

**KINDERGARTEN
WELLNESS: UNIT 7**

CONCEPTS AND ENDURING UNDERSTANDINGS:

Unit: Wellness

Time Frame: Five-Six Weeks

Key Concepts: Health, dentin, molar, canine, incisors, enamel, pulp cavity, hygiene, emergency, poison, medicine, stranger, feelings, good self-esteem, germs, emotions, 911, stop look and listen method, safety, fire, smoke detector, seat belt, helmet, and phone number.

ESSENTIAL QUESTION: What does it mean to be healthy?

Great Idea: Good health encompasses physical, mental, social, and emotional well-being. There are many things we can do to stay healthy and prevent injury. It is important to exercise regularly, eat nutritious meals, identify safe uses of medication, and practice good hygiene. Many community workers support our health.

GUIDING QUESTIONS:

1. What can we do to keep our body healthy?

- Assess prior understanding of healthy concepts covered in the unit and establish a class wellness goal.
- Label parts of a healthy body.
- Share the content knowledge from Wellness unit.

2. Why is exercise important?

- Record an exercise that is healthy for the heart.

3. What nutrition do humans need to be healthy?

- Classify healthy foods.
- Construct a balanced meal using the five food groups.

4. How do we stay safe?

- Identify and record phone number used in an emergency.
- Write a water or ice safety rule.
- Identify ways to stay safe around strangers.
- Explain the procedure for calling 911.
- Use the Stop, Look, Listen, and Think method to cross the street.
- Identify car safety.
- State a bike safety rule.
- Identify actions to stay safe from fires.
- Label poisonous substances.

5. How do we keep our teeth healthy?

- Develop a prediction for the tooth experiment.

6. What are some things I can do to prevent illness?

- Determine what hygiene habits eliminate harmful germs.
- Practice hand washing steps.
- Demonstrate correct actions to prevent illness.
- Identify appropriate uses of medicine.

7. What are feelings and how do you express them?

- Identify specific feelings by name and develop the ability to verbalize feelings in an appropriate manner.
- Matching feelings to facial expressions.
- Record positive self-talk.
- Identify negative feelings and how to feel better when we have them.

8. What does it mean to be a good friend?

- Recognize methods of communication
- Identify positive qualities.
- Identify ways to be a good friend.

9. Why is sleep and relaxation important?

- Dramatize a bedtime routine to promote healthy sleep.

10. What types of scientist's study health? (i.e. dietician, doctor, nurse, dentist)

- Record three ways to keep teeth healthy.

Lesson Sequence

Students will:

1. Assess prior understanding of healthy concepts covered in the unit and establish a class wellness goal.
2. Label parts of a healthy body.
3. Develop a prediction for the tooth experiment.
4. Record three ways to keep teeth healthy.
5. Dramatize a bedtime routine to promote healthy sleep.
6. Record an exercise that is healthy for the heart.
7. Determine what hygiene habits eliminate harmful germs.
8. Identify hand-washing as a way to keep the body clean by modeling each step and its effectiveness to rid the body of germs.*
9. Identify ways to reduce risk for becoming sick by demonstrating correct actions to prevent illness.*
10. Identify appropriate uses of medicine by listing common medicines and discussing safe use of medicines.*
11. Label poisonous substances.
12. Classify healthy foods.
13. Construct a balanced meal using the five food groups.
14. Identify and record phone number (911) used in an emergency.
15. Explain how to respond to emergency situations such as tell an adult and call 911 by watching a video, reading a story, and listening to music.*
16. Identify actions to stay safe from fires by reading a story, singing a song and viewing a brain pop video. *
17. Write a water or ice safety rule.
18. Identify ways to stay safe around strangers.
19. State a bike safety rule.
20. Identify the benefits of wearing seatbelts and bicycle helmets by participating in various experiments; identify steps to follow if ever separated from parents or other trusted adult.*
21. Identify how to cross a street safely using the Stop, Look, Listen, and Think method. *
22. Identify specific feelings by name and develop the ability to verbalize feelings in an appropriate manner. *
23. Matching feelings to facial expressions.
24. Record positive self-talk.
25. Identify negative feelings and how to feel better when we have them.
26. Identify positive qualities.
27. Identify ways to be a good friend.
28. Create a page in the class *Wellness* book.

Source: lessons [Harford County Public Schools Elementary Health Curriculum Regular Status 2014 *](#)

CONTENT STANDARDS

Next Generation Science Standards
K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment https://www.nextgenscience.org/topic-arrangement/kinterdependent-relationships-ecosystems-animals-plants-and-their-environment
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
K. Earth's Systems https://www.nextgenscience.org/dci-arrangement/k-ess2-earths-systems
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Social Studies https://marylandpublicschools.org/about/Documents/DCAA/SocialStudies/Framework/Kindergarten.pdf
2.0 Peoples of the Nation and World: Students will understand how people in Maryland, the United States and around the world are alike and different.
A.1.a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music.
A.1.b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique.
C.1.a. Identify, discuss, and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school.
3.0 Geography: Students will use geographic concepts and processes to understand location and its relationship to human activities.
D.1.a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather.
D.1.b. Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests.
5.0 History: Students will use historical thinking skills to understand how individuals and events have changed society over time.
A.2.a. Compare tools and toys of the past with those of today.
6.0 Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
A.3.a. Recall and discuss what they understand.

Reading English Language Arts
https://www.marylandpublicschools.org/programs/Documents/ELA/Standards/Grades_PK_K_MCCR_ELA%20Standards.pdf
Reading: Literature
Craft and Structure
RL.K.4. Ask and answer questions about unknown words in a text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
Integration of Knowledge and Ideas
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity
RL.K.10. Actively engage in group reading activities with purpose and understanding.
Reading: Informational Text
Key Ideas and Details
RI.K.1. With prompting and support, ask and answer questions about key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
Range of Reading and Level of Text Complexity
RI.K.10. Actively engage in group reading activities with purpose and understanding.
Reading: Foundational Skills
Print Concepts
RF.K.1.a. Follow words from left to right, top to bottom, and page by page.
Writing
Texts Types and Purposes
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Research to Build and Present Knowledge
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening
Comprehensions and Collaboration
SL.K.1.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion).
SL.K.1.b. Continue a conversation through multiple exchanges.
Presentations of Knowledge and Ideas
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional details.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language
Vocabulary Acquisition and Use
L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Health
https://marylandpublicschools.org/about/Documents/DCAA/Health/Health_Education_Framework_July_2022.pdf
1.0 Mental and Emotional Health
A.1.a. Demonstrate positive communication among peers.
B.1.a. Identify basic emotions and feelings.
B.1.b. Demonstrate expression of basic emotions and feelings.
C.1.a. Identify character traits contributing to your uniqueness.
2.0 Alcohol, Tobacco, and Other Drugs
A.1.a. List common medicines.
A.1.b. Discuss safe use of medicines.
3.0 Personal and Consumer Health
A.1.a. Identify why it is important to keep your body clean such as preventing diseases, smelling nice, looking nice.
A.1.b. List ways you can keep your body clean such as taking a bath or shower, shampooing hair, washing your hands, wearing clean clothes, and brushing your teeth.
A.1.c. List the proper steps for hand-washing.
5.0 Safety and Injury Prevention
A.1.a. Explain how to respond to emergency situations such as tell an adult and call 911.
B.1.b. Identify how to cross a street safely, including Look (left, right, left), Listen, and Think.
B.2.a. Describe ways to prevent accidentally starting a fire.
B.2.b. Demonstrate skills to keep safe from fires.
B.3.a. List safety rules for being a good passenger, for example wear a seat belt, sit quietly, sit in child safety seat, and always ride in the back seat.
B.4.a. Notify a trusted adult.
B.4.b. Designate a location to meet.
B.4.c. Express personal information such as name, phone number, address, parents'/caregivers' name, school, and group.
6.0 Food Production
B.1.a. Identify foods that come from different sources, such as plant and animal.
7.0 Disease Prevention and Control
A.1.a. Define the word disease.
B.1.a. List actions to prevent illness, such as washing hands, covering sneeze/cough, and getting immunized (shots).
B.1.b. Describe and demonstrate correct actions to prevent illness.

B.1.c. Describe when hands should be washed, such as before preparing/eating food, after restroom use, and other appropriate times.

Physical Education

<https://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDPEFramework.pdf>

4.0 Exhibits responsible personal and social behavior that respects self and others.

S4.E1 Follows directions in group settings. (e.g., safe behaviors, following rules, taking turns).

S4.E2 Acknowledges responsibility for behavior when prompted.

S4.E3 Follows instruction/directions when prompted.

5.0 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

S5.E1 Recognizes that physical activity is important for good health.

Mathematics

<https://www.marylandpublicschools.org/about/Documents/DCAA/Math/MCCRS/MCCRS-MKindergarten.pdf>

Measurement and Data

K.MD.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count (Limit category counts to be less than or equal to 10.).

Visual Arts

<https://www.marylandpublicschools.org/programs/Documents/Fine-Arts/Visual+Art+Standards+Grades+P-12.pdf>

Creative Expression and Production

3.1.c. Create artworks that explore the uses of color, line, shape, and texture to express ideas and feelings.



Dear Families,

We are beginning a new social studies and science unit called *Wellness*. In this unit, your child will learn about different ways to stay healthy. Students will be taught how good health encompasses physical, mental, social and emotional health. As a class, the students will explore the importance of regular exercise, eating nutritious meals, and practicing good hygiene. We will also learn about the many community workers who support our health.

Here are some of the wellness concepts to be explored in this unit:

- Exercise
 - Discuss fun ways your family can exercise together.
 - Track family exercise activities for the month.
 - Participate in an exercise activity as a family.
- Nutritious Eating
 - Prepare a nutritious meal together.
 - Have a mystery tasting party.
 - Sort healthy and unhealthy foods in the home.
- Hygiene
 - Have a scavenger hunt around the house to find items that promote good hygiene.
 - Practice proper hand washing.
 - Set a timer to practice brushing teeth for 2 minutes.
- Social and Emotional Health
 - Create a feelings wheel using a paper plate and discuss ways to react to different emotions.
 - Discuss things to do to cope with negative feelings. (Ex. Yoga and talk it out)
 - Create a feeling journal to record feelings through writing and drawing.
- Health Professional
 - Contact the Maryland Poison Center to order free Mr. Yuk stickers (410) 706-8122.
 - Mark your calendar to show when you will visit the doctor and dentist.
 - Visit the local fire department or police station to learn about emergency safety.

Please ask your child to share the fun activities completed during this unit with you!

Your Child's Kindergarten Teacher,