Target Language: ESOL
Grade Level: 4 and 5
Proficiency Level: Junior Novice Low – Junior Novice Mid

Enduring Understanding:
The human body is a complex organism made up of many systems that work together and are strong because of exercise and healthy eating, sleep and personal time.

Essential Question:
How does what we do affect the health of our bodies internally and externally?

Our school received a poster announcing SNAP to build awareness of a healthy lifestyle. SNAP is a program that tells young people that healthy living is easy if you pay attention to your daily routine: "It’s a snap!" The program represents an acronym that emphasizes four components of healthy living: Sleep, Nutrition, Activity, and Personal time. All of these components are important for building a healthy body inside and out. Our class decided to make SNAP a class project and invite other classes to participate.

NOTE TO TEACHERS:
Using It’s a snap! as the slogan for the healthy living program is not a requirement. If teachers prefer, they can use the slogan It’s easy! The slogan It’s a snap! allows teachers and students in ESOL to learn an idiom and attach the idiom to an action: snapping fingers to show that something is easy.

Module Lessons
Lesson 1: Welcome to SNAP!
Lesson 2: A Healthy Body Needs Healthy Food
Lesson 3: A Healthy Body Is Strong Inside And Out
Lesson 4: All Systems Work Together In A Healthy Body
Lesson 5: Integrated Performance Assessment

Standards Targeted

<table>
<thead>
<tr>
<th>5 Cs – World Language Standards</th>
<th>SE – STEM Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>NGSS 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behaviors, and reproduction.</td>
</tr>
<tr>
<td>Interpersonal Communication:</td>
<td></td>
</tr>
<tr>
<td>Learners interact and negotiate leaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.</td>
<td></td>
</tr>
</tbody>
</table>
Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.
- Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.

Connections
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons
- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use

STEM
- Apply integrated science, technology, engineering, and mathematical content to answer complex questions, to answer global issues, and to develop solutions for challenges and real world problems (2B).
- Communicate effectively and precisely with others (3F).
- Ask questions to identify and define global issues, challenges and real world problems (4A).
- Engage in critical thinking (5A).
- Apply science, technology, engineering, and mathematics content to construct creative and innovative ideas (5C).
- Listen and be receptive to ideas of others (6C).
World Language-STEM MODULE COVERSHEET  
Body Basics – Healthy Living  
*(Title in TL)*

<table>
<thead>
<tr>
<th>the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities</td>
</tr>
<tr>
<td>• School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</td>
</tr>
<tr>
<td>• Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge: Students will know...</th>
<th>Skills: Students can...</th>
</tr>
</thead>
</table>
| **Content obligatory language:**  
  - sleep  
  - nutrition  
  - activity  
  - personal time  
  - pulse  
  - to be healthy  
  - to be strong  
  - to exercise  
  - to sleep  
  - to eat healthy meals  
  - to blink  
  - to breathe  
  - sports  
  - soccer  
  - football  
  - volleyball  
  - tennis  
  - basketball  
  - baseball  
  - ball (specific to each sport)  
  - swimming, swimsuit  
  - running, running shoes  
  - biking, bike helmet  
  - body systems |
| **I can:**  
  - state that sleep, nutrition, activity, and personal time are needed to make a body healthy inside and out  
  - keep a log showing what I do to live healthy  
  - name sports I like to do and/or watch  
  - make a graph showing sports my classmates like to do/watch  
  - identify parts of the body  
  - name body systems and their main body parts  
  - list the five food groups on a healthy plate  
  - evaluate if a meal is healthy or not  
  - identify the parts of a neuron  
  - state that the brain controls all the other systems and parts of the body |
<table>
<thead>
<tr>
<th>Content compatible language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to watch... (sport)</td>
</tr>
</tbody>
</table>

**World Language-STEM MODULE COVERSHEET**

**Body Basics – Healthy Living**

*(Title in TL)*

- muscular, muscles
- circulatory, heart
- respiratory, lungs
- skeletal, bones
- digestive, stomach
- nervous, brain
- parts of the body
- legs
- knees
- feet
- thighs
- toes
- arms
- hands
- waist
- neurons
- cell body
- nucleus
- axon
- dendrites
- myelin
- synaptic terminal
- food groups
- healthy plate
- healthy foods
- protein
- grains
- fruits
- vegetables
- dairy
- avocado
- lentils
- salmon
- purple grapes
- spinach
- blueberries
- brown rice
- sesame
- whole grain bread
- eggs
- sweet potato
### World Language-STEM MODULE COVERSHEET

**Body Basics – Healthy Living**

*Title in TL*

- to do/play ...(sport)
- to eat
- to sleep
- to read
- to listen to music
- to stand up
- to march in place
- to run in place
- to touch your toes
- to make circles with arms
- to bend from the waist – left, right, forward, back
- to stretch arms over head, out in front
- to sit down

**Expressions and patterns:**
- It’s a snap!
- It’s easy!
- easy/difficult
- healthy living
- Go!
- Slow!
- Whoa
- I/We need.....
- more, most

### Integrated Performance Assessments

**Interpretive Task**

Students will view an image of a meal, identify the food groups represented in the meal, and determine if it is a healthy meal according to the criteria of the "healthy plate." They will also draw some foods that they could add to this meal to make it brain healthy.

**Presentational Task**

Students will make posters for other students about the SNAP! Health Program.

**Interpersonal Task**

Students interview each other to determine what sports they like to play and watch. Students work in pairs. They will ask and respond to questions about the information in their SNAP Logs.
## Materials/Resources

- **PPT 1 – 38**
  - for each group of four students:
    - empty plastic 2-liter soda bottle
    - scissors
    - drinking straw
    - rubber band
    - 2 balloons
    - a small ball of play dough
    - grocery bags
    - a variety of food items from each of the five food groups and unhealthy foods (real, plastic, visuals, or combination)
    - supermarket ads and/or magazines
  - four of each of the following:
    - soccer ball
    - tennis ball
    - basketball
    - football
    - baseball
    - volleyball
    - swimsuit
    - running shoe
    - bike helmet
    - nine pieces of construction paper
    - small stickers
    - flipchart graph paper
    - paper plate and cup (one per student)
    - crayons, colored pencils
    - five pieces of paper for each group
    - grocery bags (one for every group of four students)
    - a variety of food items from each of the five food groups (as well as some unhealthy foods) in each grocery bag (may be real, plastic, pictures or a combination)
    - online video: My Plate for Kids
    - paper plate and cup for each student
    - crayons or colored pencils
    - five pieces of paper for each group
    - supermarket ads/magazines
    - scissors
    - paper placemat for each student
    - online video about healthy eating for children, such as *My Plate for Kids*
    - 6 pipe cleaners of different colors for each student
    - scissors
    - paper plates
    - crayons and/or colored pencils
World Language-STEM MODULE COVERSHEET
Body Basics – Healthy Living

Title in TL

- index cards each with a vocabulary word of a body system or a part of the body
- Resource 1a: SNAP Log (4 pages)
- Worksheet 1a: It’s a Snap to be Healthy!
- Worksheet 1b: What Sports Do We Play and Watch?
- Worksheet 1c: Assessment: What Sports Do We Play and Watch?
- Resource 2a: Food groups labels (one set per student)
- Resource 2b: SNAP! labels
- Worksheet 2a: Go!, Slow!, or Whoa!
- Worksheet 2b: Rate Your Meal: Go!, Slow!, or Whoa!
- Worksheet 2c: Assessment: A Healthy Plate
- Worksheet 3a: How Hard is My Heart Working?
- Worksheet 3b: Body Basics
- Worksheet 3c: Body Basics: Working Together
- Worksheet 3d: Assessment: Body Basics
- Worksheet 4a: Neurons
- Worksheet 5a: Assessment: A Healthy Plate
- Worksheet 5b: Presentational Task Rubric: Healthy Living is a SNAP!
- Worksheet 5c: Interpersonal Assessment: My Snap! Log

STEM Background Resources
The Human Body:
- My Body, by Andrea Pinnington and Penny Lamprell, Scholastic Inc. ISBN 978-0-545-34514-9
- Tai chi helps brain grow, says study involving USF
- All About the Brain: faculty.washington.edu/chudler/

Healthy Eating:
- Choose My Plate: http://www.choosemyplate.gov
- Healthy Foods for Healthy Kids: www.healthyfoodsforhealthykids.org

Comment [SW1]: Great suggestions. Do you think it is necessary or beneficial to say something about how teachers may use these resources? How about make them available or have students read some of it on their own time as preparation and additional info to build a strong base of prior knowledge?
Welcome to SNAP!

Objectives

I Can:

Oral language
- ask and respond to questions about sports I play and watch.
- say how many people in the class watch/do certain sports.

Literacy:
- recognize that the same word can mean two different things. (ex: volleyball – sport and ball)
- read a graph showing sports that people in the class watch and play.

STEM and Other Subject Areas:
- state that we need to eat healthy, exercise, sleep, and have personal time to be healthy.

Vocabulary and Expressions

Content obligatory language:
- healthy living
- sleep
- nutrition
- activity
- personal time
- muscles
- bones
- fruits
- vegetables
- to be healthy
- to exercise
- to be strong inside and out
- sports
- soccer
- football
- volleyball
- tennis
- basketball
- baseball
- ball (specific to each sport)
- swimming - swimsuit
- running – running shoes
- biking – bike helmet
Content compatible language:
- to watch
- to play (a sport)
- to read
- to listen to music
- it's easy/difficult
- It's a snap!
- I/We need...
- more, most

Materials/Resources

<table>
<thead>
<tr>
<th>PPT 1-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>four of each of the following:</td>
</tr>
<tr>
<td>- soccer ball</td>
</tr>
<tr>
<td>- tennis ball</td>
</tr>
<tr>
<td>- basketball</td>
</tr>
<tr>
<td>- football</td>
</tr>
<tr>
<td>- baseball</td>
</tr>
<tr>
<td>- volleyball</td>
</tr>
<tr>
<td>- swimsuit</td>
</tr>
<tr>
<td>- running shoe</td>
</tr>
<tr>
<td>- bike helmet</td>
</tr>
<tr>
<td>- nine pieces of construction paper</td>
</tr>
<tr>
<td>- small stickers</td>
</tr>
<tr>
<td>- paper</td>
</tr>
<tr>
<td>- rulers</td>
</tr>
<tr>
<td>- markers</td>
</tr>
<tr>
<td>- Resource 1a: SNAP Log (4 pages)</td>
</tr>
<tr>
<td>- Worksheet 1a: It's a Snap to be Healthy!</td>
</tr>
<tr>
<td>- Worksheet 1b: What Sports Do We Play and Watch?</td>
</tr>
<tr>
<td>- Worksheet 1c: Assessment: What Sports Do We Play and Watch?</td>
</tr>
</tbody>
</table>

Lesson Storyline and Core Text

Our school received a poster announcing SNAP! to build awareness of a healthy lifestyle. SNAP is a health program that tells young people that healthy living is easy if you pay attention to your daily routine: “It’s a snap!” The program emphasizes four components of healthy living: sleep, nutrition, activity, and personal time. All of these components are important for building a healthy body inside and out. Our class decided to make SNAP a class project and invite other classes to participate.

Key Elements

<table>
<thead>
<tr>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to It's a Snap!</td>
</tr>
<tr>
<td>PPT2</td>
</tr>
<tr>
<td>Snap your fingers.</td>
</tr>
<tr>
<td>T: SNAP! Everyone, snap your fingers like this. It’s easy! When someone says “It’s a snap!” they mean that it is easy, not difficult. (Snap your fingers)</td>
</tr>
</tbody>
</table>
what students know and can do

again).  Turn to your partner, snap your fingers and say “It’s a snap! It’s easy!”

T:  What is easy?
• Prompt by writing a simple math problem on the board.
• Direct students to stand and perform the following actions with you as you ask these questions.
• Chorally repeat the responses.
  o Is running easy?  Yes, it is easy.  It’s a snap!
  o Is touching your toes easy?  Yes, it is easy.  It’s a snap!
  o Is hopping on one foot easy?  Yes, it is easy.  It’s a snap!
  o Is reaching above your head easy?  Yes, it is easy.  It’s a snap.

T:  Who can show me what else is easy to do?
Encourage exercise movements by doing actions like jumping, knee bends, etc.  Provide the vocabulary for the actions.

T:  Our class has been invited to join the SNAP! health program.  We will learn about what we need and do to stay healthy and we will keep a journal.

PPT 3
NOTE:  Use this slide to introduce the vocabulary sleep, listen to music, read, personal time, play sports, exercise, vegetables, fruits, healthy food. (PPT 4 is a duplicate slide with the vocabulary.)

T:  Being healthy is a snap IF we do these activities. (Instruct students to snap their fingers as they chorally repeat.)
• Point to each image and ask students what the image represents.
• Identify the picture to introduce the expressions if they are new to the students.
• For each image, ask students, Do you/I need to___ to be healthy?
  o We need to eat healthy food such as fruits and vegetables.
  o We need to read, listen to music, and have personal time.
  o We need to exercise and play sports.

Distribute Worksheet 1a.
• Review the directions.  Students will label the vocabulary and complete a communicative activity as directed.
• Assist as needed.

PPT4

T:  Let’s read the answers together.
• We need to sleep.
• We need to eat fruits and vegetables, healthy food.
• We need to read, listen to music, and have personal time.
• We need to play sports, exercise.

T:  What was your most popular activity with you and your partners?
Is it easy or hard to do these things to be healthy?
Students respond.

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Sports keep us healthy.</th>
</tr>
</thead>
</table>
| ● Objects and phenomena are explored.  
● Hands-on activities, with guidance. | **PPT5**
T: When we exercise and play sports, we are making our bodies’ healthy and strong inside and out. What sports do you play?  

**PPT6**
T: What sports do you see here? Point to the various images and ask the following questions:
- Who swims/rides a bike? / Do you like to play_____?
- Who plays basketball/baseball/football/soccer/tennis/volleyball?
T: We play sports to make our bodies strong (Use gestures to demonstrate.)

Hold up a soccer ball.
T: What sport do we play with this ball?
Students respond.
Repeat with a basketball, football, baseball, volleyball, and tennis ball.
- Ask questions such as:
  - Do you like to play_____?
  - What sport do we play with a_____?
  - Who is a famous _____player?
- Write the questions and their answers on the board.
- Direct students to turn to an elbow partner and converse about the sports.

T: Now let’s play!
- Divide students into four teams at one end of the classroom.
- At the other end, place four sets of the balls/items for each sport in separate boxes or baskets.
- Instruct the first person on each team to run to the front of the room and pick up one of the balls/items. Then, he/she will run back to his/her team and say: We play_____ with a_____.
- The first student in line passes the item to the next person in line on their team, saying: We play_____ with a_____.
- This continues from student to student each time the ball is passed.
- The last student on the team sets down the item and runs up to the front of the room, picks up another item, and brings it back to the team.
- Each team member will repeat the sentence.
- The team that passes all the items wins the relay.

NOTE: You may wish to provide simple medals on strings to give to the
What sports do we like to play and watch?
Review the sports using the props and/or gestures. Direct students to perform the gestures as you chorally repeat, I like to _____.

PPT 7
T: There are some sports that I do not play, but I like to watch, like soccer. Repeat, substituting other sports.

Distribute Worksheet 1b.
- Review the instructions and the model.
- Assist as needed.

PPT 8
Review answers and ask students if they like to play or watch each sport.

T: What did you discover about your partners?
As you ask several students to reveal what they discovered about the sports preferences of their partners, distribute nine stickers to each student.

T: Let’s find out about all of us.
- Place nine posters (using the following example) around the room
- Instruct students to place one sticker in either box on each poster according to their preference.

Example:

<table>
<thead>
<tr>
<th>SOCCER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to watch soccer.</td>
<td>I like to play soccer.</td>
</tr>
</tbody>
</table>

- When completed, divide the posters among groups of two or three (depending on the number of students.)
- Instruct the groups to count the number of stickers in each column.
- While students are counting, draw a chart of three columns on the board. List the sports in the left column, and label the second and third columns sports we like to play and sports we like to watch, respectively.
- Ask each group for their totals.

T: How can you display this data?
- Distribute paper, rulers, and markers/colored pencils to each group.
World Language-STEM MODULE COVERSHEET  
Body Basics – Healthy Living  
*(Title in TL)*

- Instruct the groups to create a chart/graph of their choice to display the information. (bar graph, pie chart, etc.) See below for an example. They may create two separate graphs/charts or combine the data from both columns.
- Instruct students to draw conclusions from their graph or chart and the sports that most students watch and play, as well as the sports that are the least played or watched.
- Assist as needed.
- When finished, each group will present their chart or graph.

### Elaboration

Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.

### Comparing the data and creating SNAP logs

Display one or more of the student-created graphs or charts.

T:  *How can we compare the two graphs?*

Students respond.

Re-distribute the charts/graphs so that each group receives a different one.

T:  *Now let's look at the graph for the sports that we watch.*

- Which sport is the MOST POPULAR to watch?
- Which sport is the LEAST POPULAR to watch?

Repeat this procedure for the sports that we play.

**NOTE:** Students will keep a journal (SNAP Log) of their healthy habits and foods during the course of this model. For this activity, assemble one SNAP Log for each student with the first three pages only. *(Resource 1a)*

Distribute one log to each student.

T:  *In this journal, we will write the things we do to stay healthy for the next week. We have already learned some things.*

- Instruct students to write their name on the cover.
- On page two, instruct students to draw and label the four things they learned that are needed to be healthy.
- On page three, instruct students to write the sports that they like to play.
- Instruct students to record information for the next week about their exercise and sports activities with the date, the type, and the...
number of minutes.

- Complete your own example for the class. Instruct students to fill in the information in the Model.

T: Your SNAP Log will be very important during these lessons. Be sure to record your activities every day and bring them back to class so that you can share with your classmates.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Distribute Worksheet 1c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</td>
<td>- Display one of the graphs or charts make in the previous segment. Students will use this graph to answer the questions on the assessment.</td>
</tr>
<tr>
<td></td>
<td>- Instruct students to complete the worksheet independently.</td>
</tr>
<tr>
<td></td>
<td>- Collect the worksheets when complete.</td>
</tr>
</tbody>
</table>

Instruct students to share their activities that they recorded in the SNAP logs with their partner/tablemates.

Teacher Reflection - Lesson 1

<table>
<thead>
<tr>
<th>What worked well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did not work well?</td>
</tr>
<tr>
<td>What would I do differently?</td>
</tr>
<tr>
<td>Other comments or notes</td>
</tr>
</tbody>
</table>
# Lesson 2 - A Healthy Body Needs Healthy Food

## Objectives

**I Can:**

**Oral language:**
- name the five food groups for a Healthy Plate.
- say if foods are healthy or unhealthy.

**Literacy:**
- categorize foods according to the five food groups.

**STEM and Other Subject Areas:**
- evaluate meals in terms of how healthy they are.

## Vocabulary and Expressions

**Content obligatory language:**
- healthy / unhealthy
- healthy plate
- five food groups
- dairy
- grains
- protein
- fruits
- vegetables
- Go!
- Slow!
- Whoa!

**Content compatible language:**
- placemat
- I like this.
- This is...

## Materials/Resources

- PPT 9 - 16
- grocery bags (one for every group of four students)
- a variety of food items from each of the five food groups (as well as some unhealthy foods) in each grocery bag (may be real, plastic, pictures or a combination
- online video: My Plate for Kids
- paper plate and cup for each student
- crayons or colored pencils
- five pieces of paper for each group
- supermarket ads/magazines
- scissors
- paper placemat
Lesson Storyline and Core Text
Along with exercise, we need to eat healthy food in order for our bodies to be healthy inside and out. The class explores the Choose My Plate* recommendations for a healthy meal.

*Choose My Plate is a program sponsored by the U.S. Department of Agriculture.

Key Elements
Lesson 2 Procedures

Engagement
• Object, event or question used to engage students.
• Connections facilitated between what students know and can do

Healthy Food Plates

NOTE: Prepare the grocery bags as directed in the Materials section for each group of 4-6 students.

This lesson assumes that students are familiar with the vocabulary for food items. If this is not the case, you can limit new vocabulary by focusing on the names of the five food groups.

Allow a few minutes for students to share their SNAP! logs with partners.

Display the grocery bags in front of the class. Hold up one bag.

T: In order for our bodies to be strong inside and out, we need to exercise. But we also need to eat foods that are healthy. Let’s look our grocery bag and see what is inside.

• Walk around the room and ask individual students to remove one item from the bag.
• Ask students if they can name the food and/or chorally repeat.
• For each item, ask if it is healthy or unhealthy. Use the comparisons of good and bad to convey meaning.
• Continue until all items have been identified.

Distribute the bags to each group of four students.

T: As you unpack your bags, sort them on your desk into two groups – healthy and unhealthy.

Allow approximately five minutes, assisting as needed.

T: Do you have more healthy foods or unhealthy foods? Students respond.
Distribute a paper plate to each group.

T: (Hold up a plate.) A healthy plate shows us what foods we need to eat every day to make us strong inside and outside our bodies. Let’s watch a video to help us understand.

Instruct students to hold up the foods if they appear in the video.

Show the video *My Plate for Kids*. (4.28 minutes)

Assist students, pausing the video if needed.

**NOTE:** Pre-cut one set of the food groups from Resource 2a.

T: Exercise and healthy eating make healthy bodies. Let’s think about what we saw in the video.

Distribute a paper plate and ruler to each student.

T: How many sections were there in the plate?

Students respond.

PPT 9
Instruct students to draw the lines, using the image on the slide as a guide. Distribute a cup and label to each student as they are drawing.

Distribute one pre-cut set of the food groups from Resource 2a to each student.

T: There are five food groups that we need to eat every day in order to be healthy. Four of the food groups are on your plates and one will be in your cup.

PPT 10
T: The first group we need every day to be healthy is vegetables.
- Instruct students to find the vegetables label.
- Instruct students to hold up the vegetables from their bags, and then place them next to the label.
- Optional: Identify individual vegetables if desired.

PPT 11
- Instruct students to find the fruits label.
- Instruct students to hold up the fruits from their bags, and then place them next to the label.
- Optional: Identify individual fruits if desired.

PPT 12
T: We need protein every day to be healthy.
- Identify meats and seafood to ensure that students understand...
what is contained in this food group.
- Instruct students to hold up the proteins from their bags, and then place them next to the label.
- Optional: Identify individual protein products if desired.

**PPT 13**

**T:** Our fourth food group that we need is grains.
- Instruct students to find the grains label.
- Instruct students to hold up the grains from their bags, and then place them next to the label.
- Optional: Identify individual grain products if desired.

**PPT 14**

**T:** We need dairy every day to be healthy.
- Instruct students to find the dairy label.
- Instruct students to write dairy on the label and attach it to the cup.
- Instruct students to hold up the dairy products from their bags, and then place them next to the label.
- Optional: Identify individual dairy products if desired.

**PPT 15**

- Distribute glue sticks.
- Instruct students to attach the four sections of their plate, using the slide as a guide.

**T:** Do you have other foods in your bags? Do you think they are healthy or unhealthy?
Students respond.
**T:** Right! They are not as healthy and we cannot eat a lot of them. They do not make our bodies strong and healthy.
Collect the plates and cups for use in the next segment.

**Explanation**
- Students explain their understanding of concepts and processes.
- New concepts and skills are introduced as conceptual clarity and cohesion are sought.

<table>
<thead>
<tr>
<th>Grocery Shopping for Healthy Food: Go, Slow, or Whoa?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPT 16</strong></td>
</tr>
<tr>
<td><strong>T:</strong> Do you like to shop for food at the supermarket? Let’s go shopping for your favorite meal.</td>
</tr>
<tr>
<td>Distribute the supermarket ads, scissors, glue sticks, and placemats.</td>
</tr>
<tr>
<td><strong>T:</strong> Cut out the foods you would like for your meal and glue them to your placemat.</td>
</tr>
<tr>
<td>When the placemats are complete, divide students into groups of four.</td>
</tr>
<tr>
<td>- Place four SNAP! shapes (from <strong>Resource 2b</strong>) at each table.</td>
</tr>
</tbody>
</table>
| - Instruct students to exchange their placemats to check for the five
food groups.

- T: Look at each placemat. Make sure that there are 5 food groups: fruit, vegetables, protein, grains, dairy on the placemat. If you see all five groups, glue the SNAP! label to the placemat.
- Allow approximately five minutes and assist as needed.

PPT 17
T: Let’s look at the food you selected again. Did you know that some of the foods in each group are healthier than others?
- Some foods are very healthy. They are Green, or GO foods.
- Some foods are good for you but not every day. They are Yellow or SLOW foods.
- And some foods are those that you shouldn’t eat very often. They are Red or Whoa! foods.

PPT 18
T: Here are some vegetables and fruit. Fresh fruits and vegetables are best. They get a Go. If you drink fruit juice or put your fruit and vegetables in sauces, they get a Slow because they are not as healthy as fresh fruits and vegetables. And French fries are Whoa! Don’t eat French fries very often.

PPT 19
T: Which foods are Go, Slow and Whoa in the other food groups?
Discuss the foods on the slide.
Distribute Worksheet 2a.
T: Work with your partner and look at the pictures for each food group. Take turns pointing to the foods you like and say: “I like this” as you point to the item. Decide if you and your partner like mostly Go, Slow or Whoa foods.

T: How many people like a lot of “Go” foods? We all need to remember those “Go” foods and try to eat them every day.

Elaboration
Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.

Go, Slow, or Whoa? - Which do I like?
T: Let’s rate the foods on our placemats.
- Distribute Worksheet 2b.
  Review the instructions, using a model.
  Instruct students to select a different placemat to rate.
  Assist as needed.
T: How many placemats are a GO? a SLOW? a WHOA?
Students respond.
T: Let’s take out our SNAP Logs. Turn to page 3. There is a place for you to keep track of what you eat each day. For each meal, decide if it is very healthy, healthy, or needs help.
**World Language-STEM MODULE COVERSHEET**  
**Body Basics – Healthy Living**  
*(Title in TL)*

<table>
<thead>
<tr>
<th></th>
<th>Complete an example, using foods that you ate. Instruct students to record their foods for several days.</th>
</tr>
</thead>
</table>
| **Evaluation**  
Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. | **Assessment: The Five Food Groups**  
Distribute Worksheet 2c.  
Direct students to complete the assessment independently.  

After the assessments have been collected, direct students to share and discuss the food choices in their SNAP! logs with partners. |

**Teacher Reflection - Lesson 2**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What worked well?</td>
<td></td>
</tr>
<tr>
<td>What did not work well?</td>
<td></td>
</tr>
<tr>
<td>What would I do differently?</td>
<td></td>
</tr>
<tr>
<td>Other comments or notes</td>
<td></td>
</tr>
</tbody>
</table>

*Comment [SW3]: Students need to draw a connection between the plate and good health. E.g., our body needs food from these five groups to be healthy, not simply naming them.*
# World Language-STEM MODULE COVERSHEET

## Body Basics – Healthy Living

*(Title in TL)*

Lesson 3- A Healthy Body is a Strong Body Inside and Out

*(Title in TL)*

<table>
<thead>
<tr>
<th>Lesson 3 of 5</th>
<th>A Healthy Body is a Strong Body Inside and Out</th>
</tr>
</thead>
</table>

**Objectives**

I Can:

Oral language:
- give and follow directions to exercising.
- name body systems and parts of the body.

Literacy:
- label body systems and organs.

STEM and Other Subject Areas:
- name six body systems and their main body part.
- take my pulse.

**Vocabulary and Expressions**

Content obligatory language:
- pulse
- parts of the body
- eye
- legs
- knees
- feet
- thighs
- toes
- arms
- hands
- fingers
- waist
- body systems and organs
- muscular / muscles
- circulatory / heart
- respiratory / lungs
- skeletal / bones, rib cage
- digestive / stomach
- nervous / brain

Content compatible language:
- to touch
- to blink
- to stand up
- to march in place
- to run in place
- to touch your toes
World Language-STEM MODULE COVERSHEET

Body Basics – Healthy Living

(Title in TL)

- to make circles with arms
- to bend from the waist – left, right, forward, back
- to stretch your arms over your head, out front
- to sit down

Materials/Resources
- PPT 19-28
- online exercise video for children such as: Kids’ Workout with Paul Eugene
- Worksheet 3a: How Hard is My Heart Working?
- Worksheet 3b: Body Basics
- Worksheet 3c: Body Basics: Working Together
- Worksheet 3d: Assessment: Body Basics

Lesson Storyline and Core Text
After talking about SNAP, students perform some exercises as a reminder that exercise is important every day. Students learn six important parts inside the body and how the systems that are connected to those body parts work together. Also, students measure their heart rate by taking their pulses before and after exercise.

Key Elements | Lesson 3 Procedures
---|---
Engagement
- Object, event or question used to engage students.
- Connections facilitated between what students know and can do

Let’s Get Moving!

T: Exercise and healthy eating are good for all of us. We need to eat healthy foods every day and exercise every day. Let’s get moving!
Option 1: Lead the class in this series of exercises:
- Stand up.
- March in place. (count to 20)
- Touch your toes. (count to 10)
- Arms out – make small circles forward. (count to 10)
- Arms out – make small circles backward. (count to 10)
- Hands on your waist – bend forward, to the right, back, to the left. (count to 10)
- March in place. (count to 20)
- Sit down.

Option 2: Select a brief online exercise video for children, such as Kids’ Workout with Paul Eugene.
T: When we exercise, what parts of our bodies do we use?
Lead class in the song Heads, Shoulder, Knees, and Toes, using gestures.
T: What else do we use? We use our:
- legs
- knees
- feet
- thighs
- toes

Comment [SW4]: Excellent engagement and daily routine. Can you build the exercise into a chant so students can chant while exercising?
**World Language-STEM MODULE COVERSHEET**

**Body Basics – Healthy Living**

*(Title in TL)*

- arms
- hands
- waist

Lead class with gestures and choral repetition. Ask additional questions such as:
  - How many ____ do you have?
  - Where is the ____?

**Exploration**
- Objects and phenomena are explored.
- Hands-on activities, with guidance.

**What do we use to exercise?**

Review the body parts from previous segment with gestures and a game of Simon Says.

**PPT 20**

T: Our bodies need food and exercise to be healthy on the inside AND the outside.

**PPT 21**

T: The inside of our bodies has many systems. Just like roads that connect all our cities and states, our body systems work on the inside of our bodies to connect organs in our bodies.

**PPT 22**

T: We can measure how hard our body is working by taking our pulse. What does our pulse measure?

Students respond.

T: Right! Our pulse measures our heart rate.

- Locate your pulse by pressing two fingers to the inside of the wrist or neck as you say: *I can count how many times my heart beats. This is called my pulse.*
- Use a timer or second hand on the clock to take your pulse for 15 seconds.
- *I counted ___ beats in 15 seconds.*
- Ask the class how to calculate the beats per minute. (the number × 4.)
- *So, my pulse, or beats per minute is ___.*
- What do you think my pulse will be after I exercise? Will it be higher or lower?
- Let’s find out!

- Distribute one heart rate log from **Worksheet 3a**. (There are three per page.)
- Assist students in taking and calculating their pulse.
- Instruct students to record the number in the first column.
- Now let’s do some exercises. Lead the class in this series of exercises:
  - Stand up.
Body Basics – Healthy Living

(Title in TL)

- March in place. (Count to 20.)
- Touch your toes. (Count to 10.)
- Run in place. (Count to 20.)
- Stretch your arms over your head and then straight out in front of you, over your head, out in front. (Repeat 10 times.)
- Put your hands on your waist. Bend forward, to the right, back, to the left. (Repeat 10 times.)
- Run in place for one minute.
- Sit down.
  - Take your pulse again. (Wait 15 seconds.)
  - Assist students in taking and calculating their pulse.
  - Instruct students to record the number in the second column.
  - Discuss findings with students.
  - Your heart is working harder because you need more energy to exercise. Exercise makes your heart strong.

Explanation
- Students explain their understanding of concepts and processes.
- New concepts and skills are introduced as conceptual clarity and cohesion are sought.

Body Basics

Distribute Worksheet 3b.
T: What do we measure when we take our pulse? (Refer to PPT 22 if needed.)
Students respond.
T: Right! Our heart rate!

PPT 23
T: The heart is a very important organ in your body that is part of the circulatory system.

Assist student in labeling the body part and the system as you introduce and practice the vocabulary on the next slides. Use a gesture for each system, such as:
- circulatory – Tap your heart several times.
- muscular – Make a fist, bend your arm, and flex.
- skeletal – Touch the bones in your hand or wrist.
- digestive – Touch your abdomen/stomach.
- respiratory – Inhale and exhale slowly.
- nervous – Touch your finger to your head.

PPT 24
T: When we exercise we are moving our muscles.
- Ask students to demonstrate flexing their muscles.
- Chorally repeat: The muscles make up the muscular system.
- Direct students to locate this system on the worksheet and to label muscle and the muscular system.
PPT 25
T: Did you know that the muscles in the eyes are the busiest in our bodies? Assist students as you model the following experiment.
- Hold your hands in front of your face with your pointer fingers extended.
- Now hold the tips of your pointer fingers out so they are almost touching but not quite.
- Try to keep your fingers perfectly still—don’t move them at all.
- Now stare at your fingers and try not to blink.
- What happens? Does it look like your fingers are bouncing around?

PPT 26
T: The bones in our bodies make up our skeletal system.
- Point to the x-ray and chorally repeat: These are the bones in your hands.
- Point to the skeleton and chorally repeat: These are the bones in your body.
- T: Bones hold us up so we can sit and stand and walk. And bones protect the organs inside our body. Point to the rib cage on the slide.
- Instruct students and demonstrate feeling various bones such as the ribs, elbow, hand, etc.
- Direct students to locate this system on the worksheet and to label bones and the skeletal system.

PPT 27
T: When we eat, the digestive system processes our food. One important organ in the digestive system is the stomach.
- Demonstrate as you ask: Who can touch their stomach?
- Direct students to locate this system on the worksheet and to label stomach and the digestive system.

PPT 28
T: (As you inhale and exhale slowly.) This is our respiratory system and these are our lungs.
- The ribs protect our lungs.
- Direct students to locate this system on the worksheet and to label lungs and the respiratory system.

PPT 29
T: Here is your brain. It controls your nervous system.
Direct students to locate this system on the worksheet and to label brain and the nervous system.

T: Let’s do a quick review of the systems in our bodies.
- For each of the following steps, change the order of the systems.
  - Instruct students to perform the gestures associated with each
**World Language-STEM MODULE COVERSHEET**  
**Body Basics – Healthy Living**  
*(Title in TL)*

<table>
<thead>
<tr>
<th>Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Do Our Body Systems Work Together?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> Select an online video about the systems in the body, such as <em>Human Body 101</em> (by National Geographic, approximately 3 minutes.)</td>
</tr>
</tbody>
</table>

Perform a gesture for these statements as you chorally repeat:
- We see our muscles.
- We feel our bones.
- We put food in our stomachs.
- We feel our heart beat.
- We make our lungs work.

**T:** Our body is a like a machine where all the parts work together. Let’s see how this happens.

- Distribute *Worksheet 3c*.
- Before viewing, review the instructions. Students will number the systems in the order presented in the video.
- During viewing, pause the video when needed to ensure comprehension.
- After viewing:
  - discuss responses on the worksheet.
  - discuss several examples of how the systems work together. For example:
    - The heart sends blood to the muscles.
    - The bones protect the muscles.
    - The lungs give oxygen to the heart.

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</td>
</tr>
</tbody>
</table>

Distribute *Worksheet 3d*.
- Review the instructions.
- Instruct student to complete the worksheet independently.

After the assessments have been collected, direct students to share and discuss the food choices in their SNAP! logs with partners.

*Comment [SW5]:* Students need to draw a connection between the plate and good health. E.g., our body needs food from these five groups to be healthy, not simply naming them.
World Language-STEM MODULE COVERSHEET
Body Basics – Healthy Living
*(Title in TL)*

**Teacher Reflection - Lesson 3**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>What worked well?</td>
<td></td>
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<tr>
<td>What did not work well?</td>
<td></td>
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<tr>
<td>What would I do differently?</td>
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<tr>
<td>Other comments or notes</td>
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</tbody>
</table>


Lesson 4 - All Systems Work Together in a Healthy Body

<table>
<thead>
<tr>
<th>Lesson 4 of 5</th>
<th>All Systems Work Together in a Healthy Body</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>I Can:</td>
</tr>
<tr>
<td></td>
<td>Oral language:</td>
</tr>
<tr>
<td></td>
<td>• name foods that are good for the brain.</td>
</tr>
<tr>
<td></td>
<td>• state that sleep and personal time are important for a healthy body.</td>
</tr>
<tr>
<td></td>
<td>Literacy:</td>
</tr>
<tr>
<td></td>
<td>• label the parts of a neuron.</td>
</tr>
<tr>
<td></td>
<td>STEM and Other Subject Areas:</td>
</tr>
<tr>
<td></td>
<td>• name six systems and their related body parts in the human body.</td>
</tr>
<tr>
<td></td>
<td>• name the parts of a neuron.</td>
</tr>
<tr>
<td></td>
<td>• state that the brain controls all the systems in our body.</td>
</tr>
<tr>
<td><strong>Vocabulary and Expressions</strong></td>
<td>Content obligatory language:</td>
</tr>
<tr>
<td></td>
<td>• control center</td>
</tr>
<tr>
<td></td>
<td>• neurons</td>
</tr>
<tr>
<td></td>
<td>• cell body</td>
</tr>
<tr>
<td></td>
<td>• nucleus</td>
</tr>
<tr>
<td></td>
<td>• axon</td>
</tr>
<tr>
<td></td>
<td>• dendrites</td>
</tr>
<tr>
<td></td>
<td>• myelin</td>
</tr>
<tr>
<td></td>
<td>• synaptic terminal</td>
</tr>
<tr>
<td></td>
<td>Content compatible language:</td>
</tr>
<tr>
<td></td>
<td>• healthy foods</td>
</tr>
<tr>
<td></td>
<td>• avocado</td>
</tr>
<tr>
<td></td>
<td>• lentils</td>
</tr>
<tr>
<td></td>
<td>• salmon</td>
</tr>
<tr>
<td></td>
<td>• purple grapes</td>
</tr>
<tr>
<td></td>
<td>• spinach</td>
</tr>
<tr>
<td></td>
<td>• blueberries</td>
</tr>
<tr>
<td></td>
<td>• brown rice</td>
</tr>
<tr>
<td></td>
<td>• sesame</td>
</tr>
<tr>
<td></td>
<td>• whole grain bread</td>
</tr>
<tr>
<td></td>
<td>• eggs</td>
</tr>
<tr>
<td></td>
<td>• sweet potatoes</td>
</tr>
<tr>
<td><strong>Materials/Resources</strong></td>
<td>PPT 28-36</td>
</tr>
<tr>
<td></td>
<td>• 6 pipe cleaners of different colors for each student</td>
</tr>
<tr>
<td></td>
<td>• scissors</td>
</tr>
<tr>
<td></td>
<td>• paper plates</td>
</tr>
</tbody>
</table>

Comment [SW6]: In my opinion, this can be eliminated. Learning and talking about all others in the TL are good enough objectives/can-dos for this module. I don’t think we need to tackle all of them.
World Language-STEM MODULE COVERSHEET
Body Basics – Healthy Living
*(Title in TL)*

<table>
<thead>
<tr>
<th>Consumables</th>
</tr>
</thead>
<tbody>
<tr>
<td>o crayons and/or colored pencils</td>
</tr>
<tr>
<td>o index cards each with a vocabulary word of a body system or a part of the body</td>
</tr>
<tr>
<td>o Worksheet 4a: Neurons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Storyline and Core Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The brain is identified as the control center for the entire body. Neurons carry messages to and from the brain to all the parts of the body. Students identify foods that are especially good for the brain and learn about the importance of getting a good night’s sleep and taking personal time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
</tr>
<tr>
<td>● Object, event or question used to engage students.</td>
</tr>
<tr>
<td>● Connections facilitated between what students know and can do</td>
</tr>
<tr>
<td><strong>Body Basics: Working Together</strong></td>
</tr>
<tr>
<td>● Review the body systems and parts of the body. Options:</td>
</tr>
<tr>
<td>o Songs with gestures such as Heads, Shoulders, Knees and Toes or the Hokey Pokey.</td>
</tr>
<tr>
<td>o Perform several exercises and ask students what body system or parts of the body are being used.</td>
</tr>
<tr>
<td>o Play a game of Simon Says.</td>
</tr>
<tr>
<td>● Direct students to share and discuss the food choices in their SNAP! logs with partners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Objects and phenomena are explored.</td>
</tr>
<tr>
<td>● Hands-on activities, with guidance.</td>
</tr>
<tr>
<td><strong>Making Neurons</strong></td>
</tr>
<tr>
<td><strong>PPT 30</strong></td>
</tr>
<tr>
<td>Ask students to identify the body system.</td>
</tr>
<tr>
<td>T: (Point to the nerves.) <em>Your nervous system consists of billions of neurons. What does one of these look like?</em></td>
</tr>
<tr>
<td>Discuss the visual on the right of the slide.</td>
</tr>
<tr>
<td>Distribute scissors and 6 pipe cleaners of different colors to each student.</td>
</tr>
<tr>
<td><strong>PPT 31</strong></td>
</tr>
<tr>
<td>Chorally repeat each part of the neuron as you create the model: neuron, cell body, axon, dendrite, myelin, synaptic terminal.</td>
</tr>
<tr>
<td>● These pipe cleaners are like our neurons.</td>
</tr>
<tr>
<td>● <em>Here is the neuron’s cell body. The center is called the nucleus.</em></td>
</tr>
<tr>
<td>Model and instruct students to roll the pipe cleaner into a ball.</td>
</tr>
<tr>
<td>● <em>This part is called the axon. The axon carries messages away from the cell body.</em> Take another pipe cleaner and attach it to the cell body by pushing the pipe cleaner through the ball so that the cell body is in the middle of the pipe cleaner. Now twist the two sides of the pipe cleaner together to make a single extension.</td>
</tr>
</tbody>
</table>

*Comment [SW7]:* Students need to draw a connection between the plate and good health. E.g., our body needs food from these five groups to be healthy, not simply naming them.

*Comment [SW8]:* Why are we talking about cell or neurons in such a great detail?
**World Language-STEM MODULE COVERSHEET**

**Body Basics – Healthy Living**

*(Title in TL)*

---

**T:** The neuron also has dentrites that bring messages to the cell body. Take other pipe cleaners and cut them in half. Push them into the cell body.

![Dendrites](image)

**T:** The myelin sheath makes the messages travel faster. Wrap another pipe cleaner around the length of the axon.

**T:** Finally, the synaptic terminal connects to another neuron. Wrap another pipe cleaner on the end of the axon.

![Myelin Synaptic terminal](image)

**T:** Information from one neuron flows to another neuron across a synapse. The synapse is a small gap separating neurons.

Reinforce the vocabulary using PPT 30, asking students to chorally repeat as they point to each part on their model neuron.

---

**Explanation**

- Students explain their understanding of concepts and processes.
- New concepts and skills are introduced as conceptual clarity and cohesion are sought.

---

**Control Central: The Brain**

**PPT 32**

Distribute **Worksheet 4a**.

**T:** This is what one of your neurons looks like. Can you label its parts? Assist as needed.

Review the parts and their functions:
- The dendrites bring messages to the cell body.
- The nucleus is the center of the cell.
- The myelin sheath makes the messages travel faster.
- The axon carries messages away from the cell body.
- The synaptic terminal connects one neuron to another.

**PPT 33**

What is the control center for all the systems in our body?

Students respond.

**T:** The brain makes sure that all the systems in our body work together.

Review the parts of the body on the slide and ask students to identify their corresponding system.

To review all the systems of the body:

Distribute one index card to each student. (Each card has the vocabulary word for a body system or a part of the body.)
Instruct students to find their matching partner and create a short skit in which they use gestures and short expressions/sentences to tell their story.

Write the following sentence on the board and instruct students that this will be the opening of their skits:

*The brain sends a message to the ________ system.*

For example:

*The brain sends a message to the circulatory system. The center is the heart. It is very important! It is red and very strong. It sends blood to all parts of the body. When you exercise, it works very fast!*

Assist as needed.

Allow time for students to share their skits. Record the skits, if possible.

**Brain Food**

T: We know that exercise is good for our bodies. It is also important for us to have some personal time. How many of you like to read? listen to music? relax?
Students respond.

T: Sleep is also good for our body. How many of you sleep for 8 hours every night?
Count the number of students.

T: How many of you sleep for 9 hours every night?
Count the number of students.

T: How many of you sleep for 10 hours every night?
Count the number of students.

T: How many of you sleep for more than 10 hours every night?
Count the number of students.

T: How many hours do you think scientists say you should sleep – 8, 9, 10, or more than 10?
Students respond.

T: The correct answer is 10! But what else is good for our bodies?
Students respond.

T: Right – healthy foods! Did you know that there are certain foods that are especially good for the neurons and our brains?

For the next series of slides, use choral repetition and additional questions such as:

- *Do you like _____?*
- *What color is/are _____?*
- *Do you eat it for breakfast, lunch or dinner? (or in the morning/afternoon/evening)*
- *Is it a fruit/vegetable, meat/grain/dairy?*
T: Avocados, lentils, and salmon produce myelin. Who remembers what myelin does?
Students respond.
T: That’s right! Myelin makes messages travel faster in the brain.

PPT 35
T: Purple grapes, spinach, and blueberries keep the blood flowing in our brain and body.

PPT 36
T: Brown rice, whole grain bread, and sesame give energy to the neurons.

PPT 37
T: Eggs and sweet potato protect brain cells.

T: We have learned a lot about healthy living. Do you agree that it’s a snap (Snap your fingers.) to live healthy?
Students respond. Direct students to snap their fingers while chorally repeating It’s a snap!

Evaluation
Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.

Making a Healthy Plate
Distribute one paper plate, supermarket ads, colored pencils/markers, rulers, glue sticks, and scissors.

T: Let’s make another healthy plate. This time, when you create your meal, think about the other foods that help your brain keep healthy.
Allow time for students to share their plates with partners.

Teacher Reflection - Lesson 4

What worked well?

What did not work well?

What would I do differently?

Other comments or notes

Comment [SW10]: This is good, making connections between food and body.
Lesson 5 - Assessment

Materials/Resources

<table>
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<tr>
<th>PPT 38</th>
<th>Worksheet 5a: Assessment: A Healthy Plate</th>
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<td>Worksheet 5b: Presentational Task Rubric: Healthy Living is a Snap!</td>
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<td>Worksheet 5c: Interpersonal Task Rubric: My SNAP! Log</td>
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Performance Assessments

Interpretive Task:
- Distribute Worksheet 5a
- Display PPT 38.
- Review the instructions.

Presentational Task:
As part of the SNAP! Health Program, we have been asked to make posters to display around the school to help other students learn about healthy living.
- Distribute materials for the posters.
- Distribute the rubric. (Worksheet 5b)
- Allow time for students to share their posters.

Interpersonal Tasks:
- Students interviewed each other to determine which sports they like to play and watch. (Lesson 1)
- Students shared their SNAP! logs with partners. (throughout the module)

Teacher Reflection - Lesson 5

What worked well?

What did not work well?

What would I do differently?

Other comments or notes