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National Health Education Standards

The activities in *Healthy Habits for Healthy Kids (Grades 3 and 4)* meet the following National Health Education Standards. For more information about these standards go to www.cdc.gov/healthyyouth/sher/standards/index.htm

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 1.5.1 Describe the relationship between healthy behaviors and personal health.
Standard 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
Standard 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
Standard 1.5.4 Describe ways to prevent common childhood injuries and health problems.
Standard 1.5.5 Describe when it is important to seek health care.
Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 2.5.1 Describe how the family influences personal health practices and behaviors.
Standard 2.5.2 Identify the influence of culture on health practices and behaviors.
Standard 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
Standard 2.5.4 Describe how the school and community can support personal health practices and behaviors.
Standard 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
Standard 2.5.6 Describe ways that technology can influence personal health.
Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 3.5.1 Identify characteristics of valid health information, products, and services.
Standard 3.5.2 Locate resources from home, school, and community that provide valid health information.
Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
Standard 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
Standard 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
Standard 4.5.4 Demonstrate how to ask for assistance to enhance personal health.
Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 5.5.1 Identify health-related situations that might require a thoughtful decision.
Standard 5.5.2 Analyze when assistance is needed in making a health-related decision.
Standard 5.5.3 List healthy options to health-related issues or problems.
Standard 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
Standard 5.5.5 Choose a healthy option when making a decision.
Standard 5.5.6 Describe the outcomes of a health-related decision.
Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 6.5.1 Set a personal health goal and track progress toward its achievement.
Standard 6.5.2 Identify resources to assist in achieving a personal health goal.
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 7.5.1 Identify responsible personal health behaviors.
Standard 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
Standard 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.
Standard 8.5.1 Express opinions and give accurate information about health issues.
Standard 8.5.2 Encourage others to make positive health choices.

Common Core State Standards Correlation

The lessons and activities included in *Healthy Habits for Healthy Kids (Grades 3 and 4)* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about these standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/> for activities related to each standard.

Reading: Informational Text
Key Ideas and Details
ELA.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
ELA.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Craft and Structure
ELA.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
ELA.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
ELA.RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
Integration of Knowledge and Ideas
ELA.RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
Writing
Text Types and Purposes
ELA.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
ELA.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ELA.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Research to Build and Present Knowledge
ELA.W.3.7 Conduct short research projects that build knowledge about a topic.
ELA.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Range of Writing
ELA.W. 3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
ELA.W. 4.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening
Comprehension and Collaboration
ELA .SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
ELA .SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
Language
Conventions of Standard English
ELA.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition and Use
ELA.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
ELA.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.

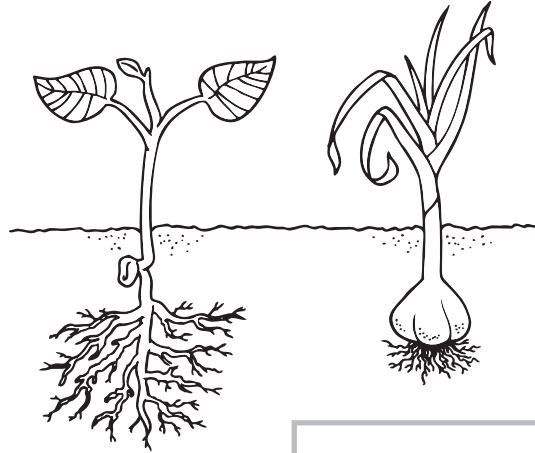
Name _____

Plant Parts

Many plants have parts that are safe for people to eat. Any part of a plant we eat that is *not* the fruit we think of as a vegetable. Vegetables can be a plant's *roots*, *stems*, *flowers*, or *leaves*. We also eat some *bulbs* and *seeds*.

Directions: Determine into which box each vegetable in the Word Box should go. Some vegetables may go in more than one box. Do we eat the stem, the flowers, the roots, the leaves, the bulbs or the seeds of each vegetable?

Seeds



Roots

Stems

Leaves

Flowers

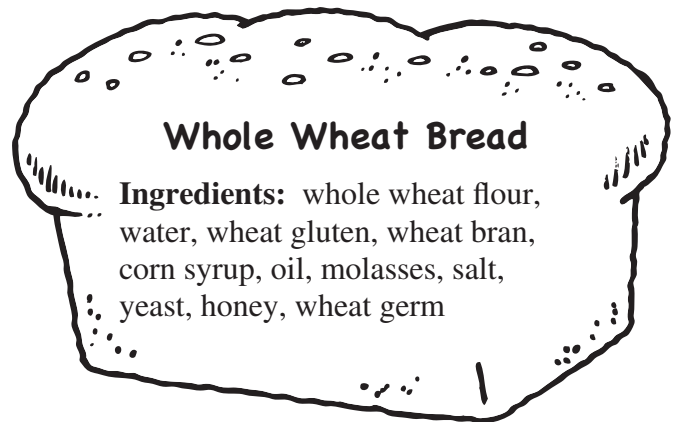
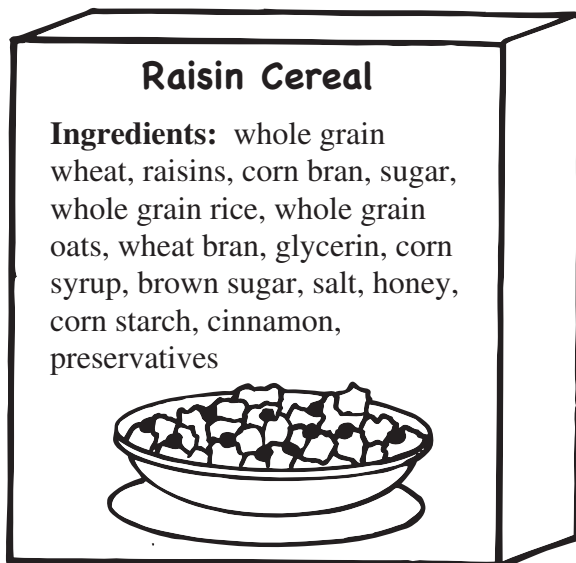
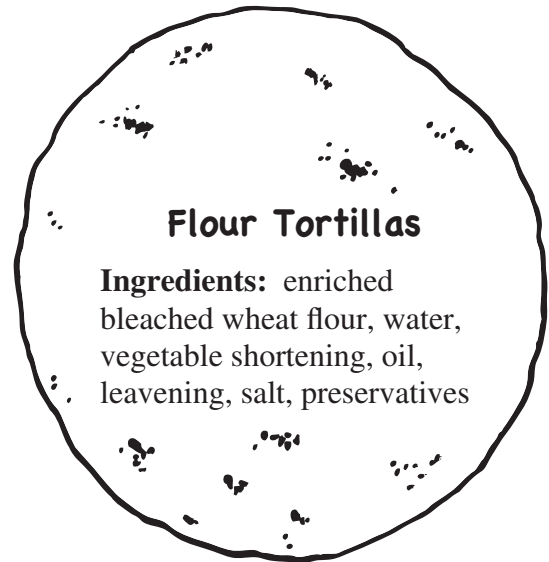
Bulbs

Word Box			
asparagus	cauliflower	lima beans	rhubarb
bamboo shoots	celery	onion	rutabaga
beets	collard greens	parsley	spinach
black beans	corn	parsnip	sunflower seeds
bok choy	garlic	peas	sweet potato
broccoli	kale	pinto beans	turnip
Brussels sprouts	kidney beans	potato	water chestnuts
cabbage	leeks	pumpkin seeds	watercress
carrot	lettuce	radish	yam

Which Foods Have Whole Grains?

Whole grains have many important vitamins and other nutrients. Whole grains provide fiber. About half of the grains we eat should be whole grains.

How can we be sure our food has whole grains? It can be tricky. Foods that are darker in color are *not always* whole grain. We can read food labels, but sometimes it is confusing. A label might have the words “multi-grain” or “stone-ground.” It might say “100% wheat,” “cracked wheat,” or “bran.” These are not usually whole grain foods. Look for labels that have at least one of the words from the whole grain list on page 31.



Directions

1. Read the ingredients taken from the labels of the four whole-wheat products above. Underline the ingredients that tell you whether or not the food is whole grain.
2. Which food is not a whole grain product? _____
 How do you know? _____
3. Which foods can be made with grains other than wheat? _____

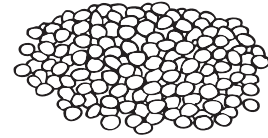
Name _____

Legumes for Protein and More!

Beans and peas are unique foods. They are legumes, which are plants with seeds that grow in pods. Peas, beans, lentils, and peanuts are all legumes. These foods are in the vegetable group, but they are also in the protein group. They provide protein and nutrients similar to those found in meat. They are also good sources of fiber and potassium. These nutrients are found in many vegetables.

Directions: Use the clues in the box below to find the names of common legumes. You may need to do some research.

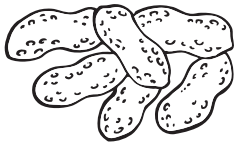
① L _ _ _ t _ _ _ _



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④ _ _ _ _ _ U _ _ _



⑤ M _ _ _ g _ B _ a _ _ _

⑥ _ _ _ E _ _ _



⑦ B _ _ _ _ S _ _ _ _ _

Legume Clues

1. _____ are used in soups.



2. _____ are used to make hummus and in salads.

3. Another name for the answer in #2 is _____.

4. _____ are also called “groundnuts” because they grow underground.

5. _____ are small green, yellow, or black legumes often used to make bean sprouts or soups.

6. _____ are green, round, and come in pods. They can be cooked or eaten fresh from the garden.



7. _____ are great on salads or sandwiches.

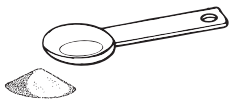
Added Sugar

It is better if we eat healthy foods every day and save treats for special times. We know that foods like cookies, candy, ice cream, and some drinks have *added* sugar. It is easy to check the nutrition labels to see how much sugar is in the packaged foods you eat.

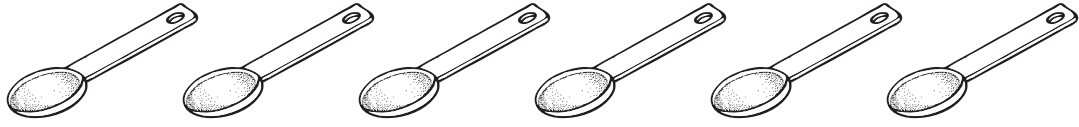
Bananas and oranges have quite a bit of natural sugar. Tomatoes and snow peas have a little natural sugar. These are still healthy foods because they have many other nutrients. Milk also has sugar in it, but it is not added sugar.

Some health organizations say children should have no more than six teaspoons of *added* sugar per day. This is sugar that has been added to the food and is not there naturally.

Do the math: 1 teaspoon = 4 grams.



6 teaspoons of sugars equals _____ grams of sugar.



Kids should have no more than _____ grams of added sugar per day.

Directions: Read the chart below that shows how much hidden sugar is in everyday foods. Do the math to fill in the missing spaces on the chart. Round your answers as needed to find an estimate.

Food	Grams of Sugar per Serving	Teaspoons
barbecue sauce	13 g	
graham crackers	7 g	
granola bars		2 teaspoons (average)
peanut butter	3 g	
raisin bran cereal		4 teaspoons (average)
saltine crackers		0 teaspoons
spaghetti sauce	8 g (average)	
yogurt		6 teaspoons

- Which food surprised you most with its amount of sugar? _____
- Which two foods have the same amount of sugar per serving?

Personal Health Goals

Directions: Write at least one personal health goal you would like to try each week. Check each week and see how you're doing at meeting your goal. Mark the date you meet each challenge.

WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet
WEEK _____ My personal goal this week is to _____ _____	Met	Not Yet