

Grade 4- Health Education Curriculum Guide

Month	Units	Learning Goal	Student Outcome	Resources	Lesson Format	Unit Task Assessment	Supported Florida Standards
ELA Module A	Read Aloud/Shared Reading	<p>Core Concept HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</p> <p>Goal Setting HE.4.B.6.1 Create a personal health goal and track progress toward achievement</p> <p>HE.4.B.6.2 Categorize resources that could assist in achieving a small group personal health goal.</p>	<p>I can explain the important role that friends/peers may play in health practices and behaviors.</p> <p>I can identify a resource that can help me in achieving a personal health goal.</p>	<p><i>Rotten School Lose, Team, Lose!</i> By R.L. Stine</p> <p>Saved by a Fly – A Native American story retold by Feana Tu’akoi</p> <p>Against The Odds Run, Maria, Run – by Janice Marriott (stress management)</p> <p>5 Minute Health: Skill Builders #s) 1 - 9</p>	<p>Rotten School Lose, Team, Lose! Pgs. 45 - 57</p> <ul style="list-style-type: none"> Describe the traits which identify Jennifer Echch as a tall tale character. How do you know the narrator cares about his team? Give proof from the story. How does the story show that teamwork is important? <p>Run, Maria, Run</p> <ul style="list-style-type: none"> Use discussion questions to determine author’s purpose. Identify a goal Maria had. What did she do to reach her goal? Identify at least one thing you can do to reach your goal. 	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p> <p>Run, Maria, Run: Write a personal narrative about a goal you have set and how you achieved that goal.</p>	<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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ELA Module A	Shared Reading/Read Alouds	<p>Goal Setting HE.4.B.6.1 Create a personal health goal and track progress toward achievement.</p> <p>HE.4.B.6.2 Categorize resources that could assist in achieving a small-group personal health goal.</p>	<p>Saved by a Fly: I can formulate a personal health goal and identify the strategies for reaching that goal.</p>	<p>Read Aloud: Against The Odds; Saved by a Fly <i>A Native American story retold by Feana Tu'akoi</i></p> <p>5 Minute Health: Skill Builders #(s) 1 - 9</p>	<p>Saved By a Fly Discussion Questions:</p> <ul style="list-style-type: none"> • What happened to the river when Moose came to drink? • Why were the animals worried about the river? • Why did the animals laugh when fly said he would get rid of Moose? • What does Fly tell everyone after he gets rid of Moose? <p>Saved by a Fly: Students can discuss Fly's goal of getting rid of Moose even though he was a small creature. List some things you can do at school that proves YOU can do anything if you try hard enough. Pick one item from your list to set as a goal. Write about how you will achieve this goal in school this year.</p>		

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ELA Module B	Shared Reading/Read Alouds	<p>Core Concept (CC) HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</p> <p>HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.</p> <p>Accessing Information (AI) HE.4.B.3.1 Describe characteristics of valid health information, products, and services.</p> <p>HE.4.B.3.3 Examine resources from home, school, and community that provide valid health information</p>	<p><i>Corn and Fueling Your Body:</i></p> <p>I can recognize health behaviors that affect personal health, such as eating healthy foods.</p>	<p><i>Corn An American Invention</i> by Liz Sonneborn</p> <p><i>Fueling Your Body</i> by Lisa Benjamin</p> <p>5 Minute Health: Skill Builders #s) 10 - 34</p>	<p>Read Aloud: <i>Corn An American Invention</i> by Liz Sonneborn</p> <ul style="list-style-type: none"> Explain how corn is an important part of American history. How do the text features enhance your understanding of the written text? Main Idea/Details: List 3 key ideas which support the chapter title or subheading. <p>Newbridge Card</p> <p>Teacher guide includes graphic organizers, writing assignments, and assessment</p> <p>Read Aloud: <i>Fueling Your Body</i> by Lisa Benjamin</p> <ul style="list-style-type: none"> <i>Chapter 1: What are the 5 main food groups you should find on your plate every day?</i> <i>Explain how each food group is important to your health.</i> <i>Chapter 2: How does drinking fluids keep your body running smoothly?</i> <i>Chapter 3: How does physical activity benefit your body?</i> <i>Chapter 4: What are some ways you can protect your body from germs?</i> 	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p> <p>Corn: Homework (Thursday): Have the students create a list of all the products in their kitchen that contain corn as an ingredient.</p> <p>(Friday in groups) Students will create a graph compiling all of their kitchen corn data.</p>	<p><u>LAFS.4.RI.3.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>

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ELA Module B	Shared Rerading/Read Alouds	<p>Core Concept HE.4.C.1 Identify the relationship between healthy behaviors and personal health.</p> <p>Decision Making HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision making.</p>	I can identify circumstances that can help me make healthy decisions to prevent injuries or health problems.	<p><i>Flyers/Brochures</i></p> <p>Venomous Snakes of Florida; Florida Health Flyer</p> <p>First Aid for Poisonous; Florida Health Flyer</p> <p>Poisonous Plants of Florida; Florida Health Flyer</p> <p>5 Minute Health: Skill Builders #s) 10 - 34</p>	Use Flyers to identify main idea & key details. <ul style="list-style-type: none"> • Compare and contrast different Florida Poisonous snakes. • Compare and contrast different Florida Poisonous plants. • Write informational articles or create brochures about poisonous Florida snakes and/or plants. (do's/don'ts) 		

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ELA Module C	Shared Reading/Read Alouds	<p>Core concept HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.</p> <p>HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>Analyzing Information HE.4.C.2.2 Explain the important role that friends/peers may play on health practices and behaviors.</p> <p>Interpersonal Communication HE.4.B.4.4 Demonstrate ways to ask for assistance to enhance personal health.</p> <p>HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health.</p> <p>Decision Making HE.4.B.5.5 Examine when assistance is needed to make a health-related decision.</p>	<p>Stage Fright: I can recognize stress and some of its causes and identify resources in the school that can help me to manage stress.</p> <p>Nick Harte Was Here I can identify important ways my family influences my health behaviors and practices.</p>	<p>Make Good Choices pg. 22 – stress coming soon)</p> <p>Stage Fright by Nora Mitchell (stress management)</p> <p>Nick Harte Was Here by Barbara Park (safety)</p> <p>5 Minute Health: Skill Builders #s) 35-69</p>	<p>Stage Fright</p> <ul style="list-style-type: none"> Character map <p>Nick Harte Was Here</p> <ul style="list-style-type: none"> Turn&Talk discussion Describe how the parents and Phoebe reacted to their grief in this chapter. How did each character change from the beginning to the end of the story? 	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p> <p>Stage Fright – by Nora Mitchell</p> <p>Journal; think of a time another student came to you for help with a problem at school.</p> <p>Write a dialogue between you and that person describing how you were able to help them overcome their issues.</p> <p>Write an article about stress</p>	<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experience or events using, effective technique, descriptive details, and clear event sequences.</p>

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ELA Module C	Shared Reading/Read Alouds	<p>Core Concept HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.</p> <p>HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.</p> <p>Analyzing Influences HE. 4. C.2. 2 Explain the important role that friends/peers may play on health practices and behaviors.</p> <p>Advocacy HE.4.P.8.1 Assist others to make positive health choices.</p> <p>Interpersonal Communication HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health.</p>	<p>Yertle the Turtle I can help others to make positive health choices at school by reporting bullying and resolving conflicts with others.</p> <p>Heather's Story: I can demonstrate ways to communicate care, consideration, and acceptance to self, and others.</p> <p>Martial Arts: I can develop a healthy lifestyle by accessing appropriate resources for support.</p> <p>Knock It Off: I can explain the important role that friends/peers may play in health practices and behaviors.</p>	<p>Make Good Choices pg.6 – bullying (coming soon)</p> <p>Yertle the Turtle by Dr. Suess www.stopbullyingnow.hrsa.gov/kids/default.aspx</p> <p>Heather's Story by Anna Kenna (social/emotional – communication)</p> <p>Martial Arts by Donna Malane (stress management)</p> <p>Knock It Off! by Sherryl Clark</p> <p>5 Minute Health: Skill Builders #s) 35-69</p>	<p>Yertle the Turtle Enhancement Materials</p> <p>Heather's Story: Describe feelings</p> <p>Martial Arts</p> <ul style="list-style-type: none"> List ways to reduce stress Choose two of the martial art forms that interest you the most. Make a venn diagram comparing and contrasting the two martial arts. Write a statement on which of the two styles you think would be best for you if you were going to start martial arts. <p>Knock It Off!</p> <ul style="list-style-type: none"> How does Leo's attitude about friends change from the beginning of the story to the end of the story? Using pgs. 37 – 42, identify the social issue. Using pgs. 37 – 42, how do Leo's actions and words let the reader know how Leo feels about his friendship with Nick? 	<p>Yertle the Turtle Have students create an anti-bullying poster to hang in the school or three anti-bully buttons with pin, tape, or lanyard, one for themselves and two to share.</p> <p>Heather's Story: Journal Entry: "if you were to conduct an interview with Heather, what would you want to know?" In dialogue form, write two questions you would ask and predict what her responses would be.</p>	<p>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly</p> <p>LAFS.4.2.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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ELA Module C	Multimedia & Elearning	<p>Core Concept HE.4.C.1.2 Identify examples of mental/ emotional, physical, and social health.</p> <p>HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</p> <p>Analyzing Influences HE.4.C.2.3 Explain the important roles that school and community play on health practices and behaviors.</p> <p>Interpersonal Communication Demonstrate ways to ask for assistance to enhance personal health.</p> <p>Decision Making HE.4.B.5.3 Predict the potential short-term impact of each option of self and others when making a decision.</p> <p>Self-Management HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p>	<p>Health Smart Unit 1: I can identify stress and some of its sources and identify healthy options to manage stress.</p> <p>Health Smart Unit 4: I can choose to avoid situations that may negatively affect my body by using refusal skills.</p>	<p>Health Smart Kit Unit 1 Lessons 1 -3 (stress management)</p> <p>Health Smart Kit Unit 4 Lesson 1-3 (human body systems)</p> <p>5 Minute Health: Skill Builders #(s) 35-69</p>	<p>Health Smart Unit 1 Lessons 1 -3 Teacher Guide has lesson ideas.</p> <p>Heath Smart Unit 4; lessons 1 -3 Teacher Guide</p>	<p>Health Smart <u>Unit 1: Lesson1:</u> Have students complete masters 2</p> <p><u>Lesson 2:</u> Have students complete master 3</p> <p><u>Lesson 3:</u> Have students complete master 13.</p> <p>Health Smart Kit – <u>Unit 4</u> Tobacco / Alcohol Prevention; <u>lessons 1 – 3</u> -Students will work in groups or partnerships to create a “Top 10” list (like David Letterman’s) on reasons why they choose to be tobacco and alcohol free.</p>	<p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-let) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>

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<p>ELA Module D</p>	<p>Shared Reading/Read Alouds</p>	<p>Core Concepts: HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.</p> <p>HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>HE.4.C.1.6 Distinguish differences among various health-care providers, products, and services.</p> <p>Interpersonal Communication HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health.</p> <p>Self-Management HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Analyzing Influences: HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.</p> <p>Decision Making: HE.1.B.5.2 Identify healthy options to health-related issues or problems.</p>	<p>Sarah & Ingrid: I can demonstrate ways to communicate care, consideration, and acceptance of self, and others.</p> <p>UV Frisbee Science & The Ozone and Me: I can recognize the importance of prevention, early detection, and treatment of health problems.</p> <p>X Games: I can compare and contrast behaviors that are safe to those that are risky to make a healthy decision.</p>	<p>Make Good Choices pgs. 4, 6-8, 10-11, 14 – decision making (coming soon)</p> <p>Looking out for Sarah by Glenna Lang (social/emotional-communication)</p> <p>Against The Odds –</p> <p>Ingrid & the Ocean by Angie Belcher</p> <p>SunWise Kit – UV Frisbee Science (human body)</p> <p>SunWise Kit – The Ozone and Me (human body)</p> <p>X Games by Ian Young (injury prevention)</p> <p>5 Minute Health: Skill Builders #(s) 70=86</p>	<p>Looking Out for Sarah: Write examples of how to be a good friend/responsibility/being part of a team.</p> <p>Ingrid & the Ocean: -Informational text with great photos, journal type, vocabulary, how-to take care of a stranded whale -Compare/contrast sections -Main Idea/key details of sections w/sequencing</p> <p>SunWise kit – UV Frisbee Science</p> <ul style="list-style-type: none"> • Teacher Card pages 33-35 • Additional resources included in kit <p>SunWise kit – The Ozone and Me</p> <ul style="list-style-type: none"> • Teacher card pages 29-32 • Additional resources are included in the SunWise Kit <p>X Games: Use Redbrick card for turn and talk discussion</p>	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p> <p>Looking Out for Sarah: Journal Entry: Compare/ contrast the everyday activities of a sighted person and a blind person with a guide dog.</p> <p>UV Frisbee Science: Spring Break and Summer quickly approaching, what are you going to do to prevent sun damage?</p> <p>The Ozone and Me: Create a poster showing the different ways to avoid and reduce the health risks with exposure to the sun.</p> <p>X Games: Notice the safety gear the athletes are wearing in the photos. Choose one of the sports. Identify what safety gear this sport requires. What would happen if the athlete did not wear this gear?</p>	<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>LAFS.4.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
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ELA Module D	Multimedia & ELearning	<p>Core Concept HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>Decision Making: HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision-making.</p> <p>Health Advocacy HE.4.P.8.1 Assist others to make positive health choices.</p>	<p>I can compare behaviors that are safe to those that are risky.</p>	<p>Make Good Choices pgs. 18-19, 20, 22 –risks (coming soon)</p> <p>Health Smart Kit: Unit 2</p> <p>Wellness Lesson 2 (safety) Vehicle Safety; found on Moodle 4th grade health.</p> <p>5 Minute Health: Skill Builders #(s) 70-86</p>	<p>Health Smart Kit: Unit 2</p> <ul style="list-style-type: none"> • Use guide in kit for safety and injury prevention • This could easily be incorporated into literacy stations <p>Wellness Lesson 2:</p> <ul style="list-style-type: none"> • Compare and Contrast behaviors that are safe vs. risky. 	<p>Wellness Lesson 2: -create a bumper sticker promoting vehicle safety for children.</p>	<p>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

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ELA Module E	Shared Reading/Read Alouds	<p>Core concept: HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</p> <p>Self-Management HE.4.P.1.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health.</p>	<p>I can apply healthy practices and behaviors to maintain or improve my personal health.</p>	<p>Character Strength Series (6 pack of books)</p> <ul style="list-style-type: none"> • Flexibility • Coordination • Strength • Stamina • Speed • Grit <p>5 Minute Health: Skill Builders #(s) 87-137</p>	<p>Character Strength Series:</p> <ul style="list-style-type: none"> • Use as review for module in teacher-led instruction, partnerships, groups, or literacy stations. • Main Idea/Key details of sections • Main Idea/Key details of whole • Compare/Contrast Sections • Compare/Contrast two different books 	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p>	<p>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text.</p> <p>LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>LAFS.4.RL.3.9 Compare and contrast the treatment of similar themes and topics.</p>

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ELA Module F	Shared Reading/Read Alouds	<p>Core Concept HE.4.C.1.5 Identify the human body parts and organs that work together to form healthy body systems.</p> <p>Accessing Information HE.4.B.3.1 Describe characteristics of valid health information, products, and services.</p> <p>HE.4.B.3.2 Construct criteria for selecting health resources, products, services, and reputable technologies</p>	<p>Pump It Up: I can explain the functions of the respiratory and circulatory systems by examining resources from home, school, and community that provide valid health information.</p> <p>Organwise Guys: I can explain the functions of the respiratory and circulatory systems by examining a number of resources.</p> <p>STRAIGHT TALK Smoking: I can identify healthy practices and behaviors to maintain or improve personal health and reduce common health risks</p>	<p>Harvest Time by Merilee Robin Burton</p> <p>America's Cheese; An Old Food in a New Land by Marilyn Locker</p> <p>Pump It Up by Steve Parker</p> <p>Organwise Guys; the Healthy Heart Challenge by Michelle Lombardo, D.C.</p> <p>STRAIGHT TALK Smoking by Stephanie Paris</p> <p>5 Minute Health: Skill Builders #s) 138-159</p>	<p>Harvest Time:</p> <ul style="list-style-type: none"> Read to research Report on topic Create a newspaper article <p>America's Cheese; An Old Food in a New Land</p> <ul style="list-style-type: none"> Read to research Report on topic Create a newspaper article <p>Pump It Up: -Students stop and jot notes of information they find in the text.</p> <p>Organwise Guys; The Healthy Heart Challenge By Michelle Lombardo, D.C.</p> <ul style="list-style-type: none"> Pre & Post tests available on website. Read to report Write article for student news paper Could be something to research a science experiment <p>STRAIGHT TALK Smoking by Stephanie Paris</p> <ul style="list-style-type: none"> Why did the author write this text? Provide text evidence to show how the author feels about smoking. List key ideas which support the chapter titles or subheadings. Use these ideas to write a feature article about smoking. 	<p>In addition to class discussion, see 5 minute Health Skill Builder questions for possible writing responses. Score with 3 – 5 Health Rubric.</p> <p>Pump It Up: Journal: If our 4th grade class was planning this year's field day, what three activities would you want to include that involve flexibility, endurance, and/or strength?</p> <p>Be sure to include at least one activity for each of the fitness skills. (available pdf on moodle)</p> <p>Organwise: Pre & Post tests available on website.</p>	<p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

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ELA Module F	Multimedia & Elearning	<p>Core Concept HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.</p> <p>HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.</p> <p>HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.</p> <p>Decision Making HE.4.B.5.3 Predict the potential short-term impact of each option on self and others when making a decision.</p> <p>Self-Management HE.4.P.1.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.</p> <p>Accessing Information: HE.4.B.3.3 Examine resources from home, school, and community that provide valid health information.</p>	<p>Beewize: I can apply healthy practices and behaviors to maintain or improve my personal health.</p> <p>Wellness Lesson 3 - 7 I can identify the characteristics of valid health information and products to classify foods and food combinations according to the food guide pyramid.</p> <p>Health Smart: I can formulate a personal health goal and identify the strategies for reaching that goal.</p> <p>Learn 360 Video: I can list and demonstrate the steps and proper technique for hand washing in the correct order.</p>	<p>www.beewize.org</p> <p>Wellness Lessons on Nutrition – Moodle 4th grade Health (all lessons about nutrition can be used to read/write in order to report, create articles for a student newspaper, and get ideas/research for science fair.</p> <p>MY PLATE (use with wellness lessons.</p> <p>Health Smart Kit: Unit 3 Lesson 1; activities 1 -4</p> <p>Learn 360 Video: Hygiene Routines: Proper hand washing</p> <p>5 Minute Health: Skill Builders #(s) 138-159</p>	<p>beewize.org -enhancement materials</p> <p>Wellness Lessons on Nutrition – Moodle 4th grade Health (all lessons about nutrition can be used to read/write in order to report, create articles for a student newspaper, and get ideas/research for science fair.</p> <ul style="list-style-type: none"> Lesson 3 & 4 compare labels via discussion; students complete “food labels” practice sheet on moodle Lesson 5 Nutrition; discussion, partners or groups visit myfoodapedia.gov and choose two different foods to research. Students then compare the data in their journals Lesson 6 meal planning and decision making discussion; students will complete the meal planning sheet on moodle. Lesson 7 Use a dictionary & decision making activity; students will complete attachments 3 & 4 from lesson 7 – “Why should we break the fast?” <p>Health Smart Kit: Teacher Guide -Students begin journal on first day detailing their food and water intake and minutes of exercise each day for two weeks. (reference page 143 and master 34A in health smart TE)</p> <p>Video: Enhancement materials available via teacher’s guide Page 19 of teacher’s guide “before or after”</p>	<p>BeeWize: Groups of students will choose a readers theater from the BEEWIZE grade 4 book to perform for the class.</p> <p>Health Smart: Week <u>one</u> assessment: split class into six groups with each group representing one of the food groups. The students will make a collage showing foods included in the group as well as examples of the food groups job.</p> <p>Week <u>two</u> assessment: Compare the data from their two week journal.</p> <p>Video: Have the students complete the before and after activity on page 19 of the teacher’s guide. (available pdf)</p>	<p>LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led_ with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p>