

1st Grade CATCH Aligned with PASS

Session/Activity	Priority Academic Student Skills (PASS)	Core Subject	Notes for Teachers/Handouts
Session 1: Fiber: What's for Dinner?			
<i>Activity 1</i>	<p>L.A. Oral Language/Listening Speaking (1.1)-Listen attentively and ask questions for clarification and understanding.</p> <p>Health (3.1) - Identify and practice good personal health habits.</p>	Language Arts/Health	<p>Dinner Time at Hearty Heart's Story p8-9</p> <p>Coloring Sheets p11-19</p> <p>CATCH Home Letter 1 p62 Can be done as a read aloud</p> <p>**Teacher can let students choose which coloring sheet they want (fruits, vegetables, or physical activity)</p> <p>EXTENSION: Have students classify coloring cards as fruits or vegetables</p>

Session 2: Fruits and Veggies Galore!			
<i>Activity 1</i>	<p>L.A. Writing/Grammar/Usage and Mechanics (2.0)-<i>Modes & Forms of Writing</i>-The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.</p>	Language Arts/	<p>Light bulb, tennis ball</p> <p>Creation of meal chart can be done during Math as a whole group activity</p> <p>**Suggest using fruits and</p>

			vegetables coloring cards from previous lesson to add under the mealtime columns
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Session 3: Fruit-y Ways to Start the Day			
<i>Activity 1</i>	Health (6.3) – Demonstrate the ability to apply a decision-making process to health and safety issues and problems.	Health	<p>Start Your Day with Fruit p28</p> <p>Bright Ideas for Breakfast p29</p> <p>Unfamiliar Fruits Can be done during shared reading</p> <p>EXTENSION: Make a “I Like _____ (fruit)” book with iPhoto/PhotoStory3 using pictures of students eating their favorite new fruit. EXTENSION: Sort pictures of food items into categories of fruit and non-fruit.</p>

Session 4: Let’s Eat Breakfast			
<i>Activity 1</i>	L.A. Reading/Literature (7.0) - Literature- The student will read to construct meaning and response to a wide variety of literary forms. (6.1a)- Read and comprehend both fiction and	Language Arts/Health	<p>Snack Preparation Recipe and Evaluations p34-35</p> <p>**Snack Recipes, Guidelines, and Requisition Forms p66-70</p>

	<p>nonfiction that is appropriately designed for the second half of first grade.</p> <p>Health (5.2) - Demonstrate Care and Consideration of others.</p> <p>Health (5.5) - Identify the skills needed to be a responsible friend and family member.</p>		<p>Can be done as a teacher guided center or as a guided math lesson</p> <p>**Suggest snack preparation to be conducted with Reading Buddies</p> <p>EXTENSION: Students write about which snack they liked the best.</p>
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Session 5: What's Missing for Lunch?			
<i>Activity 1</i>	<p>L.A. Oral Language/Listening and Speaking (2.0) Speaking- The student will express ideas and opinions in a group or individual situations.</p> <p>L.A. Reading/Literature (4.0) - Vocabulary- The student will develop and expand knowledge of words and word meaning to increase vocabulary.</p> <p>Health (6.3) – Demonstrate the ability to apply a decision-making process to health and safety issues and problems.</p>	Language Arts/Health	<p>What's Missing for Lunch? p40</p> <p>Riddles "What Will I Have at Lunch?" p38-39</p> <p>Teacher led "What Will I Have at Lunch" Riddles game to reinforce fruit serving for lunch can be done as a filler time. Or print poster of riddles with answers covered (or to enhance letter-sound relationship, provide 1st letter of answer) to be discussed during shared reading</p>

Session 6: Veggies in the Stew Pot			
<i>Activity 1</i>	<p>L.A. Oral Language/Listening Speaking (1.1)-Listen attentively and ask questions for clarification and understanding.</p> <p>Health (3.1) - Identify and practice good personal health habits.</p> <p>ART General Music (3.0) - Music Expression- The student will perform, imitate, and compose a variety of music within specific guidelines.</p>	Language Arts/Health	<p>Vegetable pictures p13-14 Can be done during circle time (great for ESL)</p> <p>EXTENSION: Read aloud “Stone Soup” or “Tumbleweed Stew”</p> <p>EXTENSION: Find rhyming words in poems</p>

Session 7: What an Amazing Muscle!			
<i>Activity 1</i>	<p>L.A. Oral Language/Listening and Speaking (2.0) Speaking- The student will express ideas and opinions in a group or individual situations.</p> <p>Health (1. 5)- Identify the major parts of the body and describe their functions</p> <p>Health (1.11)- Identify the basic structure and functions of the human body systems.</p>	Language Arts/Health	<p>CATCH Home Letter 2 p64 Can be done during Wellness Time or anytime students need refocusing</p> <p>EXTENSION: Count beads before and after, and record and create a graph</p>

Session 8: Please and Thank You (Part 1)			
<i>Activity 1</i>	Health (6.3) – Demonstrate the ability to apply a decision-making process to	Health	Paper lunch bags Rhyme p50

	health and safety issues and problems.		<p>Make puppets at centers</p> <p>**Recommend providing face pictures to students to glue on bags or use tongue depressors to create personal puppets</p>
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Session 9: Please and Thank You (Part 2)			
<i>Activity 1</i>	Health (6.3) – Demonstrate the ability to apply a decision-making process to health and safety issues and problems.	Health	<p>Role Play Situations p55-56 Use puppets to create or act out healthy choices at center time</p> <p>EXTENSION: Have students come up with other situations</p> <p>EXTENSION: Have students use same procedure at recess when they have no one to play with, when sharing materials, or when they need assistance</p>

Session 10: A Message from Hearty Heart & Dynamite Diet			
<i>Activity 1</i>	<p>L.A. Oral Language/Listening Speaking (1.1)-Listen attentively and ask questions for clarification and understanding.</p> <p>Health (6.3) – Demonstrate the ability to apply a decision-making process to health and safety issues and problems.</p>	Language Arts/Health	<p>Goal Setting Activity p60 Can be done during shared reading</p> <p>**Put rhyme on poster</p> <p>EXTENSION: Students write</p>

			about what they have learned from Hearty Heart & Dynamite Diet
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