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# 3rd Grade

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CATCH Alignment Guide to  
Texas Essential Knowledge  
and Skills (TEKS)

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CATCH Classroom Curriculum

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**THE UNIVERSITY of TEXAS**  
SCHOOL OF PUBLIC HEALTH AT HOUSTON  
*A part of The University of Texas Health Science Center at Houston*

*Michael & Susan Dell Center for Advancement of Healthy Living*

# CATCH Alignment Guide to Texas Essential Knowledge and Skills (TEKS)<sup>©</sup>

## **Acknowledgements**

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Jessica Dillenberger  
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Gina Lawson  
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Melanie Weedman

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## Explanation and Key of Alignment Table

Heading and Title Row. Titles each column explaining what will be in the cells below them.

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
<b>Session 1: Let's Get Go-ing</b>				
Ses.1/Act.1 Introductory Play	<p><b>L.A. (5.2) Listening Speaking/Critical Listening.</b> The student listens critically to analyze and evaluate a speaker's message.</p> <p><b>L.A. (5.10) Reading/Comprehension.</b> The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	Why did Tillie want to talk to the Earthling Students? *	(Reader's Theater Script) Can be done during guided reading.

The title of each session is placed in its own row and shaded to make it easier to find and read.

Labels the session and activity number found in the curriculum guide.

Lists the overall TEKS that can be linked to this health activity. They include Language Arts, Science, Math, and Health. Makes it easy to match it with the TEKS a teacher is teaching during the week.

Suggests to teachers, which subject areas they can integrate the health lesson into other subject areas.

Ideas of ways to deliver the information to students, or any needed information for that particular lesson or future lesson.

Gives examples of TAKS style questions that can be used word for word and/or help create ideas for other questioning strategies used during the lesson.  
 \*= These questions are found straight out of the curriculum guide in the lesson.  
 \*\*=Shows teacher generated questions.

## Sample 3<sup>rd</sup> Grade CATCH Supply List

### Grocery store items

popcorn  
sparkling water  
light syrup canned fruit  
heavy syrup canned fruit  
shredded wheat cereal  
whole-wheat corn, or rice squares cereal  
Toasted Oats O's cereal  
unsweetened raisins, dates, or other unsweetened dried fruit  
unsalted peanuts (or sunflower seeds)  
video)  
100% fruit juice  
Low-fat milk  
2% Milk  
ice (if available)  
\*ask cafeteria manager if they can donate excess grocery items

### Tools and Plastic ware

spoons  
cups  
napkins  
2 large bowls  
measuring cups  
measuring spoons

### Student Materials

classroom set of folders  
blank paper

### Teaching Aides

circulatory system poster  
DVD player (optional – to show

## 3<sup>rd</sup> Grade CATCH Curriculum Alignment with TEKS/TAKS

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
<b>Session 1: Hi There, Earthlings</b>				
1/1 Introduction	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>L.A. (3.10) Reading/literacy response.</b> The student responds to various texts..	Language Arts/ Reading	How are ___ (character) and ___ (character) similar/different? **	The introductory story is essential to the entire program. Students learn who the characters are.
1/2 Character Identification	<b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>L.A. (3.11) Reading/text structures/literary concepts.</b>	Language Arts/ Reading	Which character investigates or searches for something, similar to a detective? **	Use a graphic organizer such as a web to discuss character traits.
1/3 Letter Writing	<b>L.A. (3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms.	Language Arts / Writing	The letter to Principal Goodheart was written mainly to ...? **	Great opportunity to review the letter writing format.
1/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts		Each student will need a folder.
<b>Session 2: Hearty Goes on a Mission</b>				
2/1 Review- Circulatory System	<b>Health (3.4) Health information.</b> The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span.	Health	Why is important to be heart healthy and active? **	You will <b>need</b> a Circulatory System poster.
2/2 Adventure Story	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words.	Language Arts	Why was Hearty Heart being sent on a mission? *	T.V./monitor/DVD <b>needed.</b> Could use as a Reader's Theater instead of playing video.

3<sup>rd</sup> Grade CATCH Alignment to Texas Essential Knowledge and Skills (TEKS)

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
2/3 Draw & Label Pictures	<b>L.A. (3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms. <b>L.A. (3.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research. <b>Science (3.3) Scientific processes.</b> The student knows that information,	Language Arts/ Writing Science	What are two things you can do to be heart healthy? *	Students could make a collage of healthy eating and exercising using magazines.
2/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	How can we prepare to visit Planet Strongheart? *	
<b>Session 3: Breakfast of the Stars</b>				
3/1 Review- Importance of Breakfast	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts Health	What is the difference between low-fat milk and whole milk? *	Items needed: Shredded Wheat, low-fat milk, spoons and bowls. Review importance of washing hands.
3/2 Breakfast Preparation	<b>L.A. (3.9) Reading /comprehension.</b> The student uses a variety of strategies to comprehend selections read aloud and selections read independently. <b>L.A. (3.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research. <b>Math (3.11) Measurement.</b> The student directly compares the attributes of length, area, weigh/mass, and capacity, and uses comparative language to solve problems and answer questions.	Language Arts/ Reading/Writing Math	What tools did we use to make the breakfast of the stars? *  Why is Shredded Wheat healthier compared to Fruit Loops? *	Teachable Moment:  Measurement using cups and ounces  Fractions example: 1 cup vs. $\frac{3}{4}$ cup
3/3 Homework	<b>Math (3.3) Number, operation, and quantitative reasoning.</b> The student adds and subtracts to solve meaningful problems involving whole numbers.	Math	Where do you record the team name, player's names, points, and total points? **	Introduction of Home Team Scoreboard and Players Guide used throughout program. Agree upon a due date.
Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers

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3/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	Why is a healthy breakfast important? *	As a class create an "Instead of" list: example: Instead of a <u>Pop Tart</u> eat <u>Fresh fruit</u> .
<b>Session 4: Hearty and His Friends Land on Earth</b>				
4/1 Review	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	What have we learned about the heart from Hearty Heart and his friends so far? **	Review Circulatory System Poster.
4/2 Adventure Story	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>L.A. (3.3) Listening/speaking/audiences/oral grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions.	Language Arts	Why should we eat GO and SLOW foods more often than WHOA foods? *	Give quick summary of the first video. Could use as a Reader's Theater instead of playing video.
4/3 GO, SLOW, WHOA Foods	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words.	Language Arts	Why do you think fresh apples are a GO food? *  Why are canned fruits in a light syrup better than canned fruits in a heavy syrup? *	Coordinate as a grade level team to have real life examples. Such as real fruit and canned fruit or compare whole milk, 1%, soy, and skim.
4/4 Summary	<b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Health	Where did Hearty Heart and his friends find the GO foods? *	Remind the students that the Home Team Scorecard is due on chosen date.

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Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
<b>Session 5: Helping Hearty Identify GO, SLOW, and WHOA Foods</b>				
5/1 GO, SLOW, WHOA Foods	<b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts Health	How can you tell that _____ is a WHOA food? **	Explain to the students the differences between fresh, frozen, and fried/deep-fried. Help students understand the meaning of processed food.
5/2 GO, SLOW, WHOA Foods	<b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. <b>Soc. (3.18) Social studies skills.</b> The student uses problem-solving and decision-making skills working independently and with others, in a variety of settings.	Health Social Studies	Why is David's snack diary dynamite? **  What is your goal at the end of 5 days? **	The students can keep their own Food Diary for 5 days.
5/3 Homework	<b>Math (3.13) Probability and statistics.</b> The student solves problems by collecting, organizing, displaying, and interpreting sets of data. <b>L.A. (3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms.	Math Language Arts	What was the exercise goal that you and your home team set? *  Were you able to meet your goal? *	Collect data on the classroom chart from the students' Home Team Players Guide 1 scoreboard.
5/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	How is your food diary beneficial to you? **	Students should return their Players Guide 2 Scorecard by a chosen date.
<b>Session 6:</b>				
6/1 Adventure Story	<b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. <b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts Health	What does <i>sedentary</i> mean? *  Why is it better to be active than sedentary? *	Could use as a Reader's Theater instead of playing video.



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6/2 Physical Activity	<b>L.A. (3.3) Listening/speaking/audiences/oral grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions. <b>P.E. (3.1) Movement.</b> The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.	Language Arts P.E.	Why did Flash say it is good to warm up? *	This activity can also be done outside.
6/3 Goal Setting	<b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Health	What physical activity did you use to achieve your goal? **	The students could play charades to demonstrate the physical activity they used to accomplish their goal.
6/4 Homework	<b>Math (3.13) Probability and statistics.</b> The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	Math	What did you like best about the Homework activities? *	Collect data on the classroom chart from the students' Home Team Players Guide 2 scoreboard.
6/5 Summary	<b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Health	What did Flash and Hearty tell Sam to convince him to be physically active? *  What did Flash and Hearty explain to Sam so that he should not get sore from doing a physical activity? *	Students should return their Players Guide 3 Scorecard by a chosen date.
<b>Session 7: Hearty and Dynamite Meet Food Fat</b>				
7/1 Adventure Story	<b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. <b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts/Reading Health	What is something that happens when a person eats too many foods high in fat? *	Could use as a Reader's Theater instead of playing video. Possibly a puppet show.

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7/2 Changing a Menu	<p><b>L.A. (3.3) Listening/speaking/audiences/oral grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions.</p> <p><b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p> <p><b>Science (3.3) Scientific processes.</b> The student knows that information, critical thinking, and scientific problem solving are used in making decisions.</p>	Language Arts Health Science	What are GO foods that MacFatty’s could serve instead of fried chicken and deep-fried vegetables? *	Visit <a href="http://www.foodfacts.info">www.foodfacts.info</a> . Print out nutritional information to share.
7/3 Reporting Menu Changes	<p><b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p><b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	Language Arts Health	<p>What are some healthy alternatives to a sausage pizza? **</p> <p>Were the healthy alternatives you chose GO, SLOW, or WHOA foods? **</p>	Pretend you’re classroom is a restaurant and have them order from the menus.
7/4 Summary	<p><b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.</p>	Language Arts	Why should you not eat a lot of high-fat WHOA foods? *	Remind students the Players Guide 3 will be due during the next session.
<b>Session 8:</b> Hearty and Dynamite Meet Food Fat...Again				
8/1 Adventure Story	<p><b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p><b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary.</p> <p><b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.</p>	Language Arts/Reading Health	In what way was Food Fat like some of the companies that sell WHOA foods and make ads for them? *	Could use as a Reader’s Theater instead of playing video.

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Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
8/2 Goal Setting	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Language Arts Health	What GO or SLOW foods could you eat for a snack instead of a WHOA food? **	They could answer this question in their Food Diary.
8/3 Goal Check	<b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. Science (3.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.	Health Science	What two physical activities did you use to achieve your goals? **  Give some examples of other activities that you could do? **	Add the physical activities to your Food Diary. Discuss how diet and exercise go hand in hand.
8/4 Homework	<b>Math (3.13) Probability and statistics.</b> The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	Math	What was the goal that you and your Home team set? *  Were you able to meet your goal? *	Collect data on the classroom chart from the students' Home Team Players Guide 3.
8/5 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	What did Dynamite tell Hearty about ads for WHOA foods on TV or other places? *	Start collecting empty food packages that contain grains as a main ingredient.
<b>Session 9: Hearty Learns About Whole Grains</b>				
9/1 Adventure Story	<b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. <b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts Health	What are the clues that will tell you whether a food is made with whole grains? *  Where can you find these clues? *	Could use as a Reader's Theater instead of playing video.

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9/2 GO, SLOW, WHOA Foods	<b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Science (3.5) Science concepts.</b> The student knows that systems exist in the world.	Language Arts Science	Can you always tell from the color of a food whether it was made with whole grains or refined grains?*	Teachable moment: Whole grains vs. Refined grains
9/3 Label Reading	<b>L.A. (3.7) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources. <b>L.A. (3.12) Reading/inquiry/research.</b> The student generates questions and conducts research using information from various sources. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts Health	Why is it good to eat foods with fiber? *  Which kind of bread would be better to eat more often and why? *	Mystery Food Table – Teacher can set up a table and have students bring in foods from home. They can practice being like Sally Sleuth and look for fiber.
9/4 Goal Setting	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Language Arts Health	What whole grain food did you chose to eat to meet your goal? *	Remember to record on goal sheet. The class could take a field trip to grocery store ... classroom visitor such as cafeteria manager or dietician.
9/5 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	What did Sally Sleuth and Dynamite teach David and Laura about foods made with grains?*	Remind students that the scorecard for Players Guide 4 is due on chosen date. Read ahead to prepare for the next session's activity.
<b>Session 10: Flash's Favorite Fast Food</b>				
10/1 Goal Check	<b>Health (3.8) Personal/interpersonal skills.</b> The student understands how relationships can positively and negatively influence individual and community health. <b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Health	What GO and SLOW snacks did you eat? **	Remind the students that the goal sheet for eating whole grain food is due on the chosen date.

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Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
10/2 Review: Importance of GO Snacks	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences. <b>Science (3.1) Scientific processes.</b> The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.	Language Arts Science	What are some examples of GO snacks? **	Create a classroom/ cafeteria/hallway picture chart on butcher paper of GO snacks.
10/3 Snack Preparation	<b>L.A. (3.3) Listening/speaking/audiences/oral grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions. <b>L.A. (3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms. <b>Math (3.11) Measurement.</b> The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions.	Language Arts/Writing Math	What makes this trail mix a heart healthy snack? **	Have the students write their own heart healthy recipe.  Teachable moment: tablespoon vs. teaspoon
10/4 Homework	<b>Math (3.13) Probability and statistics.</b> The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	Math	Who has the most points so far ... the kids or the adults? **	Collect data on the classroom chart from the students' Home Team Players Guide 4
10/5 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	Why is it important to eat snacks like Flash's Favorite Fast Food? *	Remind students that the scorecard for Players Guide 5 is due on chosen date.
<b>Session 11: Hearty Learns About GO Beverages</b>				
11/1 Adventure Story	<b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. <b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary. <b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Language Arts/Reading Health	What does water do for your body? *  Why did Dynamite say that kids should try to drink 3 glasses of milk a day? *	Could use as a Reader's Theater instead of playing video. Give Pre/Post Test on GO beverages.

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Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
11/2 Identify GO Beverages	<b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.	Math Health	What did David and Laura learn a lot about GO and WHOA foods from Hearty and his friends? **	In Food Diary write down some GO beverages.
11/3 Goal Check	<b>L.A. (3.4) Listening/speaking/communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words. <b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Language Arts Health	Which whole grain foods did you eat? **	
11/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	Why are soft drinks, sports drinks, energy drinks and fruit flavored drinks WHOA beverages? **	Mystery Beverage Table: students bring in labels of a variety of drinks to compare labels like Sally Sleuth.
<b>Session 12: Helping Hearty Read Beverage Labels</b>				
12/1 Label Reading	<b>L.A. (3.7) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources. <b>L.A. (3.12) Reading/inquiry/research.</b> The student generates questions and conducts research using information from various sources.	Language Arts/Reading	Why are fruit-flavored drinks WHOA beverages? **	Organize Mystery beverage Table into GO, SLOW, and WHOA drinks. Record thoughts in Food/Beverage diary.

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Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
12/2 Goal Setting	<p><b>L.A. (3.7) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	Language Arts/Reading Health	What are your GO goal beverages? **	Provide images of an unhealthy heart vs. a healthy heart and have students write a response.
12/3 Planning & Reporting Favorite GO Meals	<p><b>L.A. (3.14) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in various forms.</p> <p><b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.</p> <p><b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	Language Arts/Writing Health	What GO and SLOW foods did you use to plan your meals? **	This activity can be done individually, in pairs, or in small group. Use activity sheets 3,4,6,8 and 14 to assist in meal planning.
12/4 Summary	<p><b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.</p>	Language Arts	Which part of a beverage label is helpful when trying to decide if a beverage is a GO beverage? *(The ingredients list)	Plan a raw foods meal to serve to your family.
<b>Session 13: Hearty Learns About Heart Health Around the World and Leaves Earth</b>				
13/1 Adventure Story	<p><b>L.A. (3.8) Reading/vocabulary development.</b> The student develops an extensive vocabulary.</p> <p><b>Health (3.1) Health behaviors.</b> The student explains ways to enhance and maintain health throughout the life span.</p>	Language Arts/Reading Health	<p>What did Sally Sleuth tell you to look for on food packages? *</p> <p>What is the mission that Hearty and his friends have asked you to carry on after they leave Earth? *</p>	Could use as a Reader's Theater instead of playing video.

3<sup>rd</sup> Grade CATCH Alignment to Texas Essential Knowledge and Skills (TEKS)

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
13/2 Goal Setting	<b>L.A. (3.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research. <b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.	Language Arts/Writing Health	What are some activities that you can do for a strong heart? *	
13/3 Homework	<b>Math (3.13) Probability and statistics.</b> The student solves problems by collecting, organizing, displaying, and interpreting sets of data.	Math	If you put together ½ cup whole-wheat flour and ½ cup all-purpose flour, then how many cups of flour do you have? **	Collect data on the classroom chart from the students' Home Team Players Guide 5 Remind students that the scorecard for Players Guide 6 is due on chosen date.
13/4 Summary	<b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.	Language Arts	How have your eating and exercise habits changed? **	Prep for the next session: purchase popcorn, sparkling water, fruit juice, cups, and bowls etc.
<b>Session 14: Supersonic Soda and Popcorn Party</b>				
14/1 Goal Check	<b>Health (3.11) Personal/interpersonal skills.</b> The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. <b>Science (3.2) Scientific processes.</b> The student uses scientific inquiry methods during field and laboratory investigations.	Health Science	What GO beverages did you chose? **	Make invitations to invite parents to the popcorn/soda party and awards ceremony.
14/2 Review Importance of GO Snacks	<b>Science (3.1) Scientific processes.</b> The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.	Science	If you take in more calories than your body uses, then what happens to your body? **	Remind students to wash hands before preparing recipe.



3<sup>rd</sup> Grade CATCH Alignment to Texas Essential Knowledge and Skills (TEKS)

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
14/3 Snack Preparation	<p><b>Math (3.11) Measurement.</b> The student directly compares the attributes of length, area, weigh/mass, and capacity, and uses comparative language to solve problems and answer questions.</p> <p><b>Science (3.3) Scientific processes.</b> The student knows that information, critical thinking, and scientific problem solving are used in making decisions.</p> <p><b>Science (3.4) Scientific processes.</b> The student knows how to use a variety of tools and methods to conduct science inquiry.</p>	Math Science	Why is important to not put butter and salt on your popcorn? **	Encourage students to drink Supersonic soda instead of regular soft drinks.
14/4 Summary	<p><b>L.A. (3.1) Listening/speaking/purposes.</b> The student listens attentively and engages actively in various oral language experiences.</p>	Language Arts	Why is it important to eat a snack like air-popped or microwave popcorn and Supersonic Soda? *	Write Thank You notes to Cafeteria Staff, P.E. Teacher, or anyone else who helped with the Hearty Heart program. Visit/finalize scoreboard totals. Teacher plans an awards assembly to present awards certificate.