ARE YOU READY TO ROCK?!

THE TEXAS DEPARTMENT OF AGRICULTURE PRESENTS

Farm Fresh JUMP WITH JILL LIVE TOUR

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FREE

AT JUMPWITHJILL.COM/WORKSHEETS

TEACHER GUIDEBOOK K-2

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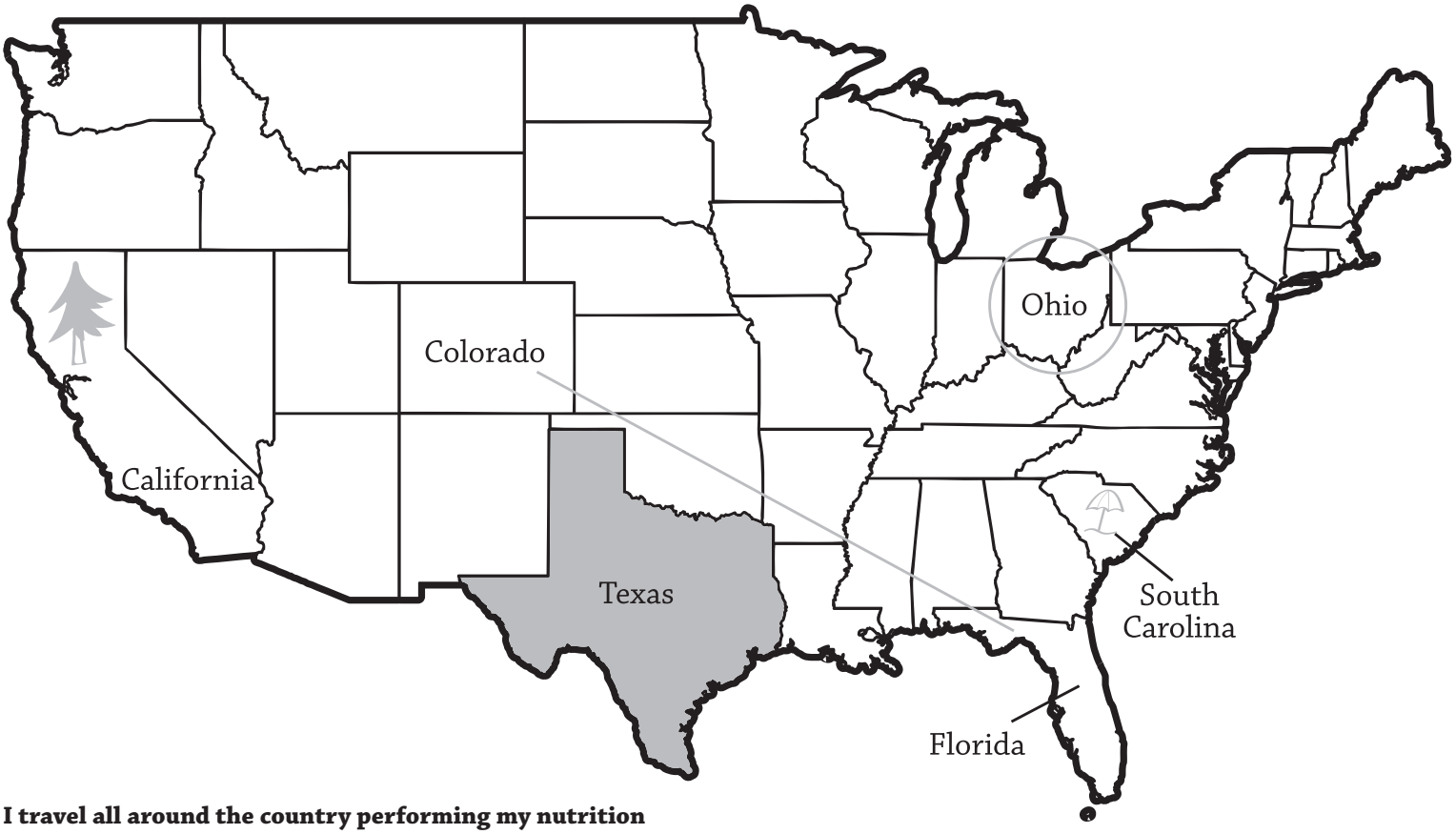
Hey there! Remember me? I'm Jill. I came to your school to sing about exercising and healthy eating. See, I love food and music so much that I made an entire show about it, starring me! It's called *Jump with Jill*.

There are lots of words that rhyme with the action word in my show title, jump. How many can you think of? Write them below.

Answers will vary and may include:

stump thump lump clump plump dump bump slump

CCSS.ELA-LITERACY.RF.K.2.A, CCSS.ELA-LITERACY.RF.1.2.A, CCSS.ELA-LITERACY.RF.2.3.A

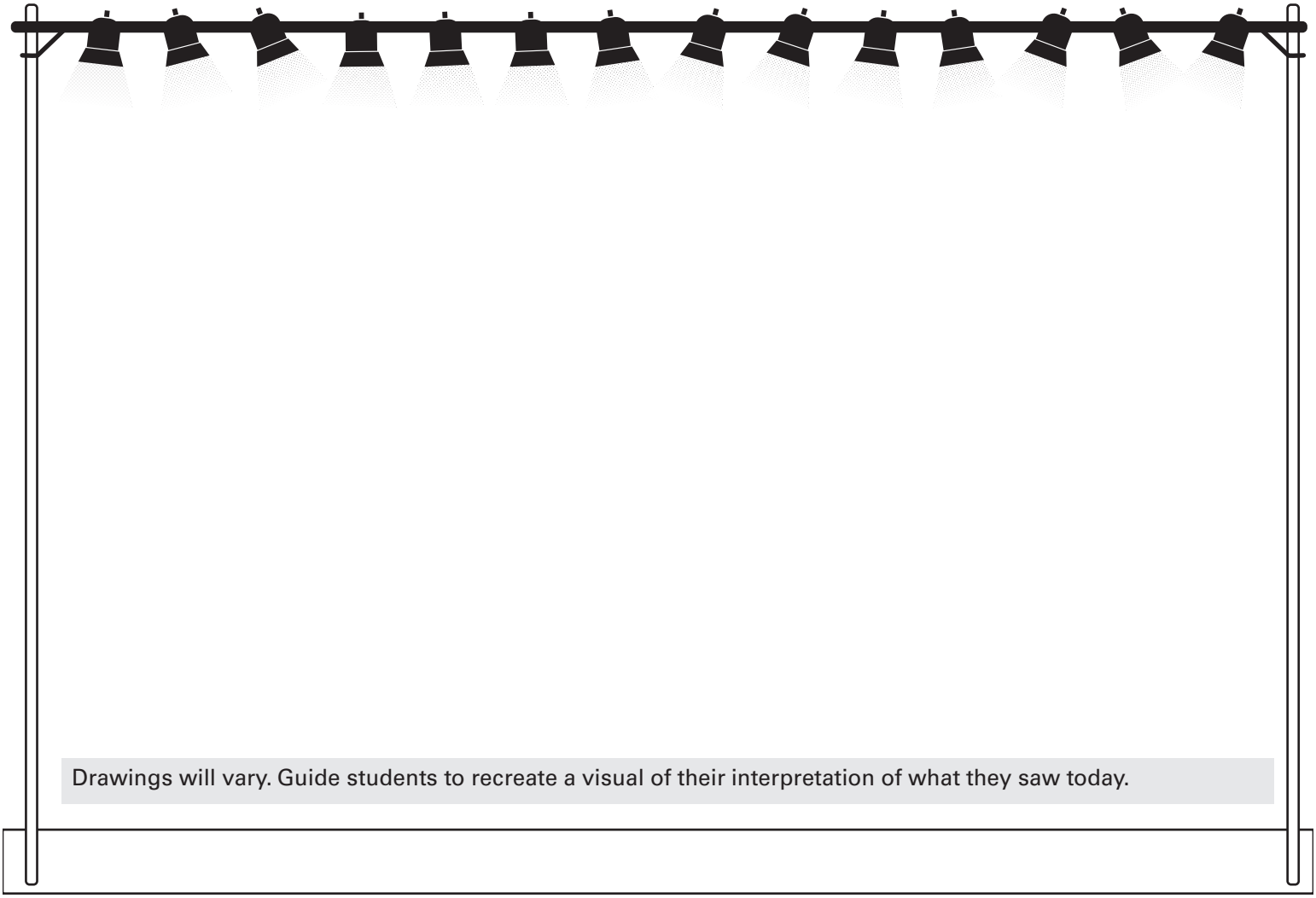


I travel all around the country performing my nutrition rock music. On this map of the United States:

- Put a star where you live
- Color in Texas
- Draw a line from Colorado to Florida
- Put a circle around Ohio
- Draw a tree in California
- Draw a beach umbrella in South Carolina

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

Remember the show? Draw a picture of what you remember the stage looking like when you saw the *Jump with Jill* show. Don't forget to include the set, the sound equipment, the lights, and the characters – Jill and DJ.



Drawings will vary. Guide students to recreate a visual of their interpretation of what they saw today.

CCSS.ELA-LITERACY.W.K.3, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

What healthy habits did we sing about in the show? Write or draw your answer.

Lead a classroom discussion to encourage students to describe, summarize, and analyze their experience with the *Jump with Jill* show. Guide students to recall the healthy habits Jill sang about by reviewing the choruses of the show's songs. Have them identify a new food they learned about in the show and ask them to describe a vegetable they will try in the next week, either from the show or one they think of themselves.

- *Healthy is Good for Me*: Exercise and eat healthy to show your amazing body the respect it deserves.
- *Energy:* Your body is your engine. When you fuel your body with healthy foods, your engine can perform at its peak.
- *Breakfast Gets Me Goin'*: Start your morning with a healthy breakfast to activate your body and mind for a rockstar day. Examples of healthy breakfast items include: whole grain cereal, low fat milk, whole wheat toast with nut butter or sliced avocado, eggs, low fat yogurt, and fruit like apples and bananas.
- Enjoy *Nature's Candy*: Fruit is naturally sweet, and good for you! Examples of fruit include: banana, apple, cantaloupe, avocado, watermelon, strawberry, and tangerine.
- Eat *Superpower Vegetables*: Join the ranks of your favorite superheroes by powering your plate. Vegetables give you healthy skin, hair, muscles, eyes, and bones. Examples of vegetables include: spinach, romaine lettuce, onion, eggplant, yellow squash, celery, potato, carrot, asparagus, cauliflower, broccoli, green beans, pepper, and corn.
- Exercise makes *The Beat of the Body*: Your heart, lungs, and muscles have to be strong, because when you're exercising, your body makes a song. So get those rhythms pumping every sort of way, so you can be your strongest each and every day.
- Drink *WATER!* Make the clear choice. Answer your thirst with the refreshment that stands out from the crowd.
- *The Bone Rap*: Get the calcium strong bones need. High calcium foods and drinks include: low fat milk, cheese, yogurt and to a lesser extent dark leafy greens, fish, almonds, and beans.

CCSS.ELA-LITERACY.W.K.3, CCSS.ELA-LITERACY.W.1.3, CCSS.ELA-LITERACY.W.2.3

What new food did you learn about in the show? Write or draw your answer.

Answers and drawings will vary. Guide students to identify a healthy food they learned about in the show. Examples of healthy foods include:

- **Breakfast foods:** whole grain cereal, low fat milk, whole wheat toast with nut butter or sliced avocado, eggs, low fat yogurt, fruit like apples and bananas
- **Fruits:** banana, apple, cantaloupe, avocado, watermelon, strawberry, tangerine
- **Vegetables:** spinach, romaine lettuce, onion, eggplant, yellow squash, celery, potato, carrot, asparagus, cauliflower, broccoli, green beans, pepper, corn
- **High-calcium food and drink:** low fat milk, cheese, and yogurt; dark leafy greens, fish, almonds, and beans
- **Water**

CCSS.ELA-LITERACY.W.K.3, CCSS.ELA-LITERACY.W.1.3, CCSS.ELA-LITERACY.W.2.3

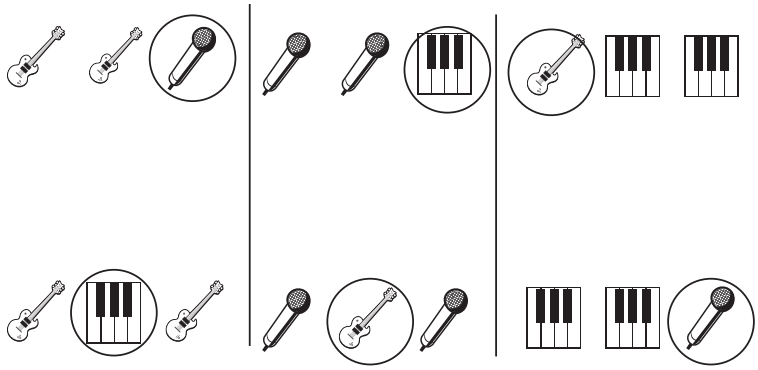
You made a promise in the *Jump with Jill* show to try a new vegetable within the next week.
What vegetable do you plan on trying? Write or draw your answer.

The *Jump with Jill* show called vegetables "Superpower Vegetables" for their super nutrition - vitamins, minerals, and fiber - that give our bodies healthy skin, hair, muscles, eyes, and bones. Guide students to describe a vegetable they will try in the next week, either from the show or one they think of themselves. Examples of vegetables include: spinach, romaine lettuce, onion, eggplant, yellow squash, celery, potato, carrot, asparagus, cauliflower, broccoli, green beans, pepper, and corn.

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

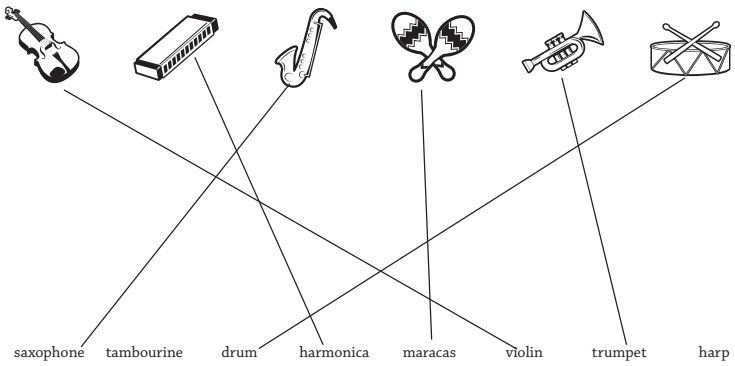
I made you this activity book so we could learn even more about each other. Making healthy choices means you have to be smart, so you'll notice these activities use a lot of math, science, and writing. Don't worry. There is no test. This just helps you apply all the stuff you learn with your teacher to decisions you make every day, like what to eat.

Let's start with the music. I'm a musician, which means making music is my job. Music is how I express myself. I play guitar, piano, and sing. Circle the instruments that do not belong.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

When I'm in the recording studio, I try out the sounds of new instruments. Draw a line from the instrument to its name.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

Read the clue that describes what each instrument looks or sounds like. Write in the name of the instrument pictured above that matches the description below.

1. shakers that look like lollipops maracas
2. a stringed instrument that looks like a tiny guitar violin
3. a piano you play with your mouth harmonica
4. a small, three buttoned brass instrument that looks like it's been tied into a knot trumpet
5. a brass instrument that is bent like a soup ladle saxophone
6. played with two wooden sticks and keeps the rhythm drum

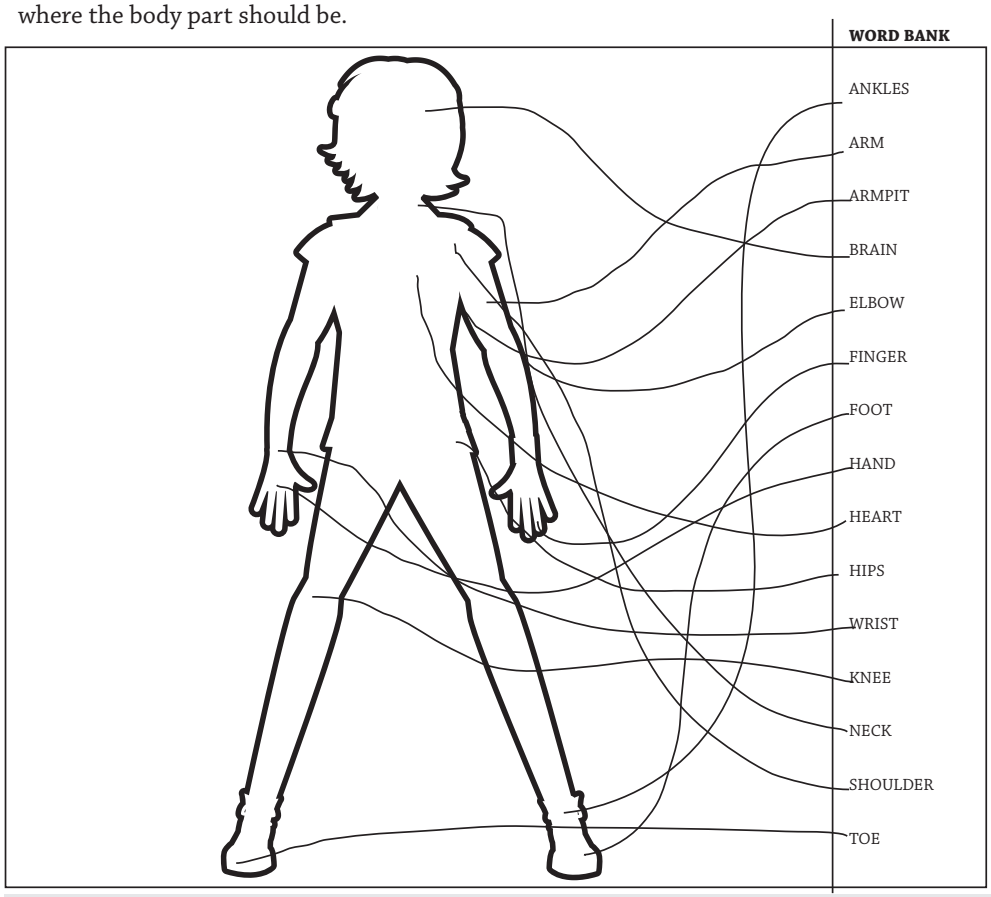
CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

What instrument is your favorite? Draw or write your answer.

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

I eat healthy food in order to fuel my brain and body. A healthy brain helps me think creatively so I can make new music for you. Eating healthy also keeps me strong and allows me to do things that I love, like sing and dance. My body is my instrument!

Our amazing bodies can do so many amazing things! Draw a line from the word to where the body part should be.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

I love to dance and sing. What is your favorite thing to do with your amazing body? Draw or write your answer.

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

I am a musician and a registered dietitian. What would you like to be and why? Draw or write your answer.

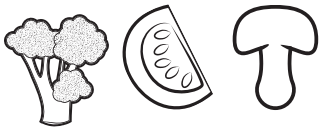
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

I was born to sing and dance about health. Some people call it weird; I say normal is overrated. No *body* is the same. We all have different looks, likes, and feelings that make us unique. Embrace your weird! Write or draw what makes you rock in the broccoli tops below.

GET MUSIC FROM THE SHOW
jumpwithjill.com/listen

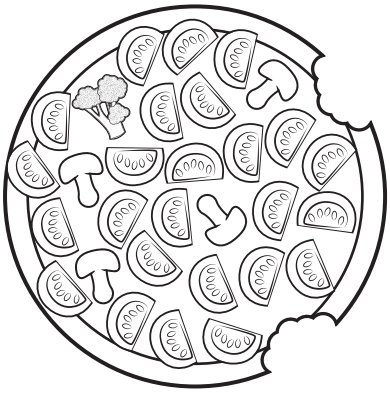
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Use what you learned from the *Jump with Jill* show, and a little about yourself, to create your veggie pizza!

The Crust	**Square:** boy **Round:** girl
The Cheese	**Yellow:** like the song *The Bone Rap* best **Orange:** like the song *The Beat of the Body* best
The Toppings 	**Green Broccoli:** number of brothers and sisters **Red Tomato Slices:** number of years old **Brown Mushrooms:** month of birthday 1- Jan, Feb, March 2 - April, May, June 3 - July, Aug, Sept 4 - Oct, Nov, Dec
Hungry?	1 - bite mark – like to play guitar best 2 - bite mark – like to sing best 3 - bite mark – like to dance best

Jill's Pizza: This is my pizza! I am a girl, I like the song *The Bone Rap* best, I have one brother, I am 25 years old (hey, that's a lot of tomatoes!), my birthday is in November, and I like to sing the best!

Now draw your pizza here!



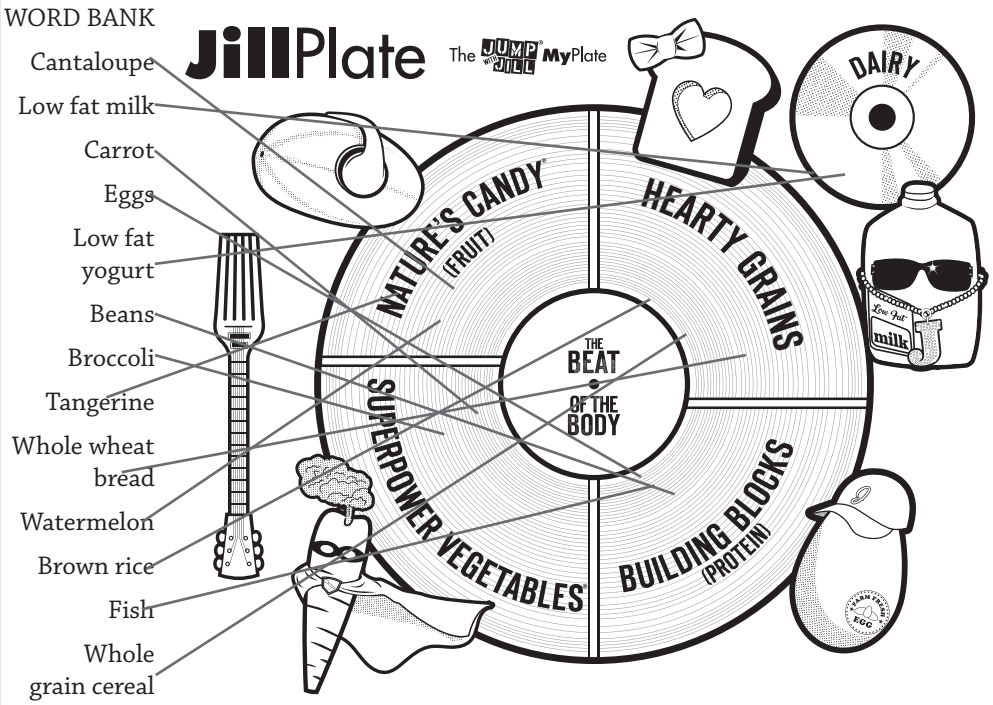
Glyphs are a pictorial form of data collection. Help students apply the *Jump with Jill* show to healthy choices by having students create a healthy pizza party. Share as a class by describing what the pizza represents.

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

Jump with Jill created their own version of the USDA's MyPlate: The JillPlate. On the JillPlate, the plate is a record, the milk coaster is a CD, and the utensils are musical instruments. The record is titled after our song about exercise, *The Beat of the Body*, to integrate fitness with the food messaging.

The main nutrition concept to communicate to students, whether using the MyPlate or the JillPlate, is that at least half your plate should be fruits and vegetables! The diagram is very simplistic, so students might find it confusing that there is no water or healthy oils included in this diagram and that dairy is also only represented as a liquid. The tool does help categorize foods into groups. The JillPlate represents each food group with a food featured in the show: the naturally sweet watermelon wearing headphones, the blinged out milk jug who goes by his rapper name "Calcium," a high protein egg sporting a *Jump with Jill* snapback, a heart healthy piece of whole grain bread wearing a bow just like Jill, and a carrot dressed as a Superpower Vegetable.

Each day, we need to get energy from healthy foods from each food group. Draw a line from a food word to the correct food group on the JillPlate, the *Jump with Jill* version of the USDA MyPlate.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

The Road to Rockstar Status: Instructions

Being a rockstar like me means showing your body respect through healthy eating and exercise choices every day. There are lots of choices to make! It doesn't mean that every choice is the perfect choice. For example, when I tour with the show, it can be really hard to get fresh fruit. So I opt for a cup of applesauce or a box of raisins. Make the healthy choice as often as possible so you can be on the road to rockstar status. Use the numbers from these healthy habits to follow Jill. Take the ladders up and the slides down if you happen to land on those spaces!

1.**Jill brushed her teeth 2 times today.** Move 2 spaces and draw a tooth brush in the square.

2. **Jill slept for 9 hours last night.** Move 9 spaces and draw a moon where you land.

3. **Jill ate 3 servings of vegetables today.** Move 3 spaces and and draw a carrot where you land.

4. **Jill ate 2 servings of fruit today.** Move 2 spaces and draw an apple where you land.

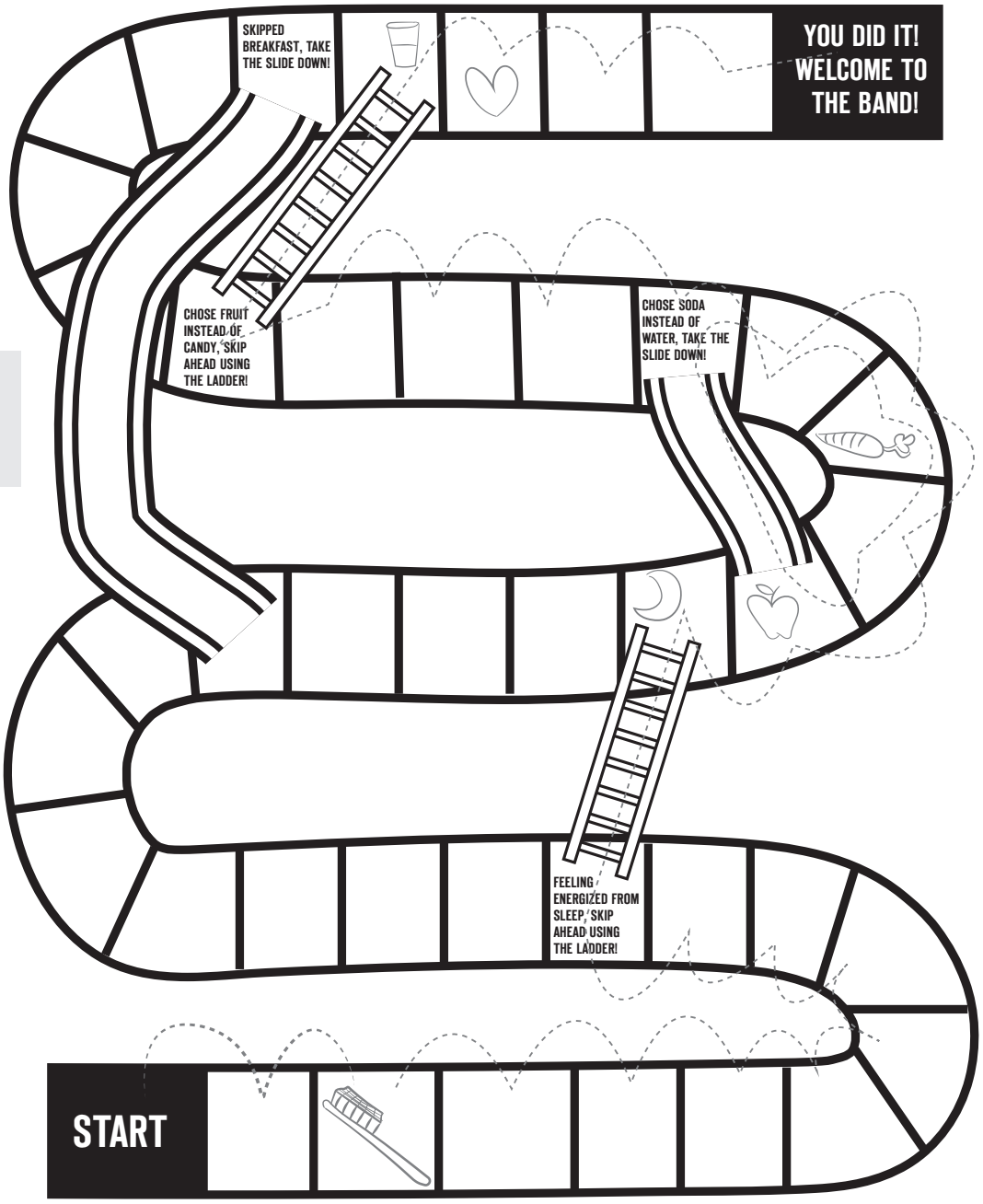
5. **Jill drank 8 glasses of water today.** Move 8 spaces and draw a glass where you land.

6. **Jill exercised by playing basketball for 1 hour today.** Move 1 space and draw a heart where you land.

7. **With milk on her cereal at breakfast, milk with lunch, and a cheese stick as an after school snack, Jill ate 3 servings of low fat dairy today.** Move 3 spaces and see where you land.

The Road to Rockstar Status

CCSS.MATH.CONTENT.K.CC.A.1,
CCSS.MATH.CONTENT.1.NBT.A.1,
CCSS.ELA-LITERACY.RI.2.1



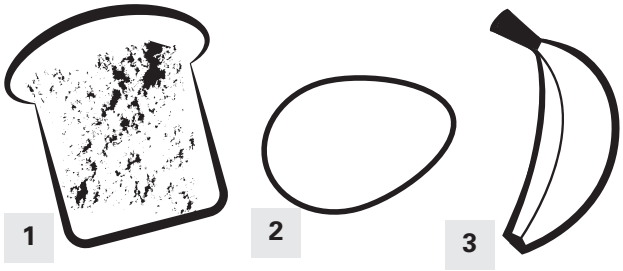
Can you solve these healthy food riddles?
Draw a line from the clue to the correct food.

- ☐ a crescent-shaped yellow fruit that goes well with almond butter or sliced into cereal
- ☐ a drink that helps build strong bones
- ☐ a crunchy vegetable that rabbits love to eat
- ☐ a fruit like an apple that rhymes with share
- ☐ a white or brown grain eaten with stir fry or in a burrito
- ☐ a food made from milk that goes well on salad, pasta, and pizza
- ☐ also called legumes, this protein-rich food is also high in fiber
- ☐ a vegetable that can be eaten popped or right off the cob
- ☐ a fruit named for its color
- ☐ a fruit that starts with the first letter of the alphabet
- ☐ a sweet, summer berry that begins with an "s"

COOK WITH JILL
jumpwithjill.com/RockYourTasteBuds

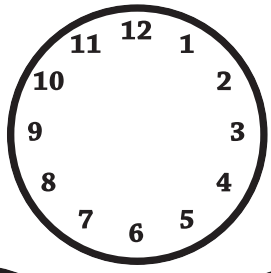
CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

I begin each day with the most important meal of the day... BREAKFAST! This morning, I ate a piece of whole grain toast. Then, I ate an egg. Third, I ate a banana. Draw a picture of what I ate for breakfast this morning. Then draw a number next to the foods you drew in the order they were eaten.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1, CCSS.MATH.CONTENT.K.CC.A.3

There are so many things I like to do in my day. That's why I start every day with breakfast, so I have the energy to do what I love. What time did you eat breakfast?
Draw the hands on the clock face to show the time you ate breakfast this morning.



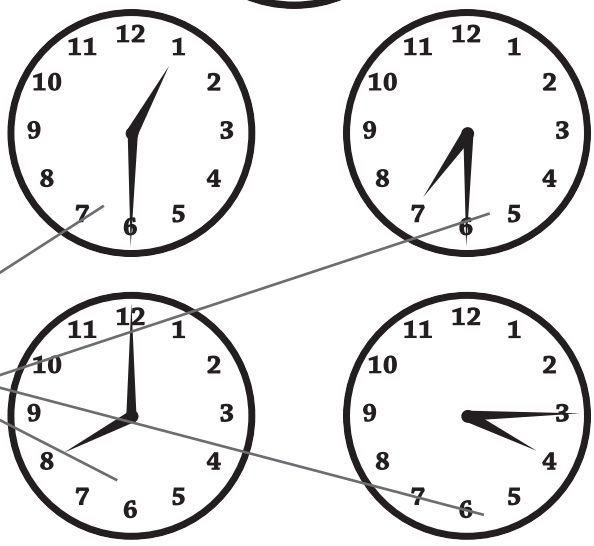
Draw a line to the correct clock.

I eat a healthy breakfast at 8 a.m.

It takes 15 minutes to make a smoothie. If I start making a smoothie at 4 p.m., I will end at this time.

I spend an hour and a half exercising each day. If I start exercising at 12 p.m., I will end at this time.

I eat dinner with my family at 7:30 p.m.



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1, CCSS.MATH.CONTENT.1.MD.B.3, CCSS.MATH.CONTENT.2.MD.C.7

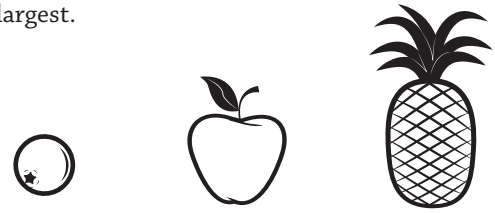
Fruit is sweet like candy, but it's actually good for you. That's why I call fruit "Nature's Candy!" My favorite fruit is cantaloupe. What is your favorite fruit? Draw or write it.

Guide students to visualize their favorite fruit. Examples of fruit include: banana, apple, cantaloupe, avocado, watermelon, strawberry, and tangerine. Remind students that fruits are naturally sweet and they're good for you, too! If you are going to drink fruit juice look for the label that says 100% juice.

This Nature's Candy is _____.

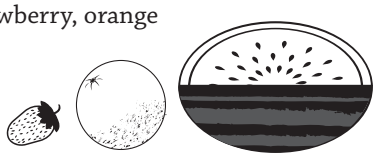
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

I like fruits of all shapes and sizes. These fruits are drawn from smallest to largest.



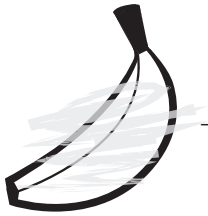
blueberry apple pineapple

Draw the fruits in order of smallest to largest:
watermelon, strawberry, orange



CCSS.MATH.CONTENT.K.MD.A.1
CCSS.MATH.CONTENT.1.MD.A.1
CCSS.MATH.CONTENT.2.MD.A.1

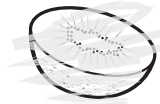
Fruits also make great smoothies. My favorite smoothie recipe is called FRUIT SMASH SUPREME. So to make some for the entire class, we'll need twelve bananas, twenty-two apples, ten mangos, fourteen blackberries, and thirteen kiwis. Write the number next to each fruit so we're sure to buy enough at the store. Then color the fruit using the code so we know what each fruit looks like.



12 _____

22 _____

CODE	
The banana is yellow.	The blackberry is purple.
The apple is red.	The mango is orange.
The kiwi is green.	



13 _____

14 _____

10 _____

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1, CCSS.MATH.CONTENT.K.CC.A.3

JILL'S FRUIT SMASH SUPREME RECIPE

Can you number these pictures according to the steps in the recipe?

1) WASH THE FRUIT

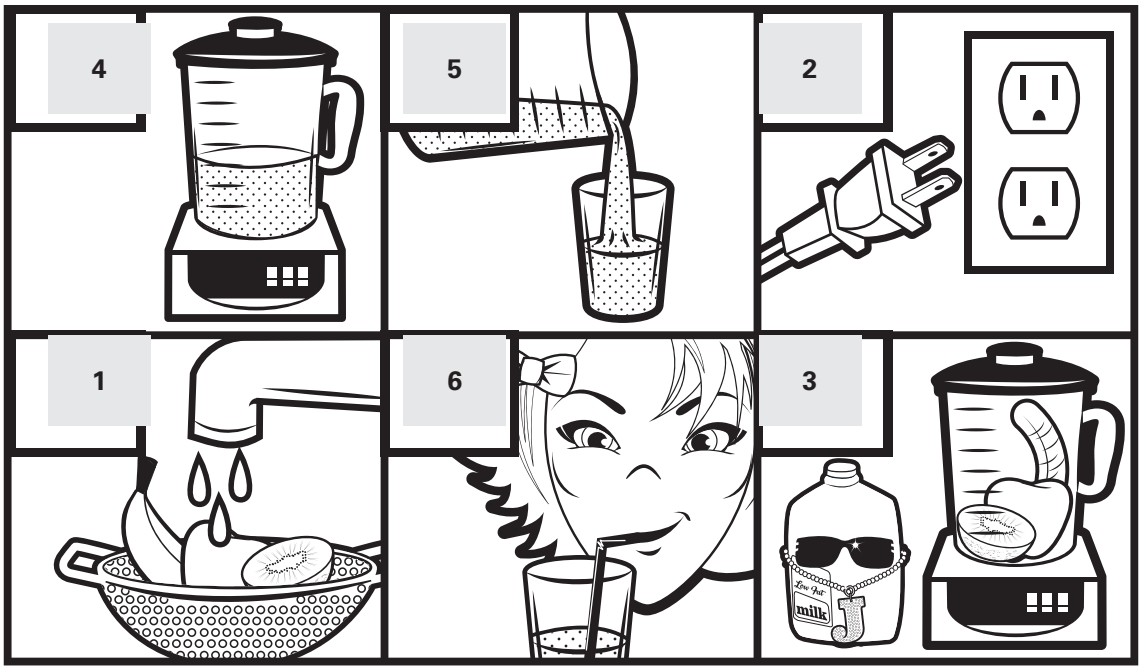
2) PLUG THE BLENDER IN (ask an adult for help)

3) PUT MILK, YOGURT, AND FRUIT IN THE BLENDER

4) MIX WITH BLENDER

5) POUR IN GLASS

6) ENJOY!



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

Music and words have a lot in common. Words are made up of syllables. Syllables are like what we call in music, a beat. You can clap a beat in music, and you can clap the syllables in a word. Say and clap the names of each of these fruits. A word contains at least one syllable. Write the number of syllables you hear.

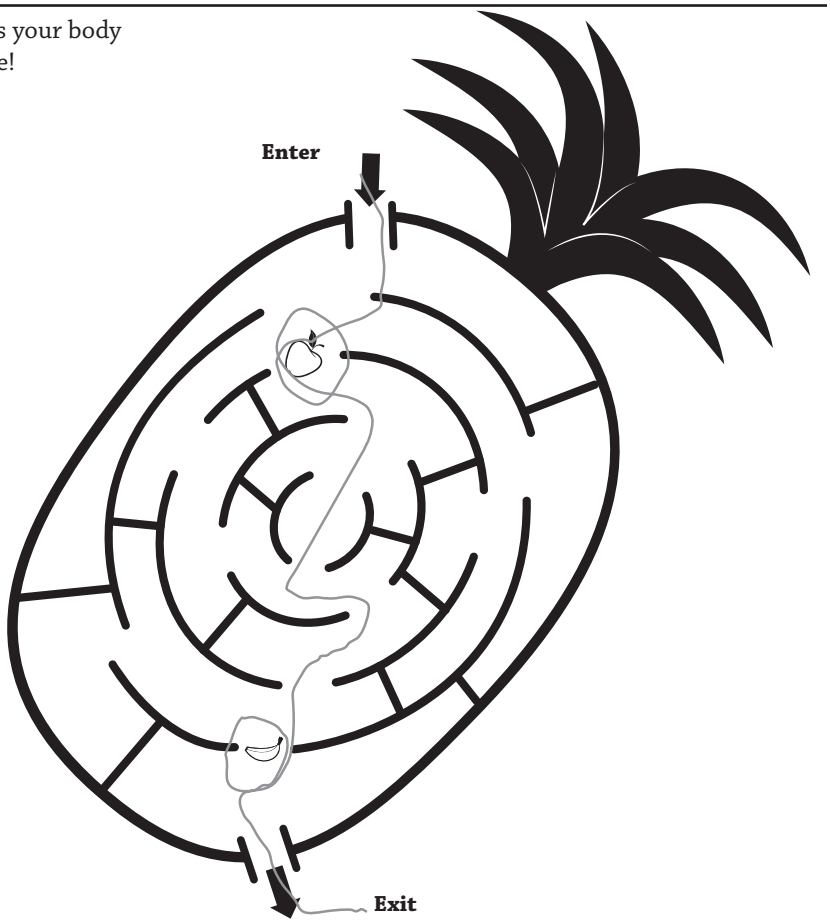
cherry 2 strawberry 3 lime 1 banana 3

orange 2 watermelon 4 apple 2

CCSS.ELA-LITERACY.RF.K.2.B, CCSS.ELA-LITERACY.RF.1.2, CCSS.ELA-LITERACY.RF.2.3

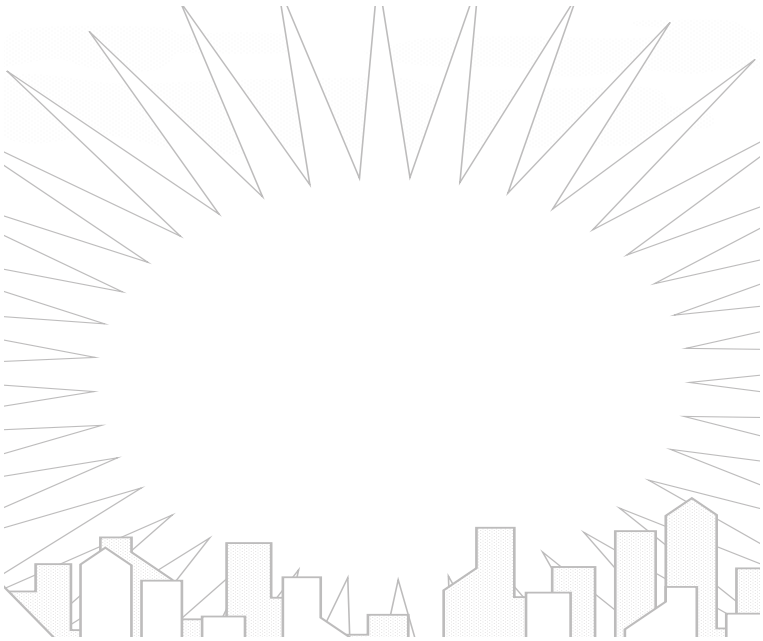
Our bodies need at least two fruits per day. Pick up the fruits your body needs each day as you make your way through the pineapple maze!

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1



Draw yourself as a superhero from all the vegetables you eat.

The *Jump with Jill* show called vegetables "Superpower Vegetables" for their super nutrition -vitamins, minerals, and fiber--that give our bodies healthy skin, hair, muscles, eyes, and bones. Guide students to visualize these benefits in their drawings of the superhero version of themselves.



CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Vegetables give our body energy and tons of good nutrition that give us healthy skin, hair, muscles, eyes, and bones. That's why I call vegetables "Superpower Vegetables." My favorite vegetable is spinach. Draw a picture and write the name of your favorite vegetable.

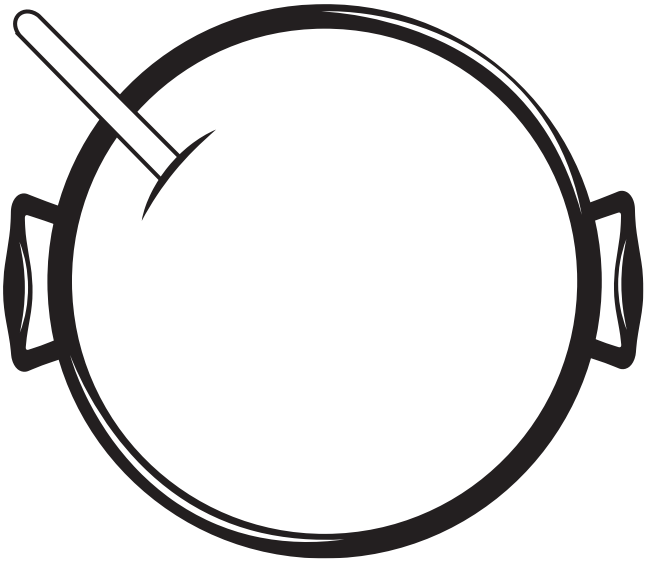
Guide students to visualize their favorite vegetable. The *Jump with Jill* show called vegetables "Superpower Vegetables" for their super nutrition - vitamins, minerals, and fiber - that give our bodies healthy skin, hair, muscles, eyes, and bones. Examples of vegetables include: spinach, romaine lettuce, onion, eggplant, yellow squash, celery, potato, carrot, asparagus, cauliflower, broccoli, green beans, pepper, and corn.

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

This Superpower Vegetable is _____.

You can eat vegetables raw, with dressing, added to your sandwich, or in vegetable soup! Be a chef and draw the vegetables you want in your soup in the pot, then write their names on the recipe card so I can repeat your masterpiece. Some great vegetables to include are broccoli, carrot, potato, squash, turnip, onion, celery, pepper, spinach, or choose your favorites!

Drawings will vary but should include a variety of vegetables. Use this activity to connect nutrition knowledge ("Vegetables are healthy") to behavior ("I want to put these vegetables into my soup and eat it"). Discuss with students the different tastes and textures of the vegetables they select.Talk about the parts of the plant they would be eating, for example, celery is the stalk of the plant.Talk about how vegetables grow in the ground and need good nutrition, just like us, to grow. This includes: carbon dioxide in the air, sunlight, and nutrients from the soil. Present students with occupations where you can work with food like a chef, farmer, or a dietitian (like Jill!).



My Vegetable Soup Recipe

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Exercise is not only healthy and fun, it makes a song when your heart, lungs, and muscles all work together. That's why I call exercise "The Beat of the Body." My favorite exercise is dancing. What is your favorite exercise? Draw yourself doing your favorite physical activity.

Guide students to visualize their favorite exercise. In the *Jump with Jill* show, Jill talks about exercise being so fun and healthy that it inspires a song with the rhythms of the heart, lungs, and muscles creating *The Beat of the Body.* Exercise is also another way to keep your bones healthy. Jill demonstrated dancing as her favorite exercise with a line dance to emphasize the fun factor of an active lifestyle.

This Beat of the Body is _____.

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Even though dancing is my favorite way to move, I do something different just about every day to keep things interesting.

On Monday, I ride my bike.
On Saturday, I play hockey with my brother.
On Wednesday, I practice gymnastics.
On Friday, I have a dance party with my friends.
On Tuesday, I swim at the YMCA with my friend, Devon.

How many days of the week am I exercising?

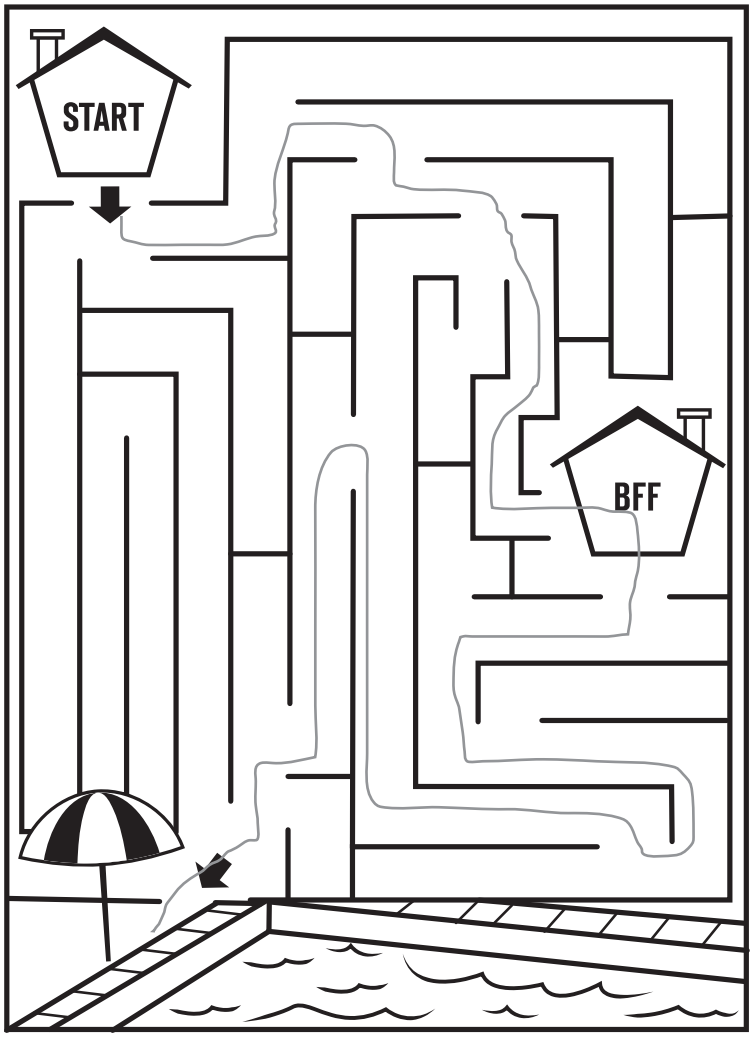
Five

Which days of the week do not have physical activity?

Sunday, Thursday

Number the activities in the order they happen and fill in the name of the exercise.

Take an a-MAZE-ing bike ride from your house to your friend's house to the pool.

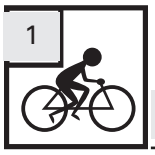


CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Can you jump like Jill? Try these moves on your own, then with your friends, then with your class!

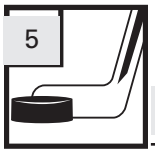
1) Raise the Roof
2) Robot
3) Heart Beat
4) Spin

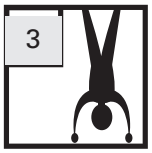
CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

1  B I K E

2 S W I M

4 D A N C E

5  H O C K E Y

3  G Y M N A S T I C S

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1, CCSS.MATH.CONTENT.K.CC.A.3

Follow along with the lyrics to *The Water Song* as you listen:

One afternoon my mouth was dry
For I had just run until I tired
My brow was wet from all the sweat
That I had just perspired
My friend said won't you drink with me
A soda from the vending machine
I shook my head and said instead,
That I drink water
Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a cup of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!
My friend he just stared at me
Like I was off my trolley
How could I turn down his drink
He said himself to me
I told him when you sweat and breathe,
It's water that your body needs
So we raised our glasses and we sing,
A toast to drinking water
Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a pint of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!
So we went outside only to find,
Our friend had kind of lost his mind
His thirst had him all flattened out,
Like pancakes on the skittle
We ran to him and offered up,
Some water from our drinking cup
And there we were the three of us,
A toast to drinking water
Water! Water! Water!
Oh, I drink water! Water! Water!
There's nothing I would rather have,
Than a quart of water in my hand
To sweat, to breathe, to poo & pee,
That's why I drink water!

Why does your body need water? Use the song lyrics to help you draw or write your answer.

To sweat, to breath, to poo & pee

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Our bodies need about 8 glasses of water per day. Write out the numbers.

1 One
2 Two
3 Three
4 Four
5 Five
6 Six
7 Seven
8 Eight

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1,
CCSS.MATH.CONTENT.K.CC.A.3

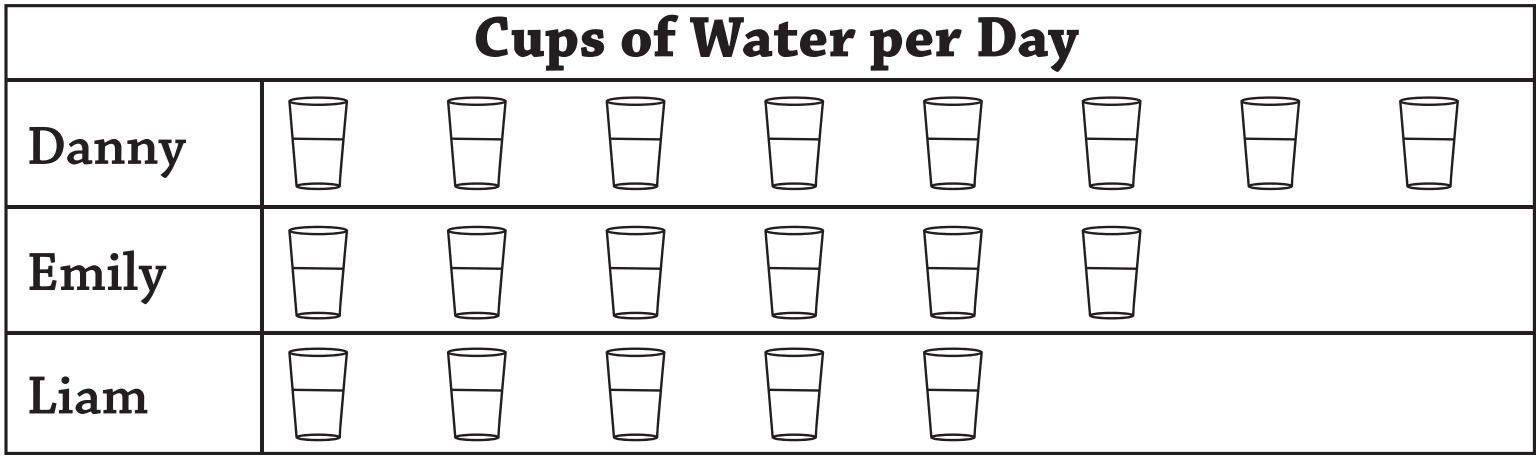
What happens when you don't get enough water?
Draw or write your answer.

Tired
Thirsty and difficulty concentrating
Dry mouth
Concentrated (yellow) pee
Stomach ache

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Discuss with students why our bodies need water every day - to replace the water we lose when we sweat, breathe, and use the bathroom. Sodas and other sweetened drinks aren't the best way to hydrate because they are loaded with sugar. When we exercise, we are sweating more and breathing more, so we need even more water to keep our bodies hydrated. When we don't get enough water, we are dehydrated. This makes our head and stomach hurt and can make us feel tired. So keep your body hydrated with WATER!

Everyone is drinking water!



How many cups of water does Danny drink a day? 8

Who drinks the most? Danny

How many cups does Emily drink a day? 6

Who drinks the least? Liam

How many cups does Liam drink a day? 5

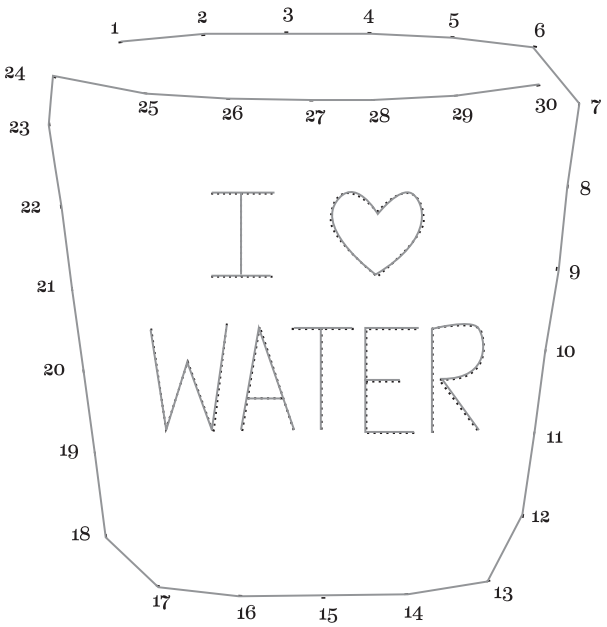
How many cups do they drink in all? 19

CCSS.MATH.CONTENT.K.CC.B.5
CCSS.MATH.CONTENT.1.MD.C.4
CCSS.MATH.CONTENT.2.OA.B.2

If you drank one cup of water at breakfast, two cups of water at lunch, three cups of water after school, and three cups of water after dinner, how many cups of water did you have before dinner? 6

CCSS.MATH.CONTENT.K.OA.A.2,
CCSS.MATH.CONTENT.1.OA.A.1,
CCSS.MATH.CONTENT.2.OA.A.1

Connect the Dots



CCSS.ELA-LITERACY.RF.K.3,
CCSS.ELA-LITERACY.RF.1.3,
CCSS.ELA-LITERACY.RF.2.3,
CCSS.MATH.CONTENT.K.CC.A.1

All That Junk!

Follow along with the lyrics as *All That Junk* plays:

Yeah I reduce, reuse, recycle

What can I do with empty cans,
cans in my grandma's mini van?
Whatcha gonna do with all those cans,
all those cans without a plan?
I'm gonna put put put them in,
put them in the **recycle bin**

Yeah I reduce, reuse, recycle

What can my water bottle do, after all the water's used
Whatcha gonna do with an empty bottle,
a bottle that you cannot guzzle
I'm gonna keep keep keep it real
and give **my bottle a refill**

Yeah I reduce, reuse, recycle

The sounds of recycling are keeping the beat rocking
I'm getting so much greener because I'm getting cleaner
I'm not just smart, I'm doing my part.

One world, one life.

What can I do with my small pants,
pants so tight I cannot dance
Whatcha gonna do with those short pants,
those short pants could fit on ants
I'm gonna **give them to my sis**,
she's much smaller she can fit

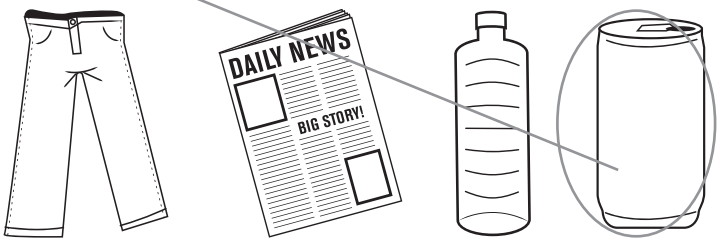
Yeah I reduce, reuse, recycle

DANCE WITH JILL
jumpwithjill.com/danceparty

Reusing means using something again or finding a new home for something you no longer use. Circle the kinds of things that are **reused** in this song.

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Recycling is when you convert trash into reusable material, like aluminum cans or plastics. It usually involves a lot of machines and intensive processes. What was **recycled** in this song?



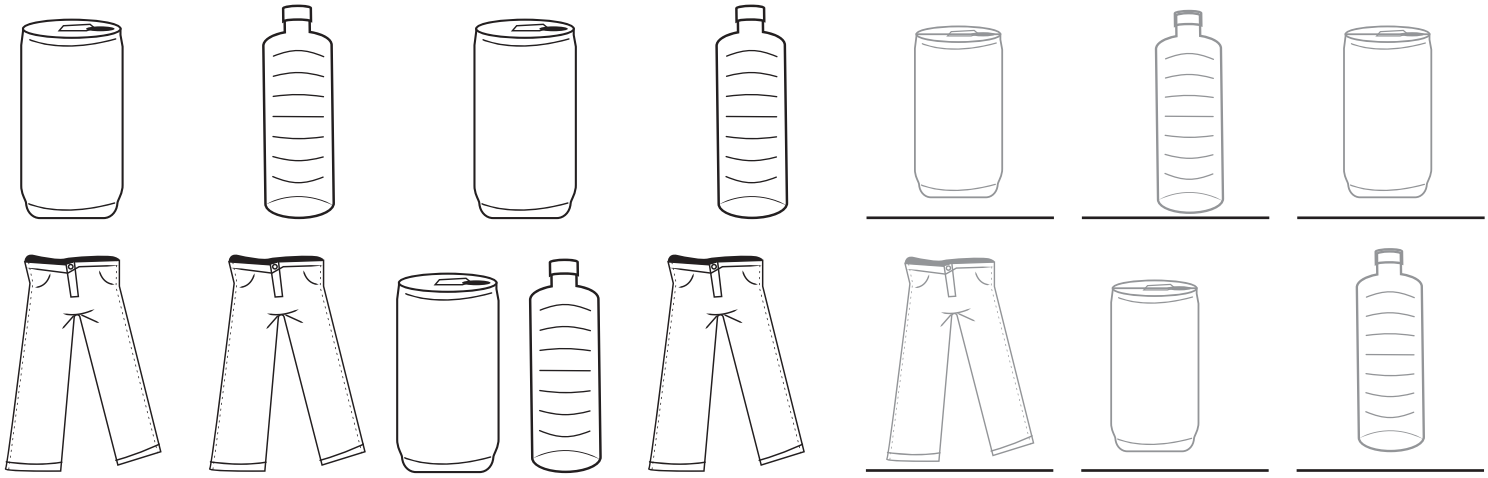
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Reducing means you use less or make less trash, so instead of using a bunch of napkins during lunch time, try using one or two. Instead of using a paper cup every time you are thirsty, use one cup and rinse it out every time you use it. What are ways you can reduce the trash you make? Draw or write your answer.

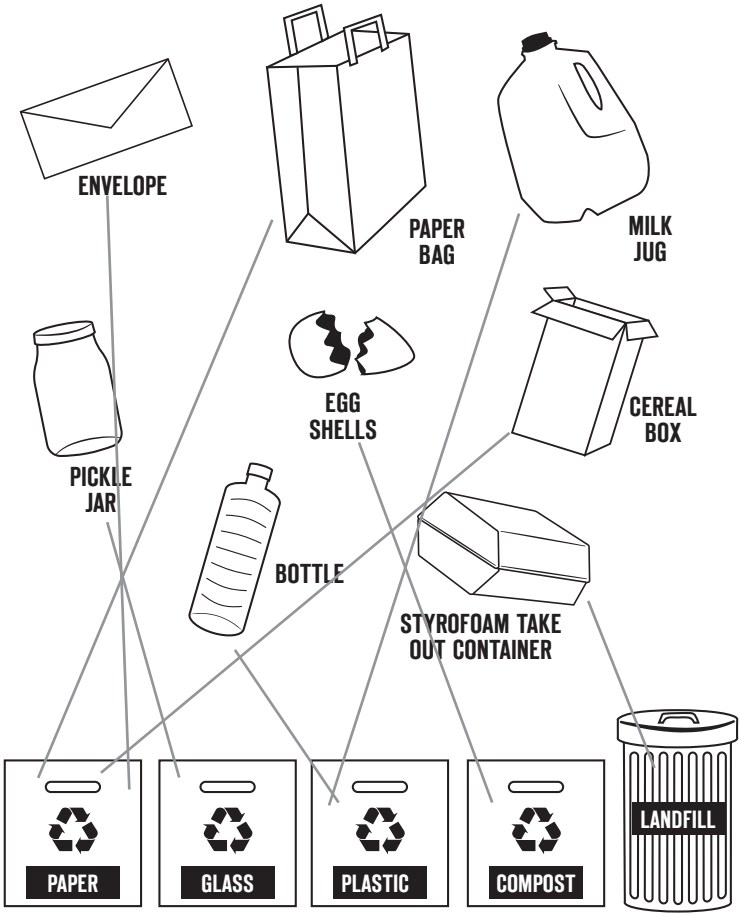
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

What Comes Next? Draw what comes next in each series of recyclables.

CCSS.MATH.CONTENT.K.G.A.1,
CCSS.MATH.CONTENT.1.MD.C.4,
CCSS.MATH.CONTENT.2.G.A.1



What Bin Does It Go In? Can you help me separate my recyclables so they can be made into new things? Draw a line from the recyclables to the correct bin.



Landfills should be reserved for things that cannot be recycled, like styrofoam and food wrappers. However, many items end up there when they shouldn't. The Environmental Protection Agency estimates that 75% of the American waste stream is recyclable, but only about 30% is actually recycled. One of the worst offenders - only about 25% of plastics are recycled.

Guide students to categorize these used items. Students may be familiar with paper, glass, and plastic recycling to the point that they are used to seeing single-stream recycling where items are sorted by a collection truck rather than the end user.

Composting is becoming more popular as more schools build school gardens. Composting is when organic matter like fruit & vegetable scraps, egg shells, coffee grounds are mixed together with leaves and grass. The mixture decomposes to make fertilizer that can be used to grow more food. Because of how airtight landfills are, organic matter in a landfill does not decompose which is why it's important to separate it from trash.

CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

The Tale of Trash Make this trash live happily ever after. Trace the lines to reduce, reuse, and recycle these items.

The average American will personally throw away 600 times his or her body weight, a 90,000 pound legacy of trash by the end of your lifetime. We are making more trash than we have room to dispose of. To protect our future, we must make efforts to sort trash, help find new homes for things we no longer want or need, and to overall use less.

Choose to purchase things that are made from recycled materials, such as paper and napkins. Reduce how much trash you make by using both sides of paper, only taking the napkins that you will use rather than a handful, and use a refillable water bottle instead of disposable bottles.

Repair and repurpose used items into art projects and storage containers. Find new homes for things you no longer want or need, especially clothing and furniture. Hand-me-downs rock!

Plastic bottles can be made into thread that can be used to make clothing, fleece, and carpeting.

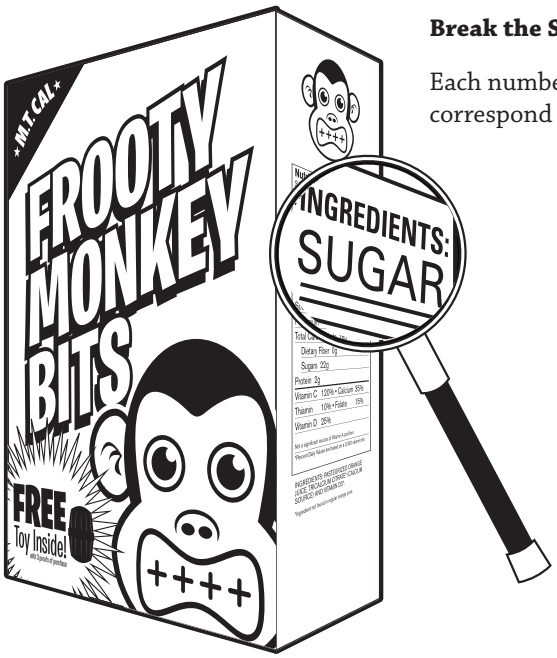
CCSS.ELA-LITERACY.RI.K.1,
CCSS.ELA-LITERACY.RI.1.1,
CCSS.ELA-LITERACY.RI.2.1

Cartoons often appear on unhealthy foods to get your attention. Cartoons are used to distract you from what is really going on inside the box. For example, this cereal box has a cartoon, offers a free toy, and is brightly colored. But when you look more closely at the ingredient list, sugar is the main ingredient! That's no way to make your engine go.

Cartoons on a food package don't ALWAYS mean that a food is unhealthy, but it certainly means you should take a closer look to make sure you aren't getting tricked. After all, it's YOUR BODY and YOU are the one making the decisions around here.

So when you see a cartoon, you know what to do!

Put on your special glasses and decide for yourself!



Break the Secret Code

Each number corresponds to a letter in the letter bank. Fill in the blanks with the letters that correspond to the numbers.

CCSS.ELA-LITERACY.RF.K.1.D,
CCSS.ELA-LITERACY.RF.1.2,
CCSS.ELA-LITERACY.RF.2.3

D	o	n't		L	e	t		T	h	o	s	e
4	15	14	20	12	5	20		20	8	15	19	5

C	a	r	t	o	o	n	s		T	r	i	c	k		Y	o	u
3	1	18	20	15	15	14	19		20	18	9	3	11		25	15	21

I	n	t	o		F	o	r	g	e	t	t	i	n	g
9	14	20	15		6	15	18	7	5	20	20	9	14	7

A	b	o	u	t		Y	o	u	r		H	e	a	l	t	h
1	2	15	21	20		25	15	21	18		8	5	1	12	20	8

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Read these fun facts about bones aloud to the class.

Fun Facts about Bones:

There are 206 bones in an adult body and 300 in a newborn's body. Newborns have more bones than adults because as kids grow, bones fuse together.

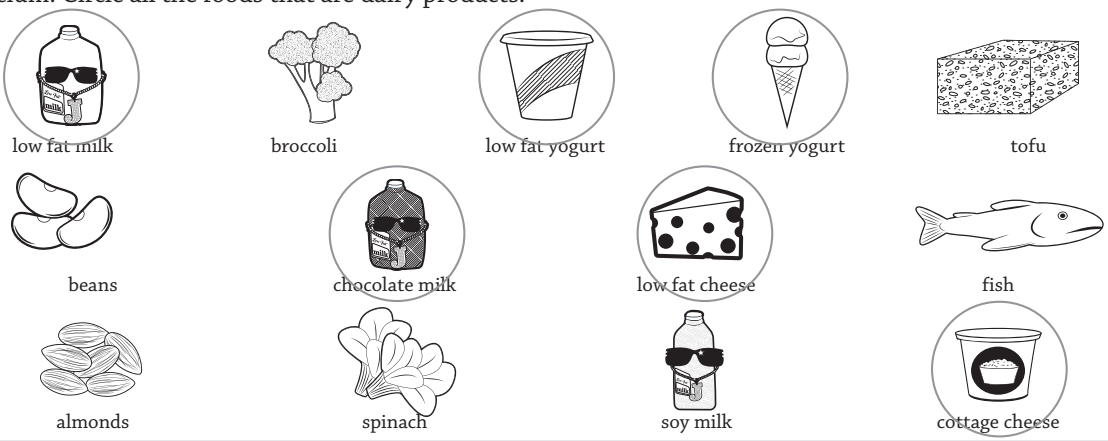
A quarter of your bones are found in your feet. There are twenty-six bones in each foot.

Humans and giraffes have the same number of bones in their necks. Giraffe bones are just longer.

The smallest bone in the body is less than an inch long. It's located inside the eardrum and called the stirrup bone.

Bones make blood. The center of bones is called bone marrow. Every second, our bone marrow makes two million red blood cells.

Milk and his bone building crew are known by the rapper name Calcium for making your bones strong. There are many calcium-rich foods that make your bones strong. Dairy products, or foods made from milk like cheese and yogurt, are very high in calcium. Other foods you might not think of, like beans, nuts, and dark leafy green vegetables, also have some calcium. All of these foods have calcium. Circle all the foods that are dairy products:



CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

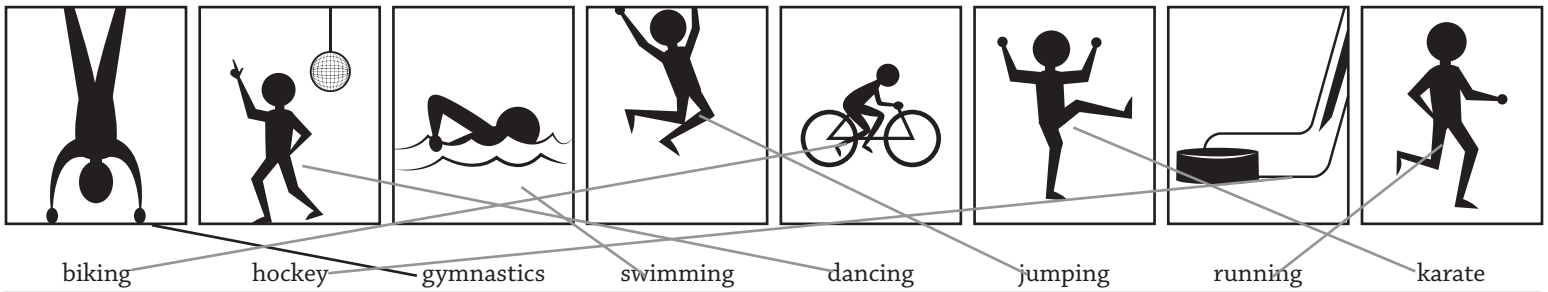
My favorite food with calcium is yogurt. I like to put fruit and granola in it and enjoy each bite. What is your favorite? Draw a picture and write the name of your favorite food or drink with calcium.

This calcium-rich food or drink is _____.

Guide students to visualize their favorite calcium-rich food or drink.The *Jump with Jill* show emphasizes low fat dairy including milk, yogurt, and cheese. Non-dairy sources of calcium include spinach, almonds, beans, tofu, fish, and milk substitutes like soy milk. However, the calcium in these non-dairy foods is not as bioavailable (meaning calcium is not as absorbable) as dairy sources so more of these foods need to be consumed to equal the calcium supplied in a dairy source.

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

Exercise is another way I keep my bones healthy. Draw a line from the workout description to the correct picture.



Discuss with students that aside from getting enough calcium, exercise is also a good way to keep your bones healthy and strong.The best exercise for healthy bones is weight-bearing exercise - that's any physical activity that uses gravity. Good weight-bearing exercises include running, walking, jumping, skipping, karate, and dancing. Biking and swimming, though good for the heart, are not weight-bearing exercises. Ask students to stand and imitate bone building exercises as you name them.

CCSS.ELA-LITERACY.RI.K.1, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.2.1

YOUR GOAL IS TO _____

YOUR AUTOGRAPH _____

After completing this book, guide students to create a realistic, measurable and short term goal. For example, "I will drink water in place of soda twice this week." Steer students away from broad generalizations like "Be healthier." Have them write their goal on the back cover of their Activity Books and sign it with their signature as a promise. Consider displaying the goals around the classroom, partnering students with similar goals, and monitoring progress.

Through cross-curricular learning, these activities meet Common Core State Standards.

ENGLISH LANGUAGE ARTS

Reading: Foundational Skills
CCSS.ELA-LITERACY.RF.K.1.D
Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-LITERACY.RF.K.2.A
Recognize and produce rhyming words.
CCSS.ELA-LITERACY.RF.1.2.A
Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-LITERACY.RF.2.3.A
Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-LITERACY.RF.K.2.B
Count, pronounce, blend, and segment syllables in spoken words.
CCSS.ELA-LITERACY.RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-LITERACY.RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-LITERACY.RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
CCSS.ELA-LITERACY.RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.

Reading: Informational Text
CCSS.ELA-LITERACY.RI.K.1
With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RI.1.1
Ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Writing
CCSS.ELA-LITERACY.W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CCSS.ELA-LITERACY.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-LITERACY.W.2.3
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

MATHEMATICS

Counting & Cardinality
CCSS.MATH.CONTENT.K.CC.A.1
Count to 100 by ones and by tens.
CCSS.MATH.CONTENT.K.CC.A.3
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
CCSS.MATH.CONTENT.K.CC.B.5
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Number & Operations in Base Ten
CCSS.MATH.CONTENT.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Measurement & Data
CCSS.MATH.CONTENT.K.MD.A.1
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Measure lengths indirectly and by iterating length units.
CCSS.MATH.CONTENT.1.MD.A.1
Order three objects by length; compare the lengths of two objects indirectly by using a third object.
CCSS.MATH.CONTENT.2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
CCSS.MATH.CONTENT.1.MD.B.3
Tell and write time in hours and half-hours using analog and digital clocks.
CCSS.MATH.CONTENT.2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
CCSS.MATH.CONTENT.1.MD.C.4
Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry
CCSS.MATH.CONTENT.K.G.A
Identify and describe shapes.
CCSS.MATH.CONTENT.2.G.A.1
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Operations & Algebraic Thinking
CCSS.MATH.CONTENT.K.OA.A.2
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Represent and solve problems involving addition and subtraction.
CCSS.MATH.CONTENT.1.OA.A.1
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Represent and solve problems involving addition and subtraction.
CCSS.MATH.CONTENT.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
CCSS.MATH.CONTENT.2.OA.B.2
Fluently add and subtract within 20 using mental strategies.2
By end of Grade 2, know from memory all sums of two one-digit numbers.