



4th Grade

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

CATCH Classroom Curriculum



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)[©]

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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
Session 1: Let's Get Go-ing				
Ses.1/Act.1 Introductory Play	<p>L.A. (5.2) Listening Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message.</p> <p>L.A. (5.10) Reading/Comprehension. 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.

4th 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
Session 1: Ready – Set – GO for Health				
<i>Activity 1</i> Introduction	L.A. (4.1) Listening/Speaking/Purposes. The student listens actively and purposefully in a variety of settings. L.A. (4.12) Reading/Text Structures/Literacy Concepts. The student analyzes the characteristics of various types of texts (genres).	Language Arts/ Reading	Why is it important to be healthy? Which character is the most important?	Synopsis of “Hearty Heart & Friends” Can be done as whole group/shared reading activity
<i>Activity 2</i> Play	L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker’s message. L.A. (4.7) Reading/Fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.	Language Arts/ Reading	What do you think a GO for Health program should include?	Handout 1: Reader’s Theater Script Can be done during guided reading or as a center activity (while Teacher completes DRA/Flynt Cooter) with performances at a fill time
<i>Activity 3</i> Interviews	L.A. (4.4) Listening/Speaking/Culture. The student listens and speaks to gain and share knowledge of his/her own culture of others, and the common elements of cultures. L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. L.A. (4.15) Writing/Purposes. The student writes for variety of audiences and purposes, and in a variety of forms.	Language Arts/Writing	**See interview questions	Handout 2: Up Close and Personal Can be done as a center activity Butcher paper for interview responses as a whole group activity
<i>Activity 4</i> Session Summary	**See above TEKS	**See above	What does it mean to live a healthy and active life?	GO for Health: Taking Off folders

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Session 2: GO-SLOW-WHOA Foods				
Activity 1 G-S-W Review	<p>L.A. (4.4) Listening/Speaking/Culture. The student listens and speaks to gain and share knowledge of his/her own culture of others, and the common elements of cultures.</p> <p>L.A. (4.9) Reading/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.</p> <p>L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	<p>What is the difference between GO, SLOW, and WHOA foods?</p> <p>What is <i>processed food</i>?</p>	<p>Handout 3: GO-SLOW-WHOA list Can be done during guided reading or whole group instruction</p> <p>**Ask PE teacher to review G-S-W prior to lesson or pre-teach for struggling learners</p>

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
Activity 2 Food Records	<p>L.A. (4.13) Reading/Inquiry/Research The student inquires and conducts research using a variety of sources.</p> <p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>SCI (4.2) Scientific Processes. The student uses scientific inquiry methods during field and laboratory investigations.</p>	Reading/Writing/Science	Create a healthy lunch menu.	<p>Handout 4: Check Out Tillie's Lunch Handout 5: Check Out Your Lunch Can be done during guided reading or whole group instruction for Tillie's lunch and as a center activity for student lunch</p> <p>**Use G-S-W school lunch menu (if available) to assist struggling learners</p> <p>EXTENSION: Students find fractional component of G-S-W for their lunch (Math 4.2 -- Fractions)</p>
Activity 3 Homework	**See above TEKS	**See above		<p>Travel Guide 1: Introduce family-school connection *Teacher can decide to complete just 1 scorecard to ensure family participation</p>

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Activity 4 Session Summary	**See above TEKS	**See above	Why is it important to make healthy food choices? Suggest a GO food that could be substituted for a SLOW or WHOA food.	
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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
Session 3: Physical Activity Means GO				
Activity 1 Discussion	<p>L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p> <p>P.E. (4.4) Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</p>	Reading/P.E.	How are physical activity and calorie intake related?	<p>Handout 6: Energy Balance Can be done as a group activity using balances and manipulatives and incorporating the concept of subtraction <u>EXTENSION:</u> Math stations calculating the number of calories in a certain number of food items and/or based upon lunch menu (L.A. 4.13 -- Research)</p>
Activity 2 Brainstorming and Body Cues	<p>L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p> <p>L.A. (4.19) Writing/Writing Processes. The student selects and uses writing processes for self-initiated and assigned writing.</p> <p>P.E. (4.4) Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</p>	Reading/Writing/P.E.	What is the connection between physical activity and energy balance?	<p>Handout 7: Body Cues Can be done as a whole group activity **CD/radio with active music. Music activity can be done during indoor PE or “wellness minutes” <u>EXTENSION:</u> Continue writing process; calculating heart rate</p>

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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
Activity 3 Session Summary	**See above TEKS	**See above		
Session 4: Fat Facts				
Activity 1 Fat Demonstrations	<p>L.A. (4.13) Reading/Inquiry/Research The student inquires and conducts research using a variety of sources.</p> <p>SCI (4.3) Scientific Processes. The student uses critical thinking and scientific problem solving to make informed decisions.</p> <p>SCI (4.7) Science concepts. The student knows that matter has physical properties.</p>	Reading/Science	How does fat affect your body's energy balance?	<p>Handout 3: GO-SLOW-WHOA list</p> <p>Handout 8: Healthy or Unhealthy Fats?</p> <p>Recommended as a science activity using whole group instruction</p> <p>** Bring in examples of different kinds of cooking oil, grease, butter, nuts</p> <p><u>EXTENSION:</u> Calculating the number of fat calories (9 calories per gram) in a certain food item (Math 4.11)</p>
Activity 2 Group Work	<p>L.A. (4.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources.</p> <p>HEALTH (4.1) Health Information. The student recognizes ways to enhance and maintain health throughout the life span.</p>	Reading/Health	Create a low fat healthy menu.	<p>Handout 3: GO-SLOW-WHOA list</p> <p>Handout 9: Healthier Meals for Food Fat</p> <p>Can be done as a center activity</p> <p>**Butcher paper to post students' modified menus</p> <p><u>EXTENSION:</u> Compose a letter submitting student menu to food department</p>

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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
<i>Activity 3</i> Homework	**See above TEKS	**See above		Travel Guide 2: Introduce family-school connection **Teacher can make suggestion to complete just 1 scorecard to ensure family participation
<i>Activity 4</i> Session Summary	**See above TEKS	**See above	Is fat necessary in our diet?	
Session 5: Take Out the Sugar!				
<i>Activity 1</i> Discussion/Label Reading	L.A. (4.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources. MATH (4.14) Underlying Processes and Mathematical Tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. HEALTH (4.1) Health Information. The student recognizes ways to enhance and maintain health throughout the life span.	Reading/Math/Health	How does sugar affect your body?	Transparency A: Plain Milk, Flavored Milk Handout 10: Added Sugars Recommended as a math activity using whole group instruction; complete handout circling every sugar as a center activity **Teaspoon, about 2 cups of sugar, and container needed to complete activity <u>EXTENSION:</u> Write about which of the cereals is healthiest and why or use a Venn diagram to compare and contrast the best and worst cereal

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<p><i>Activity 2</i> Demonstration</p>	<p>L.A. (4.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources. MATH (4.14) Underlying Processes and Mathematical Tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. HEALTH (4.1) Health Information. The student recognizes ways to enhance and maintain health throughout the life span.</p>	<p>Reading/Math/Health</p>	<p>Create a low sugar healthy menu.</p>	<p>Handout 11: Take Out the Sugar! Recommended as a math activity using whole group instruction Recommend student use of calculators ** Teaspoon, about 2 cups of sugar, and container needed to complete activity</p>
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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
<p><i>Activity 3</i> Homework</p>	<p>**See above TEKS</p>	<p>**See above</p>		<p>Travel Guide 3: Introduce family-school connection **Teacher can make suggestion to complete just 1 scorecard to ensure family participation</p>
<p><i>Activity 4</i> Session Summary</p>	<p>**See above TEKS</p>	<p>**See above</p>	<p>Is sugar healthy for your body?</p>	<p>Collect different food labels from home and have students compare fats and sugars of different items</p>
<p>Session 6: The “Whole” Truth About Foods</p>				
<p><i>Activity 1</i> Discussion</p>	<p>L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker’s message. SCI (4.3) Scientific Processes. The student uses critical thinking and scientific problem solving to make informed decisions. HEALTH (4.1) Health Information. The student recognizes ways to enhance and maintain health throughout the life span.</p>	<p>Language Arts/Science/Health</p>	<p>What is the difference between <i>whole and processed foods</i>?</p> <p>Create a list of processed foods that are still healthy.</p> <p>Why is <i>fiber</i> important to our diet?</p> <p>Why are <i>trans fat</i> unhealthy?</p>	<p>Handout 12: Whole vs. Processed Foods Handout 13: From Apple to Fried Apple Pie Can be done as a whole group instruction. Creating list of healthy processed foods can be done as center act.</p>

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<p><i>Activity 2</i> Modify Meals and Snacks</p>	<p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. SCI (4.3) Scientific Processes. The student uses critical thinking and scientific problem solving to make informed decisions.</p>	<p>Writing/Science</p>	<p>Create a healthier menu for Thomas.</p>	<p>Handout 3: GO-SLOW-WHOA list Handout 14: More Whole Foods, Please! Can be done as a small group activity <u>EXTENSION:</u> Students write a letter to Thomas to persuade him to eat students' more healthy menu</p>
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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
<p><i>Activity 3</i> Goal Setting</p>	<p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. HEALTH (4.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	<p>Writing/Health</p>	<p>Set a whole food goal.</p>	<p>Handout 15: Set a Whole Food Goal Can be done as a center activity <u>EXTENSION:</u> Students explain why they chose to eat the processed food and want to eat the whole food</p>
<p><i>Activity 4</i> Session Summary</p>	<p>** See above TEKS</p>	<p>** See above</p>	<p>Are all processed foods unhealthy?</p>	

Session 7: Good Choices				
<p><i>Activity 1</i> Review/Role Play</p>	<p>L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message. L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of</p>	<p>Language Arts/Reading</p>	<p>Which type of foods is more likely to help our body stay in energy balance?</p>	<p>Handout 3: GO-SLOW-WHOA list Transparency B: Higher or Lower? Handout 16: Higher or Lower? Can be done during guided reading or as whole group instruction</p>

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	strategies.			GO-WHOA activity can be done as a center activity with a partner EXTENSION: Research the amount of calories in your WHOA food and in the GO food your partner suggested (L.A. 4.21)
<i>Activity 2</i> Action Game	L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message. P.E. (4.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. P.E. (4.4) Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	Language Arts/P.E.	Make inferences about the kinds of foods mentioned and the number of repetitions made.	G-S-W Food Cards Game can be played during indoor P.E. or fulfills "wellness minutes" **Container and pre-cut set of cards
Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers
<i>Activity 3</i> Homework	**See above TEKS	**See above		Travel Guide 4: Introduce family-school connection **Teacher can make suggestion to complete just 1 scorecard to ensure family participation
<i>Activity 4</i> Session Summary	**See above TEKS	**See above	How can we keep our bodies in energy balance?	In groups, students develop their own G-S-W Food Action Cards based upon the food items on their lunch menu Student-made game can be played during indoor P.E. or fulfills "wellness minutes"

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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
Session 8: On Your Mark – Get Set – GO!				
<i>Activity 1</i> Goal Check	L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.	Language Arts/Health		Handout 15: Set a Whole Food Goal During share time, students share how well they met their goal <u>EXTENSION:</u> Students write about how they met their goal or students set a new goal
<i>Activity 2</i> Personal GO Activities Record	L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. P.E (4.3) Physical Activity and Health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.	Language Arts/ Writing/P.E.	What is the connection between being physically active and energy balance?	Handout 17: My Personal Record of GO Activities Can be done as a center activity; in center groups, students discuss their activities and then write their favorites on butcher paper <u>EXTENSION:</u> Students graph the results of the GO activities or create a line plot with the number of each of the activities (Math 4.13 -- Graphing)

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<p><i>Activity 3</i> Pantomimes</p>	<p>P.E. (4.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. P.E. (4.7) Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. THEATRE (4.1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</p>	<p>P.E./Theatre</p>	<p>Which GO activities do you think will burn more calories? Why?</p>	<p>Can be played during indoor P.E. or fulfills “wellness minutes”</p> <p>**Obtain list/picture cards of physical activities from P.E. as a resource aid</p>
<p><i>Activity 4</i> Goal Setting</p>	<p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. HEALTH (4.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	<p>Writing/Health</p>	<p>Set a GO activity goal.</p>	<p>Handout 18: Set a GO Activity Goal Can be done as a center activity</p> <p><u>EXTENSION:</u> Students explain which activity they are most likely to complete and why</p>
<p><i>Activity 5</i> Session Summary</p>	<p>** See above TEKS</p>	<p>** See above</p>	<p>How did you decide which is the better GO activity for you?</p>	

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Session 9: Snack-vertising GO Foods				
<p><i>Activity 1</i> Brainstorming/Discussion</p>	<p>L.A. (4.11) Reading/Literary Response. The student expresses and supports responses to various types of texts. L.A. (4.23) Viewing/Representing/Interpretation. The student understands and interprets visual images, messages, and meanings. HEALTH (4.1) Health Information. The student recognizes ways to enhance and maintain health throughout the life span.</p>	<p>Reading/Language Arts/Health</p>	<p>Who do you think these advertisements are geared to?</p> <p>Are these advertisements successful? Did they influence you?</p>	<p>Transparency C: Appeal to Health Transparency D: Bandwagon Transparency E: Testimonial Transparency F: Exaggeration</p> <p>**Butcher paper for making list of snack foods</p> <p>Can be done as a whole group activity with a discussion on writer's point of view (L.A. 4.12)</p> <p><u>EXTENSION:</u> Classify class list of snack foods as G-S-W</p>
<p><i>Activity 2</i> Group Work</p>	<p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. L.A. (4.25) Viewing/Representing/Production. The student produces visual images, messages, and meanings that communicate with others. TECH (4.7) Solving Problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems.</p>	<p>Writing/Language Arts/Technology</p>	<p>What factors will determine whether your GO food advertisement will be successful?</p>	<p>Handout: Snack-vertising Can be done as a group/partner activity Can be done during computer time or as a station activity</p> <p>**If available, run advertisements on school media</p> <p><u>EXTENSION:</u> Create an advertisement for a SLOW or WHOA food</p>

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<p><i>Activity 3</i> Homework</p>	<p>**See above TEKS</p>	<p>**See above</p>		<p>Travel Guide 5: Introduce family-school connection</p> <p>**Teacher can make suggestion to complete just 1 scorecard to ensure family participation</p>
<p><i>Activity 4</i> Session Summary</p>	<p>**See above TEKS</p>	<p>**See above</p>		

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Session 10 WHOA Busters				
<p><i>Activity 1</i> Goal Check</p>	<p>L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.</p>	Language Arts/Health		<p>Handout 18: Set a GO Activity Goal During share time, students share how well they met their goal</p> <p><u>EXTENSION:</u> Students write about how they met their goal or students set a new goal</p>
<p><i>Activity 2</i> Goal Setting</p>	<p>L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies. L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. HEALTH (4.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	Reading/Writing/Health	<p>How would eating WHOA foods for snacks affect your energy balance?</p> <p>Set a goal to eat a GO snack.</p>	<p>Handout 19: Sensational Snacks! Handout 20: Way to GO!</p> <p>**List of GO snacks</p> <p>Can be done during guided reading for struggling learners or as a center activity</p>
<p><i>Activity 3</i> GO Snack Bingo</p>	<p>L.A. (4.1) Listening/Speaking/Purposes. The student listens actively and purposefully in a variety of settings. P.E. (4.7) Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p>	Language Arts/P.E.		<p>Handout: GO Snack Bingo Cards (1-34) Handout: GO Snack Bingo Caller Cards</p> <p>**Bingo markers Can be done as a filler activity or as a group station activity</p> <p>**Place bingo cards in GO for Health: Taking Off folders</p> <p><u>EXTENSION:</u> Complete a class survey on students' top 5 favorite foods listed on bingo cards</p>

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Session 10	WHOA Busters (continued)			
Activity 4 Session Summary	**See above TEKS	**See above	What category of snacks is healthiest?	

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Session 11: Snacks for Party GO-ers				
<i>Activity 1</i> Group Work: Party Planning	<p>L.A. (4.4) Listening/Speaking/Culture. The student listens and speaks to gain and share knowledge of his/her own culture of others, and the common elements of cultures.</p> <p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>L.A. (4.19) Writing/Writing Processes. The student selects and uses writing processes for self-initiated and assigned writing.</p>	Language Arts/Writing	What category of foods is best to choose as a snack?	<p>Handout 3: GO-SLOW-WHOA list</p> <p>Handout 19: Sensational Snacks!</p> <p>Handout: Planning Snacks for Party GO-ers (Class Party, After-School Party, Weekend Party)</p> <p>Can be done as a group activity</p>
<i>Activity 2</i> Snack Preparation	<p>L.A. (4.11) Reading/Literary Response. The student expresses and supports responses to various types of texts.</p> <p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>P.E. (4.7) Social Development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p>	Reading/Writing/P.E.	Why are these snacks GO snacks?	<p>Handout: GO Snack Recipes (7)</p> <p>Can be substituted as a class party or at a Family Night event</p> <p>**Students take recipes home to share with family</p> <p><u>EXTENSION:</u> Students write about how they can change the recipe by substituting another GO food</p>
<i>Activity 3</i> Homework	** See above TEKS	** See above		<p>Travel Guide 6: Introduce family-school connection</p> <p>** Teacher can make suggestion to complete just 1 scorecard to ensure family participation</p>
<i>Activity 4</i> Session Summary	** See above TEKS	** See above	Encourage students to prepare different GO snacks at home.	

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Session 12: Taking Off				
<p><i>Activity 1</i> Goal Check</p>	<p>L.A. (4.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.</p>	<p>Language Arts/Health</p>		<p>Handout 20: Way to GO! During share time, students share how well they met their goal <u>EXTENSION:</u> Students write about how they met their goal or students set a new goal</p>
<p><i>Activity 2</i> Group Work</p>	<p>L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message. L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies. L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p>	<p>Language Arts/Reading/Writing</p>		<p>Handout 21: How to Take Off and GO for Health Can be done as a whole group activity or as a center activity if a word bank is provided</p>

4th 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
<i>Activity 3</i> Goal Setting	<p>L.A. (4.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message.</p> <p>L.A. (4.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.</p> <p>L.A. (4.15) Writing/Purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>HEALTH (4.11) Personal/Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.</p>	Language Arts/Reading/Writing/Health	Set long term physical activity and eating healthy food goals.	<p>Handout 2: Up Close and Personal Handout 22: Countdown 3-2-1 Can be done as a center activity</p>
<i>Activity 4</i> Homework and Program Wrap-up	<p>HEALTH (4.5) Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness.</p> <p>HEALTH (4.8) Personal/Interpersonal Skills. The student understands how relationships can positively and negatively influence individual and community health.</p> <p>HEALTH (4.9) Personal/Interpersonal Skills. The student uses social skills for building and maintaining healthy relationships throughout the life span.</p>	Health		<p>Distribute Congratulations Certificates Can be passed out by students to other students recognizing their healthy behaviors</p>