CHAPTER 5
Pages 88-105
CHAPTER SUMMARY
In this chapter children
► explain how exercise helps keep
  the body healthy.
► identify ways to exercise safely.
► describe how sleep affects the body.

🌟 Life Skills
Children practice managing stress
when they are worried or excited.

🌟 Building Good Character
Children show fairness by listening
to others.

📚 Literature Springboard
Use the song “Clap Your Hands” to spark
interest in the chapter topic. See the
Read-Aloud Anthology on page RA-12
of this Teacher Edition.

Prereading Strategies
SCAN THE CHAPTER  Have children
preview the chapter content by scanning
the titles, headings, pictures, graphs,
and tables. Ask children to predict what
they will learn. Use their predictions to
determine their prior knowledge.

PREVIEW VOCABULARY  Tell children to
fold a sheet of paper into four sections.
As they scan the chapter, have them
write a vocabulary word in each section.
If children know the word’s meaning,
have them draw a picture to illustrate its
meaning and write a sentence using the
word. If they do not know the word, have
them wait until they learn its meaning
while reading the chapter.

| exercise | fit |
| safety   | rules |

🌟 Reading Skill
FIND THE MAIN IDEA  To introduce or review this skill, have
Teaching strategies and additional activities are also provided.
Children will have opportunities to practice and apply this skill
throughout this chapter.

- Focus Skill Reading Mini-Lesson, p. 90
- Reading Skill questions identified with the 🌟
- Activity Book p. 23 (shown on p. 93)
- Chapter Review, p. 104

Adapting for Reading Proficiency

<table>
<thead>
<tr>
<th>Read Aloud</th>
<th>Read Along</th>
<th>Read Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model reading the page. Have children summarize the page orally.</td>
<td>Invite children to read with you. Encourage them to summarize the page.</td>
<td>Invite children to read the page independently.</td>
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</tbody>
</table>
**Reading Skill**

**Find the Main Idea**
The main idea of something you are reading is what it is mostly about. The details tell more about it.

**Health Graph**

**Activities We Like**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Children</th>
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<tbody>
<tr>
<td>soccer</td>
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<tr>
<td>T-ball</td>
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<tr>
<td>swimming</td>
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<td>running</td>
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**Daily Physical Activity**

Exercise, eat healthful foods, and rest to help you stay fit.

**Be Active!**

Use Flexercise on Track 5.

**School-Home Connection**

Distribute copies of the School-Home Connection (in English or Spanish). Have children take the page home to share with their families as you begin this chapter.

**Follow Up** Have volunteers share the results of their activities.

**Supports the Coordinated School Health Program**

**TEACHING RESOURCES P. 31**

**Chapter Project**

Healthful Habits (Assessment Guide p. 58)

**ASSESS PRIOR KNOWLEDGE** Use children's initial ideas for the project as a baseline assessment of their understanding of chapter concepts. Have children complete the project as they work through the chapter.

**PERFORMANCE ASSESSMENT** The project can be used for performance assessment. Use the Project Evaluation Sheet, Assessment Guide p. 66.
LESSON 1
Pages 90–93

Objective
► Define and explain physical fitness.
► Describe the effects of exercise on the body.
► Describe and demonstrate personal health habits such as exercise.

Lesson Focus
Exercise keeps your body healthy and fit.

Vocabulary
exercise
fit

When Minutes Count . . .
Complete the Quick Study, Lesson 1, Activity Book pp. 21–22 (shown on p. 91).

Program Resources
► Activity Book pp. 21–23
► Transparency 2

Vocabulary
exercise p. 90, fit p. 90

Daily Fitness Tip
Tell children that to be fit, people should do aerobic exercises that make their hearts beat faster. To improve the fitness of people's hearts and lungs, the American Heart Association recommends that people do 30 to 60 minutes of aerobic activities three to four times a week. Aerobic exercises include activities such as jogging, fast walking, bicycling, swimming, basketball, and soccer.

For more information, see Be Active! Resources for Physical Education pp. 137–138, 145–148, and 153–156.

1. MOTIVATE
Assemble children in the playground or an open area away from desks and other objects. Have them follow you as you do exercises such as jogging in place, jumping jacks, and stretching. How do you feel when you are active? Possible responses: good, full of energy, healthy

Focus Skill
Reading Skill

Mini-Lesson
FIND THE MAIN IDEA Ask children to tell what the main idea is on page 91. Then have them identify the details that tell about the main idea.

Complete Transparency 2 with children. You may wish to use this transparency throughout the chapter.
Exercise keeps your body healthy. It helps make your heart and your other muscles strong. It helps your lungs work better, too.

Exercise is also good for your brain. Exercise helps your brain get more oxygen. This helps you think and learn new things.

2. TEACH

Discuss
Write the word *exercise* on the board. Have a volunteer read aloud the sentence containing the word *exercise* on page 90. What exercises do you like to do? Possible responses: organized sports, running, biking, dancing, or skating

Help children understand that any physical activity can be exercise.

After children read these pages, discuss the healthful effects of exercise. Emphasize that exercise makes the heart and other muscles strong. What can you do to stay fit? exercise and be active

Interpret Visuals—Pictures
Draw attention to the pictures on these pages. Have children answer the question on page 90 about how the people are staying fit. In-line skating, walking, and playing badminton Have children explain why each activity is a kind of exercise. All the activities require people to use their bodies in an active way.

Critical Thinking How does exercising help your brain? I breathe faster when I exercise, so my brain gets more oxygen. This helps me think and learn new things.

Refer children to pages 12–15 for more information about the respiratory and circulatory systems.

Activity

**Responsibility** Have children discuss how family members can share responsibility for one another's health by making sure everyone exercises to stay fit.
Exercise makes you look good and feel good. It gives you energy to do things. Exercise can also make you feel better when you are upset. It helps you stop thinking about what made you upset. Exercise can help keep you healthy and happy.

**TEACH continued**

**Discuss**
Have children read this page. Then discuss the benefits of exercise. What are some good things that exercise does for you? It makes me look and feel good; gives me more energy to do things; makes me feel better when I am upset.

**Problem Solving** Imagine that you have a test in school tomorrow. You feel stress about doing well on the test. What can you do? Possible response: I can study so that I feel confident I will do well. Then I can do something active to take away more of the stress.

**Interpret Visuals—Pictures**
Draw attention to the game the children are playing in the picture on this page. What are the children doing in the picture? playing ball What kinds of exercises are you doing when you play ball? Possible responses: running, jumping, throwing

**Critical Thinking** Which part of playing the game would make your heart and lungs work the hardest? running

**Activity**

**Set Goals** Have children explain the importance of goal setting. Encourage children to set a goal to exercise at least three times a week. First, tell them to plan the steps for meeting their goal. For example, they should describe on what days they will exercise, for how long, at what time, and what types of exercises they will do. Next, they must work toward their goal, perhaps using a calendar to keep track of when they will exercise. Finally, they should ask themselves how they are doing. They could check their calendars to see if they are meeting their goals and use journals to record how they are feeling.

**ESL/ELL Support**

**Language and Vocabulary** Children may have difficulty with the multiple meanings for the word *fit*.

**Beginning** Have a volunteer put on his or her jacket. Say: *This jacket fits you.* Then have the child try on a much larger or smaller jacket. Say: *This jacket does not fit you.* Show pictures of healthy-looking children exercising. Say: *These children are fit.* Have children repeat the sentences after you. Talk about activities that make people fit.

**Intermediate** After children complete the Beginning activity, have them draw pictures to illustrate two meanings for the word *fit*. Ask them questions about their drawings, and have them answer using the word *fit*.

**Advanced** After children complete the Beginning activity, have them make up sentences using different meanings for *fit*. 
Best of all, exercise is fun.
You can exercise at home or at school. You can exercise with your family and your friends.
Playing games and sports is a good way to exercise and be active.

**Review**

1. **Vocabulary** What does being *fit* mean?
2. How is exercise good for your body?
3. Write about three ways you can exercise at home.

**Music**

**Dance Routine** Dancing is a good form of aerobic exercise. Have groups of children make up dance routines to their favorite music. Tell them to include vigorous movements to get a good physical workout. Allow groups to volunteer to present their dance routines to the rest of the class.

**Interpret Visuals—Pictures**
What are the children doing in the picture on this page? playing games

**Discuss**
Tell children that there are other important reasons for exercising. Have children read this page and discuss the other benefits of exercising—feeling better about yourself and having fun.

**Critical Thinking**
How can exercising make you feel better about yourself?
When I feel stronger and have more energy, I want to do more things. Doing things well makes me feel good about myself.

**Health Background**

**Benefits of Physical Activity**
The benefits of physical activity are extensive. On average, people who are physically active outlive those who are inactive. Physical activity reduces the risk of heart disease and high blood pressure, helps control weight, prevents bone loss, increases muscle strength, and lessens stress and depression as it enhances feelings of well-being.

**Source:** The President's Council on Physical Fitness and Sports—A Report of the Surgeon General

For more background, visit the Webbiography in Teacher Resources at www.harcourtschool.com/health

**Keyword** Physical Education

**3. WRAP UP**

**Review**
1. Being fit means you are able to be active for a long time without getting tired.
2. Possible responses: Exercise makes your heart and other muscles strong. It helps your lungs work better. It is good for your brain. It makes you look and feel good. It gives you more energy. It makes you feel better about yourself. It relieves stress.
3. Accept reasonable responses.
Life Skills

Communicate
Make Good Decisions
Manage Stress
Refuse
Resolve Conflicts
Set Goals

Objectives
► Define stress and identify the steps to manage stress.
► Use the steps to manage stress.

Program Resources
► Activity Book p. 24
► Poster 9

Vocabulary
stress p. 94

1. MOTIVATE

Pantomime how you might look if you were feeling stress. (Pace back and forth. Hold your forehead. Then hold your stomach. Rub the back of your neck and your shoulder muscles. Breathe quickly.)

How do you think I'm feeling? nervous, worried, upset

Explain that you are feeling stress. Help children define stress and know what it can feel like. People may have physical symptoms when they feel stress, such as a rapid heartbeat, tense muscles, a headache, shortness of breath, or dizziness. These are the body’s reactions to strong emotions, such as excitement, fear, or worry. Have children describe how they can express their feelings of stress and other emotions in healthful ways.

2. TEACH

Discuss
Tell children that stress doesn’t always happen because of something bad. Sometimes you can feel stress about something good.

Art

Peaceful Places Tell children that drawing or painting is often a good way to manage stress. Provide children with paper, and tell them to think of a peaceful place they have visited or seen in pictures, such as a beach, a park, a lake, or the woods. Invite them to draw a picture of the peaceful place. Then tell them to close their eyes, take deep breaths, and imagine that they are at that place.

Manage Stress

When you feel worried or excited, you feel stress. Stress can make your head or your stomach hurt. Stress can make it hard to eat or sleep. How can you manage stress?

1. Know what stress feels like.

Paul’s father will bring home a new kitten in an hour. Paul is excited. His muscles feel tight. His heart beats quickly.

2. Figure out why you feel stress.

Paul feels stress because he must wait. Waiting is hard because he really wants to see the kitten.
Step 1
What does Paul's stress feel like? He's excited, his muscles feel tight, and his heart beats quickly.

Step 2
What does Paul need to figure out why he feels stress? Why does Paul feel stress? Because he has to wait to see his new kitten.

Step 3
What does Paul need to do to feel better? Do something active. What does Paul do? He plays in his yard to stop thinking about his stress.

Critical Thinking Why is it important to manage your stress? It will help you feel better.

Step 4
What else does Paul do? He talks to his sister and plays with her.

Critical Thinking If Paul could not go outside, what else could he do to manage his stress? Possible responses: play a board game with his sister, work on the computer, exercise indoors, talk to a family member.

Building Good Character
Caring Have children discuss why it is important to show caring toward others during stressful times because they might be feeling stress, too.

3. WRAP UP
Problem Solving
Accept responses that reflect positive ways to manage stress, such as by exercising or by playing and talking with others.
LESSON 2
Pages 96–99

Objectives
► Identify ways to exercise safely.
► Demonstrate good listening skills while exercising.
► Describe how people you exercise with can influence your safety and health.

When Minutes Count . . .
Complete the Quick Study, Lesson 2, Activity Book pp. 21–22 (shown on p. 91).

Program Resources
► Activity Book pp. 21–22

Vocabulary
safety p. 96, rules p. 98

Daily Fitness Tip
Make sure that children know they should wear their bike helmets every time they ride their bikes. Emphasize that even if they are just riding around the neighborhood or to school, they still need to wear helmets.

For more information, see Be Active!
Resources for Physical Education

1. MOTIVATE
Have children demonstrate jogging or marching in place for a few seconds to warm up their muscles. Then model some simple stretching exercises for children to do. What parts of your body did you stretch? muscles How do you feel after you stretch? Possible responses: relaxed, energized, loose

Explain that stretching muscles helps prepare them for strenuous exercise so they won’t be injured. Have children describe how stretching makes their muscles feel.

Meeting Individual Needs Leveled Activities

BELOW-LEVEL Demonstrate Safe Exercise Have pairs of children demonstrate the four steps for exercising safely. One student can do the actual demonstration, and the other can narrate.

ON-LEVEL Safety Gear List Have children make lists of three activities or sports and the safety gear that is needed for each one. Have them illustrate their lists by showing people wearing the appropriate safety gear.

CHALLENGE Design a Safety Brochure Have each child choose a sport or exercise and design a safety brochure to help classmates play the sport or do the exercise safely. Remind children to include the four steps for exercising safely and describe the safety gear that is needed.
2. TEACH

Interpret Visuals—Pictures
Tell children that exercise is good for the body only if it is done safely and properly. Draw attention to the pictures on these pages. Have volunteers describe what is happening in the pictures as they read each step.

Discuss
Point out that children need to think about exercising before they actually do it. Call attention to the first two steps. Tell children that they need to warm up and stretch their muscles before exercising to prevent injuries. What could you do to warm up your muscles?
Possible responses: do jumping jacks, skip, walk, jog in place, march
Tell children that they should build up speed gradually when they're exercising to avoid injuring themselves. This will prevent them from straining their heart, lungs, and muscles by suddenly making them work very hard. Inform them that they shouldn't stop suddenly after they have been exercising at a fast pace. They need to gradually slow their pace to cool down. This will bring their heartbeat and breathing back to their normal rates.

Critical Thinking  What are good ways to cool down?
Possible responses: walk, jog in place, march

Find the Main Idea
Ask children what the main idea is for these pages. Safety is important when you exercise. Then ask which details support the main idea.

Activity
Fairness  Have children discuss ways they can show fairness by following rules in sports. Have them make a list of some of the ways.

Teacher Tip
Exercise Partners  Suggest to children that they work out with a partner. The partner could be a friend or family member. Exercising will be more fun and, if someone gets hurt, another person will be there to help. Workout partners can remind each other of the need to wear appropriate safety gear.

Math
Equipment Store  Set up a sports equipment "store." Have children cut out pictures of safety gear from catalogs or draw pictures. Tell them to put price tags on the objects. Give children play money, and let small groups of children buy the safety gear they choose. Instruct the children playing the store clerks to give back the correct change.
TEACH continued

Discuss
Have children read this page and talk about the list of rules for exercising safely. Point out to children that they should drink water before, during, and after exercise.

Problem Solving What should you do if a friend wants you to go bike riding in a place that is unsafe because of traffic? Possible responses: Say no and explain why. Suggest a safer place to ride. Suggest another activity that is fun and safe. What kind of clothing should you wear when exercising in cold weather? layers of warm clothing, including a hat and gloves or mittens What kind of clothing should you wear when exercising in hot weather? loose-fitting, lightweight clothing—maybe shorts and a short-sleeved shirt, depending on the type of exercise and sun safety needs

Activity
Communicate Explain that children who are having a problem when exercising, such as feeling overheated or exhausted or being in pain, should tell the person they are exercising with. Point out that children should listen and respond to questions so the other person can get help if it is needed. Then have pairs of children act out telling about a problem they have. Make sure that they demonstrate good listening skills.

Rules tell you what to do. Follow the safety rules on the sign when you play or exercise. Following the rules will help keep you from getting hurt.

Rules for Exercising Safely
Drink a lot of water when you exercise.
Rest when you are tired.
Stop if you feel pain.
Do not exercise outside if it is very hot.
Wear the right clothes and safety gear.

ESL/ELL Support

COMPREHENSIBLE INPUT Children may have difficulty with the concept of safety rules.

Beginning Write the safety rules from this page on the board, and read them aloud. Then act out one of the rules. Have a volunteer point to the rule that matches what you are doing. Read the rule aloud together. When children have learned the rules, let them act one out for the other children to guess.

Intermediate Read together the safety rules from this page. Have children write and illustrate at least three rules.

Advanced Read the safety rules together. Then ask questions about the rules, and have children answer in complete sentences. Examples: What should you do when you are tired? You should rest when you are tired. Should you exercise if it is too hot? No, you shouldn’t exercise if it is too hot.
Wear safety gear when you exercise. It will help keep you from getting hurt. A helmet protects your head. A mouth guard keeps your teeth safe. Goggles protect your eyes. Safety pads protect your knees and elbows. Wrist guards protect your wrists. Shoes that fit right protect your feet.

How are these girls exercising safely?

**Review**

1. **Vocabulary** Why is safety important?
2. Make a poster to show how to protect your body when you exercise.
3. Write three safety rules to follow when you exercise.

**Interpret Visuals—Pictures**

Direct attention to the picture on these pages, and have children answer the question on this page. **Possible response:** They are resting, drinking water, and wearing helmets, wrist guards, knee pads, and elbow pads.

Tell children that they should wear goggles to protect their eyes when they play sports such as tennis.

**Find the Main Idea**

**What is the main idea on this page?** Wear safety gear when you exercise.

**What are some supporting details?** Details can include any of the safety gear mentioned on this page.

**Health Background**

**Sports injuries** Sports injuries account for one-fourth of all emergency room visits for people between the ages of five and twenty-four years. Approximately 2.6 million people in this age group visit emergency rooms each year due to sports-related injuries. This figure represents two-thirds of the total number of hospital visits due to sports injuries for all age groups.

**Source:** National Center for Health Statistics

For more background, visit the Weblography in Teacher Resources at www.harcourtschool.com/health

**Keyword** Injury Prevention

**3. WRAP UP**

**Review**

1. Safety is staying away from danger or harm. Following safety rules will help keep you from getting hurt.
2. Posters should show safety gear, such as a helmet, mouth guard, goggles, and knee and elbow pads.
3. Possible responses: Drink water before, during, and after you exercise. Stop if you feel pain. Warm up your body before you exercise.

**Art**

**Safety Posters** Have children make decorative posters that illustrate the steps or rules for exercising safely. Have children periodically review the posters before they do physical activities as a class.

**Social Studies**

**Olympics** Have children research sports that are played in the summer and winter Olympics. Have them choose one summer event and one winter event and write a short paragraph about each. Tell them to mention any safety gear the athletes use.

Have children find out where the next summer and winter Olympic Games will be held and locate those places on a map or globe. They may also find locations of previous Olympic Games.
Getting Enough Sleep

Your body needs to rest each day. Your body rests and fixes itself as you sleep. Getting enough sleep helps you stay healthy.

Sometimes stress makes it hard to fall asleep. Reading or finding other ways to relax may help you go to sleep. Going to bed at the same time each night helps, too.

1. MOTIVATE

Ask volunteers to talk about times when they went to bed later than usual and didn’t get enough sleep. How did you feel the next day when you hadn’t had enough sleep? Possible responses: tired, cranky, unable to think clearly

Activity
Responsibility Have children discuss how they can take responsibility for their health by getting enough sleep. Tell them that after they and their parents have determined what is a good bedtime, children should go to bed at that time. This will help them make sure that they get the proper amount of rest.

Language Arts
Sweet Dreams Have children draw pictures of a child sleeping with a large cloud floating over the bed. Invite children to fill the cloud with illustrations of a good dream the child is having. On a separate sheet of lined paper, have children write stories about the dream. Staple the stories below the pictures and display them together. Encourage volunteers to read their stories to the group.

Math
Counting Hours Provide children with a large analog clock. Have children use the clock to solve these word problems.

Martine went to bed at 9:00 P.M. She woke up at 7:00 A.M. How many hours of sleep did she get? 10 hours

Leo went to bed at 8:00 P.M. He woke up at 6:00 A.M. How many hours of sleep did he get? 10 hours
You feel better when you have had enough sleep. You have more energy to do things. If you don’t get enough sleep, you may feel tired or grouchy.

Sleep is also good for your brain. It is easier to learn when you have had enough sleep.

**Review**

1. What can make it hard to fall asleep?
2. How can you tell if you are getting enough sleep?
3. Write about things you can do to relax before you go to sleep.

**Teacher Tip**

**Sleep Diaries** Suggest that children keep a sleep diary for a week. Tell them that they do not have to share the information. Have them write entries under the headings Time I Went to Bed, Time I Woke Up, Numbers of Hours I Slept, and What I Did Before Going to Bed.

At the end of the week, tell children to review their sleep diary to find out what helped or didn’t help them get a good night’s sleep.

**ACTIVITY BOOK P. 25**

**Words for Fitness**

Choose the word that best completes the sentence. Circle its letter.

1. If you want to use your body in an active way, you are __________
   a. sit  b. sleep  c. exercise  d. eat
2. Feeding when you are tired and drinking water are too good __________ to follow when you exercise.
   a. exercise  b. relax  c. stretch  d. sleep
3. When you are __________, you are strong and healthy.
   a. scared  b. ill  c. weak  d. strong
4. __________ is staying away from danger or harm.
   a. Exercise  b. Sleep  c. Safety  d. Stress

**Find the Main Idea**

What is the main idea for this lesson?

Your body needs to rest each day.

**2. TEACH**

**Interpret Visuals—Pictures**

What is the boy on page 100 doing to help him fall asleep? reading a book

**Discuss**

Discuss with children the routine they follow before going to bed at night. Talk about what may make it difficult for them to sleep. Explain that feeling stress can make it hard for a person to sleep. Sometimes stress can give you a headache or a stomachache, which can keep you up at night.

Discuss some Dos and Don’ts for getting a good night’s sleep.

**Do:** Go to bed at the same time every night. Exercise during the day but not too close to bedtime. Take a warm bath to help you relax. Read for a little while if you need help falling asleep.

**Don’t:** Don’t drink or eat the following after dinner: sodas with caffeine, hot chocolate, or chocolate candy. Chocolate has caffeine, which is a drug that can keep you awake. Don’t watch a scary movie or television show before going to bed.

For more information about caffeine, see Chapter 9, Lesson 3.

**3. WRAP UP**

**Review**

1. Stress can make it hard to fall asleep.
2. Possible responses: You feel better when you get enough sleep. You aren’t tired or grouchy. You have more energy, and it’s easier to learn.
3. Possible responses: read a book, take a warm bath, listen to peaceful music
Activities

Math
Kickball Graph

Objectives
► Interpret the data found on a graph.
► Make a graph.

Suggested Time 20 minutes

Hints
► Point out that each red dot on the graph represents ten minutes.
► Help children brainstorm different kinds of sports graphs they could make, such as a personal exercise graph that shows how many minutes a week they spent playing a sport or doing a type of exercise.

Learn More Ask children to find out the amount of time it takes to play different sports games, such as football, hockey, and basketball.

Writing

Exercise Plan

Objective
► Make a chart to show a personal exercise plan.

Suggested Time 45 minutes

Hints
► Brainstorm a list of sports and exercises from which children can choose to make their plan.
► Suggest that children write some notes about their exercise plan before they put the information in their chart.

Learn More Have children make another chart that gives safety tips and rules to follow for the exercises in their plan.

For writing models with examples, see Teaching Resources pp. 47-58. Rubrics are also provided.

Cultural Connection

Different Sports Talk with children about sports that are popular in other cultures and other parts of the world. For example, cricket and rugby are popular in England, India, Australia, and New Zealand. Lacrosse began in North America with Native Americans and is popular in parts of the United States and Canada. Suggest that children use the Internet or library to find out about these and other less-familiar sports.

Art

Mural Suggest that children create a mural about keeping fit and healthy. Brainstorm ideas that include healthful exercises and sports, safe ways to exercise, and the appropriate safety equipment to wear. The mural could also include pictures of children relaxing and sleeping as part of keeping healthy. Make a list of the kinds of scenes children would like to contribute to the mural.
Fairness

Listening to Others
You know you should show fairness to other people. **Fairness** means treating everyone in the same way.

One way to be fair is to listen to others. Think about what they have to say. Let them finish talking. Then you can have your turn to talk. Listening to others shows respect. When you respect others, they will respect you.

**Activity**
Work with a partner. Talk about ways to be fair. Take turns talking and listening.

Using the Poster

**Activity** Suggest that children draw pictures of themselves demonstrating **fairness** by listening to another person outside of school.

Display Poster 3 to remind children how to show fairness. The poster can be displayed in the classroom, school cafeteria, or another common area.

**Before Reading**
Discuss how children can show fairness in the classroom. For example, if two children disagree, they can resolve their differences by staying calm, listening to each other, identifying choices to solve their problem, and deciding on a choice that’s fair to both children.

**Discuss**
Discuss the picture and explain that the girl with the ball is being fair: she knows that the other girl has something to say, so she stops to listen. Point out that listening is part of communicating. Knowing how to communicate well will help children feel good about themselves.

**Activity**
Emphasize these guidelines for talking and listening:
- Take turns talking.
- Pay attention to what the other person is saying.
- Ask questions when the other person has finished talking to show that you were listening.
- Ask yourself if you are treating the other person the way you would want to be treated.
Chapter Review
Pages 104-105

Use Health Words 5 pts. each
Possible sentences using the vocabulary words:
1. The girl is jumping rope to stay fit.
2. The people are getting exercise by walking.
3. It is important to follow rules when you exercise.
4. Safety is important when you exercise or play.

Reading Skill 15 pts.
5. I can be safe when I exercise.

Use Life Skills 20 pts. each
6. You can tell that Paul isn’t feeling stress now because he looks happy and he is talking and playing catch with his sister.
7. Step 1—Know what stress feels like.
   Step 2—Figure out why you feel stress.
   Step 3—Do something active to help yourself feel better.
   Step 4—Talk to someone about the stress.

Write About It 25 pts.
8. Responses may include the four steps to follow each time you exercise:
   (1) Warm up your body before you exercise. (2) Stretch the muscles you will use as you exercise. (3) Start slowly. (4) After you exercise, cool down. Responses may also include safety rules to follow, such as resting when you are tired, stopping if you feel pain, and wearing appropriate safety gear—a helmet, mouth guard, goggles, and safety pads.

Chapter Review

Use Health Words
Use the word to tell about the picture.

Reading Skill
5 Tell the main idea.

Detail
I wear safety gear.

Main Idea
I rest when I am tired.

Detail
I drink water.

Take-Home Booklet
Distribute copies of the Take-Home Booklet. Have children fold the pages to make four-page booklets to share with their families.

Alternative Read the Take-Home Booklet story aloud.

Supports the Coordinated School Health Program
Use Life Skills

Look at the picture. Then answer the questions.

6 How can you tell that Paul is not feeling stress now?

7 What are four steps you can use to manage stress?

Write About It

8 Write about the four steps you should follow when you exercise.

Performance Assessment

Use the Chapter Project and the rubric provided on the Project Evaluation Sheet. See Assessment Guide pp. 18, 58, 66.

Portfolio Assessment

Have children select their best work from the following suggestions:
- Lesson Review, pp. 93, 99
- Leveled Activities, p. 96
- Art Activity, p. 99
- Writing Activity, p. 102
See Assessment Guide pp. 12–16.