



---

# 1<sup>st</sup> Grade

---

CATCH Alignment Guide to  
Texas Essential Knowledge  
and Skills (TEKS)

---

CATCH Classroom Curriculum

---



**THE UNIVERSITY of TEXAS**

SCHOOL OF PUBLIC HEALTH AT HOUSTON

*A part of The University of Texas Health Science Center at Houston*

*Michael & Susan Dell Center for Advancement of Healthy Living*

# CATCH Alignment Guide to Texas Essential Knowledge and Skills (TEKS)<sup>©</sup>

## **Acknowledgements**

The following people are acknowledged for their valuable contributions to the development of this Alignment Guide:

David Dean  
Jessica Dillenberger  
Dana Goerner  
Malia Henson  
Gina Lawson  
Carol Myers  
Kia Matthews  
Karen Spruce  
Melanie Weedman

## **Copyright**

This publication is a work fully protected by all applicable rights. All rights reserved. Permission is granted for individual readers, parents, teachers, and group leaders to photocopy the guide for personal, home, classroom, or group work only. No portion of this guide may otherwise be produced or transmitted in any form or by any other means electronic or mechanical. Reproducing and distributing any part of this manual for sale is expressly prohibited. This book may not be reproduced in its entirety without the written permission of the publisher, The University of Texas-School of Public Health-Austin Regional Campus, Michael & Susan Dell Center for Advancement of Healthy Living, CATCH Program. Copyright © 2008, CATCH Program. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the publisher, CATCH Program.

Copyright © 2001, Texas Education Agency. The materials found here are copyrighted © and trademarked ™ as the property of the Texas Education Agency and may not be reproduced without the express written permission of the Texas Education Agency, except under certain conditions. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-7004; email: copyrights@tea.state.tx.us.

## Explanation and Key of Alignment Table

Heading and Title Row. Titles each column explaining what will be in the cells below them.

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers/ Handouts
<b>Session 1: Let's Get Go-ing</b>				
Ses.1/Act.1 Introductory Play	<p><b>L.A. (5.2) Listening Speaking/Critical Listening.</b> The student listens critically to analyze and evaluate a speaker's message.</p> <p><b>L.A. (5.10) Reading/Comprehension.</b> The student comprehends selections using a variety of strategies.</p>	Language Arts/ Reading	Why did Tillie want to talk to the Earthling Students? *	(Reader's Theater Script) Can be done during guided reading.

The title of each session is placed in its own row and shaded to make it easier to find and read.

Labels the session and activity number found in the curriculum guide.

Suggests to teachers, which subject areas they can integrate the health lesson into other subject areas.

Ideas of ways to deliver the information to students, or any needed information for that particular lesson or future lesson.

Lists the overall TEKS that can be linked to this health activity. They include Language Arts, Science, Math, and Health. Makes it easy to match it with the TEKS a teacher is teaching during the week.

Gives examples of TAKS style questions that can be used word for word and/or help create ideas for other questioning strategies used during the lesson.  
 \*= These questions are found straight out of the curriculum guide in the lesson.  
 \*\*=Shows teacher generated questions.

# 1<sup>st</sup> Grade CATCH Aligned with TEKS/TAKS

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers/ Handouts
<b>Session 1: Fiber: What's for Dinner?</b>				
<p><i>Activity 1</i></p> <p>p. 7-19</p>	<p><b>L.A. (1.1) Listening/Speaking/Purposes.</b> The student listens attentively and engages actively in a variety of oral language experiences.</p> <p><b>L.A. (1.2) Listening/Speaking/Culture.</b> The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p><b>HEALTH (1.1) Health Behaviors.</b> The student understands that personal health decisions and behaviors affect health throughout the life span.</p>	<p>Language Arts/Wellness</p>	<p>Understanding healthy eating habits.</p>	<p><b>Dinner Time at Hearty Heart's Story p8-9</b> <b>Coloring Sheets p11-19</b> <b>CATCH Home Letter 1 p62</b> Can be done as a read aloud</p> <p>**Teacher can let students choose which coloring sheet they want (fruits, vegetables, or physical activity)</p> <p><u>EXTENSION:</u> Have students classify coloring cards as fruits or vegetables</p>
<b>Session 2: Fruits and Veggies Galore!</b>				
<p><i>Activity 1</i></p> <p>p. 21-23</p>	<p><b>L.A. (1.2) Listening/Speaking/Culture.</b> The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p><b>L.A. (1.18) Writing/Purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p> <p><b>SS (1.19) Social Studies Skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Language Arts/Writing/ Social Studies</p>	<p>Why is it important to eat 5 servings of fruits and vegetables a day?</p>	<p><b>Light bulb, tennis ball</b> Creation of meal chart can be done during Math as a whole group activity</p> <p>**Suggest using fruits and vegetables coloring cards from previous lesson to add under the mealtime columns</p>

1<sup>st</sup> Grade CATCH Alignment to Texas Essential Knowledge and Skills (TEKS)

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers/ Handouts
<b>Session 3: Fruit-y Ways to Start the Day</b>				
<p><i>Activity 1</i></p> <p>p.25-29</p>	<p><b>L.A. (1.2) Listening/Speaking/Culture.</b> The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p> <p><b>SS (1.19) Social Studies Skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p><b>HEALTH (1.3) Health Behaviors.</b> The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.</p>	<p>Language Arts/Wellness</p>	<p>Why is it important to eat breakfast?</p>	<p><b>Start Your Day with Fruit p28</b>  <b>Bright Ideas for Breakfast p29</b>  <b>Unfamiliar Fruits</b>            Can be done during shared reading  <u>EXTENSION:</u> Make a "I Like _____ (fruit)" book with iPhoto/PhotoStory3 using pictures of students eating their favorite new fruit.  <u>EXTENSION:</u> Sort pictures of food items into categories of fruit and non-fruit.</p>
<b>Session 4: Let's Eat Breakfast</b>				
<p><i>Activity 1</i></p> <p>p. 31-35</p>	<p><b>L.A. (1.10) Reading/Variety of Texts.</b> The student reads widely for different purposes in varied sources.</p> <p><b>L.A. (1.12) Reading/Comprehension.</b> The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</p> <p><b>HEALTH (1.9) Personal/Interpersonal Skills.</b> The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.</p>	<p>Reading/ Wellness</p>	<p>Set goals to consume 1 serving of fruit or 100% fruit juice at breakfast.</p>	<p><b>Snack Preparation Recipe and Evaluations p34-35</b>  <b>**Snack Recipes, Guidelines, and Requisition Forms p66-70</b>            Can be done as a teacher guided center or as a guided math lesson  <b>**Suggest snack preparation to be conducted with Reading Buddies</b>   <u>EXTENSION:</u> Students write about which snack they liked the best.</p>



1<sup>st</sup> Grade CATCH Alignment to Texas Essential Knowledge and Skills (TEKS)

Session/ Activity	Texas Essential Knowledge and Skill (TEKS)	Core Subject	Texas Assessment of Knowledge and Skills (TAKS) style of questions	Notes for Teachers/ Handouts
<b>Session 7: What an Amazing Muscle!</b>				
Activity 1  p45-47	<p><b>L.A. (1.4) Listening/Speaking/Communication.</b> The student communicates clearly by putting thoughts and feelings into spoken words.</p> <p><b>P.E. (1.4) Physical Activity and Health.</b> The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</p> <p><b>HEALTH (1.4) Health Information.</b> The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span.</p>	Language Arts/ Wellness	How does the heart work when the body is physically active?	<p><b>CATCH Home Letter 2 p64</b> Can be done during Wellness Time or anytime students need refocusing</p> <p><b>EXTENSION:</b> Count beads before and after, and record and create a graph</p>
<b>Session 8: Please and Thank You (Part One)</b>				
Activity 1  p49-52	<p><b>L.A. (1.3) Listening/Speaking/Audiences/Oral Grammar.</b> The student speaks appropriately to different audiences for different purposes and occasions.</p> <p><b>SS (1.19) Social Studies Skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p><b>HEALTH (1.3) Health Behaviors.</b> The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.</p>	Language Arts/Social Studies/ Wellness	What is the appropriate way to ask family or friends to do something with you?	<p><b>Paper lunch bags Rhyme p50</b> Make puppets at centers</p> <p><b>**Recommend providing face pictures to students to glue on bags or use tongue depressors to create personal puppets</b></p>

