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Healthy Point of View

Health Concept: I can eat **5 or more fruits and vegetables every day**. Have a healthy mindset when making your food and drink choices! Nutritious choices include foods and beverages that are low-fat and low-sugar.

Directions: Read the sentences below. Underline the subject of the sentences, and then write if it is first person, second person or third person on the line provided. Draw a smiley face 😊 in front of sentences that describe a healthy choice. We did the first one for you!

- 😊 1. Taylor will pack extra fruit in her lunch box for an after-school snack. Third
- 😊 2. Mike is eating fat-free yogurt with blueberries and granola for breakfast. Third
- 😊 3. I learned about different colored fruits and vegetables yesterday in my health class. First
- 😊 4. Darnell and Julia drink 2 glasses of low-fat milk every day to help their bones stay strong. Third
- 😊 5. You will start to eat more high-vitamin foods to fill your body with all the nutrients to stay healthy. Second
- 😊 6. I studied food labels for my health test in class. First
7. I chose a salad with fried chicken instead of grilled chicken for lunch. First
8. Debbie eats ice cream every day after she plays tennis with her friends. Third
- 😊 9. Will you add more fruits, vegetables and whole-wheat bread to your school lunches? Second
10. You ate potato chips every day for a snack after school. Second

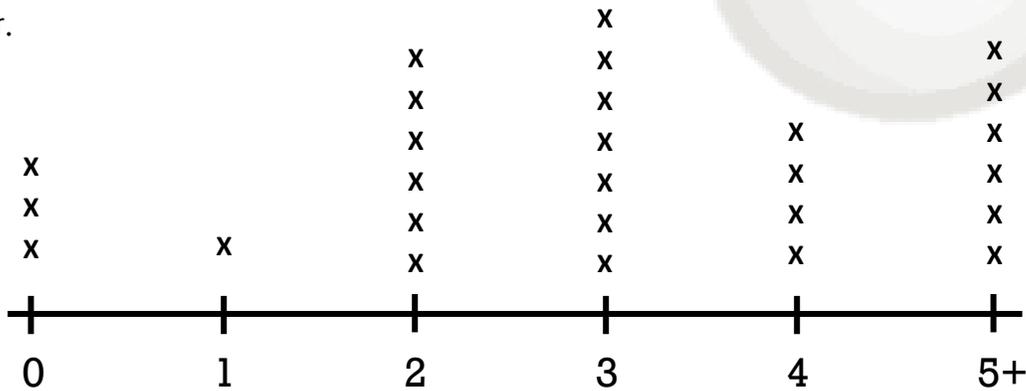
Finished already? Check out this week's Bell Work activity in your agenda!

Graphing Water Intake

Health Concept: I can **drink more water and less sugary drinks** every day.

Directions: Using the information provided, make a line plot to describe water consumption. Then, use your line graph to fill in the bottom section.

There are 30 students in Mrs. Landon's class. She asked each student how many cups of water they drank yesterday. Three students said they drank 0 cups of water. One student said she drank 1 cup of water. Seven students drank 2 cups of water. Eight students drank 3 cups of water. Four students drank 4 cups of water. Four students drank 5 cups of water, and three students drank more than 5 cups of water.



How many cups of water did you drink yesterday? _____

Write 2 or more tips Mrs. Landon can give her class to help them drink more water and less sugary drinks, like soda and sports drinks. Explain why these tips are important to your health.

Active Angles

Health Concept: I can **move for 60 minutes and eat 5 or more fruits and vegetables every day**. To give your body energy for physical activity, remember to eat an abundance of fruits and vegetables!

Directions: Find right, acute and obtuse angles in the words EAT DRINK MOVE. Circle the word with the most right angles. Answer the questions below.

KEY:

Right Angle = ○

Acute Angle = ○

Obtuse Angle = ○



Which angle was the easiest to find? _____

Choose a letter that has this angle.

How many parallel lines does this letter have? _____

How many perpendicular lines does this letter have? _____

Think of all the fruits and vegetables that begin with that letter. List them here.

Why is it important to eat fruits and vegetables?

Warming Up for Active Measurement

Health Concept: I can be **physically active for 60 minutes or more every day.**

Adding a warm up and cool down is also important to prepare your body for exercise and will prevent injuries.

Directions: Write the most likely used unit of measurement on the first line (**inch, foot, yard, or mile**). On the next line, write either a warm-up or cool-down activity that is appropriate for each physical activity. Choose from the Word Box below.

Word Box

Marching	Walking	Arm Circles
Push Ups	Runners' Stretch	Toe Touches
Leg Stretches	Squats	Side Stretches
	Invisible Jump Rope	

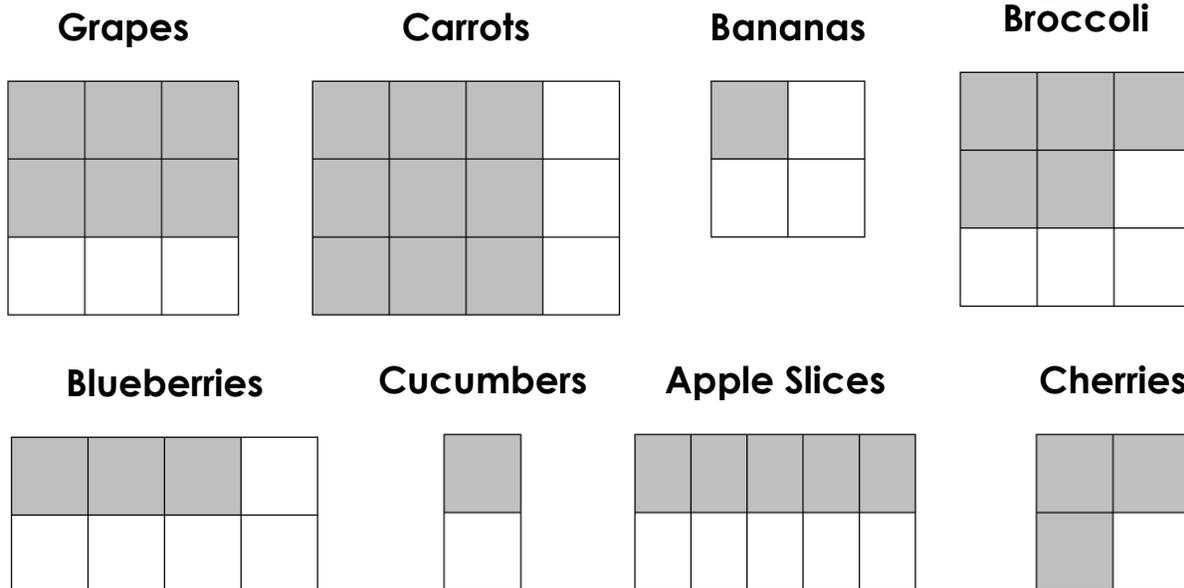
	Unit of Measurement	Warm-Up/Cool-Down Activity
1. The distance of a marathon	<u>Mile</u>	<u>This column has no "correct" answer. The student is able to decide what he/she thinks would fit best here.</u>
2. The length of a tennis racket	<u>Inch</u>	_____
3. The height of a basketball goal	<u>Foot</u>	_____
4. The length of a bowling lane	<u>Yard</u>	_____
5. The width of a soccer field	<u>Yard</u>	_____
6. A fun run around the park	<u>Mile</u>	_____
7. The length of a jump rope	<u>Foot</u>	_____
8. A hike up a mountain trail	<u>Mile</u>	_____
9. The length of a football	<u>Inch</u>	_____
10. The length of a golf club	<u>Inch</u>	_____

Finished already? Read this week's Activity Zone in your agenda!

Fruit & Vegetable Fractions

Health Concept: I can eat 5 or more fruits and vegetables every day. Eating fresh fruits and vegetables that are in season will allow you to explore many new and delicious tastes! For a delicious snack, try dipping them in low-fat yogurt, peanut butter or hummus!

Directions: Each group of boxes shows the total number of fruits and vegetables in Donna's kitchen. Each shaded box shows how many fruits and vegetables Donna ate today. Use this information to answer the following questions.



1. What fraction of apple slices did Donna eat? 5/10
2. What vegetable is equivalent to the amount of apple slices Donna ate?

Cucumbers

3. Explain why those two fractions are equivalent.

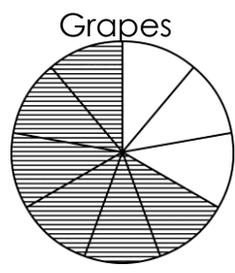
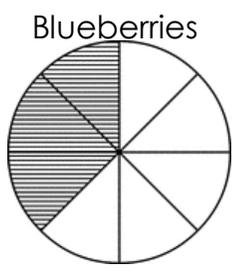
The amount of apples Donna ate, 5/10, reduces to $\frac{1}{2}$, which is also the amount of cucumber Donna ate

4. What fraction of carrots did Donna eat? 9/12
5. What fruit is equivalent to the amount of carrots Donna ate? Cherries
6. Explain why those two fractions are equivalent.

The amount of carrots Donna ate, 9/12, reduces to 3/4, which is also the amount of cherries Donna ate

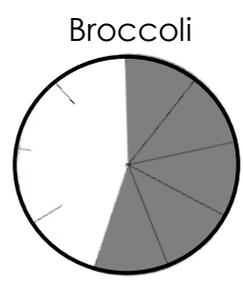
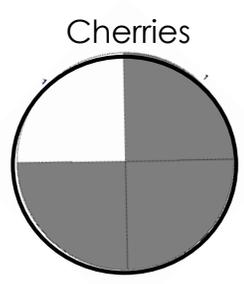
Directions: Using the fruit and vegetable servings on page 5, write the fraction of each fruit and vegetable. Compare the fractions using $>$, $<$, or $=$ signs. Write the correct sign in the box. Use the two circles to explain your answer. We did the first one for you!

7. $\frac{3}{8}$ $<$ $\frac{6}{9}$

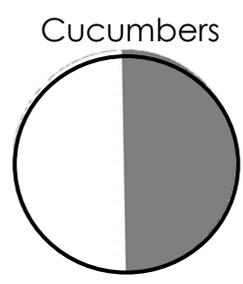
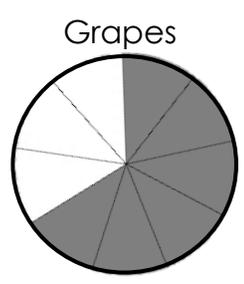


CORRECTION
 In student Activity Booklet, "Carrots" is written instead of "Grapes." It should read "Grapes."

8. $\frac{3}{4}$ $>$ $\frac{5}{9}$



9. $\frac{6}{9}$ $>$ $\frac{1}{2}$



10. Did Donna eat enough fruits to meet her goal of 2 servings today? **Yes**
 11. Explain why or why not.

She ate 2 fruits – apples and cherries.

12. Did Donna eat enough vegetables to meet her goal of 3 servings today? **No**
 13. Explain why or why not.

She only ate 2 vegetables – cucumber and carrots.

Capitalization with GO SLOW WHOA

Health Concept: I can eat 5 or more fruits and vegetables every day. Food fuels your body so you can feel and perform your best! **GO foods** are foods you can eat anytime, **SLOW foods** are foods you can eat sometimes and **WHOA foods** are foods you should eat only once in a while.

Directions: Read the sentences below and correct the capitalization errors. Cross out the incorrect word(s) and write the correct capitalization above. Circle the food and write GO, SLOW or WHOA in the line provided. We did the first one for you!

a banana

1. Jarron packed A ~~Banana~~ for lunch today. GO

2. Samuel will buy ~~carrots~~ and ~~broccoli~~ at the ~~Grocery Store~~ this afternoon. GO

3. Leslie bought ~~Potato chips~~ from the ~~Vending Machine~~. WHOA

4. sarah has ~~Chocolate cake~~ for dessert every night. WHOA

5. Adriana ate ~~low-fat yogurt with Blueberries~~ on ~~wednesday~~. GO

6. Raschell eats ~~popcorn~~ while she watches a ~~Movie~~. SLOW

7. Katia's ~~Favorite~~ breakfast is ~~white toast with peanut butter~~. SLOW

8. The Allen Family ate ~~fried chicken~~ and ~~french fries~~ for ~~Dinner~~. WHOA

9. mr. Roy sells ~~Two watermelons~~ for three dollars at the ~~farmer's Market~~. GO

10. Ella brought ~~Grapes~~ and ~~Strawberries~~ to the family ~~Picnic~~. GO

11. Josè and Ariel baked ~~chocolate Cookies~~ on Monday. WHOA

12. My ~~Cousin~~ ate two pepperoni ~~pizza~~ slices for lunch. WHOA

13. The basketball team packed ~~Apples~~ for a snack after their game. GO

14. During school lunch, Mike asked his ~~Teacher~~ to help open his ~~fruit cup~~. GO

15. To celebrate her birthday, Juliette bought ~~frozen yogurt~~ with her ~~Friends~~. SLOW

Here's a helpful hint!
Find a list of some
GO SLOW WHOA
foods in your
agenda!



Problem Solving with Healthy Snacks

Health Concept: I can eat 5 or more fruits and vegetables every day. When choosing a healthy snack, select a variety of foods from all of the food groups. A healthy snack can include a glass of low-fat milk and a pear or a cheese stick and celery with peanut butter.



Directions: Read and solve each problem. Write your answer on the first line provided. Determine the food group for each healthy snack discussed in the question, and write it on the line provided. Show your work.

Food Groups

Dairy Fruits Vegetables Grains Protein

- 109 fourth grades ride to the apple farm in 8 vans and 1 bus. Each van takes 7 students. How many students ride the bus? **53 students**
Food group: **Fruits**
- Ariana, Bethany and Celine bought a box of 300 blueberries together. They split the blueberries evenly among themselves. Then Celine gave half of her blueberries to her mom to put in her yogurt. How many blueberries does Celine have left to put in her yogurt? **50 blueberries**
Food groups: **Fruits, Dairy**
- Carlos has 28 oranges and 18 whole-wheat muffins that he wants to share with his class tomorrow at school. Each bag fits 4 oranges and 3 muffins. How many bags does Carlos need? **7 bags**
Food groups: **Fruits, Grains**
- East Central Elementary serves celery sticks with peanut butter for 75 cents. Fifteen students from Mrs. Kay's class and 25 students from Miss O'Shea's class bought celery sticks for snack time. What was the total cost of celery sticks from these two classes? **30 dollars**
Food groups: **Vegetables, Protein**

Problem Solving with a Healthy Break

Health Concept: I can be **active for 60 minutes every day**. As a part of your family's physical activity plan, schedule **5-10 minute physical activity breaks** to reach your goal. Take these breaks from reading, doing homework or watching TV. **Activity breaks are fun, and they will energize your entire family.**

Directions: Use multiplication or division to solve the problems below. Make sure you show your work. When you complete the problems, choose one of the activities below to do with your family or come up with another activity to get your heart pumping.

1. Megan took a break from watching her favorite TV show to go outside and hula-hoop for 5 minutes. She went back inside to help her mom put away the dishes. After that, she hula-hooped for 5 more minutes, then did her math homework. She went outside one more time to hula-hoop for another 5 minutes before going to bed. How many total minutes was Megan active? Show your work and circle your answer.



15 minutes

2. Ms. Garcia's 4th grade class took 3 breaks today to do desk exercises. The physical activity breaks for the day totaled to 15 minutes. Each break lasted the same amount of time. How long did each physical activity break last? Show your work and circle your answer.



5 minutes

4. After finishing a chapter from her favorite book, Nekia rollerbladed for 8 minutes. She returned to finish another chapter. When she was done, she went rollerblading for 8 more minutes. She continued this pattern until she rollerbladed for a total of 48 minutes. How many separate physical activity breaks did Nekia take? Show your work and circle your answer.



6 breaks

5. It takes Tristan 5 minutes to run 6 laps around the playground. How many 5 minute physical activity breaks will it take him to run 30 laps? Show your work and circle your answer.



5 breaks

6. Jamal's class takes a physical activity break once after each subject to stretch and do jumping jacks for 4 minutes. If this goes on for 5 subjects, how many minutes total will Jamal's class spend stretching and doing jumping jacks together? Show your work and circle your answer.



20 minutes

My Healthy Bumper Sticker

Health Concept: I can support, encourage and be a **healthy role model** for my family and people in my school by **eating nutritious foods and staying physically active**.

Directions: Create a bumper sticker that illustrates what everyone in school and at home needs to do to eat nutritious and to stay physically active.

EAT, DRINK, MOVE

TEACHERS STUDENTS FAMILY

