

<b>COURSE:</b> Health	<b>GRADE(S):</b> 1 <sup>st</sup> Grade
<b>UNIT:</b> Growth and Development	<b>TIMEFRAME:</b> 1 Lesson

<b>NATIONAL STANDARDS:</b>	
<b>STANDARD 1:</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>STANDARD 4:</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>STATE STANDARDS:</b>	
<b>10.1. Concepts of Health</b>	
10.1.3.A. Identify and describe the stages of growth and development.	
<i>Reading Assessment Anchors:</i>	
<b>R3.A.2. Understand nonfiction appropriate to grade level</b>	
R4.A.2.4 Identify and explain main ideas and relevant details.	

<b>UNIT OBJECTIVES:</b>	<b>CONTENT:</b>
Student will identify types of changes.	I. Brainstorm ways students feel they have changed. <ul style="list-style-type: none"> <li>- size</li> <li>- strength</li> <li>- they can do more</li> <li>- understand more</li> </ul>
Students identify feelings and discuss ways to express those feelings.	II. Classify changes to their bodies <ul style="list-style-type: none"> <li>- Their body changes- physical</li> <li>- They made new friends- social</li> <li>- Emotional changes-feelings <ul style="list-style-type: none"> <li>o Identify feelings: <ul style="list-style-type: none"> <li>* happy</li> <li>* sad</li> <li>* angry</li> <li>* upset</li> <li>* frustrated</li> </ul> </li> <li>o "I" messages are a way to express feelings.</li> </ul> </li> </ul>
Students will describe how growth and development influence behavior.	III. How do the changes influence their behavior <ul style="list-style-type: none"> <li>- They can do more</li> <li>- They feel older</li> <li>- More responsibility <ul style="list-style-type: none"> <li>o Physical Qualities <ul style="list-style-type: none"> <li>o skin</li> <li>o hair</li> <li>o height</li> <li>o eyes</li> </ul> </li> <li>o Interest and Hobbies <ul style="list-style-type: none"> <li>o culture</li> </ul> </li> </ul> </li> </ul>
Identify unique qualities about yourself.	

<p><b>ACTIVITIES:</b></p> <p>Brainstorm changes.</p> <p>Work in small groups to classify changes. (Interpersonal communication)</p> <p>Teacher holds up the feeling and students draw picture of that feeling.</p> <p>Write a story about the changes they have gone through.</p> <p>Draw a picture to illustrate their changes and share their stories/pictures with the class. (interpersonal communication)</p> <p>"I'm Special" - Here's Looking at you 2000. (Interpersonal communication)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p><b>RESOURCES:</b></p> <p>Health Teacher: "<i>Growth and Development</i>" (1999-2006) Retrieved on June 23,2006 from: <a href="http://www.healthteacher.com/lessons/growth_and_development">http://www.healthteacher.com/lessons/growth_and_development</a></p>	<p>◦ values</p> <p><b>ASSESSMENTS:</b></p> <p>Students will participate and verbalize correct response to changes.</p> <p>Student's pictures and stories will demonstrate that they understand changes.</p> <p>Students draw appropriate expression for words describing feelings.</p> <p>List four changes from infant to first grade.</p> <p>Students identify two qualities that make them unique.</p> <p><b>REMEDIATION:</b></p> <p>Students will be given more time and help from teacher.</p> <p><b>ENRICHMENT:</b></p> <p>Students will create a booklet listing the different changes and illustrate those changes.</p>
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