

Harcourt  
Health  
and  
Fitness

Planning Resources

Grade 3

**Activity Book**



# Your Amazing Body

## Directions

- Use the words in the Word Bank to complete the **Summary**.
- Read the section directions to complete the **Lesson Details**.

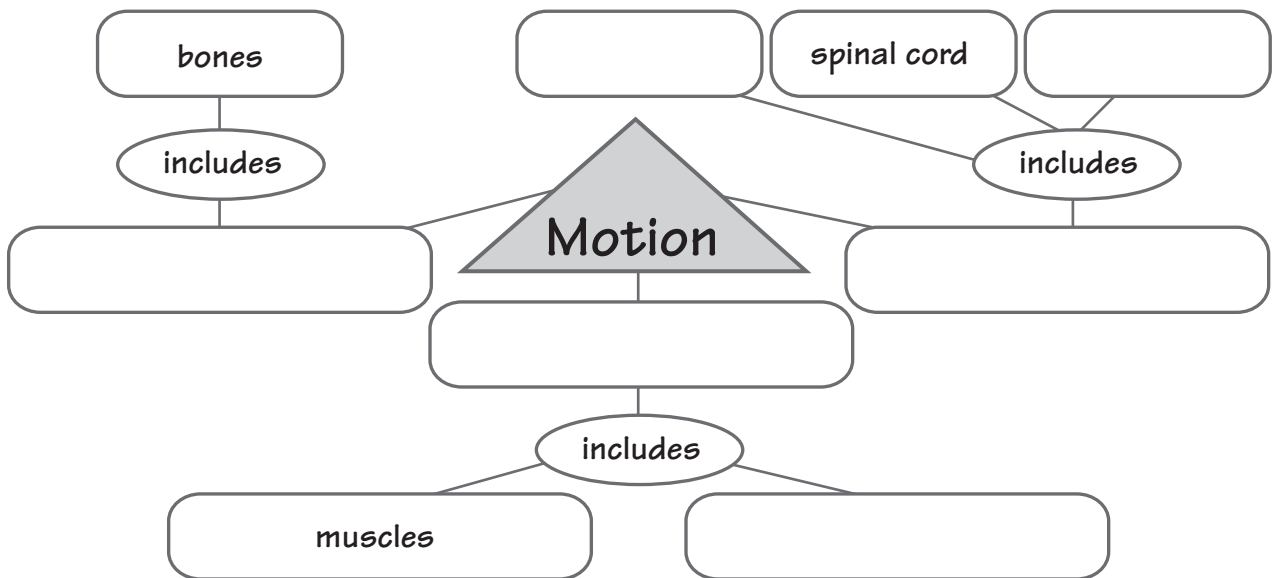
### Word Bank

cells	intestines	muscular system	skeletal system
digestive system	life cycle	nervous system	stomach
habits	lungs	respiratory system	

### Lesson 1 pp. 4-7

**Summary** Your \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ work together to help you move your body.

**Lesson Details** Use pages 4–7 to complete the graphic organizer.



### Lesson 2 pp. 8-13

**Summary** Your \_\_\_\_\_ are the main part of your \_\_\_\_\_ . Your \_\_\_\_\_ and \_\_\_\_\_ are part of your \_\_\_\_\_ .

**Lesson Details** Look at pages 8–11. Explain how the respiratory and digestive systems are alike.

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**Lesson 3** pp. 14–16

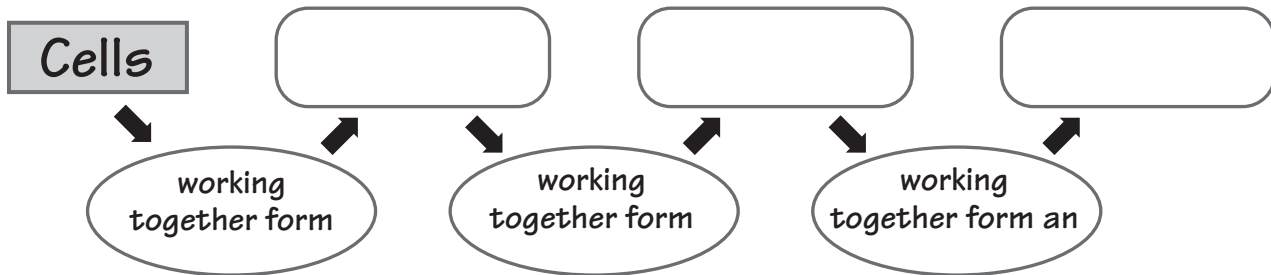
**Summary** Everyone goes through four stages of growth that make up the \_\_\_\_\_.

**Lesson Details** On another sheet of paper, draw two pictures showing ways you are different now from the way you were at age two. Write a sentence about each picture.

**Lesson 4** pp. 18–21

**Summary** Your body is made up of \_\_\_\_\_.

**Lesson Details** Use page 19 to complete the graphic organizer.



**Lesson 5** pp. 24–26

**Summary** Some \_\_\_\_\_ can help you keep your body healthy.

**Lesson Details** Use pages 24–26 to complete the table.

Habit	How It Helps Keep You Healthy
wearing safety gear	
	removes germs that may make you sick
	keeps track of how you are growing
visiting dentist	



# Identify Main Idea and Details

## Muscles, Muscles, Muscles

Your body uses your skeletal, muscular, and nervous systems to move. Your muscular system is made up of three kinds of muscles. One kind of muscle is connected to your bones. These muscles are used for movement you control, such as walking, chewing, and singing.

The second kind of muscle causes movement you do not control. These muscles cause blood to flow inside your blood vessels. They cause food to travel through your digestive system. They also cause your lungs to fill with air and then empty.

The third kind of muscle is found only in your heart. It controls your heartbeat. You cannot control what your heart muscle does. The muscle works on its own.

Using the graphic organizer, record the main idea and details of the reading.

**Main Idea:**

**Detail:**

**Detail:**

**Detail:**



Life Skill

# Communicate

## Steps for Communicating

1. Understand your audience.
2. Give a clear message.
3. Listen carefully, and answer any questions.
4. Gather feedback.

## Use the steps to help these students communicate.

**A.** Tashia is  $9\frac{1}{2}$  years old. She lives six blocks away from the public pool. Her parents will not let her walk to the pool alone. She must ask her mom, her dad, or her 17-year-old brother to walk with her. She feels she's being treated like a baby. She wants to walk to the pool without them.

- What can Tashia do to get her parents to trust her to walk to the pool alone?

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**B.** Wendell wants a puppy for his birthday. His mom says that Wendell is not responsible enough to care for a pet.

- Describe one way Wendell can show his mom that he is responsible enough to care for a dog.

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# Unscramble Words

- A.** Look at the terms below to help you unscramble the letters following each sentence. Write the correctly spelled term in the sentence blank. Use each term only once.

<b>digestive system</b>	<b>large intestine</b>	<b>liver</b>	<b>stomach</b>
<b>esophagus</b>	<b>mouth</b>	<b>small intestine</b>	

- The \_\_\_\_\_ changes food into something the body can use.  
**i s g e t d i v e t e y m s s**
  - Food is taken in and chewed in the \_\_\_\_\_.  
**t h o m u**
  - The \_\_\_\_\_ pushes food from the mouth to the stomach.  
**g o a s h p e s u**
  - Acids in the \_\_\_\_\_ break down food so it can be used.  
**c h o a m s t**
  - The \_\_\_\_\_ breaks down food even more.  
**s l a l m i i n n t t e e s**
  - Liquid made in the \_\_\_\_\_ goes to the small intestine.  
**r e v i l**
  - Parts of food the body cannot use are stored in the \_\_\_\_\_.  
**g r e a l e i n t s e i n t**
- B.** Read each sentence carefully. Circle the word in parentheses that makes the sentence correct.
- (Bones, Tendons) are part of the skeletal system.
  - The (trachea, diaphragm) is a thin, flat muscle under your ribs.
  - Your (growth rate, life cycle) indicates how quickly or slowly you grow.



# Taking Care of Yourself

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the directions provided to complete each **Lesson Details**.

### Word Bank

advertising    cavity    dental floss    eardrum    plaque    sunscreen  
bacteria    consumer    ear canal    fluoride    pores

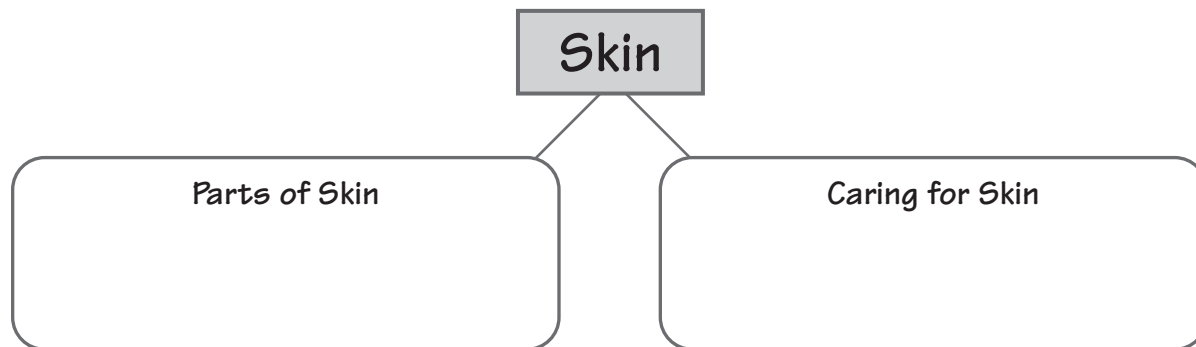
## Lesson 1 pp. 32-35

**Summary** Sweat comes to the surface of your skin through \_\_\_\_\_.

Oil, sweat, and dirt collect on your skin, along with \_\_\_\_\_, which grow there. You can protect your skin from the sun's harmful

rays by using a \_\_\_\_\_.

**Lesson Details** Complete the graphic organizer.



## Lesson 2 pp. 36-40

**Summary** Bacteria that live in \_\_\_\_\_ break down foods

and give off acids. These acids can cause a \_\_\_\_\_ if left on the teeth. Plaque can be removed by brushing and by using

\_\_\_\_\_. \_\_\_\_\_ is a chemical that makes teeth stronger and harder.

**Lesson Details** Look at pages 38–39. On a separate sheet of paper, explain how to floss and brush your teeth correctly.

**Lesson 3** pp. 42–45

**Summary** Sound waves enter your ear through the \_\_\_\_\_.

The waves cause your \_\_\_\_\_ to vibrate.

**Lesson Details** Use the information from pages 42–43 to complete the chart.

Protecting Your Ears
Stay away from noisy places.

**Lesson 4** pp. 46–49

**Summary** As a \_\_\_\_\_, you are responsible for choosing and buying the health-care products that are best for you.

**Lesson Details** List three ways to determine which product is best for you.

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**Lesson 5** pp. 52–54

**Summary** Companies tell consumers about products through \_\_\_\_\_. The information in some ads is true, but false in others.

**Lesson Details** Look at the information on pages 52–53. Write at least three ways companies try to get you to buy their products.

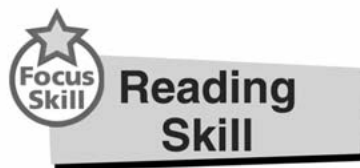
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Name \_\_\_\_\_



# Summarize

## Daily Care of Your Body

Some parts of your body need daily care. Your skin needs to be washed and protected throughout the day. Your teeth need care each day, too.

Skin care includes washing your hands and your whole body. Wash your hands with soap before eating and after using the bathroom. Bathe or shower whenever you are dirty or sweaty. Whenever you wash, be sure to use soap and warm water. When you are in the sun, wear sunscreen to protect against sunburn.

Plaque builds up on teeth and can cause cavities. To remove the plaque, brush your teeth at least twice a day. Floss at least once a day. Flossing cleans between your teeth and protects your gums.

**On the lines below, summarize the paragraphs.**

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Life Skill  
**Set Goals**

**Steps for Setting Goals**

1. Choose a goal.
2. List and plan steps to meet the goal. Determine whether you will need help.
3. Check your progress as you work toward the goal.
4. Evaluate the results of your work.

**Tell how these students can use the steps to make their plans.**

- A.** Nicole is going camping with a friend’s family over the weekend. She is worried that she will not be able to care for her teeth as she should.
- Tell how Nicole can set goals to care for her teeth during the camping trip.

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- B.** Alton remembers radio advertisements after hearing them just once. Alton’s brother asked him to buy some soap. He thought Alton must know the best soap to buy. However, Alton can’t remember much information about the products except for the tunes and slogans played on the radio.
- Tell how Alton can set goals for learning more about products than just what their radio advertisements say.

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# Use Word Meanings

**A.** In the following sentences, the italicized words make the information incorrect. Find the words in the box that make the sentences correct. Write them on the lines.

pores	plaque	ear canal	consumer	fluoride
bacteria	cavity	eardrum	advertisements	

1. Sound waves enter the ear through the *inner ear*. \_\_\_\_\_
2. Your parents can help you become a responsible *advertiser* by helping you check a product's label. \_\_\_\_\_
3. When Sarah brushes her teeth, she removes *soap* from her teeth. \_\_\_\_\_
4. The *dirt and sweat* on your skin are living. \_\_\_\_\_
5. Sweat comes to the surface of skin through *tiny hairs*. \_\_\_\_\_
6. Putting things into the ear can damage the *brain*. \_\_\_\_\_
7. A *toothache* begins in the enamel of the tooth and can grow through the dentin and the pulp. \_\_\_\_\_
8. Companies sometimes try to get you to buy their products by using *ingredients* with catchy music. \_\_\_\_\_
9. Putting *magnesium* in toothpaste helps prevent cavities. \_\_\_\_\_

**B.** Choose two of the vocabulary terms from Part A. Then, on a separate sheet of paper, write a sentence that uses both terms.



# Food for a Healthy Body

## Directions

- Use the vocabulary in the Word Bank to complete each **Summary**.
- Use the section directions to complete each **Lesson Details**.

### Word Bank

balanced diet    label    MyPyramid    nutrition    spoiled  
diet    ingredients    nutrients    snacks

### Lesson 1

 pp. 60-63

**Summary** There are six basic \_\_\_\_\_. The study of food and how it affects your body is called \_\_\_\_\_. Your \_\_\_\_\_ is made up of the foods you eat and drink.

**Lesson Details** Complete the list of the six basic nutrients.

1. carbohydrates
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Lesson 2

 pp. 64-67

**Summary** \_\_\_\_\_ is a tool that can help you choose foods for a healthful diet. A diet that is made up of healthful amounts of foods from each food group is a \_\_\_\_\_.

**Lesson Details** Use pages 65–66 to fill in the table.

Food Group	Example
Vegetable	
Fruit	

**Lesson 3** pp. 68-70

**Summary** Foods you eat between meals are called \_\_\_\_\_.

**Lesson Details** Cross out the unhealthful snacks in this list.

potato chips	apples	low-fat yogurt	carrots
pretzels	candy bar	grapes	cookies

**Lesson 4** pp. 72-75

**Summary** The things that go into a food are its \_\_\_\_\_. The \_\_\_\_\_ on a packaged food tells what is in the food.

**Lesson Details** Finish the list of ways to compare food products in order to make good decisions when shopping.

1. Compare ingredients. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Lesson 5** pp. 78-80

**Summary** A \_\_\_\_\_ food is unsafe to eat.

**Lesson Details** Complete the table to show how to keep your food safe when you are unpacking groceries.

Use the following phrases to complete the table:

**fruits and vegetables      frozen foods      meats, chicken, and eggs**

Put away first	
Put away second	
Put away third	

Name \_\_\_\_\_



# Compare and Contrast

## Proteins and Carbohydrates

Nutrients are the things in food that help your body grow and get energy. Choosing your foods carefully can help you to get the nutrients you need.

Carbohydrates are one of the six basic nutrients. Carbohydrates give your body energy. Some of the foods in the Grains group are good sources of carbohydrates. Foods in the Fruits group and the Vegetables group also have carbohydrates.

Proteins are another of the six basic nutrients. Proteins give your body energy and help your body grow. Some of the foods in the Meat and Beans group are good sources of protein.

**Fill in the graphic organizer. Tell how proteins and carbohydrates are alike and how they are different.**

Alike	Different



Life Skill

# Make Responsible Decisions

## Steps for Making Responsible Decisions

1. Find out about the choices you could make.
2. Eliminate choices that are against your family's rules.
3. Ask yourself: What could happen with each choice? Does the choice show good character?
4. Make what seems to be the best choice.

Use the steps to help these students make responsible decisions.

**A.** Tim is in the mood for a crunchy snack. His mother allows him to eat only healthful snacks. In the kitchen, Tim finds potato chips, low-fat yogurt, and carrots.

- Explain what the best choice is for Tim to make. His choice should show that he follows his family's rules when choosing a snack.

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**B.** Deshawn's soccer coach has brought snacks for the team. Deshawn has a choice of a candy bar or a granola bar. All of the other team members choose candy bars, so Deshawn decides to have a candy bar, too.

- Did Deshawn make the best choice? Explain why or why not.

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Name \_\_\_\_\_

## Use Word Meanings

**A.** Write the letter of the correct answer on the line at the left.

- \_\_\_\_ **1.** There are six basic \_\_\_\_ found in the foods you eat.  
**A** nutrition                                   **C** snacks  
**B** nutrients                                   **D** ingredients
- \_\_\_\_ **2.** Every packaged food has a \_\_\_\_ that tells what is in the food.  
**F** label                                   **H** nutrition  
**G** diet                                   **J** food guide pyramid
- \_\_\_\_ **3.** Foods that you eat between meals are called \_\_\_\_.  
**A** ingredients                               **C** a balanced diet  
**B** nutrients                               **D** snacks
- \_\_\_\_ **4.** Food that is not stored properly can become \_\_\_\_.  
**F** ingredients                               **H** spoiled  
**G** snacks                               **J** nutrition

**B.** Use the terms to complete the sentences below. Use each term only once.

**nutrients                    diet                    fluoride                    MyPyramid                    ingredients**

- 5.** \_\_\_\_\_ is a mineral that helps make your teeth strong.
- 6.** Things in food that help your body grow and get energy are \_\_\_\_\_.
- 7.** The foods you eat and drink make up your \_\_\_\_\_.
- 8.** The things that make up a food are its \_\_\_\_\_.
- 9.** You can use \_\_\_\_\_ as a tool to help you choose foods for a healthful diet.





# Activity for a Healthy Body

## Directions

- Use the vocabulary and other terms from the Word Bank to complete each **Summary**.
- Read the section directions to complete the **Lesson Details**.

### Word Bank

aerobic exercise	exercise	safety gear	ten
cool-down	flexibility	sleep	warm-up
endurance	mouth guard	strength	

### Lesson 1 pp. 86-90

**Summary** Any activity that makes your body work hard is called

\_\_\_\_\_ . Exercise increases your \_\_\_\_\_ ,

\_\_\_\_\_ , and \_\_\_\_\_ . An exercise that causes

deep breathing and a fast heart rate is called \_\_\_\_\_ .

**Lesson Details** Use the activity pyramid on page 87 of your textbook to answer the questions.

What is one activity you should do every day? \_\_\_\_\_

\_\_\_\_\_

What is one activity you should do only in small amounts? \_\_\_\_\_

\_\_\_\_\_

What is an example of an aerobic exercise? \_\_\_\_\_

\_\_\_\_\_

**Lesson 2** pp. 92-97

**Summary** Before you exercise, you should do a \_\_\_\_\_.

After you exercise, you should do a \_\_\_\_\_. So that you don't get hurt, you should use \_\_\_\_\_ when you play most sports. To protect your teeth, wear a \_\_\_\_\_.

**Lesson Details** Use pages 92–93 to complete the table.

Type of Stretch	Description
Sit-and-reach stretch	Sit on the floor. Bend at the waist. Reach toward your feet.
Calf stretch	
	Keep both hands flat on the floor. Place one leg behind you. Point your toe.
Shoulder-and-chest stretch	

**Lesson 3** pp. 100-102

**Summary** Children your age need about \_\_\_\_\_ hours of \_\_\_\_\_ each night.

**Lesson Details** Use the graph on page 101 to complete the table.

Age	Min. Hours of Sleep	Max. Hours of Sleep
Babies	13	
Children		11
Teens		11
Adults	7	

# Identify Cause and Effect

## Good for Your Body and Mind!

Exercise is good for your body. It increases your strength, flexibility, and endurance. Your heart gets stronger when you exercise. Your lungs hold more air. Exercise is good for every part of your body.

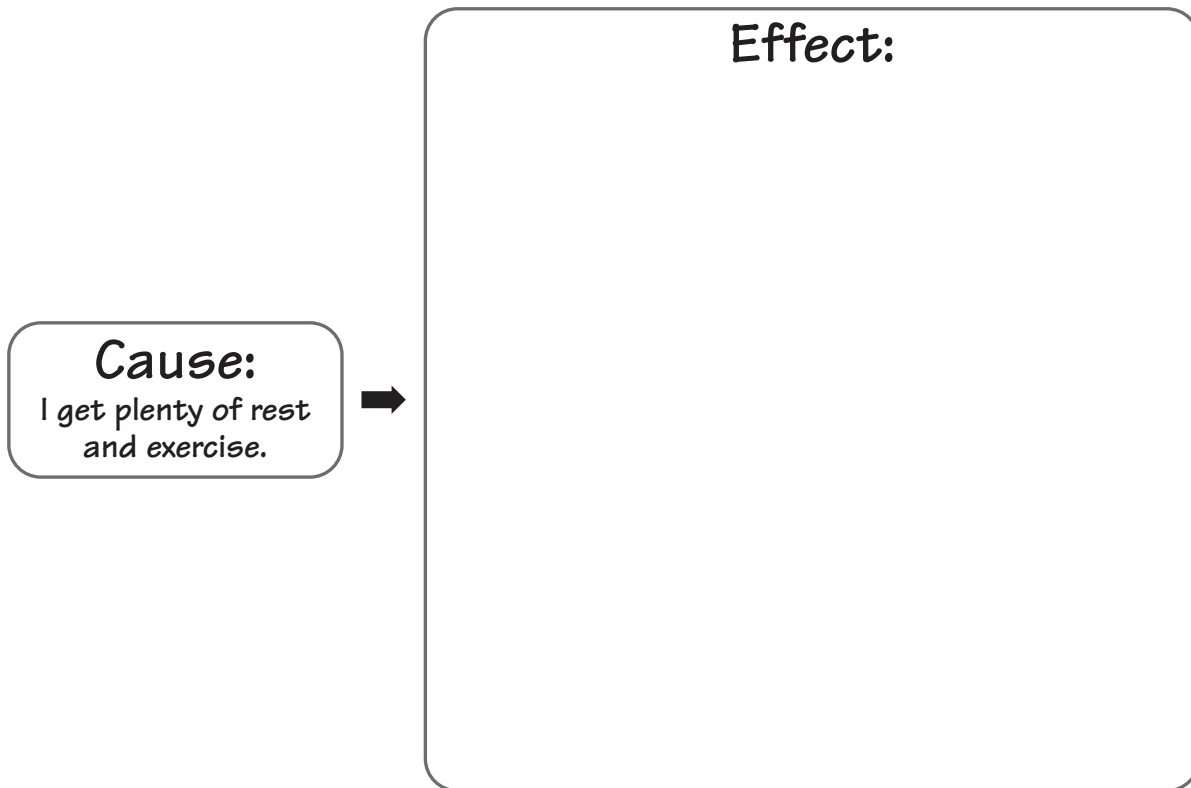
Rest is good for your body, too. When you sleep, your body gets ready for the next day. Your muscles rest when you sleep.

Exercise is also good for your mind. Exercise helps you feel less stress. Exercise can put you in a good mood. Exercising with your family or friends can make you happy.

Rest is also good for your mind. Getting enough rest helps put you in a good mood. It helps you think clearly in school. When you get enough sleep, you feel less stress.

Exercise and rest are good for your body and your mind.

**Fill in at least five effects of the cause listed in the graphic organizer.**





**Life Skill**

# Make Responsible Decisions

**Directions**

1. Find out about the choices you could make.
2. Say *no* to choices that are against your family rules.
3. Ask yourself: What could happen with each choice? Does the choice show good character?
4. Make what seems to be the best choice.

**Use the steps to help these students make responsible decisions.**

**A.** The water fountain at the football field is broken. Tim didn't bring any water with him to football practice. It is a hot day, and football practice is two hours long. Tim decides to practice anyway. He will get a drink when he is done.

- Did Tim make a healthful decision? Explain. Tell what a responsible decision would have been.

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**B.** Maria has set a personal health goal to get at least ten hours of sleep each night. The first week she wrote down how much sleep she got. At the end of the week, she saw that she hadn't met her goal. Maria needs to decide whether to keep trying to reach her goal.

- What is the most responsible choice Maria could make?

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# Definitions

**aerobic exercise    exercise    strength    endurance    flexibility**

**A.** For each definition, write the correct word on the line.

1. How easily you can move and bend

\_\_\_\_\_

2. Any activity that makes your body work hard

\_\_\_\_\_

3. How powerful your muscles are

\_\_\_\_\_

4. Being able to exercise for a long time without getting tired

\_\_\_\_\_

5. Exercise that causes deep breathing and a fast heart rate

\_\_\_\_\_

**B.** Choose two of the terms below. Write a sentence for each term.

**warm-up    cool-down    safety gear    mouth guard**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Keeping Safe

## Directions

- Use the lesson vocabulary in the Word Bank to complete each **Summary**. You may use some words or phrases more than once.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

bully

limit

stranger

hazard

passenger

trusted adult

injury

safety rules

### Lesson 1 pp. 108-110

**Summary** Using \_\_\_\_\_ can help you and your friends identify a \_\_\_\_\_ and avoid \_\_\_\_\_. You are a \_\_\_\_\_ when you ride in a car or bus with a driver.

A \_\_\_\_\_ helps keep you safe and healthy if you don't go beyond it.

**Lesson Details** Read pages 108–110. Explain why you should include your name in a list of people who are responsible for keeping you safe.

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### Lesson 2 pp. 112-115

**Summary** Never take anything from, or go anywhere with, a \_\_\_\_\_. A \_\_\_\_\_ might think it's fun to call you names. If you feel you need help, look for a \_\_\_\_\_.

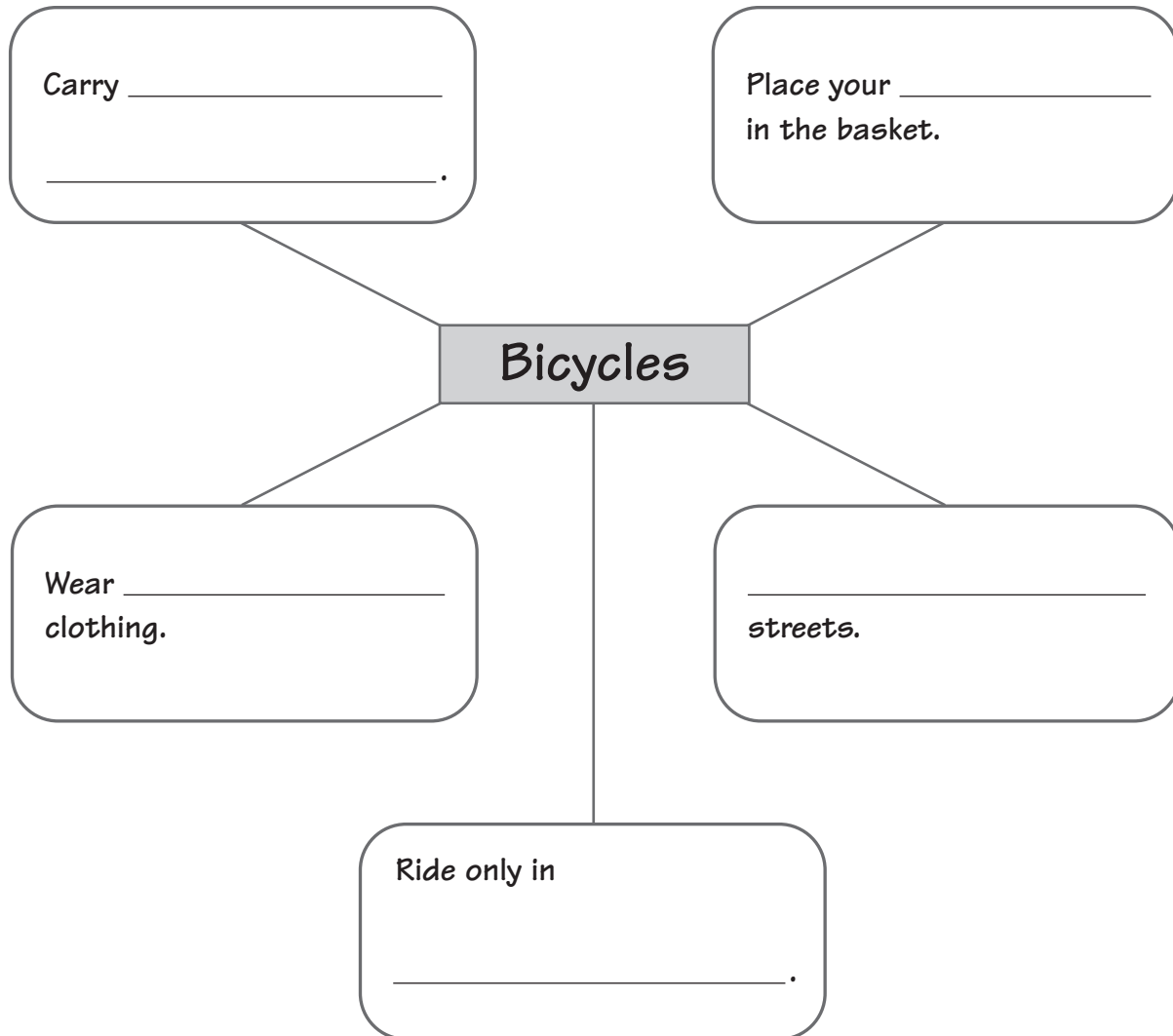
**Lesson Details** Read “How to Get Help” on page 115. On a separate sheet of paper, make a list of three places you go by yourself. For example, you might list school, soccer practice, and a friend’s house. For each place you list, tell who you could go to if you needed help.

**Lesson 3** pp. 118-120

**Summary** Wearing the proper safety gear while playing sports can protect you from \_\_\_\_\_.

**Lesson Details** Use page 118 to complete the graphic organizer.

### Safety Rules for Riding Bicycles





# Draw Conclusions

## Tamika's Problem

Tamika has lost three backpacks this school year. When her parents bought her the newest backpack, they said that she should be extra careful with it. They told her not to leave it anywhere. Tamika knows that her parents will be angry if she loses this new backpack.

However, as Tamika and Opal are walking home from school, they realize a stranger is following them. They turn a corner, and the stranger turns the corner. They cross the street, and the stranger crosses the street. When they start to run, he begins to run, too. Tamika's backpack is heavy. It is hard for her to run fast. She is afraid that the stranger will catch up to her. Then he will be able to grab her by her backpack. But she is afraid to slip out of the backpack and run faster. She thinks her parents will be angry at her for losing another backpack.

**What should Tamika do? She needs to get away from the stranger, but she wants to keep her backpack. Use the graphic organizer to draw a conclusion about the decision Tamika might make in this situation.**

## Draw Conclusions

<b>What I Read:</b>	+	<b>What I Know:</b>	=	<b>Conclusion:</b>





Life Skill

# Resolve Conflicts

## Steps for Resolving Conflicts

1. Use “I” messages to tell how you feel.
2. Listen to each other. Consider the other person’s view.
3. Negotiate.
4. Compromise on a solution.

**Use the steps to help these students resolve their conflicts.**

**A.** Jordan wants to play soccer on Saturday mornings. His sister Tasha has signed up for softball practice on Saturday afternoons. Both want their mom to drive them to and from the park, but she has time to make only one round trip.

- Explain how Jordan and Tasha can use the Steps for Resolving Conflicts to solve their problem. How can their decision show fairness?

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**B.** Hal and Cal share a bedroom. Cal wants to decorate the room with posters of basketball players. Hal wants to hang up posters of popular musicians.

- Explain how Hal and Cal can use the Steps for Resolving Conflicts to solve their problem. How can their decision show fairness?

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# Use Word Clues

**A.** Use the numbered clues to find the word that fits in each set of spaces. Choose from the words in the following list.

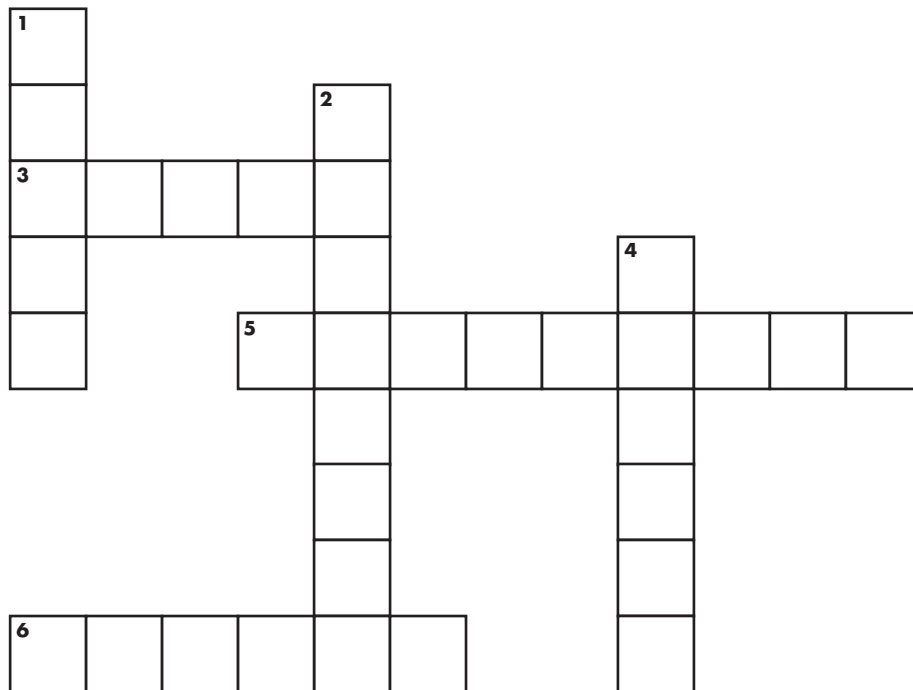
- limit    bully    hazard    injury    passenger    stranger**

**Across**

- 3.** Point that you may not go beyond
- 5.** Person in a car, not the driver
- 6.** Danger that could lead to an injury

**Down**

- 1.** Person who hurts or frightens others
- 2.** Person you do not know well
- 4.** Harm done to a person's body



**B.** Choose two of the vocabulary words from Part A. Then, on a separate sheet of paper, write a sentence that uses both words.



# Emergency Safety

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

disaster

electricity

emergency

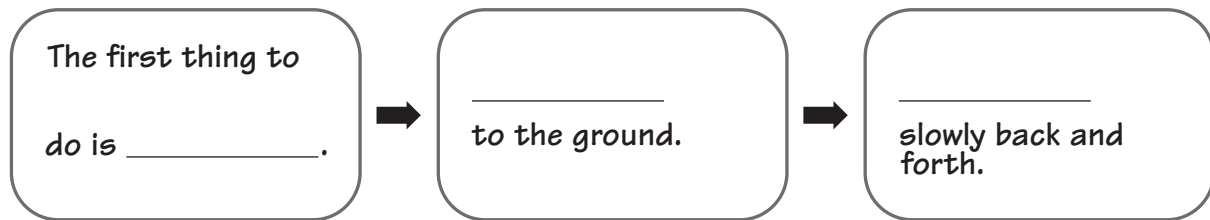
poison

### Lesson 1 pp. 126-128

**Summary** A fire that breaks out in your home is an \_\_\_\_\_.

A home product is a \_\_\_\_\_ if it isn't used the right way.

**Lesson Details** Fill in the blanks to tell what to do if your clothes catch fire.



Why do you roll back and forth? \_\_\_\_\_

### Lesson 2 pp. 130-133

**Summary** Use \_\_\_\_\_ the right way to prevent a shock.

**Lesson Details** Rules for home safety appear below. Write a *T* on the line next to each rule that is true. Write an *F* on the line next to each rule that is false. On a separate sheet of paper, write the true rule for each false rule.

\_\_\_\_ Hold the cord to unplug an appliance.

\_\_\_\_ Pull out insect stingers.

\_\_\_\_ It is okay to touch another person's blood.

\_\_\_\_ Never run cords under a carpet.

\_\_\_\_ Use only butter knives in the kitchen.

**Lesson 3** pp. 136-140

**Summary** If a \_\_\_\_\_ happens, listen to the radio for instructions.

**Lesson Details** For each disaster, underline the correct safety rule to follow. Draw an X through the wrong safety rule. Then tell why you should follow the correct safety rule.

- 1. Tornado**            Go to a basement or a place without windows.  
                                Stand beside a window.

Why? \_\_\_\_\_

- 2. Earthquake**        Crawl under a heavy desk.  
                                Go outside and stand beside a wall of your home.

Why? \_\_\_\_\_

- 3. Hurricane**        Leave windows open.  
                                Cover windows.

Why? \_\_\_\_\_

- 4. Electrical Storm** If you are outside, stand under a tree.  
                                Do not use the water in your home.

Why? \_\_\_\_\_

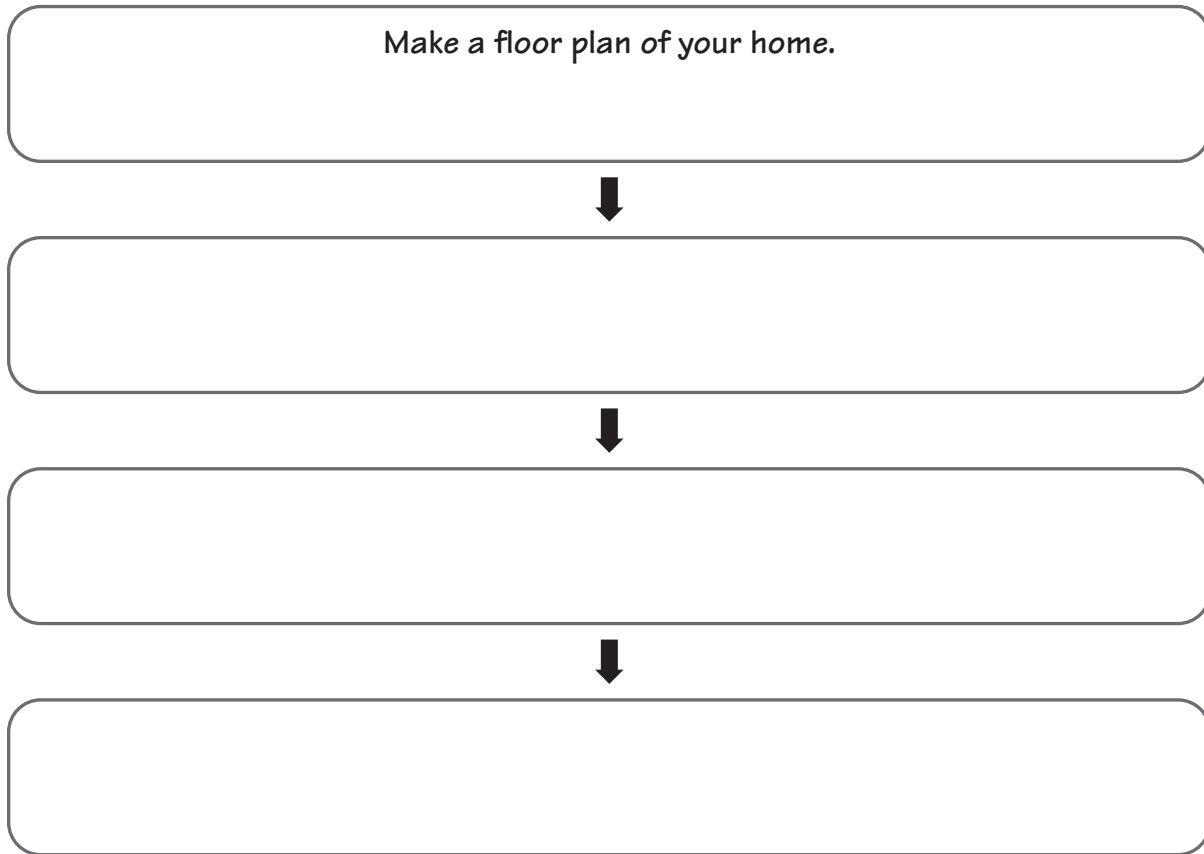
# Sequence

## Make a Family Escape Plan

Suppose a fire broke out in your home. Would you know what to do? If your family has a family escape plan, you would follow your plan.

How do you make a family escape plan? First, your family makes a floor plan of your home. A floor plan shows each room in your home. It shows the windows and doors in each room. Second, your family draws arrows to show two ways out of each room. One way might be a window. Third, your family decides on a meeting place outside your home. The meeting place should be marked on the family escape plan. Last, your family decides how often to practice the plan. Your parent or another trusted adult in your family writes the practice dates on the plan.

Fill in the graphic organizer to show the steps you would use to make a family escape plan. The first one is done for you.





Life Skill

# Communicate

## Steps for Communicating

1. Understand your audience.
2. Give a clear message. Express ideas in a clear, organized way.
3. Listen carefully, and answer any questions.
4. Gather feedback.

### Use the steps to help these students communicate well.

- A.** Kia and Angie are playing outside Angie’s home. They hear thunder. Kia tells Angie that they should both go inside. Angie doesn’t want to.
- Tell how Kia can use the Steps for Communicating to keep herself and Angie safe.

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- B.** Matt and Lee are playing at recess. Lee falls and hits his head. He seems dizzy for a while. Then he says he is OK.
- Should Matt tell someone that Lee fell? Who should he tell? What should he say?

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# Secret Message

Read each phrase. Find the term in the box that matches each phrase. Put one letter on each line. Each letter in the puzzle has a number. Use the numbers to fill in the secret message.

<b>disaster</b>	<b>electricity</b>	<b>emergency</b>	<b>poison</b>
-----------------	--------------------	------------------	---------------

1. an event that causes widespread damage

1    2    3    4    5    6    7    8

2. a substance that causes illness, injury, or death if it gets on the skin or into the body

9    10    11    12    13    14

3. a form of energy that can produce light, heat, and motion

15    16    17    18    19    20    21    22    23    24    25

4. a situation in which help is needed right away

26    27    28    29    30    31    32    33    34

**Secret Message:** What is the first thing to do if someone is injured?

6    28    16    16                      4    14                      4    1    U    16    24



# Preventing Disease

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

abstinence	diabetes	immunity	pathogens	viruses
bacteria	disease	medicine	symptom	
cancer	communicable disease	noncommunicable disease	vaccine	

### Lesson 1 pp. 146-147

**Summary** A \_\_\_\_\_ is a sign that something is wrong in the body. Something that causes the body not to work normally is a \_\_\_\_\_.

**Lesson Details** List three symptoms that you might have when you are ill.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### Lesson 2 pp. 148-151

**Summary** A(n) \_\_\_\_\_ is spread by \_\_\_\_\_ such as \_\_\_\_\_ or \_\_\_\_\_.

**Lesson Details** Use the information on page 150 to complete the table.

Disease	Cause
Cold	virus
Flu	
Strep Throat	



**Lesson 3** pp. 152-155

**Summary** Your body has \_\_\_\_\_ to some diseases.

A \_\_\_\_\_ is a substance given to keep you from getting a certain disease. A \_\_\_\_\_ is a substance used to treat an illness.

**Lesson Details** Write a complete sentence that tells why it is important to tell your parent or caregiver when you don't feel well.

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**Lesson 4** pp. 158-162

**Summary** A disease that can't be spread is a \_\_\_\_\_.

Two examples of these are \_\_\_\_\_ and \_\_\_\_\_.

**Lesson Details** Write one or more symptoms for each disease.

Disease	Symptom
Allergy	
Asthma	

**Lesson 5** pp. 164-166

**Summary** Not doing a certain thing—for example, not using tobacco—is called \_\_\_\_\_.

**Lesson Details** Write three ways to live a healthful lifestyle.

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# Sequence

## Bacteria in Your Body

Bacteria are one kind of pathogen, or germ. Some bacteria cause disease. Bacteria can get into your body in several ways. If bacteria are on your hands and you touch your eyes, nose, or mouth, bacteria can get into your body. Once bacteria are in your body, they make more bacteria. Then you might feel symptoms of disease. If you feel symptoms, you should tell a parent or your caregiver right away. Your parent or caregiver can check your symptoms. He or she may decide to give you medicine or to call a doctor.

Use the information in the paragraph to put the following sentences in the correct order: Bacteria make more bacteria. Tell a parent about your symptoms. Bacteria get into your body. A parent can check your symptoms. You get medicine or go to a doctor. You feel symptoms.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Life Skill

# Manage Stress

## Steps to Manage Stress

1. Know what stress feels like for you.
2. Try to determine the cause of the stress.
3. Talk with someone you trust about the way you are feeling.
4. Visualize yourself doing well in a stressful situation.

## How could these students manage stress?

**A.** During the school year, Tom goes to physical education class each day and gets exercise. Now it is summer, and Tom has been playing computer games all day and not getting much exercise at all. Tom has noticed that he feels much more stress when he doesn't get exercise.

- Use what you know about exercise and stress to suggest some activities for Tom. Explain how managing stress can help Tom stay healthy.

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**B.** Heather is nervous about the soccer play-offs that are coming up. Her parents and friends will all be there to watch her. She is afraid she won't do well.

- Use the Steps for Managing Stress to help Heather handle her stress.

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# Fill In the Missing Words

Write in the blank the word that makes the sentence correct.

<b>abstinence</b>	<b>communicable disease</b>	<b>noncommunicable diseases</b>	<b>virus</b>
<b>bacteria</b>	<b>disease</b>	<b>pathogens</b>	
<b>cancer</b>	<b>immunity</b>	<b>vaccine</b>	

1. Colds and flu are both caused by a kind of pathogen called  
a \_\_\_\_\_.
2. \_\_\_\_\_ means not doing a certain thing, like using tobacco.
3. Some health problems, called \_\_\_\_\_, can't be spread from person to person.
4. A substance that prevents you from getting a certain disease is a  
\_\_\_\_\_.
5. A \_\_\_\_\_ is something that causes the body not to work normally.
6. \_\_\_\_\_ is a disease in which your body makes cells that aren't normal.
7. Very simple living pathogens with just one cell are \_\_\_\_\_.
8. A disease that spreads from person to person is a  
\_\_\_\_\_.
9. \_\_\_\_\_ is your body's ability to fight off disease.
10. Bacteria and viruses are both \_\_\_\_\_.



# Medicines and Other Drugs

## Directions

- Use vocabulary and other terms in the Word Bank to complete each **Summary**.
- Read the section directions to complete the **Lesson Details**.

### Word Bank

caffeine	inhalants	medicine label	refuse
cocaine	marijuana	over-the-counter medicines	safety rules
drugs	medicines	prescription medicines	side effect

### Lesson 1 pp. 172-177

**Summary** \_\_\_\_\_ change the way the body works. The \_\_\_\_\_ in coffee is one drug. It can make people feel more awake. Other drugs are \_\_\_\_\_ that can help when you are ill. Some of these are \_\_\_\_\_ you can buy at a store. Others, which doctors must order, are \_\_\_\_\_. Sometimes a drug causes an unwanted effect, called a \_\_\_\_\_.

**Lesson Details** Match each word on the left with its example on the right.

over-the-counter medicine	iced tea
item with caffeine	drug from a doctor
prescription medicine	antibiotic cream

**Lesson 2** pp. 178-180

**Summary** Follow \_\_\_\_\_ when using a medicine. Your

parent will read and follow the directions on the \_\_\_\_\_ when he or she gives you a medicine.

**Lesson Details** Write three safety rules for taking medicines.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Lesson 3** pp. 182-185

**Summary** Substances that give off dangerous fumes are \_\_\_\_\_.

Two illegal drugs are \_\_\_\_\_, a drug from the hemp plant, and \_\_\_\_\_, a drug from the coca plant.

**Lesson Details** Write a possible negative effect of using each drug.

Cause	Effect
inhalants	
marijuana	
cocaine	

**Lesson 4** pp. 188-190

**Summary** Ask a parent or teacher if you need help to \_\_\_\_\_, or say *no* to, illegal drugs.

**Lesson Details** On a separate sheet of paper, write three reasons you should say *no* to drugs. Then write three ways to say *no* to drugs.

# Draw Conclusions

Read each paragraph. Then fill in the graphic organizer from what you read.

- Mr. Janow got some prescription medicine for his illness. He did not read the instructions. He took the medicine only once a day instead of twice a day. A few days later, he was still sick.

<p><b>What I Read:</b></p> <p>Mr. Janow got medicine for his illness, but he did not take it the way it was prescribed.</p>	+	<p><b>What I Know:</b></p>	➔	<p><b>Conclusion:</b></p>
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- Marcy had a cough. Her mother went to the grocery store and bought cough medicine. She followed the directions on how to use the medicine. That night, Marcy didn't cough.

<p><b>What I Read:</b></p>	+	<p><b>What I Know:</b></p> <p>If you use medicine the way the directions call for, it will work better.</p>	➔	<p><b>Conclusion:</b></p>
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## Life Skill **Refuse**

### Steps for Refusing to Use Drugs

1. Say *no* and state your reasons for saying *no*.
2. Think about what could happen.
3. Use humor or any other way that works.
4. Suggest something else to do.

**Use the steps to help these students refuse inhalants and illegal drugs.**

**A.** Alan and Chris are at Chris's house after school. Chris says to Alan, "Someone told me that it's fun to sniff glue. Want to try it?"

- Write what Alan can do to refuse and keep them both safe.

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**B.** Jessie is visiting Amber. Amber's older sister, Mary, is in the bedroom smoking marijuana. She offers them some.

- How can Jessie refuse Mary's offer? Write the four steps Jessie can use to say *no*.

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# Puzzle Words

antibiotic	cocaine	marijuana	prescriptions	side effect
caffeine	inhalants	medicines	safety rules	

**A.** Fill in the correct term for each definition.

1. illegal drug that comes from the hemp plant

\_\_\_\_\_ ○ \_\_\_\_\_

2. unwanted change caused by a drug

○ \_\_\_\_\_

3. a drug that kills bacteria

\_\_\_\_\_ ○ \_\_\_\_\_

4. drugs that can help keep you from getting ill

\_\_\_\_\_ ○ \_\_\_\_\_

5. substances that give off fumes

○ \_\_\_\_\_ ○ \_\_\_\_\_

6. what you should know to take drugs safely

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

7. a drug found in tea

\_\_\_\_\_ ○ \_\_\_\_\_

8. a drug made from the leaves of the coca plant

\_\_\_\_\_ ○ \_\_\_\_\_

9. drugs ordered by a doctor

\_\_\_\_\_ ○ \_\_\_\_\_ ○ \_\_\_\_\_

**B.** Arrange the circled letters to tell how to refuse drugs.

\_\_\_\_\_



# Avoiding Tobacco and Alcohol

## Directions

- Use vocabulary terms in the Word Bank to complete each **Summary**.
- Read the section directions to complete the **Lesson Details**.

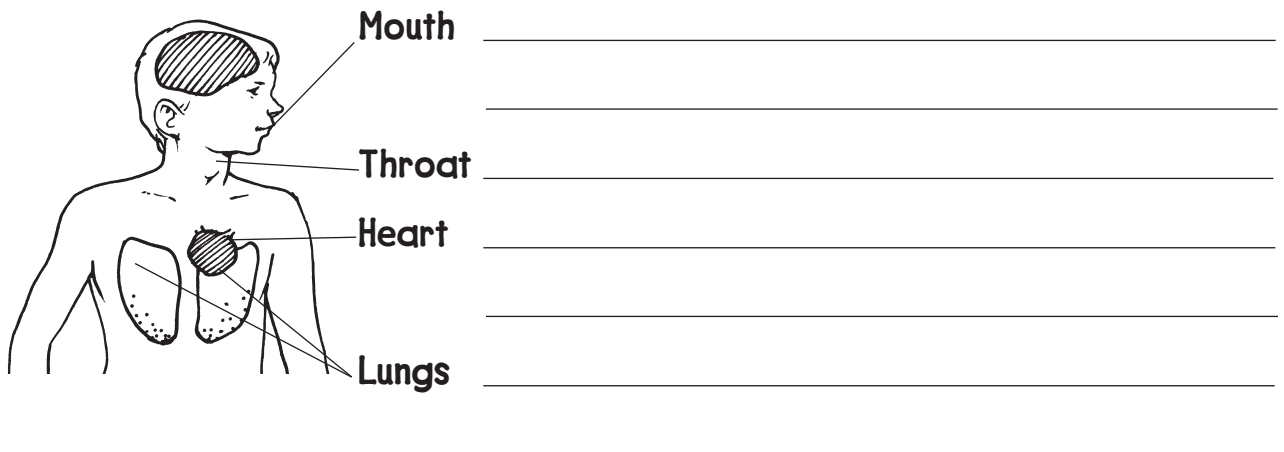
### Word Bank

addiction	cancer	laws	smokeless tobacco
alcohol	chewing tobacco	nicotine	tar
alcoholism	environmental tobacco smoke	refuse	

### Lesson 1 pp. 196-200

**Summary** There is a kind of tobacco that is not smoked as cigarettes and cigars are. It is called \_\_\_\_\_. Tobacco that people chew is called \_\_\_\_\_. Tobacco has \_\_\_\_\_ and \_\_\_\_\_, both of which are dangerous to the body. The nicotine in tobacco causes \_\_\_\_\_, the need to keep using tobacco. Tobacco use can cause \_\_\_\_\_. Even if you don't smoke, you can get sick from \_\_\_\_\_.

**Lesson Details** Fill in the effects of tobacco on each part of the body.



**Lesson 2** pp. 202-205

**Summary** \_\_\_\_\_ is a drug in beer, liquor, and wine. Drinking alcohol can lead to a disease called \_\_\_\_\_, which causes health problems.

**Lesson Details** Make a list of three things that can happen to people when they drink alcohol.

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**Lesson 3** pp. 208-210

**Summary** When you say *no* to, or \_\_\_\_\_, alcohol and tobacco use, you can help keep yourself safe. Also, there are \_\_\_\_\_ to protect young people from the harmful effects of tobacco and alcohol.

**Lesson Details** Write three ways you can refuse alcohol and tobacco.

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# Identify Main Idea and Details

## Health Problems with Tobacco

No matter what kind of tobacco people use, they are risking their health. What makes the risk worse is that once people start using tobacco, they can become addicted. Then it becomes harder to quit. Here are some of the health problems tobacco can cause.

Using tobacco can hurt your mouth and throat. When you smoke, your breath smells bad. Your lips can get cracked and might even bleed. Smoking irritates the throat and can make you cough. Even worse, using tobacco can cause both mouth and throat cancer.

When you use tobacco, you put your heart at risk. The nicotine in tobacco makes blood vessels smaller. The heart beats faster and harder. The result of these changes can be heart disease.

You may know a smoker who has trouble breathing. Tobacco can cause many lung problems. The tar that coats smokers' lungs makes breathing hard. Smokers also can get serious lung diseases. Smokers can die from lung cancer.

Use this graphic organizer to find the main idea and details in this passage.

**Main Idea:**

↙                      ↓                      ↘

**Detail:**                      **Detail:**                      **Detail:**



Life Skill

# Refuse

## Steps for Refusing Alcohol and Tobacco

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Say <i>no</i> firmly. State your reasons for saying <i>no</i>.</li> <li>2. Say that you don't want to be sick.</li> </ol> | <ol style="list-style-type: none"> <li>3. Suggest something else to do.</li> <li>4. Stay with people who also choose healthful activities.</li> </ol> |
|---|---|

### Use the steps to help these students refuse alcohol and tobacco.

**A.** Janice walks up to a group of friends who are in a circle sharing a cigarette. The girl closest to Janice says, "Come on, Janice, just try it. It's cool."

- How could Janice refuse the cigarette? Write the steps she could use to say *no*.

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**B.** Kevin tells Jack to come over because he has a secret. When Jack gets there, Kevin shows him a bottle of liquor. "Let's try it," Kevin says to Jack. "Don't you wonder just a little what it's like? This is our chance!"

- How can Jack say *no* to Kevin? Write the steps he can take to refuse the alcohol.

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# Matching

**A.** Write the letter of the term in Column B next to its meaning in Column A. Choose the meaning that fits best. Use each term only once.

Column A	Column B
___ 1. Drug in tobacco that is a poison	<b>a.</b> addiction
___ 2. Disease that makes cells grow wildly	<b>b.</b> alcohol
___ 3. Plant that contains nicotine in its leaves	<b>c.</b> cancer
___ 4. Another name for powdered tobacco	<b>d.</b> chewing tobacco
___ 5. Makes people keep using alcohol or tobacco even when they want to stop	<b>e.</b> environmental tobacco smoke
___ 6. Drug found in beer, wine, and liquor	<b>f.</b> nicotine
___ 7. Moist wads of tobacco that are chewed	<b>g.</b> smokeless tobacco
___ 8. Smoke that fills a room when someone is smoking	<b>h.</b> tar
___ 9. Dark, sticky material in tobacco smoke	<b>i.</b> tobacco
___ 10. Disease that people who drink alcohol can get	<b>j.</b> alcoholism

**B.** Choose three terms from Column B. Write two sentences in which you use the three terms.

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# About Yourself and Others

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete each **Lesson Details**.

### Word Bank

apologize	fear	peer pressure	stress
communicate	needs	relationship	wants
emotions	peers	self-control	

### Lesson 1 pp. 216-221

**Summary** \_\_\_\_\_ such as joy or anger are strong feelings.

People are usually happy when their \_\_\_\_\_ and

\_\_\_\_\_ are met. People with \_\_\_\_\_ have power

over their emotions.

**Lesson Details** Circle the correct answer or answers.

Three ways to show feelings are by  
(sleeping, words, walking, actions, body language, or reading).

Three ways to deal with uncomfortable feelings are by  
(talking, hitting, screaming, exercising, hiding, or writing in a journal).

### Lesson 2 pp. 222-225

**Summary** When you are scared, you feel \_\_\_\_\_. When you

feel emotional or mental pressure, you feel \_\_\_\_\_.

**Lesson Details** Write whether you think each person feels stress, grief, fear, or anger. Then write a way he or she might deal with the feeling.

Deshay's dog has just died. \_\_\_\_\_

\_\_\_\_\_

Sam's brother broke his baseball bat. \_\_\_\_\_

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**Lesson 3** pp. 228-232

**Summary** \_\_\_\_\_ are people your age. When people try to get you to do something, they use \_\_\_\_\_.

**Lesson Details** Write a way to make a better relationship

- with your family. \_\_\_\_\_
  - with a classmate who pressures you to do something wrong.
- 

**Lesson 4** pp. 234-236

**Summary** When you share information, you \_\_\_\_\_.

When you tell someone you are sorry, you \_\_\_\_\_.

**Lesson Details** Draw a line to show what would make each situation better.

Your friend found out you told her secret.

I would show compassion for my friend and treat her in a caring way.

Your friend got a bad grade on a test, and she is looking sad.

I would apologize and ask my friend to forgive me.



# Identify Cause and Effect

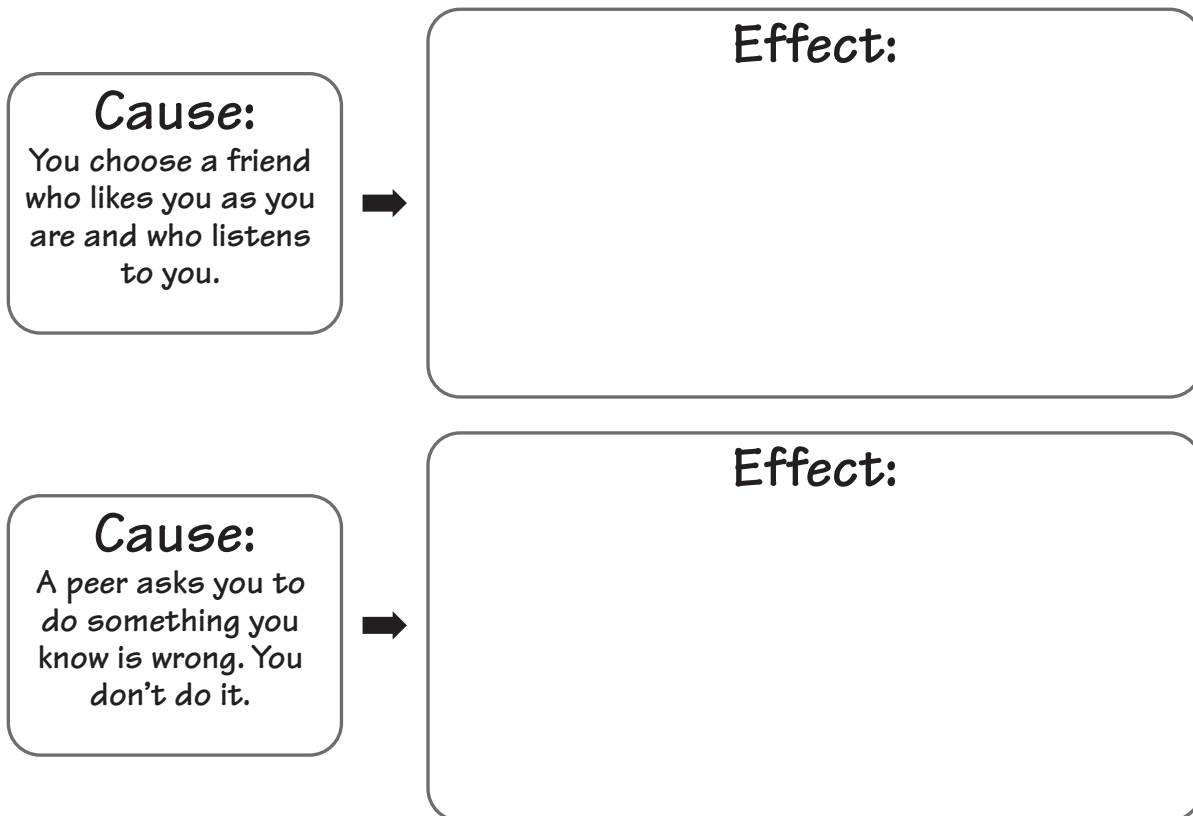
## Friends

Friendship is important. You laugh and cry with your friends. You do things together. You depend on each other. You tell each other things.

Choosing the right friends is important, too. When you choose a friend, look for someone who likes you as you are. Look for someone who lets you make your own decisions. Look for friends who respect you, care about you, and listen to you. If you choose wisely, you may have a friend for life.

Sometimes friends or peers try to get you to do things you know are not right. This is called negative peer pressure. How can you say *no* to peer pressure? Stand up for yourself. Show your peers that you respect yourself and the rules of your school and your family. If you do the right thing, you will feel good about yourself. You will know that you are stronger than peer pressure.

Fill in the graphic organizer to show the effects of the causes.





Life Skill

# Manage Stress

## Steps for Managing Stress

1. Know what stress feels like.
2. Try to determine the cause of the stress.
3. Do something to reduce your stress.
4. Think positively.

### Use the steps to tell how these students could manage their stress.

**A.** Katy told her friend Mary that she would ride bikes with her. She also promised her mom that she would clean up her room and finish her homework before dinner. Dinner is only one hour away. Katy feels tense.

- Write the cause of Katy's stress. How could she feel better?

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**B.** Jamal bragged to his friends that he is a great basketball player. The truth is that he really isn't very good. Today the class will be playing basketball, and his friends all want him on their teams. Jamal's stomach hurts, and he doesn't want to go to school.

- Write why Jamal feels stress. How could he reduce his stress?

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# Matching Words

**A.** Write the letter of the best description for each term.

- |                      |  |
|----------------------|--|
| ___ 1. stress        | <b>a.</b> strong feelings of happiness or sadness                              |
| ___ 2. compassion    | <b>b.</b> You feel bad for a friend and tell him or her so.                    |
| ___ 3. apologize     | <b>c.</b> You feel tense and worried.  |
| ___ 4. peer pressure | <b>d.</b> You feel angry, but you don't yell or hit.                           |
| ___ 5. emotions      | <b>e.</b> a smile or a frown   |
| ___ 6. body language | <b>f.</b> You feel very sad about a loss.                                      |
| ___ 7. self-control  | <b>g.</b> You say you are sorry for what you did.                              |
| ___ 8. grief         | <b>h.</b> People your age try to get you to do something you don't want to do. |

**B.** Write a sentence or two in which you use the vocabulary words *peers*, *communicate*, and *feelings*.

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# Your Family and You

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete the **Lesson Details**.

### Word Bank

divorce

role

values

responsibilities

sibling

### Lesson 1 pp. 242-244

**Summary** The strong beliefs and actions that are important to a family are its \_\_\_\_\_.

**Lesson Details** For each item in the list, circle V if the item is a value and circle R if the item is a ritual.

- |  |   |   |
|--|---|---|
| 1. Going to the library once a week            | V | R |
| 2. Communicating respectfully                  | V | R |
| 3. Learning new things                         | V | R |
| 4. Being truthful                              | V | R |
| 5. Eating dinner together every night          | V | R |
| 6. Having a family picture taken once a year   | V | R |
| 7. Playing a board game before bedtime         | V | R |
| 8. Taking a spring vacation                    | V | R |
| 9. Spending time together                      | V | R |
| 10. Keeping a scrapbook of family celebrations | V | R |
| 11. Respecting each other                      | V | R |

**Lesson 2** pp. 246-249

**Summary** One of the changes that can happen to a family is when parents \_\_\_\_\_, which means they are no longer married.

Getting a new \_\_\_\_\_, a brother or sister, is a family change that happens to many children.

**Lesson Details** Circle the things that are helpful in coping with change in a family.

Talking about your feelings with your parents

Blaming your parents for the change

Refusing to do anything that is different

E-mailing or writing a letter to a friend

Telling your siblings that the change is harder for you than for them

Listening to how other family members feel

**Lesson 3** pp. 252-254

**Summary** As children get older, their \_\_\_\_\_ change. In a new \_\_\_\_\_, a child can be more helpful in the family.

**Lesson Details** Write at least three responsibilities for the family role of a child about your age.

Child's Responsibilities

Name \_\_\_\_\_



# Summarize

## Find the Main Ideas

First, underline the main ideas in the following paragraphs.

Brad and Natalie are planning an activity for this weekend with their grandparents. Brad wants to go swimming. Natalie wants to go to the zoo.

People often like different things, and people have different ideas. These differences can lead to conflicts. Conflicts do not mean people stop liking each other. Conflicts occur even when families get along well. Conflict is normal. But, you should make an effort to work it out.

There are many ways to resolve conflicts. Communicating respectfully is one tool. Different opinions need to be discussed in a way that is not hurtful.

Next, write a paragraph summarizing the main ideas.

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Life Skill

# Resolve Conflicts

## Steps for Resolving Conflict

1. Use “I” messages to tell how you feel.
2. Listen to each other.
3. Negotiate.
4. Compromise on a solution.

## Use the steps to help these students resolve conflicts.

**A.** Frank needs a book to finish his homework. He left it on his desk, but it is not there. After looking all over, he finds his sister Jamie reading it. Jamie likes the book and wants to keep reading it. Frank needs the book and is unhappy that he spent so much time looking for it.

- How can Frank and Jamie solve their conflict?

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**B.** Jason and Lucas are planning how to spend Saturday afternoon together. Jason wants to play at the park on the corner. Lucas wants to go bike riding.

- What can Jason and Lucas do to reach a compromise?

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Name \_\_\_\_\_

# Use Word Meanings

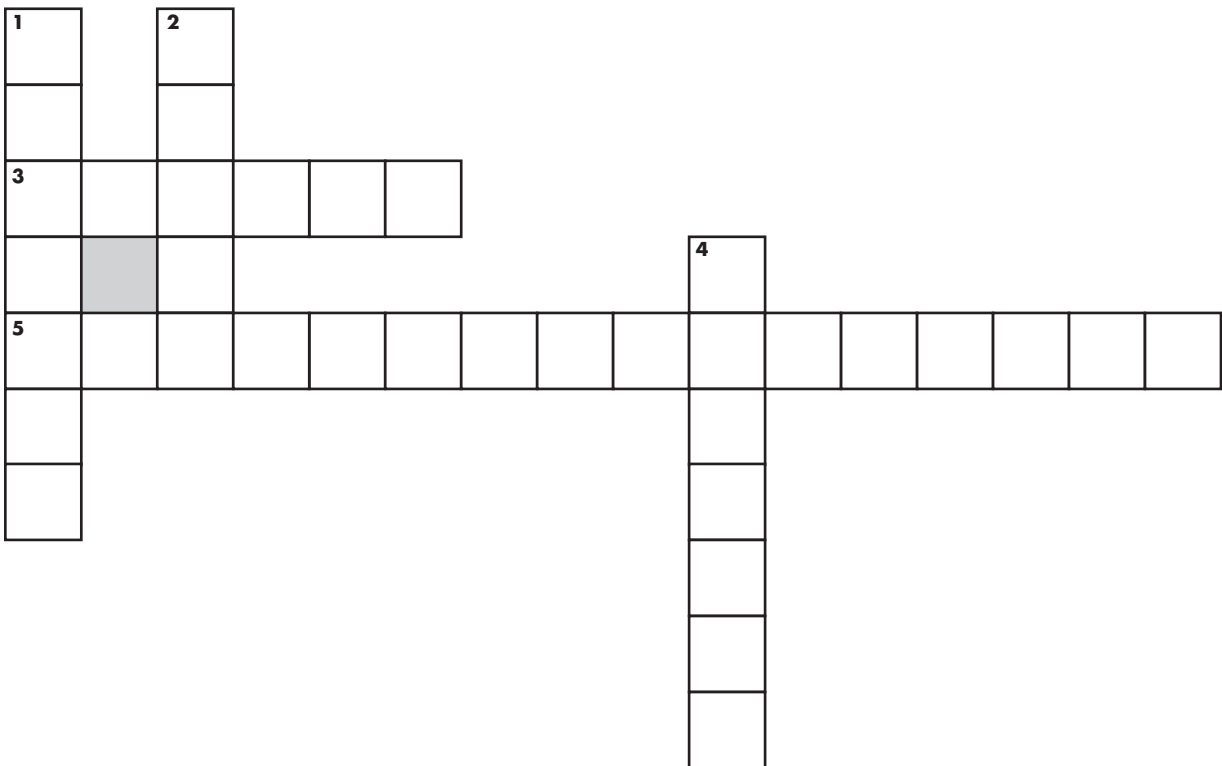
Complete the word puzzle.

## Across

- 3. Strong beliefs and actions that are important
- 5. Jobs that someone is expected to do

## Down

- 1. To stop being married
- 2. Parts people play in a family
- 4. A brother or sister







# Health in the Community

## Directions

- Use lesson vocabulary in the Word Bank to complete each **Summary**.
- Read the section directions to complete the **Lesson Details**.

### Word Bank

air pollution	groundwater	noise pollution	reuse
clinic	health department	pollution	water pollution
community	hospital	recycle	
environment	littering	reduce	

### Lesson 1 pp. 260-263

**Summary** The place where people live, work, play, and go to school is a \_\_\_\_\_ . Most communities have a \_\_\_\_\_ . The people who work there help people stay healthy. You can get medical treatment at a \_\_\_\_\_ or \_\_\_\_\_ .

**Lesson Details** Use page 260 in your textbook. List two jobs a health-care nurse might do.

\_\_\_\_\_

\_\_\_\_\_

### Lesson 2 pp. 264-266

**Summary** Sometimes the \_\_\_\_\_ is made unhealthful by \_\_\_\_\_ . Disturbing and harmful sounds are \_\_\_\_\_ . Harmful materials in the air are \_\_\_\_\_ .

**Lesson Details** Use page 266 to complete the graphic organizer.



**Lesson 3** pp. 268–271

**Summary** More than half of the water we drink comes from underground. This water is called \_\_\_\_\_. Harmful materials can sink through the soil into the groundwater and cause \_\_\_\_\_.

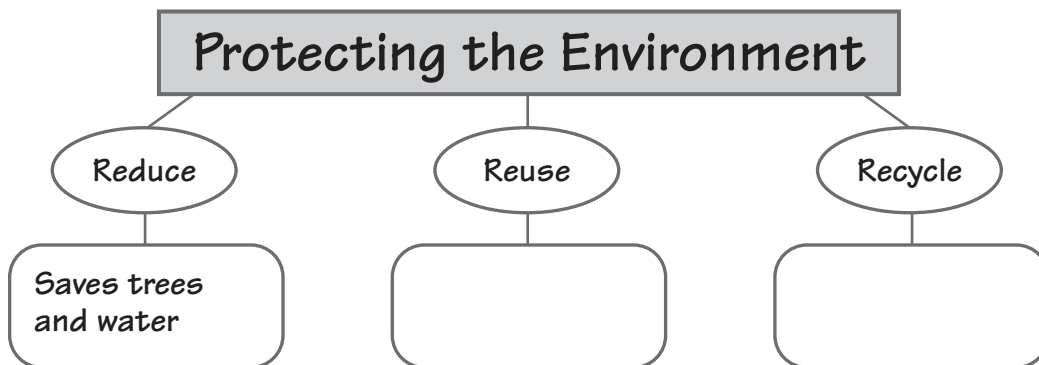
**Lesson Details** Use the pictures on pages 268–269. Put the water treatment steps in order. Write the correct number in each space.

- \_\_\_ Chlorine and other chemicals are added to water to make it clean.
- \_\_\_ The filtered water goes into a settling tank.
- \_\_\_ Wastewater flows through screens that filter out large objects.
- \_\_\_ Bacteria are added to the water to eat waste materials.

**Lesson 4** pp. 274–278

**Summary** If you put trash in a place that is not proper, you are \_\_\_\_\_. Three ways to cut down on litter and protect the environment are to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Lesson Details** Complete the graphic organizer to tell why it is important to reuse and recycle.



# Compare and Contrast

## Hybrid Cars and Regular Cars

Hybrid cars have been getting a lot of attention lately. A hybrid car uses two sources of energy—gasoline and electricity. A driver still has to go to a gas station to fill up the tank, but the electric battery recharges itself as the car is driven.

You can drive almost twice as far on one gallon of gas in a hybrid car as you can in a regular car. Also, hybrid cars pollute the air less than regular cars. However, at this time, hybrid cars are more expensive to buy than regular cars. Carmakers are working to improve hybrid cars and to make them cheaper to buy.

Use the graphic organizer to fill in the things that are alike and different about hybrid cars and regular cars.

### Hybrid Cars and Regular Cars

Alike	Different



## Life Skill

# Set Goals

### Steps for Setting Goals

1. Choose a goal.
2. List and plan steps to meet the goal. Determine whether you will need help.
3. Check your progress as you work toward the goal.
4. Meet the goal and evaluate the work.

### Use the steps to help these students set and reach their goals.

**A.** Jorge, Sean, and their classmates wanted to eat their school lunches outdoors. At the outdoor lunch area, they found the tables and ground littered with food wrappers, food scraps, and empty drink containers. The classmates decided they wanted to do something about the mess.

- How can the class plan to keep the outdoor lunch area clean?

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**B.** Beth and her mother are sorting through clothing and putting aside the things that Beth has outgrown. Beth thinks it would be fun to have a neighborhood garage sale. She wants to give any money they make to a charity. Beth's mother agrees to help as long as Beth does most of the work.

- Use the steps to help Beth plan the neighborhood garage sale.

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# Word Meanings

In the space provided, write the letter of the vocabulary word in Column B that best fits the definition in Column A.

## Column A

- \_\_\_ 1. a place where people live, work, play, and go to school
- \_\_\_ 2. a group of health workers who serve the whole community
- \_\_\_ 3. a place where people who are ill or hurt can stay for medical treatment
- \_\_\_ 4. a place to get medical treatment if you do not need to be in a hospital
- \_\_\_ 5. all living and nonliving things around you
- \_\_\_ 6. anything that makes the environment unhealthful
- \_\_\_ 7. harmful sounds in the environment
- \_\_\_ 8. harmful materials in the air
- \_\_\_ 9. a person who tests the air, water, and soil for pollution
- \_\_\_ 10. harmful substances in the water
- \_\_\_ 11. water we drink that comes from underground
- \_\_\_ 12. not putting trash in the proper place
- \_\_\_ 13. how to cut down on trash and protect the environment

## Column B

- a. air pollution
- b. clinic
- c. community
- d. environment
- e. groundwater
- f. health department
- g. hospital
- h. littering
- i. noise pollution
- j. pollution
- k. pollution control technician
- l. reduce, reuse, recycle
- m. water pollution