



5th 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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Sample 5th Grade CATCH Supply List

Grocery store items

empty cereal boxes
empty granola bar boxes
other boxed breakfast item boxes
brown bags

Teaching materials

transparencies
butcher paper
construction paper
lined paper
chart tablet
tape
index cards

Optional Teaching Aides

GO food lunch items—for potluck lunch
paper plates
napkins
utensils
cups

Tools and Plastic Ware

measuring cups
cardboard boxes

Student Materials

pocket folders
crayons
markers
pencils

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. L.A. (5.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.	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 as well as the activity name and page that the activity can be found in the curriculum guide.

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.

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.

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.

5th Grade CATCH Aligned with Texas 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: Let's Get Go-ing				
Ses.1/Act.1 Introductory Play	L.A. (5.2) Listening Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message. L.A. (5.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.	Language Arts/ Reading	Why did Tillie want to talk to the Earthling Students? *	(Reader's Theater Script) Can be done during guided reading.
1/2 Group Work	L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. L.A. (5.4) 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. Science (5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.	Language Arts/ Reading Writing Science	Why is it difficult to sometimes eat GO foods? ** What does the phrase " <i>personal barrier</i> " mean? **	Extension: Write a solution to break down the barriers of eating GO foods. Post out in the hallway for display.
1/3 Homework	L.A. (5.4) 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.	Language Arts/ Reading	What are some of your families' barriers to eating healthy and/or performing physical activity? **	Do one Homework Trek per session. Do not stress!
Session 2: Energy Balance and GO Eating				
2/1 Review	L.A. (5.4) 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. (5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). L.A. (5.11) Reading/literary response. The student expresses and supports responses to various types of texts.	Language Arts/ Reading	What is the difference between GO, SLOW, and WHOA foods? * What is <i>processed food</i> ? *	Guided reading, or whole group instruction during reading. Create a list of Low Calorie vs. High Calorie foods.

5th 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
2/2 Game	L.A. (5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	Language Arts/ Reading	What properties make food fit under the GO category? **	This is a multiple team game.
2/3 Homework	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Science (5.8) Science concepts. The student knows that energy occurs in many forms.	Language Arts/ Reading Science	Where does food get its energy from to grow? **	Science... Sources of energy.
2/4 Summary	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. L.A. (5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s).	Language Arts/ Reading	Why should you eat GO foods more often than SLOW foods? * Why is it important to make healthy food choices? **	Create a bulletin board. Go, SLOW, WHOA food competition
Session 3: GO-ing for FIT				
3/1 Review/ Introduction of FIT Formula	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. L.A. (5.2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). Math (5.15) Underlying processes and mathematical tools. The student uses logical reasoning.	Language Arts/ Reading Math	Why is it important to do physical activity? *	Physical activity math games. Creating math relay games. Math problem between events.
3/2 Measurement and Calculation	Math (5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. Math (5.4) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results. Math (5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).	Math	What is the meaning of <i>pulse</i> ? * If you count your heart rate for 20 seconds, how could you find the number of beats per minute? **	Word Meaning You can do this during outside activity time. Recess. Can be done during multiplication and division instruction or practice.

5th 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
3/3 Practice	<p>Math (5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.</p> <p>Math (5.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.</p> <p>Math (5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p>	Math	<p>How would you find your heart rate? **</p> <p>If a student measures his pulse for one minute before exercise and counts 67 beats, then exercises for 25 minutes and counts 139 beats in a minute. How can the student find out how much the exercise caused their pulse to increase? **</p>	<p>Graphing... Great to use all year long. Make a display of them to be put up all year long.</p> <p>Can be done during multiplication and division instruction or practice.</p>
3/4 Homework p.	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p>	Language Arts/ Reading	<p>What are some activities that you like to do that help keep you physically active? **</p>	<p>Create a graph of completed activities.</p>
Session 4: Pyramid of GO Eating				
4/1 Introduction	<p>L.A. (5.11) Reading/literary response. The student expresses and supports responses to various types of texts.</p> <p>L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Writing Language Arts</p> <p>Health</p>	<p>Why should you eat foods from each food group, or section, of the pyramid? *</p> <p>Why did they use a pyramid? *</p>	<p>Food Pyramid and/or other graphic organizers</p>
4/2 Worksheet	<p>Math (5.2) Number, operation, and quantitative reasoning. The student uses fractions in problem-solving situations.</p> <p>Math (5.11) Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).</p> <p>Math (5.14) Underlying processes and mathematical tools. The student applies Grade 5 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p>	Math	<p>What does the word <i>equivalent</i> mean? *</p> <p>How many times would you have to use a $\frac{1}{2}$ measuring cup in order to provide 2 and $\frac{3}{4}$ cups of sugar in your cookie recipe? **</p>	<p>Use recipes during math practice time to convert fractions.</p> <p>Estimation Fractions Equivalency Measurements</p>

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4/3 Summary	<p>Science (5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p> <p>Health (5.8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span.</p>	<p>Science</p> <p>Health</p>	<p>What are some small steps you can take towards eating healthy? *</p>	<p>Inferencing Goal Setting Bulletin board</p> <p>“I will eat more ___ at least ___ times a day/week.”</p>
Session 5: Bag a GO Lunch				
5/1 Goal Setting	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Math (5.5) Patterns, relationships, and algebraic thinking. The student makes generalizations based on observed patterns and relationships.</p> <p>Health (5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.</p>	Math	<p>What do the five major sections of the pyramid remind people to do? *</p> <p>How many ounces are in 1 and ½ cups of milk? **</p>	<p>After students write out their goal, have them display their goal statement for others to see. Students can compare their goals with other students.</p>
5/2 Discussion	<p>Math (5.15) Underlying processes and mathematical tools. The student communicates about Grade 5 mathematics using informal language.</p> <p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	Math	<p>Who has ever packed a bag lunch to eat at school? *</p> <p>What is your favorite food to bring in a bag lunch? **</p>	<p>Informal graphing of students who bring a bag lunch and those who do not. Informal graphing of favorite lunch items</p>

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5/3 Group Work	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p> <p>L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.</p>	Language Arts/ Reading Writing	From the information in the selection the reader can conclude which items are included in a GO bag lunch... **	Students can create their own GO bag lunch menus.
5/4 Homework	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p>	Language Arts/ Reading	<p>What are some GO foods? **</p> <p>What are some GO physical activities? **</p>	Use index cards to write names of GO foods and activities, then play matching game.
5/5 Summary	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>L.A. (5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	What can you conclude about a GO bag lunch? **	Plan a potluck lunch party in the room with GO foods.
Session 6: A Very Important Meal				
6/1 Goal Check	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p> <p>L.A. (5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.</p>	Language Arts/ Reading	From what the reader learned about the meat and beans food group, which of the following would probably be included in the meat and bean group...? **	Create a graph of students that have achieved their goal on their MyPyramid Plan.
6/2 Discussion	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Math (5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.</p>	Language Arts/ Reading Math	<p>What does the word <i>breakfast</i> mean? *</p> <p>How can you find out how much fat and sugar are in a serving size of a certain type of food? *</p>	How to read a food label. Grams, ounces, cups, serving sizes.

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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
6/3 Breakfast Preparation	<p>Math (5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p> <p>L.A. (5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.</p>	<p>Math</p> <p>Health</p> <p>Language Arts/ Reading</p>	<p>From what the reader learned about a GO breakfast, which of the following would they probably NOT eat? **</p> <p>When creating a GO Breakfast, which food groups should you eat a greater amount of? **</p>	Bring Potluck breakfast.
6/4 Summary	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Health</p> <p>Language Arts/ Reading</p>	<p>Who can tell me what <i>breakfast</i> means? **</p> <p>How do you feel after eating a GO breakfast? **</p> <p>How do you feel after eating a WHOA breakfast? **</p>	Create a Venn diagram to compare/contrast feelings. Display in classroom.
Session 7: Bright Ideas for Breakfast				
7/1 Group Work	<p>Science (5.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.</p> <p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Science</p> <p>Language Arts/ Reading</p> <p>Health</p>	<p>Why is it important to eat a healthy breakfast? **</p> <p>Can anyone add to those reasons? **</p> <p>What are some excuses people use for not eating breakfast? *</p> <p>What can be done to break those excuse barriers? *</p>	Review what they have already learned in previous sessions and 3 rd and 4 th grade years.
7/2 Checklist	<p>L.A. (5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.</p> <p>L.A. (5.10) Reading/comprehension. The student comprehends selections using a variety of strategies.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Language Arts/ Reading</p> <p>Health</p>	<p>What items are included in a tasty GO breakfast? *</p>	Create a limerick about items in a GO breakfast.

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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
7/3 Goal Setting	Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	Health Language Arts/ Writing	Define the word <i>goal</i> ? **	Write a contract to themselves on eating ___ healthy breakfasts a week. Display contracts.
7/4 Homework	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.	Language Arts/ Reading	How do you know when a breakfast is a GO breakfast? *	Give out GO food rewards for completing homework assignments.
7/5 Summary	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.	Health Language Arts/ Reading	How does your goal help you achieve a healthy lifestyle? ** What benefits does a healthy lifestyle provide for you? **	Pair up with partners and read responses to questions.
Session 8: Plan of Action				
8/1 Action Game	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. Health (5.8) Influencing factors. The student knows how various factors influence individual, family, and community health throughout the life span.	Language Arts/ Reading Health	What patterns do see happening between exercises, the kinds of food you eat, and how you feel? ** Why would you have to do fewer reps for certain foods and more reps for others? **	Do physical activity outside. Action game! Recess time... Figure out how many reps they need to do.
8/2 Goal Setting	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	Language Arts/ Writing Health	Create an outline of a “plan of action” to help achieve the goal of doing various GO physical activities. **	Write out goals... During whole group or individual work time. Display outlines students created.

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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
8/3 Summary	<p>Science (5.8) Science concepts. The student knows that energy occurs in many forms.</p> <p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Science</p> <p>Language Arts/ Reading Health</p>	<p>Which things can help your body stay in energy balance? *</p> <p>Why do you think GO foods provide the best kind of energy to your body? **</p>	<p>Draw a food web that displays the transfer of energy between organisms.</p>
Session 9: GO for Health Options				
9/1 Goal Check	<p>Science (5.2) Scientific processes. The student uses scientific methods during field and laboratory investigations.</p> <p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p>	<p>Science</p> <p>Language Arts/ Reading</p>	<p>Which types of food helped you achieve your goal? *</p>	<p>If they did not achieve their goal, have them write how they can achieve their goal.</p>
9/2 Group Work	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.</p> <p>L.A. (5.16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly.</p>	<p>Language Arts/ Writing</p> <p>Health</p>	<p>Why is it not always easy to eat GO foods when eating away from home? *</p> <p>What things can you do to help your family create more opportunities to eat GO foods? **</p>	<p>Change the words or musical composition of one of the original rap songs.</p>
9/3 Summary	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Health</p> <p>Language Arts/ Reading</p>	<p>Why is it difficult to break through barriers? **</p> <p>What kind activities can you do instead of watching T.V.? **</p>	<p>Discuss and come up with a list of all kinds of barriers. Those including food and exercise, as well as others.</p>

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Session 10: Building Blocks				
10/1 Goal Check	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.	Language Arts/ Reading	You can tell that _____ is a GO activity because _____. ** What can you conclude about any barriers you encountered? **	If they met their physical activity goal, then they can celebrate by making a dance or cheer.
10/2 Group Work	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. L.A. (5.14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.	Language Arts/ Reading Writing	What is an <i>advice column</i> ? *	Writing letters of advice—persuasive. Individual work time/guided reading time.
10/3 Homework	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.	Language Arts/ Reading	Why is it important to plan ahead when eating out? *	Come up with some solutions/scenarios for when they go out to eat.
10/4 Summary	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.	Health Language Arts/ Reading	How are _____ and _____ alike? **	You will be comparing different activities... i.e. biking and swimming.
Session 11: Play out the Options				
11/1 Group Work	L.A. (5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. L.A. (5.8) Reading/variety of texts. The student reads widely for different purposes in varied sources.	Language Arts/ Reading Writing Listening	What is the meaning of <i>role-play</i> ? *	Create your own Reader's Theater script to perform.

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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 Presentation	L.A. (5.5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.	Language Arts/ Reading Writing Listening	What makes a good presentation?	Group or individual presentations during class. Create a criteria chart and rubric.
11/3 Summary	L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.	Health Language Arts/ Reading	What did the two presentations have in common? ** What is difference between ____ and ____? **	Use Venn diagram to compare and contrast. Display next to criteria chart.
Session 12: Breaking Through Barriers				
12/1 Group Work	L.A. (5.2) Listening Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message. Health (5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.	Language Arts/ Reading Health	One conclusion that can be made about breaking through barriers is...? **	Get out brick barriers made in Session 1. Have student go outside and break through them. Right before recess.
12/2 Goal Setting	Health (5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. L.A. (5.15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms.	Language Arts/ Reading Health	What is a <i>time capsule</i> ? *	Students write down what they think a person's reaction would be when they open the time capsule in ____ years.

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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
12/3 Program Wrap up	<p>L.A. (5.1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.</p> <p>Health (5.9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions.</p> <p>Health (5.1) Health information. The student knows ways to enhance and maintain personal health throughout the life span.</p>	<p>Language Arts/ Reading</p> <p>Health</p>	<p>What can you conclude about eating healthy and being active? **</p> <p>Can anyone name some illnesses, events, or diseases that eating healthy and staying active help prevent? **</p> <p>What is your feeling toward eating healthy and staying active? How has your lifestyle changed? **</p>	<p>Have student create a journal to start keeping track of their activities after the CATCH program is over.</p>