Dear Teacher,

Thank you for joining the crusade to help our children become more fit for learning™! In order to make this journey successful and fun, there are a few things you should know about this resource guide.

First, it is just that – a Resource Guide. This is not another curriculum for you to put on the shelf because you have too much other material to cover. Instead, you will find suggested activities and (most importantly) how those activities link to the California State Academic Content Standards. These are lessons you are probably already covering in your classrooms. The only difference you will see is that they now have a nutrition or physical activity focus.

Second, the main objective of this resource guide is to improve student’s health by providing an environment that supports and encourages healthy eating habits and increased physical activity. This objective was met by taking various nutrition and physical activity topics important for elementary school students and grouping them into nine different themes (one theme per month from September to May).

At a minimum, we simply ask that you hang the poster and the calendar of activities on a bulletin board the first day of every month. Many of the calendar activities are very simple and can be done by the students without taking up any class time. However, we should warn you that this may spark some interest in your students, and they may want to learn more!

Your next step should be to send a copy of the calendar and the Take Home Activities home with the students. Any healthy habits that your students pick up throughout the year will only continue if the whole family participates.

Complete participation would involve a gradual inclusion of these activities into your academic calendar. Again, these are not new things to teach, they are just healthy twists to what you have been teaching for years.

ORGANIZATION OF THE RESOURCE GUIDE

To make this resource guide easy to use, each month is set up the same and contains the following:

1. **Calendar** – You will find English on the front and Spanish on the back. We encourage you to post this calendar in your classroom. This provides you and your students small activities to do throughout the month to promote the given theme.

2. **Introduction** – This short paragraph simply explains the importance of the theme for that month.

3. **Main Objective** – The objective of the month is summarized into one or two simple sentences. These objectives are appropriate for students, teachers, principals, parents, and siblings!
4. **Background** – A small amount of important background information is provided for each theme. While we do not expect you to become experts in the field, we do ask that you familiarize yourself with the topics. If you would like more information than is included in the brief background section, the resources listed for that month will be valuable tools.

5. **Take Home Activities** – Family involvement is very important. Information and take home activities can be sent home to the families to let them know what is going on in the classroom for the month. Family activities to promote the theme are strongly encouraged.

6. **School Activities** – Since the goal is to change the school environment to promote health, it is only logical that the school also has some activities to participate in each month. Remember, this is a team approach!

7. **Classroom Reward Ideas** – A student or class that does a good job deserves a reward! This section lists healthy reward ideas. Decide with the students what some other rewards might be that are more appropriate to your classroom and include them throughout the year. Do not limit your rewards to only sweet treats.

8. **Resources** – This section includes a list of organizations that provide additional details, activities, and information for each month. All of the organizations listed provide free or reduced cost materials to help you promote the theme.

9. **Activities Linked to Standards** – This is a listing of “suggested” activities. For some months, there are too many activities to fit into such a short period of time. You can use them exactly as written, or you are welcome to take the idea and change it around to fit your classroom. It is important to note that all of the activities listed link to one of the California State Academic Content Standards (Language Arts, Mathematics, Science, History/Social Science or Physical Education) or to the Health Framework Expectations. Following these activities, you may also see a short list of suggested reading materials, where applicable.

10. **Classroom Poster** – Hang this in the classroom at the beginning of the month to visually promote the theme throughout the month. Set aside a special location in your classroom where each month’s poster and calendar will be displayed.

11. **Handouts** – Where appropriate, you will also find a few handouts to help you get started. Many of these handouts can be photocopied as is and sent home to families. Some Spanish handouts are also available. As you gather more resources throughout the year, be sure to add them to your ever-growing resource binder.

**TIPS FOR SUCCESS**

In order for this to be successful, healthy changes must be made throughout the school year. Here are a few tips to help keep you and your students on the right track.

- Don’t forget that you are a role model. Make sure you follow the monthly themes as well. Remember to eat your breakfast and snack on fruits and vegetables at school!
• Encourage parents to bring healthy snacks to class as party treats (e.g.: 100% juice instead of soda, graham crackers instead of cookies, pizza with a vegetable or two on it).

• Continue to reinforce lessons learned in the earlier months throughout the year.

• Use non-sweet food rewards for good deeds in class (e.g.: try to avoid chocolate or candy). It is okay on occasion, but not all the time. Instead, use items such as stickers, erasers, pencils, or notebooks as individual rewards. Students can also be given coveted classroom chores or participate in a special fitness activity.

• Promote and support non-food fundraisers. Project Lean (resource listed below) provides some valuable information on fundraising ideas that do not involve chocolate candy bars.

• Be sensitive to the fact that some students will not be able to participate in all activities, especially those that involve purchasing and/or trying new foods or bringing specific foods to school for lunch or snacks.

• Utilize local resources and businesses. Many businesses are more than willing to help schools out; they just need to be asked. Contact local grocery stores and restaurants or local YMCA's and other fitness facilities.

• Most importantly, have fun!

GLOBAL RESOURCES

Listed below are resources that can be used for a variety of themes and activities throughout the year. Some may be listed within a specific month as well.

GENERAL EDUCATION

Santa Clara County Office of Education – Library Media Center
1290 Ridder Park Drive
San Jose, CA 95131-2398
Phone: (408) 453-6800
http://www.sccoe.org/depts/library

California Department of Education Press Office
1430 N Street
Sacramento, CA 95814
Phone: 1-800-995-4099
http://www.cde.ca.gov/re/pn

There is a selection of materials devoted to nutrition and gardening publications. Also available is the 2006 publication School Nutrition...By Design. This document was commissioned by State Superintendent of Public Instruction Jack O'Connell and was written by his Advisory Committee on Nutrition Implementation Strategies. “It represents an overview of a healthy nutrition environment and suggests strategies schools and districts can use to model healthy eating habits for their students.” Jack O’Connell
Nasco
Phone: 1-800-558-9595
http://www.enasco.com
Nasco offers over 60,000 educational tools for everything from math and farming to health and crafts and everything in between. Request one or more of their 20 catalogues on-line for free.

**Health & Nutrition**

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid food guidance system which will be discussed in November. However, this is a good site for general information regarding nutrition and physical activity guidelines.

The Healthier US Initiative
http://www.healthierus.gov
This site provides a wealth of information intended to help combat the growing obesity epidemic and is part of the President's Healthier US Initiative. Each section – Nutrition, Physical Activity, etc – displays additional links for the given topic. For example, the Dietary Guidelines for Americans can be found by clicking on the Nutrition Link. These are a set of very specific health recommendations based on current scientific research. This site will help you find out more about the details behind each recommendation – many of which are a part of the various themes.

Team Nutrition
http://www.fns.usda.gov/tn
Team Nutrition is a program sponsored by the United States Department of Agriculture designed to provide educational resources to teachers, parents, and caregivers to promote healthy children. The Changing the Scene kit is a wonderful resource for adults as they begin to change and improve the health environment of schools. You can order a copy of this kit by following the Resources link on this web page. Another valuable resource is the current year’s calendar. It provides additional activities to be done each month to promote the various themes.

We Can!
http://wecan.nhlbi.nih.gov
We Can! (Ways to Enhance Children’s Activity & Nutrition) is a national program designed as a one-stop resource for parents and caregivers interested in practical tools to help school-aged children stay at a healthy weight. Tips and fun activities focus on three critical behaviors: improved food choices, increased physical activity and reduced screen (TV & computer) time.

Project Lean
http://www.californiaprojectlean.org
California Project Lean provides a wealth of resources, evaluations, articles and materials for promoting healthy eating and physical activity. Most of the activities are directed towards middle school, but some can definitely be adapted to the lower grades – such as the list of *Creative School Fund-raising Ideas* that provide schools with alternatives to chocolate candy bars.
California Healthy Kids Resource Center  
Phone: 1-888-318-8188  
http://www.californiahealthykids.org  
This is an amazing resource center administered by the California Department of Education and the California Department of Health and Human Services. It maintains a comprehensive collection of healthy education materials that can be loaned to educators throughout the state.

KP KIDS Program  
Kaiser Permanente Santa Clara Service Area  
Community Benefits, Department of Public Affairs  
1900 Homestead Road, Second Floor, Building 1  
Cupertino, CA 95014  
Phone: (408) 366-4175  
KP KIDS is a pediatric weight management program that offers interactive activities on healthy eating and behavior modification for the whole family. The goal is to be proactive in assisting parents and children in developing a healthy lifestyle. Parts of the program have been integrated into this Resource Guide for use in the classroom and at home.

Kaiser Permanente Educational Theater Program  
1814 Franklin Street, Ste. 805  
Oakland, CA 94612  
Phone: (510) 987-2223  
Email: ETPinfo@kp.org  
http://www.kp.org/etp  
Kaiser offers an Educational Theater Program that uses music, dance, drama and puppetry to capture the attention of elementary school children, excite their imagination, and inspire them to make healthy life choices. In the hands of ethnically diverse, professional performer/educators, colorful characters share important health information on topics such as physical activity and good nutrition. Go on-line or call to book a show for your school.

Dairy Council of California  
80 Swan Way, Ste. 210  
Oakland, CA 94621-1439  
Phone: 1-877-324-7901  
http://www.dairycouncilofca.org  
This website provides various health-based activities with a list of how they link to California State Academic Content Standards. They provide programs for K, 1-2, and 3-5. A partner site of Dairy Council of CA (http://www.mealsmatter.org) provides some very simple tips for healthy meal planning.

Kids Health  
http://www.kidshealth.org  
This site provides user-friendly nutrition and physical activity information. There is a section for parents, for kids, and one for teens.

Planet Health  
http://www.hsph.harvard.edu/prc/proj_planet.html  
This is an interdisciplinary curriculum for teaching middle school students about nutrition and physical activity. However, some material may be appropriate for upper-elementary school students. It has been formally evaluated and proven to be an effective means of delivery. ($45.00)
**Physical Activity**

The President's Challenge – You’re It, Get Fit!  
[http://www.presidentschallenge.org](http://www.presidentschallenge.org)  
The President's Challenge is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President’s Challenge can help motivate you to improve.

American Council on Exercise – Operation Fit Kid  
[http://www.acefitness.org/ofk](http://www.acefitness.org/ofk)  
This youth outreach program site provides resources to increase activity in kids.

Wheelchair Sports, USA  
[http://www.wsusa.org](http://www.wsusa.org)  
This site provides activity resources for individuals with disabilities.

**Gardening Resources**

California Foundation for Agriculture in the Classroom (CFAITC)  
2300 River Plaza Drive  
Sacramento, CA 95833  
Phone: 1-800-700-AITC  
[http://www.cfaitc.org](http://www.cfaitc.org)  
CFAITC is a nonprofit organization dedicated to providing educational resources to schools to enhance environmental education in the classroom. Contact them with any of your garden or agriculture related questions.

Cooperative Extension Master Gardener Program  
1553 Berger Drive, Bldg. 1 (mail only, walk-in office in Bldg. 2)  
San Jose, CA 95112  
Phone: (408) 282-3105; Fax: (408) 298-5160  
[http://www.mastergardeners.org/scc.html](http://www.mastergardeners.org/scc.html)  
This is a volunteer program dedicated to promoting horticulture education in the community. Call for assistance in setting up a garden at your school.

Nutrition to Grown On  
California Department of Education Press Office  
Phone: 1-800-995-4099  
[http://www.cde.ca.gov/re/pn/rc](http://www.cde.ca.gov/re/pn/rc)  
(Item #001512, 192 pp., 3-hole punched, $17.50, 2001)  
This curriculum contains nine hands-on lessons, each linking a nutrition education activity with a gardening activity. Included is a matrix indicating correlations to the content standards in math, language arts, science, and history-social science.
<table>
<thead>
<tr>
<th>Grade 3 Standard Matrix</th>
<th>ENGLISH-LANGUAGE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Reading:</td>
<td>Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</td>
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<td>2.7 Reading:</td>
<td>Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
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<td>Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</td>
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<td>Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word.</td>
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<td>Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</td>
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### Grade 3 ENGLISH-LANGUAGE ARTS

#### 2.1 Listening & Speaking:
- Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.

#### 2.2 Listening & Speaking:
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

#### 2.3 Listening & Speaking:
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

### MATHEMATICS

#### 2.7 Number Sense:
- Determine the unit cost when given the total cost and number of units.

#### 3.1 Number Sense:
- Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1\(\text{/}2\) of a pizza is the same amount as 2\(\text{/}4\) of another pizza that is the same size; show that 3\(\text{/}8\) is larger than 1\(\text{/}4\)).

#### 3.3 Number Sense:
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation, and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

#### 2.1 Algebra & Functions:
- Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

#### 1.1 Measurement & Geometry:
- Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

#### 1.2 Measurement & Geometry:
- Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill the figures.

### English Language Arts

#### 3.1 Listening & Speaking:
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

#### 3.3 Listening & Speaking:
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

### Glossary
- **Listening & Speaking:**
  - Make brief narrative presentations:
    - a. Provide a context for an incident that is the subject of the presentation.
    - b. Provide insight into why the selected incident is memorable.
    - c. Include well-chosen details to develop character, setting, and plot.

- **Plan and present:**
  - Dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

- **Make descriptive presentations:**
  - Use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

- **Choose the appropriate tools:**
  - And units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

- **Estimate or determine the area and volume of solid figures:**
  - By covering them with squares or by counting the number of cubes that would fill the figures.

- **Solve simple problems involving a functional relationship between two quantities:**
  - Find the total cost of multiple items given the cost per unit.

- **Make brief narrative presentations:**
  - Provide a context for an incident that is the subject of the presentation.

- **Plan and present:**
  - Dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

- **Make descriptive presentations:**
  - Use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
### Physical Science:
- Students know sources of stored energy take many forms, such as food, fuel, and batteries.
- Students know light is reflected from mirrors and other surfaces.
- Students will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observations.
- Students will use numerical data in describing and comparing objects, events, and measurements.
- Students will predict the outcome of a simple investigation and compare the results with the prediction.
- Students will collect data in an investigation and analyze those data to develop a logical conclusion.

### Social Science:
- Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coasts).
- Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
- Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- Discuss the interactions of new settlers with the already established Indians of the region (e.g., peace or conflict, trade).
- Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
Grade 3

**PHYSICAL EDUCATION**

1.15 Physical Education: Perform with a partner a line, circle, and folk dance.

3.6 Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

3.8 Physical Education: Measure and record improvements in individual fitness activities.

4.8 Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.

5 Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

HEALTH FRAMEWORK

1 Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

5 Health Framework Expectation: Students will understand and evaluate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.
Table of Contents

I. September: 5 A Day

II. October: Let’s Move!

III. November: MyPyramid.gov

IV. December: Celebrate!

V. January: Healthy Choices

VI. February: Heart Healthy Body

VII. March: Fuel Your Body

VIII. April: Consumer Beware

IX. May: Ready, Set, Go!
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Plan a safe route to walk, and walk all the way to school.</td>
</tr>
<tr>
<td>2</td>
<td>Ask a crossing officer or police guard, or police if possible, where to walk all the way to school.</td>
</tr>
<tr>
<td>3</td>
<td>Make a list of all the physical activities you like to do. Add to that list throughout the month.</td>
</tr>
<tr>
<td>4</td>
<td>Keep track of your physical activities each day.</td>
</tr>
<tr>
<td>5</td>
<td>Increase your physical activity Aim to do this week: Aim to increase activity each day.</td>
</tr>
<tr>
<td></td>
<td>Do some stretches at your desk this morning.</td>
</tr>
<tr>
<td></td>
<td>If possible, walk to school again today!</td>
</tr>
<tr>
<td></td>
<td>Play a new physically active game, or lunch or physically active after school.</td>
</tr>
</tbody>
</table>
Semana 4
Cada día, los conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.
Lee La contestación de tus conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.

Semana 3
Haz un diario de los conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.
Lee La contestación de tus conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.

Semana 2
Escribe un diario de los conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.
Lee La contestación de tus conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.

Semana 1
Haz un inventario de los conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.
Lee La contestación de tus conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.

Semana Nacional del Amanecer Escolar
Ejercicio físico en la escuela.
Recuerda de despertar de la hora del Irego con actividad física en la escuela.
Participa en un nuevo proyecto en la escuela.

Semana Internacional de Caminar a la Escuela
Lunes
Marías
Viernes
Jueves
Miercoles
Miercoles
Jueves
Marías
Lunes

Encontrar lo trigo y el vegano del mes en www.edcb.gov/occipip

Semana
Amanecer
Por favor, arrimar la hora del Irego con actividad física en la escuela.
Participa en un nuevo proyecto en la escuela.

Si lo que se busca es la escuela.

Haz una lista de los conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.
Lee La contestación de tus conflictos, preocupaciones, actividades físicas, etc. en familia. Se da un número.

Después del
Vete al parque de la escuela.

Hoy
Hoy
Hoy
Hoy
Hoy

Fruta o vegetal de la escuela.
Lee y una nueva

Fruta o vegetal de la escuela.
Lee y una nueva

Fruta o vegetal de la escuela.
Lee y una nueva

Fruta o vegetal de la escuela.
Lee y una nueva

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Lee y una nueva

Fruta o vegetal de la escuela.
Lee y una nueva
Let's Move! month is designed to encourage you and your students to become more physically active. Kick off the month with International Walk to School Week (the first full week in October). Walking is one of the simplest forms of physical activity and is great for you!

Another important activity this month is National School Lunch Week (the second full week in October). This is an opportunity for everyone to learn more about the food service at their school, and, if possible, participate in school lunch!

Be physically active for at least 60 minutes on most, preferably all, days of the week.

Physical activity burns calories, improves cardiovascular (heart) health, strengthens muscles (especially the heart muscle), promotes joint flexibility, improves bone density and helps maintain a healthy weight. Physical activity is good for the entire body, and even helps to keep the brain alert! People who are more active also tend to get sick less often than people who are inactive.

When it comes to physical activity, every little bit counts. So it is important to encourage your students to find ways to be more active – walk or bike to school (either part of the way or the whole way), take the dog on a walk every day, play with friends at the playground, join an after school soccer or softball league, etc. The goal for children and adolescents is to engage in at least 60 minutes of physical activity on most, preferably all, days of the week. While it is important for students to be physically active at school, it is also important for them to start exploring out-of-school exercise options. What can they do on weekends or during holiday breaks?

Students of all ages can set realistic goals based on their own level of physical activity. It is important that students understand the difference between cardiovascular activities (those that are good for the heart and may make you breathe a little faster), muscular strength (those that will help to build muscle), and flexibility (activities involving various stretches) and find ways to regularly participate in all three. As students get older and continue to develop new skills, they can begin to participate in and enjoy different activities each year. With these new activities will come new challenges – but nothing you can’t face together. Just get out there and keep moving.

1) Complete the Walkability checklist available at [http://www.cawalktoschool.com](http://www.cawalktoschool.com) (English and Spanish handouts are included in the guide). This will help you determine a safe way to walk or bike to school. If there isn’t a direct safe route, is there a closer direct safe route? It may be possible to drive only part way to school and walk the rest.

2) If possible, participate in Walk to School Day (Wednesday of the first full week of October).

3) Discuss other forms of physical activity that the family enjoys. Are there activities the family can do together?

4) Go for a walk together before or after dinner.

5) If possible, encourage your schoolchildren to participate in National School Lunch Week (the second full week in October).
Let's Move!

School Activities

1) Kick off the month by participating in International Walk to School Week (the first full week in October). Encourage everyone to participate in Walk to School Day (Wednesday of that week). (See http://www.cawalktoschool.com)

2) Ask a police officer to come to the school for an assembly and talk about safety issues regarding walking or biking to school in that specific neighborhood.

3) Take an inventory of all items the school has to promote physical activity - balls, jump ropes, etc. – and increase the accessibility of these items during recess.

4) Promote school lunch during National School Lunch Week (the second full week in October). (See http://www.schoolnutrition.org)

Classroom Reward Ideas

Reward students with activities that will keep them active. Some examples include extra time on a Friday for fitness activities or allowing students to run the “ball room” at recess for a week.

Resources

California Walk to School Headquarters
P.O. Box 997413 – Mail Stop 7211
Sacramento, CA 95899-7413
Phone: 1-888-393-0353
http://www.cawalktoschool.com
This is the main website for the California Walk to School Program. It is full of wonderful materials, resources, activity ideas, stickers, and balloons. Many materials are available in a number of different languages as well. Register your school for the event for a chance to win prizes!

Official USA Walk to School Website
http://www.walktoschool-usa.org
This site provides more resources and information about what is going on across the U.S. to promote Walk to School Month.

Official International Walk to School Website
http://www.iwalktoschool.org
Students can learn what is going on around the world for Walk to School Week. Also see:
Canadian Walk to School – http://www.goforgreen.ca/walktoschool
U.K. Walk to School – http://www.walktoschool.org.uk

MyPyramid.gov
http://www.mypyramid.gov
http://www.mypyramid.gov/sp-index.html (site in Spanish)
This is the main website of the MyPyramid.gov food guidance system which will be discussed more thoroughly in November. However, this site does provide a lot of information about physical activity – what it is, why it is important, how much is needed, the number of calories burned during various activities, and tips on increasing it.

www.fitforlearning.org

Grades 3-4
Resources

Center for Disease Control (CDC)
http://www.cdc.gov/nccdphp/dnpa/kidswalk
The CDC website has more resources and information, including activity downloads, community presentations (to increase awareness and participation), train the trainer information, brochures, fact sheets, safety information, and more.

Shape Up America – 10,000 steps a day
http://www.shapeup.org/10000steps.html
If pedometers are available, this site provides information and resources on the 10,000 steps a day challenge. This is a great way for teachers and school staff to become better role models for the students.

National School Lunch Week
American School Food Service Association
http://www.schoolnutrition.org
Go to Meetings and Events to learn more about activities during National School Lunch Week.

Team Nutrition School Meals
http://schoolmeals.nal.usda.gov
More information can be found here regarding activities during National School Lunch Week.

Eat Better, Eat Together
Washington State University (WSU)
http://nutrition.wsu.edu/ebet
October is also Eat Better, Eat Together month. Information can be sent home with the students to encourage families to eat meals together. A toolkit to encourage families to eat together has been developed by WSU. Most of the materials can be downloaded free of charge from this site. Some materials are also available for purchase (stickers, bookmarks, and more).

Additional Resources
• Follow simple multi-step written instructions to play a new physically active game.

• Students can write stories about their walk to school. They can then share these stories out loud.

• Include one-syllable words related to being physically active on students’ spelling list.

• Create or use math problems that students can solve that include physical activity. For example, students can learn about money by looking at the cost of jump ropes. They can determine the unit cost of an item when given the total cost and the number of items purchased.

• Students can be physically active while learning how light is reflected from mirrors and other surfaces by bouncing balls off of walls outside and running after them. Students can then predict what will happen by running to where they think the ball will go. Data can be collected and analyzed.

• Identify geographical features on a map that pertain to hiking, biking, and walking trails.

• Describe how geography influenced how the local Indian nations moved to different locations.

• Make a list of physical activities that the students find enjoyable. Keep this list up throughout the month and encourage students to be physically active on a daily basis.

• Encourage students to measure and record the amount of time they spend being physically active. Set a goal to slowly increase that amount throughout the month.

• Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?

Floating in Space, by Franklyn Branley – Science
Let’s Move!
Grades 3-4

- Students can practice their writing, researching, and penmanship skills by writing about their favorite types of physical activities. They can then share these stories out loud.

- Include grade-appropriate words related to physical activity on students’ spelling list.

- As a class, determine the shape and measure the size of the different areas of the playground, or tape out different predetermined shapes and sizes. Add some physical activity into this lesson by having students walk around the edges or cut through the center to better visualize that they are learning in the classroom.

- Students can set up an interview for their families, friends, or classmates to ask about exercise habits. Once they have collected the data, they can use that information to identify the modes and medians and graph the data to explain it to others.

- Students can be physically active while learning about magnets. They can be told to magnetize towards (face) a certain object outside or in the classroom and then demagnetize (face in a different direction). Students can also be divided into two poles/groups and act out what would happen when they get close to each other (outdoor activity in a confined space). Eventually, all of the north and south poles will be grouped together.

- Students can learn about the food chain and be physically active by playing “food chain tag.” Students are grouped as animals at the bottom, middle, or top of the food chain and must move accordingly (e.g. those at the bottom of the food chain must crawl, while those at the top can run). When someone at the top/middle of the food chain “eats” someone at the middle/bottom, they must hold hands and continue to eat together. This activity also teaches cooperation.

- Identify waterways in California in relation to where people participate in water sports or activities.

- Make a list of physical activities that the students find enjoyable. Keep this list up throughout the month and encourage students to participate in these activities regularly.

- Discuss some of the barriers to increasing physical activity. As a class, can you come up with some ways to overcome these barriers?