

# **HEALTH ACTIVITY BOOK**

**Grade 4**

**Harcourt School Publishers**

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# Cleveland Metropolitan School District

## 4<sup>th</sup> Grade Blizzard Science



DAY/PAGE NO.	DAY/PAGE NO.	DAY/PAGE NO.
<b>DAY 1</b> HB 1 HB 51	<b>DAY 6</b> HB 7 HB 58	<b>DAY 11</b> HB 17 HB 77
<b>DAY 2</b> HB 2 HB 51	<b>Day 7</b> HB 9 HB 66	<b>Day 12</b> HB 29 HB 108 HB 109
<b>DAY 3</b> HB 3 AND HB 4 HB 51 AND HB 52	<b>Day 8</b> HB 10 HB 66	<b>Day 13</b> HB 30 HB 108 HB 109
<b>DAY 4</b> HB 5 HB 57	<b>Day 9</b> HB 15 HB 76	<b>Day 14</b> HB 31 HB 104 HB 105
<b>DAY 5</b> HB 6 HB 57 AND HB 58	<b>Day 10</b> HB 16 HB 77	<b>Day 15</b> HB 32 HB 104 HB 105

Name \_\_\_\_\_

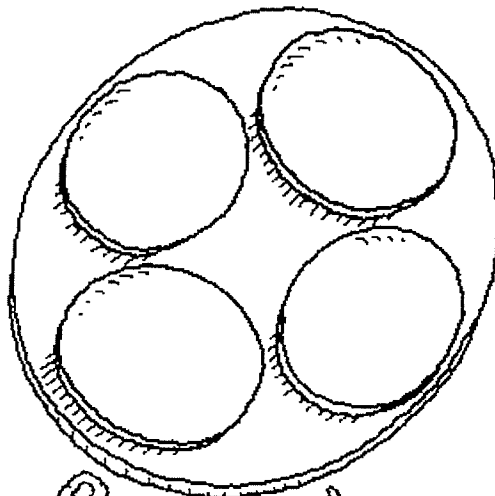
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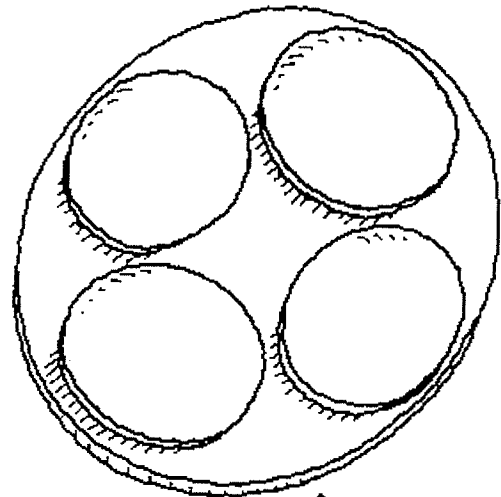
## Bailey and Macy Plan a Menu

Bailey and Macy are planning a menu for the entire day for themselves and two of their friends. They want to make sure that they include daily amounts from each of the basic food groups. They decide to include at least  $1\frac{1}{2}$  cups from the Fruits Group, 3 cups from the Milk Group, and 5 ounces from the Meat and Beans Group. Their menu will also include at least 2 cups from the Vegetables Group and 5 ounces from the Grains Group.

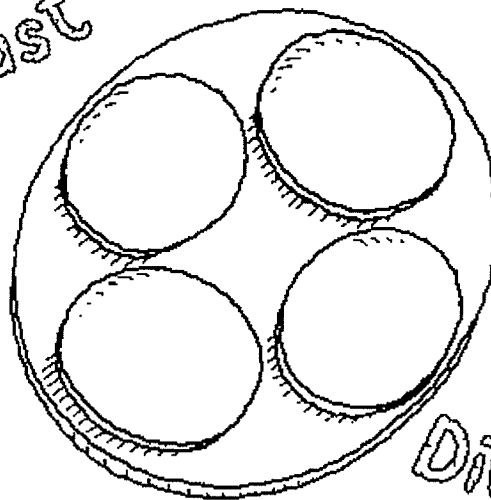
Think about meals that Bailey and Macy might serve for breakfast, lunch, and dinner. Draw the meals on the appropriate tables. Make sure the meals are based on the daily guidelines they have decided on. Choose foods that are lower in fat. Make half of the grain servings whole grains. Choose a variety of vegetables.



Breakfast



Lunch



Dinner

Name \_\_\_\_\_

Date \_\_\_\_\_



# MyPyramid

Label the sections of the MyPyramid with the correct names. Use the terms in the box.  
Use page HB51 if you need help.

Fruits (2 cups)

Milk (3 cups)

Grains (5 ounces)

Meat and Beans (5 ounces)

Vegetables (2 cups)

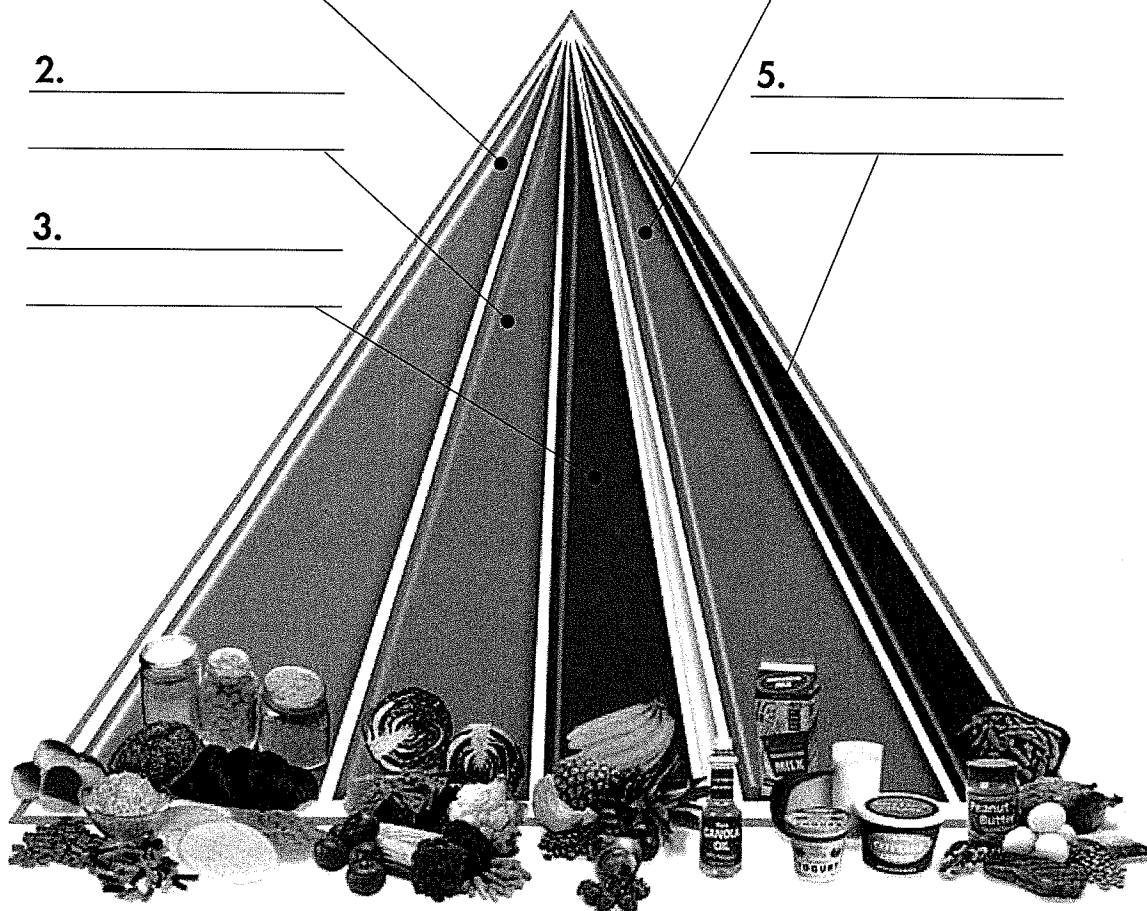
1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_



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Name \_\_\_\_\_

Date \_\_\_\_\_



# Making Healthful Food Choices

Read the labels below. Then answer the questions.

## FOOD 1

### Nutrition Facts

Serving size 1.4 oz. (about  $\frac{3}{4}$  cup)  
Servings per package 8

	With $\frac{1}{2}$ cup	
	Cereal	Skim Milk
<b>Calories</b>	120	160
Protein	3 g	7 g
Carbohydrate	31 g	37 g
Fat	1 g	1 g
Sodium	230 mg	290 mg
Potassium	260 mg	460 mg

% Daily Value*		
Protein	6%	15%
Vitamin A	25%	30%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Calcium	2%	15%
Iron	100%	100%
Vitamin D	10%	25%
Vitamin B <sub>6</sub>	25%	25%
Vitamin B <sub>12</sub>	25%	35%

**INGREDIENTS:** WHEAT BRAN, WHOLE WHEAT, RAISINS, SUGAR, CORN SYRUP, SALT

## FOOD 2

### Nutrition Facts

Serving size 1 slice (28 g)  
Servings per container 16

<b>Calories</b>	90
Protein	3 g
Carbohydrate	less than 1 g
Fat	8 g
Cholesterol	20 mg (0.02 g)
Sodium	310 mg (0.31 g)

**INGREDIENTS:** BEEF, WATER, SALT, CORN SYRUP, FLAVORING, DEXTROSE, ASCORBIC ACID (VITAMIN C), SODIUM NITRITE

1. How many servings are in a package of Food 1? \_\_\_\_\_

How many are in a package of Food 2? \_\_\_\_\_

2. What is the size of one serving of Food 1? \_\_\_\_\_

of Food 2? \_\_\_\_\_

3. Why is the nutritional information for Food 1 given in two different columns?

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



## Health Activity Book

4. One of these foods is vitamin enriched. Which food is it? How can you tell?
- \_\_\_\_\_
- \_\_\_\_\_
5. Why do you think the vitamins were added to this food? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. *Preservatives* are chemicals that are added to food to make it stay fresh longer. What preservatives are used in Food 1? \_\_\_\_\_
- in Food 2? \_\_\_\_\_
7. To which food group does Food 1 belong? Why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. To which food group does Food 2 belong? Why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. How could you obtain nutrition information about skim milk from the label for Food 1?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. Is this a good way to obtain nutritional information about milk? Why or why not?
- \_\_\_\_\_
- \_\_\_\_\_

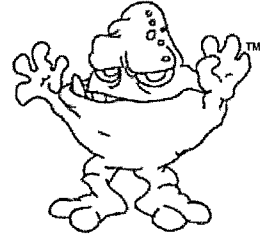
Name \_\_\_\_\_

Date \_\_\_\_\_



## Brutus Bac is Back!

Brutus the bacterium has struck again. He comes into your kitchen to spread bacteria when you least expect it. Read the sentences below and determine if he has contaminated the kitchen. If the sentence shows unsafe conditions, underline it. Then, on the lines below the sentence, write how the situation can be made more safe.



1. The cutting boards are washed with soap and warm water before and after they are used.

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2. The lunch meat used to make sandwiches this morning before going to school is left on the counter.

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3. After the cutting board is used to cut chicken, it is used to cut the vegetables for dinner.

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4. When there are leftovers from a meal, they are placed in plastic containers and immediately put in the refrigerator.

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5. When cooking chicken, the only thing you need to be concerned with is that the outside of the chicken turns white.

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6. When making a snack after school, it is better to prepare the snack on the counter instead of on a table, since the counter is usually cleaner.

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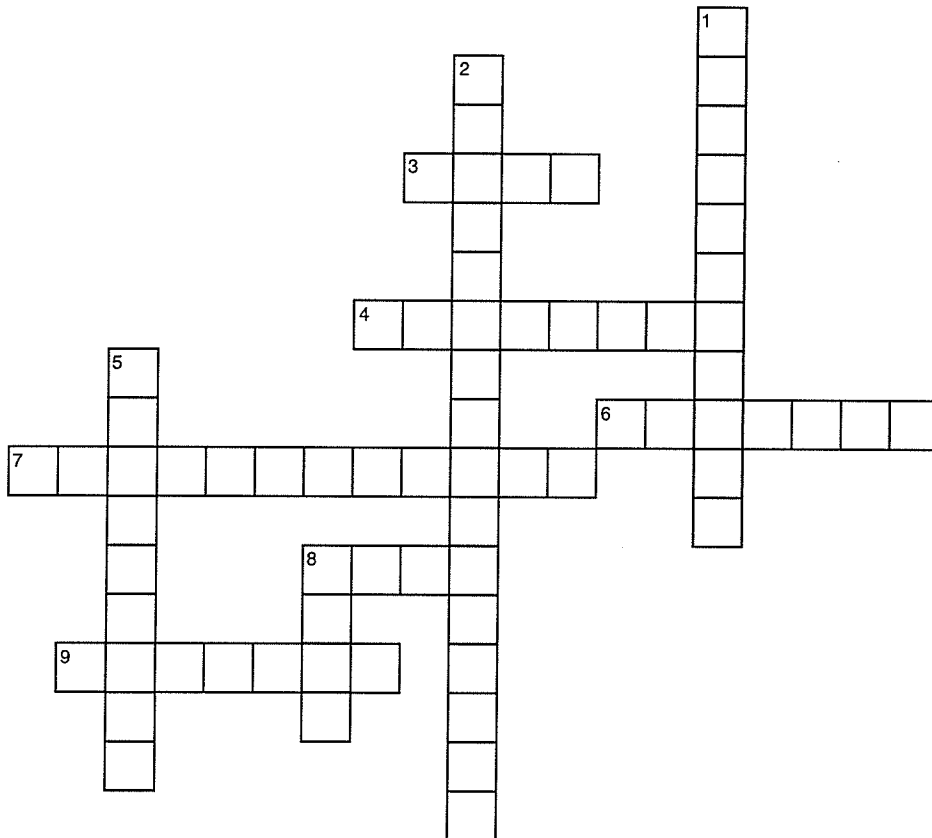
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Name \_\_\_\_\_

Date \_\_\_\_\_



# Bacteria Puzzle



## Across

3. Wash your hands with this before preparing food.
4. When you completely cook food, it kills these.
6. This meat should be cooked at 180°.
7. Place leftovers here to cool.
8. The temperature of the water should be \_\_\_\_\_ when you wash your hands.
9. Place meats in the microwave to do this.

## Down

1. Always cook at the proper \_\_\_\_\_.
2. Separate your foods when cutting them. Never do this, especially with meats.
5. These items should be put in small containers and placed quickly in the refrigerator.
8. You should do this to the cutting board before you cut new food.



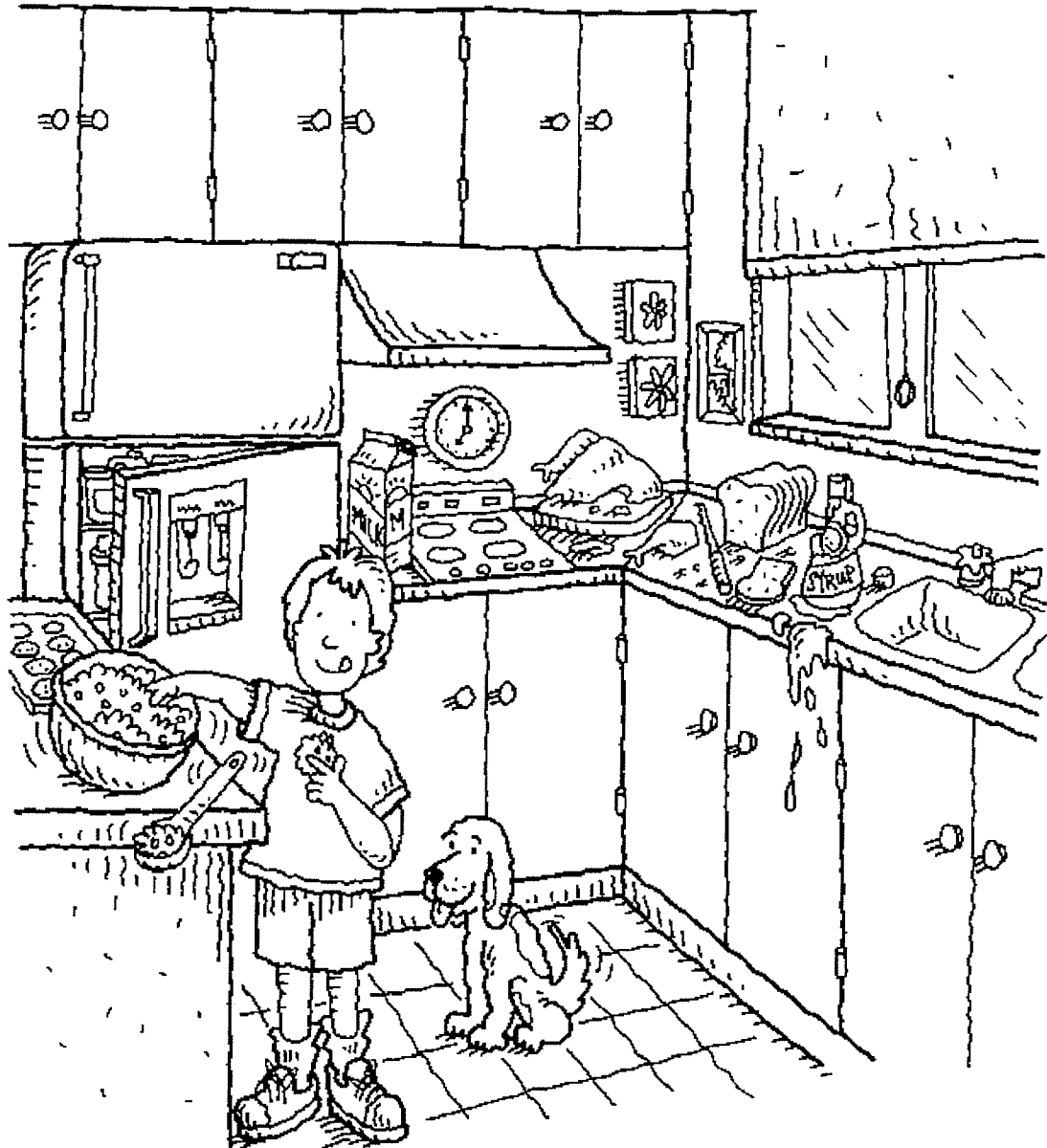
Name \_\_\_\_\_

Date \_\_\_\_\_



# Kitchen Disaster

In no time at all, bacteria will be contaminating this kitchen. Look at the kitchen, and circle the unsafe conditions.



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Name \_\_\_\_\_

Date \_\_\_\_\_



# Victoria Helps with Lunch

Read the paragraphs. Then answer the questions.

Victoria likes to help her family in the kitchen. On Monday afternoon she decided she would make Tuesday's lunches. She took out turkey, mayonnaise, and bread for sandwiches, and placed the items on the counter. She made the sandwiches, wrapped them in plastic wrap, and left them on the counter so she and her family would see them the next morning. Then she placed the turkey and the mayonnaise back into the refrigerator and placed the unused slices of bread back in the package.

Victoria also made a small fruit salad. She took some strawberries and two oranges from the refrigerator. She cut the stems from the strawberries and sliced them. She peeled the oranges and divided them into sections. Next, she mixed up the fruit and divided the mixture into airtight plastic containers for each member of her family. She placed the containers on the counter next to the sandwiches.

1. Name three things Victoria did that demonstrated she was thinking about food safety.

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2. Name three things Victoria did not do that she should have done.

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3. Write two or more sentences predicting what might happen next. Be sure to tell why.

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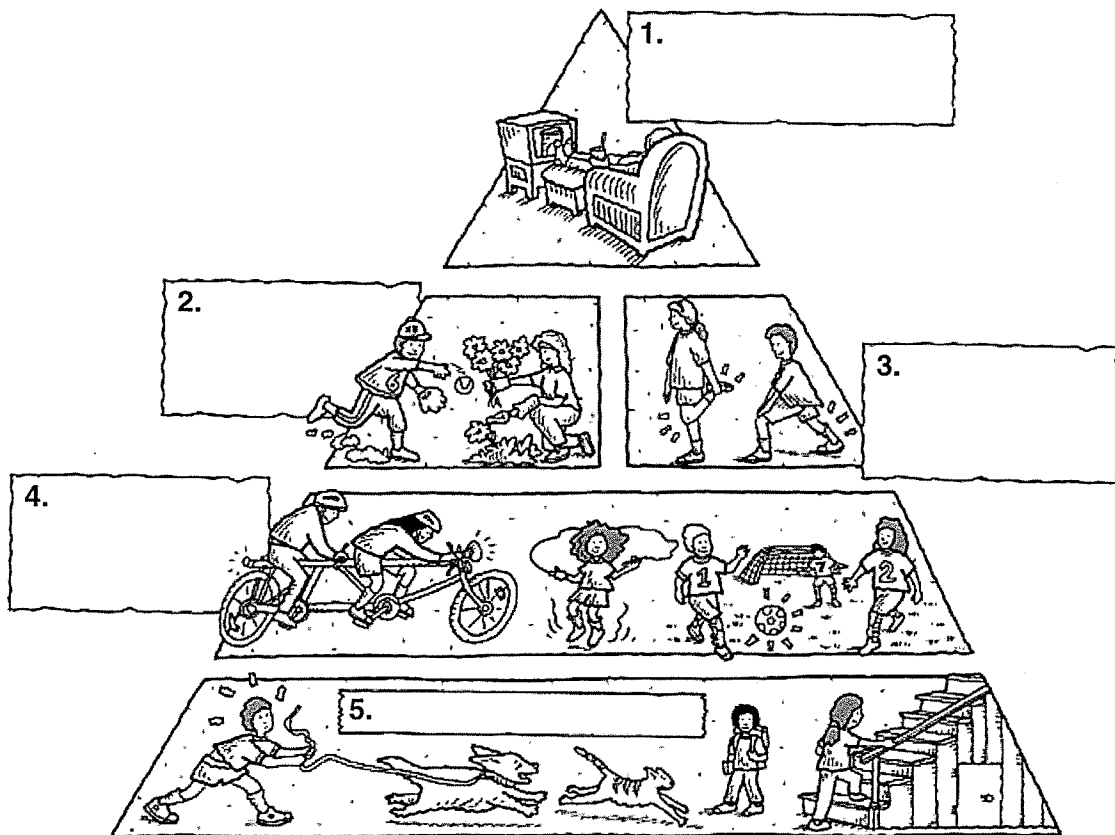
Name \_\_\_\_\_

Date \_\_\_\_\_



# The Activity Pyramid

Label the sections of the Activity Pyramid with the correct activity phrases. Use page HB66 if needed.



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Name \_\_\_\_\_

Date \_\_\_\_\_



# Physical Activity Every Day

Being physically active is important to your overall health. Read the following sentences. Help these children by determining what section of the Activity Pyramid each activity falls under and how often they should participate in the activity each week.

1. Instead of taking the elevator, Allison and her mom use the stairs when they are shopping at the mall.

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2. The weather is getting warmer. After school Karen enjoys swimming laps in the pool.

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3. After having a snack, Kimi watches her favorite cartoon on the television.

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4. Now that the leaves have fallen to the ground, Julio helps his dad by raking the leaves into piles.

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5. On the weekends, Adam plays baseball with his neighborhood friends.

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6. Every day Madison goes to physical education class, the coach has the class do stretches before they run around the track.

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Name \_\_\_\_\_  
Date \_\_\_\_\_



## Exercise and Rest

In the space provided, write the letter of the term in Column B that best fits the definition in Column A. Use each term only once.

Column A	Column B
_____ 1. Activities that cause the heart to beat faster for at least 20 minutes	<b>a.</b> stress
_____ 2. Able to move easily	<b>b.</b> warm-up
_____ 3. Activity done at the beginning of exercise	<b>c.</b> flexible
_____ 4. Activity done at the end of the exercise period	<b>d.</b> relax
_____ 5. A strong emotion that makes you feel tense	<b>e.</b> cool-down
_____ 6. Rest or become calm	<b>f.</b> aerobic exercises

Read each sentence. Decide if the vocabulary word is used correctly. If the word is not used correctly, rewrite the sentence to show proper usage of the word.

1. A *warm-up* is something you do after exercising.

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2. Exercise is a good way to build up *stress*.

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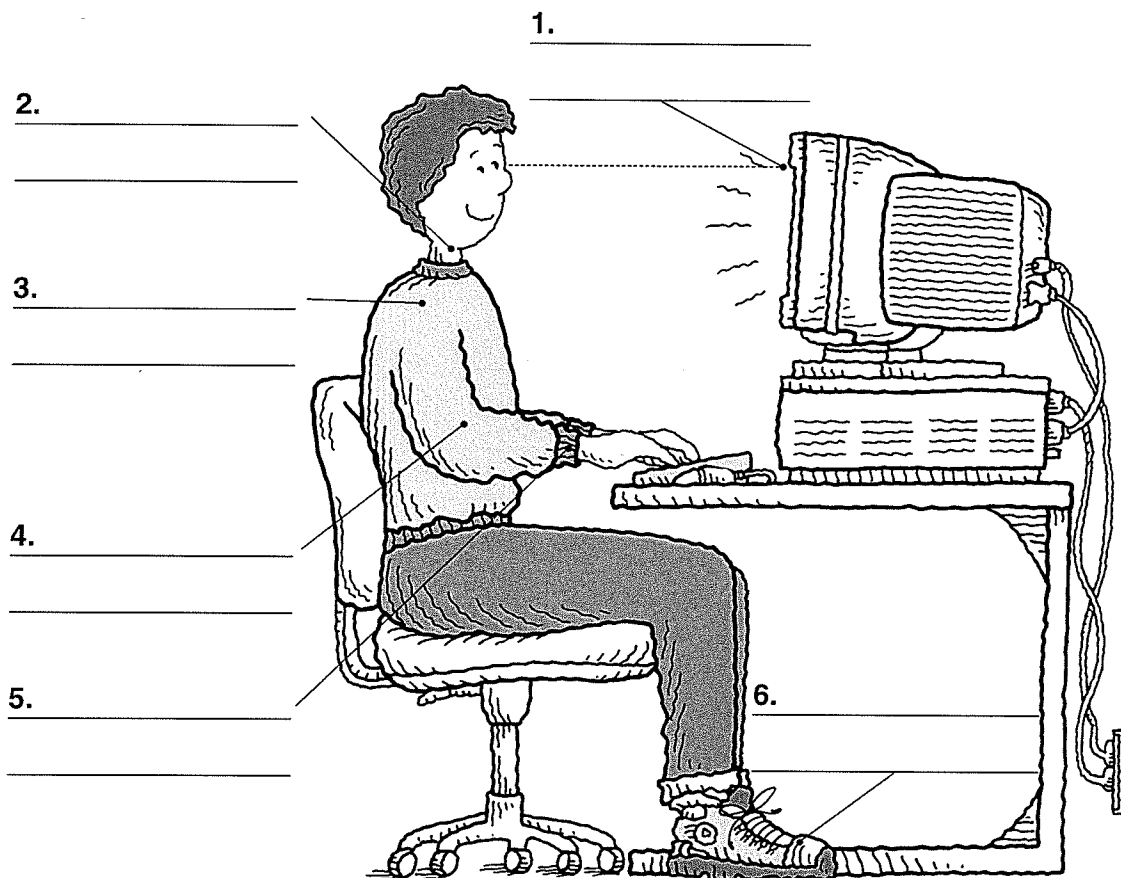
Name \_\_\_\_\_

Date \_\_\_\_\_



# Good Posture at the Computer

Label the sections of the diagram with the correct phrases. Use page HB82 if needed.



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Name \_\_\_\_\_

Date \_\_\_\_\_



# Internet Safety

Internet Lifeguard Alec watches over the Internet Ocean. His main responsibility is to throw out life preservers to students who are practicing safe Internet habits. Help Alec determine if the Internet practices are safe or unsafe by coloring the life preserver for safe practices and crossing out the life preserver if the practice is unsafe.



1. While on the computer, Tyrone receives an instant message. He immediately informs an adult.



2. Sarah knows her computer time is between 4:30 and 5:30. It is 7:00, and Sarah's parents have left her with a baby-sitter to go to dinner. Sarah rushes to the computer and gets online.



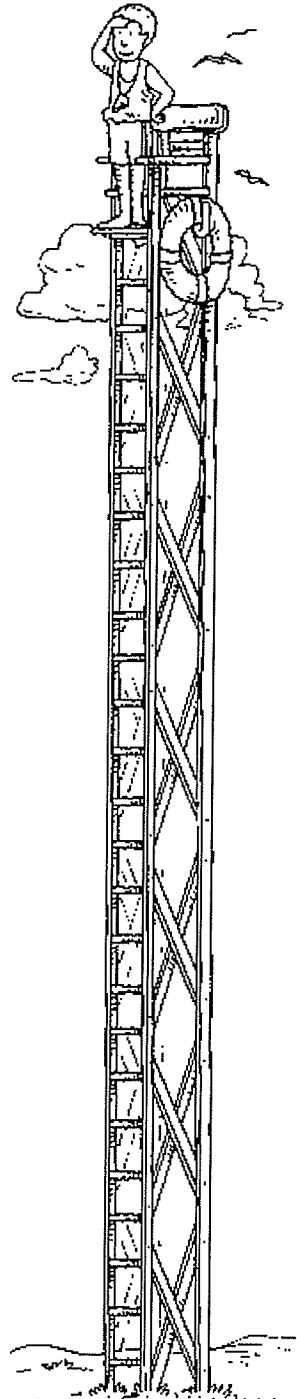
3. China receives an e-mail from her friend about a cool website that has interactive games. She clicks on the site, and a warning pops up, asking if the person is over 18. China has heard how cool this site is, and since her friend is also 10 and uses this site, China clicks the "yes" button, noting that she is over 18 years old.



4. Candace is on a link from her school's website. The site has asked for information about the user. She assumes that the site must be safe, since it is on her school's website. Still, Candace decides to get out of the website without answering the questions and tells her teacher the next day about the website.



5. Marcos receives an e-mail from someone he doesn't know. Marcos writes the individual back, asking the person to not e-mail him again.



Name \_\_\_\_\_

Date \_\_\_\_\_



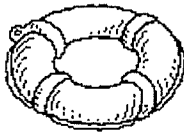
## Health Activity Book



6. Christopher has an e-mail pen pal who lives in Holland. His friend sends an e-mail to inform Christopher that he will be coming over to the same town Christopher lives in for a vacation with his family. Christopher asks his dad to talk to his friend's parents to set up a time and place where Christopher and his pen pal can meet.



7. Kevin enjoys getting online each day after school. He checks his e-mail and has no messages. Kevin decides that since he knows his older brother's e-mail password, he will check his brother's e-mail to see who has written him.



8. Stefany is sending instant messages with a friend who is on her "okay" list made by her parents. Stefany's friend tells her that she is going to play a funny trick on the new girl in their class. Stefany doesn't comment to her friend about the plan, but she does tell her mother later that evening.



9. Trisha is using a website her parents have already approved. She wants to play one of the games on the website. The game requires you to give your name before you can start the game. Trisha uses only her first name to activate the game.



10. Todd's cousin sends his school picture to Todd through e-mail. He wants Todd to send him a school picture too. Todd locates his school picture and has his dad scan the picture and send it to his cousin.



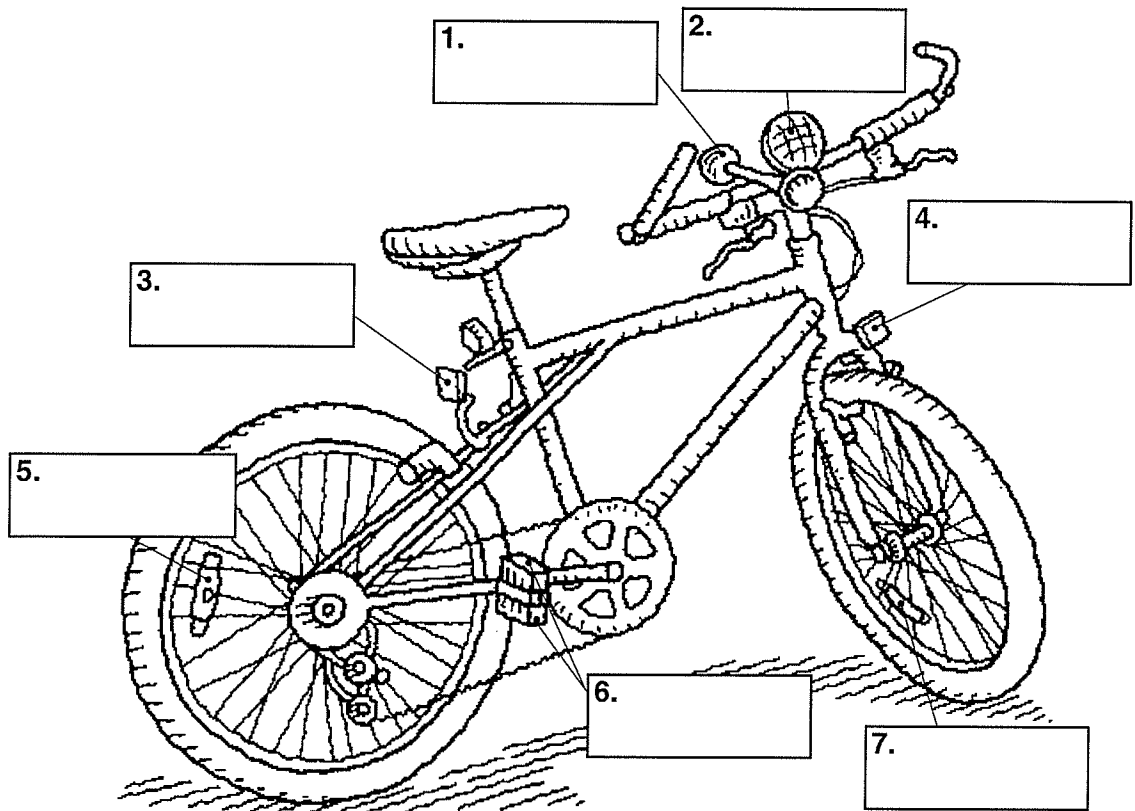
Name \_\_\_\_\_

Date \_\_\_\_\_



## Have a Safe Bike Like Mike

Mike loves to get outside and ride his bike. Mike knows that to be a safe bike rider you must regularly check your bike for safety. Help Mike be a safe bike rider by labeling the bike below with the correct safety equipment. Use page HB76 if needed. Then, on the lines below the bike, list at least three safety features Mike should check before riding his bike.



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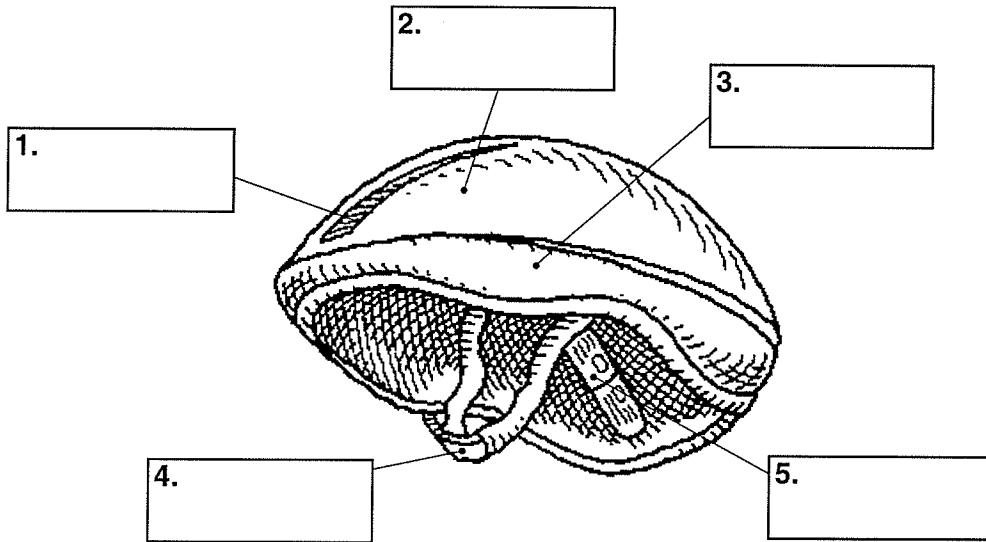
Name \_\_\_\_\_

Date \_\_\_\_\_



# Mike's Safety Helmet

Mike also knows that a bike helmet is essential safety equipment for any bike rider. Label Mike's helmet with the correct safety features. Use page HB77 if needed. Then, on the lines below the helmet, write a paragraph explaining the importance of wearing a bike helmet.



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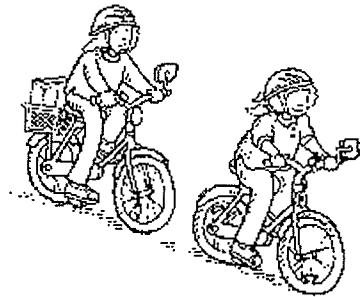
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Name \_\_\_\_\_  
Date \_\_\_\_\_



## Safety on the Road

Kaylee and Alana are best friends. Alana received a new bike for her birthday. Alana knows that Kaylee is a safe bike rider and wants Kaylee to teach her the rules of the road for bike riders.



Answer the questions in complete sentences, giving the safest answer possible. Use page HB77 if needed.

1. Alana thinks it would be safer to ride her bike on the sidewalk. What should Kaylee tell her?

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2. Alana thinks it would be safer to ride facing traffic so that she could see when a car is coming. What should Kaylee tell her?

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3. Alana wants to know which side of the street to use. What should Kaylee tell her?

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4. Alana wants to know what to do when she has to cross the intersection. What should Kaylee tell her?

---

---

5. Alana wants to know what to do when she rides bikes with friends. What should Kaylee tell her?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_



## Using Your Senses

Read each term. Then, in the space provided, write *see*, *hear*, *smell*, *taste*, or *touch* to show which senses you use to experience each item. Write as many senses as apply to each item. The first one has been done for you.

1. apple see, smell, taste, touch
2. stars \_\_\_\_\_
3. thunder \_\_\_\_\_
4. sandpaper \_\_\_\_\_
5. clouds \_\_\_\_\_
6. train whistle \_\_\_\_\_
7. dog \_\_\_\_\_
8. steak \_\_\_\_\_
9. movie \_\_\_\_\_
10. music \_\_\_\_\_
11. waterfall \_\_\_\_\_
12. fish \_\_\_\_\_
13. bee \_\_\_\_\_
14. leaf \_\_\_\_\_
15. flower \_\_\_\_\_
16. skunk \_\_\_\_\_
17. pebble \_\_\_\_\_
18. television \_\_\_\_\_
19. radio \_\_\_\_\_
20. bird \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_



# Sense Organs

Read the paragraph. Then answer the questions.

The skin has thousands of sensors. Some sensors are sensitive to touch, telling the brain if something is smooth, rough, or even furry. Other sensors tell the brain when something is putting pressure on the skin. Still other sensors detect heat, and others cold. Some of the sensors, called free nerve endings, return pain signals to the brain. This happens if messages from the other sensors are too strong. These sensors also wrap around the bottoms of hairs, signaling any movement by the hairs.

1. Name the five types of skin sensors discussed in the paragraph. Then identify which picture below should be matched to each sensor you identified.

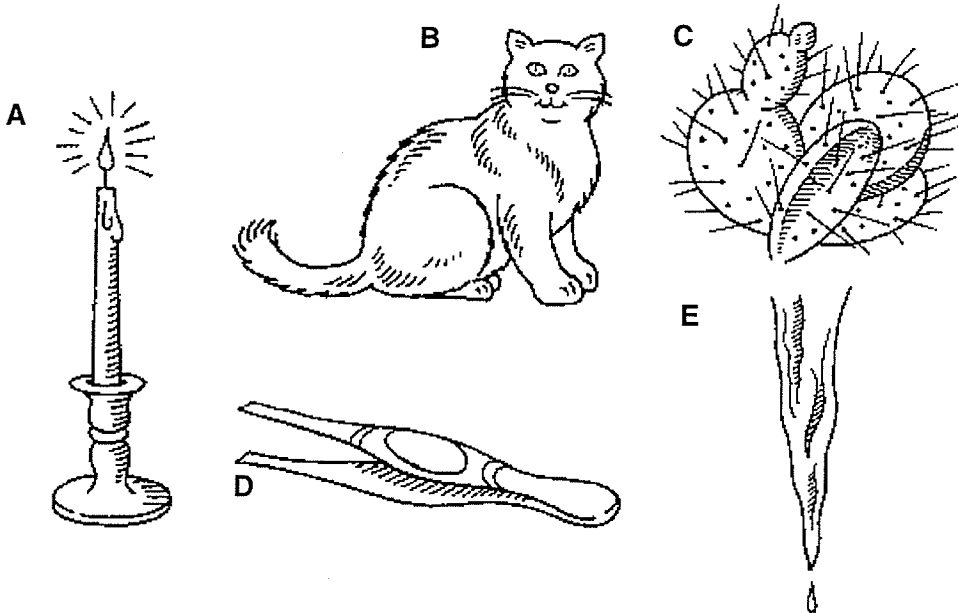
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2. Which type of sensor wraps around hair? \_\_\_\_\_

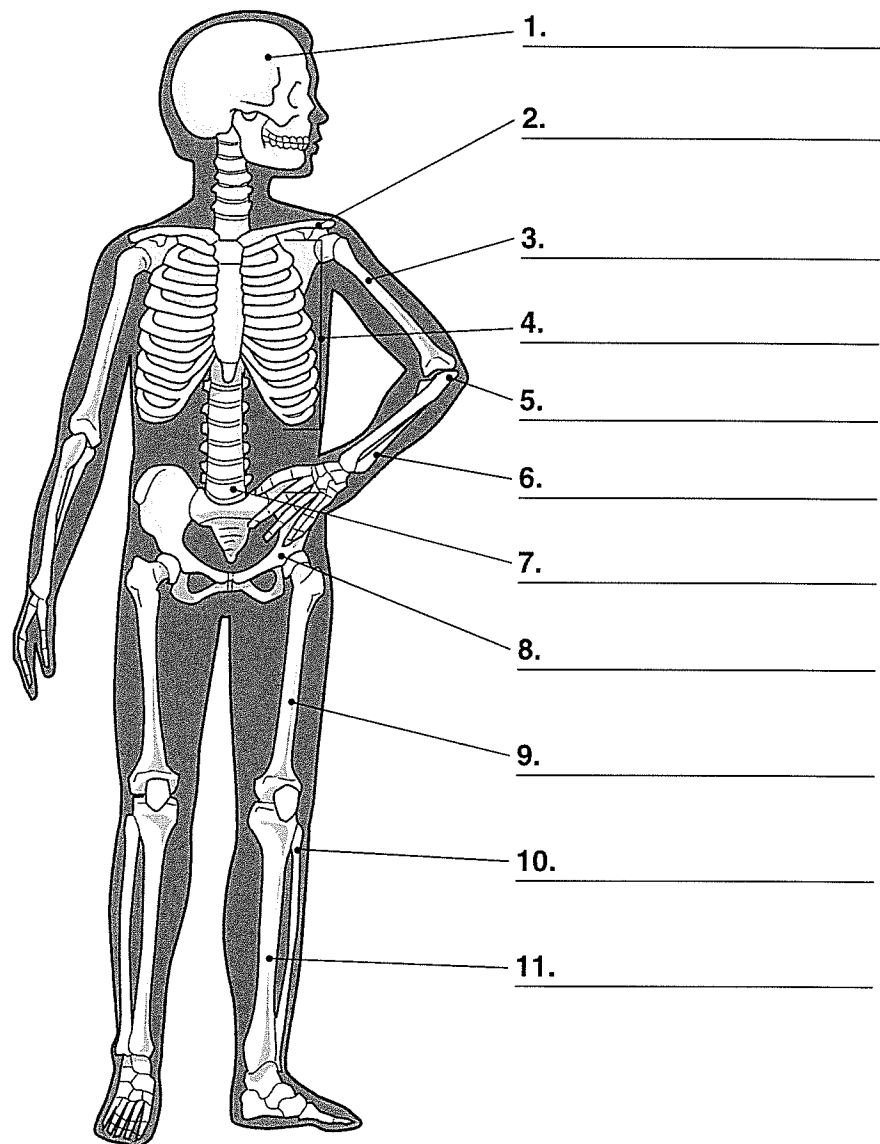
Name \_\_\_\_\_  
Date \_\_\_\_\_



# The Skeletal System

Label the skeletal system. Use the terms in the box and pages HB104–HB105 if needed.

ulna	tibia	spine	femur	rib cage	radius
pelvis	clavicle	fibula	skull	humerus	



Name \_\_\_\_\_

Date \_\_\_\_\_



# Skeletal Puzzle

Read each phrase below. Then 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.

skull	femur	clavicle	humerus	fibula	spine
radius	tibia	pelvis	rib cage	vertebrae	ulna

1. uppermost leg bone

1 3 5 7 9

2. protects the brain

2 4 7 6 6

3. forms the shoulder

8 6 10 11 12 8 6 3

4. the smaller of the two lower leg bones

1 12 13 7 6 10

5. the hipbone

14 3 6 11 12 2

6. the smaller of the lower arm bones

7 6 15 10

7. forms the backbone

2 14 12 15 3

8. larger of the lower leg bones

16 12 13 12 10

9. upper arm bone

17 7 5 3 9 7 2

10. larger of the lower arm bones

9 10 18 12 7 2

11. protects the heart and lungs

9 12 13 8 10 16 3

12. protect the spinal cord

11 3 9 16 3 13 9 10 3

Secret Message

8 10 6 8 12 7 5 5 10 4 3 2

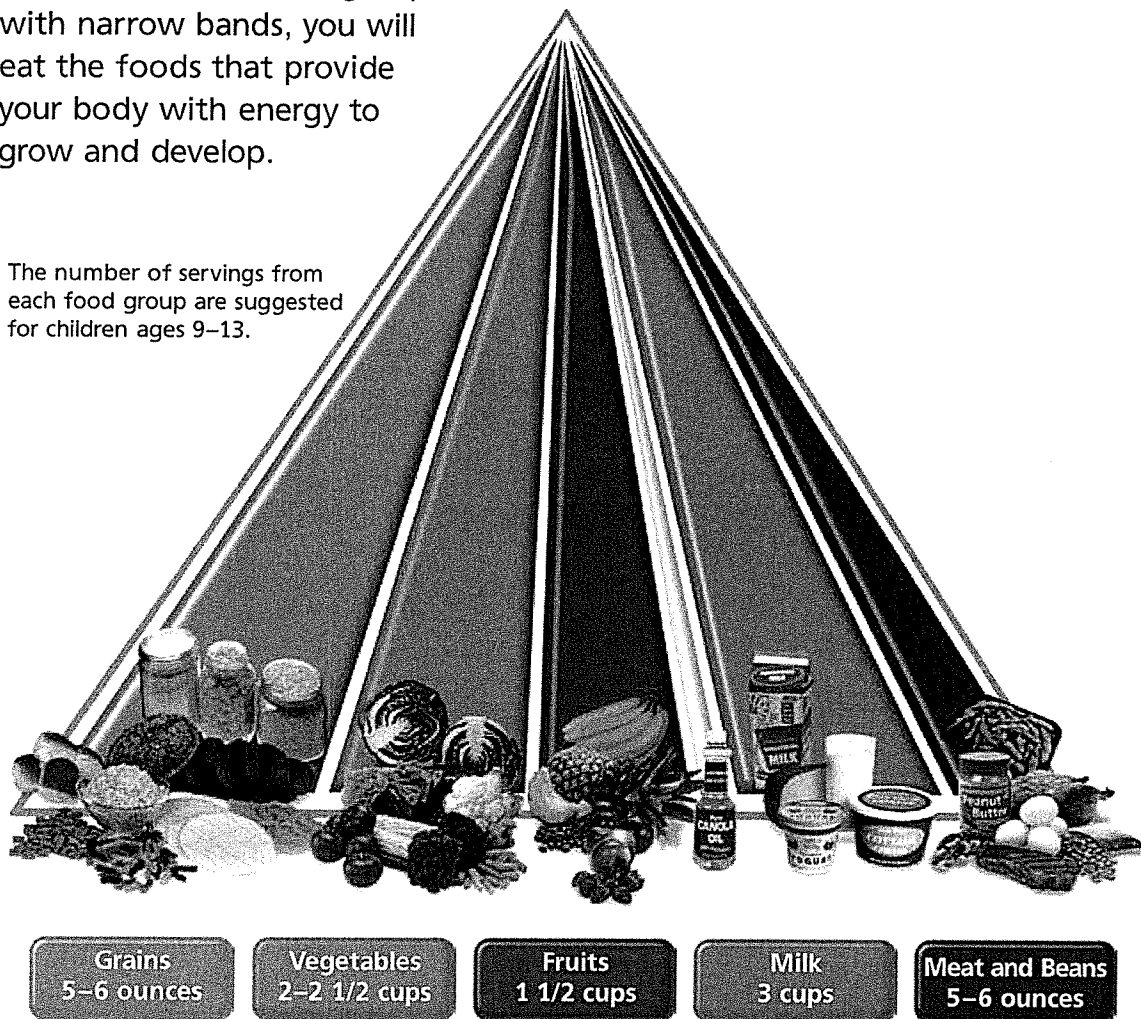
13 <sup>0</sup> 15 3 2 17 10 9 18

## Good Nutrition

# MyPyramid

**N**o one food or food group supplies everything your body needs for good health. That's why it's important to eat foods from all the food groups. MyPyramid can help you choose healthful foods in the right amounts. By choosing more foods from the groups with wide bands and fewer foods from groups with narrow bands, you will eat the foods that provide your body with energy to grow and develop.

The number of servings from each food group are suggested for children ages 9–13.



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## Good Nutrition

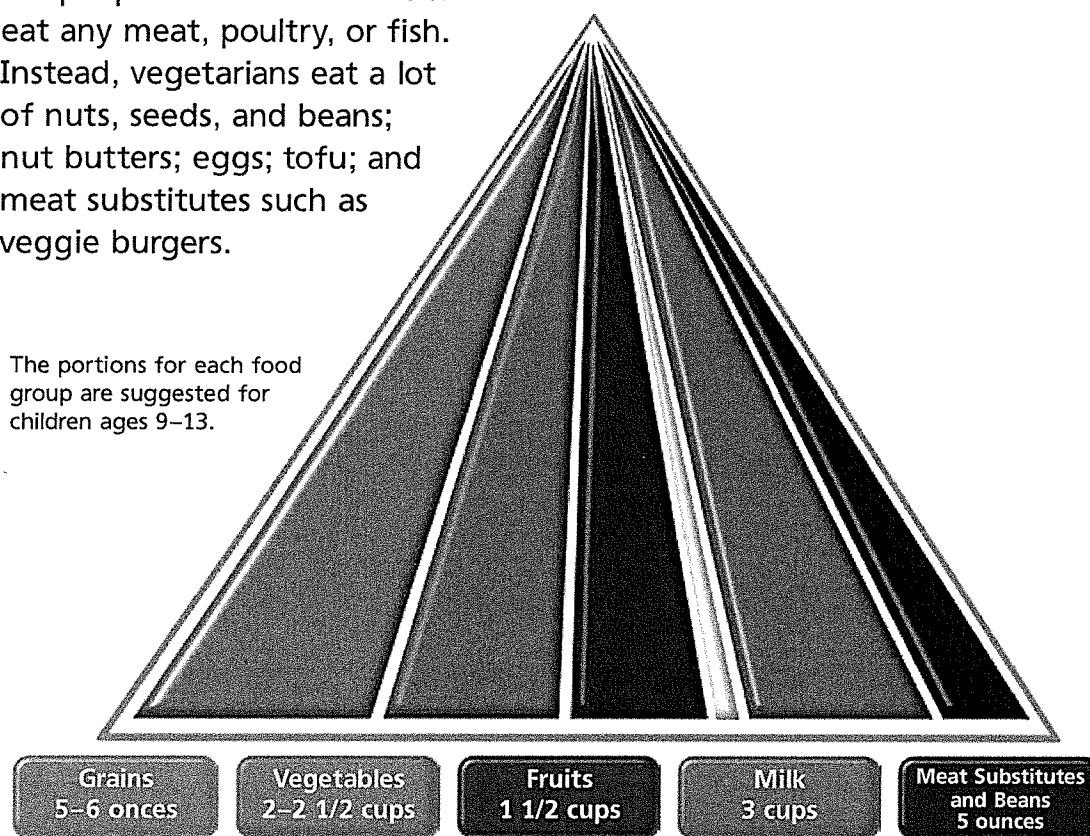
# More Food Guide Pyramids

**M**yPyramid from the U.S. Department of Agriculture, or (USDA) (page HB51), shows common foods from the United States. Foods from different cultures and lifestyles also can make up a healthful diet. These other pyramids can help you add new foods to your diet. Use the portions guide on page HB56 with all four pyramids.

Vegetarians (vej-uh-TAIR-ee-uhnz) are people who choose not to eat any meat, poultry, or fish. Instead, vegetarians eat a lot of nuts, seeds, and beans; nut butters; eggs; tofu; and meat substitutes such as veggie burgers.

The portions for each food group are suggested for children ages 9–13.

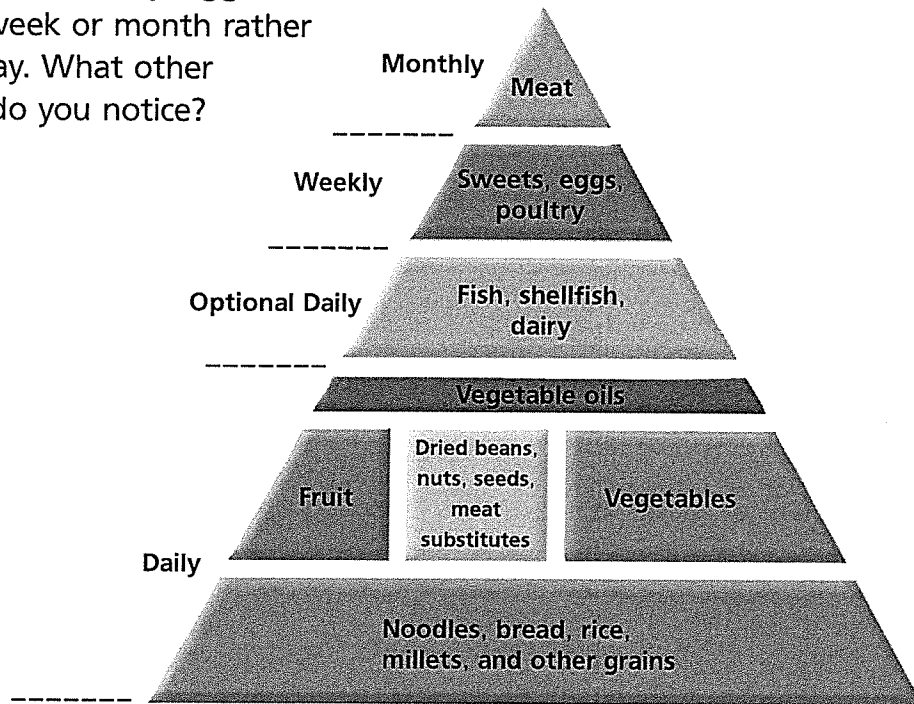
## Vegetarian



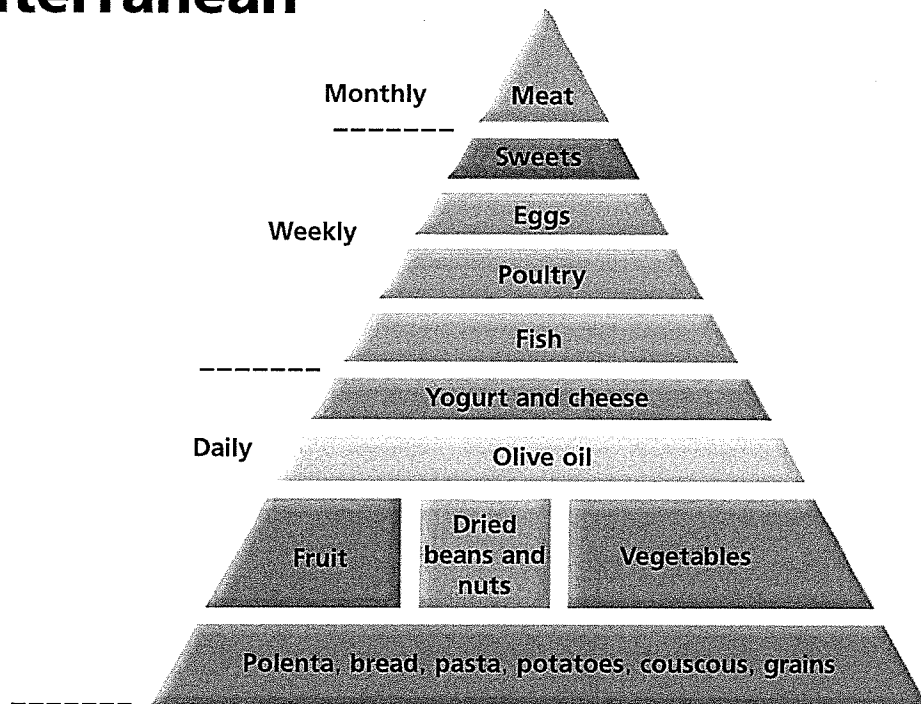
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**T**hese two pyramids differ from the one on page HB51. They suggest eating seafood, poultry, eggs and meat each week or month rather than each day. What other differences do you notice?

## Asian



## Mediterranean



## Good Nutrition

# Dietary Guidelines for Americans

**T**hese guidelines come from the USDA. Following them will help you make good choices about nutrition and health. Making the right choices will help you feel your best.



## Aim for Fitness

- Aim for a healthful weight. Find out your healthful weight range from a health professional. If you need to, set goals to reach a better weight.
- Be physically active each day. (Use the Activity Pyramid on page HB66 to help you plan each week's activities.)

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## Build a Healthful Base

- Use a food guide pyramid to guide your food choices.
- Each day, choose a variety of grains, such as wheat, oats, rice, and corn. Choose whole grains when you can.
- Each day, choose a variety of fruits and vegetables.
- Keep food safe to eat.  
(Follow the tips on pages HB57–HB58 for safe preparation and storage of food.)



## Choose Sensibly

- Choose a diet that is moderate in total fat and low in saturated fat and cholesterol.
- Choose foods and drinks that are low in sugar. Lower the amount of sugar you eat.
- Choose foods that are low in salt. When you prepare foods, use very little salt.



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## Good Nutrition

# Estimating Amounts

**M**yPyramid suggests an amount to eat daily from each group. But these amounts aren't necessarily how much you eat at a meal. A plate full of macaroni and cheese may contain  $1\frac{1}{2}$  cups of macaroni and 3 ounces of cheese. That's about half your Grains and all your Milk at one sitting! The table below can help you estimate how much you are eating.

Food Group	Common Amount Eaten	Easy Ways to Estimate Amounts
Grains Group	$\frac{1}{2}$ cup cooked pasta, rice, or cereal 1 slice bread, $\frac{1}{2}$ bagel 1 cup ready-to-eat (dry) cereal	<ul style="list-style-type: none"><li>• 1 slice of bread or <math>\frac{1}{2}</math> medium bagel is about 1 oz.</li><li>• 1 oz of cooked rice, oats, or pasta would fill an ice cream scoop.</li><li>• A fistful of whole-grain cereal flakes is about 1 oz.</li></ul>
Vegetables Group	1 cup raw leafy vegetables $\frac{1}{2}$ cup other vegetables, cooked or chopped raw $\frac{1}{2}$ cup tomato sauce	<ul style="list-style-type: none"><li>• A cup of raw vegetables is about the size of a tennis ball.</li><li>• <math>\frac{1}{2}</math> cup of cooked or chopped vegetables would just about fill an ice-cream scoop.</li></ul>
Fruits Group	1 medium apple, pear, or orange; 1 medium banana; $\frac{1}{2}$ cup chopped or cooked fruit; 1 cup fresh fruit; $\frac{1}{2}$ cup fruit juice	<ul style="list-style-type: none"><li>• A medium piece of fruit is about the size of a baseball.</li></ul>
Milk Group	$1\frac{1}{2}$ oz cheese; 1 cup yogurt; 1 cup milk	<ul style="list-style-type: none"><li>• A piece of cheese about the size of three dominoes equals the same amount of calcium in a cup of milk.</li></ul>
Meat & Beans Group	2–3 oz lean meat, chicken, or fish 2 tablespoons peanut butter $\frac{1}{2}$ cup cooked dry beans	<ul style="list-style-type: none"><li>• An ounce of beans would fill an ice cream scoop.</li><li>• A 3-oz portion of cooked meat, fish, or poultry is about the size of a computer mouse.</li></ul>
Oils	1 teaspoon canola oil	<ul style="list-style-type: none"><li>• 1 teaspoon is about the size of a penny or a fingertip</li></ul>

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## Preparing Foods Safely

# Fight Bacteria

You probably already know to throw away food that smells bad or looks moldy. But food doesn't have to look or smell bad to make you ill. To keep your food safe and yourself from becoming ill, follow the steps outlined in the picture below. And remember—when in doubt, throw it out!



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# Food Safety Tips

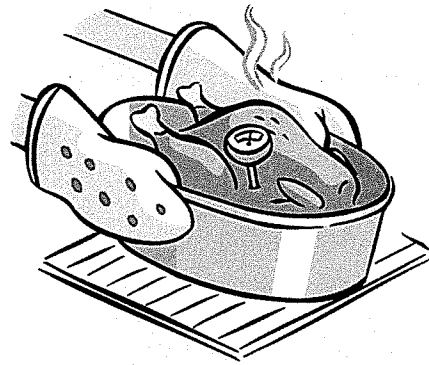
## Tips for Preparing Food

- Wash hand with hot, soapy water before preparing food. Also wash hands after preparing each dish.
- Defrost meat in a microwave or the refrigerator—not on the kitchen counter.
- Keep raw meat, poultry, fish, and their juices away from other foods.
- Wash cutting boards, knives, and countertops immediately after cutting up meat, poultry, or fish. Never use the same cutting board for meats and vegetables without thoroughly washing the board first.



## Tips for Cooking Food

- Cook all food thoroughly, especially meat. Cooking food completely kills bacteria that can make you ill.
- Red meats should be cooked to a temperature of 160°F. Poultry should be cooked to 180°F. When done, fish flakes easily with a fork.
- Eggs should be cooked until the yolks are firm. Never eat food that contains raw eggs such as uncooked cookie dough.



## Tips for Cleaning Up the Kitchen

- Wash all dishes, utensils, and countertops with hot, soapy water.
- Store leftovers in small containers that will cool quickly in the refrigerator.



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# Being Physically Active

## Guidelines for a Good Workout

**T**here are three things you should do every time you are going to exercise—warm up, work out, and cool down.

**Warm Up:** When you warm up, your heart rate, breathing rate, and body temperature increase and more blood flows to your muscles. As your body warms up, you can move more easily. People who warm up are less stiff after exercising, and are less likely to have exercise-related injuries. Your warm-up should include five minutes of stretching, and five minutes of low-level exercise. Some simple stretches are shown on pages HB62–HB63.

**Work Out:** The main part of your exercise routine should be an aerobic exercise that lasts twenty to thirty minutes. Aerobic exercises make your heart, lungs, and circulatory system stronger.

Some common aerobic exercises are shown on pages HB60–HB61. You may want to mix up the types of activities you do. This helps you work different muscles and provides a better workout over time.

**Cool Down:** When you finish your aerobic exercise, you need to give your body time to cool down. Start your cool-down with three to five minutes of low-level activity. End with stretching exercises to prevent soreness and stiffness.

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# Being Physically Active

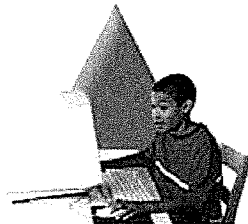
## Planning Your Weekly Activities

Being active every day is important for your overall health. Physical activity helps you manage stress, maintain a healthful weight, and strengthen your body systems. The Activity Pyramid, like MyPyramid, can help you make a variety of choices in the right amounts to keep your body strong and healthy.

### The Activity Pyramid

#### Sitting Still

Watching television,  
playing computer games  
Small Amounts of Time



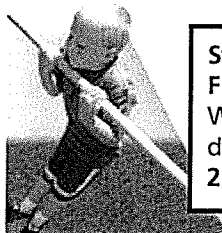
#### Light Exercise

Playtime, yardwork,  
softball  
2–3 times a week



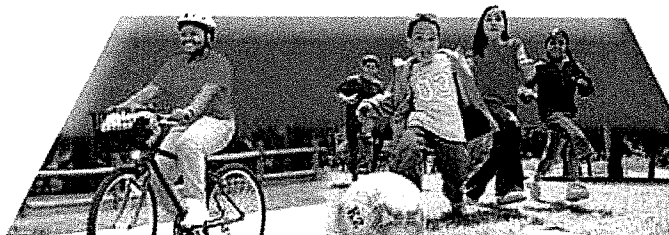
#### Strength and Flexibility Exercises

Weight training,  
dancing, pull-ups  
2–3 times a week



#### Aerobic Exercises

Biking, running,  
soccer, hiking  
30+ minutes, 2–3  
times a week



#### Regular Activities

Walking to school, taking  
the stairs, helping with  
housework  
Every day

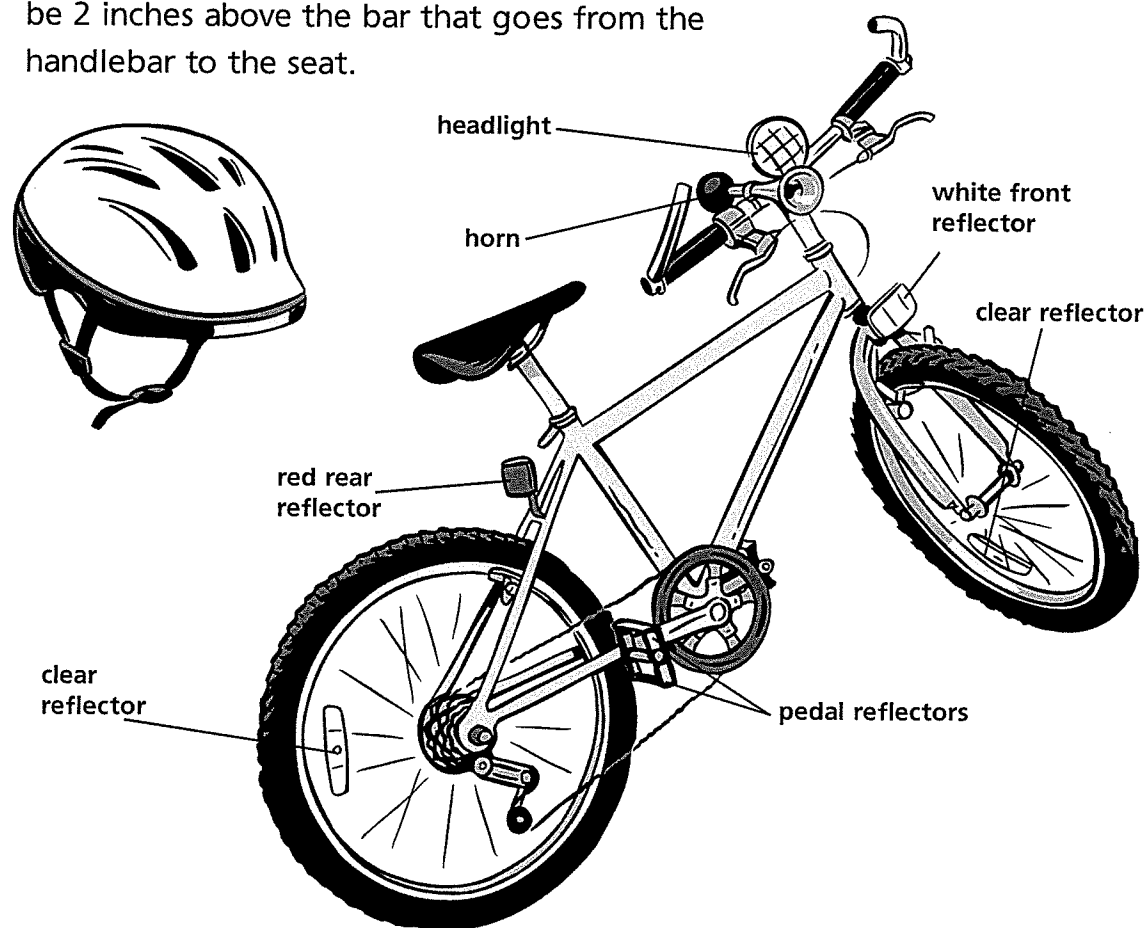


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# Bike Safety Check

**A safe bike should be the right size for you.**

- You should be able to rest your heel on the pedal when you sit on your bike with the pedal in the lowest position.
- When you are standing astride your bike with both feet flat on the ground, your body should be 2 inches above the bar that goes from the handlebar to the seat.



**A bike should have all the safety equipment shown above. Does *your* bike pass the test?**

# Health and Safety

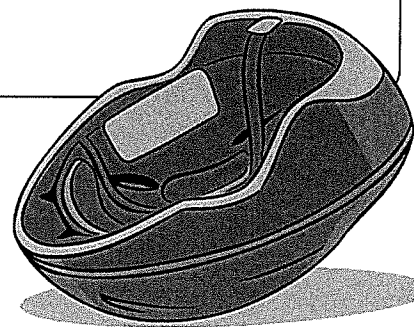
## Safety While Riding

**H**ere are some tips for safe bicycle riding.

- Always wear your bike helmet, even for short distances.
- Check your bike every time you ride it. Is it in safe working condition?
- Ride in single file in the same direction as traffic. Never weave in and out of parked cars.
- Before you enter a street, **STOP**. **Look** left, right, and then left again. **Listen** for any traffic. **Think** before you go.
- Walk your bike across an intersection. **Look** left, right, and then left again. Wait for traffic to pass.
- Obey all traffic signs and signals.
- Do not ride your bike at night without an adult. If you do ride at night, be sure to wear light-colored clothing, use reflectors, and front and rear lights.

## Your Bike Helmet

- About 500,000 children are involved in bike-related crashes every year. That's why it's important to always wear your bike helmet.
- Wear your helmet properly. It should lie flat on your head. The straps should be snug so it will stay in place if you fall.
- If you do fall and your helmet hits the ground, replace it—even if it doesn't look damaged. The inner foam lining may be crushed. It might not protect you if you fell again.



# Your Skeletal System

Your skeletal system includes all of the bones in your body. These strong, hard parts of your body protect your internal organs, help you move, and allow you to sit and to stand up straight.

Your skeletal system works with your muscular system to hold your body up and to give it shape.

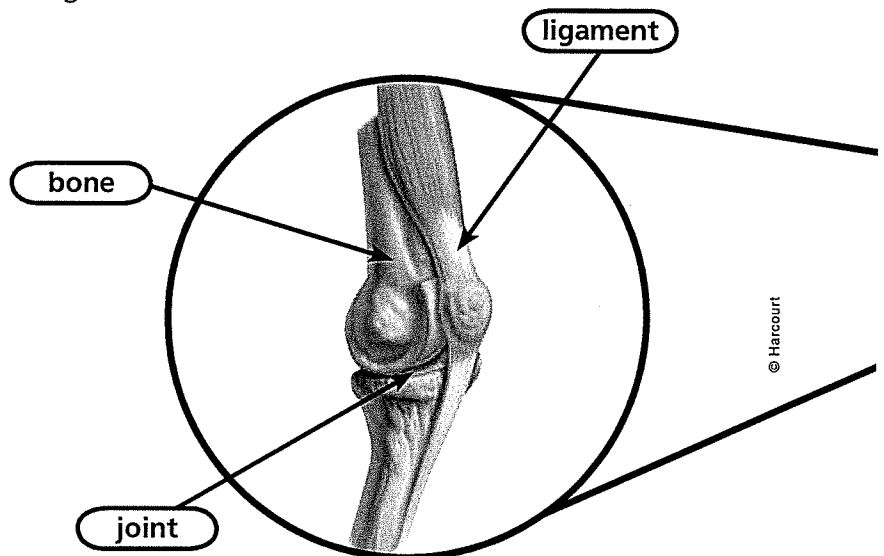
Your skeletal system includes more than 200 bones. These bones come in many different shapes and sizes.

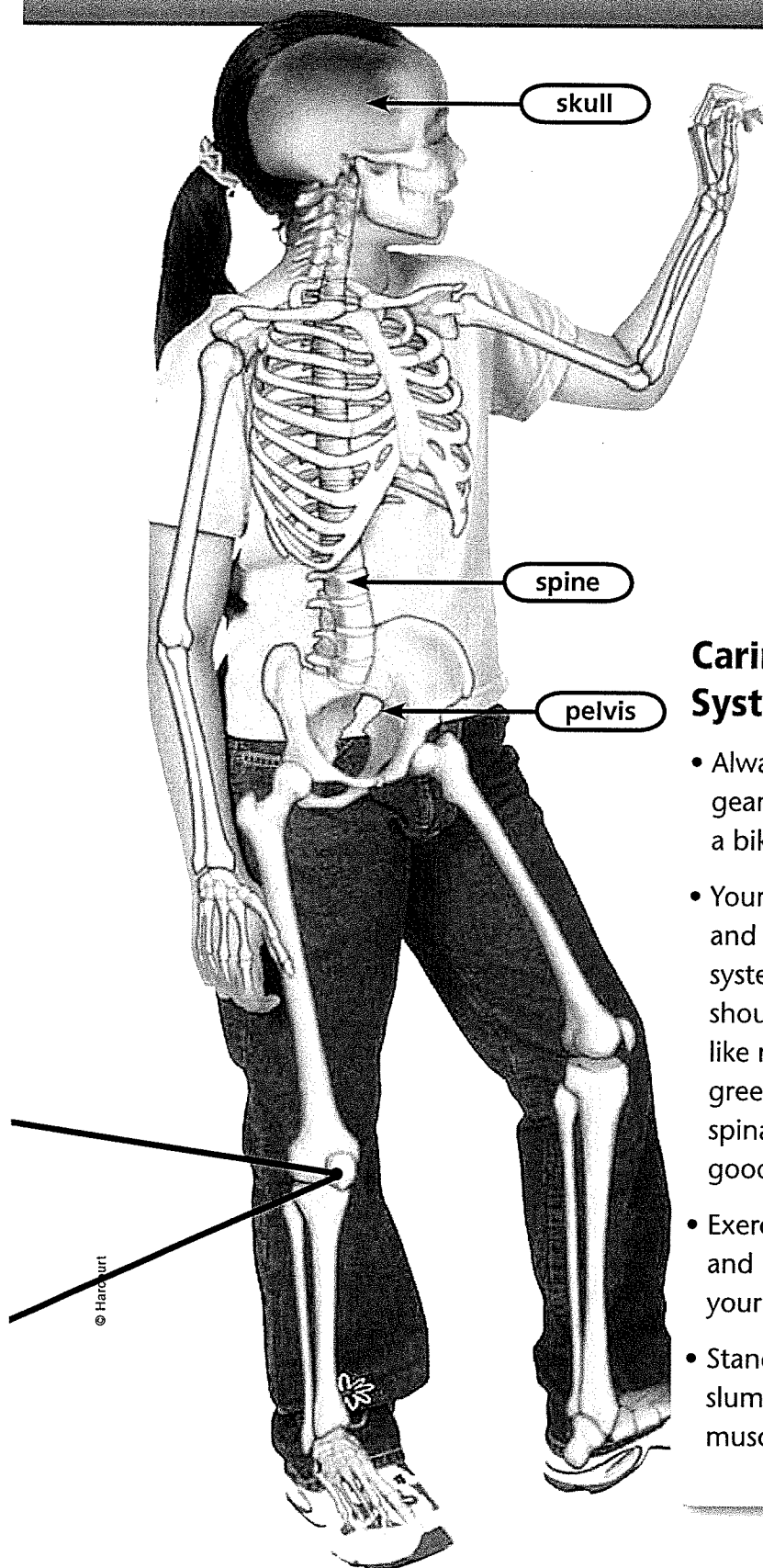
## Your Skull

The wide flat bones of your skull fit tightly together to protect your brain. The bones in the front of your skull give your face its shape and allow the muscles in your face to express your thoughts and feelings.

## Your Spine

Your spine, or backbone, is made up of nearly two dozen small, round bones. These bones fit together and connect your head to your pelvis. Each of these bones, or vertebrae (VUHR•tuh•bree), is shaped like a doughnut with a small round hole in the center. Your spinal cord is a bundle of nerves that carries information to and from your brain and the rest of your body. Your spinal cord runs from your brain down your back to your hips through the holes in your vertebrae. There are soft, flexible disks of cartilage between your vertebrae. This allows you to bend and twist your spine. Your spine, pelvis, and leg bones work together to allow you to stand, sit, or move.





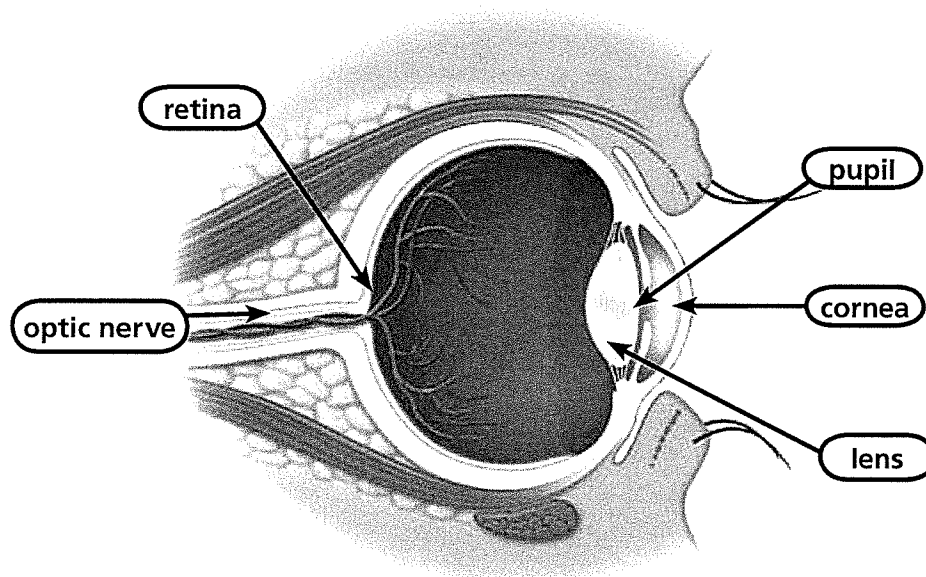
## Caring for Your Skeletal System

- Always wear a helmet and proper safety gear when you play sports, skate, or ride a bike or a scooter.
- Your bones are made mostly of calcium and other minerals. To keep your skeletal system strong and to help it grow, you should eat foods that are high in calcium like milk, cheese, and yogurt. Dark green, leafy vegetables like broccoli, spinach, and collard greens are also good sources of calcium.
- Exercise to help your bones stay strong and healthy. Get plenty of rest to help your bones grow.
- Stand and sit with good posture. Sitting slumped over puts strain on your muscles and on your bones.

# Your Senses

## Your Eyes and Vision

Your eyes allow you to see light reflected by the things around you. This diagram shows how an eye works. Light enters through the clear outer surface called the cornea. It passes through the pupil. The lens bends the incoming light to focus it on the retina. The retina sends nerve signals along the optic nerve. Your brain uses the signals to form an image. This is what you "see."

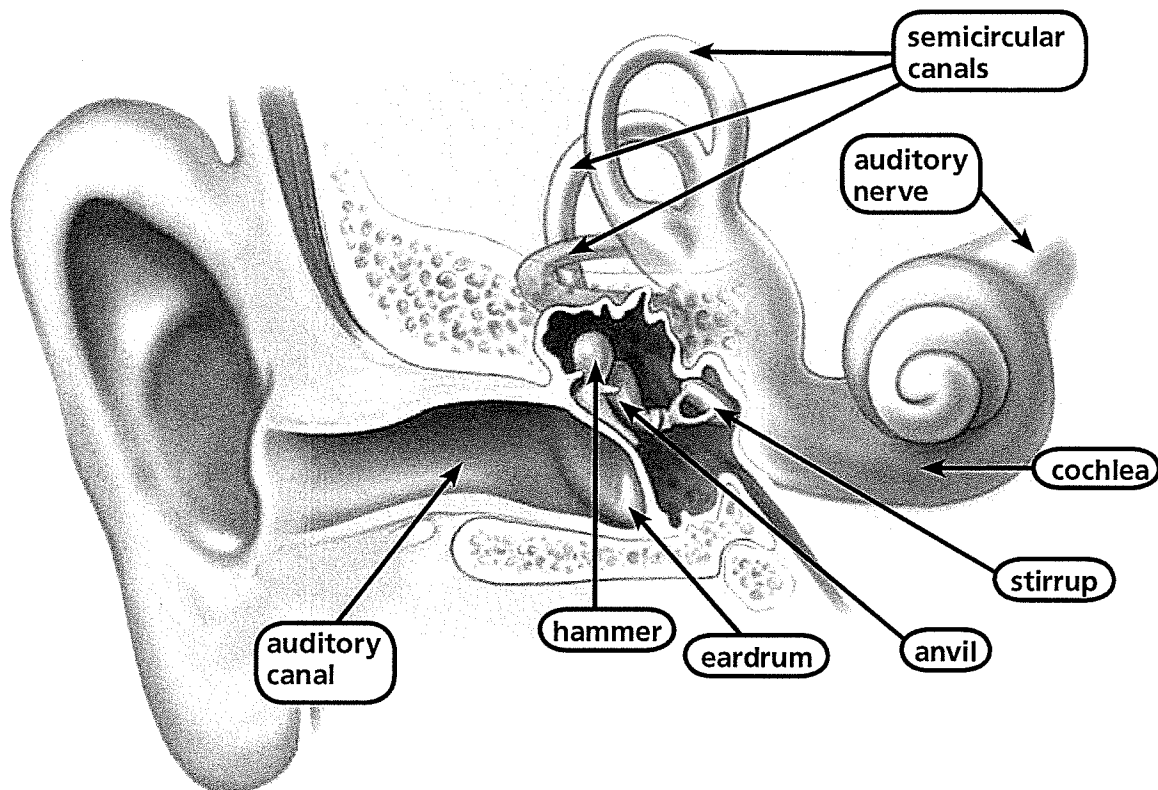


### Caring for Your Eyes

- You should have a doctor check your eyesight every year. Tell your parents or your doctor if your vision becomes blurry or if you are having headaches or pain in your eyes.
- Never touch or rub your eyes.
- Protect your eyes by wearing safety goggles when you use tools or play sports.
- Wear swim goggles to protect your eyes from chlorine or other substances in the water.
- Wear sunglasses to protect your eyes from very bright light. Looking directly at bright light or at the sun can damage your eyes permanently.

## Your Ears and Hearing

Sounds travel through the air in waves. When some of those waves enter your ear you hear a sound. This diagram shows the inside of your ear.



### Caring for Your Ears

- Never put anything in your ears.
- Wear a helmet that covers your ears when you play sports.
- Keep your ears warm in winter.
- Avoid loud sounds and listening to loud music.
- Have your ears checked by a doctor if they hurt or leak fluid or if you have any loss of hearing.
- Wear earplugs when you swim. Water in your ears can lead to infection.