

## Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Do You Know What You are Eating?	Knowing the ingredients in food will help you make informed choices about the what you eat.	nutrition label	30-45 minutes
Just Say No to Gangs	Gangs are dangerous.	gang	30-45 minutes
Better Together	Collaboration and communication can help a team reach a common goal.	collaboration communication	40 minutes
No Stress Zone	There are some items we can use to help minimize stress.	anxious upset stress	40 minutes

# May



# Activity Plan

**Title: Do you know what you are eating?**

**Suggested Time: 30-45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how to read nutrition labels.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>blank nutrition label</li> <li>venn diagram non-perishable food items</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>nutrition label</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn how to read a nutrition label and then compare the nutritional facts of some of their favorite foods.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will display the sample nutrition label and ask scholars what they think this is?</b></li> <li><b>Facilitator will note scholar responses.</b></li> <li><b>Facilitator will explain that this is a nutrition label and it provides information on the nutrients that are found in foods.</b></li> <li><b>Facilitator will go through the sample nutrition label and identify the calories, fat, sugar, sodium, and cholesterol that is in the sample item.</b></li> <li><b>Facilitator:</b> <i>Sodium is the amount of salt and cholesterol is a type of fat found in your blood. If you eat too much cholesterol, it can be bad for you. Fiber is good for you and can help lower cholesterol. Protein is another nutrient that is listed on a nutrition label. Protein helps you grow.</i></li> <li><b>Facilitator:</b> <i>Today we will be learn about how to read a nutrition label and identify the nutrients found in foods you eat.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now that we have learned about what is on a nutrition label, do you think our sample item is healthy for you?</i></li> <li><b>Facilitator will record scholar responses.</b></li> <li><b>Facilitator may point out that the sample has a low amount of cholesterol and not too much sugar. Facilitator will lead a discussion about other nutrients found in the sample item.</b></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now let's compare the nutritional facts of two of your favorite foods. You will use a Venn diagram to do this. (If students cannot bring in foods, they can research the nutrition facts online.)*

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can have scholars view videos on nutrition labels to reinforce the learning.**

**Scholars can create a poster that explains what to look for on a nutrition label.**

**Facilitator will provide scholars with sentence frames on their Venn diagram.**

**Activity Reflection:**

Scholars will share their findings with their families.

**Supplemental Resources:**



# Nutrition Facts

6 servings per container

**Serving size** 1 cup (230g)

Amount per serving

**Calories** 250

% Daily Value\*

**Total Fat** 12g 14%

Saturated Fat 2g 10%

Trans Fat 0g

**Cholesterol** 8mg 3%

**Sodium** 210mg 9%

**Total Carbohydrate** 34g 12%

Dietary Fiber 7g 25%

Total Sugars 5g

Includes 4g Added Sugars 8%

**Protein** 11g

Vitamin D 4mcg 20%

Calcium 210mg 16%

Iron 4mg 22%

Potassium 380mg 8%

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

# Activity Plan

**Title: Just Say No to Gangs**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the impacts gangs have on communities.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>ipads</li> <li>laptops, or cell phones to record PSA</li> <li>KWL Chart</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gang</li> </ul>	<p><b>Activity Overview:</b> Scholars will interview a local police officer who will provide information on gangs. Scholars will create a PSA on how gangs affect the community.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will display a KWL chart.</b></li> <li><b>Facilitator:</b> <i>What do you know about gangs?</i></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator:</b> <i>What do you want to know about gangs?</i></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator:</b> <i>A gang is a group of people who have common interests, but they often commit crimes. Many of these crimes are violent and can harm people within our community.</i></li> <li><b>Facilitator:</b> <i>Today we will learn more about gangs and how gangs are not good for our community. We have a police officer here that will tell us more about gangs.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will introduce a police officer or community representative. Facilitator will ask the police officer or community representative the following questions:</b> <ul style="list-style-type: none"> <li>1. How can you identify someone in a gang?</li> <li>2. How do gangs affect the community? 3. How do gangs try to recruit people?</li> <li>4. What should you do if someone approaches you to join a gang?</li> </ul> </li> <li><b>Facilitator will also allow scholars to ask any questions they might have.</b></li> </ul>
	<p><b>Build (Rehears e &amp; Build for Transfer/ Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now that we have learned more about gangs, we are going to work together to create a PSA on gangs and how they affect our community. You will work in groups of 3-4 scholars.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can provide scholars with a graphic organizer to help them recall and organize their information for their PSA.**

**Scholars can create a list of alternative activities to do instead of joining a gang.**

**Facilitator can chunk the PSA into manageable components for scholars.**

**Activity Reflection:**

Scholars will share their PSAs with their family members.

**Supplemental Resources:**

[Kids Meet an Ex-Gang Member](#)



# KWL Chart

K- What I Know	W- What I Want to Know	L- What I Learned





# Activity Plan

Title: Better Together

Suggested Time: 40 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover the benefits of collaboration.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>collaboration cards by appropriate grade band or level</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>collaboration</li> <li>communication</li> </ul>	<p><b>Activity Overview:</b> Scholars will work collaboratively together to complete a task.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we will collaborate to complete a task. To collaborate is to work together.</i></li> <li><b>Facilitator will divide scholars into small groups.</b></li> <li><b>Facilitator of scholars in grades K-2, Say:</b> <i>I am going to give your group a set of cards faced down and spread out. Do not turn them over until I ask you to do so. Work with your group members to match the images. You can only turn one over at a time. You must remain silent. You cannot talk. Put the matches together.</i></li> <li><b>Facilitator of scholars in grades 3-5, Say:</b> <i>I am going to give your group a set of cards faced down and spread out. Do not turn them over until I ask you to do so. Work with your group members to match the relationships of the images. You can only turn one over at a time. You must remain silent. You cannot talk. Put the matches together.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will allow scholars to work together to match the images appropriately. Remind them not to talk. Give scholars about 10-15 minutes to work.</b></li> </ul>
	<p><b>Build (Rehears e &amp; Build for Transfer /Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Stand up if your team was able to match all the cards. Stand up if your team was unable to match the cards. Stand up if your team did not talk as you worked together. Stand up if someone on your team talked as you worked. How did you communicate with your team to complete the activity? What challenges did you and your team face as you worked together?</i> <b>Call on scholars to share with the group.</b></li> </ul>

	<b>Boost (Teach)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>There are many ways you can eat your favorite healthy foods. For example, you can cut your fruit into smaller pieces and eat it, or you can use it to make a smoothie.</i></li><li>• <b>Facilitator:</b> <i>How do you like to eat your favorite foods?</i></li><li>• <b>Facilitator:</b> <i>Turn and talk to your neighbors.</i></li></ul>
	<b>Build (Rehearse &amp; Build for Transfer/Close)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>Now that we have learned a little more about healthy foods, you will create your own healthy meal plan for the week. You will create 3 meals a day - breakfast, lunch, and dinner.</i></li></ul>

# Differentiation Station

<b>Suggestions for Remediation</b>	<b>Suggestions for Acceleration</b>	<b>Special Education &amp; English Learner Scaffolds</b>
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<p><b>Facilitator can rephrase the instructions as needed.</b>  <b>Respond: If I had an opportunity to complete the task again, I would do</b>          -----          -----  <b>differently because</b>          -----          -----          -----.</p>	<p><b>Scholars can respond to the following prompt: If you had an opportunity to complete the task again, what would you do differently? Explain why.</b></p>	<p><b>Facilitator can rephrase the instructions as needed.</b>  <b>Facilitator may scribe scholar responses.</b>  <b>Respond: If I had an opportunity to complete the task again, I would do</b>          -----          -----  <b>differently because</b>          -----          -----          -----.</p>
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**Activity Reflection:**

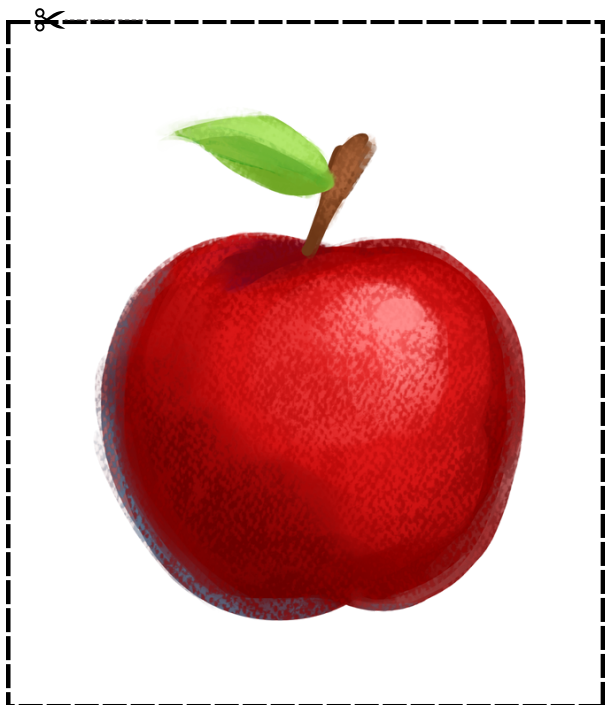
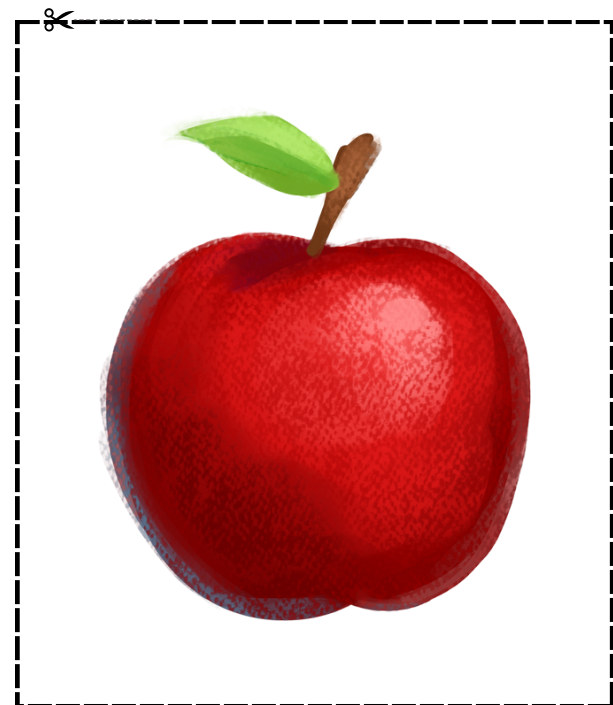
Scholars will respond verbally or in a journal. Why is it important to know how to collaborate when working with your peers?

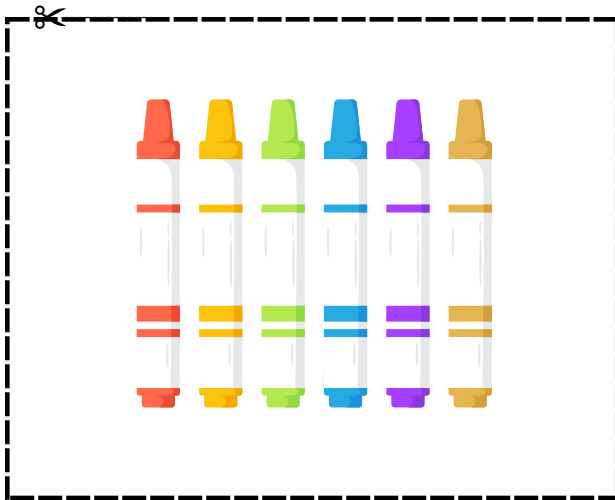
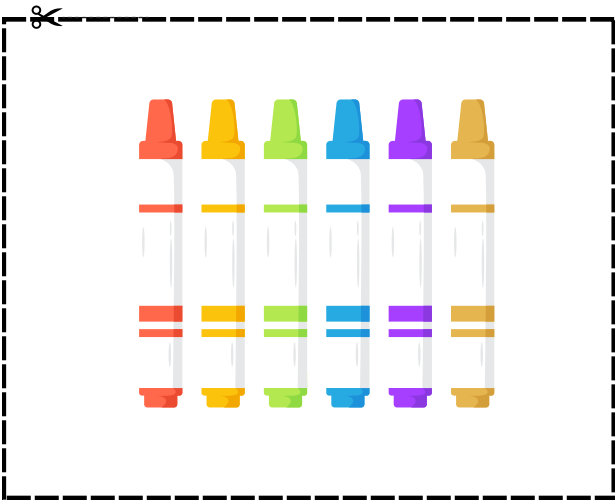
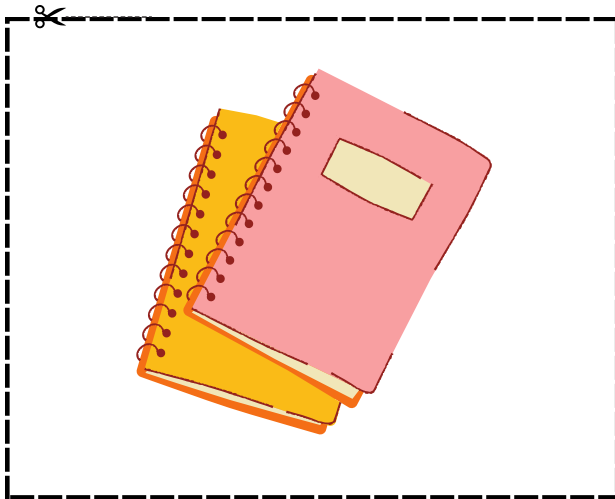
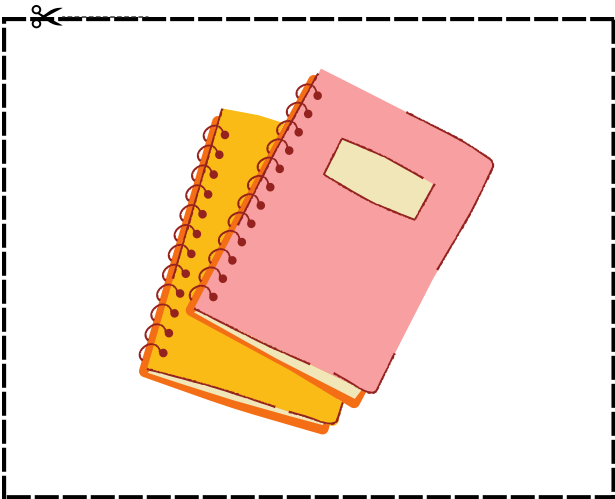
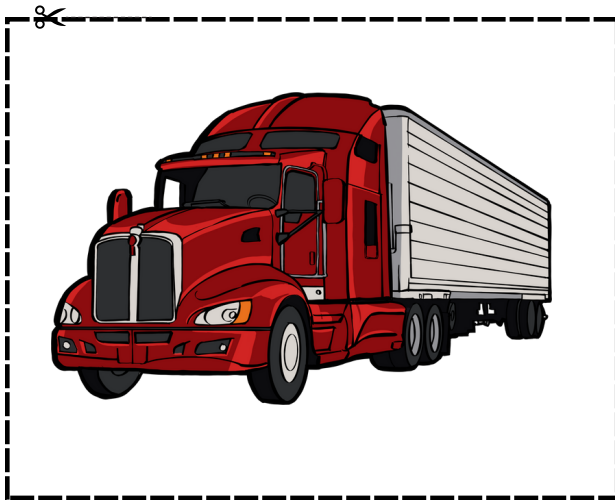
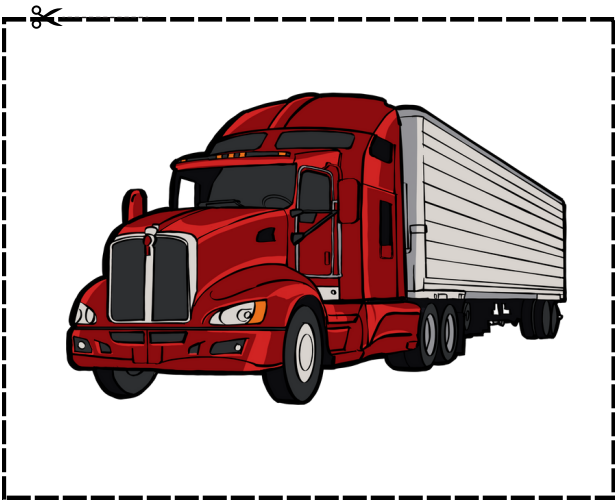
**Supplemental Resources:**

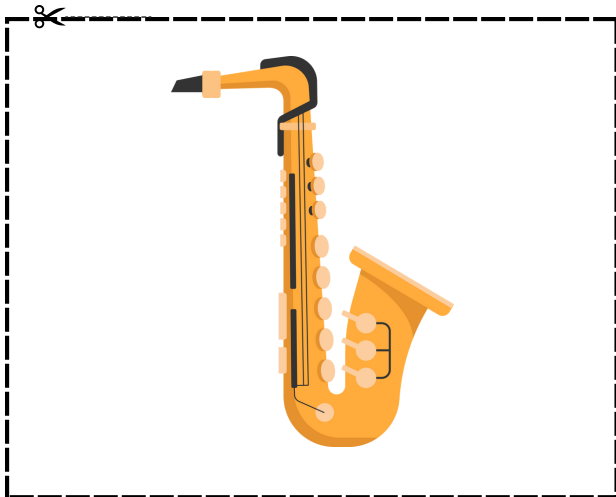
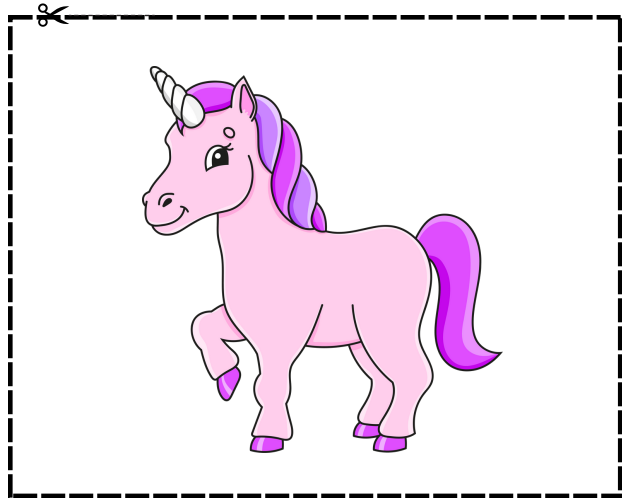
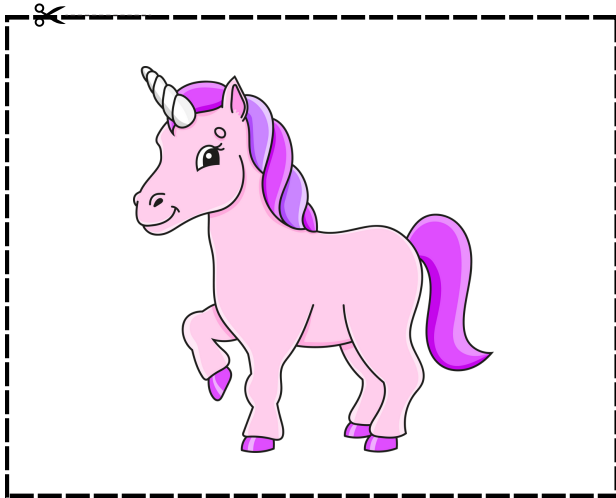


# Grades K-2





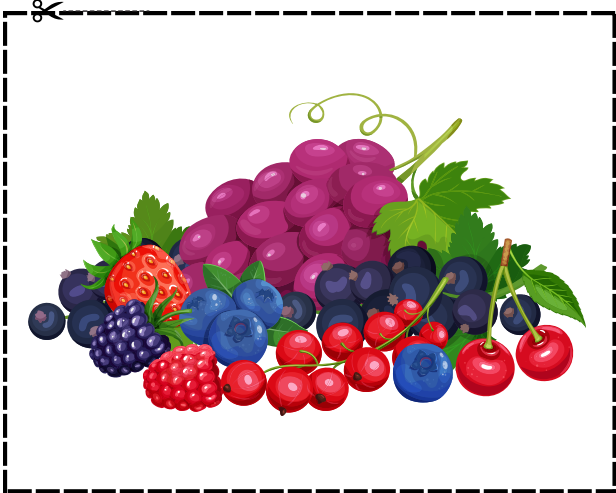




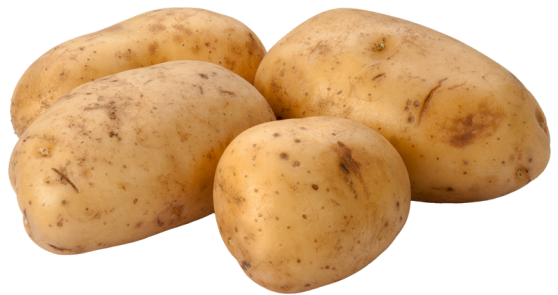
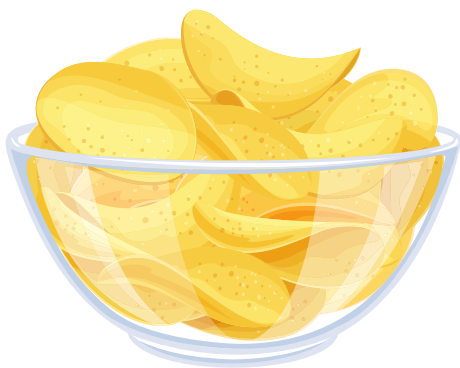


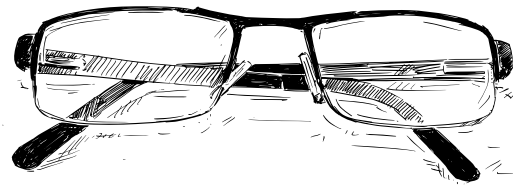
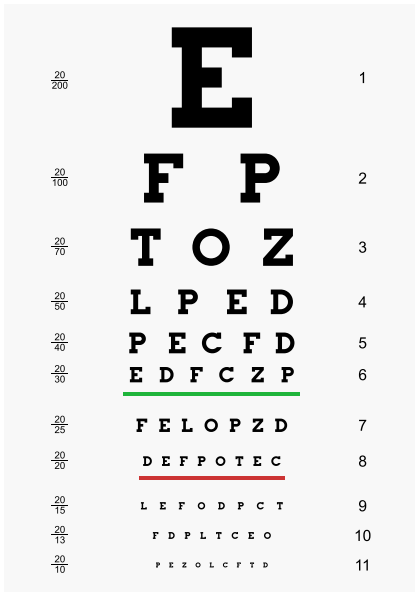
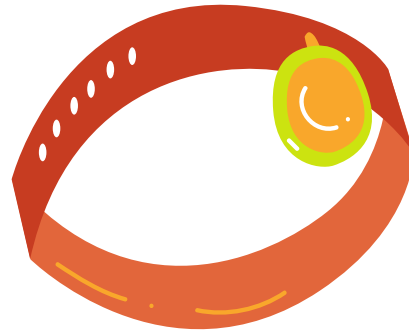


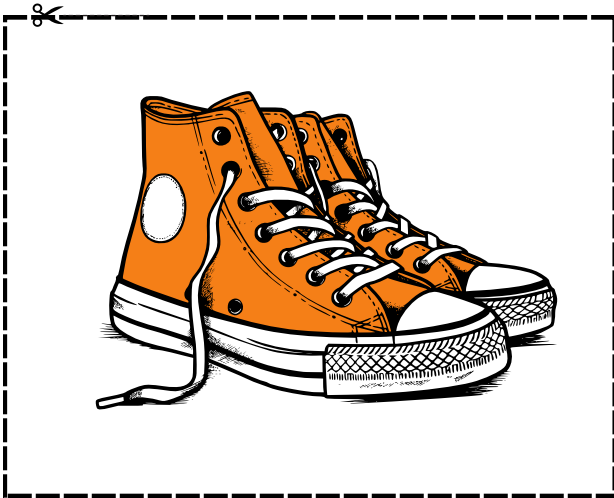
# Grades 3-5











# Activity Plan

Title: No Stress Zone

Suggested Time: 40 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand there are simple tools to help minimize stress.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>one balloon pers scholar</li> <li>flour</li> <li>funnel</li> <li>straw</li> <li>apron (optional)</li> <li>cards showing materials</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>anxious</li> <li>upset</li> <li>stress</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a mini stress ball to help them remain calm and minimize anxiety.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What do you think of when you hear the word stress? Allow scholars to respond. Many times people feel stressed when they become overwhelmed and upset. Sometimes their heart beats fast, they breathe hard or heavy, or even cry.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we will make a stress ball. It is something you can use to help calm you down if you become anxious, stressed, or upset.</i></li> <li><b>Distribute a balloon to each scholar.</b></li> <li><b>Facilitator:</b> <i>Hold the balloon so the opening is face up. Facilitator will model and assist as needed. Now take the funnel and pour some flour inside. Be careful and take your time. This can be very messy. Facilitator will model and assist as needed. Use the straw to push the flour inside if you need to. Facilitator will model and assist as needed. Pour more flour inside. Remember, flour can be messy. Be careful. Facilitator will model and assist as needed. Now tie the balloon in a knot. Raise your hand if you need help. Facilitator will model and assist as needed.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>If you ever feel stressed and overwhelmed, you should use your stress ball to help you relax. Allow scholars to squeeze the stress ball for 30-60 seconds. Give it a try! You may squeeze your stress ball. How do you feel? Allow scholars to respond.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can use pictures to help explain the items used to make the stress ball.**

**Facilitator can paraphrase instructions as needed to provide further clarity.**

**Scholars can create a video to tell how the stress ball can help relieve anxiety. If possible, the video can be shared with the school community.**

**Facilitator can use pictures to help explain the items used to make the stress ball.**

**Facilitator can paraphrase instructions as needed to provide further clarity.**

**Activity Reflection:**

**Respond verbally or write in journal:** Where can you keep your stress ball so it is available when you need to use it?

**Supplemental Resources:**



