

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:

DMK.1 (a)

Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

Science:

MOK.1 (a, e)

Investigate observable characteristics of familiar objects and materials in their environment.

Key Understandings: ('I Can' statements)

- I can describe what a habit is
- I can determine the difference between healthy and unhealthy habits
- I can identify healthy habits
- I can identify unhealthy habits

Key Questions:

- What are habits?
- What are healthy habits and what are unhealthy habits?
- What happens to our teeth if we don't brush them?

Prerequisite Learning:

Students must have previous knowledge of what the terms healthy and unhealthy mean.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Class Discussion/conversations: (Are they participating in the discussion? Are they understanding the question and responding?)

Contributions to questions I ask such as:

- Asking children what they think habits are
- Asking children what they think a healthy habit is
- Asking children what they think an unhealthy habit is
- Asking children what they think might happen to the eggs that we leave in coca-cola, orange juice and water

Formative Assessment:

Anchor Chart

- Are they offering ideas from the video?
- Are they offering their own ideas?

Formative Assessment:

Experiment

- Are students suggesting ideas of what might happen to the eggs?
- Are they able to complete the worksheet that visualizes their hypothesis on what will happen to the eggs?

Stage 3: Build Learning Plan

Set : Length of Time: 10 minutes

- Ask students if they know what a habit is (a habit is something you do everyday, sometimes more than once).
 - Ask students to give examples of a habit they do everyday.
 -
- Watch
 - [BBC Learning - What Do Humans Need To Stay Healthy](#)
 - After watching, create an anchor chart (using pre-cut pictures) and have students share what habits we hear about throughout the video.
 - Ask students what other things we might do everyday that are healthy (draw them if I don't have a pre cut picture)
 - Brushing teeth, reading, drinking water, having a bath or shower (or every other day).

Development: Length of Time: 10 minutes

- Ask students if they know the difference between a healthy habit and an unhealthy habit, use their examples if possible.
 - Healthy habits make your body feel happy and good (brushing our teeth, washing our hands, eating three times a day, getting enough sleep, exercise).
 - Unhealthy habits can make you sick, or feel not so happy (eating lots of junk food, not drinking enough

Instructional Strategies:

- Group discussions

Materials/Resources:

- <https://www.youtube.com/watch?v=UxnEuj1c0sw> (Healthy Habits Video)
- Anchor chart paper
- Markers
- Eggs
- Coca-Cola
- Orange Juice
- Water
- Containers/cups with lids
- [Worksheet activity to visualize experiment changes](#)

Possible Adaptations/

Differentiation:

- Drawing ideas for anchor chart
- For visual learners I could either bring a small dry erase board and marker outside and write down our coping mechanisms, or we could do it inside and instead have students write their own ideas of coping strategies.

Management Strategies:

- I will check for understanding after discussions and explanations of the topic.
- I will observe my students as they complete their egg activity worksheet.
- I will orally acknowledge that students have X amount of time left to finish their work before we move on.

water, not getting enough sleep, too much screen time (playing on an ipad or watching tv, not eating breakfast).

- Draw these and add them to the anchor chart for comprehension (divide it in two and clearly mark which side is good and which side is bad habits)

Learning Closure:

Length of Time: 10 minutes

- Introduce our (week long) experiment!
- Have everyone gather around the spare table
 - Ask students if they know what happens if they eat or drink anything with sugar in it and don't brush their teeth?
 - Our teeth might stain and change to a different colour other than white
 - Our teeth will also get cavities
 - The eggs represent our teeth!
 - In three separate containers, one will have water (our control substance), in another we will have orange juice and the other coca-cola.
 - We will place an egg in each container.
 - As a class we will come up with a hypothesis of what might happen to each egg.
 - Inform students that we will be setting our eggs aside and we will check on them in a couple days (one full week) so we can see if there are any differences.
- Each student will complete a worksheet activity where they will colour the egg to match our class prediction.

- I will give hints of different habits we might do everyday for students to suggest to add to the anchor chart

Safety Considerations:

- Allow students to share IF they would like to
- Do not push students to share ideas
- Offer help when needed

Participation 1-3

Listening 1-3

1 - little, 2 - some, 3 - lots

<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()

Additional Notes:

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:

DMK.1 (a, b, c)

Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

Key Understandings: ('I Can' statements)

- I can explain what germs are
- I can describe where germs come from
- I can explain how germs affect our body
- I can identify ways to protect myself from germs
- I can describe what happens if we don't wash our hands

Key Questions:

- What are germs?
- Where do germs come from?
- How do germs affect our body?
- How can I protect myself from germs?
- What happens if we don't wash our hands?

Prerequisite Learning:

Students must have previous knowledge of what you need to wash your hands.
Must understand vocabulary such as: harmful

Stage 2: Determine Evidence for Assessing Learning

(Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O's and I's above, towards the 'I can' statements, towards the Key Questions. ALL of these should all connect and reflect each other! Strategy/process for how you will gather and retain this information should be briefly explained)

Formative Assessment:

Class Discussion/conversations: (Are they participating in the discussion? Are they understanding the question and responding?)

Contributions to questions I ask such as:

- Asking if students know what germs are
- Asking student if they know where germs come from
- Asking students to reflect on what happens if we do not wash our hands
- Asking questions revolving around the experiments

Formative Assessment:

Experiment:

- Are students participating in the experiment?
- Are students guessing what might happen in certain scenarios?

Stage 3: Build Learning Plan

Set (Engagement):

- Have students head to the carpet.
- Read "Germs VS Soap" by Didi Dragon.
 - Ask what students think the book will be about
 - Tell students were going to be reading and learning all about germs and how we can keep ourselves and others safe over the next few days
 - Have students follow movements of washing their hands like in the book
- Have students practice washing their hands for 20 seconds, using the movements of handwashing we learned
 - Count to 20 as a class, sing happy birthday twice, sing twinkle twinkle, sing the abc's, if you're happy and you know it.

This is the way we wash our hands
Wash our hands
Wash our hands
This is the way we wash our hands
To clean our hands of germs.

Length of Time: 5 minutes

Instructional Strategies:

- Group discussion
- Read Alouds
- Experiment

Materials/Resources:

- Glitter/Pepper
- Germs VS Soap by Didi Dragon
- Tub of Water
- Dish Soap

Possible Adaptations/

Differentiation:

- Using pepper instead of glitter for the experiments
- Supplying visuals of where you can find germs, or when you should be washing your hands and using them during our discussions.

Management Strategies:

- I will provide clear expectations for how we will take part in the experiments and be respectful of others during these learning experiments.
- I will provide clear instructions of what to do and when we are moving on to the next step.
- I will check for understanding after discussions and explanations of the topic.
- I will observe my students as they partake in their experiments.

Development:

- Begin germ experiment #1
 - Have students gather around the spare table
- Fill a bin halfway with water, sprinkle glitter in the water
 - Tell students that we are going to experiment with PRETEND germs

Length of Time: 10 minutes

Safety Considerations:

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Since we can't see REAL germs, we will have to use glitter to act as our germs! ○ Have students put their finger in the water, what happens? (the glitter "germs" should not move very much) ○ Now ask what they think will happen if we put soap on our finger?... Have them coat their finger in soap and dunk their finger in the water (the glitter "germs" should avoid their finger) ○ Ask students what happened this time? Why did the glitter move away from their fingers?? <p>Learning Closure: Length of Time: 5 minutes</p> <ul style="list-style-type: none"> ● Have students wash their hands again <ul style="list-style-type: none"> ○ Refer back to the book that shows us how to wash our hands have students count to 20 for each person <ul style="list-style-type: none"> ■ Count to 20 as a class, sing happy birthday twice, sing twinkle twinkle, sing the abc's, if you're happy and you know it. ■ Have students return to their desks as they are done washing ■ Ask students if all the glitter came off? ● Explain that when you wash your hands, you are washing away most of your germs, and the ones leftover are the germs that won't cause you any harm. ● Have students reflect and question what might happen if we do not wash our hands often? 	<ul style="list-style-type: none"> - Not to ingest/inhale glitter, have students wash hands as soon as experiments are over and to keep hands out of nose, eyes and mouth - Make sure students keep hands to themselves - Allow students to share IF they would like to - Do not push students to share ideas - Offer help when needed
--	---

Participation 1-3

Listening 1-3

1 - little, 2 - some, 3 - lots

<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()

Additional Notes:

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:
DMK.1 (a, b, c)
 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> ● I can explain what germs are ● I can describe where germs come from ● I can explain how germs affect our body ● I can identify ways to protect myself from germs ● I can describe what happens if we don't wash our hands 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● What are germs? ● Where do germs come from? ● How do germs affect our body? ● How can we protect our friends from sharing germs? ● How can I protect myself from germs? ● What happens if we don't wash our hands?
--	--

Prerequisite Learning:
 Students must have previous knowledge of what you need to wash your hands.
 Must understand vocabulary such as: harmful

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:
 Class Discussion/conversations: (Are they participating in the discussion? Are they understanding the question and responding?)
 Contributions to questions I ask such as:

- Asking if students know what germs are
- Asking student if they know where germs come from
- Asking students to reflect on what happens if we do not wash our hands
- Asking questions revolving around the experiments

Formative Assessment:
 Experiment:

- Are students participating in the experiment?
- Are students guessing what might happen in certain scenarios?

Stage 3: Build Learning Plan

<p>Set (Engagement):</p> <ul style="list-style-type: none"> ● Have students recall what we talked about last class, what do they remember about germs and how we can keep ourselves safe. <ul style="list-style-type: none"> ○ Why do we wash our hands? ● Begin by watching Brainpop video as a review 	<p>Length of Time: 5 minutes</p>	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Group Discussions - Brainstorming <p>Materials/Resources:</p> <ul style="list-style-type: none"> - https://jr.brainpop.com/health/bewell/washinghands/movie (Washing Hands with Annie and Moby) - Lotion - Glitter
<p>Development:</p> <ul style="list-style-type: none"> ● Introduce experiment #2 <ul style="list-style-type: none"> ○ We are going to see what happens if we don't wash out hands ○ Have students rub lotion on their hands before putting a little bit of glitter on their hands (a bunch of different colours!) ○ Tell students that this glitter is pretend germs, and we do not put the lotion or glitter in our mouth, nose, eyes, or anywhere other than our hands nor do they touch other people with the germs unless told otherwise ○ Have them rub their hands together to move the glitter around ○ Have them shake hands with their classmates, what do they see? Is there more than one colour of glitter on their hands? ○ Have them repeat the process a few times ○ Ask them what is happening? ○ Explain that because we are not washing our hands, the germs stick to our hands, and when we shake our friends hands, we share our germs! ● Have students review how to wash our hands <ul style="list-style-type: none"> ○ How many seconds do we wash our hands for? 	<p>Length of Time: 10 minutes</p>	<p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Using pepper instead of glitter for the experiments - Supplying visuals of where you can find germs, or when you should be washing your hands and using them during our discussions. <p>Management Strategies:</p> <ul style="list-style-type: none"> - I will provide clear expectations for how we will take part in the experiments and be respectful of others during these learning experiments. - I will provide clear instructions of what to do and when we are moving on to the next step. - I will check for understanding after discussions and explanations of the topic. - I will observe my students as they partake in their experiments. <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Not to ingest/inhale glitter, have students wash hands as soon as experiments are over and to keep hands out of nose, eyes and mouth - Make sure students keep hands to themselves (unless participating in experiment #2) - Allow students to share IF they would like to - Do not push students to share ideas - Offer help when needed

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:

DMK.1 (a)

Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

Arts Education:

CPK.4 (b, f, h)

Create art works that express own observations and ideas about the world.

Key Understandings: ('I Can' statements)

- I can describe what a food guide is
- I can determine the difference between healthy and unhealthy foods
- I can explain why we need to eat nutritious food rather than unhealthy foods

Key Questions:

- What is the Canadian Food Guide?
- How can what we eat affect our health?
- Why should we try to eat more nutritious and healthy foods instead of unhealthy food?

Prerequisite Learning:

Students must have previous knowledge of what healthy and unhealthy foods are.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Balanced plate:

- Are students understanding and taking into account that half the plate will be full of fruit and vegetables, a quarter will be full of whole grains, and the last quarter full of protein?
- Are students on task and thoughtfully applying pictures of food?
- When students share their plates, are they describing what foods they have put where?

Formative Assessment:


Anchor Charts/Class Discussion/Conversations: (Are they participating in the discussion? Are they understanding the question and responding?)

- Asking children to think of foods that are both healthy and unhealthy
- Asking students what they notice about the food guide, what foods they see, and why the food might be in different sized groups?
- Are they participating and offering ideas?

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 5 minutes

- Watch:
-  [Good Foods | Healthy Foods Song for Kids | Jack Hartmann](https://www.youtube.com/watch?v=5dR22hbln6w) By Jack Hartmann
- Discuss healthy and unhealthy foods
 - Ask students to think of healthy/nutritious foods
 - Their favourite nutritious foods – veggies, fruit, eggs, yogurt, chicken
 - What might unhealthy foods be?
 - Chocolate, chips, soda, etc.

Instructional Strategies:

- Group discussion
- Brainstorming

Materials/Resources:

- <https://www.youtube.com/watch?v=5dR22hbln6w> (Good Foods | Healthy Song for Kids | Jack Hartmann)
- Large paper
- Markers
- Glue
- Flyer cutouts/food images
- Paper plates
- Scissors
- <https://food-guide.canada.ca/en/> (Canadian Food Guide Link)

Development:

Length of Time: 10 minutes

- Pull the Canadian food guide up on the projector
 - Explain that the food guide is something that helps you to find foods that are good for you, it also helps you learn how to eat healthy
 - Do students notice anything?
 - How about the cup of water — We should drink lots of water!
 - Why isn't chocolate milk and juice on here?
 - Juice, milk, chocolate milk and other drinks should be special drinks that you don't drink as often.
 - Water doesn't have any sugar, which makes it healthier than other drinks because even though juice may contain fruit or vegetables it has sugar in it too

Possible Adaptations/

Differentiation:

- Draw lines on plates with proper proportions as a visual of portions for the "balanced plate" activity.
- Have clippings in differentiated piles so students can easily find the food they are looking for.

Management Strategies:

- I will provide clear instructions of how we will make our "balanced plates"
- I will check for understanding after discussions and explanations of the topic.
- I will observe my students as they complete their "balanced plates".
- I will offer help when needed.
- I will orally acknowledge that students have X amount of time left to finish before we move on.

- Ask if students recognize any of the food on the plate
 - Ask students about what kind of veggies there are, what kind of fruits they see, whole grains, and dairy as well.
 - Whole grains are rice, or noodles made from flour that haven't been altered or changed to have less nutrients.
- Why do we need nutritious food such as these?
 - Nutritious foods help make our bones strong, make our teeth healthy, keep us from getting sick, help our organs to do their job of keeping us alive and help us to think, learn, move and grow!
 - If we ate chocolate, candy and cookies for breakfast, lunch and dinner how would our tummies feel?
- Why do we think the groups of food are different sizes — why are there more veggies and fruit than there are of meat and whole grain foods?
 - Referencing the food guide, explain that when eating, half of your plate should be veggies and fruit, and the rest should be an even mix of proteins and whole grains

Safety Considerations:

- Allow students to share IF they would like to
- Do not push students to share ideas
- Offer help when needed
- Make sure they are careful when cutting paper

Learning Closure:

Length of Time: 10 minutes

- Using paper plates, magazine/flyer clippings of food items and glue, We will make our own food guides!
- I will demonstrate how to make a "healthy plate"
 - ½ my plate is for veggies and fruit, ¼ is for proteins such as meat cheese, eggs and nuts, and ¼ is for whole grains like noodles, rice and bread
 - Students will use the provided foods and either choose their favourite foods for each food group, or choose foods they think they would want to try.
 - Students will then cut out the food and glue it to the corresponding section on their plate
- If time, students can share what foods they have put on their plates! are they healthy or unhealthy, what food groups do they belong to?

Delicious and Nutritious Healthy Eating Assessment Rubric				
Name:	Beginning [BE]	Approaching [AP]	Meeting [ME]	Exceeding [EX]
Accurate Representation of Balanced Meal	Initial understanding of healthy and unhealthy foods based on Canadian food guide.	Indicates progression towards understanding of healthy and unhealthy foods based on Canadian food guide.	Indicates understanding of healthy and unhealthy foods based on Canadian food guide.	Indicates in depth understanding of healthy and unhealthy foods based on Canadian food guide.
Neatness	I need frequent support to create work that is neat and organized.	I need occasional support to create work that is neat and organized.	I can independently create work that is neat and organized.	I can consistently and independently create work that is neat and organized.
Working Independently	I need frequent support to work on my own.	I need occasional support to work on my own.	I stay focused on my own work.	I consistently and independently stay focused on my own work.

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:
DMK.1 (a, b)
 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

Science:
MOK.1 (a, e)
 Investigate observable characteristics of familiar objects and materials in their environment.

<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> ● I can explain why brushing and flossing your teeth is important. ● I can discuss why brushing and flossing your teeth is a healthy habit. ● I can identify changes between our eggs ● I can describe ways we can prevent sugar bugs from harming our teeth 	<p>Key Questions:</p> <ul style="list-style-type: none"> ● Why is brushing and flossing your teeth important? ● Why is brushing and flossing your teeth a healthy habit? ● What changes will happen to our eggs? ● How can we prevent sugar bugs from harming our teeth?
--	---

Prerequisite Learning:
 Students must have previous knowledge of what healthy habits are.
 Must understand vocabulary such as: cavities, floss, toothbrush, tooth paste.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:
 Experiment:

- Have students participated in our experiment by correctly colouring their guesses on how the eggs will turn out as well as adding their findings from how the eggs ended up looking
- Have students shared their guesses, ideas and discoveries

Formative Assessment:
 Class Discussion/conversations/observations: (Are they participating in the discussion and the activities? Are they understanding the question and responding?)

- Asking children why brushing your teeth is important
- Discussing how brushing and flossing your teeth can be a healthy habit
- Do students use proper techniques learned in class to brush and floss their "teeth" correctly?

Stage 3: Build Learning Plan

<p>Set (Engagement):</p> <ul style="list-style-type: none"> ● Begin the lesson by asking students why do we brush our teeth and why is it important? ● Read "Why Do I Need To Brush My Teeth?" by Caressa Simmons, Registered Dental Hygienist. <ul style="list-style-type: none"> ○ Ask students what they think the story will be about? ○ Tell them that the book is written by a lady who works at a dental office and actually cleans teeth! ○ Have students participate in brushing teeth motions during the book ● Discuss why brushing and flossing your teeth can be healthy for you? <ul style="list-style-type: none"> ○ Brushing helps keep our teeth clean and healthy, we also use floss to get in between our teeth where the tooth brush doesn't fit ● When should we brush our teeth? <ul style="list-style-type: none"> ○ It is important to do it in the morning to get rid of our stinky breath ○ We should also brush and floss before bed because it gets rid of the sugar bugs from all the food we ate and drinks we drank during the day ○ It is important to brush and floss everyday so the sugar bugs can't make holes and cracks in our teeth! ● Brushing and flossing prevents us from getting cavities, and keeps our breath fresh and not stinky! <p>Development:</p> <ul style="list-style-type: none"> ● Watch: 	<p style="text-align: right;">Length of Time: 10 minutes</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Group Discussion - Read Alouds - interactive activities - experiment <p>Materials/Resources:</p> <ul style="list-style-type: none"> - Eggs - Coca-Cola - Orange Juice - Water - Containers/cups with lids - Worksheet activity to visualize hypothesis - spoon/fork - Plates to display eggs - "Why Do I Need To Brush My Teeth?" by Caressa Simmons, Registered Dental Hygienist - mega building blocks - yarn/string - toothbrushes - https://www.youtube.com/watch?v=bmPFZxAdl7A (How to Floss Your Teeth - Life Skills for Kids! By Miacademy Learning Channel) <p>Possible Adaptations/ Differentiation:</p> <ul style="list-style-type: none"> - Using yarn or thicker string instead of floss so there are no injuries. - having relay races on who can floss their teeth faster
<p style="text-align: right;">Length of Time: 10 minutes</p>	

How to Floss Your Teeth - Life Skills for Kids!

- Have students practice how to hold floss like Jesse does in the video
- Use mega building blocks with playdough pushed in between the pegs to act as teeth with plaque (sugar bugs) on them
 - Have students practice flossing their "teeth"
 - Why do you think we need to floss?
 - The playdough is pretending to be plaque/sugar bugs.. When we brush our teeth, our toothbrushes only get to the outsides of our teeth, but what about in between our teeth?

Learning Closure:

Length of Time: 10 minutes

- End the class by checking on our eggs!
 - One at a time I will bring out an egg starting with the water egg
 - After taking out each egg we will examine it and compare it to our control egg (from the water)
 - What changes do we see?
 - What caused the "teeth" to change in colour, and crack?
 - What could have prevented the teeth to turn colours and get cavities?
 - Have students refer back to their worksheet from our first lesson and see if their guesses were correct, have them colour in the eggs in the boxes below their original guess to show the difference or similarities in their guess to the actual outcome
 - Why is it important to brush and floss our teeth?
 - So our teeth do not get cavities, so they do not turn brown or yellow, and so they stay white and healthy!

Management Strategies:

- I will provide clear instructions on how to do each activity.
- I will check for understanding after discussions and explanations of the topic and after reviewing our experiment.
- I will observe my students as they complete set tasks.
- I will orally acknowledge that students have X amount of time left to finish before we move on.

Safety Considerations:

- Allow students to share IF they would like to.
- Do not push students to share personal and uncomfortable things.
- Offer help when needed.
- Ensure students do not touch the eggs a if they do ask them to wash their hands
- Make sure they do not attempt to drink the liquids

Sparkling Smiles Assessment Rubric				
Name:	Beginning [BE]	Approaching [AP]	Meeting [ME]	Exceeding [EX]
Accuracy of Findings	Initial understanding of changes to the egg based on the observations.	Indicates progression towards understanding the changes to the egg based on observations.	Indicates understanding of changes to the egg based on the observations.	Indicates in depth understanding of changes to the egg based on the observations.
Neatness	I need frequent support to create work that is neat and organized.	I need occasional support to create work that is neat and organized.	I can independently create work that is neat and organized.	I can consistently and independently create work that is neat and organized.
Working Independently	I need frequent support to work on my own.	I need occasional support to work on my own.	I stay focused on my own work.	I consistently and independently stay focused on my own work.

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):
 Health:
DMK.1 (a)
 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

<p>Key Understandings: ('I Can' statements)</p> <ul style="list-style-type: none"> ● I can describe what yoga is. ● I can Describe what breathing exercises are. ● I can determine which exercises I can use to calm myself. 	<p>Key Questions: <i>(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)</i></p> <ul style="list-style-type: none"> ● What is yoga? ● What are breathing exercises? ● What exercises can I use to calm myself?
---	--

Prerequisite Learning:
 Must understand vocabulary such as: calm, worry, strength, flexibility, and balance; or correlating synonyms.

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:
 Class Discussion/conversations/observations:

- Asking children how they feel during our yoga and breathing activities (are they participating in the exercises? are they understanding that certain exercises are calming them down?)
- Their ideas on other coping strategies (are they understanding what we may find useful to deal with our stress? Are they giving ideas on what we can also try to lower our stress?)

Stage 3: Build Learning Plan

<p>Set (Engagement): Length of Time: 5 minutes</p> <ul style="list-style-type: none"> ● Have desks moved over to side before starting lesson*** ● Tell students that we will learning about yoga and breathing exercises today ● Watch: <ul style="list-style-type: none"> ▣ What is yoga? Yoga for kids Yoga cartoon. <ul style="list-style-type: none"> ○ What is yoga? <ul style="list-style-type: none"> ■ An exercise that connects our body, breath, and mind ■ It uses different movements, poses, and breathing exercises to improve our health! ■ Yoga improves our strength, flexibility, and balance ■ It is a calming exercise that doesn't make your heart race 	<p>Instructional Strategies: - Group Discussion</p> <p>Materials/Resources: - https://www.youtube.com/watch?v=VMcR3gDOYoU (What is Yoga? Yoga for Kids Yoga Cartoon) - Paper plate - cut in half - crepe paper - cut into 6" - 8" strips, cut in half - yarn or string - any other embellishments to make the rainbow (use what you have on hand) <ul style="list-style-type: none"> ● stickers ● ribbon ● markers, crayons or colored pencils ● tissue paper ● cotton balls - https://copingskillsforkids.com/deep-breathing-exercises-for-kids</p> <p>Possible Adaptations/ Differentiation: - We could do these yoga poses in the gym, or outside if it is not wet out.</p> <p>Management Strategies: - I will provide clear instructions on how to do the poses and breathing exercises. - I will check for understanding after discussions and explanations of the topic. - I will observe my students as they do their breathing exercises, yoga poses, and complete their crafts. - I will orally acknowledge that students have X amount of time left to finish their craft before we move on.</p> <p>Safety Considerations: - Allow students to share IF they would like to. - I will make sure there are no obstacles on the ground that students could hurt themselves on. - Offer help when needed.</p>
<p>Development: Length of Time: 15 minutes</p> <ul style="list-style-type: none"> ● Ask everyone to spread out so they have enough room to themselves ● <i>Together, go over different yoga poses</i> <ul style="list-style-type: none"> ○ Downward dog pose ○ Warrior I pose ○ Warrior II pose ○ Cat pose ○ Cow pose ● Have everyone move back to the carpet and ask how they feel after doing those exercises ● Ask students what they think breathing exercises are <ul style="list-style-type: none"> ○ Breathing exercises are a great way to help relax, help you calm down ○ The best part is that you can do them at any time, wherever you are ● Deep breathing helps you get more oxygen into your lungs and it tells your body that it should calm down and stop worrying ● Have everyone stand up tall, placing one hand on their tummy and one in front of their mouth <ul style="list-style-type: none"> ○ Tell everyone to breath in through their nose for 4 seconds, hold it in for 4 seconds, breath out through their mouth for 4 second, then hold for 4 seconds ○ Repeat this 5 times 	

<ul style="list-style-type: none"> • Ask students how that felt • Using bubbles have kids practise breathing in through their nose and out through their mouth <ul style="list-style-type: none"> ○ Have them blow carefully and slowly ○ Repeat 5 times • Ask students how they feel after doing the yoga poses and breathing exercises <p>Learning Closure: Length of Time: 10 minutes</p> <ul style="list-style-type: none"> • Have students make a craft that they can use to practise breathing exercises at home • Using half a paper plate, crepe paper or ribbons. Have kids blow the crepe paper or ribbons as they take deep breaths. <ul style="list-style-type: none"> ○ Attach the crepe paper to the flat bottom of the paper plate. Attach yarn/string to the top center of the curved part of the paper plate as a hanger. Have kids decorate the paper plate as a rainbow using any materials they would like. • Have students test it out: hang up the rainbow and have kids blow on the crepe paper to get it to move. 	
---	--

Participation 1-3

Listening 1-3

1 - little, 2 - some, 3 - lots

<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()

Additional Notes:

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Health:

DMK.1 (a, c)

Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".

Key Understandings: ('I Can' statements)

- **I can** explain how germs affect our body
- **I can** describe what happens if we don't wash our hands
- **I can** explain why brushing and flossing your teeth is important.
- **I can** determine the difference between healthy and unhealthy foods
- **I can** explain why we need to eat nutritious food rather than unhealthy foods
- **I can** determine the difference between healthy and unhealthy habits
- **I can** Identify healthy habits
- **I can** Identify unhealthy habits
- **I can** set goals that encourage me to make healthy choices

Key Questions:

- How do habits like brushing our teeth, eating nutritious/good foods, washing our hands, getting a good night's sleep, exercising and practicing deep breathing help us to be healthy?
- What happens if we don't wash our hands?
- Why is brushing and flossing your teeth important?
- How can what we eat affect our health?

Prerequisite Learning:

Why it is important to brush and floss our teeth, why it is important to eat healthy foods, why it is important to exercise and use deep breathing, why it is important to wash our hands, who we protect from germs if we wash our hands,

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Class Discussion/conversations:

- Do students recall things they learnt throughout the unit?
- Can they answer questions regarding previous learning?
- Do they offer ideas during discussion that relate to the topics we are discussing?

Summative Assessment:

Healthy Habits Handbook:

- Have students drawn symbolic pictures of each of the healthy habits?
- Have they neatly coloured each page of their book?

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 minutes

- Have students review all the healthy habits we covered using a slide deck presentation with visuals of each habit
 - Washing hands
 - Why do we wash our hands?
 - If we don't wash our hands, who can it harm?
 - How do we properly wash our hands?
 - Healthy eating
 - Why should we eat healthy and nutritious foods?
 - What is an example of a healthy and an unhealthy food?
 - Brushing and flossing teeth
 - Why is brushing and flossing important?
 - How do you get rid of sugar bugs?
 - How often should you brush your teeth?
 - How do you brush them?
 - Exercising and deep breathing
 - What breathing exercises can I use to calm myself
 - How does yoga help me stay healthy
- Introduce mind maps sharing a few examples

Instructional Strategies:

- Creating Mind Maps
- Group Discussion

Materials/Resources:

- <https://docs.google.com/document/d/1ssZIDFcmWfVThUhMRsC-HXktu8KEB3peCiv0mNA4urc/edit?usp=sharing> (Mind Map Examples)
- Printed Healthy Habit Handbooks

Possible Adaptations/

Differentiation:

- Have students label their mind maps
- Have students fill in a blank on each page of the mind maps
- Help students do the mindmap portion of the handbook, and start on page one to build an understanding of the tasks they have to do and send the rest home to work on with parents

Management Strategies:

- I will provide clear instructions of what we will be drawing.
- I will check for understanding after discussions and explanations of the topic.
- I will observe my students as they participate in their Healthy VS unhealthy habit game and while they complete their booklets.
- I will offer help when needed.

- Explain that this will act as our table of contents to create a healthy habits handbook!
 - Explain a table of contents and what it is

Development:

Length of Time: 10 minutes

- Using Canva Presentation, project images of healthy and unhealthy habits on the board
 - Ask students to describe what each image and what it may be of
 - Have students think **in their heads** which habit may be healthy or unhealthy
 - Ask students to rest their heads on their desk when they are ready to answer
 - Then ask everyone to raise their hands if they think it is healthy, and then raise their hands if they think it is unhealthy
 - Ask the class to volunteer to justify why they chose that answer

Learning Closure:

Length of Time: 10 minutes

- Using our knowledge of mind maps and table of contents, have students create a mind map that encompasses what we have learned about through the unit (symbolic images of each of the healthy habits we talked about)
 - We will share ideas and I will draw examples for students
- As a class, look at the pictures to help fill in the "I Can" statement blanks on each page
 - "I Can" statements:
 - I can eat healthy
 - I can brush and floss my teeth
 - I can wash my hands
 - On the board, help students to spell out the habit
- Have students colour images of the healthy habits

- I will orally acknowledge that students have X amount of time left to finish before we move on.

Safety Considerations:

- Offer help when needed
- Make sure students feel safe when answering questions

Participation 1-3

Listening 1-3

1 - little, 2 - some, 3 - lots

<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()
<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening () 	<p>NAME</p> <p>Beginning Approaching Meeting Exceeding</p> <ul style="list-style-type: none"> - Participation () - Listening ()

Additional Notes: