

Fourth Edition

Bienestar/NEEM-A

Health Program

4th Grade Health Curriculum Student's Workbook



Bienestar/NEEMA Health Program 4th Grade Health Curriculum Student Workbook

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4th Grade Pre-Test

School Name _____

Name of Teacher _____ Name of Student _____

Date ____/____/____

Directions

Read each question and choose the ONE correct answer. Circle the correct answer for that question. If you need to change your answer, completely erase the mistake and mark the new answer.
PLEASE DO NOT FOLD OR TEAR THIS PAPER. USE #2 PENCIL ONLY.

Lea cada pregunta y escoja una respuesta correcta. Luego rellene la burbuja al lado de la respuesta correcta para esa pregunta. Si usted necesita cambiar la respuesta, borre completamente el error y marque la nueva respuesta.
POR FAVOR NO DOBLE O DESPEACE ESTE PAPEL. USE LAPIZ #2 SOLAMENTE.

1. What needs to be “in balance” to stay at a healthy weight?

¿Qué se necesita tener “en equilibrio” para mantener un peso saludable?

- a. eating more bread and less meat
comer más pan y menos carne
- b. eating more healthy foods and getting exercise
comer más alimentos saludables y hacer ejercicio
- c. getting more sleep and eating foods low in fiber
dormir más y comer alimentos bajos en fibra
- d. eating more vegetables and exercising less
comer más vegetales y hacer menos ejercicio

2. What is the disease called when you have too much sugar in your blood?

¿Cómo se llama la enfermedad cuando se tiene demasiada azúcar en la sangre?

- a. glucose
glucosa
- b. insulin
insulina
- c. diabetes
diabetes
- d. stroke
derrame cerebral

3. You are getting enough exercise if each day you . . .

Tú estás haciendo suficiente ejercicios si cada día tú haces . . .

- a. walk up one flight of stairs
subes las escaleras
- b. play a computer game for 30 minutes
juegas en tu computadora por 30 minutos
- c. load the dishes in the dishwasher
pones los platos en el lavaplatos/lavavajilla
- d. play a game of basketball and walk the dog for a total of 60 minutes
juegas basquetbol y caminas al perro por un total de 60 minutos

24. Which of the following is NOT a food safety rule?

¿Cuál de los siguientes NO es una regla de seguridad alimenticia? ?

- a. wash your hands with soap and warm water
lavar tus manos con jabón y agua tibia
- b. leave meat out on the counter all night to thaw
dejar la carne fuera del refrigerador toda la noche para descongelar
- c. keep hot foods hot
mantener caliente las comidas calientes
- d. cook meat, especially chicken and beef, all the way through
cocinar la carne, especialmente pollo y carne, completamente

25. What adults could help you make healthy choices to avoid diabetes?

¿Qué adultos te pueden ayudar a hacer decisiones saludables para evitar la diabetes?

- a. doctors and nurses
doctores y enfermeras
- b. parents and teachers
padres de familia y maestros
- c. school nurse and cafeteria workers
la enfermera de la escuela y los trabajadores de la cafetería
- d. all of the above
todos los anteriores

26. Which of the following helps you to prevent cavities?

¿Cuál de los siguientes le ayuda a prevenir las caries?

- a. brushing and flossing when you feel like it
cepillar y usar hilo dental cuando tienes ganas
- b. using a fluoride toothpaste
usar pasta dental con fluoruro
- c. eating candy and sweets
comer dulces y postres
- d. drinking lots of water
tomar mucha agua

27. Heart disease is an illness that develops when the heart

Enfermedad del corazón se desarrolla cuando el corazón

- a. makes too much sugar for the blood
hace mucha azúcar en la sangre
- b. cannot pump enough blood to fuel the body
no late suficiente sangre para nutrir el cuerpo
- c. produces too much insulin
produce mucha insulina
- d. uses up too much oxygen
usa demasiado oxígeno

Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Healthy Living Guidelines

Three (3) habits you should do every day.

1

Eat in moderation

- Stop eating when you feel full.
- Eat only when you are hungry.
- Don't over eat during a meal.
- Eat breakfast.
- Eat food high in fiber like fruits and vegetables and food made with whole grains.



2

Get lots of exercise every day

- Play at home and move around.
- Play at school during recess.
- Help with chores around the house.
- Play on a sports team.

3

Get 9–10 hours of sleep every night

- Sleep helps your body grow and stay healthy.
- Sleep helps your body repair itself.
- Sleep improves energy levels.
- Sleep improves thinking and learning ability.



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Guías para una Vida Sana

Tres (3) hábitos que debes hacer cada día.

1

Come con moderación

- No comas más cuando te sientas lleno.
- Come sólo cuando sientas hambre.
- No comas demasiado en las comidas durante el día.
- Desayuna.
- Consume alimentos altos en fibra, como las frutas y las verduras, y alimentos preparados con granos integrales.



2

Haz bastante ejercicio durante el día

- Juega en casa y haz movimientos.
- Juega en la escuela durante el recero.
- Ayuda con las labores en el hogar.
- Únete a un equipo deportivo.

3

Duerme entre 9 y 10 horas diarias

- Dormir ayuda a tu cuerpo a crecer y mantenerse saludable.
- El sueño ayuda a tu cuerpo a repararse.
- El sueño mejora los niveles de energía.
- El sueño mejora la capacidad de pensar y aprender.



Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Making Smart Choices

Part 1:

Directions:

Listen to each story as it is read to you. Answer the question in the story by drawing a circle around the two (2) correct answers in each list.

1. **Manuel does not eat breakfast. He is so hungry at lunch that he eats until he is stuffed and then eats a candy bar. What are some healthy things Manuel could do instead?**
 - a. He should eat a healthy breakfast.
 - b. He should only eat until he feels full.
 - c. He should only eat the candy bar for lunch.
 - d. He should drink a glass of chocolate milk instead of eating the candy bar.
2. **During vacation, Juanita, Becky, James and Jose spend a lot of time sitting and watching TV. What could they do that would help them get some exercise?**
 - a. They could sit in the yard.
 - b. They could go for a walk.
 - c. They could play tag.
 - d. They could play video games.
3. **Maria goes to bed late every night and has to get up early for school. What can happen to Maria if she does not get enough sleep?**
 - a. It will be harder for her to pay attention in school.
 - b. It will not make a difference in the way she feels.
 - c. She will feel tired and grumpy.
 - d. She will feel hungry.



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Haciendo Decisiones Inteligentes

Parte 1

Instrucciones:

Escucha cada cuento que se te va a leer. Contesta la pregunta del cuento y circula las dos (2) respuestas correctas en cada lista.

1. **Manuel no desayuna. Siente tanta hambre a la hora de la comida que come hasta que no puede más y luego se come un dulce. ¿Cuales son algunas cosas saludables que Manuel podría hacer en lugar de lo que hace?**
 - a. Debe de comer un desayuno saludable.*
 - b. Debe comer hasta que se sienta satisfecho/lleño.*
 - c. Debe comer solamente el dulce a la hora de la comida.
 - d. Debe de tomarse un vaso con leche de chocolate en lugar de una barra de chocolate.
2. **Durante las vacaciones, Juanita, Becky, James y José pasan mucho tiempo sentados y viendo televisión. ¿Qué podrían hacer para que les ayude a hacer ejercicio?**
 - a. Sentarse en el jardín.
 - b. Ir a caminar.*
 - c. Jugar al gato y al ratón (play tag).*
 - d. Jugar juegos de video
3. **María se va a la cama muy tarde cada noche y tiene que levantarse temprano para la escuela. ¿Qué puede pasarle a María si no duerme lo suficiente?**
 - a. Sera mas difícil para María poner atención en la escuela.*
 - b. No habrá diferencia en cómo se sentirá.
 - c. Se sentirá cansada y enojada.*
 - d. Se sentirá hambrienta.



Lesson 1 – Healthy Living

Activity Sheet – Student Workbook

Part 2:

Directions:

Listen to each story as it is read to you. Answer the questions below in your own words.

1. **Jamie has been outside playing after school with friends. Jamie is hungry for a snack before dinner. List three healthy snacks that Jamie could eat.**

2. **Julie is going to her friend's house on Saturday. List three healthy activities that Julie and her friend could do.**

3. **Jack wants to stay up late and watch his favorite TV show. Tomorrow Jack has a math test. What should Jack do? Why?**



Lección 1 – Vida Sana

Hoja de Actividades – Libro de Trabajo del Estudiante

Parte 2

Instrucciones:

Escucha cada cuento que se te va a leer. Contesta las preguntas a continuación en tus propias palabras.

1. **Jaime ha estado fuera jugando después de escuela con los amigos. Jaime tiene hambre y tiene ganas de una botanita antes de la cena. De tres ejemplos de botanitas sanas que Jaime podría comer.**

2. **Julia va a la casa de su amigo el sábado. Lista tres actividades sanas Julia y sus amigos podían hacer.**

3. **Jack desea permanecer despierto y ver su programa favorito de televisión Mañana Jack tiene una prueba de matemáticas. ¿Qué debe hacer Jack? ¿Y porque?**



Lesson 3 – Too Much Sugar In Your Blood

Activity Sheet – Student Workbook

Warning Signs of Diabetes

Danger signals the body uses to warn people that they may have diabetes.



1.

Going to the bathroom to urinate frequently during the day and also having to get up during the night to go to the bathroom.

2.

Feeling thirsty frequently (drinking a lot of water because your mouth feels dry).



3.

Feeling hungry frequently, but still losing weight (eating more and more food at a meal and in between meals).



4.

Feeling tired or weak most of the time.



5.

Having unclear vision (blurry vision).



Lección 3 – Demasiado Azúcar En Su Sangre

Hoja de Actividades – Libro de Trabajo del Estudiante

Señales de advertencia de diabetes

Señales peligrosas que el cuerpo manifiesta para advertir a las personas de que pueden padecer de diabetes.



1.

Ir muchas veces al baño a orinar, durante el día y en las noches.

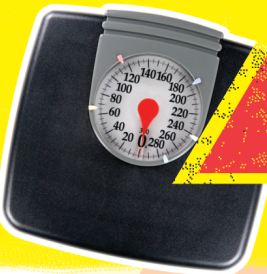
2.

Sentir bastante sed (consumir grandes cantidades de agua debido a la sequedad en la boca).



3.

Sentir bastante hambre, pero aún así, bajar de peso (consumir cada vez más alimentos en las comidas y entre éstas comidas).



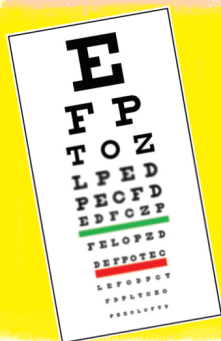
4.

Sentirse cansado o débil la mayor parte del tiempo.



5.

Tener visión deficiente (borrosa).



Tener v