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**Healthy 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!
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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
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.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marching</td>
<td>Walking</td>
</tr>
<tr>
<td>Push Ups</td>
<td>Runners’ Stretch</td>
</tr>
<tr>
<td>Leg Stretches</td>
<td>Squats</td>
</tr>
<tr>
<td></td>
<td>Invisible Jump Rope</td>
</tr>
<tr>
<td>Arm Circles</td>
<td>Toe Touches</td>
</tr>
<tr>
<td></td>
<td>Side Stretches</td>
</tr>
</tbody>
</table>

### Unit of Measurement and Warm-Up/Cool-Down Activity

<table>
<thead>
<tr>
<th>Unit of Measurement</th>
<th>Warm-Up/Cool-Down Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mile</td>
<td>This column has no “correct” answer. The student is able to decide what he/she thinks would fit best here.</td>
</tr>
<tr>
<td>Inch</td>
<td></td>
</tr>
<tr>
<td>Foot</td>
<td></td>
</tr>
<tr>
<td>Yard</td>
<td></td>
</tr>
<tr>
<td>Mile</td>
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<td>Inch</td>
<td></td>
</tr>
<tr>
<td>Inch</td>
<td></td>
</tr>
</tbody>
</table>

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 ½, which is also the amount of cucumber Donna ate**
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. \[ \frac{3}{8} \text{ Blueberries} < \frac{6}{9} \text{ Grapes} \]

8. \[ \frac{3}{4} \text{ Cherries} > \frac{5}{9} \text{ Broccoli} \]

9. \[ \frac{6}{9} \text{ Grapes} > \frac{1}{2} \text{ Cucumbers} \]

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.**
**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!

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. José 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

<table>
<thead>
<tr>
<th>Dairy</th>
<th>Fruits</th>
<th>Vegetables</th>
<th>Grains</th>
<th>Protein</th>
</tr>
</thead>
</table>

1. 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**

2. 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**

3. 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**

4. 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.

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.
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
Health Concept: I can eat 2 or more fruits and 3 or more vegetables, drink more water and less sugary drinks and be physically active for 60 minutes or more every day. HealthMPowers knows you have the power to take care of your body. Remember the health behaviors you have learned from your classroom and explored in this activity book. Please continue your health adventure and empower your classmates and teachers to be healthy, too!

Directions: Write a letter to a new student or teacher at your school explaining how your school promotes healthy choices.

Dear ________________________________,

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Health Concept: I can be physically active for 60 minutes or more every day. Taking 5-10 minute physical activity breaks during my day gives me more energy. Help me reach my daily goal of 60 minutes.

Directions: Choose one of the activities from pages 9 or 10 to do with your family or come up with another activity to get your heart pumping. Write 3-5 sentences about your family’s physical activity break experience.

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Don’t forget to track your physical activity in the “Take Home Healthy Habit Challenge” in your agenda! Aim for 60 minutes each day!
Health Concept: I can eat 5 or more fruits and vegetables every day, and I can drink more water and less sugary drinks.

Directions: What tips would you give your friend for drinking and eating a more nutritious meal? Provide at least 5 tips.
Here’s a healthy hint! Read this week’s Eat Well Tips in your agenda!
Health Concept: I can be **physically active for 60 minutes or more every day**.

**Directions:** Write down the importance of being physically active and how it helps your overall health and wellness. Then make a week-long exercise plan to follow. Why did you choose each activity?
Get some ideas from the Get Fit Tips in your agenda!
Health Concept: I can eat 5 or more fruits and vegetables every day, and I can drink more water and less sugary drinks.

Directions: Write a one-day meal plan for you and your family. Make sure to include everything you will eat and drink. Describe why you chose each item.
Make your meal plan a reality! Check out “Family Times: A Colorful Plate” in your agenda for a fun family challenge.