

Grade 1 Health (Master)

Teachers: Jenny John, Sue Swanson, Monica Gaulrapp

September 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> • WHAT ARE WAYS TO PRACTICE SAFETY HABITS UNDER VARIOUS SITUATIONS? • WHAT ARE WAYS TO BE SAFE AND AVOID DANGER? • HOW ARE WE RESPONSIBLE FOR OUR PERSONAL HEALTH? • HOW CAN WE BE A RESPONSIBLE FRIEND AND FAMILY MEMBER? • HOW DOES THE DECISION TO EXERCISE IMPROVE ONE'S HEALTH? • WHAT IS THE FUNCTION OF YOUR TEETH? • HOW DOES YOUR FOOD CHOICES 	<p>Being Safe</p> <ol style="list-style-type: none"> 1. Identify safety problems at school and home. 2. Recognize safe practices in or near motorized vehicles. 3. Name ways to walk and bike safely. 	<p>Being Safe</p> <p>LT1. I can tell three rules for bus safety. (Give bus safety statements-kids respond with thumbs up/thumbs down).</p> <p>LT2. I can tell ways to stay safe. (Responsible Paul booklet)</p>	<p>Being Safe 1.1.1</p>	<p>Being Safe CFA=Write rules for school playground as a class.</p> <p>CFA= Give Bus safety statements-kids respond thumbs up/thumbs down (LT1)</p> <p>CFA= Rules Keep Us Safe (Shared Folder)</p> <p>CSA= Give Bus Safety Test</p>	<p>Being Safe Don's Bus Service Albertville, MN (schoolwide)</p> <p><i>How do dinosaurs stay safe?</i> By Jane Yolen</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages. 106-117</p> <p>T.E. page 113 Art-Bus Danger Zones or use the Shared Folder: Health/Sept-Being Safe: Bus Danger Zone Art Project</p> <p>Responsible Paul booklet (Shared Folder) (LT2) T.E. Discuss steps for crossing the street safely and discuss bike safety equipment. <u>Key Vocabulary:</u></p>

<p>AFFECT YOUR LIFE LONG HEALTH?</p> <ul style="list-style-type: none">• HOW CAN YOU KEEP YOUR NEIGHBORHOOD HEALTHY? <p>UEQ:</p> <ul style="list-style-type: none">• <i>What are the correct safety procedures for bus safety, home safety and biking safety?</i> <p>Being Safe</p> <ol style="list-style-type: none">1. Staying safe at home and school2. Car and bus safety3. Staying safe while walking and biking					<p>emergency, playground equipment, safety belt, crosswalk, responsible</p>
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October 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <i>What are the correct safety procedures, practices, and responses to staying safe?</i> <p>Injury Prevention</p> <ol style="list-style-type: none"> Safety procedures Stranger Safety Poisons and weapons 	<p>Injury Prevention</p> <ol style="list-style-type: none"> Participate in school safety procedures to promote health and safety (school, playground, bus, lockdown, severe weather, fire). Describe how to stay safe when bothered by a stranger. Discuss the importance of community safety practice when dealing with poisons and weapons. 	<p>Injury Prevention</p> <p>LT1. I can follow school safety rules. (checklist)</p> <p>LT2. I can show ways to get out of danger. (Role-play)</p>	<p>Injury Prevention</p> <p>1.1.1</p>	<p>Injury Prevention</p> <p>CFA=Teacher observation of students performance in school drills and routines.</p> <p>CFA=Teacher observation: Stop, Drop, and Roll and role play calling 911 - rubric</p> <p>CFA=Students role play the three steps to stranger safety with a partner.</p> <p>CSA= Chapter 6 test: Assessment Guide pg. 34-36</p>	<p>Injury Prevention</p> <p>Activity book pages 26-29</p> <p>www.harcourtschool.com/health</p> <p><i>No Dragons for Tea</i> By Jean Pendziwol</p> <p>T.E. Text book: Health and Fitness, Harcourt, 2007; pages. . 118-123</p> <p>T.E. pages 132-139</p> <p>Draw warning posters to tell others to stay away from poisons or weapons.</p> <p><u>Key Vocabulary:</u> emergency, playground equipment, safety belt, crosswalk, responsible</p>

November 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <i>What are ways to take care of your body to stay well?</i> <p>C. Personal Health</p> <ol style="list-style-type: none"> Caring for skin Staying well Vaccines Allergies Healthy behaviors 	<p>Personal Health</p> <ol style="list-style-type: none"> List ways to keep your skin healthy and describe sunburn. Define illness and difference between sickness and wellness in people of all ages and recognize the importance of caring for others when they are ill. Explain vaccines and recognize their importance in preventing illness. Discuss common allergens and allergy symptoms. Identify behaviors to prevent the spread of disease; wash hands, 	<p>Personal Health</p> <p>LT1. I can draw ways to prevent germs from spreading. (Matching page)</p> <p>LT2. I can tell the difference between being healthy and being sick. (picture page)</p> <p>LT3. I can tell the difference between a cold and an allergy. (venn diagram)</p>	<p>Personal Health</p> <p>1.1.1</p>	<p>Personal Health</p> <p>CFA=Students demonstrate how to wash hands, blow nose and sneeze.</p> <p>CFA= Draw a picture showing when you should wear sunscreen.</p> <p>CFA= Complete Cause and Effect Smart document (in shared folder Chap. 8)</p> <p>CFA= T.E. pg. 153 Art - Make clean hands poster</p> <p>CFA=T.E. pg. 157 Allergen Art Project</p> <p>CFA=Teacher</p>	<p>Personal Health</p> <p><i>Sick Simon</i> By Dan Krall</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages. 24-29</p> <p>T.E. Media resources page. 24c</p> <p>T.E. pages 146-149, 161</p> <p>T.E. pages 152-159</p> <p><u>Key Vocabulary:</u> ill, communicate, disease, viruses, bacterial, vaccines, allergy</p>

	<p>body clean, avoiding sharing of food and beverages, hats and combs.</p>		<p>Observation: Students demonstrate common practices that control the way germs are spread by avoiding touching the mouth, eyes,nose, and covering your cough or sneeze with your arm.</p> <p>CSA= Chapter 8 Test: Assessment Guide pgs. 40-42</p>	
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December 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> How do your feelings affect others? <p>Feeling and Families</p> <ol style="list-style-type: none"> Feelings Friends Respect <p>UEQ:</p> <ul style="list-style-type: none"> How do family members communicate to enhance their health? 	<p>Feelings and Families</p> <ol style="list-style-type: none"> Identify different feelings Identify how good friends are kind to each other. Realize the importance of respect. 	<p>Feelings and Families</p> <p>LT1. I can draw different emotions.</p> <p>LT2. I can show how to be a respectful friend.</p>	<p>Feelings and Families</p> <p>1.4.1</p> <p>1.4.2</p>	<p>Feelings and Families</p> <p>CFA= T.E. pg. 189: Language Arts - Clear Communication "I" Messages.</p> <p>CFA= T.E. pg. 195 Write a story about a good friend and share stories. Have students identify characters of a good friend from their stories.</p> <p>CFA= T.E. pg. 199 Complete Caring Activity</p> <p>CSA= Chapter 10</p>	<p>Feelings and Families</p> <p><i>The Color Monster: A Story About Emotions</i> By Anna Llenas</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages 188-193</p> <p>T.E. pages 194-199</p> <p><u>Key Vocabulary:</u> special, feelings, angry, stress, friend, respect, polite</p>


<p>Family Life</p> <ol style="list-style-type: none"> 1. Family 2. Family Change 3. Families Working Together 	<p>Family Life</p> <ol style="list-style-type: none"> 1. Describe what a family is and name family members. 2. Identify how families change. 3. Identify ways family members work together. 	<p>Family Life</p> <p>LT1. I can list ways to help my family</p>	<p>Family Life</p> <p>1.4.1</p> <p>1.4.2</p>	<p>Family Life</p> <p>CFA= Students draw a picture of their own family.</p> <p>CFA= Activity Book pg. 53 - Recall and Retell (Smart document in shared folder chp. 11- Recall and Retell)</p> <p>CFA= Make a list of how each student can be a help to their family.</p> <p>CSA= Chapter 11 test: Assessment Guide pg. 49-51</p>	<p>Family Life</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages 206-213</p>
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January 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <i>What are the benefits to staying active?</i> <p>F. Staying Active</p> <ol style="list-style-type: none"> Posture Your physical fitness and exercise Fitness safety Sleep 	<p>Staying Active</p> <ol style="list-style-type: none"> Develop good posture habits. Describe how exercise benefits the body. Practice safety rules during play and exercise. Discuss the importance of getting enough sleep. 	<p>Staying Active</p> <p>LT1. I can name ways to keep my body fit (show the class an exercise and cause effect sheet for posture and sleep)</p>	<p>Staying Active</p> <p>1.7.1</p>	<p>Staying Active</p> <p>CFA=Write about how good posture helps you?</p> <p>CFA= List favorite ways to exercise.</p> <p>CFA= Create a class safety guide.</p> <p>CFA= Recall two ways getting enough sleep helps you.</p> <p>CSA=Chapter 5</p> <p>Test:</p> <p>Assessment Guide pgs. 31-33</p>	<p>Staying Active</p> <p><i>Get Up and Go!</i></p> <p>By Nancy Carlson</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages 86-91</p> <p>T.E. pages 94-99</p> <p><u>Key Vocabulary:</u></p> <p>posture, physical fitness, exercise, stress, stretch</p>

				***Keep an exercise log.	
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February 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> How do you keep your teeth healthy? <p>G. Teeth</p> <p>1. Function</p> <p>2. Ways to care for your teeth</p> 	<p>Teeth</p> <p>1. Identify the basic functions of teeth and recognize the importance.</p> <p>G2. Identify ways to keep your teeth healthy.</p>	<p>Teeth</p> <p>LT1. I can list the ways to keep my teeth and gums healthy. (sequence activity and create a web on how to take care of teeth.)</p>	<p>Teeth</p> <p>1.1.1</p> <p>1.7.1</p>	<p>Teeth</p> <p>CFA=. Discuss the function of permanent teeth and primary teeth.</p> <p>CFA= Create a dental poster with a partner.</p> <p>CSA=Chapter 3 Test: Assessment Guide pgs. 25-27</p>	<p>Teeth</p> <p><i>Open Wide: Tooth School Inside</i> By Laurie Keller</p> <p>T.E. Tex book: Health and Fitness, Harcourt, 2007; pages 44-47</p> <p>T.E. pgs. 48-57</p> <p>**Invite a dentist/hygienist to come visit school.</p> <p>**Letter in shared folder on how to make toothpaste.</p> <p><u>Key Vocabulary:</u></p>

					Primary teeth, permanent teeth, floss, dentist, dental hygienist
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March 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <i>What are the food groups on choosemyplate.gov?</i> <p>H. Nutrition</p> <ol style="list-style-type: none"> Food Need Choose My Plate Healthy Snacks 	<p>Nutrition</p> <ol style="list-style-type: none"> Describe how food is a source of energy and growth. Identify the food groups on choosemyplate.gov. Identify foods and snacks from each food group. 	<p>Nutrition</p> <p>LT1. I can draw foods for each food group (choosemyplate.gov interactive website) (sort foods into different groups)</p>	<p>Nutrition</p> <p>1.1.1</p>	<p>Nutrition</p> <p>CFA= Fill out the Main Idea graphic organizer found in shared folder chp. 4</p> <p>CFA= Draw a meal you would like to eat (use choose my plate worksheet in shared folder chap. 4). Show a food from all the groups.</p> <p>CFA=T.E. pg. 72:</p>	<p>Nutrition</p> <p><i>I will never not ever eat a tomato</i></p> <p>By Lauren Child</p> <p>choosemyplate.gov interactive website</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages. 64-65</p> <p>T.E. pages 66-67 (meats and beans is now the protein food group) 68-69</p> <p>T.E. pages. 70-73</p>

				Art: Snack Poster CSA= Chapter 4 Test: Assessment Guide pgs. 28-30	<u>Key Vocabulary:</u> Food Guide - Choose My Plate, food groups, breakfast, lunch, dinner, snack
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April 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> What are the roles of community health and safety workers? <p>I. Healthy Neighborhoods</p> <ol style="list-style-type: none"> Community Helpers Pollution Recycling 	<p>Healthy Neighborhoods</p> <ol style="list-style-type: none"> Describe activities that are provided by healthcare professionals. Describe ways a person's health might be affected by pollution. Recognize the benefits of recycling. 	<p>Healthy Neighborhoods</p> <p>LT1. I can identify community helpers and their roles. (make a web of community helpers and their roles.)</p> <p>LT2. I can write how to take care of our earth. (recycling poster)</p>	<p>Healthy Neighborhoods</p> <p>1.8.1</p>	<p>Healthy Neighborhoods</p> <p>CFA= Complete smart document in shared folder- chp. 12- making predictions. Write about two ways you can help keep the environment clean.</p> <p>CFA= Create a Recycling Poster that includes materials to be</p>	<p>Healthy Neighborhoods</p> <p><i>Not for me please! I choose to act green</i> By Maria Godsey</p> <p>T.E. Textbook: Health and Fitness, Harcourt, 2007; pages 222-233</p> <p>Teaching Resources Book pages. 81-82</p> <p>Activity Book pages 56-60 (smart document found in shared folder chap. 12- A healthful neighborhood)</p>

				recycled. CSA= Chapter 12 Test: Assessment Guide pg. 52-54	Chapter Book: Save the Earth by Abby Klein, Scholastic, 2012 <u>Key Vocabulary:</u> community, nurse, clinic, doctor, environment, pollution, litter, reduce, reuse, recycle, citizenship
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