> <ul style="list-style-type: none"> • checkup • plaque • cavity • flossing • dental floss 	<p>Discuss how eating and drinking healthy foods and drinks are healthy for my teeth but also how these types of foods and drinks may counteract cavity prevention and might cause enamel deterioration.</p> <p>Review Vocabulary:</p>	<p>Discuss the concept of use as directed regarding medicines prescribed by your doctor and the don'ts with how to be responsible and not share your medicines with others.</p> <p>Review Vocabulary:</p>	
Guided Practice (WE DO)	Full Day PD	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	Numbered Heads or Randomly call students.	
Independent Practice (YOU DO)	Full Day PD	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	Trifold Graphic Organizer/Student Notes.	
Closure	Full Day PD	Review concepts related to today's lesson.	Review concepts related to today's lesson.	Review concepts related to today's lesson.	
Common Formative Assessment, Quick Check (oral/written)	Full Day PD	Graphic Organizer	Graphic Organizer	Graphic Organizer	Assessment