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# National Health Education Standards

The activities in *Healthy Habits for Healthy Kids (Grades 1–2)* meet the following National Health Education Standards. For more information about these standards, go to <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

**Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Standard 1.2.1** Identify that healthy behaviors impact personal health.

**Standard 1.2.2** Recognize that there are multiple dimensions of health.

**Standard 1.2.3** Describe ways to prevent communicable diseases.

**Standard 1.2.4** List ways to prevent common childhood injuries.

**Standard 1.2.5** Describe why it is important to seek health care.

**Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Standard 4.2.2** Demonstrate listening skills to enhance health.

**Standard 4.2.3** Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.

**Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Standard 6.2.1** Identify a short-term personal health goal and take action toward achieving the goal.

**Standard 6.2.2** Identify who can help when assistance is needed to achieve a personal health goal.

**Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Standard 7.2.1** Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 7.2.2** Demonstrate behaviors that avoid or reduce health risks.

**Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.**

**Standard 8.2.2** Encourage peers to make positive health choices.

# Common Core State Standards Correlation

The activities included in *Healthy Habits for Healthy Kids (Grades 1 and 2)* meet the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/> for activities related to each standard.

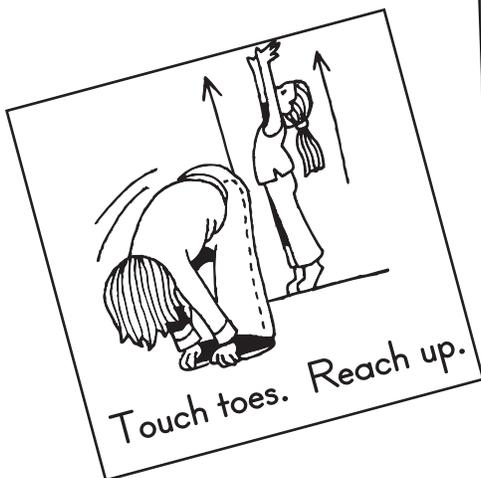
<b>Reading: Informational Text</b>
<b>Key Ideas and Details</b>
<b>ELA.RI.1.1</b> Ask and answer questions about key details in a text.
<b>ELA.RI.1.2</b> Identify the main topic and retell key details of a text.
<b>ELA.RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>
<b>ELA.RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>ELA.RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>Writing</b>
<b>Text Types and Purposes</b>
<b>ELA.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>ELA.W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>Research to Build and Present Knowledge</b>
<b>ELA.W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>ELA.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking &amp; Listening</b>
<b>Comprehension and Collaboration</b>
<b>ELA.SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
<b>ELA.SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
<b>ELA.SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>ELA.SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Presentation of Knowledge and Ideas</b>
<b>ELA.SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>ELA.SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>ELA.SL.1.6</b> Produce complete sentences when appropriate to task and situation.
<b>Language</b>
<b>Conventions of Standard English</b>
<b>ELA.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>ELA.L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>ELA.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Vocabulary Acquisition and Use</b>
<b>ELA.L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
<b>ELA.L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
<b>ELA.L.2.5a</b> Sort words into categories (e.g., <i>colors, clothing</i> ) to gain a sense of the concepts the categories represent.
<b>ELA.L.2.5a</b> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i> ).
<b>ELA.L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).
<b>ELA.L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).

# Exercise of the Day



Here are some tips to get your daily indoor exercise program started.

1. Each day ask a student to choose a simple exercise movement from the list for the class to perform. Use the cards on pages 12 and 13.
2. Demonstrate the exercises as needed. When the movement involves stretching suggest slow and steady movements.
3. Ask questions that pertain to the movements.
  - How long can you make your arms or legs when you reach?
  - How fast can you run in place?
  - Can you run in slow motion?
  - When you pretend to climb a tree, do your hands and feet move together or do they alternate?
4. Set a timer or watch the clock and do the activity for one minute.
5. Have students add a tally mark for the chosen exercise to their “My Exercise Log” (page 85) in their journals each day after they have completed the action.
6. Repeat the same action throughout the day to signal transitions or simply to give students an opportunity to stretch and refocus their energies. Allow students to add additional tally marks each time in the day that they repeat the action.

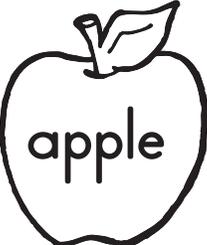
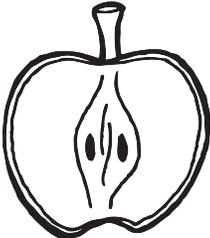
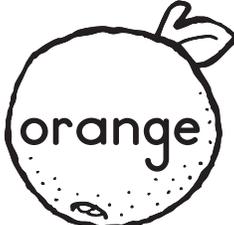
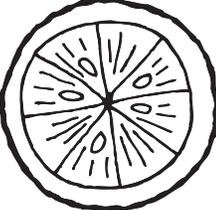
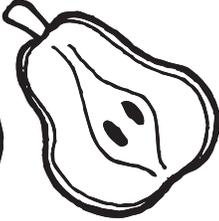




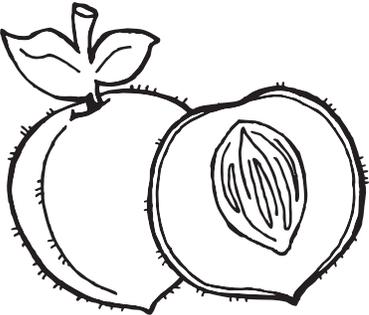
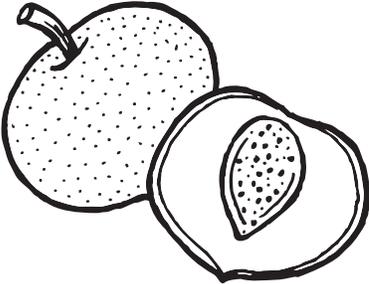
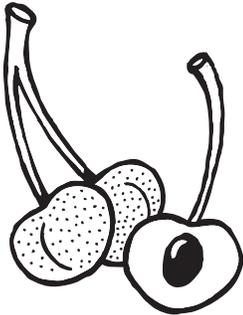
# Fruits That Grow on Trees

Fruit holds the seeds of a plant. Some seeds are small, but other seeds are large and are called stones. Some of these fruits grow on trees.

- Some tree fruits have more than one seed inside. Count the number of seeds by 2s. Write the number of **seeds** you see next to each of these fruits that grow on trees.

	 apple		
	 orange		
	 pear		

- Other tree fruits only have one large seed called a **stone**. Color these stone fruits.

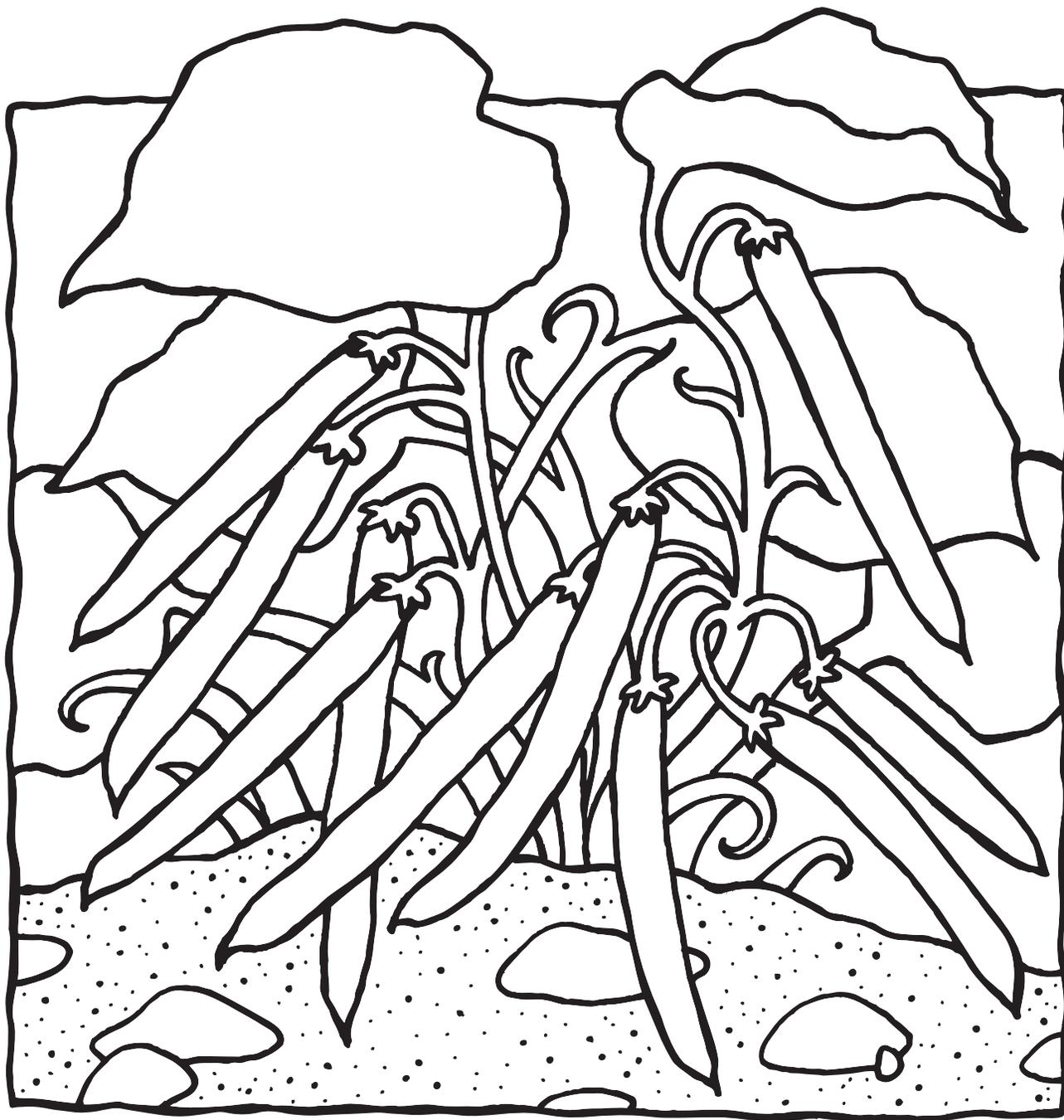
 peach	 plum	 cherries
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# Hidden Green Beans

Green beans grow on bushes or vines. They have many names. Sometimes they are called string beans, and sometimes they are called French beans. Green beans are beans that can be eaten fresh or cooked.

1. Color the picture of the green beans.
2. How many green beans did you find?

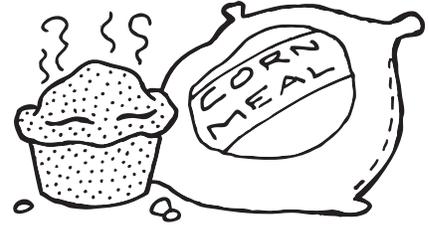




# Corn

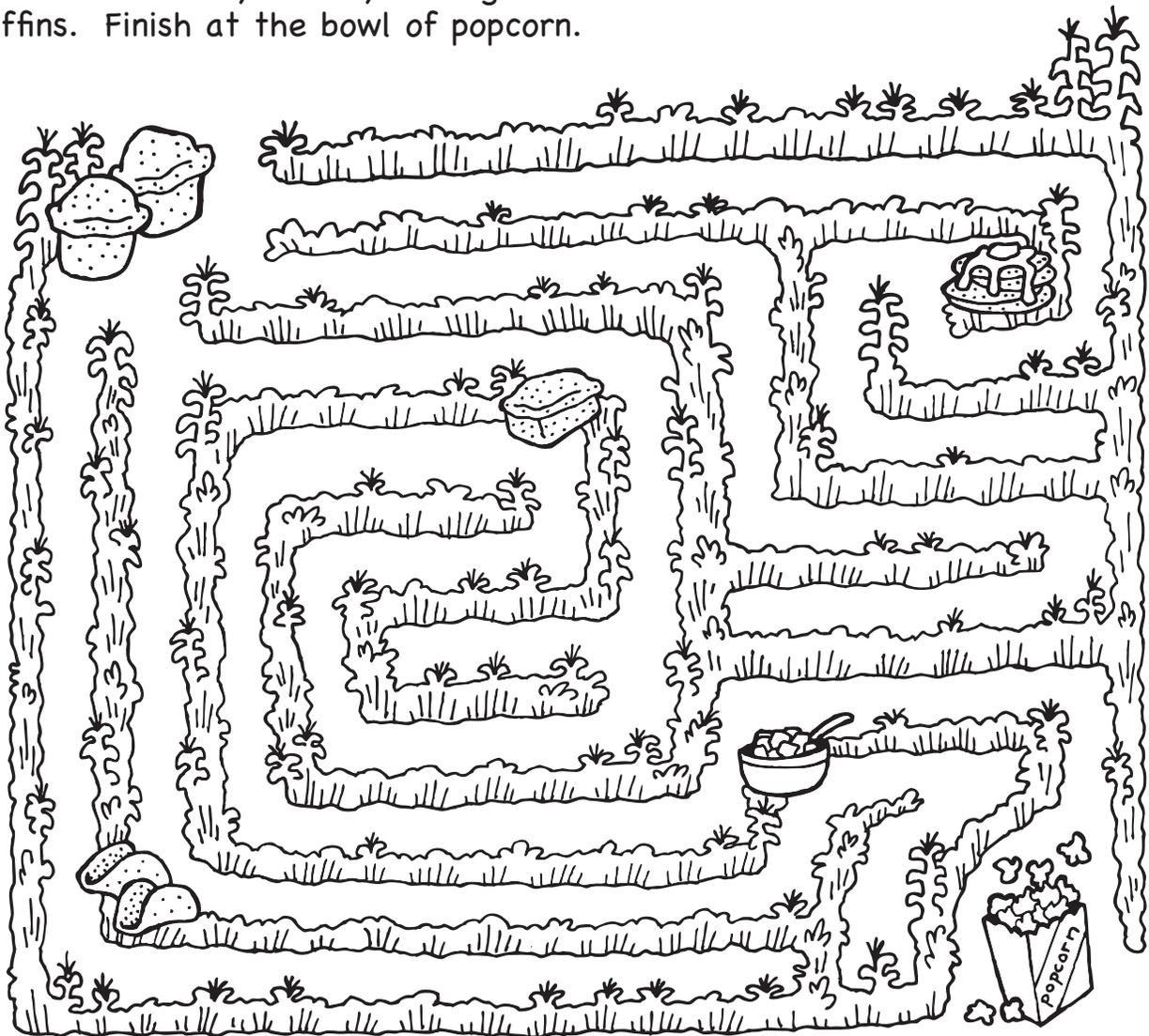
Corn is grown in fields all over the world. Corn is harvested in early fall.

- Fresh corn is a vegetable.
- Dried corn is a grain. It is ground into cornmeal. Muffins, corn bread, cereal, pancakes, and waffles can be made from cornmeal.



Sometimes in the fall, people make large mazes out of cornstalks after the corn has been picked. People can walk through these mazes. It is fun.

**Directions:** Find your way through the corn maze. Start at the corn muffins. Finish at the bowl of popcorn.



Circle the corn foods you pass in the maze. How many did you find? \_\_\_\_\_



# Staying Active

Weather changes. Sometimes it is cold and sometimes warm. But we can always find ways to stay active. Going for a walk is a type of exercise, and so is playing soccer.

1. What sport or activity do you like to do in warm weather?

\_\_\_\_\_

2. What sport or activity do you like to do in the cold weather?

\_\_\_\_\_

3. Draw a picture of your favorite kind of exercise.



4. Which muscles do you use to do your favorite kind of exercise?

**arms**

**legs**

**back**

**shoulders**

**all**