

# Healthy Bodies

Grade One

Aimee Cronan

## Unit: Grade One Healthy Bodies

**Scope:** This unit is focused on the Healthy Bodies unit. Specifically, I will be covering, the topics that relate to the objective that says: students will act on their knowledge about maintaining or improving their health. Students will explore the food they eat, how it makes them feel, the amount and kind of activity and how that makes them feel, as well as having the opportunity to consider people in other cultures, and what they might do to be healthy, and how it differs from us. Students will learn that not everyone has the opportunity to be healthy in the same ways we do, and that it may look different amongst our class, and people from other countries.

**Rationale:** In our society, there is a growing rate of childhood obesity, and children who are developing Diabetes. Much of this is due to the high amount of T.V and video games that children watch and play. I believe that if students are taught how to take care of their bodies, through healthy eating and physical activity they will be better prepared to fight this growing rate. Although children are not in charge of buying food for their household, they still need to be taught what foods are good for them, and what foods are not. At the end of my three weeks, I would like students to have a better understanding of why eating well and being physically active keep us healthy. I would like them to understand that eating well gives our body energy, and makes us feel good on the inside, just like when we are physically active.

### Curriculum Connections:

| <u>Health</u>  | <u>P.E</u>                                  | <u>A.E</u>                                    | <u>L.A</u>  | <u>Science</u> | <u>Social</u>           | <u>Math</u>                                      |
|--|---|---|---|----------------|-------------------------|--|
| Eating Well Daily Habits Physical Activity Decisions | Jumping Landing Moving Safely Through space | Exploring Different Media Artistic Expression | Reading Writing Viewing Representing Listening Speaking | Plants         | Identity Other Cultures | Addition Subtraction Measurement Data Collection |

### Foundational Objectives:

**Skills and Habits: Students will act on their knowledge about maintaining or improving their health**

**Knowledge: Students will better understand the basic elements of social and emotional well-being (PSVS)**

Attitudes and Values : **Students will develop attitudes necessary for healthy living (PSVS)**

**Essential Question:**

How can we live healthy lives?

**Unit/Content Questions:**

How do our bodies look and feel when we are healthy?

How can we share with others?

What can we do to be healthy every day?

**Adaptive Dimension:**

During my time with the grade one's I will be adapting the content based off of student interest, and skill level. I will have to always have two options for activities when it comes to subjects like Language Arts and Math, as there are some students who excel in these areas, and others who do not. I will have students using manipulatives in their work (especially math) because some of my students are very visual, and encourage them to work with a partner when needed and appropriate. I will change my instructional strategies, by remembering the Multiple Intelligences, and by trying to use more than one

**Assessment:**

Throughout this unit I will use Exit slips, Observation, Checklists, Self assessments, and Journals to assess students learning and progress. I will also make sure to assess students art work, by focusing not on finished product, but on how students expressed themselves, and whether they were engaged and experimenting or not. I want to provide many assessment opportunities for the students so that each of them is given an opportunity to show me what they have learned in a way that suits them. To assess students prior knowledge I am going to do an art project where they answer the question "What should I do to be healthy?". I will continually be observing students processes, I will have a recipe card for each student and I write notes after each lesson of students who were co-operating, asking questions, listening and more.

**Aboriginal and Cross Cultural Content:**

To incorporate aboriginal culture, we are going to be reading a number of aboriginal books, as well as possibly making bannock, to demonstrate how other cultures have different kinds of food than we do. However, I do not only want to talk about Aboriginal culture, I have many students who have moved here from other countries, and all of my students have different backgrounds. I want to validate all of my students, and so we will be talking about how people in other countries and even other parts of the city do not think about "health" in the same way as others. I want to emphasize that there are many ways of being healthy, and I want to try and look at other cultures, and hear how the students do that in their homes.

**Incorporating Technology:**

My teaching partner and I have set up a blog to use for our class, we will be posting videos, websites and other things that we would like our students to use at some point on our pages. I would also like to try having the students use the computers with their Big Buddies one

day. I believe that this would be the best way to use the computers, as the students do not usually use the computer by themselves, so this would be a good way to help the grade one's learn.

### **Classroom Management:**

To keep control in the classroom, I will be using "Give me 5,4,3,2,1.." I will also be using "If you can hear my voice ....". Along with these, I will always try and give clear instructions, have students repeat my instructions, and have materials out and ready to use. I will have activities for students to do once their work is complete, and I will always be walking around making sure students are on task, and understanding what they need to do. I will also be focusing on 'with-it-ness' to ensure that I am always concerned and aware of what my students need during my lessons.

### **Professional Development:**

Throughout these three weeks, I will work mostly on classroom management. I believe that my lessons will go well if I can develop a set of strategies that work to keep my students controlled, but still engaged and having fun. I will use the "1,2,3 ... magic" and "If you can hear my voice .. clap once etc" and others.

### **Materials and Resources:**

#### **For the Teacher:**

The Scrub Club Website: <http://www.scrubclub.org/home.aspx>

Saskatchewan Curriculum: [https://www.edonline.sk.ca/webapps/curr-english-bb\\_bb60/index.jsp](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/index.jsp)

Educators Guide to Canada's Food Guide

Theater Games for the Classroom – Viola Spolin

"Fitness for young People" – Simon Frost

"Food, Fitness, & Fun!" – Published by HighReach Learning Inc

"Children Moving" 7<sup>th</sup> Edition – George Graham, Shirley Ann Hole/Hale, Melissa Parker

#### **For the Students:**

Pictures of people sick and healthy

Various Art supplies

Canada's Food Guide

First Nations and Metis Food Guide

Blender

Smoothie Ingredients

Skipping Ropes

Rainbow/Stickers (for graphing)

My Healthy Bodies Adventure Box

#### **Books:**

"I like Myself"

"The Hungry Caterpillar"

#### **Websites:**

The Scrub Club Website: <http://www.scrubclub.org/home.aspx>

Brainpop Junior: <http://www.brainpopjr.com/>

Kidnetic: <http://www.kidnetic.com/>

**Lesson One:** What does it mean to be healthy?

**Lesson 2 :** What does healthy look like?  
(Healthy Relationships)

**Lesson 12:**  
What does it look like/  
feel like to be healthy?

**Lesson 3:**  
Healthy Snacks  
(Measurement)

**Lesson 11:**  
Physical Activity  
(Jumping/Landing)

**Lesson 4:**  
Healthy Relationships

**Lesson 10:**  
Healthy Foods/ Serving  
Sizes

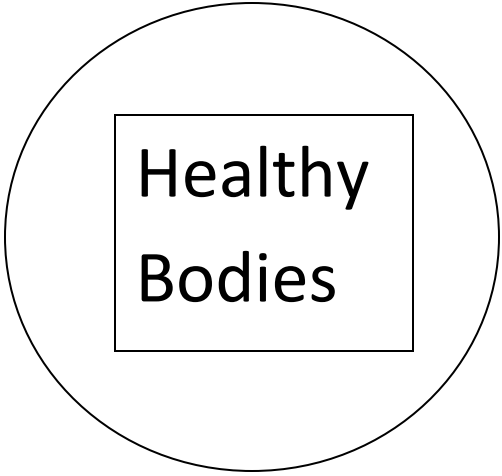
**Lesson 5:**  
Physical Activity  
(Jumping/ Landing)

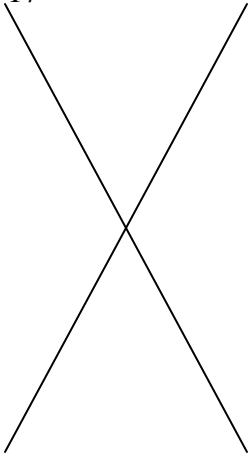
**Lesson 9:**  
What does it feel like to  
be healthy?

**Lesson 8:**  
Healthy Eating  
(Canada's Food Guide)

**Lesson 7 :**  
Healthy Snacks (Bar  
Graphs)

**Lesson 6:**  
Centers (Physical  
Activity, Healthy Habits,  
Healthy choices)



| <b>Monday</b>   | <b>Tuesday</b>  | <b>Wednesday</b>   | <b>Thursday</b>   | <b>Friday</b>   |
|---|---|--|---|---|
| 6<br><b>V.A/Health</b><br>Artistic Expression<br>(students will explore what it means to be healthy through art)  | 7<br><b>L.A/Health</b><br>Discussion, Group Work<br>(Students will communicate observations of what healthy and unhealthy behaviours look like, sound like, and feel like.)   | 8<br><b>Math/Health</b><br>Discussion, Group Work<br>(Students will explore capacity, and then will relate it to healthy snacks, smoothies, and will participate in making them)   | 9<br><b><u>TPD</u></b>  | 10<br><b><u>TPD</u></b>   |
| 15<br><b>Drama/Health</b><br>Role Play<br>(Students will use drama to examine ways to keep their relationships with friends healthy)  | 16<br><b>Phys. Ed/Health</b><br>Individual Practice<br>(Students will participate in physical activity, and recognize its importance)   | 17<br>   | 18<br><b>Centers</b><br>Group Work<br>(Students will examine healthy habits, physical activity, and healthy choices through the use of interactive websites, books, games, and physical activity) | 19<br><b>Math/Health</b><br>Discussion, Group Work<br>(Students will use their daily snacks as information to learn/practice using bar graphs, in relation to the food guide) |
| 22<br><b>SS/Health</b><br>Discussion and Group Work<br>(Students will examine the Food Guide and The First Nations Food Guide and realize that all people groups have their own idea of healthy & there is not one that is wrong) | 23<br><b>SS/Health</b><br>Discussion Individual Work<br>(Students will examine the groups they are a part of, and realize that the groups we live in should make us feel good about ourselves. They will fill out a worksheet on things they like about themselves) | 24 <b>HALF DAY</b><br><b>Math/Health</b><br>Independent Work, Lecture<br>(Students will examine serving sizes and covering)<br><b>Phys. Ed</b><br>Group Work<br>(Students will practice skipping)<br><b>Religion</b><br>Independent Work<br>(Students will learn about St. Joseph) | 25<br><b>V.A/Health</b><br>Group Work/Artistic Expression<br>(Students will create a collage of things that make them healthy, that we have learned over the past three weeks)                    | 26<br><b><u>TPD</u></b>   |

## **Rainy Day Activities:**

If students are done their work early, or if I have time to fill, I have planned on some activities that students can do with a friend or take back to their desk to complete.

- My Adventure Box : has a number of activities that relate to math, science, social, arts education, physical education, language arts and of course health. It has books, games, worksheets, puppets, etc.
- Coloring – Health related worksheets, and coloring pages.
- Books – I have many books that are full of information and engaging pictures and activities, I will have them with me so that students can take one and look at the pictures or read the words if they are interested.
- Websites – I have listed a number of websites (and am continually finding more) which I will have accessible for my students to use and explore when they are done.

Lesson 1

Name: \_\_\_\_\_ Aimee Cronan \_\_\_\_\_ Date: \_\_\_\_\_ March 6<sup>th</sup>, 2010 \_\_\_\_\_

Subject: \_\_\_\_\_ Health/Visual Art \_\_\_\_\_ Grade: \_\_\_\_\_ One \_\_\_\_\_

|  |  |  |  |
|--|--|--|--|
| <b>Content: (Topic)</b><br>What does it mean to be healthy?  |  | <b>Teaching Strategy:</b><br>Artistic Expression   |  |
| <b>Learning Objectives:</b><br><br><b>Visual Art:</b> Begin to develop own ideas into visual art expressions.<br><br><b>Health:</b> USC1.1 Examine healthy behaviors <i>and begin to determine how these behaviors may affect personal well being.</i> (Draft) |  | <b>Assessment: .</b><br><br>I will be looking for students ability to express their own ideas, both visually and in sound. (I will record their pictures and explanation of their pictures to create a digital story after.) |  |
| <b>Adaptive Dimension:</b><br>This activity is accessible to all students, and allows all of them to work at their own levels  |  |  |  |
| <b>Common Essential Learnings (CEL's):</b> Communication,  |  |  |  |
| <b>Prerequisite Learning:</b>  |  |  |  |
| <b>Lesson Preparation: Equipment/materials:</b> Black paper, paint, crayons, chart paper, paint brushes,<br><br><b>Advanced preparation:</b> Put out black paper, paint, hang chart paper.   |  |  |  |



|  |  |
|--|--|
| <p><b>Presentation:</b></p> <p><b>Set ( 5 min)</b></p> <p>Allow students to get a drink of water, and a short walk to the water fountain before we start.</p> <p>“While I am here, we will be learning and exploring together what it means to be healthy, and how being healthy feels”</p> <p><b>Development ( 20 min)</b></p> <p>“Today I want to know about what you think it means to be healthy. If I asked you how I could stay healthy what would you say?” *If students do not understand I will ask them What should I eat, how should I act?, what should I do?*</p> <p>-“Today I am going to show you how to do a very cool art project. Take your paper, and crayons, and I want you to draw anything that you think I would need to do or eat to be healthy. You can put anything that you would like, when I look at your papers later I just want to see if you can show me your ideas in a picture.”</p> <p>- Have students draw their pictures, and then show them how to paint over top of the pictures to make it pop out.</p> <p>- As students finish, have them show me their pictures so I can take a picture of them for a digital story later.</p> <p><b>Closure ( 10 min)</b></p> <p>I will talk about how everyone’s picture was different, and how being healthy is different for all of us. I will tell students to think about some things that we can do as a class to keep ourselves healthy, which we will compile into a class list tomorrow.</p> | <p><b>Classroom Management Strategies</b></p> <p>I will put students in small groups so that they don’t have to share with a big group.</p> <p>I will set out all of the supplies ahead of time.</p> <p>I will make sure everyone is paying attention before starting.</p> <p>I will ask students to repeat my instructions.</p> |
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**Lesson 2**

**Name:** Aimee Cronan

**Date:** March 9<sup>th</sup>/2010

**Subject:** L.A/Health

**Grade:** One

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| <b>Content: (Topic)</b><br>“What does it look like to be healthy?” And Healthy Relationships   |  | <b>Teaching Strategy:</b><br>Discussion, Group Work        |  |
| <b>Learning Objectives:</b><br><b>L.A:</b> - Participate in shared language experiences<br>- Share ideas and experiences in large and small groups<br><b>Health:</b> Communicate observations of what healthy and unhealthy behaviours look like, sound like, feel like. |  | <b>Assessment:</b> .<br>- Anecdotal Records<br>- Checklist |  |
| <b>Adaptive Dimension:</b> Students can draw pictures if they can't write. Also working in groups will assist students who need more help. If students are more active kinesthetic learners I could allow them to use Drama.   |  |  |  |
| <b>Common Essential Learnings (CEL's):</b> PSVS, Communication   |  |  |  |
| <b>Prerequisite Learning:</b> Students need to know how to work in groups. They should also have some idea of how to speak in front of groups.   |  |  |  |
| <b>Lesson Preparation: Equipment/materials</b> Pictures of athletes, and other people from around the world.<br><b>Advanced preparation:</b> Pictures of people (sick and healthy)   |  |  |  |

**Presentation:****Set ( \_\_10\_\_ min)**

Allow students to get a drink of water, and a short walk to the water fountain before we start.

Show students the pictures of different people (one at a time) and ask “Do you think this person is healthy or sick?” “Why”

**Development ( \_\_35\_\_ min)**

-Encourage students to really think about why they would be healthy or not.

- Move students towards thinking about the relationships that these people have that help them stay healthy.

- “How do our relationships help us stay healthy?” Help students begin to understand that relationships where we are not supported or encouraged are not good for us, and they don’t help us stay healthy. We need people who will support us in the things we do.

- How can we treat other people to help them be healthy?  
\*Encourage students to think of how they would want to be treated\*

- Explain to students that I would like them to go back to their desk and draw 3 things we should be doing at school (while I am here) to help us practice being healthy (1 kind of food, 1 action, 1 way we treat people, washing hands, drinking water, snacks, brain breaks, being active at recess, co-operate, share, help each other etc).

**Closure ( \_\_15\_\_ min)**

-Have students share their ideas, we will put them on one big list (Which will be used in another lesson). Have all students sign the paper showing that we are going to try our hardest to follow these ideas and practices during my time there.

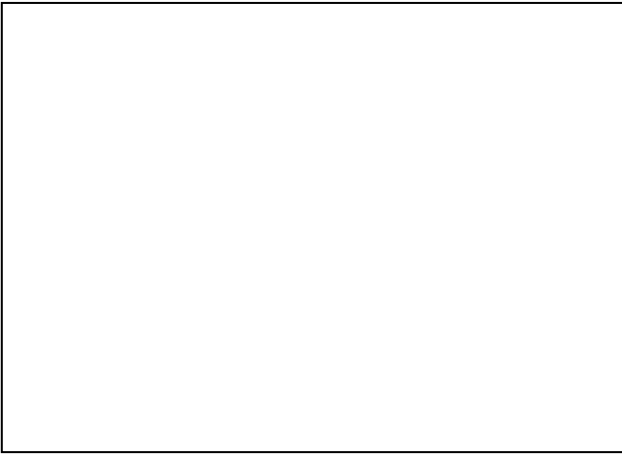
**Classroom  
Management  
Strategies**

Brain Break if students need them.

Circulate around the room, making sure to visit each student’s desk to make sure they are understanding.

I will not address students who do not have their hands raised.

# Being Healthy

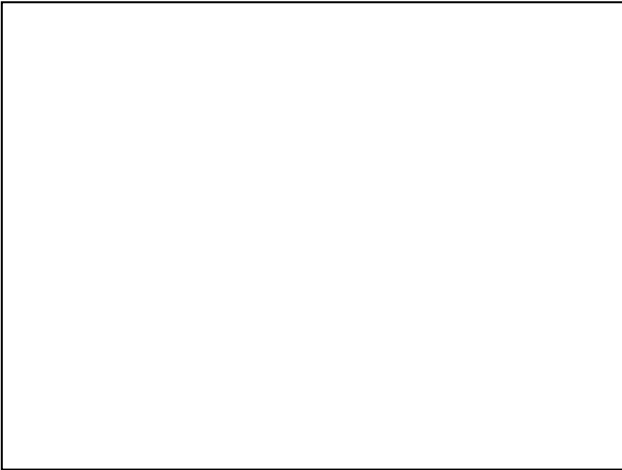


We should eat foods like

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We should

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We can support each other by

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**Lesson 3**

**Name:** Aimee Cronan

**Date:** March 10/2010

**Subject:** Math/Health

**Grade:** One

|   |  |   |  |
|---|--|---|--|
| <b>Content: (Topic)</b><br>Measurement (Capacity)   |  | <b>Teaching Strategy:</b><br>Discussion, Group work   |  |
| <b>Learning Objectives:</b><br><br><b>SS1.1</b> Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared, ordering objects, making statements of comparison, filling, covering, or matching. |  | <b>Assessment:</b> .<br><br>They will complete a worksheet, using the measuring tools that we are practicing with. I will look for their ability to follow directions.<br><br>Will also use anecdotal records after the lesson to note who could remember concepts such as more and less, and who tried to make statements of comparison. |  |
| <b>Adaptive Dimension:</b> If students are really struggling, they can work with a partner. However, this activity is set up in a way that will hopefully work for all the students.  |  |   |  |
| <b>Common Essential Learnings (CEL's):</b> Numeracy   |  |   |  |
| <b>Prerequisite Learning:</b> Students need to have an understanding of more and less, and filling a set space  |  |   |  |
| <b>Lesson Preparation: Equipment/materials</b> worksheets, ingredients for smoothies, blender, cups, elmo, recipes,<br><br><b>Advanced preparation:</b> Prepare worksheets, buy ingredients, set up Elmo,   |  |   |  |

**Presentation:****Set ( \_\_5-10\_\_ min)**

Allow students to get a drink of water, and a short walk to the water fountain before we start.

Today we are talking about capacity which is another way to measure. It means how much a container will hold inside.

**Development ( \_\_30\_\_ min)**

Pull out a couple of examples of containers, and ask students which one would have a greater capacity? Which one would have the smallest capacity? How can we test that? ... Fill with Cotton balls, and count them together.

Use different objects around the classroom, pencil box, Kleenex boxes, Duotang boxes, etc.

Give each student a container (or work with a partner) and have them find something else that has a greater capacity and something that has a smaller capacity. Have them fill in their worksheet.

**Closure ( \_\_10-15\_\_ min)**

Put up some recipes, using the Elmo (book projector), and show students that recipes tell us how much we need to put into our baking. When we are measuring with baking, we need to make sure we fill it to its maximum capacity, but not overfill it, or underfill it. Show them the recipe that we are going to make. Have students tell me what comes next and what to add, have them watch the screen and demonstrate how to properly fill a measuring cup. Make sure that I fill the measuring cups properly, and talk about which ingredients have a greater or lesser capacity. After that is finished, divide up the smoothie and give each student some.

Enjoy Smoothies.

**Classroom  
Management  
Strategies**

Brain breaks

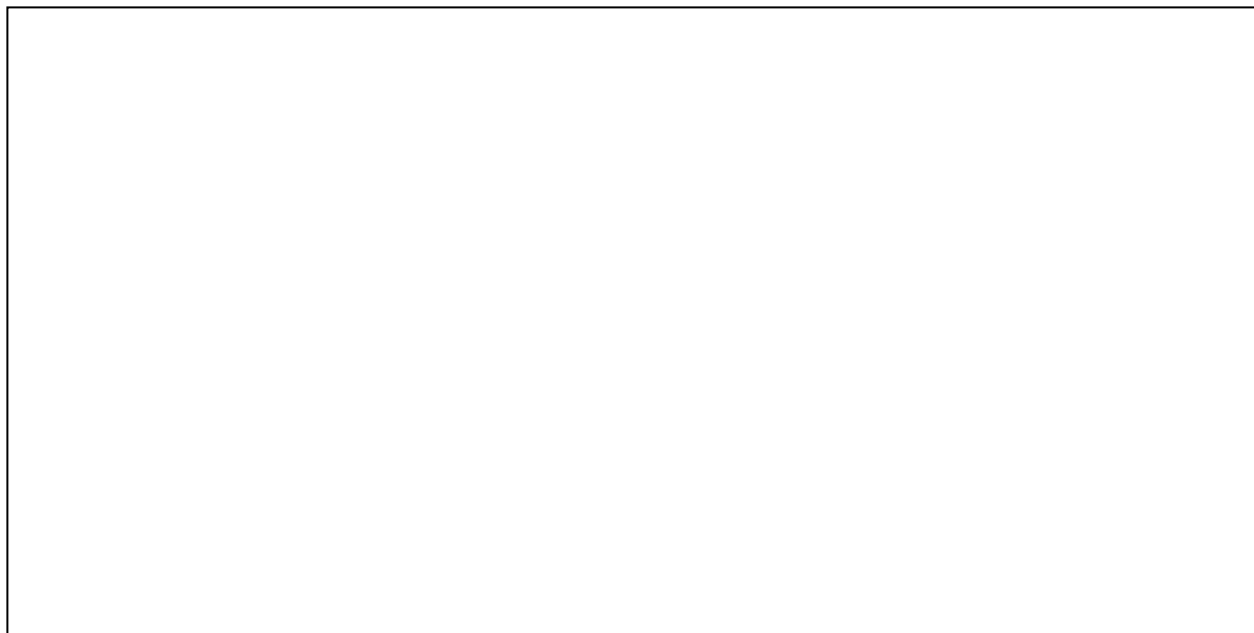
Involving students

Allowing students to get up and retrieve their worksheet to give them a chance to walk around.

## Capacity:

- 1) My friend's name is \_\_\_\_\_. They have a container with a greater/lesser capacity than mine.
- 2) My friend's name is \_\_\_\_\_. They have a container with a greater/lesser capacity than mine.

**Draw a picture to show your container and your friend's container filled with cotton balls.**



My container held \_\_\_\_\_ cotton balls.

My friend's container held \_\_\_\_\_ cotton balls.

This shows my container had a \_\_\_\_\_ amount of cotton balls than my friend's.

## Lesson #4

**Name:** Aimee Cronan **Date:** March 15<sup>th</sup>/2010

**Subject:** Drama/Health **Grade:** One

|   |  |   |  |
|---|--|---|--|
| <b>Content: (Topic)</b><br>Healthy Relationships  |  | <b>Teaching Strategy:</b><br>Role Playing & Group Work  |  |
| <b>Learning Objectives:</b><br><b>Drama:</b> The students will:<br><br>Accept the dramatic context and assume roles within it.<br><br>Contribute ideas appropriate to the drama and accept the ideas of others. |  | <b>Assessment: .</b><br><br>Anecdotal Records<br><br>Checklists<br><br>(I will be checking for creativity, group work ability, communication, and understanding of the content) |  |
| <b>Adaptive Dimension:</b> I will place students who have a harder time understanding, or creating their own plays with stronger students.  |  |   |  |
| <b>Common Essential Learnings (CEL's):</b> PSVS (group work), Communication (Role Play)   |  |   |  |
| <b>Prerequisite Learning:</b> Students should have an idea of what it means to be healthy, and how we should treat each other. Students should know how to work in groups.                                      |  |   |  |
| <b>Lesson Preparation: Equipment/materials</b><br><br>Scenario Cards<br><br><b>Advanced preparation:</b><br><br>Create Scenarios  |  |   |  |



**Presentation:**

**Set (\_\_\_\_\_min)**

Ask if anyone remembers the three things that keep us healthy. Hint; We made our list with three different groups of things (food, activity, relationships).

Today we are going to practice having healthy relationships.

**Development (\_\_\_\_\_min)**

“What are some things that make your feelings get hurt?”

Talk about when our feelings get hurt all the time, by someone else, that is not a healthy relationship. It makes us feel bad about ourselves, and when we feel bad about ourselves we are not healthy.

“Do you want to be friends with someone who hurts your feelings all the time? Why? Why not?” We have to try and not hurt other people’s feelings because we know how it makes us feel, and maybe if someone hurts our feelings all the time, they are not someone that we should be friends with.

“If someone always called me names, what could I do to change the situation, and keep myself healthy?” ~ allow students to answer.

Divide students into groups, and give each group a situation, have them come up with a little skit about how they would stay healthy. What could they do?

Give each group a place to work in the classroom, or hallway. Allow them some time to come up with an idea and practice

**Closure (\_\_\_\_\_min)**

Allow groups to present their skit

**Classroom Management Strategies**

“If you can hear my voice...”

Monitoring Group Work (as groups are practicing)

Various methods of clapping

**There is a group of kids playing on the playground. There is only one person who is left out, she always stands near the wall by herself, because the other kids will not let her play with them. *What could the group of kids do for her? Act out how they could help keep her healthy by not hurting her feelings.***

**During a group project in the classroom, the teacher told all the students to find a partner. But one boy was left out, no one wanted to be his partner. *How could the other kids help him? Act out how they could help him, and make him feel better about himself.***

**On the playground two kids got into a fight. They were being very mean to each other, and none of the other kids did anything to help or to stop the fight. *How could the other kids help? Who could they ask for help? Act out what the other kids should do.***

**Lesson 5**

**Name:** Aimee Cronan **Date:** \_\_\_\_\_

**Subject:** Phys. Ed **Grade:** One

|   |   |  |
|---|---|--|
| <b>Content: (Topic)</b><br>Jumping and Landing  |   | <b>Teaching Strategy:</b><br>Individual Practice |
| <b>Learning Objectives:</b><br>Students will:<br>Demonstrate ways to jump safely<br>Perform locomotor and non locomotor skills individually and with objects.   | <b>Assessment: .</b><br>I will use observation during the lesson, and then make anecdotal records afterwards. |  |
| <b>Adaptive Dimension:</b> students who are excelling will be challenged to jump their body height, students who have mastered jumping on two feet, and the double jump, and skipping will be challenged with criss crossing their hands, and |   |  |
| <b>Common Essential Learnings (CEL's):</b> Independent Learning   |   |  |
| <b>Prerequisite Learning:</b> Students should have an idea of taking off with two feet and landing on two feet.   |   |  |
| <b>Lesson Preparation: Equipment/materials</b><br>Skipping ropes, whistle, tape<br><b>Advanced preparation:</b><br>Take out the skipping ropes  |   |  |

**Presentation:****Set ( 10 min)**

Allow students to get a drink of water, and a short walk to the water fountain before we start.

Warm – up (Stretches, laps)

**Development ( 15 min)**

Gather students in a circle, explain that today we are going to practice jumping.

- Demonstrate proper jumping technique, use examples and non examples. Have students spread out in half the gym and join me.

Tell students to find a line, and practice jumping over it with two feet.

Have students stop and watch me practice the double jump, have them get up and practice.

At this point if any of the students seem to have it mastered, then I will bring them a skipping rope and have them practice skipping on their own.

**Closure ( 5 min)**

Ask students to line up at the door, and head back to the classroom.

**Classroom  
Management  
Strategies**

Use whistle to alert students to the fact that they need to stop and listen for instruction

Walk around the gym and monitor everyone's progress.

During instruction time, make sure that Jack and Brennan are close to me.

## Lesson 6

(Centers – 6 different plans; one for each center, only created three myself, don't have last three yet.)

### Exploration Station

**Teacher:** A. Cronan/ A.Glydon

**Date:** March 18<sup>th</sup>/2010

**Activity:** Exploration Center

**Grade:** One

#### **Activity Purpose:**

**Health:** USC1.1 Examine healthy behaviors *and begin to determine how these behaviors may affect personal well being.* (Draft)

**Science:** Discuss the safe use of the sense organs.

1. Identify the parts of the sense organs which receive the input.
2. Recognize how to protect the sense organs from damage.
3. Appreciate the diverse uses of the senses.

**CEL's:** Technological Literacy, Communication

**Equipment / materials:** Computers, Recording Sheets, Pencils

**Advanced Preparation:** Pull up website on all 4 computers

#### **Assessment:**

Students will complete an exit slip about something they found interesting or really fun. So that we know they were exploring the sites.

#### **Adaptive Dimension:**

If students were unable to write, they could come and tell us and we could write down what they said. Also, students could write one or two sentences on why they liked it, if they need more enrichment.

**Procedure:**

Explain how to use the center at the beginning of the afternoon.

Have the website pulled up and ready for the students tell them they just need to click on one of the websites and then they can play games, or watch videos etc.

Show them the recording sheet, to say which website they were on, and something that they learned. Or their favorite activity that they participated in.

At the beginning make sure that we visit this center to make sure that each student is okay, and knows what to do.

Allow students time to explore the websites.

**Classroom Management Strategies:**

Have students clap back a pattern

Use “If you can hear my voice...”

Ready in “5, 4, 3, 2, 1” (students back in their desk by 1)

My favourite part was \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.

Name: \_\_\_\_\_

My favourite part was \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.

Name: \_\_\_\_\_

My favourite part was \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_.

Name: \_\_\_\_\_

# Math Station

**Teacher:** A. Cronan/ A.Glydon

**Date:** March 18<sup>th</sup>/2010

**Activity:** Math Center

**Grade:** One

**Activity Purpose:**

**N1.9** Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts.

**N1.8** Identify the number, up to 20, that is one more, two more, one less, and two less than a given number

**CEL's:**

Numeracy,

**Equipment / materials:**

Math Game

**Advanced Preparation:**

Create gameboard, and movement cards

**Assessment:**

Monitoring which students really struggle with the math concepts.

**Adaptive Dimension:**

Students who can not read, or have more difficulty can ask other students to help them.



**Procedure:**

Explain the game before hand.

This game is about adding, and subtracting and figuring out more and less. Show students how to role the 'dice' (popsicle sticks). And how to read the cards to figure out how to move. ( Example: At school you ate a candy at snack, it was an unhealthy choice. Move back 1+ 2 spaces)

Check on students at the beginning to make sure they understand.

Allow them to play the game, encourage them to help each other read the cards if they are having difficulties.

**Classroom Management Strategies:**

Have students clap back a pattern

Use "If you can hear my voice..."

Ready in "5, 4, 3, 2, 1" (students back in their desk by 1)

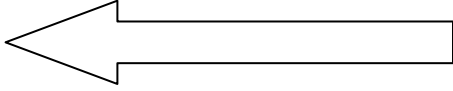
**Possible Variations:**

This game can be changed by changing the content on the cards. It can be suited to fit any topic or theme.

You ate candy at snack today. That was an unhealthy decision.

$$\text{Add : } 5 + 1$$

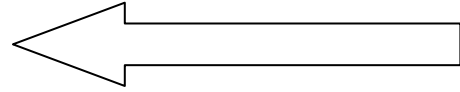
Move backwards that many spaces



It was very sunny today, and you did not wear sunglasses. You did not protect your eyes.

$$\text{Subtract: } 2 - 1$$

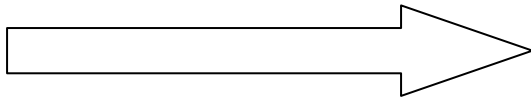
Move backwards that many spaces



You ate your vegetables at supper today. Good Choice!

$$\text{Add: } 3 + 1$$

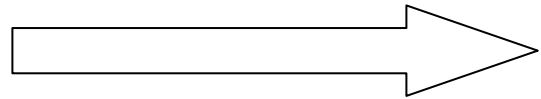
Move forward that many spaces



You washed your ears with a warm cloth. Good job!

$$\text{Subtract: } 6 - 4$$

Move forward that many spaces

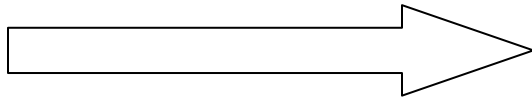


Today you played outside instead of watching T.V.

Great choice!

$$\text{Add: } 3 + 1$$

Move forward that many spaces.

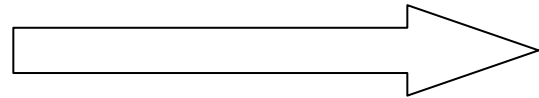


You turned down your music because it was too loud.

Good job!

$$\text{Subtract: } 8 - 6$$

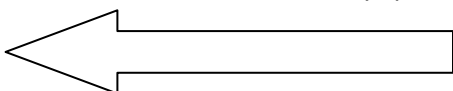
Move forward that many spaces.



You chose not to share your toys with your friend.

$$\text{Subtract : } 6 - 5$$

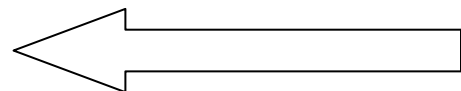
Move backwards that many spaces



You called your friend names at recess

$$\text{Add: } 1 + 1$$

Move backwards that many spaces.

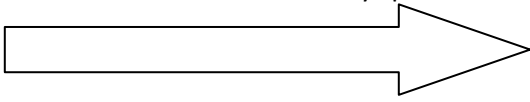


You used your senses to stay away from danger!

Good job!

Add:  $2 + 1$

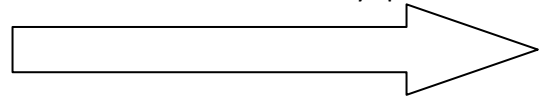
Move forward that many spaces.



You used sunscreen outside today. Good Job!

Subtract:  $5 - 2$

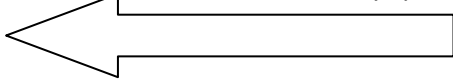
Move forward that many spaces.



You used something smaller than your elbow to clean your ear.

Subtract:  $6 - 4$

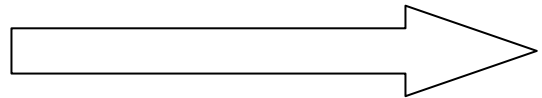
Move backwards that many spaces



You helped the teacher today at recess. Great choice!

Add:  $1 + 1$

Move forwards that many spaces.

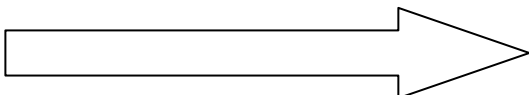


You asked a teacher for help on the playground.

Good choice!

Subtract:  $5 - 4$

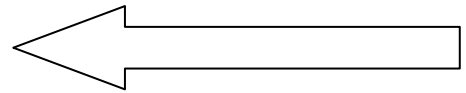
Move forwards that many spaces.



You did not let your soup cool down before you ate it.

Subtract:  $6 - 5$

Move backwards that many spaces.



**Move 1 space**

**Move 2 spaces**

Move 3 spaces

Move 4 spaces

## Healthy Living Station

**Teacher:** A. Cronan/ A.Glydon

**Date:** March 18<sup>th</sup>/2010

**Activity:** Healthy Living

**Grade:** One

### Activity Purpose:

Students will:

- recognize the need for healthy personal relationships with members of their family, friends and others in the community

**CEL's:** PSVS, Critical and Creative Thinking

### Equipment / materials:

Worksheet, Information sheet, 2 stethoscopes,

### Advanced Preparation:

Make worksheet, and information sheet

### Assessment:

Were students able to think of other things that keep their heart healthy? (Assess worksheet)

### Adaptive Dimension:

Students can draw pictures, write sentences or dictate an answer

**Procedure:**

Explain to students that they need to listen to their heart beat while a partner counts to 30. They need to count how many times they hear their heart beat. Write it down.

Then they need to do jumping jacks while their partner counts to 30. Then they count their heart beats again for 30 sec. Write it down now.

Now switch jobs with their partner.

Read the information sheet, and draw other things that would get our heart pumping and beating faster and keep it healthy.

**Classroom Management Strategies:**

Have students clap back a pattern

Use "If you can hear my voice..."

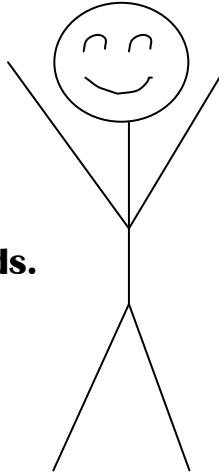
Ready in "5, 4, 3, 2, 1" (students back in their desk by 1)

**Possible Variations:**

If students were old enough you could have them count their heartbeats on their own, using their fingers to find their pulse, however, it would not work for this age.

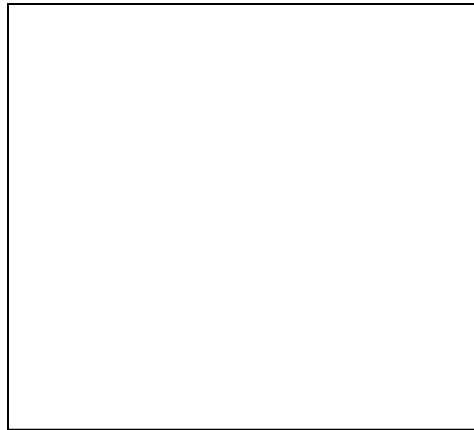
# Keeping our Heart Healthy:

**Before:**  
**I counted \_\_\_\_\_**  
**heartbeats in 30 seconds.**

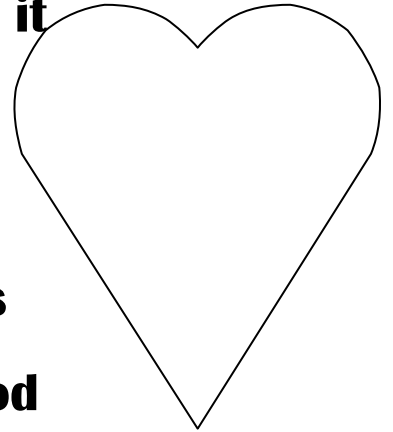


**After:**  
**I counted \_\_\_\_\_**  
**heartbeats in 30 seconds.**









**Here are some pictures of  
other things I can do to  
keep my heart healthy.**



**Did you know our heart is a muscle? Like all of the other muscles in our body, we keep it strong by exercising. When our heart beats faster it means, that it is getting more exercise. Playing games or sports that make our heart beat faster are good ways to exercise. Sports like basketball, soccer, football, baseball and activities like dancing, skipping are ways that we can keep our heart healthy.**



Instructions:

- 1)  Listen to your heart  while your partner counts to 30.
- 2)  Write it down.
- 3) Do 10 jumping jacks.  While your partner counts to 30.
- 4)  Listen to your heart  again, while your partner counts to 30.
- 5)  Write it down.
- 6) Switch jobs with your partner.
- 7)  Draw 3 more ways to keep our heart healthy.



## Lesson 7

**Name:** Aimee Cronan **Date:** March 19<sup>th</sup>, 2010

**Subject:** Math/Health **Grade:** One

|  |   |
|--|---|
| <b>Content: (Topic)</b><br>Bar Graphs, Healthy Snacks  | <b>Teaching Strategy:</b><br>Discussion, Independent Work   |
| <b>Learning Objectives:</b><br><br><b>Health:</b> USC1.1 Examine healthy behaviors <i>and begin to determine how these behaviors may affect personal well being.</i> (Draft)<br><br>N1.7<br><br>Demonstrate, concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles. | <b>Assessment:</b> .<br><br>Exit Slips (worksheets) ~ look for whether or not students grasped the content, and the idea of making a chart and deciding which bar had the most and which bar had the least. |
| <b>Adaptive Dimension:</b> Have a different worksheet for students who need more enrichment.   |   |
| <b>Common Essential Learnings (CEL's):</b> Numeracy,   |   |
| <b>Prerequisite Learning:</b> Students should have a basic understanding of how to make a bar graph, and use information   |   |
| <b>Lesson Preparation: Equipment/materials</b><br><br>Worksheets, markers, flip chart, information from snacks, rainbow, stickers, Food Guide<br><br><b>Advanced preparation:</b> Make worksheets (general and enriched), make rainbow,  |   |

**Presentation:****Set ( \_\_\_\_\_ min)**

Ask students who remembers what kind of math they did with Miss. Glydon on Tuesday. (They used the information from the chart to make a graph). Today we are going to try making another graph, except this time we are going to use information that I have collected this week.

**Development ( \_\_\_\_\_ min)**

Give each student their own food guide, and explain that I have kept track of the snacks that they ate on Thursday, and Tuesday. We are going to use that information to put it into our graph, but first we need to make some general topics. We get these topics from Canada's food guide. This is a guide that our government has given us to help us eat healthy things.

Show students the list of food that we have eaten. Ask them which foods would fit under each heading.

Make a prediction, if we are making a graph with these numbers, which bar will be the biggest? Which will be the smallest?

Pull out overhead and have students sit in their desks. Explain that we are making a graph to visually represent our data so that we can see it easily. Give them each their own graph. Have them set up the graph along with me (while I do it on the overhead).

Do the first bar together, then allow them to finish the rest themselves. \* Pencil first\*

**Closure ( \_\_\_\_\_ min)**

Tell students we are going to continue tracking what kinds of food we eat, and we are going to make another graph, but that it will look a little bit different. Show them the rainbow, and allow them to get their snack and put their sticker on for the day.

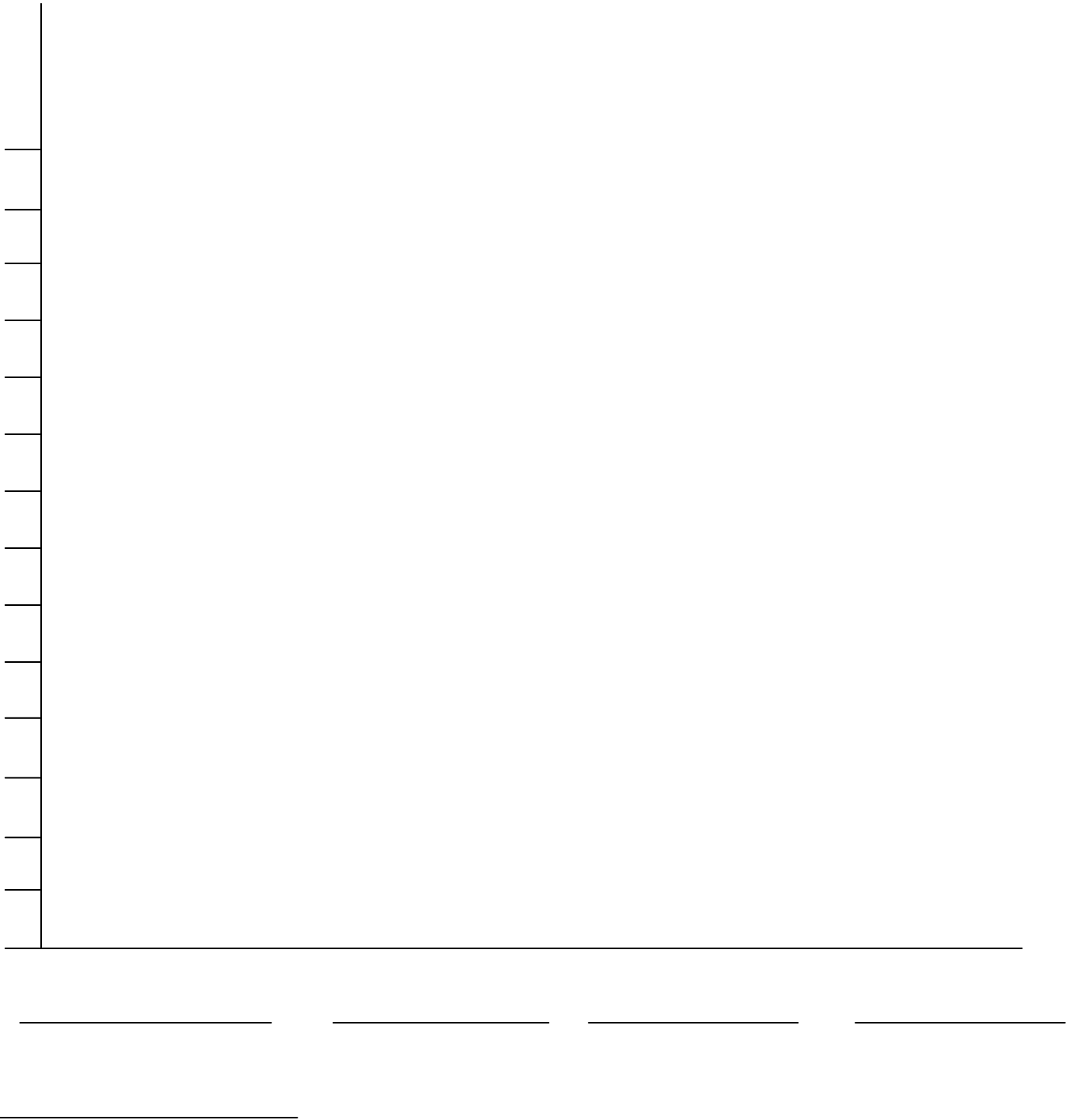
**Classroom Management Strategies**

"Ready in 5, 4, 3, 2, 1"

Monitor student progress.

Do not allow Jack and Brennan to sit together.

# Healthy Snacks



My graph shows me that we eat \_\_\_\_\_ the  
most and,

that we eat \_\_\_\_\_ the least.

**Lesson 8**

**Name:** Aimee Cronan

**Date:** \_\_\_\_\_

**Subject:** L.A/Health/S.S/Math

**Grade:** One

|   |   |  |
|---|---|--|
| <b>Content: (Topic)</b><br>Healthy Bodies: Canada’s Food Guide<br>First Nations Food Guide  |   | <b>Teaching Strategy:</b><br>Discussion, Group Work, |
| <b>Learning Objectives:</b><br><b>Health:</b> <ul style="list-style-type: none"><li>• USC1.1 Examine factors influencing own healthy choices (Draft)</li></ul> <b>Social Studies :</b> Students will know that; <ul style="list-style-type: none"><li>• individuals and groups have similarities and differences.</li></ul> | <b>Assessment: .</b><br>Exit Slips<br>Anecdotal Records |  |
| <b>Adaptive Dimension:</b> If students are not able to complete or fill out an exit slip offer the option of verbally telling me what they learned, and I can write it down for them.   |   |  |
| <b>Common Essential Learnings (CEL’s):</b> Personal Social Values and Skills,   |   |  |
| <b>Prerequisite Learning:</b> Students should have an understanding of what constitutes healthy eating, physical activity, and healthy relationships.   |   |  |
| <b>Lesson Preparation: Equipment/materials:</b> magazines, markers, paper, scissors, glue, pencil crayons, exit slips.  |   |  |
| <b>Advanced preparation:</b> Make exit slips, create groups, divide magazines ( so each group has some)   |   |  |

**Presentation:****Set ( 5 min)**

Tell students in advance that they will be completing an exit slip that asks what they found interesting or learned.

Reference the pictures from the first lesson and how none of them turned out the same. Similarities, differences etc. I will then say that just like our pictures are different, what we think about being healthy is also different. Different people from all over the world have different ideas about what it means to be healthy.

**Development ( 15 - 20 min)**

- Give each student their own food guide, and talk about what it means, and what it says that we should be eating.
- Pull out the First Nations Food Guide and ask students to note any differences. I will then ask students to tell me what food they eat that is on the first nations food guide.

Again point out that every group of people may have a different idea of “Healthy living”.

Ask students to share foods that might be different than what is on the food guide, that they eat at home.

-Pull out the list we made in the second lesson, and say that in our group (our classroom) we decided that this was what we wanted to try to be healthy. We are going to use this for some ideas but create something like our own “Healthy Living Guide” for our classroom.

-Divide students into groups and have them cut pictures, or draw things that cover all three topics we have discussed (healthy eating, exercise, and healthy relationships).

**Closure ( 5 - 10 min)**

Have each group hand in their unfinished project, and give them a couple minutes to finish their exit slip.

**Classroom  
Management  
Strategies**

Use brain breaks if students need one.

Place students who have a hard time focusing, next to me during the discussions

Pre-group students so that everyone is with students who they get along with.

I learned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

I learned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**Lesson 9**

**Name:** Aimee Cronan

**Date:** March 19<sup>th</sup>, 2010

**Subject:** S.S/Health/

**Grade:** One

|   |   |   |
|---|---|---|
| <b>Content: (Topic)</b><br>What it feels like to be healthy?  |   | <b>Teaching Strategy:</b><br>Discussion |
| <b>Learning Objectives:</b><br><br><b>Health:</b> USC1.1 Examine healthy behaviors <i>and begin to determine how these behaviors may affect personal well being.</i> (Draft)<br><br><b>S.S:</b><br>Students will know that people belong to groups                  | <b>Assessment: .</b><br><br>Exit slip (worksheet) |   |
| <b>Adaptive Dimension:</b><br><br>If students are not able to write, they can draw their pictures. For students who need more enrichment, have an alternative worksheet that has more writing in it, and encourage them to write sentences instead of simple words. |   |   |
| <b>Common Essential Learnings (CEL's):</b> Communication (worksheet & discussion), Personal and Social Values and Skills (worksheet)  |   |   |
| <b>Prerequisite Learning:</b> Students should understand how to sit and be good listeners, students should know how to complete a worksheet and express their ideas.  |   |   |
| <b>Lesson Preparation: Equipment/materials</b><br><br>Flip chart (to record groups), marker, worksheets.<br><br><b>Advanced preparation:</b><br><br>Make worksheets   |   |   |

**Presentation:****Set (\_\_\_\_\_min)**

Talk about groups, and how we all belong to more than one group. Talk about possible groups we could belong to (get students ideas)

**Development (\_\_\_\_\_min)**

Ask: How do you feel when you are with these groups? Do they make you feel good? If a group of people make you feel bad about yourself all the time do they help us stay healthy? Do they help you to feel good about yourself? Do they help you to like things about yourself? What?

How could we change that? \* Point out that people we are with and groups we are a part of should build us up, and we should feel good about ourselves.

Read "I like Myself" \* talk about how we should like who we were created to be. We are all different and that's okay.

What are some things they like about themselves?

Not all people feel good about themselves, although we all have things we should be proud of.

Send students back to their desks, and hand out worksheets. Have all the students follow along on their page while explaining how they complete it.

**Closure (\_\_\_\_\_min)**

Give students a chance to walk around and look at others pictures

**Classroom  
Management  
Strategies**

Brain Breaks

Use Clear instructions

Monitor during work time making sure to make frequent stops at students who are get distracted easily

Call on students with raised hands.

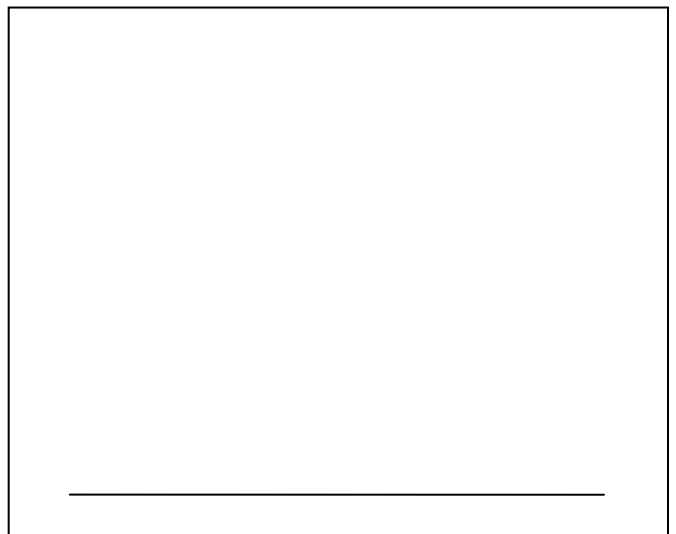
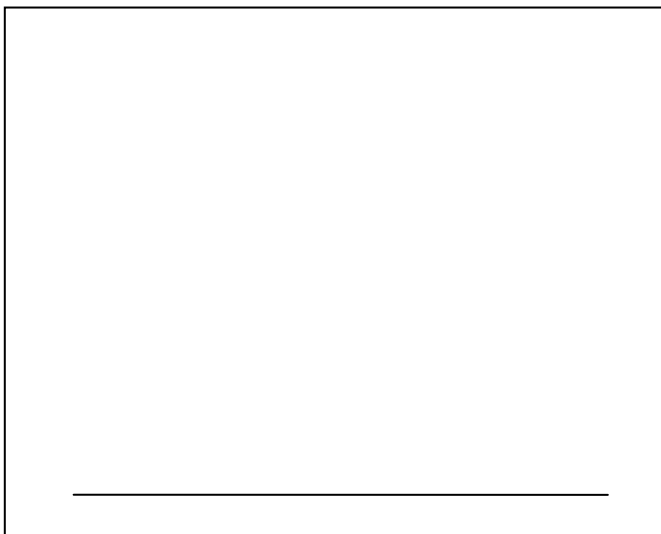


# I Like Myself!

I belong to a \_\_\_\_\_

and a \_\_\_\_\_.

**I like my....**



# I Like Myself!

I \_\_\_\_\_

\_\_\_\_\_ and

a \_\_\_\_\_.

**I like my...**

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---

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family



group of friends



sports team



church



school



## Lesson 10

**Name:** Aimee Cronan

**Date:** March 24<sup>th</sup>/2010

**Subject:** Math

**Grade:** One

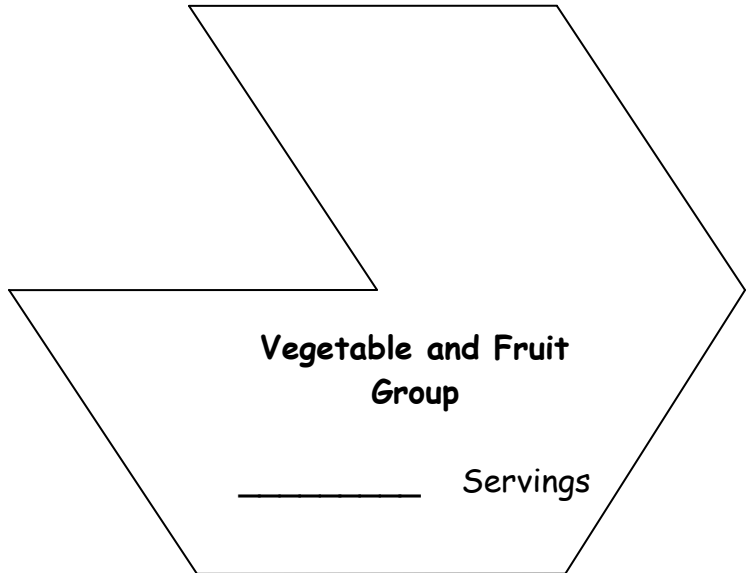
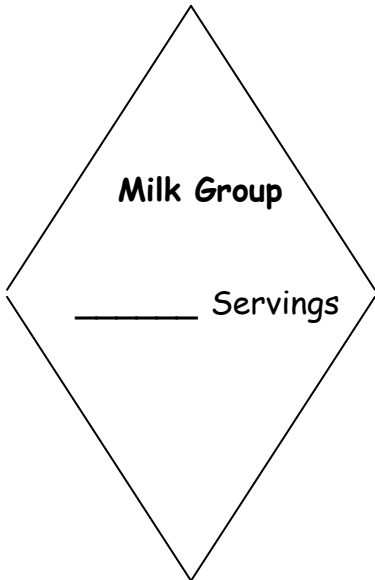
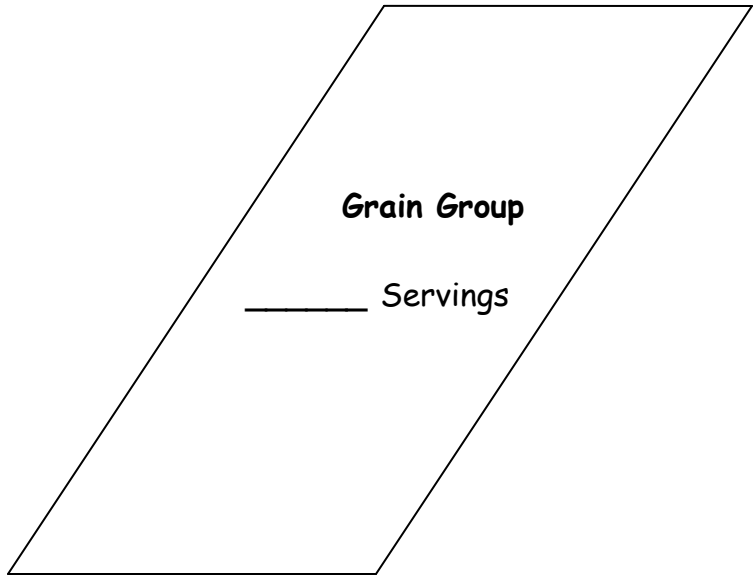
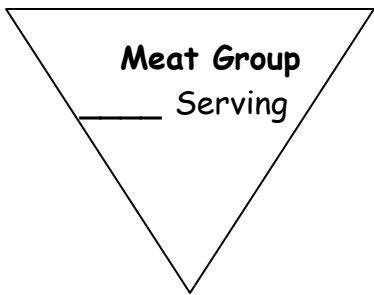
|   |   |  |
|---|---|--|
| <b>Content: (Topic)</b><br>Math : Covering<br>Health: Proper Serving amounts  |   | <b>Teaching Strategy:</b><br>Independent Work, Lecture |
| <b>Learning Objectives:</b><br>SS1.1 Demonstrate an understanding of measurement as a process of comparing by:<br>identifying attributes that can be compared, making statements of comparison, filling, covering,.<br><b>Health:</b> Make choices about food based on the needs of their bodies<br><ul style="list-style-type: none"><li>• Use the food guides</li></ul> | <b>Assessment:</b> .<br>Use students completed worksheets to check for understanding.<br>Will also monitor and take note of who didn't understand the concept, and who did. |  |
| <b>Adaptive Dimension:</b> Give more advanced students an enriched worksheet, with more problems and harder problems.   |   |  |
| <b>Common Essential Learnings (CEL's):</b> Numeracy   |   |  |
| <b>Prerequisite Learning:</b> students should know how to cover a set object with another object, and should be able to count, students should be familiar with the food guide.   |   |  |
| <b>Lesson Preparation: Equipment/materials</b> 2 worksheets, scissors, glue, pencil, food guides  |   |  |
| <b>Advanced preparation:</b> make worksheets  |   |  |

|   |  |
|---|--|
| <p><b>Presentation:</b></p> <p><b>Set ( _____ min)</b></p> <p>Hand out food guides, and review the different food groups. Ask students to classify a few kinds of food. (Ex. If I wanted to put strawberries into a food group, where would it go?)</p> <p><b>Development ( _____ min)</b></p> <p>Hand out the worksheets and explain that I want the students to cut out the triangles, and try to fit them into the shapes. Example, fruits and vegetables need to go into the fruits and vegetables shape. Once each shape is full they will write how many they were able to fit on the blank line. This will tell them how many servings of each food group they should be eating everyday.</p> <p>Tell students when they are done they can use the triangles to make their own shapes on the back. (Glue these on).</p> <p><b>Closure ( _____ min)</b></p> <p>Have all students look at the food guide, and explain that the numbers we got in our project came straight from this guide. But as we get older we need to eat more. Ask them to find how many servings of fruits and vegetables etc, they should have when they turn 9.</p> | <p><b>Classroom Management Strategies</b></p> <p>Give clear instructions</p> <p>Ask students to stand and stretch (brain break) between circle time and math.</p> <p>Walk around and monitor behaviour</p> |
|---|--|

Name: \_\_\_\_\_

## Count the Pyramids:

Cut out the small pyramids and match put them in the food groups that they belong. Write down the number of pyramids it took to fill each shape. When you are done create your own shapes on the back of this page.



## Lesson 11 (Half Day)

**Name:** Aimee Cronan

**Date:** March 24<sup>th</sup>, 2010

**Subject:** Math

**Grade:** One

|   |  |
|---|--|
| <b>Content: (Topic)</b><br>Counting Sets to 50  | <b>Teaching Strategy:</b><br>Class Discussion, Independent work  |
| <b>Learning Objectives:</b><br>Students will be able to:<br>Identify and correct errors and omissions in a number sequence  | <b>Assessment:</b><br>Correct worksheets afterwards.<br>Observation during teaching and independent work time. |
| <b>Adaptive Dimension:</b> Students who need to can use a 100 chart to help them determine the patterns and fill in the correct numbers.                                      |  |
| <b>Common Essential Learnings (CEL's):</b> Numeracy   |  |
| <b>Prerequisite Learning:</b> Students should know or be familiar with numbers to 100.  |  |
| <b>Lesson Preparation: Equipment/materials</b> Overhead puzzle (cut up 100 chart), 100 charts to use, worksheets, overhead<br><b>Advanced preparation:</b> pull out overhead. |  |

**Presentation:****Set ( 5 min)**

Explain that today we are going to talk about numbers to 100. We have already been practicing with our 100 board (stars). What are some patterns we see on our board?

**Development ( 20 min)**

*We will be using these patterns to complete our activity today.*

*Ask students to take a 100 chart as they make their way to their desks. (might have to adjust the desks so that everyone can see)*

*Pull out overhead and put a piece or two onto the overhead.*

*Explain that I have a puzzle we need to put together. It is a 100 chart.*

*Use the first piece, then pull out another piece and ask where it might go...how we know...what clues we have... etc.*

*Tell students they will be completing a worksheet that is similar. Hand out worksheets, draw first box on the board, complete it together. Do another if needed.*

*Allow students to finish. (walk around to monitor progress)*

**Closure ( 5 min)**

Make sure name is on worksheet, put into duotang, hand in duotang and 100 chart.

Have students get their snack.

**Classroom Management Strategies**

1,2,3 magic

Use brain break inbetween math and circle time



## Lesson 12 (Half Day)

**Name:** Aimee Cronan

**Date:** March 24<sup>th</sup>/2010

**Subject:** Phys. Ed

**Grade:** One

|   |  |  |  |
|---|--|--|--|
| <b>Content: (Topic)</b><br>Phys Ed ~ Skipping   |  | <b>Teaching Strategy:</b><br>Lecture, Practice         |  |
| <b>Learning Objectives:</b><br>Demonstrate ways to jump safely<br><br>Perform locomotor and non locomotor skills individually and with objects.                 |  | <b>Assessment: .</b><br>Observation, Anecdotal Records |  |
| <b>Adaptive Dimension:</b> Students who cannot yet jump over a turning rope can have their partners swing the rope from side to side                            |  |  |  |
| <b>Common Essential Learnings (CEL's):</b> Communication,   |  |  |  |
| <b>Prerequisite Learning:</b> Students should have already learned how to jump properly, and how to skip  |  |  |  |
| <b>Lesson Preparation: Equipment/materials</b><br><br>Skipping ropes, cd player, cd,<br><br><b>Advanced preparation:</b> pull out cd player and skipping ropes. |  |  |  |

|  |   |
|--|---|
| <p><b>Presentation:</b></p> <p><b>Set ( _____ min)</b></p> <p>Dynamic Warm-up ( start by moving in personal space, and then move on to the ‘follow the leader’ type activity)</p> <p><b>Development ( _____ min)</b></p> <p>Review how to jump properly, and how to properly turn a rope.</p> <p>Explain to students that they are going to practice by themselves, and I am going to walk around to make sure that they are jumping properly and practicing.</p> <ul style="list-style-type: none"><li>• If students are succeeding and/or excelling at jumping by themselves I will challenge them to criss cross their wrists, and turn the rope backwards.</li></ul> <p><b>Closure ( _____ min)</b></p> <p>Allow students to get a drink of water/use the washroom on their way back to the class.</p> | <p><b>Classroom Management Strategies</b></p> <p>Whistle</p> <p>“1,2,3 ..Magic”</p> |
|--|---|

### Lesson 13 (Half Day)

**Name:** Aimee Cronan

**Date:** March 24<sup>th</sup> / 2010

**Subject:** Religion

**Grade:** One

|   |  |   |  |
|---|--|---|--|
| <b>Content: (Topic)</b><br>St. Joseph   |  | <b>Teaching Strategy:</b><br>Story, Independent working |  |
| <b>Learning Objectives:</b><br>Students will be able to:<br><br>Identify with and relate to one of the Saints and understand why St. Joseph is important to us.   |  | <b>Assessment: .</b><br><br>Worksheets                  |  |
| <b>Adaptive Dimension:</b> Students who need enrichment will be given a worksheet that has more writing for them to complete on it.                               |  |   |  |
| <b>Common Essential Learnings (CEL's):</b> Communication (discussion),  |  |   |  |
| <b>Prerequisite Learning:</b> Students should be able to complete a worksheet, listen to a story, and participate in a conversation.                              |  |   |  |
| <b>Lesson Preparation: Equipment/materials</b><br><br>Worksheet, story, pencil crayons, picture of St. Joseph<br><br><b>Advanced preparation:</b> Copy worksheet. |  |   |  |

**Presentation:****Set ( \_\_\_\_\_ min)**

Explain to the students that today we are going to learn about St. Joseph. However, his feast day was March 19<sup>th</sup>, so we missed it. But, St. Joseph is a pretty important guy, because he is part of the Holy Family. Which means he was married to... (Mary) and he was Jesus' dad, so we are going to learn about him today.

**Development ( \_\_\_\_\_ min)**

Show students a picture of what St. Joseph might have looked like

Tell the students the story about St. Joseph.  
Stopping to ask questions

*Ask students why he was important. What can we learn from St. Joseph?*

Send students back to their desks, hand out worksheets (make sure it is hole punched). Go over the sentence at the bottom together, and what the students are expected to do on the worksheet.

Give them time to complete their worksheet, Put it in their duotangs.

*Instruct students to not only finish the house but also to draw a picture of their dad and themselves.*

**Closure ( \_\_\_\_\_ min)**

As students are finishing up, review why St. Joseph is important.

Pray for lunch.

**Classroom Management Strategies**

Keep students involved in story.

Use 1,2,3 magic

Check for understanding, review instructions.

## Final Lesson 14

Name: Aimee Cronan

Date: \_\_\_\_\_

Subject: Visual Art/Health

Grade: One

|   |  |
|---|--|
| <b>Content: (Topic)</b><br>What does it look like/ feel like to be healthy?   | <b>Teaching Strategy:</b><br>Artistic Expression   |
| <b>Learning Objectives:</b><br><b>Students will be able to:</b><br><b>Health:</b> USC 1.1 (draft) Show healthy behaviours, and recognize that it involves more than just food.<br><b>Art:</b> Students will begin to develop ideas into artistic expression | <b>Assessment: .</b> <ul style="list-style-type: none"><li>- Compare this between first lesson product, check for difference, growth, change, more advanced ideas.</li><li>- Anecdotal Records, during group work.</li></ul> |
| <b>Adaptive Dimension:</b> This lesson is set up in a way that all students will be able to complete it, however, those that are done more easily and quickly, will be asked to add detail, and explain why they chose the pictures they drew.              |  |
| <b>Common Essential Learnings (CEL's):</b> Critical/ Creative Thinking  |  |
| <b>Prerequisite Learning:</b> Students should know how to collage, draw or colour,  |  |
| <b>Lesson Preparation: Equipment/materials</b> Pictures from magazines, scissors, markers, paper, other art supplies<br><b>Advanced preparation:</b><br>Gather art supplies, create word search puzzle  |  |

**Presentation:****Set ( \_10\_\_\_\_\_min)**

Talk about our first art project and ask if from what we know now about being healthy if there is anything missing. (Allow time for discussion)

Review what we were doing when we started our collages. Explain that they need to finish their collage today, and it should show me that they have learned something.

**Development (\_\_\_\_\_min)**

Allow students time to finish their collages (10 – 15 minutes)

- If students are done sooner, have them read a book, or work on the word search that was created.

Once all groups are done, explain to them that I would like them to make a scene out of playdough that shows them (as a group) treating each other well (sharing etc), exercising, and eating healthy foods. And keeping each other healthy. (Go over what is appropriate for using playdough, and what is not)

Give students time to complete, and then have everyone go back to their desks and share what they made with the rest of the class. (25 – 30 minutes).

**Closure ( \_10\_\_\_\_\_min)**

Have students return to their desks, and explain that we want to see which food groups we ate the most of during our snack time. Have them make some predictions (which group has most, which has least, how many in each group). Count the stickers together. Explain that even though we need to eat lots of fruits and vegetables that is not the only thing we should eat. We should eat some of everything, and that along with being active, and having good relationships this is what helps us be healthy.

**Classroom  
Management  
Strategies**

Brain breaks

I will place myself near students who are off task.

I will separate students who are not working well together, or who are distracting each other.

I will walk around monitoring progress.

# Healthy Living

V Y O L I P R T S V Z Y S C B N G W C Y  
O E H A B B G G S J C Q V C D J D F H P  
F H G T L S D N E I R F W A H Q L U U F  
A O D E L J J Z D B T Y I K E O T N R A  
M Y O B T A G O N Y C R T E X A O S C S  
H O W D R A E L M F Y K P X E M L L H O  
F A M I L Y B H M M A L C M R J V K X S  
B I J V D W R L Q Z S I Z X C O Q X T R  
V N I A R G H T E K Z M N Q I Y X R M S  
X L X Y C O S H I S C U L V S E O S L P  
W Y Z K I N D P L B F Z N D E P S U M I  
W G P R C C P N R C Y M Q R S U P J J T  
R E L A T I O N S H I P S C I R R U Z U  
G Q A E N C M S O N B Q P D V K C K H M  
R M X G N O J T X P B R W A G Q N S T F  
U D C Q O G B I K T K L T G H M V Y W E  
F R B P G Z K U H K B Q G S U X L L Z E  
G J J X P W M R B Y R Y H Q Q A J T U K  
W S U C E R G F W T U V P J V E D A F I  
I V X E F D C J Q D P L W L X A T C G M

CHURCH  
DAIRY  
EXERCISE  
FAMILY  
FOOD  
FRIENDS  
FRUITS

FUN  
GRAIN  
HAPPY  
HEALTHY  
KIND  
MEAT  
MILK

RELATIONSHIPS  
SCHOOL  
SKIPPING  
SPORTS  
VEGETABLES