

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

WOW! Health Education Uses Strategies for Higher FCAT Reading^A & Writing Scores^B

Introduction

When reviewing how WOW! Health Education may help students perform better on FCAT reading batteries, it is important to note these factors:

1. The WOW! Health Education student texts are written in an engaging, story format that promotes reading skills while students learn to read (K-2) and read to learn (3-5). Facts are woven through each level’s story line and also appear in sidebars. The story format not only piques students’ interest in health education topics, it also provides a wealth of opportunities for the peer-like characters to model health-enhancing skills, such as good decision-making, problem-solving, listening, conflict resolution, compassion, and the like. In addition, the student texts provide practical experience in reading a variety of discipline-based types of material, such as labels, menus, charts, and so on.
2. The WOW! Health Education Teacher’s Guides support and teach the health education content through systematically teaching and reinforcing language arts skills lesson by lesson in grade-appropriate ways throughout the series. In addition, the worksheets (forms) in the Teacher’s Guides provide students with practical experience in reading a variety of discipline-based types of material, such as role-playing scenarios, sample letters, labels, menus, and so on. In short, the Teacher’s Guides help to enhance teacher efforts to achieve the objectives of the overall school mission. (Mathematics and science skills are also reinforced where appropriate.)
3. Student materials for all these strong and compelling links to reading are also available in Spanish on the Teacher Resource CD-ROM, included free with each Teacher’s Guide: student books with full-color illustrations, student worksheets, and Parent Involvement Newsletters.

A. The text in quote marks in the following three major headings in this document are taken from “What every teacher should know about FCAT?” Florida Department of Education—Assessment and Evaluation Services, Prepared by Dr. Cornelia S. Orr, page 6 of 15 (reverse order):

1. “Apply Creative Thinking and Problem-Solving Strategies in Discipline-Based Situations”
2. “Apply critical reading strategies using discipline-based textbooks or selections”
3. “Identify and Explain Main Ideas, Details, Conclusions, Author’s Purpose, Character”

B. The fourth major heading in this document “Rate and Grade Students’ Work Using the FCAT and Florida Writes Rubrics” heading taken from “What every teacher should know about FCAT?” Florida Department of Education—Assessment and Evaluation Services, Prepared by Dr. Cornelia S. Orr, page 1 of 15.

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WOW! Health Education Helps Students “Apply Creative Thinking and Problem-Solving Strategies in Discipline-Based Situations”

Overview: Creative Thinking and Problem-Solving

WOW! Health Education encourages creative thinking through a wealth of activities that foster creativity as well as teaches specific problem-solving skills throughout the series. Critical to developing these skills is the fact that the peer-aged characters featured in the story line in each student book systematically model these skills; students must read (reading to learn), or be read to (learning to read) in order to apply these thinking skills. In each level’s Teacher’s Guide, many of the corresponding learning activities encourage higher level thinking skills (FCAT Cognitive Level II), as outlined in the examples in the table below. See also code listed after the table for more examples later in this document.

Example Learning Activities: Creative Thinking & Problem-Solving

Grade (Level)	Student pp. # (Teacher’s guide location)	Brief description of learning activity—with Bloom’s terminology description(s) <i>(Note: Each WOW! Health Education lesson addresses “knowledge” & “comprehension” levels.)</i>	FCAT Cognitive Level
K (Red)	29 (U5, L29)	Text lists refusal skills in sidebar— <i>application</i> tool & model of <i>analysis</i> [examination] of situation; story line & art model. To apply, student must <i>decide</i> to refuse & plan (opportunity for <i>synthesis</i>) other things to do. Teacher’s Guide (TG) reinforces through role-playing (<i>creatively</i>)— <i>application</i> level I or II, depending on previous student experiences.	I, II
1 (Orange)	82-83 (U6, L36)	Sidebar encourages <i>application</i> (in own life) & has potential for <i>synthesis</i> (plan, <i>create</i>). Story line models excitement about <i>deciding</i> to be physically active. TG asks <i>analysis</i> questions (including word <i>analysis</i>) & supports student planning of summer physical activities— <i>application & synthesis</i> .	I, II
2 (Yellow)	62-63 (U4, L28)	In sidebar, text provides <i>application</i> steps for good <i>decision-making</i> , which encourage <i>analysis & potential synthesis</i> opportunities for planning & <i>creating</i> solutions through the process. Story line explores. TG reinforces & encourages <i>creative thinking</i> as well. In	I, II

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		addition, TG offers Form 4.2 “Making & Keeping Friends” with <i>application</i> (to own life, #2), & #1: <i>analysis</i> (question) & potentially <i>evaluation</i> (judge & defend)	
3 (Green)	54-55 (U4, L24)	Top blue sidebar provides <i>application</i> steps for good <i>decision-making</i> , which encourage <i>analysis</i> & potential <i>synthesis</i> opportunities for planning & <i>creating</i> solutions through the process. Story line explores. TG reinforces & encourages <i>creative thinking</i> as well. TG asks <i>analysis</i> questions & asks students to predict what Cody & Juan did next (<i>evaluation</i>). Lesson also reinforces refusal skills— <i>application, analysis</i> steps, & <i>synthesis</i> —plan, <i>create</i> .	I, II
4 (Blue)	28-29 (U2, L12)	Blue sidebar on p. 29 offers info and sample label to explore as <i>application</i> and <i>analysis</i> practice. Story line supports. With Forms 2.2.6-2.15), TG asks students to follow a research process through which students may use <i>application, analysis, synthesis</i> (collect), and <i>evaluation</i> (predict, hypothesize) levels of thinking.	I, II
5 (Purple)	56-57 (U5, L24)	Lower left blue sidebar encourages <i>application</i> of refusal skills through role-play. Story line explores. TG asks two analysis questions and for students to assess (<i>evaluate</i>). To complete Form 5.1, students must apply what they have learned, analyze and synthesize (plan) what they would/will do when tempted to use ATODs, and evaluate (choose, value) their health and well-being.	I, II

See also:

- Creative writing task opportunities outlined in the “Rate and Grade Students’ Work Using the FCAT and Florida Writes Rubrics” section found at the end of this document (that is, the table on pages .
- Additional examples of cognitive levels marked in the “Words and Phrases in Context” sections that follow on pages 4-6 of this document. Numerous additional examples exist throughout the series.

**WOW! Health Education Helps Students
“Apply Critical Reading Strategies
Using Discipline-Based Textbooks or Selections”**

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

SSS Reading Standards/Benchmarks: A.1.2.3., A.2.2.7., E.1.2.3., E.2.2.1., A.2.2.8.

WOW! Health Education systematically requires students to apply critical reading strategies throughout the series.

Overview: Words and Phrases in Context

SSS Reading Standard/Benchmark: A.1.2.3.

Each level’s student text uses health-related vocabulary in the context of the story line and factual sidebars. These words are boldfaced to emphasize them in context. “WOW! Vocabulary” sections, which appear in nearly every lesson in the Teacher’s Guides (Orange through Purple levels), provide examples of health-related vocabulary sentences modeling term usage. Kindergarten specifics appear below.

Cognitive Levels Are Marked in Words and Phrases in Context Sections

Please use the following code to note additional information about cognitive levels:

- Application = AP (FCAT Level I or II)
- Analysis = AN (FCAT Level II)
- Synthesis = SYN (FCAT Level II)
- Evaluation = EV (FCAT Level II)

The use of a code indicates that, somewhere in the lesson or form marked, the thinking level is required of students one or more times.

Note, though, in each Teacher’s Guide, each WOW! Health Education lesson includes an opportunity for application (AP) of physical activity concepts (that is, the need to be physically active) through the “Don’t Forget the Kinesthetic Classroom” section. Only additional instances of AP are marked.

Examples of Learning Activities: Words and Phrases in Context

SSS Reading Standard/Benchmark: A.1.2.3.

Kindergarten (Red)

WOW! Health Education Teacher’s Guide—Red Level supports health-related vocabulary development through discussion, while *WOW! Ruby Discovers the World of Wellness: Big Book—Red Level* introduces the concept of health-specific vocabulary through, as mentioned, boldfacing of the words in context.

Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L1 “Human Alphabet”, U1, L6 “Air Writing”, U3, L17 “Terminology Snapshot”, U1, L11 “Rhyme Time”, U2, L16 “See It, Do It”, U3, L21 “See It, Do It Again”. Also found in Appendix B.

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

First Grade (Orange)

In addition to the health-related vocabulary in boldfaced type in *Ruby Learns About the World of Wellness: Student Book—Orange Level* (including the optional Big Book) and the *WOW! Health Education Teacher’s Guide—Orange Level* “WOW” Vocabulary sections, the following lesson is just one example of special focus on teaching words and phrases in context found:

Unit 3, Lesson 17 (using lesson on student pp. 38-39 as springboard), “Big and Strong”: suffixes –er and –est. Form 3.1, “Bigger, Taller, Stronger,” provides a worksheet to practice using these suffixes while reinforcing the health education content.

Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L1 “Human Alphabet”, U1, L6 “Air Writing”, U3, L17 “Terminology Snapshot”, U1, L11 “Rhyme Time”, U2, L16 “See It, Do It”, U3, L21 “See It, Do It Again”. Also found in Appendix B.

Second Grade (Yellow)

In addition to the health-related vocabulary in boldfaced type in *Ruby Explores the World of Wellness: Student Book—Yellow Level*, and the “WOW” Vocabulary sections in the *WOW! Health Education Teacher’s Guide—Yellow Level*, the following lesson is just one example of special focus on teaching words and phrases in context found:

Unit 1, Lesson 10 (using lesson on student pp. 20-21 as springboard), “The Quick Creepy Crawl”: action words, or verbs, also adverbs. Students explore verbs and adverbs through movement, practicing both words and phrases in context and also how to escape a building on fire. **AP, AN, SYN—plan.**

Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L1 “Human Alphabet”, U1, L6 “Air Writing”, U3, L17 “Terminology Snapshot”, U1, L11 “Rhyme Time”, U2, L16 “See It, Do It”, U3, L21 “See It, Do It Again”. Also found in Appendix B.

Third Grade (Green)

In addition to the health-related vocabulary in boldfaced type in *Cody Investigates the World of Wellness: Student Book—Green Level*, and the “WOW” Vocabulary sections in the *WOW! Health Education Teacher’s Guide—Green Level*, the following lesson focuses on teaching words and phrases in context:

Unit 6, Lesson 34 (using lesson on student pp. 78-79 as springboard), “Pollution Laws”: learning through reading terms used to describe types of pollution, including Form 6.2 (**AN**), “Pollution Laws,” to reinforce the term usage while reinforcing the health education content. **AP, AN, SYN—formulate, EV—predict.**

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Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L1 "Target Spelling"; U1, L6 "Air Writing"; U2, L11 "Word Pantomime"; U3, L16 "Sentence Sense"; U3, L19 "Texture Moves"; U4, L20 "Compound-Word Find"; U5, L25 "Verb Actions"; U5, L26 "Partner Symmetry"; U5, L29 "Color Metaphors." Also found in Appendix B.

Fourth Grade (Blue)

In addition to the health-related vocabulary in boldfaced type in *T.J.’s Adventures in the World of Wellness: Student Book—Blue Level*, and the “WOW” Vocabulary sections in the *WOW! Health Education Teacher’s Guide—Blue Level*, the following lesson focuses on teaching words and phrases in context:

U5, L26 (using student pp. 60-61 as springboard), “Against the Law”: using left blue sidebar on student p. 61 as a glossary to create “vocabulary frames”—four sections, one each for the term, definition, example, and illustration, while reinforcing the health education content. **AP, AN, EV—predict.**

Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L1 "Balloon Spelling"; U1, L5 "Painting Depth"; U1, L6 "Comparative Capers"; U2, L11 "Double of Nothing." Also found in Appendix B.

Fifth Grade (Purple)

In addition to the health-related vocabulary in boldfaced type in *Sidney Travels Through the World of Wellness: Student Book—Purple Level*, and the “WOW” Vocabulary sections in the *WOW! Health Education Teacher’s Guide—Purple Level*, the following lesson focuses on teaching words and phrases in context:

U3, L16 (using student pp. 36-37 as a springboard), “Cameron’s Shirtsleeves Meet the Pathogen Police”: using right blue sidebar on student p. 67 as a glossary and Forms 3.5 “Communicable Diseases Vocabulary Box” (completed sample) and 3.6 (**AP**) “Vocabulary Boxes” to create “vocabulary frames”—four sections, one each for the term, definition, example, and illustration, while reinforcing the health education content. **AP, AN, SYN—collect, organize, create.**

See also:

- 18-19, including top blue sidebar w/**AP** & U1, L4 w/ **AN, SYN—plan, EV—assess & predict**, also Form 1.5;
- 78-79, including blue sidebar w/**AP, SYN—plan** & U6, L34 w/**AP, AN, SYN—create**;
- 70-71 w/lower left sidebar w/**AP** info; lower right sidebar w/**AN** & U6, L30 **AN, SYN—plan.**

Enrichment and reinforcement, found in Teacher’s Guide at the end of the lessons listed (**all AP**): U1, L6 "Action Verbs"; U2, L11 "Antonym Pantomime"; U3, L16 "Prefix-Suffix"; U5, L26 "Spelling Dribble." Also found in Appendix B.

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Overview: Comparisons and Cause/Effect

SSS Reading Standards/Benchmarks: A.2.2.7., E.1.2.3., E.2.2.1.

Through the story line and factual sidebars, each level of the WOW! Health Education student books provide information to help student recognize opportunities to compare and contrast and examples of cause and effect. Many of the lessons in each WOW! Health Education Teacher’s Guide reinforces and extends learning in these focus areas. While *WOW! Health Education Teacher’s Guide—Red Level* handles these focus areas in a more general manner, the Teacher’s Guides for the other levels (Orange through Purple) include many lessons that specifically introduce, reinforce, and extend learning in these focus areas. In fact, understanding these relationships—and being able to apply them as critical reading strategies—is vital to developing health literacy through the health education content. That is, these reading strategies are central to understanding *and applying* health education concepts in the real world through helping to develop the ability to think on higher levels (level II—application to unknown situations, analysis, synthesis, and evaluation).

Examples of Learning Activities: Comparisons and Cause/Effect

SSS Reading Standards/Benchmarks: A.2.2.7., E.1.2.3., E.2.2.1.

Kindergarten (Red)

The following sections list locations of examples in *WOW! Ruby Discovers the World of Wellness: Big Book—Red Level*:

Information for Making Comparisons

E.g., Identifies safe and unsafe behaviors:

- 2 (U1, L2)-bullies, stranger safety;
- 3 (U1, L3)-personal safety;
- 4 (U1, L4)-weather safety;
- 11 (U1, L11)-make good choices, recognize hazardous substances;
- 22 (U3, L22)-taking medicine safely;
- 26 (U4, L26)-dealing with feelings positively;
- 27 (U4, L27)-conflict resolution, dealing with feelings;
- 29 (U5, L29)-refusal skills;
- 30 (U5, L30)-taking medicine safely;
- 31 (U5, L31)-harmfulness of tobacco;
- 32 (U5, L32)-harmfulness of alcohol.
- Parent Involvement Newsletters reinforce: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs).

Information for Recognizing Cause/Effect:

E.g., Understands positive health behaviors that, in turn, enhance wellness:

- 1 (U1, L1)-positive health behaviors (blue sidebar);

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- 3 (U1, L3)-personal safety;
- 5 (U1, L5)-hand-washing;
- 6 (U1, L6)-dental health;
- 7 (U1, L7)-importance of exercise;
- 8 (U1, L8)-importance of exercise;
- 9 (U1, L9)-family fitness;
- 11 (U1, L11)-make good choices, recognize hazardous substances; 12 (U2, L12)-healthy food choices;
- 13 (U2, L13)-healthy food choices;
- 14 (U2, L14)-health food choices;
- 15 (U2, L15)-health foods give you energy;
- 21 (U3, L21)-ways to stay healthy;
- 23 (U3, L23)-prevent spreading of germs;
- 25 (U4, L25)-family meetings, conflict resolution;
- 26 (U4, L26)-dealing with feelings positively;
- 27 (U4, L27)-conflict resolution, dealing with feelings;
- 29 (U5, L29)-refusal skills;
- 34 (U6, L34)-promote environmental health;
- 36 (U6, L36)-importance of exercise.
- Parent Involvement Newsletters reinforce: Form 1.1 (safety, injury prevention, personal health, and physical activity); Form 2.1 (nutrition); Form 4.1 (mental, emotional, and social health); Form 5.1 (refusal skills, harmfulness of alcohol, tobacco, and other drugs); Form 6.1 (community, consumer, and environmental health)

First Grade (Orange)

The following sections list locations of examples in *Ruby Learns About the World of Wellness: Student Book—Orange Level*:

Information and Learning Activities for Making Comparisons

E.g., Knows various ways in which to resolve conflict using positive behavior (vs. negative):

- 56-57 (BB 25; U4, L25)-family meetings, conflict resolution;
- 58-59 (BB 26; U4, L26)-dealing with feelings positively;
- 60-61 (BB 27; U4, L27)-conflict resolution, dealing with feelings;
- 66-67 (BB 29; U5, L29)-refusal skills;
- Parent Involvement Newsletter reinforces: Form 4.3 (mental, emotional, and social health).

Information and Learning Activities for Recognizing Cause/Effect

E.g., Recognizes that injuries may be prevented (vs. not):

- 6-7 (BB 3; U1, L3)-personal safety;
- 8-9 (BB 4; U1, L4)-weather safety;
- 18-19 (BB 9; U1, L9)-pool safety;

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- 20-21 (BB 10; U1, L10)-fire safety, calling 911;
- 22-23 (BB 11;U1, L11)-make good choices, recognize hazardous substances;
- 66-67(BB 29; U5, L29)-refusal skills;
- 68-69 (BB 30; U5, L30)-taking medicine safely;
- Worksheet: Form 1.3-personal safety;
- Parent Involvement Newsletter reinforces: Form 1.6 (safety, injury prevention, personal health, and physical activity).

E.g., Recognizes the relationship between physical and emotional health (that is, physical activity may improve emotional health):

- 14-15 (U1, L7)-importance of exercise;
- 16-17 (U1, L8)-importance of exercise;
- 58-59 (U4, L26)-exercise helps you deal with strong feelings positively;
- 82-83 (U6, L36)-importance of exercise;
- Worksheets: Form 1.3 (healthy heart);
- Parent Involvement Newsletters reinforce: Form 1.4 (safety, injury prevention, personal health, and physical activity). Parent Involvement Newsletter: Form 4.3 (mental, emotional, and social health).

Second Grade (Yellow)

The following sections list locations of examples in *Ruby Explores the World of Wellness: Student Book—Yellow Level*:

Information and Learning Activities for Making Comparisons

E.g., Distinguishes between threatening and nonthreatening environments:

- 4-5 (U1, L2)-bullies, stranger safety;
- 8-9 (U1, L4)-weather safety;
- 66-67 (U5, L29)-refusal skills.
- Parent Involvement Newsletter reinforces: Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs).

E.g., Recognizes that decisions about personal behavior may be healthy or unhealthy:

- 4-5 (U1, L2)-bullies, stranger safety;
- 6-7 (U1, L3)-safety;
- 10-11 (U1, L5)-hand-washing;
- 12-13 (U1, L6)-dental health;
- 14-17 (U1, L7, L8)-importance of exercise;
- 22-23 (U1, L11)-good choices;
- 26-33 (U2, L12-15)-healthy food;
- 48-49 (U3, L22)-taking medicine safely;
- 50-51 (U3, L23)-prevent spreading of germs;
- 58-59 (U4, L26)-dealing with feelings;
- 66-67 (U5, L29)-refusal skills;

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- 70-71 (U5, L31)-harmfulness of tobacco;
- 72-73 (U5, L32)-harmfulness of alcohol;
- Worksheets (forms): 1.2 (safety); 1.3 (healthy heart); 2.1-2.4 (healthy food); 5.1 (decision-making and refusal skills); 5.2 (medicine safety); 5.3 (staying drug free);
- Parent Involvement Newsletter reinforces: Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs).

Information and Learning Activities for Recognizing Cause/Effect

E.g., Identifies common health problems of children and possible ways to prevent these problems:

- 10-11 (U1, L5)-hand-washing;
- 14-15 (U1, L7)-importance of exercise;
- 16-17 (U1, L8)-importance of exercise;
- 22-23 (U1, L11)-recognize hazardous substances;
- 48-49 (U3, L22)-sickness, taking medicine safely;
- 50-51 (U3, L23)-prevent spreading of germs;
- 58-59 (U4, L26)-dealing with feelings positively;
- 60-61 (U4, L27)-conflict resolution, dealing with feelings;
- 78-79 (U6, L34)-promote environmental health;
- Worksheets: Form 1.3 (healthy heart); Form 3.6 (avoid spreading germs); Form 5.2 (medicine safety).
- Parent Involvement Newsletters reinforce: Form 1.4 (safety, injury prevention, personal health, and physical activity); Form 4.3 (mental, emotional, and social health); Form 5.4 (refusal skills, harmfulness of alcohol, tobacco, and other drugs).

Third Grade (Green)

The following sections list locations of examples in *Cody Investigates the World of Wellness: Student Book—Green Level*:

Information and Learning Activities for Making Comparisons

- 2 (blue sidebar, U1, L1),
- 5 (Accepting Others sidebar, U1, L2),
- 23 (chart, U2, L10),
- 28-29 (U2, L13),
- 30-31 (U2, L14),
- 32-33 (U2, L15),
- 48-49 (U4, L21),
- 54-55 (U4, L24),
- 58 (Drugs or Meds sidebar, U5, L25),
- 72-73 (U6, L31)

Information and Learning Activities for Recognizing Cause/Effect

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Making healthy/unhealthy choices/decision-making skills:

- 8-9 (U1, L4),
- 19 (both blue sidebars, U1, L9),
- 23 (top blue sidebar, U2, L10),
- 25 (both blue sidebars, U2, L11),
- 33 (top right blue sidebar, U2, L15),
- 54-55 (U4, L24), 61 (both blue sidebars, U5, L26),
- 62-63 (U5, L27),
- 65 (top blue sidebar, U5, L28),
- 76-77 (U6, L33).
- Communicable disease: 36-39, (U3, L16-17).

Fourth Grade (Blue)

The following sections list locations of examples in *T.J.’s Adventures in the World of Wellness: Student Book—Blue Level*:

Information and Learning Activities for Making Comparisons

- 10-11 (U1, L5);
- 16-17 (fact v opinion, U1, L8);
- 18-19 (U2, L12);
- 30-31 (U2, L14).

Information and Learning Activities for Recognizing Cause/Effect

Making healthy/unhealthy choices/decision-making skills:

- 30-31 (U2, L14);
- 50-51 (U4, L22);
- 55-56 (U4, L24);
- 58-59 (U5, L25);
- 64-65 (U5, L28);
- 68-69 (U5, L30);
- 74-75 (U6, L32);
- 78-79 (U6, L34);
- 80-81 (U6, L35).
- Additional e.g.’s: healthy/unhealthy choices/decision-making skills: 5 (top right blue sidebar, U1, L2); 7 (top blue sidebar, U1, L3); 12-13 (of exercise, U1, L6); 15 (top left sidebar, U1, L7); 17 (blue sidebars, U1, L8); 19 (U1, L9); 23 (lowest blue sidebar, U2, L10); 25 (ABCs sidebar, U2, L11); 28-29 (U2, L13); 31 (blue & yellow sidebars, U2, L14); 35 (lower left & mid right blue sidebars, U3, L15); 37 (U3, L16); 38-39 (pathogens U3, L17); 46 (lower left sidebar, U4, L20); 49 (blue sidebar, U 4, L21).

Fifth Grade (Purple)

The following sections list locations of examples in *Sydney Travels Through the World of Wellness: Student Book—Purple Level*:

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Information and Learning Activities for Making Comparisons

- 2-5 (among characters, U1, L1-2);
- 6 (people's beliefs, U1, L3);
- 12-13 (Health/Skill fitness, U1, L6);
- 14-15 (U1, L7, Forms 1.7, 1.8);
- food choices: 18-21 (U2, L8-9, Forms 2.2, 2.3 a-b) & 22-25 (U2, L10-11, Form 2.4);
- ad techniques: 26-27 (U2, L12, Form 2.6) & 72-73 (U6, L31, Form 2.5);
- 28-29 (food labels, U2, L13, Forms 2.7a-b, 2.8, 2.9);
- choices: 34-35 (U3, L15, Form 3.4), 46-47 (U4, L20), 48-49 (U4, L21), 74-75 (U6, L32, Form 6.2);
- fact v opinion: 70-71 & 76-77 (U6, L30 & L33).

Information and Learning Activities for Recognizing Cause/Effect

- 60-61 (U5, L26);
- 62-63 (U5, L27);
- 22-23 (U2, L10);
- Additional e.g.’s: 4-5 (U1, L2); 6-7 (U1, L3); 12-13 (U1, L6); 19 (top blue sidebar, U2, L8); 20-21 (w/chart, U2, L9); 33 (right blue sidebar, U3, L14); 35 (blue sidebar); 36-37 (U3, L16); 45 (top blue sidebar, U2, L19); 46-47 (U4, L20); 48-49 (U4, L21); 50-51 (esp. top blue sidebar, U4, L22); 54-55 (U5, L23); 56-57 (U5, L24); 58 (blue sidebar, U5, L25); 66-67 (U5, L29); 70-73 (w/ads, U6, L30-31); 76-77 (U6, L33).

Overview: Reference and Research

SSS Reading Standard/Benchmark: A.2.2.8.

The WOW! Health Education series offers numerous opportunities to select and use a variety of reference materials to gather research information. In addition, each level’s student text itself also serves as reference material to research health education topics under teacher leadership.

Examples of Learning Activities: Reference and Research

SSS Reading Standard/Benchmark: A.2.2.8.

Kindergarten (Red)

The *WOW! Ruby Discovers the World of Wellness: Big Book—Red Level* text serves as reference material to research health education topics as a teacher-led group. This lays the foundation for research activities throughout the rest of the series.

First Grade (Orange)

The following section lists locations of select examples in *Ruby Learns About the World of Wellness: Student Book—Orange Level*:

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

- 14-15 (U1, L7 w/Form 1.5)—students compare heart rates for various physical activity levels, predict outcomes, collect and analyze data, and draw conclusions.
- 26-27 (U2, L12)—students use magazines to collect pictures of healthy foods.
- 34-35 (U6, L34)—students participate in a noise pollution exercise, analyze and conclude results, and produce a drawing in a small group and explain to their peers their idea for how to keep the environment clean (one of several types of pollution discussed in the student pages and teacher’s guide in the “Now WOW! ‘Em” section).

Second Grade (Yellow)

The following section lists locations of select examples in *Ruby Explores the World of Wellness: Student Book—Yellow Level*:

- 42-43 (U3, L19 w/Forms 3.2 & 3.3)—Students learn about vision challenges and interview people who wear glasses, then share their findings with peers.
- 72-73 (U5, L32 w/Form 5.3)—Students learn about key hazards of ATODs for completing a “no ATODs” contract.
- 30-31 (U2, L14)—Students learn about fast-food options, analyze choices, and conclude what may be healthy or unhealthy. Then they write about what they have learned. Optional exploration of family and cultural food traditions.
- 14-15 (U1, L7 w/Form 1.3)—Students revisit the first grade (Orange Level) heart rate experiment (see above) in more depth.

Third Grade (Green)

The following section lists locations of examples in *Cody Investigates the World of Wellness: Student Book—Green Level*:

- Using medical diagrams: 40-43 (U3, L18).
- Using a charts: 23 (U2, L10).
- Student text springboards to ref materials lessons:
 - 74-75 (U6, L32);
 - 32-33 (U2, L15 w/Form 2.1);
 - 38-39 (U3, L17 w/Forms 3.3, 3.4);
 - 60-61 (U5, L26 w/Forms 5.1, 5.2);
 - 62-63 (U5, L27 w/Forms 5.3, 5.4);
 - 64-65 (U5, L28 w/Form 5.5).

Fourth Grade (Blue)

The following section lists locations of examples in *T.J.’s Adventures in the World of Wellness: Student Book—Blue Level*:

- 6-7 (U1, L3);
- 22-23 (U2, L10 w/Forms 2.1, 2.2);
- 34-35 (U3, L15); 82-83 (U6, L36).

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

- Additional e.g.’s: 19 (PRICE chart, U1, L9); 25 (ABCs, U2, L11); 27 (label, U2, L12 w/Forms 2.5-2.18); 59 (medical diagram, U5, L25); cartoons w/facts: 6-7, 8-9, 16-17, 44, 55-56, 74-75, 76-77, 79.

Fifth Grade (Purple)

The following section lists locations of examples in *Sydney Travels Through the World of Wellness: Student Book—Purple Level*:

- 32-33 (reports, diagrams, U3, L14 w/Forms 3.1, 3.2, 3.4);
- 10-11 (first aid kit, U1, L5);
- 21 & 27 (chart/table, U2, L9 & L12);
- 28-29 (food labels, U2, L13 w/Forms 2.7a-b, 2.8, 2.9);
- 21 (U2, L9);
- 24-25 (menu, traded food logs, magazines [opt.], U2, L11);
- 70-71 (ads, U6, L30);
- 74-75 (opt. Internet use, U6, L32).

WOW! Health Education Helps Students “Identify and Explain Main Ideas, Details, Conclusions, Author’s Purpose, Character”

SSS Reading Standards: A.2.2.1., A.2.2.2. (including A.2.2.3.)

Overview: Main Ideas, Details, Author’s Purpose, Conclusions, Character

Every WOW! Health Education lesson, Red through Purple Levels, requires students to read (or listen to) a passage and discuss its main idea other details to help develop reading ability through discipline-based reading. See **each** “Now Wow ‘Em” section in the corresponding Teacher’s Guide (Orange through Purple Levels) and the “WOW! Health Activities” sections in Red Level.

In addition, menus, food labels, advertisements, and other specialized reading opportunities are embedded in the series at appropriate locations in the content.

Through the engaging story format at each level, students get to know the characters: Ruby, Cody, T.J., Sydney, and many others. Each level’s corresponding Teacher’s Guide guides students to identify and understand the similarities and differences among the characters.

Examples of Learning Activities: Main Ideas, Details, Author’s Purpose, Conclusions, Character

Specific grade-level tasks that may help students identify and explain these aspects of each level’s story line are listed in the following sections.

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

Kindergarten (Red)

The following sections list locations of examples in *WOW! Ruby Discovers the World of Wellness: Big Book—Red Level*:

Main Idea and Details

- U5, L32 “Story Time in Action”. Also found in Appendix B.
- Please also see the “WOW! Health Activities” sections in each lesson of the *WOW! Health Education Teacher’s Guide: Red Level*.

Author’s Purpose

- Please see the “WOW! Health Activities” sections in each lesson of the *WOW! Health Education Teacher’s Guide: Red Level*.

Select Examples of Persuasive Text

- 7 (U1, L7) blue sidebar “Being Active”—gives positive reasons.
- 26 (U4, L26) right blue sidebar “Talking About Your Feelings”—gives positive reasons and “Be Active to Deal With Strong Feelings”—gives positive physical activity ideas.

Characters

- Through the engaging story format, students get to know the characters: Ruby, Neka, and others.
- See also the “WOW! Health Activities” sections in each lesson of the *WOW! Health Education Teacher’s Guide: Red Level*, which offer discussion ideas.

First Grade (Orange)

The following sections list locations of *select* examples in *Ruby Learns About the World of Wellness: Student Book—Orange Level*:

Main Idea and Details

- 2-3 (U1, L1)-book bits, predicting what will happen in the story;
- 42-43 (U3, L19)-use movement to show understanding of text;
- 58-59 (U4, L26)-acting out emotions;
- 76-77 (U6, L33)-role-playing.

Author’s Purpose

- Please see the “Now WOW! ‘Em” sections in each lesson of the *WOW! Health Education Teacher’s Guide: Orange Level*.

An Example of Where Student Is Expected to Persuade Others

- 82-83 (U6, L36)-students write letters to ask family for help being physically active

Characters

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

- 2-3 (U1, L1)-meeting the characters;
- 38-39 (U2, L17)-comparing characters;
- 62-63 (U4, L28)-analyze characters, friends.

Second Grade (Yellow)

The following sections list locations of *select* examples in *Ruby Explores the World of Wellness: Student Book—Yellow Level*:

Main Idea and Details

- 4-5 (U1, L2)-practicing the same decision-making as characters;
- 8-9 (U1, L4)-create visual images of text descriptions;
- 44-45 (U3, L20 w/Form 3.3)-demonstrations of topics (sight & hearing problems) in story line;
- 68-69 (U5, L30 w/Form 5.2)-practicing following taking medication safely.

Author’s Purpose

- Please see the “Now WOW! ‘Em” sections in each lesson of the *WOW! Health Education Teacher’s Guide: Yellow Level*.

Select Examples of Persuasive Text and/or Student Is Expected to Persuade Others

- Blue sidebars (these are persuasive in the form of being either directive in tone or through listing positives of healthy choices):
 - 5 (U1, L2)-conflict resolution & safety;
 - 7 (U1, L3)-safety;
 - 11 (U1, L5)-hand-washing, **students also write persuasive sentence**, finishing “Washing hands is important because...”;
 - 13 (U1, L6)-dental health;
 - 15, 17 (U1, L7, L8)-heart health, in **L7, students also list two reasons they should be active on Form 1.3**;
 - 19 (U1, L9)-family fitness & safety;
 - 23 (U1, L11)-good choices, safety do’s & don’t’s;
 - 27, 29, 30, 31, 33 (U2, L12-15)-healthy food;
 - 57 (U4, L25)-family fun & activities;
 - 59 (U4, L26)-feelings; 61 (U4, L27)-conflict resolution, feelings;
 - 82-83 (top blue sidebar & yellow sidebar) (U6, L36)-importance of exercise.

Characters

- 2-3 (U1, L1)-meeting the characters;
- 38-39 (U2, L17)-comparing characters;
- 62-63 (U4, L28)-analyze characters, friends.

Third Grade (Green)

The following sections list locations of examples in *Cody Investigates the World of Wellness: Student Book—Green Level*:

Note: Throughout this document, student text locations are given by page numbers and teacher's guide locations are given by unit (U) and lesson (L) numbers in parentheses.

Main Idea and Details

- Specific comprehension strategy: U5, L27.
- Sequencing: U5, L26 with Form 5.5.
- Organizing info in systematic ways: U1, L8; U1, L9; U3, L17; U5, L26.
- Fact v. Opinion U1, L3; v. Fiction, U1, L6.
- Supporting facts from text: U2, L14; U3, L16; U5, L26.
- Representing text, various ways: U2, L13.
- Inferring meaning: U1, L1 with Form 1.1; U1, L5.

Author's Purpose

- Specific comprehension strategy: U5, L27.
- Organizing info in systematic ways: U1, L8; U1, L9; U3, L17; U5, L26.
- Fact v. Opinion U1, L3; v. Fiction, U1, L6.
- Supporting facts from text: U2, L14; U3, L16; U5, L26.
- Representing text, various ways: U2, L13.
- Inferring meaning: U1, L1 with Form 1.1; U1, L5.

Examples of Persuasive Text and/or Student Is Expected to Persuade Others

- Fact v. Opinion: pp. 6-7 (U1, L3);
- 22-23 (Cody getting family to make healthy choices; U2, L10);
- Advertising: 24-25 (U2, L11), 36-37 (U3, L16), 66-67 & 71.
- Additional e.g.'s of persuasive text: 8-9 (esp. sidebar [sidebar] "Safety on Wheels" U1, L4); 10-11 (esp. both blue sidebars); 13 (blue sidebar); 17 (lower right sidebar); 18-19 (esp. both blue sidebars); 27 (blue sidebar "ABCs"); good choices/peer pressure/decision-making: 30 (Mr. G's comments & Dietary Guidelines sidebar), 33 (healthy snack choices sidebar), 47 WOW! Solution, 54-55, 58-59 (class discussion & Stay Drug Free sidebar), 60-61 (Cody speaking directly to reader), 65 (secondhand smoke effects), 73 (blue sidebar), 79 (lower right blue sidebar), 81 (both blue sidebars), 83 (all 3 blue sidebars).

Characters

- Analyzing characters, especially: 46-47 (U4, L20), 2-3 (U1, L1), 4-5 (U1, L2).
- Features of genres: 70-71 (U6, L30), 26-27 (characters in children's fiction, U2, L12).

Fourth Grade (Blue)

The following sections list locations of examples in *T.J.'s Adventures in the World of Wellness: Student Book—Blue Level*:

Main Idea and Details

Note: Throughout this document, student text locations are given by page numbers and teacher's guide locations are given by unit (U) and lesson (L) numbers in parentheses.

Especially:

- 16-17 (U1, L8);
- 30-31 (U2, L14);
- 40-41 (chronological order, U3, L18);
- 58-59 (U5, L25);
- 64-65 (U5, L28);
- 74-75 (U6, L32);
- 78-79 (U6, L34).
- Also, questions asked in student text, supported by TG: 3 (blue sidebar [sidebar], U1, L1); 5 ("Friendship" sidebar, U1, L2); 7 (lower right blue sidebar); 16 (U1, L8); 19 (yellow sidebar & left blue sidebar, U1, L9); 27 (blue sidebar, U2, L12); 29 (blue sidebar, U2, L13); 35 (lowest right blue sidebar, U3, L15); 37 (blue sidebar, U3, L16); 47 (left yellow sidebar, U4, L20); 50-51 (yellow sidebars, U4, L22); 56 (blue sidebar, U4, L24); 63 (lowest blue sidebar, U5, L27); 65 (blue sidebar, U5, L28); 67 (lowest blue sidebar, U5, L29); 69 (blue sidebar, U5, L30); 73 (lowest blue sidebar, U6, L31); 75 (blue sidebar, U6, L32); 83 (blue sidebar, U6, L36).

Author's Purpose

Especially 74-75 (U6, L32).

Examples of Persuasive Text and/or Student Is Expected to Persuade Others

- 14-15 (U1, L7);
- 66-67 (U5, L29);
- 76-77 (U6, L33).
- Additional e.g.'s of persuasive text: 5 (top 2 blue sidebars); 7 (both blue sidebars); 11 (lowest blue sidebar); 23 (lowest blue sidebar); 35 (blue sidebar "Risk Factors"); 39 (lower right blue sidebar); 41 (left sidebar); 51 (top blue sidebar); 53 (both blue sidebars); 56 (blue sidebar); 59 (right blue sidebar); 69 (sidebar); 81 (top sidebar); 83 (both yellow sidebars).

Characters

- Analyzing, especially: 2-3 (U1, L1).

Fifth Grade (Purple)

The following sections list locations of examples in *Sydney Travels Through the World of Wellness: Student Book—Purple Level*:

Main Idea and Details

- 2-3 (U1, L1, Form 1.2);
- 4-5 (U1, L2);
- 6-7 (U1, L3, Form 1.4);
- 8-9 (U1, L4, Forms 1.5, 1.6);
- 10-11 (U1, L5; 14-15 (U1, L7));
- 24-25 (U2, L11);

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

- 40-41 (U4, L17);
- 62-63 (U5, L27);
- 76-77 (U6, L33).

Author’s Purpose

Especially:

- 42-43 (U4, L18);
- 58-59 (U5, L25).

Examples of Persuasive Text and/or Student Is Expected to Persuade Others

- Advertising techniques: 26-27 (U2, L12), 28-29 (esp. left blue sidebar [sidebar]), 70-71 (U6, L13), 72-73 (U6, L31);
- Writing to persuade: 66-67 (U5, L29), 76-77 (U6, L33, also advocating for something).
- Additional e.g.'s of persuasive text: 3 (blue sidebar "So Many..."); 5 (top blue sidebar); 13 (left blue sidebar); 35 (top part blue sidebar); 45 (top blue sidebar); 57 (top 2 blue sidebars).

Characters

Especially:

- 2-3 (U1, L1);
- 62-63 (U5, L27).

“Rate and Grade Students’ Work Using the FCAT and Florida Writes Rubrics^B.”

Overview: Students Write Throughout WOW! Health Education

The wealth of WOW! Health Education writing assignments provide systematic writing practice the results of which may effectively be rated and graded using the FCAT and Florida Writes rubrics. The table below lists *select* lessons that require students to “write to learn” and “learn to write” better. The student text pages listed provide springboards for writing assignments. A plethora of additional creative and factual writing opportunities may be found throughout levels Orange through Purple (1st-5th grades).

Note, too, that student materials for all these strong and compelling links to help build writing skills are also available in Spanish on the Teacher Resource CD-ROM, included free with each Teacher’s Guide: student books with full-color illustrations, student worksheets, and Parent Involvement Newsletters.

B. Quote used for this heading taken from “What every teacher should know about FCAT?” Florida Department of Education—Assessment and Evaluation Services, Prepared by Dr. Cornelia S. Orr, page 1 of 15.

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

Examples of Learning Activities: Students Write Throughout WOW! Health Education

Grade (Level)	Student pp. # (Teacher’s guide location)	Brief description of writing learning activity
K (Red)	7 (U1, L7)	Class brainstorms list of action words (verbs).
K (Red)	12 (U2, L12)	Class brainstorms list of healthy breakfast foods.
K (Red)	36 (U6, L36)	Class explores verbs through discussion and movement.
1 st (Orange)	14-15 (U1, L7)	With Form 1.5, recording a prediction
1 st (Orange)	20-21 (U1, L10)	Recording own name, phone number, and address
1 st (Orange)	26-27 (U2, L12)	Writing adjectives as captions for magazine photos
1 st (Orange)	38-39 (U3, L17)	With Form 3.1, practicing creating –er forms of words, using structural cues
1 st (Orange)	82-83 (U6, L36)	Writing verbs
2 nd (Yellow)	8-9 (U1, L4)	Writing a caption for drawing
2 nd (Yellow)	18-19 (U1, L9)	Composing a poem
2 nd (Yellow)	30-31 (U2, L14)	Writing sentences
2 nd (Yellow)	34-35 (U2, L16)	Writing a short story
2 nd (Yellow)	40-41 (U3, L18)	Creating alliteration
2 nd (Yellow)	46-47 (U3, L21)	With Form 3.4 or 3.5, composing questions
2 nd (Yellow)	56-57 (U4, L25)	Writing riddles
2 nd (Yellow)	62-63 (U4, L28)	With Form 4.2, using imagination and context clues; also, answering questions in writing
2 nd (Yellow)	80-81 (U6, L35)	Creating a health product advertisement
3 rd (Green)	4-5 (U1, L2) 24-25 (U2, L11)	Creating a poster Creating an advertisement
3 rd (Green)	16-17 (U1, L8) 18-19 (U1, L9)	With Forms 1.11, taking notes from text With Form 1.13, organizing information and plans
3 rd (Green)	26-27 (U2, L12)	Creating and explaining a meal for a favorite book character
3 rd (Green)	32-33 (U2, L15) 72-73 (U6, L31)	With Form 2.1 recording research steps With Form 6.1 recording research steps
3 rd (Green)	40-43 (U3, L18)	Creating riddles
3 rd (Green)	44 (U3, L19)	With Form 3.5, writing a short story from an object’s point of view, e.g., a new tooth
3 rd (Green)	46-47 (U4, L20)	With Form 4.1, charting character predictions
3 rd (Green)	52-53 (U4, L23)	With Form 4.2, writing advice-column letters
3 rd (Green)	50-51 (U4, L22) 76-77 (U6, L32)	Writing a poem Composing a cinquain

Note: Throughout this document, student text locations are given by page numbers and teacher’s guide locations are given by unit (U) and lesson (L) numbers in parentheses.

3 rd (Green)	64-65 (U5, L28)	Creating a comic strip with Form 5.5 providing an example
3 rd (Green)	74-75 (U6, L32)	Writing a one-paragraph essay
4 th (Blue)	12-13 (U1, L6) 55-56 (U4, L24)	Writing instructions to create a task card Creating role-play cards
4 th (Blue)	28-29 (U2, L13) 76-77 (U6, L33)	Composing lists, creating an advertisement Identifying and recording advertising techniques
4 th (Blue)	30-31 (U2, L14) 34-35 (U3, L15)	Writing a three-paragraph essay Writing a report
4 th (Blue)	38-39 (U3, L17) 68-69 (U5, L30)	Creating riddles Writing a “how-to” poem
4 th (Blue)	40-41 (U3, L18) 46-47 (U4, L20)	Composing and organizing text in poster format Recording events and creating a timeline
4 th (Blue)	42-43 (U3, L19) 50-51 (U4, L22) 80-81 (U6, L35)	Creating a comic strip from a character’s point of view Creating a script incorporating decision-making steps Composing a new ending to a story
4 th (Blue)	60-61 (U5, L26)	Organizing vocabulary information into vocabulary frames
4 th (Blue)	62-63 (U5, L27)	With Form 5.1, organizing information and plans
4 th (Blue)	64-65 (U5, L28)	Composing a (fictional) news report
4 th (Blue)	74-75 (U6, L32)	Summarizing an experience in one page
5 th (Purple)	10-11 (U1, L5) 32-33 (U3, L14) 36-37 (U3, L16) 40-41 (U4, L17) 44-45 (U4, L19)	Organizing and recording information With Form 3.3, taking notes With Form 3.5 (example) and 3.6, organizing notes Taking two-column notes Taking two-column notes
5 th (Purple)	12-13 (U1, L6)	Composing a persuasive speech
5 th (Purple)	14-15 (U1, L7) 22-23 (U2, L10) 24-25 (U2, L11)	With Form 1.7 (example) and 1.8, logging, analyzing, and assessing physical activity participation With Form 2.4 (2 pp.), logging, analyzing and assessing physical and sedentary activities With Form 2.5, logging food intake
5 th (Purple)	26-27 (U2, L12)	With Form 2.6, surveying peers
5 th (Purple)	34-35 (U3, L15)	Creating a rap or song
5 th (Purple)	42-43 (U4, L18)	With Form 4.1 (example) and 4.2, composing an advice-column letter
5 th (Purple)	54-55 (U5, L23)	Composing a script
5 th (Purple)	58-59 (U5, L25)	Creating a (fictional) newspaper article
5 th (Purple)	70-71 (U6, L30) 72-73 (U6, L31)	Creating an advertisement Evaluating an advertisement
5 th (Purple)	78-79 (U6, L34)	Creating physical activity task cards

Note: Throughout this document, student text locations are given by page numbers and teacher's guide locations are given by unit (U) and lesson (L) numbers in parentheses.