

Content: Health	Grade/Course: 4th	Timeline: 5 Days (Week 1)
Standard(s): Standards: 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.		
Lesson Overview: Learning about “Team Spirit.”	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Explain why you need to warm up and cool down. • Explain lifetime sports you can enjoy now. • Explain how you can be a good teammate. 	
Vocabulary: Warm-up, cool-down, lifetime sport, cooperate, compete	Focus Question(s): Why do I need to warm up and cool down? What are lifetime sports I can enjoy? How can I be a good teammate?	

<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 is team spirit?” - 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 (Why is it important to enjoy sports safely?) ○ Preview vocabulary on page 162 (Totally Awesome Health Book) ○ Read as a class pages 162-167 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 162. ○ Students will then answer review questions 1-5 on page 167. ○ Correct student work. • Day 4-5 (Activity) Dodgeball <ul style="list-style-type: none"> ○ Materials: Open area outdoors to fit your class, 2 rubber balls or equivalent balls.
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- Procedure:
 1. Have students do warm up exercises (slow jog or jumping jacks)
 2. Have students split up into 2 teams.
 3. One team is throwing and on is dodging.
 4. Have students work together to try and get the other team out. Tell students to not aim for the head. Keep it safe!
 5. After all students are out switch roles.
- Assessment
 1. After the game is complete have students answer the following question:
 - “Why was teamwork important in dodgeball?”
 - “How did teamwork help your team’s performance?”
 - “Do you think team work is important?”

Formative Assessment:

- Day 5 - Writing assignment

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can practice teamwork with other activities they do.

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 2)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about being “Well Rested.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Explain what happens in your body when you rest and sleep. • List ways to get a good night’s sleep. • Explain how you can rest during the day. 	
<p>Vocabulary: Rest, Sleep</p>	<p>Focus Question(s): What happens in my body when I rest and sleep? How can I rest during the day?</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 do you know if you had enough rest?” - 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 1-4 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Why is rest and sleep important?) ○ Preview vocabulary on page 168 (Totally Awesome Health Book) ○ Read as a class pages 168-171 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 168. ○ Students will then answer review questions 1-5 on page 171. ○ Correct student work.
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- Day 4-5 (Activity) Recipe for rest
 - Materials: Large index cards or paper, pencil, colored markers.
 - Procedure:
 1. Read the following recipe for rest.
 - 1 playful dog
 - 20-minute stroll by a pond
 - 10 minutes watching clouds
 - Mix well for healthful rest.
 2. Write your own recipe for rest on your index card or paper. Include several activities that help you relax.
 3. Decorate your recipe using color crayons, markers, etc....
 4. Give your recipe to your teacher to include in the class Recipe for Rest box.

Formative Assessment:

Have students answer the following question. 3 paragraphs.

“Why is getting enough rest and sleep important?”

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep a journal of how well they rested during the day and how much quality sleep they had the previous night.

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 3)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about being “Safe Drug Use.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Explain the rules for the safe use of drugs. • Explain ways to keep from misusing drugs. • Explain ways to keep from abusing drugs. • Explain ways a person who has drug dependence can get help. 	
<p>Vocabulary: Drug Safe drug use Prescription drug Over-the-counter drug Drug misuse Drug abuse</p>	<p>Focus Question(s): What is safe drug use? What is drug misuse and abuse?</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 are drugs?” - 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 1-4 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Why is rest and sleep important?) ○ Preview vocabulary on page 176 (Totally Awesome Health Book) ○ Read as a class pages 176-179 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 176. ○ Students will then answer review questions 1-5 on page 179. ○ Correct student work.
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- Day 4-5 (Activity) Role Play

1. Have students act out the scenario on page 179. Have them take turns asking each other questions 1-6.
 - a. Scenario: You are at a friend's house. You start to feel sick to your stomach. Your friend hands you a bottle of tablets. Your friend says the tablets will make you feel better.
2. In a group have students create their own scenario and use the guidelines to make the responsible decision.

Formative Assessment:

Have students answer the following question.

“What does safe drug use mean to you?”

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep learn about the over the counter drugs they have around the house and know what they are for.

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 4)
<p>Standard(s): Standards:</p> <p>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>Lesson Overview: Learning about being “Alcohol.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Describe what drinking can do to mental and social health. • Describe what drinking can do to physical health. • Describe what drinking can do to family life. • List reasons not to drink alcohol. 	
<p>Vocabulary: Alcohol Depressant Blood alcohol level (BAL) Cirrhosis Alcoholism Resistance skills</p>	<p>Focus Question(s): What can drinking do to mental and social health? What can drinking do to physical health? What can drinking do to family life? How can I say no to drinking alcohol?</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 is alcohol?” - 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 1-4 (Book work and information) <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Is alcohol good for you?) ○ Preview vocabulary on page 180 (Totally Awesome Health Book) ○ Read as a class pages 180-185 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 180. ○ Students will then answer review questions 1-5 on page 185.
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- Correct student work.

- Day 4-5 (Activity) Alcohol Free
- Materials- paper and coloring mediums.
 1. Students will create poster promoting being alcohol free.
 2. Students will create their own slogans and artwork.
 3. Students will then present their posters to the class.

Formative Assessment:

Have students answer the following question.

“What does being alcohol free mean to you?” What is good about being alcohol free?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep learn about the different kinds of alcohol and to avoid them.

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: 4 Days (Week 5)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about being “Tobacco.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Describe why smoking tobacco is harmful now. • Describe why smoking tobacco is harmful later. • Describe why smokeless tobacco is harmful. • Describe why secondhand smoke is harmful. • Describe reasons you can give for saying NO to tobacco. 	
<p>Vocabulary: Nicotine- a stimulant drug in tobacco Stimulant- a drug that speeds up the body’s functions. Tar- a gummy substance found in tobacco. Smokeless tobacco- tobacco that is chewed or placed between the cheek and the gums. Secondhand smoke- smoke that is breathed out and the smoke from a burning cigarette or cigar. Resistance skills- ways to say NO to behaviors that are wrong.</p>	<p>Focus Question(s): Why is smoking tobacco harmful? Why is smokeless tobacco harmful? Why is secondhand smoke harmful? How can I say NO to tobacco?</p>	

<p>Description of Lesson (Including Instructional Strategies): Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is Tobacco?” - 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>

- Day 1-4 (Book work and information)
- Show students examples of media that promote tobacco.
- Have students discuss what they thought of the ads.
- Show students examples of media that are anti-tobacco.
 - 5 Minute Whole Group discussions, Ask the class (Is tobacco good for you?)
 - Preview vocabulary on page 186 (Totally Awesome Health Book)
 - Read as a class pages 186-191
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 186.
 - Students will then answer review questions 1-5 on page 191.
 - Correct student work.

- Day 4-5 (Activity) Tobacco Free Poster
- Materials- paper and coloring mediums.

1. Students will create poster promoting being tobacco free.
2. Students will create their own slogans and artwork.
3. Students will then present their posters to the class.

Formative Assessment:

Have students answer the following short answer questions.

1. Why is smoking tobacco harmful?
2. Why is smokeless tobacco harmful?
3. Why is secondhand smoke harmful?
4. How can I say NO to tobacco?
5. What is the importance of being tobacco free?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep learn about the different kinds of tobacco and to avoid them as well as second hand smoke.

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 6)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about being “Illegal drug use.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Describe illegal drug use. • Explain why it is harmful to abuse inhalants. • Explain why it is harmful to use marijuana. • Explain why it is harmful to abuse stimulants. • Explain why it is harmful to abuse depressants. 	
<p>Vocabulary: Illegal drug use: using illegal drugs or using legal drugs in a way that breaks the law. Inhalant: a chemical that is breathed in. Marijuana: a drug that is made from the cannabis plant. Stimulant: a drug that speeds up the body’s function. Ecstasy: a drug that can increase or decrease the actions of the body. Depressant: a drug that slows down the body’s functions.</p>	<p>Focus Question(s): Why is it harmful to abuse inhalants? Why is it harmful to use marijuana? Why is it harmful to abuse stimulants? Why is it harmful to abuse depressants?</p>	

<p>Description of Lesson (Including Instructional Strategies): Anticipatory Set:</p> <ul style="list-style-type: none"> - 5 minute writing prompt. Think, Pair, Share. “What is illegal drug use?” - 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 1-4 (Book work and information)
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- Show students examples of media that are anti-drug.
 - 5 Minute Whole Group discussions, Ask the class (Is tobacco good for you?)
 - Preview vocabulary on page 192 (Totally Awesome Health Book)
 - Read as a class pages 192-197
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 192.
 - Students will then answer review questions 1-5 on page 197.
 - Correct student work.

- Journal: How does being drug free help you have total health? (physical, mental, and social)

- Day 4-5 (Activity) Illegal Drug Free Poster
- Materials- paper and coloring mediums.
 1. Students will create poster promoting being drug free.
 2. Students will create their own slogans and artwork.
 3. Students will then present their posters to the class.

Formative Assessment:

Have students answer the following short answer questions.

1. Why is it harmful to abuse inhalants?
2. Why is it harmful to use marijuana?
3. Why is it harmful to abuse stimulants?
4. Why is it harmful to abuse depressants?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep learn about the different kinds of drugs and to avoid them as well as people that use.

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 7)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about “Resistance skills.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • Say no if someone offers me a harmful drug. • Describe ways to get help for someone who uses drugs in harmful ways. 	
<p>Vocabulary:</p> <p>Resistance skills: ways to say NO to behaviors that are wrong.</p> <p>Protective factor: something that increases the chance that you will be responsible.</p>	<p>Focus Question(s): How can I say no to abusing drugs? What are ways to help someone who abuses drugs?</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 are resistance skills?” - 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) • Show students examples of media that are anti-drug. <ul style="list-style-type: none"> ○ 5 Minute Whole Group discussions, Ask the class (Is tobacco good for you?) ○ Preview vocabulary on page 198 (Totally Awesome Health Book) ○ Read as a class pages 198-201 ○ Students will take notes as the teacher discusses/lectures. ○ Have students copy the vocabulary and definitions on page 198.

- Students will then answer review questions 1-5 on page 201.
- Correct student work.
- Journal: What can you do to help someone who uses drugs in harmful ways?
- Day 4-5 (Activity) Create a skit.
- Students will work in groups to create a skit about using resistance skills to say NO to drugs.
 - Students will choose at least 5 reasons on page 199 to use in their skits.
 - The skits will depict a problem (Someone who abuses drugs) and is trying to get other people to use.
 - Students will use skills learned to help them in the situation to either get away from the situation or to help resolve it.
 - After students practice and rehearse, they will perform for the class.

Formative Assessment:

Have students answer the following short answer questions.

1. What are reasons to say NO to drugs?
2. What are ways to help someone who abuses drugs?
3. What can you do if someone tries to talk you into abusing drugs?
4. What can you do if you know a person abusing drugs?
5. What are protective factors that help you say no to abusing drugs?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep learn about helping a loved one get help for drug abuse or recognizing drug abuse and using resistance skills to say NO.

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. 4.1.5 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>Lesson Overview: Learning about “Resistance skills.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List kinds of pathogens that cause disease. • Explain ways pathogens from people enter your body. • Explain ways pathogens from the environment enter your body. • Explain ways you can keep pathogens from the environment out of your body. 	
<p>Vocabulary:</p> <p>Disease- an illness</p> <p>Pathogen- a germ that causes disease.</p> <p>Bacteria- the smallest living thing that can grow outside other living things.</p> <p>Virus- a pathogen that does not grow by splitting in two.</p> <p>Fungi- plantlike living things that, unlike plants, cannot make their own food.</p> <p>Protozoa- very simple, one celled animals.</p>	<p>Focus Question(s): What are pathogens that cause disease? How do pathogens from people enter your body? How do pathogens from the environment enter your body?</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 is disease?” - 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
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- Whole class discussion

Procedures

- Day 1-2 (Unit Review)
 - Students will review unit 6 page 202-203.
 - Students will answer the review questions (1-10) (1-6) (1-10) in preparation for the unit test.
- Day 3-5 (Book Work)
- Show students examples of illness that are going around (Zika).
 - 5 Minute Whole Group discussions, Ask the class (How do you get sick?)
 - Preview vocabulary on page 206 (Totally Awesome Health Book)
 - Read as a class pages 206-211
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 206.
 - Students will then answer review questions 1-5 on page 211.
 - Correct student work.

Formative Assessment:

Have students answer the following short answer questions.

1. What are pathogens that cause disease?
2. What are ways pathogens from people enter your body?
3. What are ways you can keep pathogens from other people out of your body?
4. What are ways pathogens from the environment enter your body?
5. What are ways you keep pathogens from the environment out of your body?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep research about different pathogens, disease, illness, and how they affect the body.

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: 4 Days (Week 9)
<p>Standard(s): Standards: 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>Lesson Overview: Learning about “Fighting Germs.”</p>	<p>Lesson Objective(s): In this lesson, students will be able to “I Can”</p> <ul style="list-style-type: none"> • List body defenses that fight pathogens. • Describe symptoms of communicable diseases. • Discuss treatment for communicable diseases. • Explain the cause, symptoms, and treatment for a cold, strep throat, and chickenpox. 	
<p>Vocabulary:</p> <p>Body defenses: ways the body works to fight pathogens</p> <p>White blood cell: a cell that surrounds and destroys pathogens.</p> <p>Antibody: a substance in the blood that helps kill pathogens.</p> <p>Immune: to be protected from a certain disease.</p> <p>Vaccine: a substance that makes you immune to a certain communicable disease.</p> <p>Symptom: a change from normal in a person’s health.</p>	<p>Focus Question(s): What are body defenses that fight pathogens? What are symptoms and treatment for communicable diseases? What are kinds of communicable diseases?</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 are germs?” - 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
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- Scaffolding
- Classroom Talk
- Whole class discussion

Procedures

- Day 1-3 (Book Work)
- Show students examples of illness that are communicable.
 - 5 Minute Whole Group discussions, Ask the class (How does your body protect against germs?)
 - Preview vocabulary on page 212 (Totally Awesome Health Book)
 - Read as a class pages 212-217.
 - Students will take notes as the teacher discusses/lectures.
 - Have students copy the vocabulary and definitions on page 212.
 - Students will then answer review questions 1-5 on page 217.
 - Correct student work.
- Day 4-5 (Research and Presentation)
- Materials- Poster Boards, Internet and Computer, color mediums, etc.....
 - Each group will be assigned a different communicable disease. (Rubeola, Rubella, Pertussis, Diphtheria, and mumps.
 - Using the internet students will gather information for use in their presentations.
 - The groups will then create their information boards.
 - After completion students will present their boards to the class.

Formative Assessment:

Have students answer the following short answer questions.

1. What are body defenses that fight pathogens?
2. What are three things that affect whether you will get a communicable disease?
3. What are symptoms of communicable diseases?
4. What are treatments for communicable diseases?
5. What is the cause, symptoms, and treatment for a cold? Strep throat? Chickenpox?

Closure:

Short discussion about the (Focus Questions)

Independent Practice:

- Students can keep research about different communicable disease and how they affect the body.

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