

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 9)
<b>Standard(s): Standards:</b> 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.		
<b>Lesson Overview:</b> Learning about “Foods and nutrients our bodies need”.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Explain six nutrients our bodies need.</li> <li>• Describe ways to keep vitamins and minerals in foods.</li> <li>• Explain how to use the Food Guide Pyramid.</li> </ul>	
<b>Vocabulary:</b> Nutrients, proteins, carbohydrates, fats, vitamins, minerals	<b>Focus Question(s):</b> What are the nutrients I need? How can I keep vitamins and minerals in foods? How can I use the food guide pyramid?	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “What kind of food do we need to live?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> <li>-</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-2 (Book work and information)                         <ul style="list-style-type: none"> <li>○ Unit 3 Review.                                 <ul style="list-style-type: none"> <li>▪ Page 90-91</li> <li>▪ Have students answer all questions.</li> </ul> </li> <li>○ Correct student work.</li> </ul> </li> <li>• Day 3 (Assessment) (See attachment)</li> <li>• Day 4-5 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (What makes you unique?)</li> <li>○ Preview vocabulary on page 94 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 94-103</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> <li>○ Have students copy the vocabulary and definitions on page 94.</li> <li>○ Students will then answer review questions 1-5 on page 103.</li> <li>○ Correct student work.</li> </ul> </li> </ul>
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**Formative Assessment:**

See attachment.

**Closure:**

You are what you eat, so choose healthy foods!

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can write a journal charting the foods they eat and how nutritious they are.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> Oct. 26-30
<p><b>Standard(s): Standards:</b>                  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><b>Lesson Overview:</b>                  Learning about “Foods labels and Dietary Guidelines.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Explain the seven dietary guidelines.</li> <li>• Explain why we should read food labels.</li> </ul>	
<p><b>Vocabulary:</b>                  Dietary Guidelines, food label, additive, preservative, calorie.</p>	<p><b>Focus Question(s):</b>                  What are dietary guidelines?                  How do I read a food label and know the nutritional value?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “How do we know that we are eating healthy food?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> <li>-</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-2 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (What makes food healthy?)</li> <li>○ Preview vocabulary on page 104 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 104-109</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> <li>○ Have students copy the vocabulary and definitions on page 104.</li> <li>○ Students will then answer review questions 1-5 on page 109.</li> <li>○ Correct student work.</li> <li>○ <b>Homework:</b> Ask students to bring in a canned food or a food label. Also have students bring an empty cereal box for Thursday.</li> </ul> </li> </ul>
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- Day 3 (Activity)
  - Learning how to read a label page 108.
  - Have students find the information for the food they brought in.
    - Serving size
    - Calories
    - Total Fat
    - Saturated fat
    - Cholesterol
    - Sodium
    - Carbohydrates
    - Fiber
    - Sugar
    - Protein
    - Vitamins and Minerals.
  - Using Lesson 13 as a reference the students will determine if the food is healthy or unhealthy.
  - Share findings with the class.
  
- Day 4-5 (Project) (Art)
  - Students will create their own healthy cereal.
  - Materials: empty cereal box, butcher paper, markers, pens, etc.
  - Procedures: page 109 in the Totally Awesome Health book.

**Formative Assessment:**

-Lesson Review, Projects, Oral questioning.

**Closure:**

Be mindful of what you eat and how much of it. Know the value and if it adds to your healthfulness.

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can write a journal analyzing different foods around the house and seeing if they are healthful.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> Nov. 4-6
<p><b>Standard(s): Standards:</b>                  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><b>Lesson Overview:</b>                  Learning about “Choosing healthful foods”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Explain rules to help make healthful meal and snack choices.</li> <li>• List reasons why you need to eat breakfast.</li> <li>• Explain ways to make healthful choices at fast food restaurants.</li> <li>• List appeals that are used in ads for foods.</li> </ul>	
<p><b>Vocabulary:</b>                  Snack, empty-calorie foods, fast food restaurant, advertisement, commercial.</p>	<p><b>Focus Question(s):</b>                  How can I choose healthful meals and snacks?                  Why do I need to eat breakfast?                  What are healthful choices at fast food restaurants?                  What appeals are used in ads for foods?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “What is your favorite fast food restaurant and why?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-2 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (What makes fast food attractive?)</li> <li>○ Preview vocabulary on page 110 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 110-117</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> <li>○ Have students copy the vocabulary and definitions on page 110.</li> <li>○ Students will then answer review questions 1-5 on page 117.</li> <li>○ Correct student work.</li> </ul> </li> </ul>
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- Day 3 (Activity)
  - Creating a drive thru menu.
  - Have students work in groups to design their menu.
  - Materials: Poster board or butcher paper, crayons, markers, pens, etc.....
  - Procedures:
    - Divide the class into even groups (around 4-5 groups)
    - Have groups create a drive-thru menu for their restaurant.
    - Have students include healthful choices of food and beverages. (Put a heart next to healthy food choices.)
    - The menus will be displayed in front of the class.
    - Students will then use the menus to order a meal for both lunch and dinner.
    - They will write down their orders on a paper and the reason for their choice.

**Formative Assessment:**

-Lesson Review, Projects, Oral questioning.

**Closure:**

Be mindful of what you eat and how much of it. Know how to make healthful food choices even at fast food restaurants.

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can compare foods from different fast food restaurants and see which menus have healthier choices.

**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

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<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 4)
<p><b>Standard(s): Standards:</b>                  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.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Learning about “protecting myself from germs in foods and beverages and table manners.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Explain different kinds of food intolerances.</li> <li>• Explain ways to protect yourself from foodborne illnesses.</li> <li>• Explain what proper table manners are.</li> </ul>	
<p><b>Vocabulary:</b>                  Food intolerance, MSG, lactose, food allergy, foodborne illness, table manners</p>	<p><b>Focus Question(s):</b>                  What are some kinds of food intolerances?                  How can I protect myself from foodborne illnesses?                  How can I show good table manners?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “How can someone get sick from eating?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-2 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (What makes fast food attractive?)</li> <li>○ Preview vocabulary on page 118 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 118-123</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> <li>○ Have students copy the vocabulary and definitions on page 118.</li> <li>○ Students will then answer review questions 1-5 on page 123.</li> <li>○ Correct student work.</li> </ul> </li> <li>• Day 3-4 (Activity) Table Manners (use page 122 as a guide.)                         <ul style="list-style-type: none"> <li>○ Creating a food manners/safety poster.</li> <li>○ Have students work in groups to design their poster.</li> </ul> </li> </ul>
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- Materials: Poster board or butcher paper, crayons, markers, pens, etc.....
- Procedures:
  - Divide the class into even groups (around 4-5 groups)
  - Have groups create a poster emphasizing table manners and food safety.
  - The posters will be displayed in front of the class as it is presented.
- Day 5 (Assessment)
  - Students will write 3 paragraphs about why food safety and manners are important.

**Formative Assessment:**

-Lesson Review, Project, Oral questioning, and Writing assessment.

**Closure:**

Be mindful of food safety and be sure to practice good table mannerisms.

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can compare and contrast table manners in their culture compared to others.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 5)
<b>Standard(s): Standards:</b> 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. 4.5.5 Determine a healthy option when making a decision. 4.7.1 Describe a healthy behavior to improve personal health and wellness. 4.8.2 Promote positive health choices.		
<b>Lesson Overview:</b> Learning about “maintaining healthful weight.”		<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Explain how to be at your desirable weight.</li> <li>• Explain what you can do if you are underweight.</li> <li>• Explain what you can do if you are overweight.</li> </ul>
<b>Vocabulary:</b> Desirable weight, calorie, underweight, anaerobic exercise, overweight, aerobic exercise		<b>Focus Question(s):</b> How can I be at my desirable weight? What can I do if I am underweight? What can I do if I am overweight?

### Description of Lesson (Including Instructional Strategies):

#### Anticipatory Set:

- 5 minute writing prompt. Think, Pair, Share. “What is healthful weight?”
- Ask for some volunteers to share their answers with the class.

#### Instruction and Strategies:

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

#### Procedures

- Day 1-3 (Book work and information)
  - 5 Minute Whole Group discussions, Ask the class (What makes fast food attractive?)
  - Preview vocabulary on page 124 (Totally Awesome Health Book)
  - Read as a class pages 124-129
  - Students will take notes as the teacher discusses/lectures.
  - Have students copy the vocabulary and definitions on page 124.
  - Students will then answer review questions 1-5 on page 129.
  - Correct student work.
- Day 4-5 (Activity) Figure Calories (use page 126 as a guide.)
  - Using math skills to figure calories.
  - Have students work in groups.
  - Materials: Pencil and Paper

- Procedures:
  - Divide the class into even groups (around 4-5 groups)
  - Have groups solve the question posed on page 126 #2.
  - Have groups share their findings.
- Challenge students to then find the amount of calories they eat each day and the calories they burn through activities each day.

**Formative Assessment:**

-Lesson Review, Project, Oral questioning, and Writing assessment.

**Closure:**

Have students read aloud the “Be Only Yourself!” poem on page 129.

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can monitor their daily food intake calories and amount of calories burned through activity. They can keep a log to see if they are balanced, creating deficiencies, or not burning enough calories.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 3 Days (Week 6)
<p><b>Standard(s): Standards:</b>                  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.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Review of Unit 4.</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Recall information learned from Unit 4 with 80% accuracy.</li> </ul>	
<p><b>Vocabulary:</b>                  Food label, vitamins, food allergy, desirable weight, empty-calorie foods, carbohydrates, fats preservative, calorie, snack</p>	<p><b>Focus Question(s):</b>                  Why is eating healthful important?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- Have students recite (Be Only Yourself!) on page 129.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Day 1-3 (Unit Review) page 130-131                         <ul style="list-style-type: none"> <li>○ Students will answer the following:                                 <ul style="list-style-type: none"> <li>▪ (1-10) Health Content</li> <li>▪ (1-6) Guidelines for making responsible decisions</li> <li>▪ (1-10) Vocabulary</li> </ul> </li> </ul> </li> <li>• Correct student work.</li> </ul> <p><b>Formative Assessment:</b></p> <p>-Lesson Review, Project, Oral questioning, and Writing assessment.</p>
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**Closure:**

Unit 4 summary.

**Independent Practice:**

- Students can write a reflection paper about what they learned in Unit 4.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 7)
<p><b>Standard(s): Standards:</b>                  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.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Learning about “Health Checks.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Explain what members of a health care team do.</li> <li>• Explain ways to take care of your eyes.</li> <li>• Explain ways to take care of your ears.</li> </ul>	
<p><b>Vocabulary:</b>                  School nurse, screening test, vision, pink eye, hearing loss</p>	<p><b>Focus Question(s):</b>                  What do the members of my health care team do?                  What are ways to take care of my eyes?                  What are ways to take care of my ears?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “Why are regular checkups important?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-3 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (Why are regular checkups important?)</li> <li>○ Preview vocabulary on page 134 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 134-139</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> <li>○ Have students copy the vocabulary and definitions on page 134.</li> <li>○ Students will then answer review questions 1-5 on page 139.</li> <li>○ Correct student work.</li> </ul> </li> <li>• Day 4 (Activity) Guidelines for making responsible decisions (use page 139 as a guide.)                         <ul style="list-style-type: none"> <li>○ Have students answer the responses on page 139.</li> </ul> </li> </ul>
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- Discuss and share answers with the class.
- Day 5 (Activity) Importance of eyes.
  - Blind fold a student and have their classmates give directions on navigating around the classroom.
  - Be sure no obstructions or anything that will harm a student will be in the way.
  - Have every student have a chance.
  - Students will write a journal when finished.
    - What was the experience like?
    - What were the challenges of not using your eyes?

**Formative Assessment:**

-Lesson Review, Project, Oral questioning, and Writing assessment.

**Closure:**

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can monitor or recognize any changes they have in vision or hearing and know when to tell someone of difficulties or challenges they may have.

**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



<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 4 Days (Week 8)
<p><b>Standard(s): Standards:</b>                  4.1.1 Explain the connection between healthy behaviors and personal health.                  4.1.5 Explain how to prevent illness by seeking care from medical personnel.                  4.5.1 Explain situations that may require a thoughtful health-related decision.                  4.5.4 Apply steps for healthy decision making.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Learning about “Looking Good and Good Hygiene.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Recall the different type of teeth.</li> <li>• Explain what happens when you get a dental checkup.</li> <li>• Explain how cavities are treated.</li> <li>• Describe products for your teeth.</li> <li>• Explain how you can protect your teeth.</li> <li>• Explain how you can care for your skin, hair, and nails.</li> <li>• Explain how you can choose grooming products.</li> </ul>	
<p><b>Vocabulary:</b>                  Cavity, plaque, fluoride, sealants, dental floss, mouth guard</p>	<p><b>Focus Question(s):</b>                  What are different kinds of teeth?                  What happens when I get a dental checkup?                  How are cavities treated?                  What are products for my teeth?                  How can I protect my teeth?                  How can I care for my skin, hair, and nails?                  How can I choose grooming products?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “How do you look good?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-3 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (Why are regular checkups important?)</li> </ul> </li> </ul>
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- Preview vocabulary on page 140 (Totally Awesome Health Book)
  - Read as a class pages 140-149
  - Students will take notes as the teacher discusses/lectures.
  - Have students copy the vocabulary and definitions on page 140.
  - Students will then answer review questions 1-5 on page 149.
  - Correct student work.
- Day 4 (Activity) Healthcare/ Hygiene Product Showcase (Teacher)
    - Show and tell various hygiene products (Teacher)
      - Bring in a toothbrush, toothpaste, floss, mouth wash, deodorant, nail cutter, shampoo, soap, mouth guard.
      - Display the products and explain how each of the items are important for “Keeping Clean, Looking Good and Healthy”.

**Formative Assessment:**

- Have students write what each item is and what it is used for.

-Lesson Review, Project, Oral questioning, and Writing assessment.

**Closure:**

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can keep a track of how many times they floss, brush, and maintaining good hygiene practices. Teacher can do fingernail checks.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 9)
<p><b>Standard(s): Standards:</b>                  4.1.1 Explain the connection between healthy behaviors and personal health.                  4.1.5 Explain how to prevent illness by seeking care from medical personnel.                  4.5.1 Explain situations that may require a thoughtful health-related decision.                  4.5.4 Apply steps for healthy decision making.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Learning about “Looking Good and Good Hygiene.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Recall the different type of teeth.</li> <li>• Explain what happens when you get a dental checkup.</li> <li>• Explain how cavities are treated.</li> <li>• Describe products for your teeth.</li> <li>• Explain how you can protect your teeth.</li> <li>• Explain how you can care for your skin, hair, and nails.</li> <li>• Explain how you can choose grooming products.</li> </ul>	
<p><b>Vocabulary:</b>                  Cavity, plaque, fluoride, sealants, dental floss, mouth guard</p>	<p><b>Focus Question(s):</b>                  What are different kinds of teeth?                  What happens when I get a dental checkup?                  How are cavities treated?                  What are products for my teeth?                  How can I protect my teeth?                  How can I care for my skin, hair, and nails?                  How can I choose grooming products?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “How do you look good?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-3 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (Why are regular checkups important?)</li> </ul> </li> </ul>
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- Preview vocabulary on page 140 (Totally Awesome Health Book)
  - Read as a class pages 140-149
  - Students will take notes as the teacher discusses/lectures.
  - Have students copy the vocabulary and definitions on page 140.
  - Students will then answer review questions 1-5 on page 149.
  - Correct student work.
- Day 4 (Activity) Healthcare/ Hygiene Product Showcase (Teacher)
    - Show and tell various hygiene products (Teacher)
      - Bring in a toothbrush, toothpaste, floss, mouth wash, deodorant, nail cutter, shampoo, soap, mouth guard.
      - Display the products and explain how each of the items are important for “Keeping Clean, Looking Good and Healthy”.

**Formative Assessment:**

- Have students write what each item is and what it is used for.

-Lesson Review, Project, Oral questioning, and Writing assessment.

**Closure:**

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can keep a track of how many times they floss, brush, and maintaining good hygiene practices. Teacher can do fingernail checks.

**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

<b>Content:</b> Health	<b>Grade/Course:</b> 4th	<b>Timeline:</b> 5 Days (Week 10)
<p><b>Standard(s): Standards:</b>                  4.1.1 Explain the connection between healthy behaviors and personal health.                  4.1.5 Explain how to prevent illness by seeking care from medical personnel.                  4.5.1 Explain situations that may require a thoughtful health-related decision.                  4.5.4 Apply steps for healthy decision making.                  4.5.5 Determine a healthy option when making a decision.                  4.7.1 Describe a healthy behavior to improve personal health and wellness.                  4.7.2 Demonstrate a variety of behaviors to avoid or reduce health risks.                  4.8.2 Promote positive health choices.</p>		
<p><b>Lesson Overview:</b>                  Learning about “Physical Activity.”</p>	<p><b>Lesson Objective(s):</b>                  In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Discuss why you need physical activity.</li> <li>• List reasons why you need each kind of health fitness.</li> <li>• Recall tests to measure physical activity.</li> <li>• Recall names of aerobic and anaerobic exercises.</li> <li>• Recall sports and games for which you need fitness skills.</li> </ul>	
<p><b>Vocabulary:</b>                  Muscular strength, muscular endurance, flexibility, heart and lung endurance, healthful body composition</p>	<p><b>Focus Question(s):</b>                  Why do I need physical activity?                  Why do I need different kinds of health fitness?                  What are tests to measure physical fitness?                  What are aerobic exercises I can do?                  What are anaerobic exercises I can do?                  What are sports and games for which I use fitness skills?</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p><b>Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>- 5 minute writing prompt. Think, Pair, Share. “What is physical activity?”</li> <li>- Ask for some volunteers to share their answers with the class.</li> </ul> <p><b>Instruction and Strategies:</b></p> <ul style="list-style-type: none"> <li>- Collaborative Group work</li> <li>- Writing to Learn</li> <li>- Questioning</li> <li>- Scaffolding</li> <li>- Classroom Talk</li> <li>- Whole class discussion</li> </ul> <p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Day 1-3 (Book work and information)                         <ul style="list-style-type: none"> <li>○ 5 Minute Whole Group discussions, Ask the class (Why is physical activity important?)</li> <li>○ Preview vocabulary on page 150 (Totally Awesome Health Book)</li> <li>○ Read as a class pages 150-161</li> <li>○ Students will take notes as the teacher discusses/lectures.</li> </ul> </li> </ul>
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- Have students copy the vocabulary and definitions on page 150.
- Students will then answer review questions 1-5 on page 161.
- Correct student work.
  
- Day 4-5 (Activity) Fitness Test
  - Have students perform physical exercise to assess physical fitness.
    - Use page 154- 156 as a guide.
    - Students are to perform 1 minute of curl ups.
    - Students will perform as many pull-ups as possible.
    - V-sit and reach
    - One- mile run/walk – timed run.
    - Shuttle run – timed 30 feet distances.
  - Record students' scores to gauge student improvement for future tests and to see where they stand fitness wise.

**Formative Assessment:**

- Day 4-5 Performance assessment.

**Closure:**

Short discussion about the (Focus Questions)

**Independent Practice:**

- Students can keep a track of exercises and data to track progress.

**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