

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 2)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.2 Show refusal skills that avoid health risks. 4.4.3 Practice nonviolent strategies to resolve conflict</p>		
<p>Lesson Overview: Making responsible decisions. Learning to use resistance skills. Peers and peer pressure.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Identify how healthy behaviors and personal health are related. • List six questions to ask before you make a decision. • Make responsible decisions. • Explain when to use resistance skills. • Demonstrate resistance skills when necessary. 	
<p>Vocabulary: Responsible decision, wrong decision, good character, respect, peer, resistance skills</p>	<p>Focus Question(s): How do I make responsible decisions? What is peer pressure? What are resistance skills and when should I use them?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - Roll up a paper and pretend it is a cigarette. Pretend to smoke and offer a student to smoke. - See how the students react. - Question students about making decisions. <p>Instruction and Strategies: Collaborative Group work Writing to Learn Questioning Scaffolding Classroom Talk Whole class discussion</p> <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-2 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Why is health important?) <i>Acknowledging good answers</i> ○ Preview vocabulary on page 12 (Totally Awesome Health Book) ○ Read as a class pages 12-15 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 12. ○ Students will then answer review questions 1-5 on page 115. • Day 3 (Scenarios) <ul style="list-style-type: none"> ○ Have students copy the 6 guideline question for making responsible decisions (Blue box).
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- After copying the questions have students or yourself come up with actions that are both good and bad. (Ex: smoking, fighting, exercise, eating candy, disrespecting the teacher, etc...)
 - Write them on the board.
 - Have students take turns using the 6 questions to see if the decisions are good or bad. (Example: 1. Is it healthful to smoke? 2. Is it safe to smoke? 3. Do I follow rules and laws if I smoke? And so forth....
 - After each series ask “What is the responsible decision to make?”
- Let students know that if they are unsure about a decision that you can help them make better choices.
- Day 4-5 (Scenarios/Art integration)
 - Gather a couple of students to role play. Have 1 students be the victim and the others the peer pressure group. (use props and make it fun)
 - Have students pressure the victim into smoking or any other negative things.
 - Get another set of kids and do another scenario. Choose the negative thing the students will pressure the victim with.
 - Repeat different scenarios until at least all students had a chance to participate.
 - Discuss with students about resistance skills and how to overcome peer pressure.
 - After the activity students will create artwork displaying resistance skills.
 - Just like the scenarios that were performed, students will create their own scenarios on white copy paper.
 - The work should display an understanding of saying “No”; resistance skills. Example: refusing a friend to skip school with them.
 - Share good examples of student work with the class.
- Day 5
 - Assessment

Formative Assessment:

Day 5 Quiz

Short answer questions:

1. In your own words what is a responsible decision?
2. How can you use resistance skills to refuse a possible bad decision?
3. What did you learn from the activities?

Closure:

Short discussion about the (Focus Questions)

Act out another peer pressure scenario.

Independent Practice:

- Students can teach others how to use resistance skills.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)

-More time.

• **Resources (Textbook and Supplemental):**

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper

Content: Health	Grade/Course: 4th	Timeline: Sept. 8-11
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.4 Model how to ask for support to enhance personal health and wellness. 4.6.1 Identify a process to achieve long term goals.</p>		
<p>Lesson Overview: Setting Goals. Self-Respect. Good Character.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Why you need to set goals. • Explain why you need self-respect. • Explain why you need good character. • Tell when you can use self-statements. 	
<p>Vocabulary: good character, goal, self-respect, respect, self-statement</p>	<p>Focus Question(s): How do I set goals for myself? Why do I need self-respect and good character?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - Share with students your goal for this school year. Then have students think of a goal that they can work towards. Have some student share with the class. (5-10 min). <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-2 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Why should I respect myself?) <i>Acknowledging good answers</i> ○ Preview vocabulary on page 16 (Totally Awesome Health Book) ○ Read as a class pages 16-21 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 12. ○ Students will then answer review questions 1-5 on page 21. • Day 3 (Goal Setting Activity) – See attached form. <ul style="list-style-type: none"> ○ Work with the students to help them complete the worksheet.

- Day 4 (Music/ELA integration)
 - Students will recite the poem on page 21(I'm the only me there is).
 - Have a small discussion on what the poem is about.
 - Students will then create an Acrostic poem using their first name.
 - Students have to use positive words and their work has to be neat, colorful and creative.
- Example:
- Marvelous
Artistic
Radiant
Virtuous
Intelligent
Nice

Formative Assessment:

Short answer questions:

1. Why are goals important?
2. What is good character?
3. Why is self-respect important?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can set goals for other things outside of school. Ex: sports

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: 5 Days Sept. 14-18
Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.4 Model how to ask for support to enhance personal health and wellness. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.6.1 Identify a process to achieve long term goals.		
Lesson Overview: Learning about Emotions, Stress, Stressors, and how to manage them healthfully.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Describe emotions. • Demonstrate healthful ways to express emotions. • Describe stress and stressors. • Demonstrate how to manage stress. 	
Vocabulary: emotions, fear, caring, joy, sadness, stress, stressor, adrenaline, attitude.	Focus Question(s): Why do I need to express emotions in healthful ways? What are healthful ways to express emotions? What happens when I feel stress? What can I do about stress? Why do I need to have a good attitude?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

- Have students act different emotions such as anger, joy, fear, and sadness. Then ask the class to describe what they see.

Instruction and Strategies:

- Collaborative Group work
- Writing to Learn
- Questioning
- Scaffolding
- Classroom Talk
- Whole class discussion

Procedures

- Day 1-2 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What are emotions?) *Acknowledging good answers*
 - Preview vocabulary on page 22 (Totally Awesome Health Book)
 - Read as a class pages 22-25
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 22.
 - Students will then answer review questions 1-5 on page 25.
 - Correct student work.
 - Do the activity on page 25 as a class (Guidelines for making responsible decisions)

- Day 3-5 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What is stress?) *Acknowledging good answers*
 - Preview vocabulary on page 26 (Totally Awesome Health Book)
 - Read as a class pages 26-31
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 26.
 - Students will then answer review questions 1-5 on page 31.
 - Correct student work.

- Day 5 (activity) P.E. integration
 - Bounce Back activity on page 31(Pink Health Book)
 - You will need a kick ball or basketball.
 - You can bounce back from hard times. You can share ideas with your classmates about ways to bounce back.
 - Stand in a circle. One student holding the ball.
 - Think of a stressor that happened in your life. Say it out loud.
 - Bounce the ball in front of you. Say a way that you bounced back or could have bounced back from the stressor.
 - Pass the ball to another student.
 - Continue until all students shared.

Formative Assessment:

Short answer questions:

1. What are emotions?
2. Name 3 emotions.
3. How do you express emotions in healthful ways?
4. What is stress?
5. What is a stressor?
6. What can you do to manage stress?
7. Why is having a good attitude important?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep a journal of their emotions, writing down events and feelings.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

• **Resources (Textbook and Supplemental):**

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: Sept. 21-25
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.3 Practice nonviolent strategies to resolve conflict. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “controlling anger and resolving conflicts”. Learning about “true friends and qualities of a friend”.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Demonstrate respect for other people. • Demonstrate healthful ways to settle conflict. • Demonstrate how to have healthful friendships. • Demonstrate how to encourage other people to take responsibility for their health. 	
<p>Vocabulary: Respect, self-control, self-statement, anger, conflict. Friend, true friend, good character, practice, life skill, risk behavior.</p>	<p>Focus Question(s): Why should you show respect to others? How can I control my angry feelings? What is a healthful friendship? What is a true friend?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. “What are some things that you do when you are mad?” - Ask for some volunteers to share their answers with the class. - <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-2 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (What anger and conflict?) <i>Acknowledging good answers</i> ○ Preview vocabulary on page 36 (Totally Awesome Health Book) ○ Read as a class pages 36-41 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 36. ○ Students will then answer review questions 1-5 on page 41. ○ Correct student work. ○ Do the activity on page 41 as a class (Guidelines for making responsible decisions)
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- Day 3-5 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What is a true friend?)
Acknowledging good answers
 - Preview vocabulary on page 42 (Totally Awesome Health Book)
 - Read as a class pages 42-47
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 42.
 - Students will then answer review questions 1-5 on page 47.
 - Correct student work.

- Day 5 (activity) ELA and Art integration
 - Want Ad page 47
 - 1. Have students take out a sheet of paper and pencil.
 - 2. Pretend you just moved to a new town. Make a want ad for a true friend. Tell what you want to have in a true friend.
 - 3. Look at the list on page 43 or make your own.
 - 4. Think about what you have that makes you a good true friend. Make a list about you.
 - 5. Write a five to ten line want ad for a friend.
 - 6. Place your ad on a bulletin board on place on your wall in the class called "Friendship Classifieds."

Formative Assessment:

Short answer questions:

1. What is respect?
2. Name a way to show respect to others.
3. What is conflict?
4. What is a way to resolve conflict?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep a journal of their emotions, writing down events and feelings.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: Sept. 28 – Oct. 2
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.2.1 Describe how the family influences personal health practices and behaviors. 4.4.1 Explain effective verbal communication skills to enhance health. 4.4.3 Practice nonviolent strategies to resolve conflict. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “having healthful family relationships”. Learning about “adjusting to family changes in healthful ways”.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Explain reasons you should follow family guidelines. • Explain why it is important to be close to your family. • Describe ways to cooperate with family members. • Discuss how your family shapes your health. • Describe ways to your family adjusts when change takes place. (ex: ill, death, loss of job, divorce, moving, etc...) 	
<p>Vocabulary: Family, family guideline, habits, cooperate, inherit Adjust, stressor, grief, separation, divorce</p>	<p>Focus Question(s): Why is family important and how does my family affect my health? How do I adjust to family changes, healthfully?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. “What are some rules that your parents have at home?” - Ask for some volunteers to share their answers with the class. - <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Assign a family project, “Family Tree”. Due Friday. <ul style="list-style-type: none"> ○ Have students create a family tree going back as far as great grand or grandparents to present day. (immediate family not too extended) ○ Show examples of past projects or pictures online. ○ Be creative ○ Have students ready and able to answer “Why is family important to them?”

- Day 1-2 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What are guidelines?)
Acknowledging good answers
 - Preview vocabulary on page 48 (Totally Awesome Health Book)
 - Read as a class pages 48-55
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 48.
 - Students will then answer review questions 1-5 on page 55.
 - Correct student work.

- Day 3-4 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What is a true friend?)
Acknowledging good answers
 - Preview vocabulary on page 56 (Totally Awesome Health Book)
 - Read as a class pages 56-59
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 56.
 - Students will then answer review questions 1-5 on page 59.
 - Correct student work.

- Day 5 (activity) ELA and Art integration
 - Sharing your family tree project.
 - Ask the students “why family is important to them?” after they share.

Formative Assessment:

Short answer questions:

1. Why should you follow family guidelines?
2. Why is it important to be close to your family?
3. How do family members shape your health?
4. How would a family adjust if a family member passes away?

Closure:

Love your family and take care of each other!

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep a journal of their emotions, writing down events and feelings.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: October 5 th – 9 th
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Taking Care of My Body”.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Explain how body systems work together. • Describe habits that keep bones strong. • Describe habits that keep muscles strong and flexible. • Describe habits that protect the skin. • Describe habits that protect the brain and spinal cord. • Describe habits that improve digestion and circulation. • Describe habits that make it easy to breath. 	
<p>Vocabulary: Cell, tissue, organ, body system, digestion, circulation, respiration.</p>	<p>Focus Question(s): Why is taking care of your body important?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “How does the human body work?” - Ask for some volunteers to share their answers with the class. - <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-3 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (What are body systems?) <i>Acknowledging good answers</i> ○ Preview vocabulary on page 64 (Totally Awesome Health Book) ○ Read as a class pages 64-73 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 64. ○ Students will then answer review questions 1-5 on page 73. ○ Correct student work.
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- Day 4-5 (Create your body systems book) (Integrated Art and ELA)
 - Students will create their own body systems book.
 - Materials: Xerox paper, pencils, crayons, markers, and stapler.
 - Procedures:
 - Give each student 3 white Xerox papers.
 - Have them keep the 3 sheets stacked.
 - Fold it in half (hamburger fold) Creating a book.
 - Staple the fold. (Creating the binding)
 - Have the students create the cover page (Body Systems)
 - Then each of the other pages after will be a different body system.
 - The Skeletal System
 - Muscles of the Body
 - The Skin
 - The Nervous System
 - The Digestive System
 - The Circulatory System
 - The Respiratory System
 - The students are to use the book to write at least 3 important facts about each body system in their books.

Formative Assessment:

Short answer questions:

1. What are body systems?
2. Why are body systems important?
3. Explain. What does the skeletal system do?
4. Explain. What are muscles used for?
5. Explain. What does skin do?
6. Explain. What does the nervous system do?
7. Explain. What does the digestive system do?
8. Explain. What does the circulatory system do?
9. Explain. What does the respiratory system do?

Closure:

Take care of your bodies, so that your body will take care of you!

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep an activity log describing how they are taking care of their body systems.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 8)
<p>Standard(s): Standards: 4.1.1 Explain the connection between healthy behaviors and personal health. 4.5.1 Explain situations that may require a thoughtful health-related decision. 4.5.4 Apply steps for healthy decision making. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.8.2 Promote positive health choices.</p>		
<p>Lesson Overview: Learning about “Changes we experience in our life cycle”.</p> <p>Learning about “What makes a person unique”.</p>	<p>Lesson Objective(s): In this lesson, students will be able to</p> <ul style="list-style-type: none"> • Explain factors that affect your growth. • Explain ways you change in infancy, childhood, adolescence, and adulthood. • Describe how to adjust when someone you know dies. • Explain how to have your own style, hobbies, and special interests. • Explain how to support a friend who has a learning disability. • Describe how you learn best. 	
<p>Vocabulary: Life cycle, hormones, bonding, independence, adolescence, puberty</p> <p>Unique, style, personality, hobby, disability, learning disability</p>	<p>Focus Question(s): What changes take place as I get older? What makes a person unique?</p>	

<p>Description of Lesson (Including Instructional Strategies):</p> <p>Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What happens as we get older?” - Ask for some volunteers to share their answers with the class. - <p>Instruction and Strategies:</p> <ul style="list-style-type: none"> - Collaborative Group work - Writing to Learn - Questioning - Scaffolding - Classroom Talk - Whole class discussion <p>Procedures</p> <ul style="list-style-type: none"> • Day 1-3 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (What are body systems?) <i>Acknowledging good answers</i> ○ Preview vocabulary on page 74 (Totally Awesome Health Book) ○ Read as a class pages 74-83 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 74. ○ Students will then answer review questions 1-5 on page 83.

- Correct student work.

- Day 4-5 (Book work and information)
 - 5 Minute Whole Group discussions, Ask the class (What makes you unique?)
 - Preview vocabulary on page 84 (Totally Awesome Health Book)
 - Read as a class pages 84-89
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 84.
 - Students will then answer review questions 1-5 on page 89.
 - Correct student work.

Activity Day 4 or 5

- What kind of learner am I survey?
- Allow the students to find out how they learn best!
- <http://www.lkdsb.net/program/elementary/intermediate/di/files/stu2.pdf>

Formative Assessment:

Short answer questions:

1. What factors affect my growth?
2. How did I change during infancy?
3. How am I changing during childhood?
4. How will I change during adolescence?
5. How will I change during adulthood?
6. How can I adjust when someone I know dies?

1. How can I have my own style?
2. Why do I need hobbies and special interests?
3. How can I support a friend who has a learning disability?
4. How do I learn best?

Closure:

Take care of your bodies, so that your body maybe grow and develop healthy.

Short discussion about the (Focus Questions)

Independent Practice:

- Students can write a journal charting their growth.

Accommodations/Modifications:

- Have students work in small groups or pairs.
- Adjust lesson pace.
- Simplify tasks.
- ESL (oral questioning)
- More time.

Resources (Textbook and Supplemental):

- Totally Awesome Health (Pink Text Book)
- Paper/Notebook
- Pencils
- Coloring mediums
- Xerox paper
- TpT