

## 4<sup>th</sup> Grade CATCH Aligned with PASS

Session/Activity	Priority Academic Student Skills (PASS)	Core Subject	Notes for Teachers/Handouts
<b>Session 1: Ready – Set – GO for Health</b>			
<i>Activity 1</i> Introduction	<p><b>L.A. Oral Language/Listening &amp; Speaking (1.0)</b> - <i>Listening</i>- The student will listen for information and for pleasure.</p> <p><b>L.A. Reading /Literature (4.1a)</b> - Identify the defining characteristics of a variety of literary genres and forms.</p>	Language Arts	<p><b>Synopsis of “Hearty Heart &amp; Friends”</b></p> <p>Can be done as whole group/shared reading activity</p>
<i>Activity 2</i> Play	<p><b>L.A. Oral Language/Listening &amp; Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.</p> <p><b>L.A. Reading/Literature (2.1)</b>- Read aloud regularly in independent-level texts fluently and accurately, and with appropriate rate, change in voice, and expression</p>	Language Arts	<p><b>Handout 1: Reader’s Theater Script</b></p> <p>Can be done during guided reading or as a center activity (while Teacher completes DRA/Flynt Cooter) with performances at a fill time</p>
<i>Activity 3</i> Interviews	<p><b>L.A. Oral Language/Listening &amp; Speaking (2.1)</b>- Speak articulately and audibly before a group using appropriate delivery and language skills</p> <p><b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- 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><b>Handout 2: Up Close and Personal</b></p> <p>Can be done as a center activity</p> <p><b>Butcher paper</b> for interview responses as a whole group activity</p>
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	<b>GO for Health: Taking Off folders</b>

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<b>Session 2: GO-SLOW-WHOA Foods</b>			
<i>Activity 1</i> G-S-W Review			<p><b>Handout 3: GO-SLOW-WHOA list</b></p> <p>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>
<i>Activity 2</i> Food Records	<p><b>L.A. Reading/Literature (5.1a)</b> – Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents glossaries, and indexes.</p> <p><b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- 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><b>Handout 4: Check Out Tillie’s Lunch</b></p> <p><b>Handout 5: Check Out Your Lunch</b></p> <p>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><u>EXTENSION:</u> Students find fractional component of G-S-W for their lunch (Math 4.2 -- Fractions)</p>
<i>Activity 3</i> Homework	<b>**See above PASS</b>	<b>**See above</b>	<b>Travel Guide 1:</b> Introduce family-school connection

			*Teacher can decide to complete just 1 scorecard to ensure family participation
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	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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<b>Session 3: Physical Activity Means GO</b>			
<i>Activity 1</i> Discussion			<b>Handout 6: Energy Balance</b> 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)
<i>Activity 2</i> Brainstorming and Body Cues			<b>Handout 7: Body Cues</b> Can be done as a whole group activity <b>**CD/radio with active music.</b> Music activity can be done during indoor PE or “wellness minutes”  <u>EXTENSION:</u> Continue writing process; calculating heart rate

Activity 3 Session Summary			
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<b>Session 4: Fat Facts</b>			
Activity 1 Fat Demonstrations	<b>L.A. Reading/Literature (5.1a)</b> – Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents glossaries, and indexes.	Language Arts	<p><b>Handout 3: GO-SLOW-WHOA list</b></p> <p><b>Handout 8: Healthy or Unhealthy Fats?</b> 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</p>
Activity 2 Group Work	<b>L.A. Reading/Literature (5.1a)</b> – Understand the organization of and access information from a variety of sources including dictionaries,	Language Arts/Health	<p><b>Handout 3: GO-SLOW-WHOA list</b></p> <p><b>Handout 9: Healthier Meals for</b></p>

	encyclopedias, atlases, almanacs, tables of contents glossaries, and indexes. <b>HEALTH (3.0)</b> - The student will know health-enhancing behaviors and how to reduce health risks.		<b>Food Fat</b> Can be done as a center activity  <b>**Butcher paper</b> to post students' modified menus  <u>EXTENSION:</u> Compose a letter submitting student menu to food department
<i>Activity 3</i> Homework	<b>**See above PASS</b>	**See above	<b>Travel Guide 2:</b> Introduce family-school connection <b>**Teacher</b> can make suggestion to complete just 1 scorecard to ensure family participation
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	**See above	

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<b>Session 5: Take Out the Sugar!</b>			
<i>Activity 1</i> Discussion/Label Reading	<b>L.A. Reading/Literature (5.1a)</b> – Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents glossaries, and indexes. <b>MATH-Process Standards (1.2)</b> - Formulate problems from everyday and mathematical situations. <b>HEALTH (3.0)</b> - The student will know health-enhancing behaviors and how to reduce health risks.	Language Arts/Math/Health	<b>Transparency A: Plain Milk, Flavored Milk</b> <b>Handout 10: Added Sugars</b> Recommended as a math activity using whole group instruction; complete handout circling every sugar as a center activity  <b>**Teaspoon, about 2 cups of sugar, and container</b> needed to complete activity

			<b>EXTENSION:</b> Write about which of the cereals is healthiest and why or use a Venn diagram to compare and contrast the best and worst cereal
<i>Activity 2</i> Demonstration	<b>L.A. Reading/Literature (5.1a)</b> – Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents glossaries, and indexes. <b>MATH-Process Standards (1.2)</b> - Formulate problems from everyday and mathematical situations. <b>HEALTH (3.0)</b> - The student will know health-enhancing behaviors and how to reduce health risks.	Language Arts/Math/Health	<b>Handout 11: Take Out the Sugar!</b> Recommended as a math activity using whole group instruction Recommend student use of calculators <b>** Teaspoon, about 2 cups of sugar, and container</b> needed to complete activity
<i>Activity 3</i> Homework	<b>**See above PASS</b>	<b>**See above</b>	<b>Travel Guide 3:</b> Introduce family-school connection <b>**Teacher can make suggestion to complete just 1 scorecard to ensure family participation</b>
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	Collect different food labels from home and have students compare fats and sugars of different items

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<b>Session 6: The “Whole” Truth About Foods</b>			
<i>Activity 1</i> Discussion	<b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.	Language Arts/Health	<b>Handout 12: Whole vs. Processed Foods</b> <b>Handout 13: From Apple to Fried Apple Pie</b>

	<b>HEALTH (3.0)</b> - The student will know health-enhancing behaviors and how to reduce health risks.		Can be done as a whole group instruction. Creating list of healthy processed foods can be done as center act.
<i>Activity 2</i> Modify Meals and Snacks	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	Language Arts	<b>Handout 3: GO-SLOW-WHOA list</b> <b>Handout 14: More Whole Foods, Please!</b> 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
<i>Activity 3</i> Goal Setting	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person. <b>HEALTH (6.0)</b> - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health and safety.	Language Arts/Health	<b>Handout 15: Set a Whole Food Goal</b> 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
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	**See above	

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<b>Session 7: Good Choices</b>			

<p><i>Activity 1</i> Review/Role Play</p>	<p><b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.</p> <p><b>L.A. Oral Language/Listening &amp; Speaking (2.1)</b>- Speak articulately and audibly before a group using appropriate delivery and language skills</p>	<p>Language Arts</p>	<p><b>Handout 3: GO-SLOW-WHOA list</b> <b>Transparency B: Higher or Lower?</b> <b>Handout 16: Higher or Lower?</b> Can be done during guided reading or as whole group instruction GO-WHOA activity can be done as a center activity with a partner</p> <p><u>EXTENSION:</u> Research the amount of calories in your WHOA food and in the GO food your partner suggested</p>
<p><i>Activity 2</i> Action Game</p>	<p><b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.</p>	<p>Language Arts</p>	<p><b>G-S-W Food Cards</b> Game can be played during indoor P.E. or fulfills “wellness minutes” <b>**Container and pre-cut set of cards</b></p>
<p><i>Activity 3</i> Homework</p>	<p><b>**See above PASS</b></p>	<p><b>**See above</b></p>	<p><b>Travel Guide 4:</b> Introduce family-school connection <b>**Teacher can make suggestion to complete just 1 scorecard to ensure family participation</b></p>
<p><i>Activity 4</i> Session Summary</p>	<p><b>**See above PASS</b></p>	<p><b>**See above</b></p>	<p>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”</p>

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<b>Session 8: On Your Mark – Get Set- GO!</b>			
<i>Activity 1</i> Goal Check	<b>L.A. Oral Language/Listening &amp; Speaking (2.1)</b> - Speak articulately and audibly before a group using appropriate delivery and language skills	Language Arts	<b>Handout 15: Set a Whole Food Goal</b> 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	<b>L.A. Oral Language/Listening &amp; Speaking (2.1)</b> - Speak articulately and audibly before a group using appropriate delivery and language skills <b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	Language Arts	<b>Handout 17: My Personal Record of GO Activities</b> Can be done as a center activity; in center groups, students discuss their activities and then write their favorites on <b>butcher paper</b>  <u>EXTENSION:</u> Students graph the results of the GO activities or create a line plot with the number of each of the activities
<i>Activity 3</i> Pantomimes			Can be played during indoor P.E. or fulfills “wellness minutes”  <b>**Obtain list/picture cards of physical activities from P.E. as a resource aid</b>
<i>Activity 4</i> Goal Setting	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of	Language Arts/Health	<b>Handout 18: Set a GO Activity Goal</b>

	<p>Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.</p> <p><b>HEALTH (6.0)</b> - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health and safety.</p>		<p>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>
Activity 5 Session Summary	<b>**See above PASS</b>	**See above	

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<b>Session 9: Snack-vertisting GO Foods</b>			
Activity 1 Brainstorming/ Discussion	<p><b>L.A. Visual Literacy (1.0)- Interpret Meaning-</b> The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.</p> <p><b>HEALTH (3.0)</b> - The student will know health-enhancing behaviors and how to reduce health risks.</p>	Language Arts/Health	<p><b>Transparency C: Appeal to Health</b></p> <p><b>Transparency D: Bandwagon</b></p> <p><b>Transparency E: Testimonial</b></p> <p><b>Transparency F: Exaggeration</b></p> <p><b>**Butcher paper</b> 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</p> <p><u>EXTENSION:</u> Classify class list of snack foods as G-S-W</p>
Activity 2 Group Work	<p><b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and</p>	Language Arts/Instructional Technology	<p><b>Handout: Snack-vertisting</b></p> <p>Can be done as a group/partner activity</p> <p>Can be done during computer</p>

	for various purposes and to a specific audience or person. <b>L.A. Visual Literacy (3.0)- Compose Visual Messages-</b> The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas <b>TECH (3.0) -</b> The student will demonstrate knowledge of technology productivity tools.		time or as a station activity **If available, run advertisements on school media <u>EXTENSION:</u> Create an advertisement for a SLOW or WHOA food
<i>Activity 3</i> Homework	<b>**See above PASS</b>	<b>**See above</b>	<b>Travel Guide 5:</b> Introduce family-school connection <b>**Teacher can make suggestion to complete just 1 scorecard to ensure family participation</b>
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	

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<b>Session 10: WHOA Busters</b>			
<i>Activity 1</i> Goal Check	<b>L.A. Oral Language/Listening &amp; Speaking (2.1)-</b> Speak articulately and audibly before a group using appropriate delivery and language skills	Language Arts	<b>Handout 18: Set a GO Activity Goal</b> 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> Goal Setting	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0) -</b> Modes and Forms of Writing- The student will communicate	Language Arts/Health	<b>Handout 19: Sensational Snacks!</b> <b>Handout 20: Way to GO!</b>

	through a variety of written forms and for various purposes and to a specific audience or person. <b>HEALTH (6.0)</b> - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health and safety.		<b>**List of GO snacks</b> Can be done during guided reading for struggling learners or as a center activity
<i>Activity 3</i> GO Snack Bingo	<b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.	Language Arts	<b>Handout: GO Snack Bingo Cards (1-34)</b> <b>Handout: GO Snack Bingo Caller Cards</b> <b>**Bingo markers</b> Can be done as a filler activity or as a group station activity <b>**Place bingo cards in GO for Health: Taking Off folders</b> <u>EXTENSION:</u> Complete a class survey on students' top 5 favorite foods listed on bingo cards
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	

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<b>Session 11: Snacks for Party GO-ers</b>			
<i>Activity 1</i> Group Work: Party Planning	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	Language Arts	<b>Handout 3: GO-SLOW-WHOA list</b> <b>Handout 19: Sensational Snacks!</b> <b>Handout: Planning Snacks for Party GO-ers (Class Party,</b>

			<b>After-School Party, Weekend Party)</b> Can be done as a group activity
<i>Activity 2</i> Snack Preparation	<b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	Language Arts	<b>Handout: GO Snack Recipes (7)</b> Can be substituted as a class party or at a Family Night event <b>**Students take recipes home to share with family</b> <u>EXTENSION:</u> Students write about how they can change the recipe by substituting another GO food
<i>Activity 3</i> Homework	<b>**See above PASS</b>	<b>**See above</b>	<b>Travel Guide 6:</b> Introduce family-school connection <b>** Teacher can make suggestion to complete just 1 scorecard to ensure family participation</b>
<i>Activity 4</i> Session Summary	<b>**See above PASS</b>	<b>**See above</b>	

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<b>Session 12: Taking Off</b>			
<i>Activity 1</i> Goal Check	<b>L.A. Oral Language/Listening &amp; Speaking (2.1)</b> - Speak articulately and audibly before a group using appropriate delivery and language skills	Language Arts	<b>Handout 20: Way to GO!</b> 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><i>Activity 2</i> Group Work</p>	<p><b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.</p> <p><b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.</p>	<p>Language Arts</p>	<p><b>Handout 21: How to Take Off and GO for Health</b> Can be done as a whole group activity or as a center activity if a word bank is provided</p>
<p><i>Activity 3</i> Goal Setting</p>	<p><b>L.A. Oral Language/Listening and Speaking (1.2)</b> - Listen critically and respond appropriately to oral communication.</p> <p><b>L.A. Writing/Grammar/Usage and Mechanics (2.0)</b> - Modes and Forms of Writing- The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.</p> <p><b>HEALTH (6.0)</b> - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health and safety.</p>	<p>Language Arts/Health</p>	<p><b>Handout 2: Up Close and Personal</b> <b>Handout 22: Countdown 3-2-1</b> Can be done as a center activity</p>
<p><i>Activity 4</i> Homework and Program Wrap-up</p>	<p><b>HEALTH (5.0)</b> - The student will demonstrate the ability to use interpersonal communication skills to enhance health and well-being.</p>	<p>Health</p>	<p><b>Distribute Congratulations Certificates</b> Can be passed out by students to other students recognizing their healthy behaviors</p>