

Full Year 3rd Grade Health Preview

3rd Grade Health Curriculum

9 Units

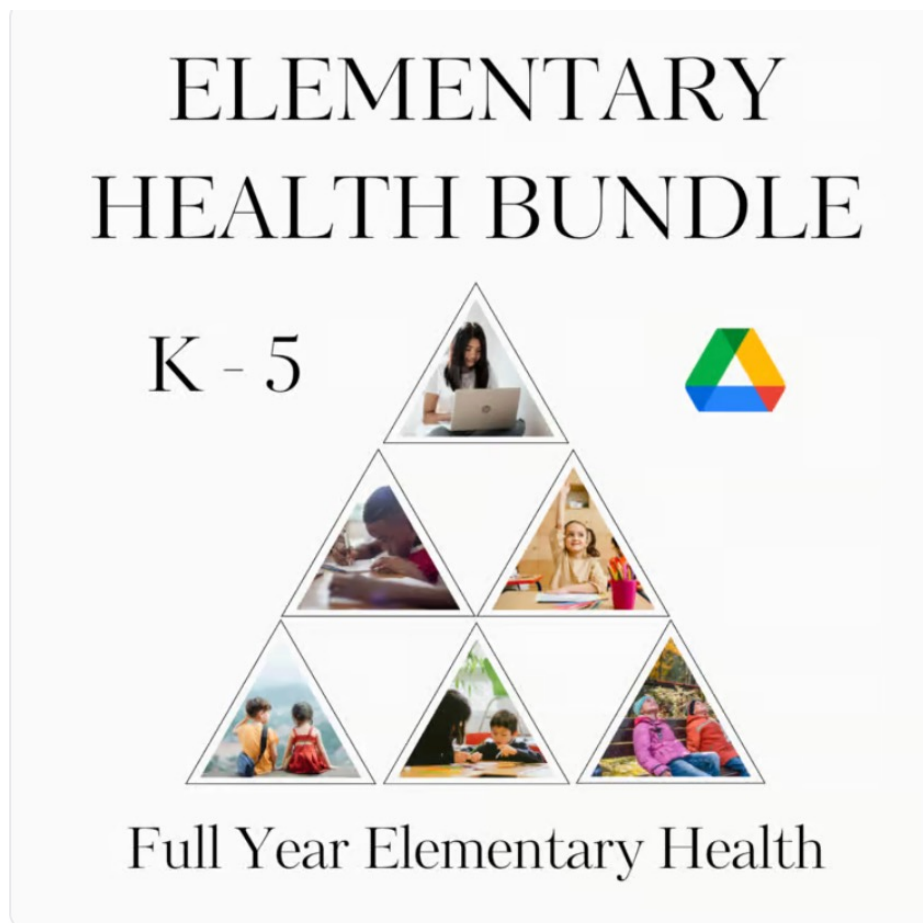


***“This resource is
a life-saver!
Aligns perfectly
with my state’s
Health Standards.”***

**ON
GOOGLE
DRIVE!**



**This resource is also
included in this
bundle:**



Ways to Use this Program:

1

Teach in class

2

Teach online

3

Student work as homework

4

A combination of these!



This program is standards-based:

Here is the first page of the "Table of Contents:

3rd Grade Health Table of Contents:

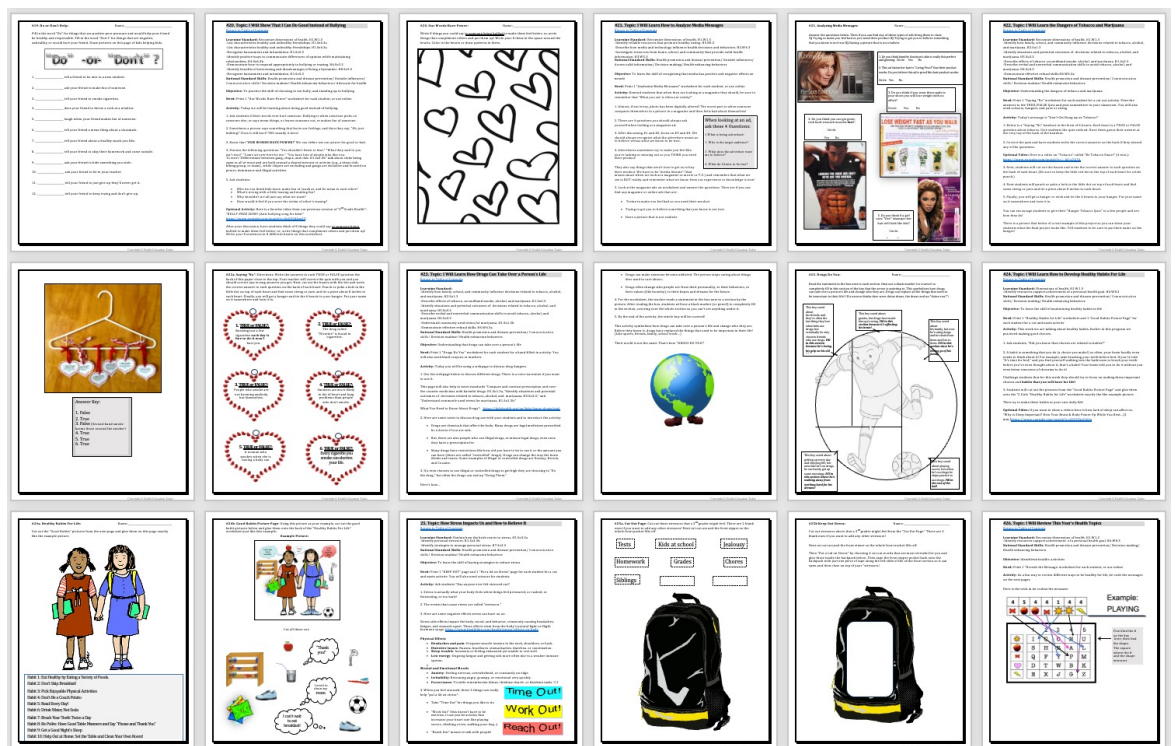
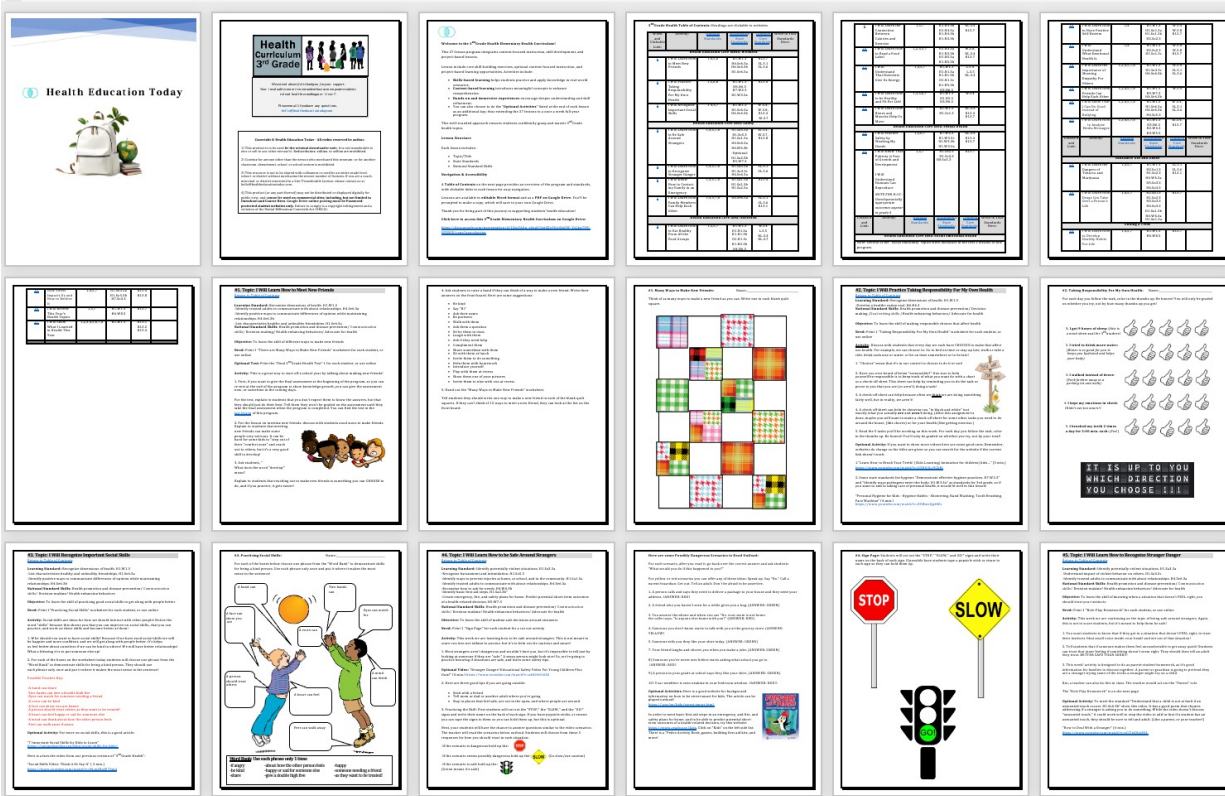
Week and Clickable Link:	Activity:	National Standards:	Washington State Standards:	Common Core Standards:	Write in Your Standards Here:
Health Education Core Ideas: Wellness					
1	I Will Learn How to Meet New Friends	1,4,5,8 National Standards	H1.W1.3 H4.Se6.3a H4.Se6.3b H1.Se6.3a	RI.3.7 SL.3.1 SL.3.6	
2	I Will Practice Taking Responsibility For My Own Health	1,5,6,8	H1.W1.3 H6.N6.3 State Standards	RI.3.4	
3	I Will Recognize Important Social Skills	1,4,5,7	H1.W1.3 H1.Se6.3a H4.Se6.3b	W.3.4, W.3.8, RI.3.4 RI.3.7	
Health Education Core Idea: Safety					
4	I Will Learn How to Be Safe Around Strangers	1,4,5,7,8	H1.Sa3.3a H1.So5.3 H1.Sa1.3a H4.Se6.3a H4.W6.3b -Optional: H1.Sa2.3b H5.W7.3	RI.3.4, RI.3.7, RI.3.8 Common Core	
5	I Will Learn How to Recognize Stranger Danger	1,4,5,7,8	H1.Sa3.3a H1.Sa3.3c H4.Se6.3a	SL.3.1 SL.3.6	
6	I Will Know How to Contact my Family in an Emergency	1,4,5,7,8	H1.Sa1.3a H1.Sa1.3b H1.Sa2.3a	RI.3.4	

Low-Prep!

27 Lessons Sample:

Perfect for once-a-week **3RD GRADE** lessons!

Here
are a few
examples:



**Student worksheets
can be done in class...**

**or be sent home and
done as homework!**



There are the “Step-by-Step Teacher Directions” for each lesson :



Here is a Sample from the 3rd Grade Program:

Feel free to download
and use this
free lesson!



#11. Topic: I Will Understand That Nutrients Give Us Energy

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Learning Standard: Recognize dimensions of health. H1.W1.3

H1.N1.3a

-Define nutrient. H1.N1.3b

-List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.3c

-Describe benefits of limiting consumption of sodium and added sugars. H1.N5.3b

-Identify reliable resources that promote healthy eating. H3.N6.3

-Identify how peers, media, and technology influence food and beverage choices and eating behaviors.

H2.N6.3

National Standard Skills: Health promotion and disease prevention/ Access valid information/ Decision-making/ Health enhancing behaviors

Objective: Understanding that nutrients provide energy and promote health

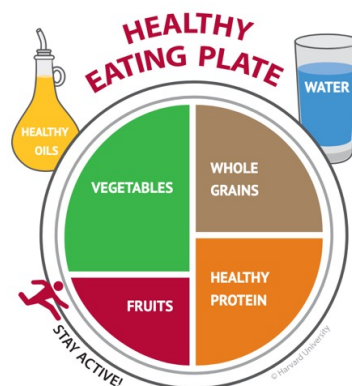
Need: 1 “Tennis Shoe” worksheet for each student (printed front to back) for a cut out activity

Activity: Start by asking students, “Do you remember a few lessons ago we learned that food is divided into FOOD GROUPS to help us make sure we get all the different foods we need to be healthy?”

1. For the activity this week, students will see more about energy

2. Here are some categories of food that give us the energy we need to live, grow, play, and be active! They include ALL of the food groups:

- **Whole Grains** (breads, cereals, grains)
- **Carbohydrates** (fruits and vegetables)
- **Healthy Protein** (meats, nuts, beans, and **dairy**)
- **Healthy Oils/Good Fats**



3. Hand out a "Healthy Eating Tennis Shoe" worksheet to each student. If you want, you can put students in pairs where both will have a worksheet but they can help each other to fill it in.

4. Next, read the name of the food on the tennis shoe worksheet out loud one at a time and have your students turn to a partner and each guess **which food group** it is in (either “Whole Grains,” “Carbohydrates,” “Protein,” “Dairy”, or “Good Fats”). Remind them that sometimes a food is in more than just one food group.

5. Next, each student will cut out the two tennis shoes, and glue them back to back.

Optional: If students want, they can cut out the small foods and glue them to their shoe!

6. If the teacher wants, help students hole punch the holes for the laces and put real shoe laces or string or yarn in the holes and tie the shoe!

Optional Activity: Have students meet with another class of students. Pair students one on one so your student can share with a younger student about their project and how it represents healthy eating.

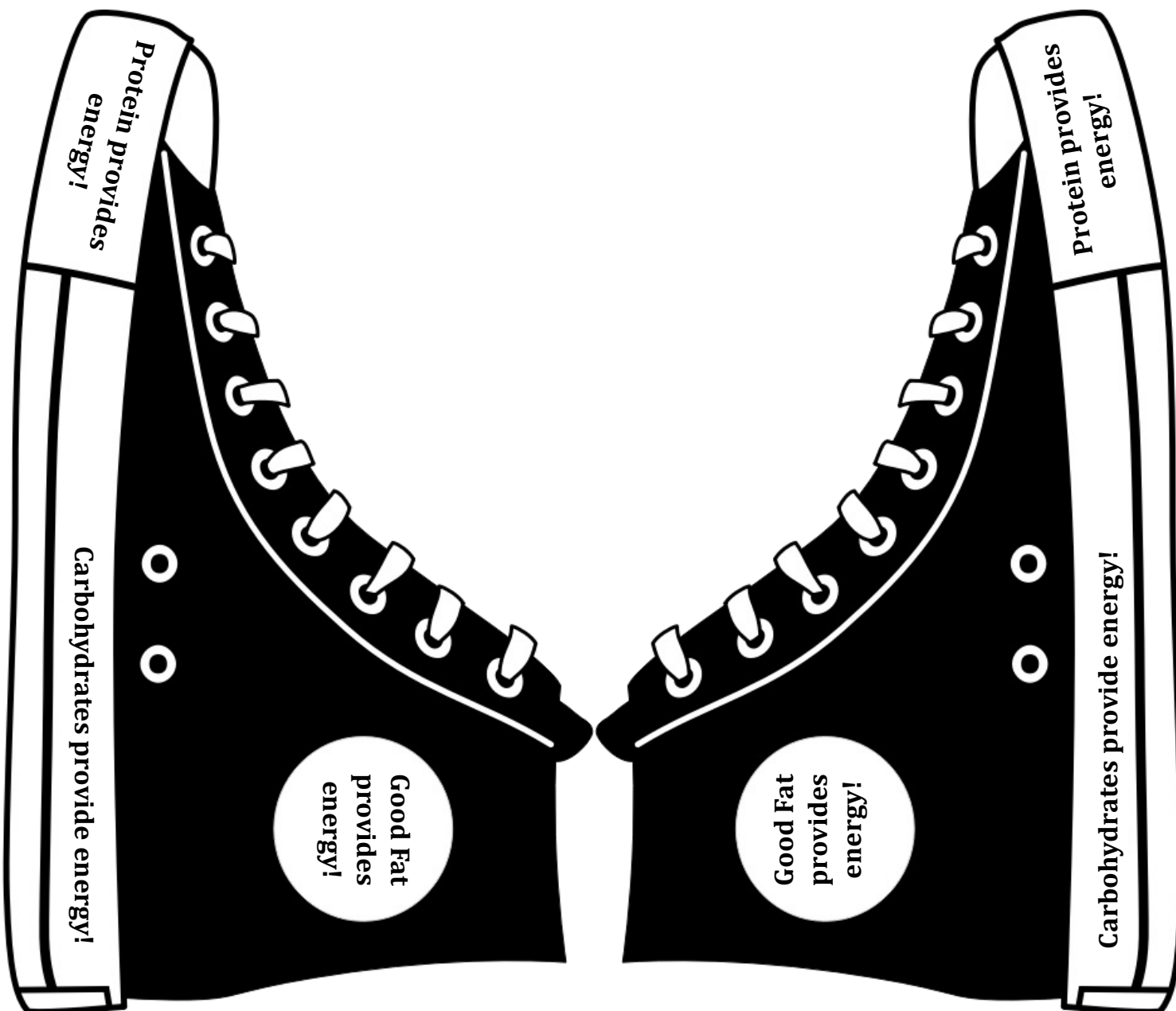
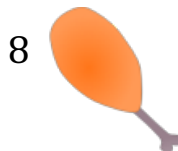
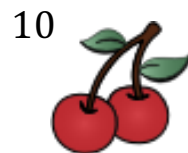
See real example here:



#11a. Healthy Eating Tennis Shoe:

Name: _____

- 1) Guess which category each food belongs to (either Whole Grains, Dairy, Protein, Carbohydrates, or Good Fats) The answers are on the back, so you can check to see if you got them right.
- 2) Cut out the tennis shoes, and glue them back to back. If you can, hole punch the holes for the laces and put real shoe laces, or string or yarn in the holes and tie the shoe! Write your name on it and turn it in.



#11b. Backside: Tennis Shoe Backside: Check your answers here before you cut out the tennis shoe!



Carbohydrate



Dairy/Protein

7



Vegetables

9



Good Fat



Protein

5



Protein, Carbohydrate, Veggies

8



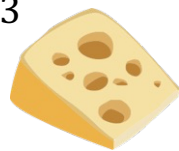
Protein

10



Carbohydrate (Fruit)

3



Dairy/Protein

6



Carbohydrate (Vegetable)

11



Carbohydrate

Lessons are based on State & National Health Standards and Skills:

#1. Topic: I Will Learn How to Meet New Friends

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Learning Standard: Recognize dimensions of health. H1.W1.3

-Identify trusted adults to communicate with about relationships. H4.Se6.3a

-Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b

-List characteristics healthy and unhealthy friendships. H1.Se6.3a

National Standard Skills: Health promotion and disease prevention/ Communication skills/ Decision-making/ Health enhancing behaviors/ Advocate for health

Objective: To learn the skill of different ways to make new friends

Need: Print 1 “There are Many Ways to Make New Friends” worksheet for each student, or use online

Optional Test: Print the “Final 3rd Grade Health Test” 1 for each student, or use online

Activity: This is a great way to start off a school year by talking about making new friends!

Lessons include: Core skill-building exercises, optional content-focused instruction, and project-based learning opportunities.

Activities include:

Skills-based learning helps students practice and apply knowledge in real-world scenarios.

Content-based learning introduces meaningful concepts to enhance comprehension.

Hands-on and immersive experiences encourage deeper understanding and skill refinement.

You can also choose to do the “**Optional Activities**” listed at the end of each lesson as an additional day; extending the 29 lessons to a once a week full-year program.



Links to 30 Optional Websites + Videos



There are some things that we shouldn't say out loud

Social Skills Video Lessons | Think it Or Say it

FoodNutri

Foods Tools

Popular Snacks

- Crackers, wheat, low salt
- Crackers, wheat, reduced fat
- Breakfast bar, corn flake crust with fruit
- Crackers, rye, sandwich-type wit...
- Snacks, potato chips, plain, salted
- Breakfast bars, oats, sugar, raisins,...
- Crackers, saltines, whole wheat...

KidsHealth

What You Need to Know About Drugs

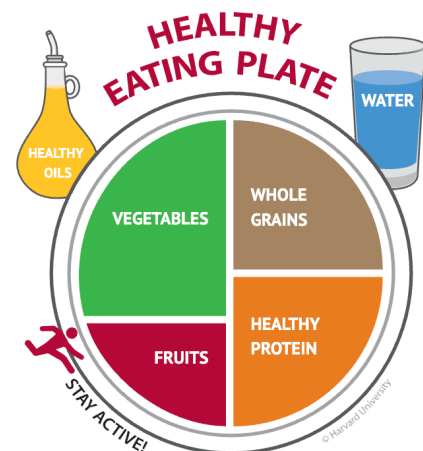
Medically reviewed by: [Kate M. Cronan, MD](#)

[Listen](#) [Print](#)

Drugs are chemicals that change the way a person's body works. You've probably heard that drugs are bad for you, but what does that mean and why are they bad?

Medicines Are Legal Drugs

If you've ever been sick and had to take medicine, you already know about one kind of drugs. Medicines are legal drugs, meaning doctors can prescribe them for patients, stores can sell them, and people are allowed to buy them. But it's not legal, or safe, for people to use these medicines any way they want or to buy them from people who are selling them illegally.



Student activities and worksheets are **editable!**

#18. Showing Empathy:

Name: _____

For each situation write how you might feel, and then write something YOU COULD DO that could make the other person feel better or something you could do to help them.

They just dropped their lunch all over the floor and everyone is laughing at them:

They Feel:

I could:

They just got a "D" on a math test:

They Feel:

I could:

Their mom got sick and had to go to the hospital last night:

They Feel:

I could:



They forgot their lunch today:

They Feel:

I could:

Another friend just yelled at them and now that person is ignoring them:

They Feel:

I could:

They can't find their homework and they know they put it in their backpack last night:

They Feel:

I could:

Lessons and student activities are editable!

Partial Activity Example:

#8. Knowing the Food Groups:

Name: _____

Guess the food puzzles below and then write in the name of the "Food Group."



+ rot = _____



+ A +  = _____



+ N's = _____

-Name of this food group: _____

R +   = _____



- fire = _____

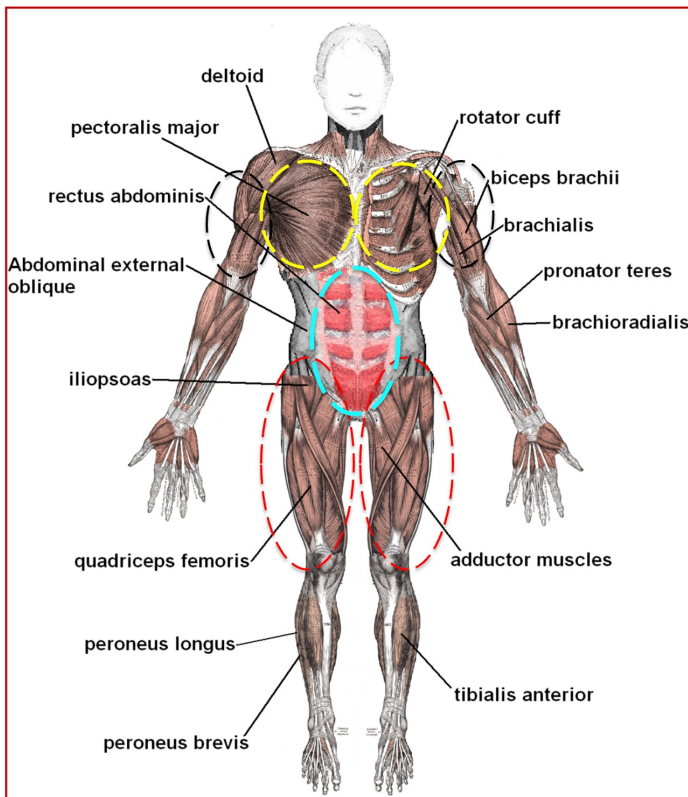
Fun Graphics:



Nutrition Facts	
12 servings per container	
Serving size 1 bar (68g)	
Amount per serving	
Calories	250
	% Daily Value*
Total Fat 5g	7%
Saturated Fat 0.5g	3%
Trans Fat 0g	
Polyunsaturated Fat 1.5g	
Monounsaturated Fat 2.5g	
Cholesterol 0mg	0%
Sodium 180mg	8%
Total Carbohydrate 44g	16%
Dietary Fiber 4g	15%
Insoluble Fiber 3g	
Total Sugars 22g	
Includes 20g Added Sugars	40%
Protein 9g	17%



IT IS UP TO YOU
WHICH DIRECTION
YOU CHOOSE !!!



Lessons/Tasks are on Google Slides!



NOTE:

Non-Google users can download Google Slides as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platforms!

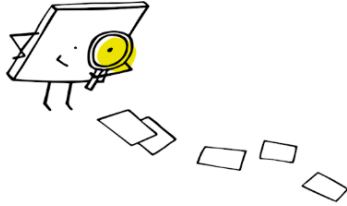
Fill-in-able Worksheets



#10. Food Label Scavenger Hunt:

Name: _____

Find the food item listed and read the label to help you answer the question.



Hold down the box to drag the "X" box to "yes" or "no"

1. Can you find a **soup label**? yes _____ no _____ X

➡ How many "Calories" is in one serving?: _____

2. Can you find a **breakfast cereal label**? yes _____ no _____ X

➡ How many "Sugars" are in one serving?: _____

3. Can you find a **milk label**? yes _____ no _____ X

➡ How much "Total Fat" is in one serving?: _____

4. Can you find a **cracker label**? yes _____ no _____ X

➡ How much "Sodium" (salt) is in one serving?: _____

5. Can you find a **juice or drink label**? yes _____ no _____ X

➡ How many "Sugars" are in one serving?: _____

#19. Do or Don't Help:

Name: _____

Fill in the word "Do" for things that are positive peer pressure and would help your friend be healthy and responsible. Fill in the word "Don't" for things that are negative, unhealthy, or would hurt your friend. Draw pictures on this page of kids helping kids.

"Do" -or- "Don't" ?

- _____ tell a friend to be nice to a new student.
- _____ ask your friend to make fun of someone.
- _____ tell your friend to smoke cigarettes.
- _____ dare your friend to throw a rock at a window.
- _____ laugh when your friend makes fun of someone.
- _____ tell your friend a mean thing about a classmate.

#26a. Decode the Message:

Name: _____

	1	2	3	4	5
	I	C	O	N	U
	S	H	R	A	L
	Q	F	Y	P	M
	D	T	W	B	K
	E	X	J	G	Z

4	5	4	3	1	4	4

Example:
PLAYING

4	1	5	1	4	4

Activities and Skills:

Activities and Skills for This 3rd Grade Health Curriculum:



1. "I will learn how to meet new friends."
2. "I will practice taking responsibility for my own health."
3. "I will recognize important social skills."
4. "I will learn how to be safe around strangers."
5. "I will learn how to recognize "Stranger Danger."
6. "I will know how to contact my family in an emergency."
7. "I will learn how families can help each other."
8. "I will learn how to eat healthy from all the food groups."
9. "I will learn the connection between calories and exercise."
10. "I will learn how to read a food label."
11. "I will understand that nutrients give us energy."
12. "I will learn how to be healthy and fit for life."
13. "I will learn how bones and muscles help us move."
14. "I will practice safety by washing my hands."
15. "I will know that puberty is a part of growth and development."
16. "I will learn how to have positive self-esteem."
17. "I will understand what emotional health is."
18. "I will learn the importance of showing empathy for others."
19. "I will learn how friends can help each other."
20. "I will show that I can do good instead of bullying."
21. "I will learn how to analyze media messages."
22. "I will learn the dangers of tobacco and alcohol."
23. "I will learn how drugs can take over a person's life."
24. "I will learn how to develop healthy habits for life."
25. "I will learn how stress impacts us and how to relieve it."
26. "I will review this year's Health topics."
27. "I will show what I learned in Health this year."

Thank you for previewing:

This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have experience teaching Elementary, Jr. High, and High School P.E.; and High School Health.

Experience
is the best
teacher!

