

Fourth Edition

Bienestar/NEEMA

Health Program

5th Grade Health Curriculum Student's Workbook



Bienestar/NEEMA Health Program 5th Grade Health Curriculum Student Workbook

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5th 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 DESPEDACE ESTE PAPEL. USE LAPIZ #2 SOLAMENTE.

1. 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

2. Which of the following is NOT part of the digestive system?

¿Cuál del siguiente no es parte del sistema digestivo?

- a. stomach
estómago
- b. kidney
riñón
- c. pancreas
páncreas
- d. esophagus
esófago

3. It is healthy for a person to eat 3-4 servings of vegetables each day because vegetables are:

Es saludable que una persona coma 3-4 porciones de verduras cada día porque verduras son:

- a. hard to find.
difícil de encontrar
- b. low in fiber.
bajo en fibra
- c. high in sugar.
altos en azúcar
- d. low in fat.
bajo en grasa

20. Jose will increase his chances of gaining weight and getting diabetes and heart disease if he eats too much food from the . . .

Jose aumentará las posibilidades de ganar peso y desarrollar diabetes y enfermedad del corazón si come demasiado de que comidas . . .

- a. fat and sweet group
del grupo de grasas y dulces
- b. dairy and meat groups
del grupo de lácteos y carnes
- c. grain and bread group
grupo de los granos y pan
- d. fruit and vegetable groups
grupos de frutas y verduras

21. Christina will decrease her chances of developing cavities if she . . .

Cristina disminuye sus posibilidades de desarrollar caries si ella . . .

- a. avoids sports and other physical activities
evita deportes y otras actividades físicas
- b. eats her favorite cake and cookies
come su pastel y galletas favoritas
- c. brushes her teeth and flosses daily
cepilla los dientes y usa hilo dental a diario
- d. never goes to the dentist for checkups
nunca va al dentista para chequeos

22. Brandon visits the dentist each year to . . .

Brandon visita al dentista cada año para . . .

- a. keep a healthy weight
mantener un peso saludable
- b. get a physical examination
hacerse un examen físico
- c. have plaque buildup removed from his teeth
haber eliminado la acumulación de placa de los dientes
- d. have his blood pressure checked
revisarse su presión arterial

23. Which of the following helps to prevent heart disease?

¿Cual de las siguientes ayuda prevenir enfermedades del corazón?

- a. eating MyPlate foods and physical activity
comer alimentos de MiPlato y actividad física
- b. watching a lot of TV and eating favorite desserts
ver mucha televisión y comer postres favoritos
- c. avoiding physical activity and watching TV a lot
evitar actividad física y ver mucha televisión
- d. getting high blood pressure and heart palpitations
conseguir presión arterial alta y palpitaciones cardíacas.

Lesson 1 – A Healthy Lifestyle

Activity Sheet – Student Workbook

Healthy Living Guidelines

Three (3) habits you should do every day.

1

Make Healthy Food Choices

- Eat breakfast.
- Eat foods high in fiber like fruits and vegetables and foods made with whole grains.
- Eat less sweet and fatty foods.



2

Be Physically Active

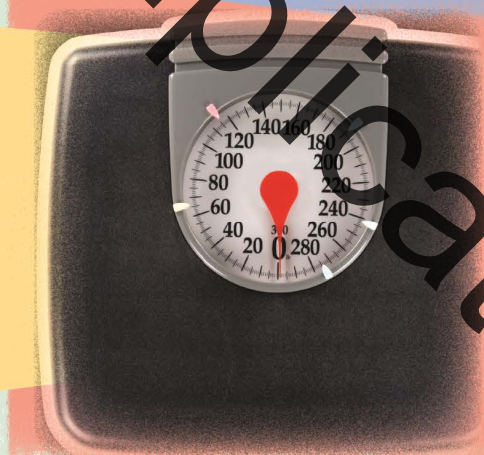
- Engage in 60 minutes of physical activity each day.
- Be physically active at home and at school.
- Stretch and build strong muscles.
- Make your heart beat faster.
- Move around whenever you can.



3

Stay at a Healthy Weight

- Eat only when you are hungry.
- Stop eating when you feel full.
- Don't eat too much at a meal or during the day.
- Exercise to burn off the food you eat.



Lección 1 – Un Estilo De Vida Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

Guías para una Vida Sana

Tres (3) hábitos que debes hacer cada día.

1

Elige alimentos saludables

- Desayuna.
- Consume alimentos ricos en fibra como frutas y verduras y alimentos elaborados con granos integrales.
- Come menos comidas dulces y grasosas.



2

Permanece físicamente activo

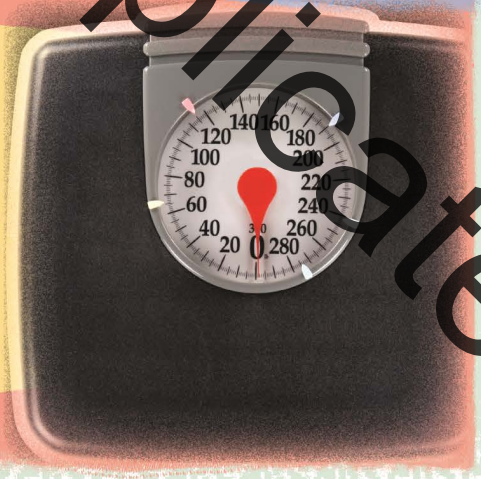
- Participa en 60 minutos de actividad física cada día.
- Permanece físicamente activo en la casa y en la escuela.
- Estírate y desarrolla músculos fuertes.
- Haz que tu corazón lata más rápido.
- Moverse cada vez que pueda.



3

Mantén un peso saludable

- Come sólo cuando tengas hambre.
- Deja de comer cuando te sientas lleno.
- No comas demasiado en una sola comida o durante todo el día.
- Haz ejercicio para quemar las calorías de la comida que consumes.



Lesson 1 – A Healthy Lifestyle

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 – Un Estilo De Vida Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

Haciendo Decisiones Inteligentes

Parte 1

Instrucciones:

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

1. **Manuel no desayuna. Tiene tanta hambre a la hora de la comida que come hasta que no puede más y luego se come un dulce o barra de chocolate. ¿Cuáles 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 de comer solamente la barra de chocolate 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 videojuegos.
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 – A Healthy Lifestyle

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. **Jaime has been outside playing after school with friends. Jaime is hungry for a snack before dinner. List three healthy snacks that Jaime 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 – Un Estilo De Vida Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

Parte 2

Instrucciones:

Escucha cada historia 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. Da tres ejemplos de botanitas sanas que Jaime podría comer.**

2. **Julia va a la casa de su amigo el sábado. Lista tres actividades sanas que 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 por qué?**



Lesson 2 – The Daily Path to Good Oral Health

Activity Sheet – Student Workbook

Proper Brushing Technique



Tilt brush at a 45 degree angle against the gumline and sweep or roll the brush away from the gumline.



Gently brush the outside, inside and chewing surface of each tooth using short back-and-forth strokes.



Gently brush your tongue to remove bacteria and freshen breath.

Proper Flossing Technique



Use about 18" of floss, leaving an inch or two to work with.



Gently follow the curves of your teeth.



Be sure to clean beneath the gumline, but avoid snapping the floss on the gums.

Lección 2 – El Paso Diario A La Buena Salud Oral

Hoja de Actividades – Libro de Trabajo del Estudiante

Tecnica Appropiada Para Cepillar



Inclina el cepillo en un angulo de 45° contra la encía y barre o rueda el cepillo fuera la encía.



Cepille suavemente dentro, fuera y la superficie de cada diente usando movimientos cortos hacia atrás-y-adelante.



Cepille suavemente su lengua para quitar bacteria and refrescar el aliento.

Tecnica Appropiada Para Usar El Hilo Dental



Use 18 pulgadas de hilo dejando una o dos pulgadas para envolver sus dedos.



Suavemente siga las curvas de sus dientes.



Este seguro de limpiar debajo la encía pero evite lastimar las encías.

Lesson 2 – The Daily Path to Good Oral Health

Activity Sheet – Student Workbook

Practice Good Oral Health

Brush and floss your teeth daily.

Limit how many sweets and high sugar foods and drinks you consume.

Eat a balanced MyPlate diet full of fresh fruits and vegetables.

Visit the dentist for regular checkups.

Part 1

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

1. During vacation, Ginger, Erica, Alberto, and Roberto spend a lot of time drinking sodas and eating candy. What could they do that would help them have a healthier mouth and teeth?
 - a. They could sit in the yard.
 - b. They could avoid drinking too much soda.
 - c. They could drink more water and milk.
 - d. They could eat more cake and candy.
2. Brandon does not eat breakfast. Because he does not like the school cafeteria food, he eats a large snack soon after arriving home from school each day. What are some healthy snacks Brandon could eat to improve his oral health?
 - a. Eat chocolate cake with juice.
 - b. Eat chips and cookies.
 - c. Eat fruit like apples, oranges, and grapes.
 - d. Eat carrot sticks and peanut butter.
3. Maria goes to bed late every night and has to get up early for the school bus. What can happen to Maria if she does not brush her teeth daily?
 - a. She will have a great smile.
 - b. She will probably have cavities.
 - c. She will not have to worry about plaque buildup on her teeth.
 - d. She will have plaque buildup on her teeth



Part 2

Directions: Draw a cartoon which tells a short story about the habits you must practice to have good oral health for a lifetime (across the lifespan).

Lección 2 – El Paso Diario A La Buena Salud Oral

Hoja de Actividades – Libro de Trabajo del Estudiante

Practica Buena Salud Oral

Cepilla y usa hilo dental a diario.

Limita dulces y comidas
y bebidas azucaradas que comes.

Come una dieta de MiPlato balanceada llena
de frutas y verduras frescas. Visita el dentista
para chequeos regulares.

Parte 1

Instrucciones: Escucha cada cuento que se te lee. Contesta las preguntas de cada cuento dibujando un círculo alrededor de las dos (2) respuestas correctas de cada lista.

1. Durante vacaciones, Ginger, Erica, Alberto y Roberto pasaron mucho tiempo bebiendo sodas y comiendo dulces. ¿Que pueden hacer para mejorar la salud de su boca y dientes?
 - a. Pueden sentarse en el jardín.
 - b. Pueden evitar tomar mucha soda.
 - c. Pueden tomar mas agua y leche.
 - d. Pueden comer mas pasteles y dulces.
2. Brandon no come desayunos. Porque no le gusta la comida del comedor escolar, hací que come una botana grande tan pronto que llega a su casa cada día. ¿Qué son algunas botanas saludables que Brandon puede comer para mejorar su salud oral?
 - a. Comer mas pastel de chocolate con jugo.
 - b. Comer mas fritos y galletas.
 - c. Comer frutas como manzanas, naranjas y uvas.
 - d. Comer palitos de zanahorias y mantequilla de cacahuete.
3. Maria se acuesta muy noche y se tiene que levantar muy temprano para la escuela. ¿Qué le puede pasar a María si no se cepilla los dientes a diario?
 - a. Tendrá una gran sonrisa.
 - b. Tendrá caries dentales.
 - c. No tendrá que preocuparse de acumulación de placas en los dientes.
 - d. Tendrá acumulación de placas en los dientes.



Parte 2

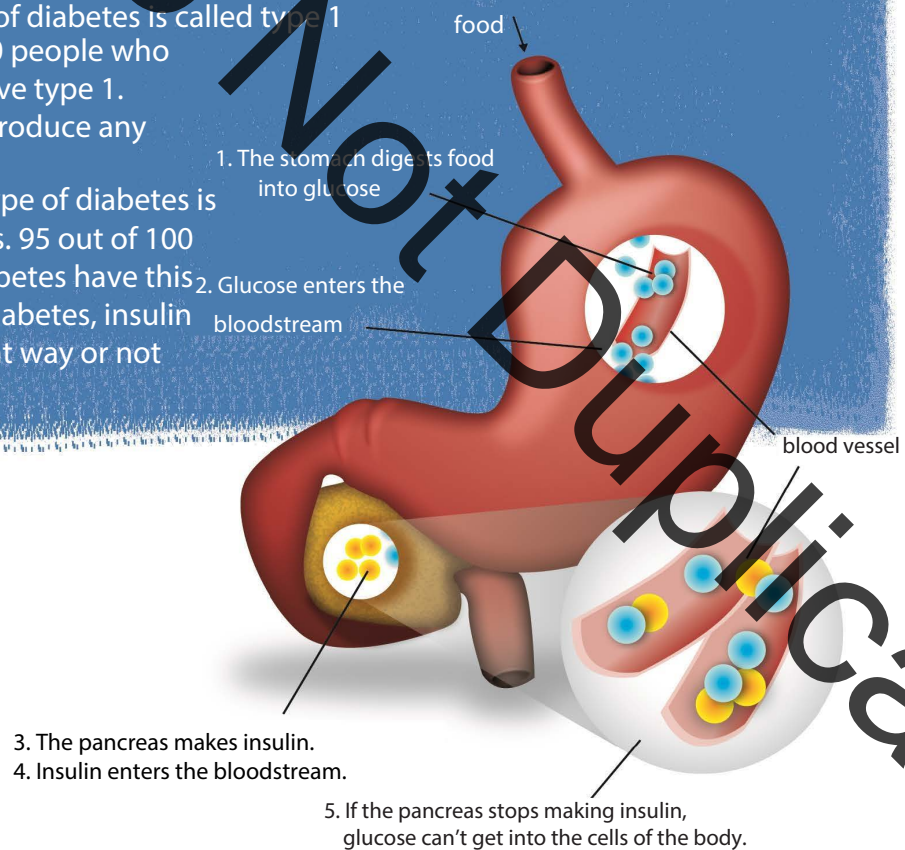
Instrucciones: Dibuja una caricatura que cuenta un cuento sobre los hábitos que tienes que practicar para tener una buena salud oral por el resto de la vida.

Lesson 3 – Battling Diabetes

Activity Sheet – Student Workbook

Sample Not Duplicate

1. The body needs sugar for fuel or energy to keep it going - like a car uses gas to run. The sugar the body uses is called glucose. It comes from the food you eat and drink.
2. The body also has something called insulin which is made in the pancreas. The insulin is important because it carries the sugar to all the cells in the body, so that it can be used as fuel or energy.
3. A person develops type 2 diabetes when there is consistently too much sugar in the blood. This happens when a person eats or drinks too much sweet food; eats too much fatty food; does not eat enough food with fiber (fruits, vegetables, and foods with whole grains); does not exercise; and gains too much weight.
4. The blood ends up with too much sugar because the insulin can't get the sugar out of the blood and into the cells where it is needed for fuel or energy. When this happens, the body gets tired and weak, which is a sign the person has diabetes.
5. A less common type of diabetes is called type 1 diabetes. 5 out of 100 people who have diabetes will have type 1. These people don't produce any insulin at all.
6. The most common type of diabetes is called type 2 diabetes. 95 out of 100 people who have diabetes have this type. In this type of diabetes, insulin is not used in the right way or not enough is produced.



Lección 12 – Alto a la Sal Para Controlar la Hipertensión

Hoja de Actividades – Libro de Trabajo del Estudiante

Evita la Sal

1 bolsa de 1 onza de Fritos® tiene 180 mg de sodio



1 trozo de pepinillo en vinagre tiene 355 mg de sodio.



1 orden grande de papas fritas tiene 350 mg de sodio.



1 trozo de tocino tiene 145 mg de sodio.



1 cucharada de mostaza tiene 55 mg de sodio.



1 taza de sopa preparada de pollo con fideos tiene 890 mg de sodio.



Lesson 12 – Halt Salt to Control Hypertension

Activity Sheet – Student Workbook

Understanding Hypertension

Directions: Unscramble the words that relate to hypertension. Write the definition of each term after you unscramble the words.

Isotysi

i lctosiad

o lbob

t lkserlilen

n tesydear

Directions: Answer each question with a short statement.

1. The high reading for blood pressure is called

_____.

2. The low reading for blood pressure is called

_____.

3. 120/80 mmHg is considered a normal _____ pressure reading

_____.

4. Because sometimes people with hypertension do not have symptoms (feel nothing) it is called

_____.

5. A cause of hypertension is living a

_____ lifestyle.

We should share what we learn at school with our families.

Remember hypertension is the silent killer, but we can do things to reduce our chances of getting it.

Remind your family that eating more fruits, vegetables and whole grains like cereals, exercising and controlling weight are the best treatment for hypertension.

Lección 12 – Alto a la Sal Para Controlar la Hipertensión

Hoja de Actividades – Libro de Trabajo del Estudiante

Entendiendo la Hipertensión

Direcciones: Descifre las palabras relacionadas con la hipertensión.
Escriba la definición de cada termino después de descifrar la palabra.

Isocitisa (sistólica)

alicistda

iarteral

sinoase ciososienl

riotaseden

Dirección: Conteste cada pregunta con su respuesta.

1. El numero de arriba de la presión arterial se llama

_____.

2. El numero de debajo de la presión arterial se llama

_____.

3. 120/80 mm Hg se considera una presión

_____ normal.

4. Porque algunas veces personas con hipertension no tienen
síntomas tambien se llama

_____.

5. Una causa de hipertension es vivir una vida

_____.

Debemos compartir lo que hemos aprendido en la escuela con la familia. Recuerda que hipertensión es un asesino silencioso, pero podemos hacer cosas para reducir la posibilidad de padecerla.

Recuerden a sus familia que el mejor tratamiento para la hipertensión is comer mas frutas, verduras y granos integrales como los cereales, hacer mas ejercicio y controlar el peso.

Lesson 13 – The Healthy “Weigh”

Activity Sheet – Student Workbook

A Healthy Weigh

Healthy Weight:

Not weighing too much or too little for someone your age

To Stay at a Healthy Weight:

- Eat healthy foods
- Eat food with fiber
- Don't eat too much
- Exercise

Overweight:

Weighing too much

Type 2 Diabetes and heart disease attacks when a person:

- Weighs too much
- Does not exercise
- Does not eat food with fiber
- Eats too much sweet and fatty food

Weighing too much is caused by:

- Not exercising
- Eating too much food
- Eating too many sweets and fatty foods



Lección 13 – El “Peso” Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

Un Peso Saluable

Peso saludable:

No pesar demasiado o muy poco para alguien de tu edad

Para mantener un peso saludable:

- Comer alimentos saludables
- Comer alimentos con fibra
- No comer demasiado
- Ejercicio

Sobre peso:

Pesar demasiado

La diabetes tipo 2 y enfermedades de corazón ataca a una persona cuando:

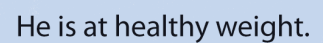
- Pesa demasiado
- No hace ejercicio
- No come alimentos con fibra
- Come demasiados alimentos dulces y grasosos

El sobre peso se debe a:

- Falta de ejercicio
- Comer demasiado.
- Comer comidas demasiado dulces o grasosas.



Body Mass Index – Boys

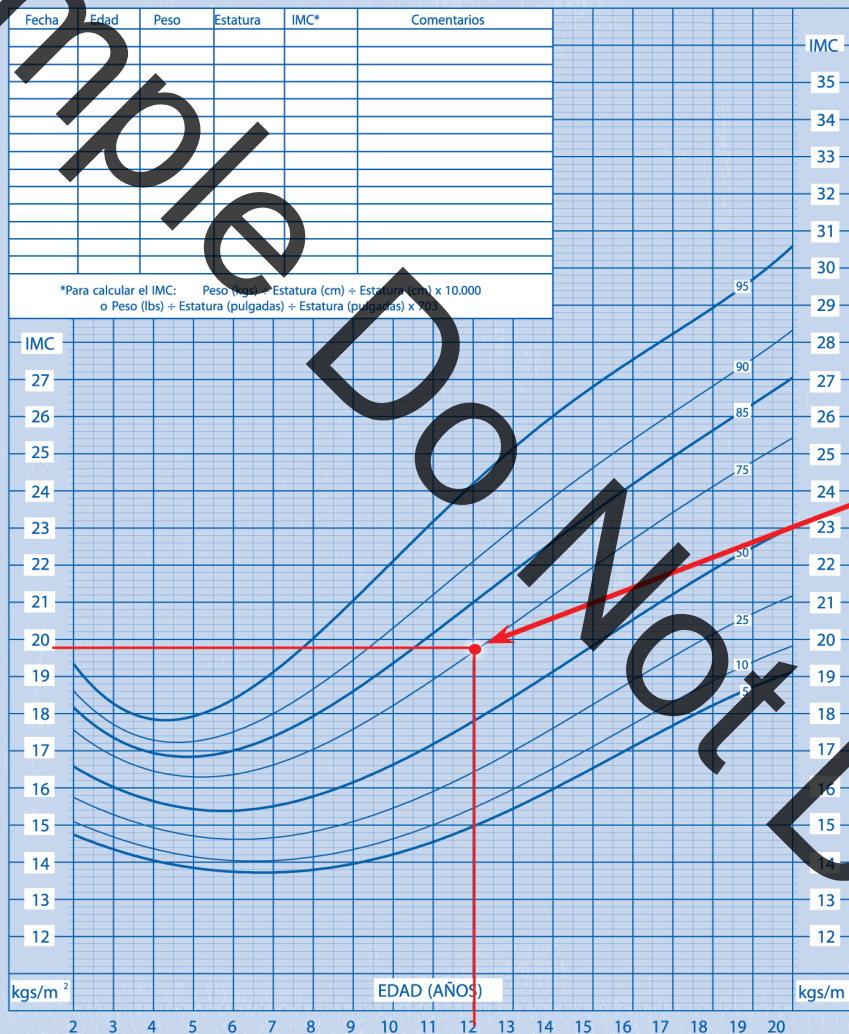


Equal to or greater than the 95th percentile

73

Hoja de Actividades – Libro de Trabajo del Estudiante

Índice de Masa Corporal- Niños



Miguel tiene 12 años de edad con un Índice de Masa Corporal de 20.

Su rango está entre percentil 75 y 85.

El tiene un peso
saludable.

Categoría de Pesos

Peso por debajo de lo normal

Peso saludable

Riesgo de Sobrepeso

Sobrepeso

Rango de Percentil

Menos que percentil 5

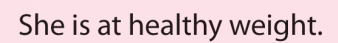
Percentil 5 a menos de percentil 85

85 a menos de percentil 95

Igual o mayor al percentil 95

Source: Centers for Disease Control and Prevention,
http://www.cdc.gov/NCCdphp/dnpa/bmi/childrens_BMI/about_childrens_BMI.htm

Body Mass Index – Girls



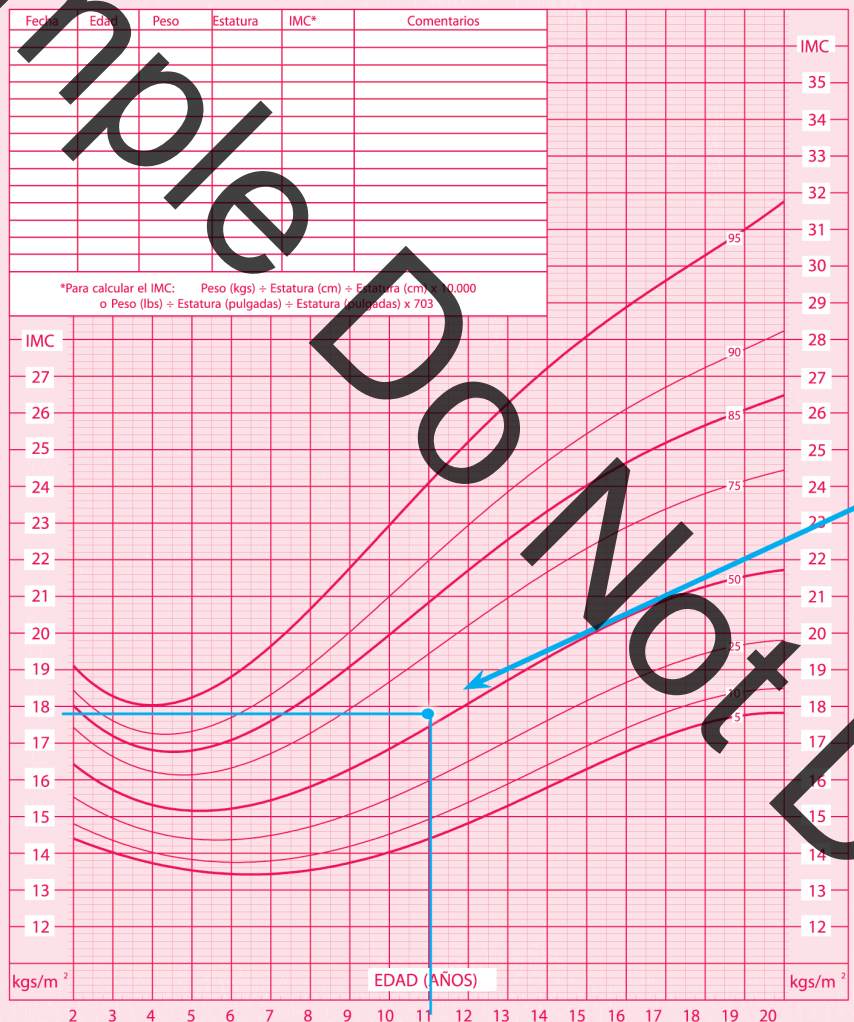
Equal to or greater than the 95th percentile

75

Lección 13 – El “Peso” Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

Índice de Masa Corporal- Niñas



Christina tiene 11 años de edad con un Índice de Masa Corporal de 18. Su rango está entre percentil 50 y 75. Ella tiene un peso saludable.

- Categoría de Pesos**
- Peso por debajo de lo normal
 - Peso saludable
 - Riesgo de Sobrepeso
 - Sobrepeso

- Rango de Percentil**
- Menos que percentil 5
 - Percentil 5 a menos de percentil 85
 - 85 a menos de percentil 95
 - Igual o mayor al percentil 95

Source: Centers for Disease Control and Prevention,
http://www.cdc.gov/NCCdphp/dnpa/bmi/childrens_BMI/about_childrens_BMI.htm

Lesson 13 – The Healthy “Weigh”

Activity Sheet – Student Workbook

Are You in Balance?

Balancing food and exercise helps a person stay at a healthy weight.



When food and exercise are off balance a person will gain weight.



Lección 13 – El “Peso” Saludable

Hoja de Actividades – Libro de Trabajo del Estudiante

¿Estás Balanceado?

Balancear los alimentos y hacer ejercicios te ayudan a permanecer en un peso saludable.



Cuando los alimentos y el ejercicio no son balanceados, ganas peso.

