

## A NOTE FROM JILL:

*Jump with Jill* is excited to bring the excitement of the live show into your classroom and home with these standards matched lesson plans and activity sheets. Over the many years we've partnered with the National Watermelon Promotion Board, we've developed many of our songs into videos. With so much of our work educating kids going online, this next project aims to provide teachers - or parents facilitating the work of teachers - with important curriculum objectives and explosively entertaining videos through applications to healthy foods and exercise.

Use the recommended videos as the activating activity for each lesson. All the lesson plans are developed using the EATS instructional model:

- **E**ssential questions
- **A**ctivating prior knowledge
- **T**eaching
- **S**ummarizing/Assessment

The five lessons range in target grade level and subject areas so all elementary students can benefit from *Jump with Jill's* virtual lessons.

I hope you have as much fun doing them as we had creating them.

**Jill Jayne, MS, RD**

**+ her band of extraordinary educators**

### OVERVIEW:

1. The Sweet Beat: Math (Grades 1-2)
  - Sorting fruits by color
  - Adding and subtracting fruits
2. Nutrition Action News: Language Arts (Grades 2-4)
  - Identify parts of a story
  - Differentiate points-of-view
  - Convert between mediums
  - Examine different source types
3. Nature's Candy: Science, Math, & Language Arts (Grades 3-4)
  - Explore how fruits grow
  - Analyze nutrient content in fruit compared to candy
4. Watermelon Workouts: Social Studies (Grades 4-5)
  - Identify historical landmarks
  - Relate to your own city or interests
  - Combine class research into a map
5. Film Festival - Culminating Activity: Social Studies and Language Arts (Grades 1-5)
  - Design an event
  - Describe your event plan
  - Showcase the event

## 1. THE SWEET BEAT: MATH

### GRADE LEVEL – 1ST GRADE & 2ND GRADE

**E:** How can I group fruits by color, and use them to add and subtract?

**A:** Begin instruction by showing students the *Jump with Jill Sweet Beat* Music Video:

[www.jumpwithjill.com/watch/sweet-beat-music-video/](http://www.jumpwithjill.com/watch/sweet-beat-music-video/)



- After the video, ask your students to share fruits they remember from the video and record for all contributions to be seen and manipulated.
- Describe the scenes of the video (red in the gym, orange-yellow at the concert, green at the crosswalk blue-purple in the classroom) to ask students to identify the common trait that divided them. Guide the discussion so students highlight the commonality of color.
  - Explain that color represents nutritional powers that contribute to the unique taste, flavor and smell of each fruit. For example, watermelons and grapefruits are red because of lycopene and blueberries are blue because of anthocyanin.
  - These unique color compounds of plants are not vitamins or minerals; they are powerhouse nutrients called phytochemicals that have been shown in research to contribute to protective effects from diseases like cancer and heart disease. You can remember this by calling them “fight-off-chemicals” because they ward off sickness and disease with their powerful antioxidant effects.
  - So not only are fruits good looking and sickness preventing, fruits taste distinctly SWEET!
- Generate a list of fruits showcased in the video. Group each fruit by color with the help of your students.
  - Name any additional fruits that can be added to each color group that were not featured in the video. Fruits are technically anything that comes from the flower of the plant, so don’t get too technical to distinguish a fruit from a vegetable.

## FRUIT UNIT LESSON PLANS FOR THE NATIONAL WATERMELON PROMOTION BOARD

- After each fruit is grouped by color, ask students to count how many fruits are in each group. Write the number of fruits next to each group. For example, 7 Green Fruits, 6 Red Fruits, 4 Yellow Fruits, 6 Purple Fruits
- **T:** Use groups of fruits to add and subtract.
- Start by fully demonstrating how students can use groups of fruits to add or subtract.
  - Count each fruit group and write the number of fruits you have in each group above them (example, 7 and 6).
  - Add a plus sign in the middle.
  - Ask how many fruits you have in your circles (example, count to 13) and then draw an equals sign to the right of your circle and write the number (example, 13). The problem should be displayed above or below your drawing (example,  $7 + 6 = 13$ ).
  - Talk aloud and say “If I add 7 green fruits with 6 red fruits, I have 13 total fruits.”
- Ask a student to volunteer to work through an addition problem with you (example, adding the red and yellow or yellow and purple, etc).
  - After you have found the answer but before erasing, ask the class what would happen if you were to eat 3 fruits from a group? Erase 3 fruits and count aloud how many total fruits you have now in each group.
  - Speak aloud and read the problem (example, “If I had 10 total fruits and I ate 3 of them, I now only have 7 total fruits.”).
  - Write  $10 - 3 = 7$  beneath the drawing and beneath the original addition sentence. This is how you subtract!
  - Erase and ask for one last student volunteer.
- Ask the student to choose two more groups of fruit to add and writing the problem (example,  $7 + 6 = 13$  fruits).
- Demonstrate subtraction. What would happen if you were to eat 4 purple fruits? Erase 4 purple fruits.
  - Ask the student to count how many total fruits there are now.
  - Help the student write the subtraction sentence and read aloud.

**S:** Have students work on their own to complete independent activities: Activity 1 *Jump with Jill Addition and Subtraction with Fruits!* and Activity 2 *Sweet Beat Color by Number*

- Collect the activities, review student answers, and decide if there are specific areas that need improvement.
- At the end of class, have students complete one giant question similar to the bonus as a class and have them post or write their answers.

### 1st Grade

#### **CCSS.MATH.CONTENT.1.OA.A.1**

**Represent and solve problems involving addition and subtraction within 20.**

### 2nd Grade

#### **CCSS.MATH.CONTENT.2.OA.A.1**



**Represent and solve problems involving addition and subtraction within 100.**



# ACTIVITY 1 JUMP WITH JILL ADDITION AND SUBTRACTION WITH FRUITS!

Name: \_\_\_\_\_

Follow the example to add or subtract these delicious fruits!

Example: 6 Grapes:  + 3 Apples:  = 9 Total Fruits

9 Fruits:  - 5 were eaten = 4 Total Fruits

1. \_\_\_ Oranges:  + \_\_\_ Cantaloupes:  = \_\_\_ Total Fruits

↓  
\_\_\_ Fruits:  - 3 were eaten = \_\_\_ Total Fruits

2. \_\_\_ Pears:  + \_\_\_ Strawberries:  = \_\_\_ Total Fruits

↓  
\_\_\_ Fruits:  - 5 were eaten = \_\_\_ Total Fruits

3. \_\_\_ Watermelons:  + \_\_\_ Bananas:  = \_\_\_ Total Fruits

↓  
\_\_\_ Fruits:  - 1 was eaten = \_\_\_ Total Fruits

4. \_\_\_ Pineapples:  + \_\_\_ Cherries:  = \_\_\_ Total Fruits


↓  
\_\_\_ Fruits:  - 4 were eaten = \_\_\_ Total Fruits

5. \_\_\_ Blueberries:  + \_\_\_ Peaches:  = \_\_\_ Total Fruits

↓  
\_\_\_ Fruits:  - 4 were eaten = \_\_\_ Total Fruits

## BONUS:

\_\_\_ Watermelons:  + \_\_\_ Pears: 

+ \_\_\_ Blueberries:  + \_\_\_ Oranges:  = \_\_\_ Total Fruits

↓  
\_\_\_ Fruits: 

- 12 were eaten = \_\_\_ Total Fruits



# KEY

**BROWN:** 7, 17

**BLACK:** 1, 11

**ORANGE:** 6, 16

**YELLOW:** 4, 14

**GREEN:** 2, 12

**PURPLE:** 3, 13

**RED:** 5, 15

**BLUE:** 8, 18

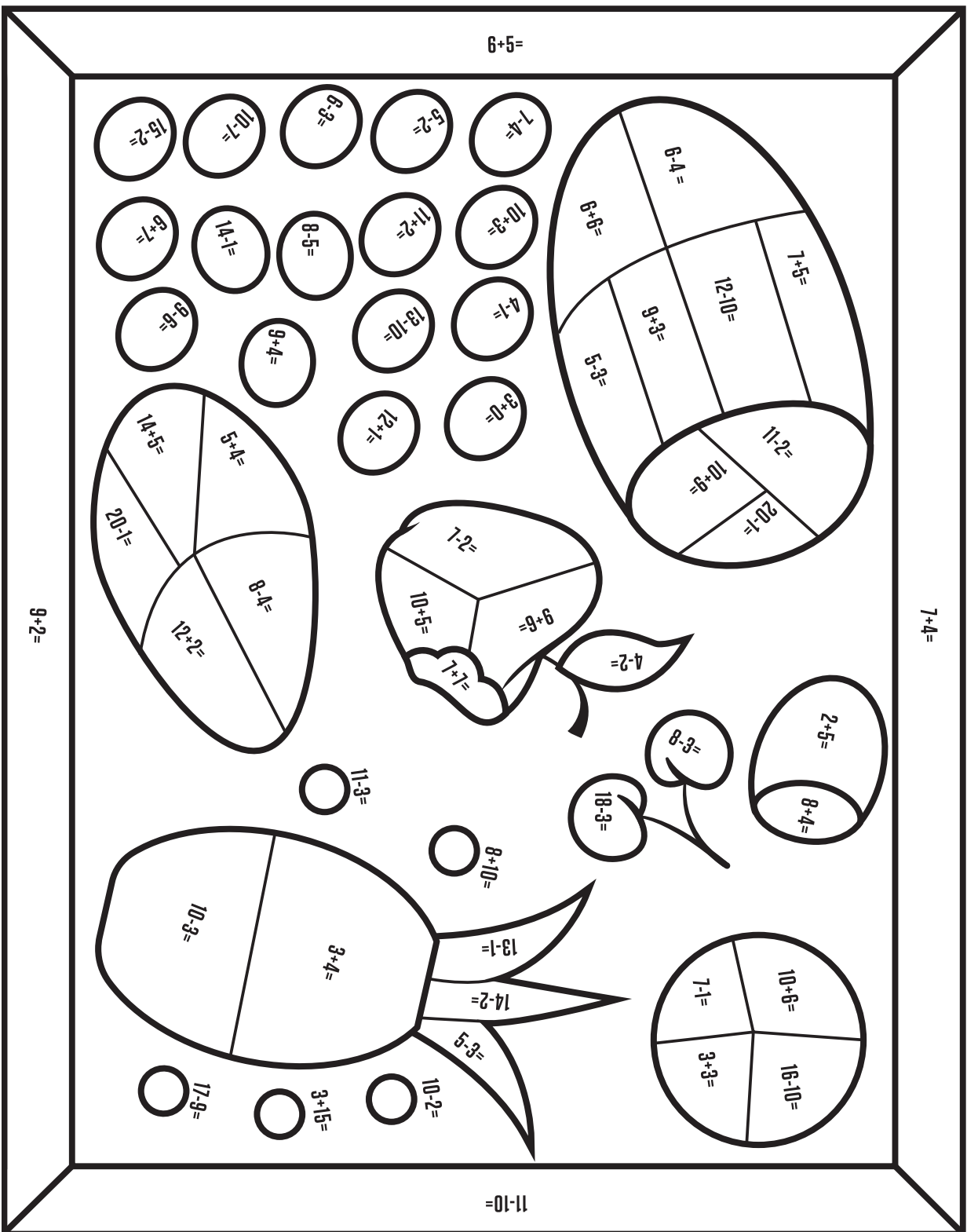
**PINK:** 9, 19

## WORK SPACE

### ACTIVITY 2 SWEET BEAT COLOR BY NUMBER

Name: \_\_\_\_\_



First, solve each addition or subtraction statement. After, use the key to color each statement their specific color!



# ACTIVITY 1 JUMP WITH JILL ADDITION AND SUBTRACTION WITH FRUITS! ANSWER KEY

Name: \_\_\_\_\_



Follow the example to add or subtract these delicious fruits!



Example: 6 Grapes:  + 3 Apples:  = 9 Total Fruits

9 Fruits:   - 5 were eaten = 4 Total Fruits

1. 4 Oranges:  + 4 Cantaloupes:  = 8 Total Fruits

8 Fruits:   - 3 were eaten = 5 Total Fruits



2. 8 Pears:  + 3 Strawberries:  = 11 Total Fruits

11 Fruits:   - 5 were eaten = 6 Total Fruits

3. 5 Watermelons:  + 2 Bananas:  = 7 Total Fruits

7 Fruits:   - 1 was eaten = 6 Total Fruits

4. 3 Pineapples:  + 3 Cherries:  = 6 Total Fruits



6 Fruits:   - 4 were eaten = 2 Total Fruits

5. 7 Blueberries:  + 6 Peaches:  = 13 Total Fruits

13 Fruits:   - 4 were eaten = 9 Total Fruits

## BONUS:

5 Watermelons:  + 8 Pears: 

+ 7 Blueberries:  + 4 Oranges:  = 24 Total Fruits

24 Fruits:    

- 12 were eaten = 12 Total Fruits

# KEY

**BROWN:** 7, 17

**BLACK:** 1, 11

**ORANGE:** 6, 16

**YELLOW:** 4, 14

**GREEN:** 2, 12

**PURPLE:** 3, 13

**RED:** 5, 15

**BLUE:** 8, 18

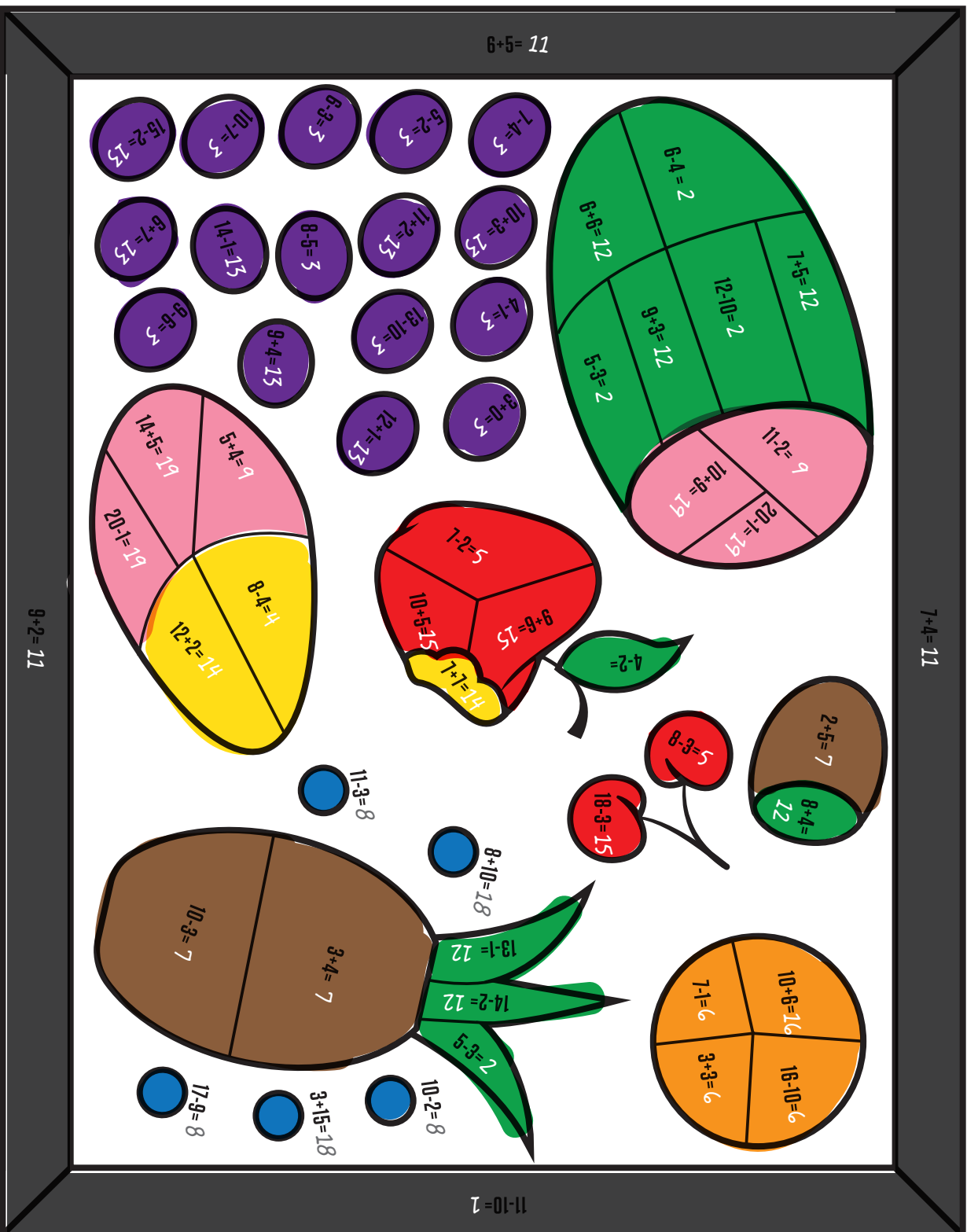
**PINK:** 9, 19

## WORK SPACE

### ACTIVITY 2 SWEET BEAT COLOR BY NUMBER ANSWER KEY

Name: \_\_\_\_\_

First, solve each addition or subtraction statement. After, use the key to color each statement their specific color!



## 2. NUTRITION ACTION NEWS: LANGUAGE ARTS

Grade Level – 2nd Grade & 3rd Grade

**E:** How do I write a story using Beginning, Middle, and End and Point of View?

**A:** Begin instruction by showing students the *Jump with Jill* Nutrition Action News: [www.jumpwithjill.com/watch/watermelon-bandits/](http://www.jumpwithjill.com/watch/watermelon-bandits/)



**T:** Ask students to recall what happened in the video story.

- Have a short discussion recalling events that occurred.
  - Discuss the event in the news story that made everything else happen. Students can recall that the Watermelon Bandits were stealing watermelons. This is the inciting incident, or the “hook,” which turns an unrelated series of events into the reason that a story is worth telling. In Activity 1 *Summarize Nutrition Action News*, students write the already-established inciting incident in the proper place in the beginning column.
  - Classify the other events they listed earlier into beginning, middle, and end. This can be done independently, in small groups, or together as a class. If doing together as a class, the teacher can display a three column chart or post the activity sheet.
- Introduce point-of-view by asking students if the characters in the video understood the story the same way.
  - Ask students to identify the two main points-of-view in the video (Reporter Jill & Vladimir Radulov).
  - Ask students why their points-of-view were different.
  - In Activity 2 *Nutrition Action News Venn Diagram*, classify the differences and similarities in Reporter Jill’s & Vladimir’s points of view using the Venn Diagram. This can also be done individually or in groups. If doing together as a class, the teacher can display a Venn diagram or post the activity sheet.
- Remind students that there are many ways to receive news.
  - Ask how we got the news of the Watermelon Bandits story? (video or broadcast news). In Activity 3 *Convert the Story*, students will convert this story into a written news article. This worksheet can be posted or passed

out and completed using the instructions at the top, or the teacher can talk students through each step.

- To prompt students to change the medium of the story, talk through the four steps:
  1. Ask students to brainstorm the names of some local or national newspapers/sites. Students can be creative with making their own newspaper title.
  2. Ask what is a Headline? (A title for a news article that summarizes the event in several words). Students write their own headline for the Watermelon Bandit Story.
  3. Instruct students to fill in the blanks of the body of the article about the Watermelon Bandits.
  4. Instruct students to draw a picture that illustrates the event that happened.
- Have a few students read their news articles aloud.
- Explore the pros and cons of various news sources with Activity 4: *Know Thy Source* individually, in groups, or via a class discussion.

**S:** Instruct students to play the part of a tv broadcast reporter and tell a story with these same characters in front of the class or creating a video. Or, flip the script and make a video from the point-of-view of the other character they analyzed in the Venn Diagram in Activity 2.

## **2ND GRADE:**

### **CCSS.ELA-LITERACY.RL.2.5**

**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

### **CCSS.ELA-LITERACY.W.2.3**

**Write narratives in which they recount a well-elaborated event or short sequence of events.**

## **3RD GRADE:**

### **CCSS.ELA-LITERACY.RL.3.3**

**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**

### **CCSS.ELA-LITERACY.W.3.3**

**Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.**

## **4TH GRADE:**

### **CCSS.ELA-LITERACY.RL.4.3**

**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**

### **CCSS.ELA-LITERACY.W.4.3**

**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

# ACTIVITY 1 SUMMARIZE NUTRITION ACTION NEWS

Name: \_\_\_\_\_

What just happened in the Nutrition Action News Watermelon Bandit special? Summarize what happened in the beginning, middle, and end. Make sure you identify the Inciting Incident, which is the event that hooks the reader or listener into a story.

BEGINNING	MIDDLE	END
Inciting incident =		

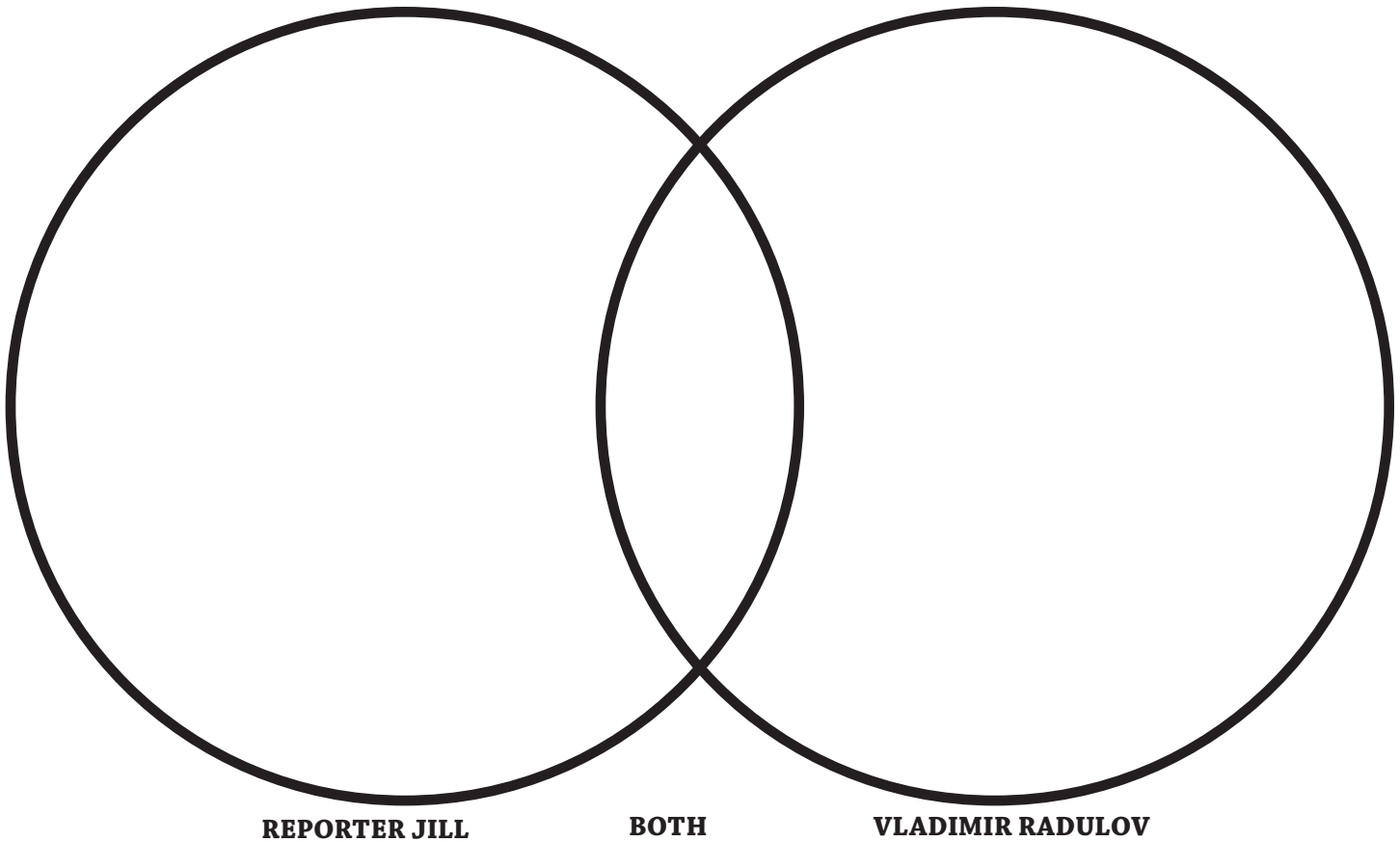




## ACTIVITY 2 NUTRITION ACTION NEWS VENN DIAGRAM

Name: \_\_\_\_\_

Use this Venn Diagram to compare the different points of view of Reporter Jill and Vladimir Radulov. Keep track of what Reporter Jill saw on one side, what Vladimir saw on the other side, and what they both understood the same way in the middle overlapping section.



Draw pictures of each character below their names.



# ACTIVITY 3 CONVERT THE STORY

Name: \_\_\_\_\_







Turn the Nutrition Action News story into an online article!

1. Create the name of your newspaper.
2. Write a headline (title) for the Watermelon Bandit story.
3. Draw a picture that illustrates the Watermelon Bandit story.
4. Fill in the blanks of the body of the article with the details from the Watermelon Bandit story.

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**The news you should read right now**

World	Food	Health	Music	Exercise	Travel
<div style="display: flex;"> <div style="flex: 1;"> <div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 200px;"></div> </div> <div style="flex: 1; padding-left: 10px;"> <p>②</p> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <p>③</p> </div> </div>					<p><b>Other News</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  <p>Sweet Beat Music Video Tops Charts</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  <p>A Milk Jug That Talks?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  <p>How Much Sugar is in Your Drink?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">  <p>Record Number of Students Learning From Home</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>Drink Water!</i> </p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><i>Enjoy!</i>  <b>NATURE'S CANDY</b></p> </div>
					<p>④ The Breaking News is that _____.</p> <p>_____</p> <p>Foreign Correspondent Vladimir Radulov says _____.</p> <p>_____ He</p> <p>knows the _____ are guilty because</p> <p>_____</p> <p>Vladimir disappeared from the scene, but has been found</p> <p>_____</p> <p>The watermelon is _____.</p>

## ACTIVITY 4 KNOW THY SOURCE

Name: \_\_\_\_\_

Now that you are an official *Jump with Jill* reporter, you are an expert on all types of news. Answer the questions to test and reflect on your knowledge!

1. Draw or make a list of sources where people learn about what's happening in their world.

### PRINT (WHAT WE READ):

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### BROADCAST (WHAT WE WATCH):

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### DIGITAL (WHAT WE CLICK ON):

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### PEOPLE (WHO WE LISTEN TO):

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2. Pick one of the sources from your list above and list three pros and three cons from getting news this way.

Source: \_\_\_\_\_

PROS	CONS
1.	1.
2.	2.
3.	3.

**Write 1-2 complete sentences to share your feelings on the following:**

3. How does the experience differ for you when you **watch** versus **read** a news story?

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4. How does the experience differ from a **breaking news story** versus a story that has **already happened**?

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5. How do news companies make **money** and how does it influence the **content** you see?

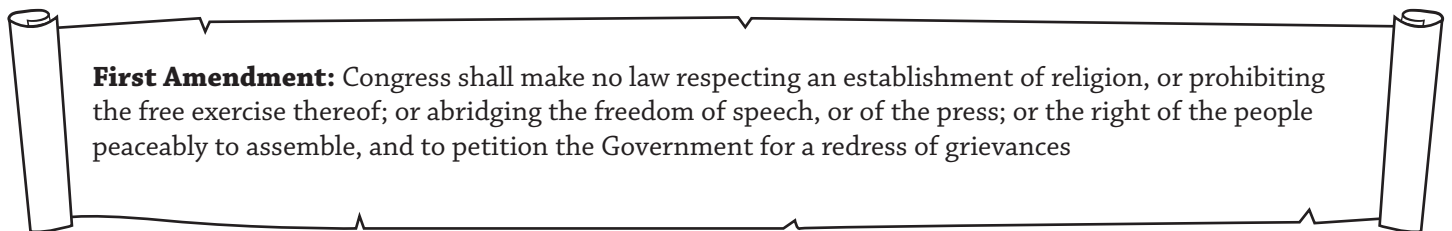
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6. What are some ways *you* make sure what you are reading is **accurate**?

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**If we are all given a voice and we can publish it anywhere, how do we know what is true?**

A quality news source exhibits these qualities:

**expertise** - hiring writers the have been close to the problem or interviewing people who are leaders in the field

**clarity** - presenting the facts that allow you to make decisions that serve your life not fill the advertising space

**reliability** -consistent, accurate information as it is best known at the time—with context for what has already happened—and a process to correct misinformation

**transparency** - revealing financial or social influences behind stories and how information was obtained

**Find these terms related to qualities of a reliable news source in the word search below:**

expertise clarity reliability transparency facts opinion verify sources sponsors

consistent accurate context influence audience story

V	D	E	A	D	N	S	O	U	R	C	E	S	X	Y
A	H	A	C	C	U	R	A	T	E	O	S	I	F	I
U	B	S	P	O	N	S	O	R	S	N	L	I	W	N
D	O	I	C	M	R	F	Y	A	Z	T	R	I	P	F
I	R	R	B	P	E	A	E	N	N	E	J	F	E	L
E	T	F	E	Y	L	E	A	S	V	X	G	Z	J	U
N	C	R	O	T	I	X	W	P	B	T	O	X	X	E
C	S	K	Y	I	A	P	G	A	O	Z	P	E	C	N
E	K	T	Y	R	B	E	M	R	T	U	P	I	O	C
I	S	O	V	A	I	R	D	E	K	B	A	I	S	E
A	X	T	W	L	L	T	G	N	R	P	N	I	T	R
N	Y	G	O	C	I	I	J	C	A	I	D	U	W	R
E	M	V	W	R	T	S	X	Y	P	S	T	C	A	F
P	L	P	P	X	Y	E	P	O	I	I	W	Q	H	Z
E	C	O	N	S	I	S	T	E	N	T	M	N	H	J

# ACTIVITY 1 SUMMARIZE NUTRITION ACTION NEWS ANSWER KEY

Name: \_\_\_\_\_

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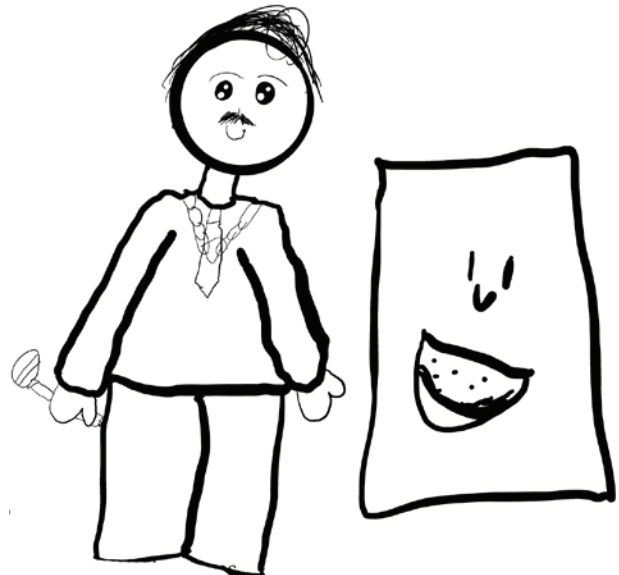
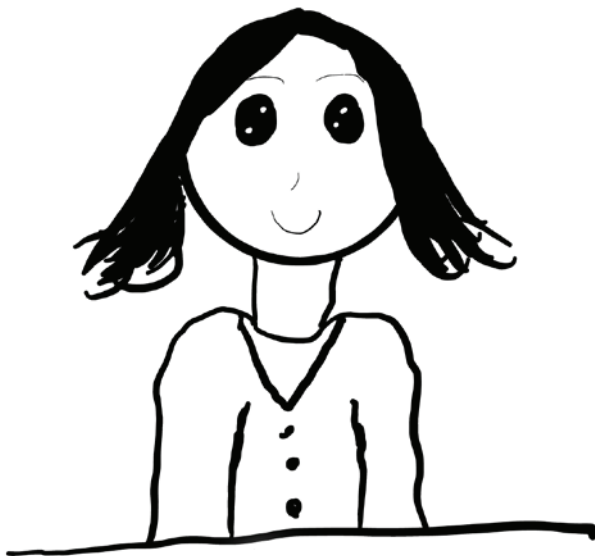
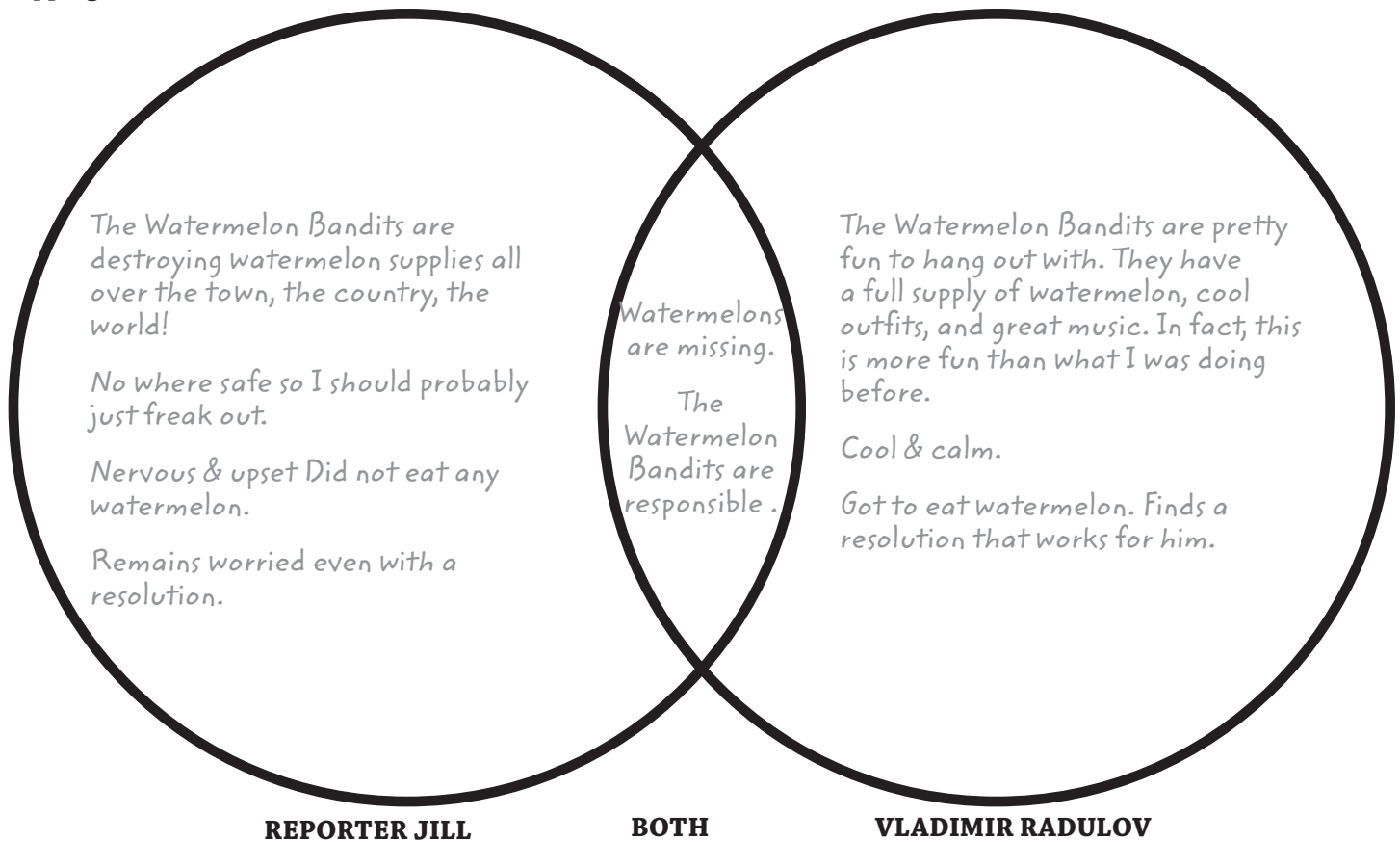
BEGINNING	MIDDLE	END
<p>Inciting incident =</p> <p>Watermelons are missing from the grocery store.</p> <p>Their location is unknown.</p> <p>Jill reports from the studio desk and Vladimir reports from the grocery store, the location of the incident.</p>	<p>The on location news reporter found evidence of who stole the watermelon</p> <p>Vladimir cannot answer any of Jill's questions.</p>	<p>Vladimir ends up with the watermelon and the Watermelon Bandits. He does not want to be rescued.</p>



## ACTIVITY 2 NUTRITION ACTION NEWS VENN DIAGRAM ANSWER KEY

Name: \_\_\_\_\_

Use this Venn Diagram to compare the different points of view of Reporter Jill and Vladimir Radulov. Keep track of what Reporter Jill saw on one side, what Vladimir saw on the other side, and what they both understood the same way in the middle overlapping section.



Draw pictures of each character below their names.

Art by Willow Connell, 4th Grade

# ACTIVITY 3 CONVERT THE STORY ANSWER KEY

Name: \_\_\_\_\_

Turn the Nutrition Action News story into an online article!

1. Create the name of your newspaper.
2. Write a headline (title) for the Watermelon Bandit story.
3. Draw a picture that illustrates the Watermelon Bandit story.
4. Fill in the blanks of the body of the article with the details from the Watermelon Bandit story.

①
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# THE BASSET HOUND TIMES

The news you should read right now

World
Food
Health
Music
Exercise
Travel

② Disappearing watermelons

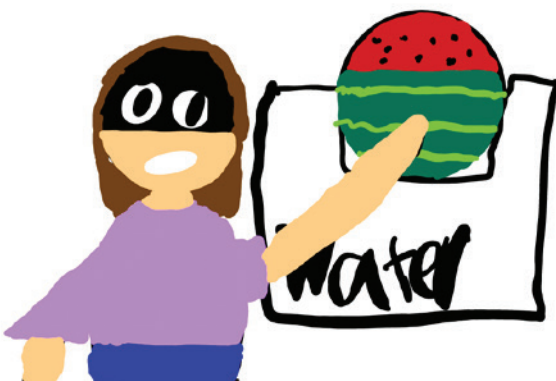
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③


Art by Willow Connell, 4th Grade




**Other News**




Sweet Beat  
Music Video  
Tops Charts




A Milk Jug  
That Talks?




How Much  
Sugar is in  
Your Drink?



Record  
Number of  
Students  
Learning  
From Home





④ The Breaking News is that watermelons disappeared.

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Foreign Correspondent Vladimir Radulov says the watermelon bandits struck again. He

knows the watermelon bandits are guilty because they left evidence.

Vladimir disappeared from the scene, but has been found eating watermelon with the watermelon bandits.

The watermelon is delicious and safe.

# ACTIVITY 4 KNOW THY SOURCE ANSWER KEY

Name: \_\_\_\_\_

Now that you are an official *Jump with Jill* reporter, you are an expert on all types of news. Answer the questions to test and reflect on your knowledge!

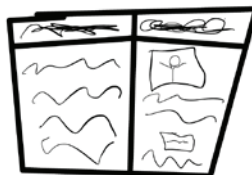
1. Draw or make a list of sources where people learn about what's happening in their world.

## PRINT (WHAT WE READ):

Newspaper

Magazines

Signs



## BROADCAST (WHAT WE WATCH):

Broadcast news

Movies & documentaries

Cable & streaming services



## DIGITAL (WHAT WE CLICK ON):

News sites and apps

Personal websites

Social media



## PEOPLE (WHO WE LISTEN TO):

Family & friends

Leaders

Celebrities



Art by Willow Connell, 4th Grade

2. Pick one of the sources from your list above and list three pros and three cons from getting news this way.

Source: Twitter

PROS	CONS
<ol style="list-style-type: none"> <li>1. Rapidly updated</li> <li>2. Everyone has access</li> <li>3. Everyone can have a voice</li> </ol>	<p>Things can be posted that haven't been</p> <ol style="list-style-type: none"> <li>1. researched.</li> <li>2. It's hard to know what to look at or what's important.</li> <li>3. Some people that normally wouldn't be so loud are very loud.</li> </ol>

## ANSWER KEY

**Write 1-2 complete sentences to share your feelings on the following:**

3. How does the experience differ for you when you **watch** versus **read** a news story?

*There's more details in a written story. But watching gives you the added elements of sound and visual to help you feel what's happening in a story and remember it.*

4. How does the experience differ from a **breaking news story** versus a story that has **already happened**?

*A breaking news story is currently happening, so they are piecing the story together as you watch it.*

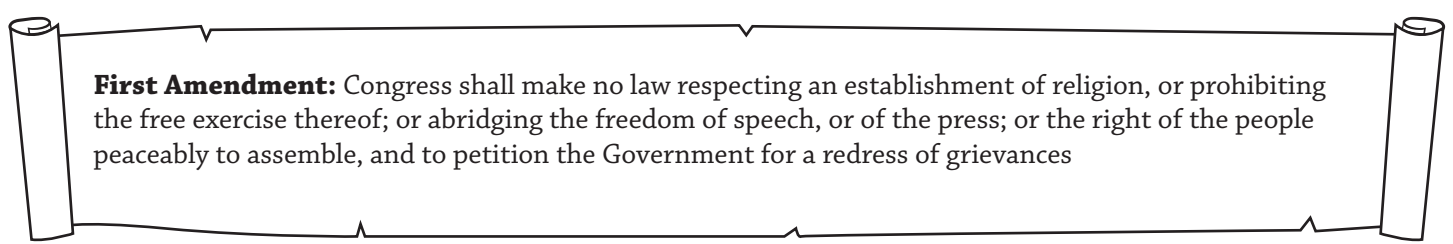
*Something that has already happened may be a more complete story with a beginning, middle, and end.*

5. How do news companies make **money** and how does it influence the **content** you see?

*Advertisements are targeted to who you are and what you've clicked on before. Sponsors pay news outlets to show their content to their viewers.*

6. What are some ways you make sure what you are reading is **accurate**?

*Research who is quoted in the article to learn more about their background. Check the same story from different news outlets to help separate fact from opinion.*



**First Amendment:** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances

**If we are all given a voice and we can publish it anywhere, how do we know what is true?**

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## ANSWER KEY

Find these terms related to qualities of a reliable news source in the word search below:

expertise clarity reliability transparency facts opinion verify sources sponsors

consistent accurate context influence audience story



### 3. NATURE'S CANDY: SCIENCE, MATH, AND LANGUAGE ARTS

#### GRADE LEVEL – 3RD GRADE & 4TH GRADE

**E:** How can I use the Nutrition Facts to analyze sugar content in Fruits and Candy?

**A:** Show Nature's Candy Video: [www.jumpwithjill.com/watch/natures-candy-music-video/](http://www.jumpwithjill.com/watch/natures-candy-music-video/)



**T:** Discuss what students saw in the video:

- Why does Jill call fruit Nature's Candy?
- What makes fruit and candy different?
- What kind of Nature's Candy did you see?
- What is your favorite nature's candy?
- Did any other words in the song catch your ear?
- Discuss the difference between natural sugar in fruits and the added sugar in candy.
  - Fruits like watermelon have to be grown, pollinated, and picked and therefore contain a host of nutrients that our body needs because in addition to the natural sugars there is also a lot of fiber. Fruits are naturally sweet and colorful with the nutrients and fiber that are good for growing strong.
  - Candy, and most junk foods, are really just sugar and flavoring without any of the nutrients. Added sugar is any sugar that was added to the food at some point in processing. You might see it in on the ingredient label as sugar or brown sugar, corn sweeteners and high-fructose corn syrup or other "oses" like fructose, glucose, maltose, or dextrose; honey, molasses, malt or maple syrup. Most of the added sugars in the American diet come from sweetened drinks like sodas and energy drinks, sweet snacks, sweetened coffees and teas, and breakfast cereals and bars. Because of the links between added sugars and risk for cardiovascular disease, important scientists have updated the 2020-2025 Dietary Guidelines to use Americans to be on the lookout for added sugars in the foods and drinks they choose.



## FRUIT UNIT LESSON PLANS FOR THE NATIONAL WATERMELON PROMOTION BOARD

- For students to gain appreciation of the work necessary for our food to grow (and those natural sugars to develop!), use Activity 1 *Becoming a Watermelon*. Read aloud the paragraph and ask students to write growth phase on the chart.
- Present the concept of a food label.
  - On the backs of everything you buy is a food label that tells you what's inside what you are eating. You might notice that many fruits and vegetables are not packaged in boxes or bags but rather are fresh in the store in their own 'packaging' and therefore don't appear to have nutrition labels. There is a lot of information on there and if you aren't an expert, it can be a lot to try to understand. Today we will just look at just one ingredient - sugar - and see how that compares from fruit to candy. We'll also look at the total number of ingredients in a fruit that is grown compared to a food that is manufactured.
- Using Activity 2 Nutrition Label Worksheet to chart compare the natural vs. added sugar and the number of ingredients in watermelon vs. watermelon candy.

**S:** Discuss as a group to share findings and review areas of misunderstanding.

### **3RD GRADE:**

#### **CCSS.ELA-LITERACY.RL.3.1**

**Use information gained from text features to demonstrate understanding of a text.**

#### **CCSS.MATH.CONTENT.3.MD.B.3**

**Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.**

### **4TH GRADE:**

#### **CCSS.ELA-LITERACY.RL.4.1**

**Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

#### **CCSS.MATH.CONTENT.4.MD.B.4**

**Translate information from one type of data and display to another.**

**YOU MAY ALSO FINDS STRONG MATCHES WITHIN YOUR STATE SCIENCE STANDARDS SUCH AS:**

#### **3RD GRADE PENNSYLVANIA SCIENCE STANDARD - 11.3.3.D**

**Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.**

#### **4TH GRADE PENNSYLVANIA SCIENCE STANDARD - 3.1.4.A.8**

**Construct and interpret models and diagrams of various animal and plant life cycles.**

# ACTIVITY 1 BECOMING A WATERMELON

Name: \_\_\_\_\_

**Read about how watermelons grow and write the phases of the watermelon growth cycle on the chart below.**

Watermelon grow on long, rambling vines. Seeds are planted 1 inch deep and sprout with sunlight and sandy soil. The seedlings vines across the ground up to 20 feet in length. Wind, bees, and butterflies are attracted to the flowers, which start the growth of the fruit. It's the size and sweetness we enjoy at markets and stores after about 90 days.

## WORD BANK

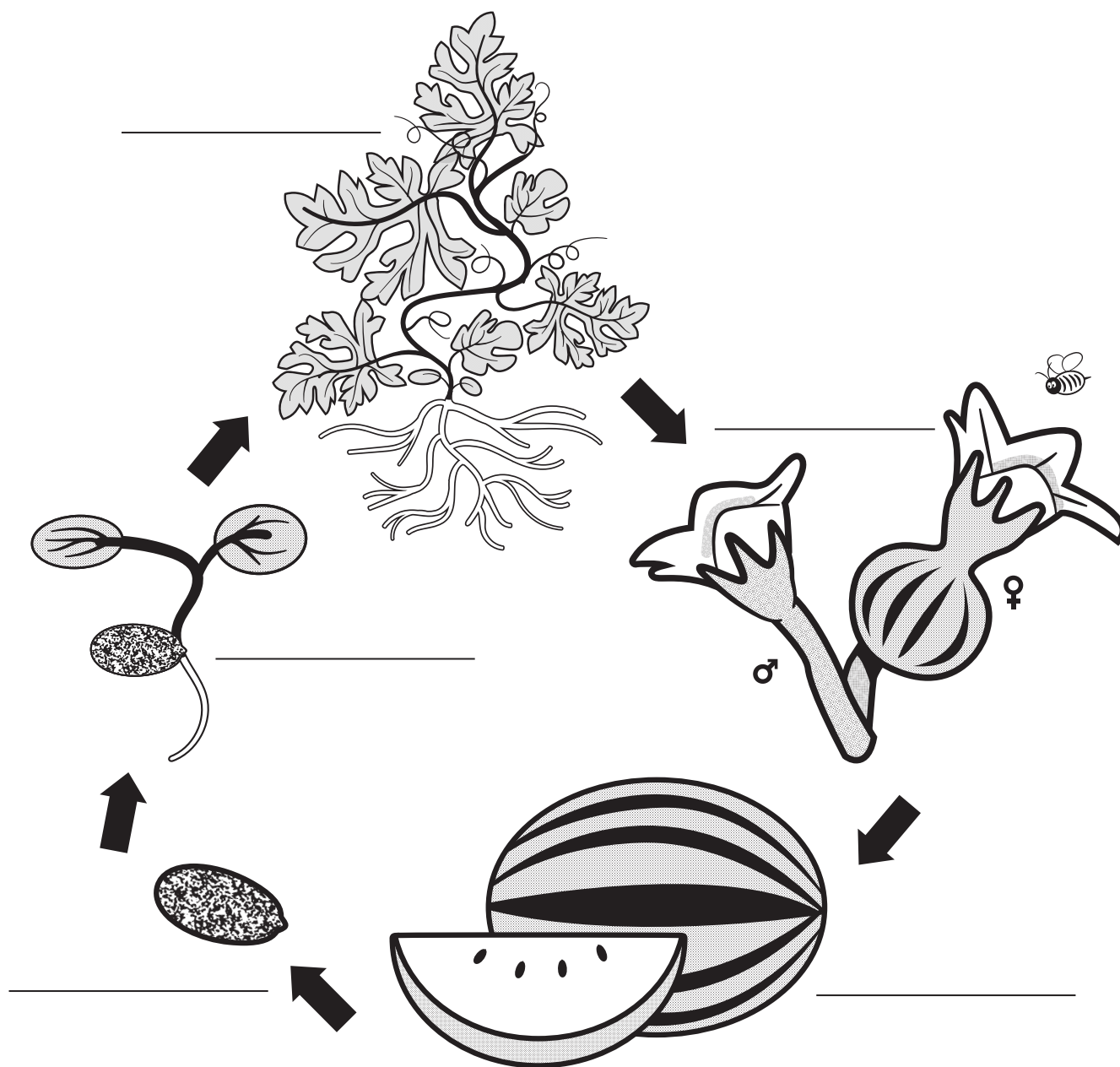
Seedling

Sprout

Flowers

Fruit

Seed




# ACTIVITY 2 NUTRITION LABEL WORKSHEET

Name: \_\_\_\_\_

Use the provided labels to compare naturally sweet watermelon to watermelon candy.

- ☐ Circle how much sugar is in each food.
- ☐ Draw a triangle around the added sugar.
- ☐ Draw a rectangle around the ingredient list.



U.S. DEPARTMENT OF AGRICULTURE  
Agricultural Research Service

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FoodData Central Search Results

ARS HOME | FOODDATA CENTRAL | WATERMELON (BRANDED, 533221)

WATERMELON

Data Type: Branded

Food Category: Pre-Packaged Fruit & Vegetables

Brand Owner: Walgreens Co.

FDC ID: 533221

GTIN/UPC: 049022854390

FDC Published: 4/1/2019

Available Date: 10/13/2017

Modified Date: 10/13/2017

Market Country: United States

Powered by Label Insight

Information provided by food brand owners is label data. Brand owners are responsible for descriptions, nutrient data and ingredient information. USDA calculates values per 100g or 100ml from values per serving. 1 calorie diet (21 CFR 101.9(c)).

Nutrients

Portion: 100g

Name	Amount	Unit	Deriv. By
Energy	31	kcal	Calculated from value per serving size measure
Protein	0.78	g	Calculated from value per serving size measure
Total lipid (fat)	0.25	g	Calculated from a daily value percentage per serving size measure
Carbohydrate, by difference	7.45	g	Calculated from value per serving size measure
Fiber, total dietary	0.4	g	Calculated from value per serving size measure
Sugars, total including NLEA	6.27	g	Calculated from value per serving size measure
Sodium, Na	0	mg	Calculated from a daily value percentage per serving size measure
Fatty acids, total saturated	0	g	Calculated from a daily value percentage per serving size measure
Fatty acids, total trans	0	g	Calculated from value per serving size measure
Cholesterol	0	mg	Calculated from a daily value percentage per serving size measure

Ingredients: WATERMELON

WATERMELON CANDY

Data Type: Branded

Food Category: Candy

Brand Owner: Perfetti Van Melle USA Inc.

FDC ID: 671684

GTIN/UPC: 073390002039

FDC Published: 12/6/2019

Available Date: 7/27/2019

Modified Date: 7/27/2019

Market Country: United States

Powered by Label Insight

Information provided by food brand owners is label data. Brand owners are responsible for descriptions, nutrient data and ingredient information. USDA calculates values per 100g or 100ml from values per serving. 1 calorie diet (21 CFR 101.9(c)).

Nutrients

Update Log

Portion: 100g

Name	Amount	Unit	Deriv. By
Energy	385	kcal	Calculated from value per serving size measure
Protein	0	g	Calculated from value per serving size measure
Total lipid (fat)	0	g	Calculated from a daily value percentage per serving size measure
Carbohydrate, by difference	96.15	g	Calculated from value per serving size measure
Sugars, total including NLEA	70.51	g	Calculated from value per serving size measure
Sugars, added	70.5	g	Calculated from value per serving size measure
Sodium, Na	0	mg	Calculated from a daily value percentage per serving size measure

Ingredients: SUGAR, CORN SYRUP, MALTODEXTRIN, DEXTROSE, MODIFIED FOOD STARCH (CORN), PALM OIL, CONTAINS LESS THAN 2% OF: CITRIC ACID, WATER, ARTIFICIAL FLAVORS, RED 40, BLUE 1, YELLOW 6, YELLOW 5.

Page 1 of 2

JUMP  
WITH  
JILL

WWW.JUMPWITHJILL.COM

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Fill in the chart with the information you put shapes around from above.

	WATERMELON	WATERMELON CANDY
Total Sugar		
Added Sugar		
Number of ingredients		

1. How is sugar measured on a nutrition label? \_\_\_\_\_

2. Which food has the most grams of added sugar? \_\_\_\_\_

3. Which food has the most ingredients? \_\_\_\_\_

4. Compare and contrast the eating experience of watermelon the fruit compared to watermelon the candy. Write three things that make them the same and different when it comes to size, flavor, and enjoyment in your opinion.

SAME	DIFFERENT

# ACTIVITY 1 BECOMING A WATERMELON ANSWER KEY

Name: \_\_\_\_\_

**Read about how watermelons grow and write the phases of the watermelon growth cycle on the chart below.**

Watermelon grow on long, rambling vines. Seeds are planted 1 inch deep and sprout with sunlight and sandy soil. The seedlings vines across the ground up to 20 feet in length. Wind, bees, and butterflies are attracted to the flowers, which start the growth of the fruit. It's the size and sweetness we enjoy at markets and stores after about 90 days.

## WORD BANK

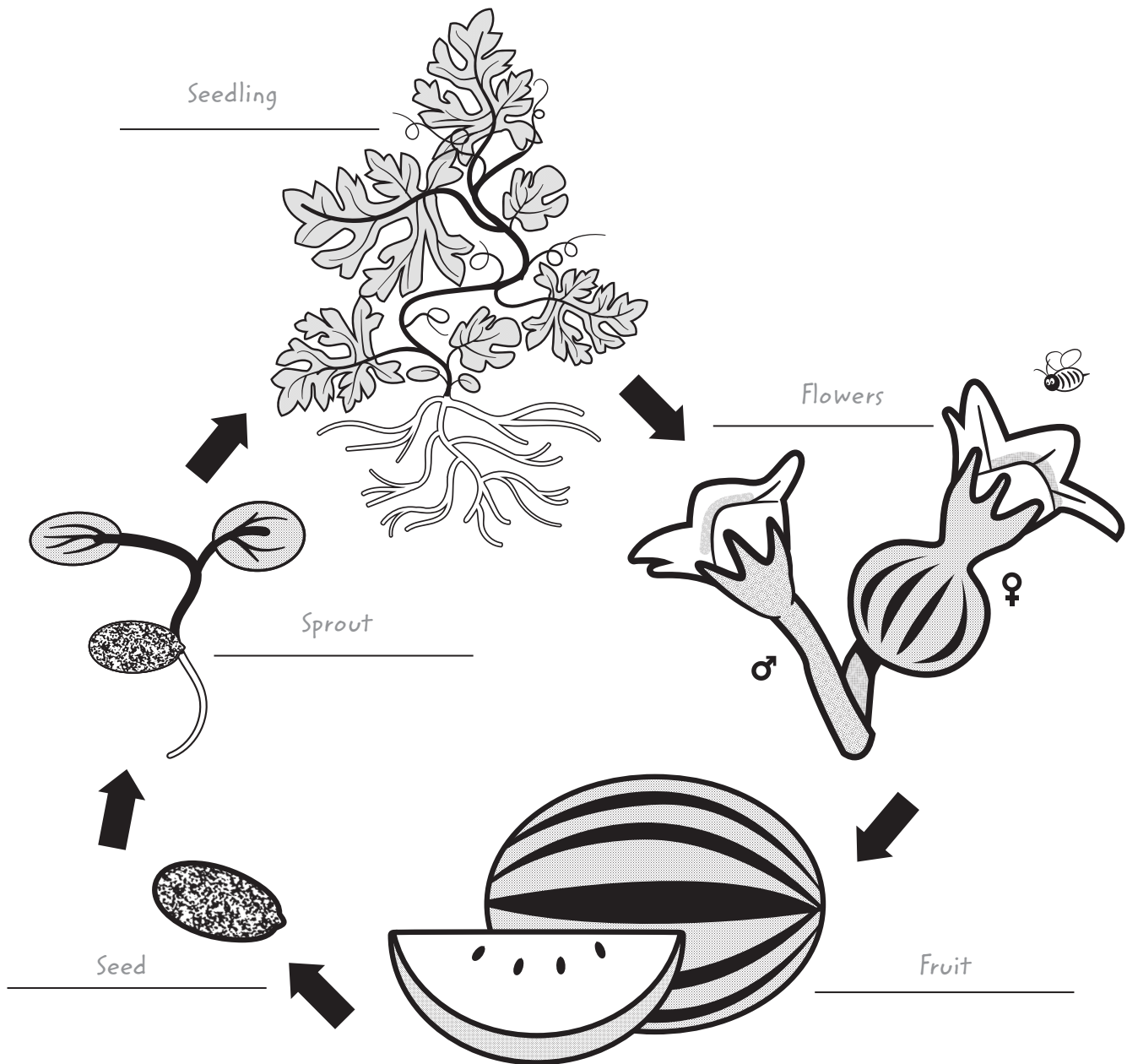
Seedling

Sprout

Flowers

Fruit

Seed

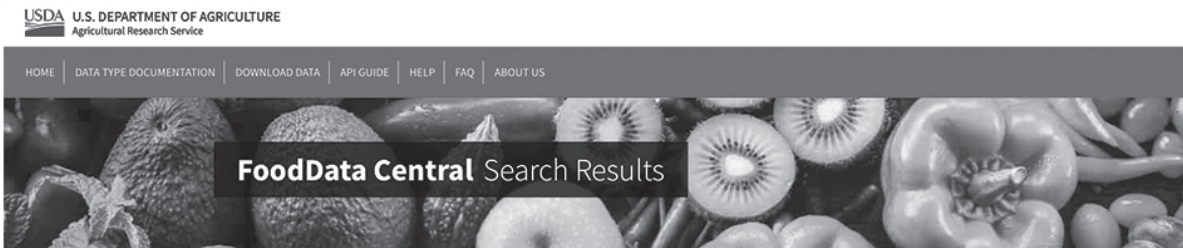


# ACTIVITY 2 NUTRITION LABEL WORKSHEET ANSWER KEY

Name: \_\_\_\_\_

Use the provided labels to compare naturally sweet watermelon to watermelon candy.

- Circle how much sugar is in each food.
- △ Draw a triangle around the added sugar.
- Draw a rectangle around the ingredient list.



ARS HOME | FOODDATA CENTRAL | WATERMELON (BRANDED, 533221)

## WATERMELON

**Data Type:** Branded **Food Category:** Pre-Packaged Fruit & Vegetables **Brand Owner:** Walgreens Co. **FDC ID:** 533221 **GTIN/UPC:** 049022854390  
**FDC Published:** 4/1/2019 **Available Date:** 10/13/2017 **Modified Date:** 10/13/2017 **Market Country:** United States

Powered by Label Insight

Information provided by food brand owners is label data. Brand owners are responsible for descriptions, nutrient data and ingredient information. USDA calculates values per 100g or 100ml from values per serving. 1 calorie diet (21 CFR 101.9(c)).

### Nutrients

Portion: 100g

Name	Amount	Unit	Deriv. By
Energy	31	kcal	Calculated from value per serving size measure
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Sodium, Na	0	mg	Calculated from a daily value percentage per serving size measure
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Cholesterol	0	mg	Calculated from a daily value percentage per serving size measure

Ingredients: WATERMELON

## WATERMELON CANDY

**Data Type:** Branded **Food Category:** Candy **Brand Owner:** Perfetti Van Melle USA Inc. **FDC ID:** 671684 **GTIN/UPC:** 073390002039  
**FDC Published:** 12/6/2019 **Available Date:** 7/27/2019 **Modified Date:** 7/27/2019 **Market Country:** United States

Powered by Label Insight

Information provided by food brand owners is label data. Brand owners are responsible for descriptions, nutrient data and ingredient information. USDA calculates values per 100g or 100ml from values per serving. 1 calorie diet (21 CFR 101.9(c)).

### Nutrients

Portion: 100g

Name	Amount	Unit	Deriv. By
Energy	385	kcal	Calculated from value per serving size measure
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Ingredients: SUGAR, CORN SYRUP, MALTODEXTRIN, DEXTROSE, MODIFIED FOOD STARCH (CORN), PALM OIL, CONTAINS LESS THAN 2% OF: CITRIC ACID, WATER, ARTIFICIAL FLAVORS, RED 40, BLUE 1, YELLOW 6, YELLOW 5.



## ANSWER KEY

Fill in the chart with the information you put shapes around from above.

	WATERMELON	WATERMELON CANDY
Total Sugar	6.27g	70.51g
Added Sugar	—	70.5g
Number of ingredients	1	13

- How is sugar measured on a nutrition label? Grams
- Which food has the most grams of added sugar? Watermelon candy
- Which food has the most ingredients? Watermelon candy
- Compare and contrast the eating experience of watermelon the fruit compared to watermelon the candy. Write three things that make them the same and different when it comes to size, flavor, and enjoyment in your opinion.

SAME	DIFFERENT
People like to eat both	Watermelon has fiber and nutrients, watermelon candy is just sugar
Both have sugar and are sweet	Watermelon has natural sugar, which gives it its sweetness, watermelon candy has added sugar
Both are pink	It's easier to unwrap a candy than it is to slice a watermelon, but the watermelon will give you good energy

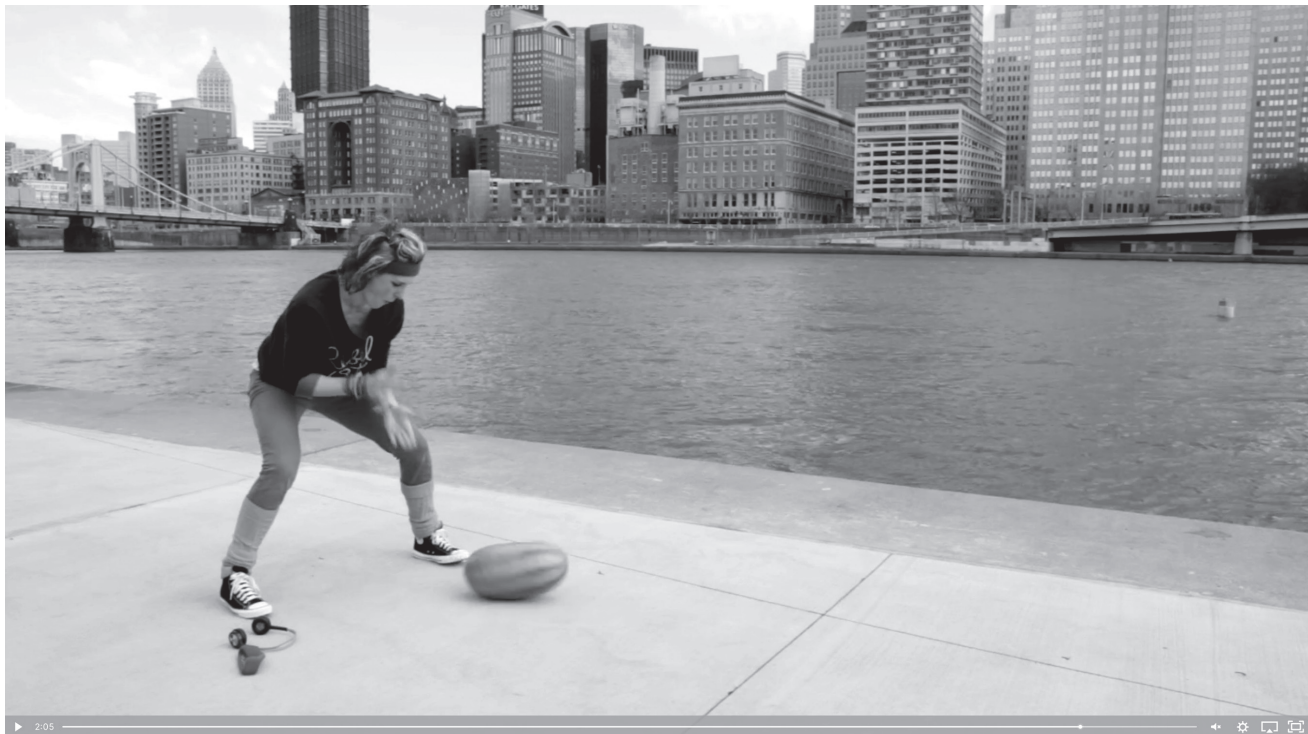
## 4. Watermelon Workouts (Historical Landmark Discovery): Social Studies & Language Arts

Grade Level – 4th & 5th Grade

**E:** How do I research the history of my town's historical monuments or landmarks?

**A:** Begin instruction by showing students the two *Jump with Jill* Watermelon Workout Videos.

- [www.jumpwithjill.com/watch/watermelon-workout-flashdance/](http://www.jumpwithjill.com/watch/watermelon-workout-flashdance/)
- [www.jumpwithjill.com/watch/watermelon-workout-rocky/](http://www.jumpwithjill.com/watch/watermelon-workout-rocky/)



## FRUIT UNIT LESSON PLANS FOR THE NATIONAL WATERMELON PROMOTION BOARD

- Ask students to work in groups to discuss what historical monuments, statues, buildings, bridges, rivers, landmarks, etc. that they may have seen, and where the videos may have been recorded.
- Give students 5 minutes to discuss with their neighbors everything they may have seen in the two videos.
- Ask students what they saw throughout the videos and where the characters may have been:
  - Pittsburgh, PA
    - Clemente Bridge
    - Point Park
    - Bill Mazerowski Statue
    - Allegheny River
  - Philadelphia, PA
    - Love Statue
    - Citizens Bank Park
    - Rocky Statue
    - Art Museum and Steps

**T:** Guide students through researching and discussing the importance of a historic landmark using the Roberto Clemente Bridge as an example. Read through the two provided primary sources, noting the citation. Review reading comprehension by talking through the answers to Landmark Report activity.

- **What is it?:** The Roberto Clemente Bridge is also known as the Sixth Street Bridge, which was built in 1928. It is included in a trio of identical “sister” bridges in Pittsburgh built over the Allegheny River.
  - **Why is it there?** Pittsburgh is known as the City of Bridges, with more than 446 bridges. This bridge was built to connect the City of Pittsburgh to the North Shore of Pittsburgh and closes to cars during baseball games so that people can walk to see the Pirates play!
  - **Why is it special?** The bridge is named after Roberto Clemente, who broke racial barriers for black and Latino players.
- Ask students to brainstorm 3-5 ideas to choose an historical landmark to complete their own historical landmark report.
  - With teacher approval, students can begin doing research in primary sources that help them learn about their landmark. Research what it is, why it is there, and why it is special.
  - Have tools or materials ready so they are easy to access. Give the students the rest of the class, and potentially extra time to complete the assignment. Teachers can assist with citation..

**S:** Collect the completed *Jump with Jill Landmark Report*, review them, and display or collage images of their landmarks onto a map to add geographical context.

### 4TH GRADE:

#### CCSS.ELA-LITERACY.W.4.9

**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

### 5TH GRADE

#### CCSS.ELA-LITERACY.W.5.9

**Draw evidence from literary or informational texts to support analysis, reflection, and research.**



# MAKING HISTORY

## THE HEINZ HISTORY CENTER BLOG

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### Pittsburgh: The City of Bridges

May 5, 2017 • by Brady Smith

Western Pennsylvania History    photographs, pittsburgh, pittsburgh history



Pittsburgh's "Three Sister" Bridges, the Sixth, Seventh, and Ninth Street Bridges. The "Three Sister" bridges were part of a massive series of bridge-building campaigns begun in 1924 by the Allegheny County Department of Public Works, and finished in the late 1930s by the Depression-period Allegheny County Authority. Credit: Allegheny Conference on Community Development Photographs, Detre Library & Archives at the History Center

rope suspension bridge, after it was destroyed in the Great Fire of 1845. Increasing weight from additional traffic resulted in its closure and replacement with the modern Smithfield Street Bridge, the oldest steel bridge in the United States.

Affectionately known as the "City of Bridges," Pittsburgh boasts 446 bridges – more than any other city in the world, including Venice, Italy. Long before the majestic bridges soared above the Three Rivers, Pittsburgh was a rugged terrain of deep valleys, creeks, and rivers, isolating many of the city's residents.

When the first European settlers arrived in the 1700s, they had to cross streams and climb steep hillsides just to travel around the region. To overcome these challenges, the settlers built wooden bridges to connect newly constructed roadways and span the rivers and valleys.

The city's first river crossing bridge, the Monongahela Bridge, was built in 1818 on the site of what is today the Smithfield Street Bridge. The creator of the Brooklyn Bridge, John Roebling, replaced the wooden structure with a new wire

Source: [www.heinzhistorycenter.org/blog/western-pennsylvania-history/pittsburgh-the-city-of-bridges](http://www.heinzhistorycenter.org/blog/western-pennsylvania-history/pittsburgh-the-city-of-bridges)



# Roberto Clemente

American baseball player

## WRITTEN BY

**Milton Jamail**

Lecturer, Department of Government, University of Texas at Austin. Author of *Full Count: Inside Cuban Baseball*.

LAST UPDATED: Aug 14, 2020 [See Article History](#)

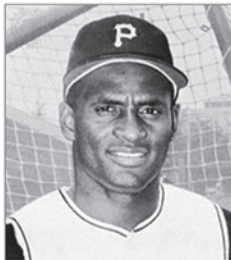
**Alternative Titles:** Bob Clemente, Roberto Clemente Walker

the first Latin American baseball stars in the United States (see also Sidebar: Latin Americans in Major League Baseball).



Clemente, Roberto  
Roberto Clemente, 1968.  
AP/REX/Shutterstock.com

Roberto Clemente, in full Roberto Clemente Walker, (born August 18, 1934, Carolina, Puerto Rico—died December 31, 1972, San Juan), professional baseball player who was an idol in his native Puerto Rico and one of the first Latin American baseball stars in the United States (see also Sidebar: Latin Americans in Major League Baseball).



Roberto Clemente  
Roberto Clemente.  
UPI/Bettmann Archive

Clemente was originally signed to a professional contract by the Brooklyn Dodgers in 1954. He was given a \$10,000 bonus—very high by the standards of the times—but was sent to the minor leagues for the 1954 season. Because of a major league rule that stipulated that any player given a bonus of more than \$4,000 had to be kept on the major league roster for his entire first season or be subject to a draft from other clubs, the Dodgers lost Clemente. Pittsburgh, which had finished last in the National League in 1954, selected him; Clemente made his major league debut on April 1, 1955, and spent his entire career with the Pittsburgh Pirates. For 18 seasons Clemente delighted fans with his hitting ability, daring base running, and strong throwing arm. His outstanding arm was perhaps his greatest physical asset. He won 12 Gold Gloves, the award given to

the best fielding player in each position in the league. Baseball's most talented outfielders are still compared to Clemente. He was also a very good hitter, winning four National League batting titles while compiling a lifetime average of .317. In 1972 Clemente got his 3,000th base hit on his very last at bat as a player. At the time, only 10 other players had reached this mark.

While Clemente amassed a mountain of impressive statistics during his career, he was often mocked by the print media in the United States for his heavy Spanish accent. Clemente was also subjected to the double discrimination of being a foreigner and being Black in a racially segregated society. Although the media tried to call him “Bob” or “Bobby” and many of his baseball cards use “Bob,” Clemente explicitly rejected those nicknames, stating in no uncertain terms that his name was Roberto. There was also confusion over the correct form of his surname. For 27 years the plaque at the National Baseball Hall of Fame read “Roberto Walker Clemente,” mistakenly placing his mother's maiden name before his father's surname. Only in 2000 was it changed to its proper Latin American form, Roberto Clemente Walker.

Perhaps equally as important as Clemente's accomplishments on the field was his role as an advocate for equitable treatment of Latin baseball players, in which he took great pride. Near the end of his career, Clemente commented, “My greatest satisfaction comes from helping to erase the old opinion about Latin Americans and Blacks.” A close friend of Clemente's, Spanish-language sportscaster Luis Mayoral, added, “Roberto Clemente was to Latinos what Jackie Robinson was to Black baseball players. He spoke up for Latinos; he was the first one to speak out.”

Source: [www.britannica.com/biography/Roberto-Clemente](http://www.britannica.com/biography/Roberto-Clemente)

# ***JUMP WITH JILL* LANDMARK REPORT**

Name: \_\_\_\_\_

Use this paper to write in detail about a landmark you'd like to learn more about!

1. My historical landmark is: \_\_\_\_\_.

2. Why did you choose it? \_\_\_\_\_

Draw a picture of your landmark!

3. Describe your landmark:

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---

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4. Why is it there?

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5. How is it special?

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Extra: How is your historical landmark special to you?

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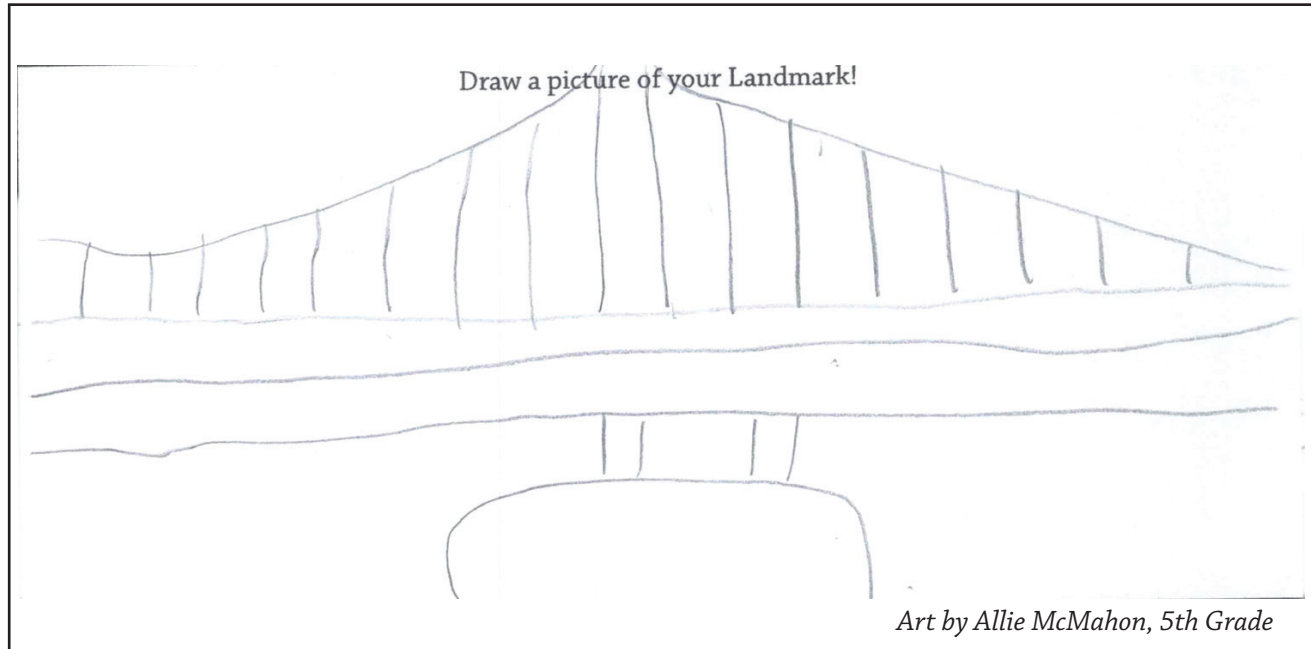


# JUMP WITH JILL LANDMARK REPORT ANSWER KEY

Name: \_\_\_\_\_

Use this paper to write in detail about a landmark you'd like to learn more about!

1. My historical landmark is: Roberto Clemente Bridge
2. Why did you choose it? It's built for a famous Pirates player.



3. Describe your landmark:

It's a bridge over a river with a city behind it with his statue holding a hat. Roberto Clemente was drafted to the Pittsburgh Pirates and was killed in a plane crash.

4. Why is it there?

It connects the North Shore to the city.

5. How is it special?

You can walk to the baseball games.

Extra: How is your historical landmark special to you?

I like learning about what the things mean in the city.

## 5. FILM FESTIVAL (CULMINATING ACTIVITY): SOCIAL STUDIES AND LANGUAGE ARTS

Grade Level – 1st through 5th Grade

**E:** How can we use a guide to plan a class an imaginary, health-themed class event?



**A:** Watch Film Festival video: [www.jumpwithjill.com/watch/film-festival/](http://www.jumpwithjill.com/watch/film-festival/)

- Open class discussion with following sample questions
  - What was the purpose of this event?
    - *Jump with Jill* hosted a film festival to debut some of their newest video projects
  - What specific details did you see?
    - “Walkway, Stars from the videos, fans, singing, dancing, Question & Answer session with Jill, snacks, dinner after”
  - Did anything stand out to you?
  - How much time do you think it took to plan this event and what steps were needed to make all the parts come together?
- Have students complete Activity 1 *Reflecting on the Film Festival* as a class or individually.

**T:** Explain to students about the many steps it takes to plan an event. Tell them that there are even people known as event planners who plan events for a living!

- Tell the students that since they worked extremely hard on the previous lessons that they are going to work together to plan a magical, imaginary event for the whole class. Because Jill will obviously want to pretend to attend, make sure there is some kind of health theme to your event (even if it's just making sure you are serving healthy snacks or walking your snails to get some exercise.) This can be done featuring individual ideas or in small groups or together as a class. Potential event ideas: take unicorn rides on rainbows, design a dragon petting zoo, build a playground in the sky.



## FRUIT UNIT LESSON PLANS FOR THE NATIONAL WATERMELON PROMOTION BOARD

- Activity 2 *Design Your Own Event*. Students complete a graphic organizer similar to 1A with the who, what, where, when, why, and how of the proposed event.
- Activity 3 *Draw Your Event* - Students draw out what the event will look like.
- Activity 4 *Guide to the Event* - Students write out how the event will be executed so it's just like their dreams!

**S:** Ask students to reflect on what they think the best part of their imaginary event would be; ask students to reflect on what they think they would enjoy the most about other imaginary events from their classmates.

### **1ST GRADE**

#### **CCSS.ELA-LITERACY.RI.1.2**

**Describe characters, settings, and major events in a story, using key details.**

### **2ND GRADE**

#### **CCSS.ELA-LITERACY.RI.2.3**

**Describe the connection between a series of events, concepts, or steps in a procedure within a text.**

### **3RD GRADE**

#### **CCSS.ELA-LITERACY.RI.3.3**

**Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.**

### **4TH GRADE**

#### **CCSS.ELA-LITERACY.RI.4.3**

**Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.**

### **5th Grade**

#### **CCSS.ELA-LITERACY.RI.5.3**

**Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.**

**You may also find strong matches within your state social studies standards such as:**

**1st Grade Pennsylvania Social Studies Standard - 6.5.1.B**

**Identify different jobs and the purpose of each.**

**2nd Grade Pennsylvania Social Studies Standard - 5.2.2.D**

**Explain responsible community behavior.**

**3rd Grade Pennsylvania Social Studies Standard - 5.2.3.D**

**Describe how citizens participate in school and community activities.**

**4th Grade Pennsylvania Social Studies Standard - 5.2.4.B**

**Describe the sources of conflict and disagreement and different ways conflict can be resolved.**

**5th Grade Pennsylvania Social Studies Standard - 5.2.4.D**

**Describe how citizens participate in school and community activities.**

# ACTIVITY 1 REFLECTING ON THE FILM FESTIVAL

Name: \_\_\_\_\_

Fill out each bubble in the event map based on what you saw in the video.

## Event Map

What happened?

Why was it important?

When did it happen?

Event

How did it happen?

Where did it happen?

Who was involved?

## ACTIVITY 2 DESIGN YOUR OWN EVENT

Name: \_\_\_\_\_

Fill out each bubble in the event map for **your** upcoming imaginary event.

### Event Map

What will happen?

Why is it important?

When will it happen?

Event

How will it happen?

Where will it happen?

Who will be involved?



## ACTIVITY 3 DRAW YOUR EVENT

Name: \_\_\_\_\_

Use this space to make a picture of how this event looks.



## ACTIVITY 4 GUIDE TO THE EVENT

Name: \_\_\_\_\_

Create the event guide so you and your friends are prepared to celebrate!

Event Name:

\_\_\_\_\_

Event Date

\_\_\_\_\_

Start/End Time:

\_\_\_\_\_

Location:

\_\_\_\_\_

Materials Needed:

\_\_\_\_\_

Activities:

\_\_\_\_\_



# ACTIVITY 1 REFLECTING ON THE FILM FESTIVAL ANSWER KEY

Name: \_\_\_\_\_

Fill out each bubble in the event map based on what you saw in the video.

## Event Map

**What happened?**

*You did a dance, watched films, and afterwards you had dinner.*

**Why was it important?**

*To eat healthy food and drink.*

**When did it happen?**

*On Saturday, June 2nd.*

**Event**

**How did it happen?**

*Talking to fans and pictures, dance practice and food, snacks, and planning.*

**Where did it happen?**

*Oaks Theater.*

**Who was involved?**

*You, Jill! Fans and dancers.*

## ACTIVITY 2 DESIGN YOUR OWN EVENT ANSWER KEY

Name: \_\_\_\_\_

Fill out each bubble in the event map for **your** upcoming imaginary event.

### Event Map

**What will happen?**

*It's a party for a fire breathing dragon named Dan.*

**Why is it important?**

*It's Dan's 5th birthday and he has one every year.*

**When will it happen?**

*Tomorrow at 12:30.*

**Event**

**How will it happen?**

*A magical bird will turn into a flying boat to get to the castle. We are going to play fire dragon and party games and have healthy foods, he loves pineapples but only eats them if they are upsidedown.*

**Where will it happen?**

*A magical castle on a cloud.*

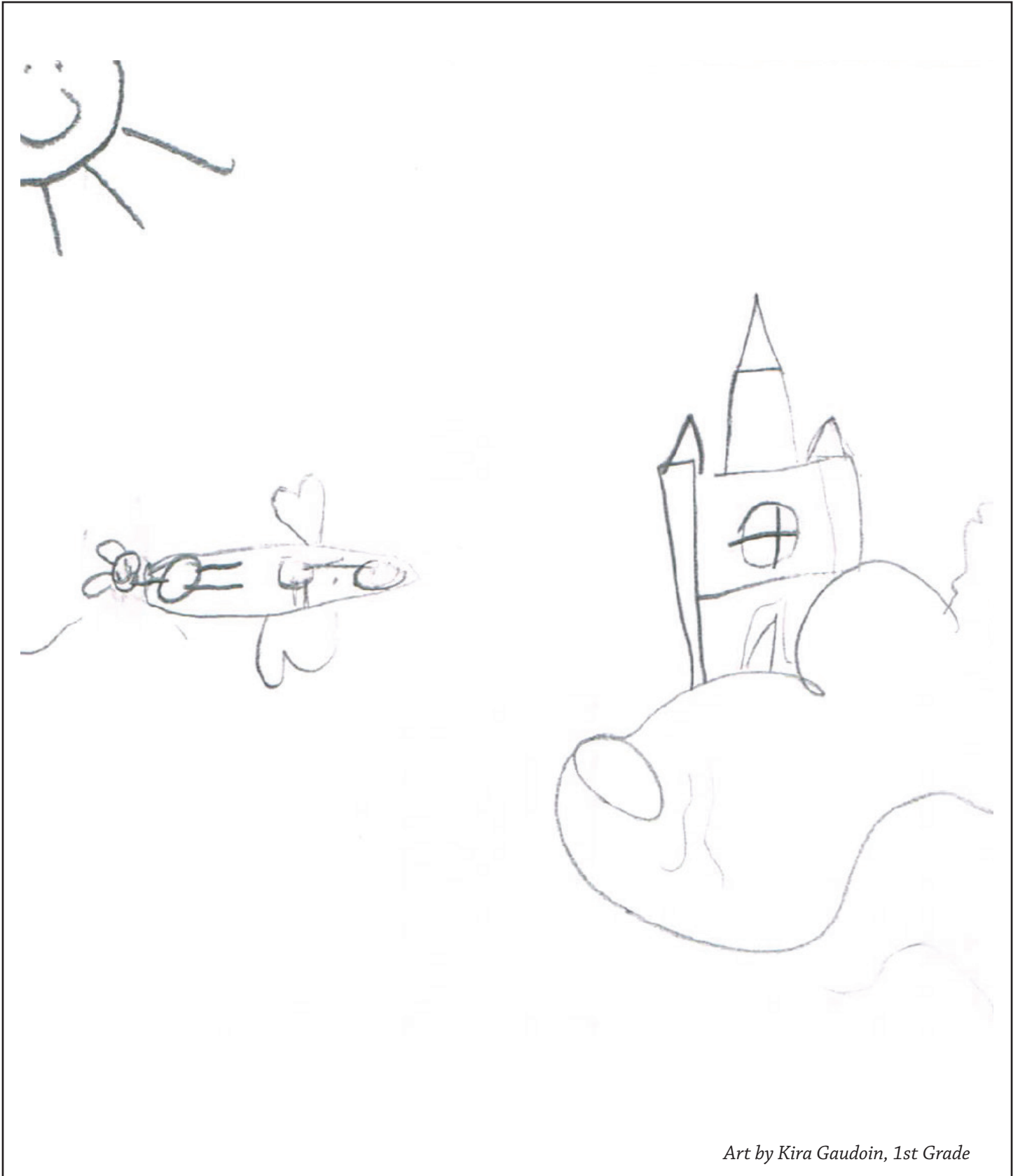
**Who will be involved?**

*Dan the dragon, my magical unicorn, my sister, me, my mom, and my dad.*

### ACTIVITY 3 DRAW YOUR EVENT ANSWER KEY

Name: \_\_\_\_\_

Use this space to make a picture of how this event looks.



*Art by Kira Gaudoin, 1st Grade*



## ACTIVITY 4 GUIDE TO THE EVENT ANSWER KEY

Name: \_\_\_\_\_

Create the event guide so you and your friends are prepared to celebrate!

Event Name:

*Dan's magical party (he's a dragon)*

Event Date

*9-20-20*

Start/End Time:

*12:30pm - 2:00pm*

Location:

*Magical Castle*

Materials Needed:

*Swimming suit, presents*

Activities:

*Swimming, tag, opening presents, fire dragon game,  
feeding Dan his upside down pineapples*